SCHOOL PERFORMANCE OVERVIEW

Rocketship Spark Academy

Explore the performance of Rocketship Spark Academy under California's Accountability System.

Chronic Absenteeism

Yellow

Suspension Rate

Blue

English Learner Progress

Blue

English Language Arts

Green

Mathematics

Green

Basics: Teachers, Instructional Materials, Facilities
STANDARD MET

Implementation of Academic Standards
STANDARD MET

Parent and Family Engagement
STANDARD MET

Local Climate Survey
STANDARD MET

Access to a Broad Course of Study
STANDARD MET

Informational Purposes

Explore the following data elements presented for informational purposes only. These data are not used for accountability determinations.

Science

No Performance Color in 2024

School Details

NAME
Rocketship Spark Academy

ADDRESS
683 Sylvandale Avenue
San Jose, CA 95111-1414

WEBSITE
http://www.rocketshipschools....

GRADES SERVED
K-5

CHARTER
Yes

DASHBOARD ALTERNATIVE SCHOOLS STATUS
No

LCAP
Download the LCAP

ROCKETSHIP SPARK ACADEMY

Student Population

Explore information about this school's student population.

Enrollment
544

Socioeconomically Disadvantaged
59%

English Learners
46.7%

Foster Youth
0.2%

ROCKETSHIP SPARK ACADEMY

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE
English Language Arts

Green

11.7 points above standard

Declined 7.6 Points ▼

EQUITY REPORT
Number of Student Groups in Each Color

0	1	2	1	0
Red	Orange	Yellow	Green	Blue

LEARN MORE
Mathematics

Green

21.9 points above standard

Increased 3.8 Points ▲

EQUITY REPORT
Number of Student Groups in Each Color

0	1	0	2	1
Red	Orange	Yellow	Green	Blue

LEARN MORE
English Learner Progress

Blue

70.1% making progress

Increased 39.1% ▲

LONG-TERM ENGLISH LEARNER PROGRESS

0	0	0	0	0
Red	Orange	Yellow	Green	Blue

Local Indicators

LEARN MORE

Implementation of Academic Standards

STANDARD MET

ROCKETSHIP SPARK ACADEMY

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Chronic Absenteeism



Yellow

23.2% chronically absent

Declined 3.1% ▼

EQUITY REPORT

Number of Student Groups in Each Color

0	2	3	0	0
Red	Orange	Yellow	Green	Blue

Local Indicators

LEARN MORE

Access to a Broad Course of Study

STANDARD MET

ROCKETSHIP SPARK ACADEMY

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate



Blue

0% suspended at least one day

Maintained 0%

EQUITY REPORT

Number of Student Groups in Each Color

0	0	0	0	5
Red	Orange	Yellow	Green	Blue

Local Indicators

LEARN MORE

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

LEARN MORE

Parent and Family Engagement

STANDARD MET

LEARN MORE

Local Climate Survey

STANDARD MET

ROCKETSHIP SPARK ACADEMY

Informational Purposes

Explore the following data elements presented for informational purposes only. These data are not used for accountability determinations.

LEARN MORE

Science



No Performance Color In 2024

18.6 points below standard

7.4 Points ▼

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Green

11.7 points above standard

Declined 7.6 Points ▼

Number of Students: 205

Student Group Details

All Student Groups by Performance Level

11 Total Student Groups



Red

No Student Groups



Orange

Hispanic



Yellow

English Learners

Socioeconomically Disadvantaged



Green

Asian



Blue

No Student Groups



No Performance Color

African American

Filipino

Homeless

Two or More Races

Pacific Islander

Students with Disabilities

White

African American



No Performance Color

Fewer than 11 students - data not displayed for privacy

Number of Students: 4

Filipino



No Performance Color

Fewer than 11 students - data not displayed for privacy

Number of Students: 6

Homeless



No Performance Color

Fewer than 11 students - data not displayed for privacy

Number of Students: 4

Two or More Races



No Performance Color

Fewer than 11 students - data not displayed for privacy

Number of Students: 4

Pacific Islander



No Performance Color

Fewer than 11 students - data not displayed for privacy

Number of Students: 1

Students with Disabilities



No Performance Color

97.7 points below standard

Increased 8.6 Points ▲

Number of Students: 23

White



No Performance Color

Fewer than 11 students - data not displayed for privacy

Number of Students: 5

Hispanic



Orange

27 points below standard

Declined 13.6 Points ▼

Number of Students: 103

English Learners



Yellow

2 points below standard

Declined 5.5 Points ▼

Number of Students: 126

Socioeconomically Disadvantaged



Yellow

4.4 points below standard

Declined 9 Points ▼

Number of Students: 119

Asian



Green

50.3 points above standard

Declined 7.7 Points ▼

Number of Students: 83

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2019	2022	2023	2024
All Students	31.4 points above standard	0.9 points below standard	19.4 points above standard	11.7 points above standard

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.

Current English Learners

43.3 points below standard

Declined 11 Points ▼

Number of Students: 89

Recently Reclassified English Learners

97.2 points above standard

Increased 6 Points ▲

Number of Students: 37

English Only

8.2 points below standard

Declined 8 Points ▼

Number of Students: 43

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Green

21.9 points above standard

Increased 3.8 Points ▲

Number of Students: 207

Student Group Details

All Student Groups by Performance Level

11 Total Student Groups



Red

No Student Groups



Orange

Hispanic



Yellow

No Student Groups



Green

English Learners

Socioeconomically Disadvantaged



Blue

Asian



No Performance Color

African American

Filipino

Homeless

Two or More Races

Pacific Islander

Students with Disabilities

White

African American



No Performance Color

Fewer than 11 students - data not displayed for privacy

Number of Students: 4

Filipino



No Performance Color

Fewer than 11 students - data not displayed for privacy

Number of Students: 6

Homeless



No Performance Color

Fewer than 11 students - data not displayed for privacy

Number of Students: 7

Two or More Races



No Performance Color

Fewer than 11 students - data not displayed for privacy

Number of Students: 4

Pacific Islander



No Performance Color

Fewer than 11 students - data not displayed for privacy

Number of Students: 1

Students with Disabilities



No Performance Color

99.7 points below standard

Increased 4 Points ▲

Number of Students: 23

White



No Performance Color

Fewer than 11 students - data not displayed for privacy

Number of Students: 5

Hispanic



Orange

31 points below standard

Maintained 0.3 Points

Number of Students: 105

English Learners



Green

11.7 points above standard

Maintained 0.4 Points

Number of Students: 128

Socioeconomically Disadvantaged



Green

2.7 points above standard

Increased 4.2 Points ▲

Number of Students: 121

Asian



Blue

79.5 points above standard

Maintained 2.9 Points

Number of Students: 83

Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2019	2022	2023	2024
All Students	64.7 points above standard	7.2 points below standard	18.1 points above standard	21.9 points above standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.

Current English Learners

22.1 points below standard

Maintained 1.1 Points

Number of Students: 91

Recently Reclassified English Learners

95 points above standard

Maintained -1.3 Points

Number of Students: 37

English Only

0.6 points below standard

Increased 12.1 Points ▲

Number of Students: 43

English Learner Progress Indicator

All Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

All Students



Blue

70.1% making progress

Increased 39.1% ▲

Number of Students: 164

Student Group Details

All Student Groups by Performance Level

1 Total Student Group

Red
No Student Groups

Orange
No Student Groups

Yellow
No Student Groups

Green
No Student Groups

Blue
English Learners

No Performance Color
No Student Groups

English Learners

Blue

70.1% making progress

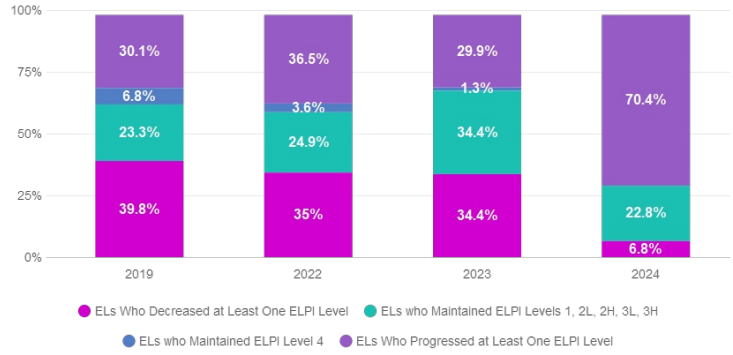
Increased 39.1% ▲

Number of Students: 164

Student English Language Acquisition Results

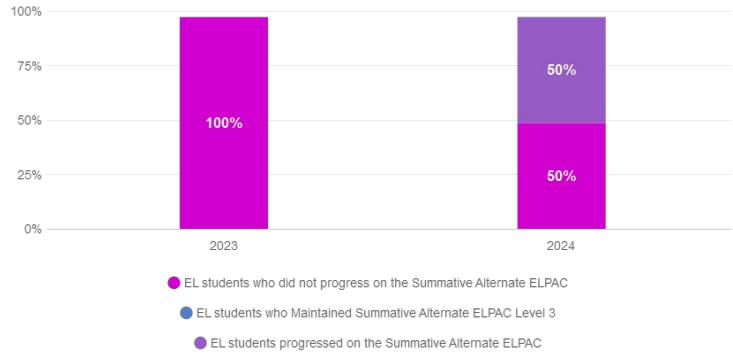
Summative ELPAC

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



Summative Alternate ELPAC

The percentage of current EL students who progressed on the Summative Alternate ELPAC, who maintained level 3, or did not progress on the Summative Alternate ELPAC.



Reflection Tool Rating Scale (lowest to highest)

1	Exploration And Research Phase
2	Beginning Development
3	Initial Implementation
4	Full Implementation
5	Full Implementation And Sustainability

Professional Development

Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

English Language Arts – Common Core State Standards for English Language Arts

5	Full Implementation And Sustainability

English Language Development (Aligned to English Language Arts Standards)

5	Full Implementation And Sustainability

Mathematics – Common Core State Standards for Mathematics

5 Full Implementation And Sustainability

Next Generation Science Standards

4 Full Implementation

History - Social Science

4 Full Implementation

Instructional Materials

Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

English Language Arts – Common Core State Standards for English Language Arts

5 Full Implementation And Sustainability

English Language Development (Aligned to English Language Arts Standards)

5 Full Implementation And Sustainability

Mathematics – Common Core State Standards for Mathematics

5 Full Implementation And Sustainability

Next Generation Science Standards

5 Full Implementation And Sustainability

History - Social Science

4 Full Implementation

Policy & Program Support

Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

English Language Arts – Common Core State Standards for English Language Arts

5 Full Implementation And Sustainability

English Language Development (Aligned to English Language Arts Standards)

5 Full Implementation And Sustainability

Mathematics – Common Core State Standards for Mathematics

5 Full Implementation And Sustainability

Next Generation Science Standards

4 Full Implementation

History - Social Science

4 Full Implementation

Career Technical Education

0

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in transitional kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports:
https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?agglevel=School&cds=43694500128108&year=2023-24

All Students



Yellow

23.2% chronically absent

Declined 3.1% ▼

Number of Students: 568

Student Group Details

All Student Groups by Performance Level

12 Total Student Groups

Red



No Student Groups

Orange



English Learners

Students with Disabilities

Yellow



Asian

Hispanic

Socioeconomically Disadvantaged

Green



No Student Groups

Blue



No Student Groups

No Performance Color



African American

Filipino

Foster Youth

Homeless

Two or More Races

Pacific Islander

White

○ ● ○ ○ ○ ○

African American



No Performance Color

29.4% chronically absent

Increased 3.1% ▲

Number of Students: 17

Filipino



No Performance Color

17.6% chronically absent

Declined 5.4% ▼

Number of Students: 17

Foster Youth



No Performance Color

Fewer than 11 students - data not displayed for privacy

Number of Students: 1

Homeless



No Performance Color

37.1% chronically absent

Declined 7.3% ▼

Number of Students: 35

Two or More Races



No Performance Color

30.8% chronically absent

Number of Students: 13

Pacific Islander



No Performance Color

Fewer than 11 students - data not displayed for privacy

Number of Students: 6

White



No Performance Color

Fewer than 11 students - data not displayed for privacy

Number of Students: 8

English Learners



Orange

24.4% chronically absent

Declined 2.8% ▼

Number of Students: 279

Students with Disabilities



Orange

29.7% chronically absent

Declined 5.8% ▼

Number of Students: 64

Asian



Yellow

12.3% chronically absent

Declined 1.8% ▼

Number of Students: 195

Hispanic



Yellow

29.5% chronically absent

Declined 6.3% ▼

Number of Students: 312

Socioeconomically Disadvantaged



Yellow

26.3% chronically absent

Declined 4.2% ▼

Number of Students: 342

Chronic Absenteeism By Year

Percentage of students who were chronically absent at least 10 percent or more of the instructional days that they were enrolled to attend in school.

	2019	2022	2023	2024
Chronic Absenteeism	8%	31.3%	26.3%	23.2%

Local Indicators

STANDARD MET

Access to a Broad Course of Study

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

We have an inclusion approach to education. All students in our school -- regardless of group affiliation -- are included in a broad course of study. We track this through a number of tools, including school day schedules that build academic subjects and topics like physical education and enrichment; assessment data trackers for all students (including those in unduplicated groups and with exceptional needs); thoughtful and compliant IEPs for relevant students; and attendance and engagement trackers for all students to ensure students are in school to access the broad course of study. In addition, we offer additional structures to further broaden the course of study for specific students who would benefit, such as extension work and check-in-check-out system. We have robust data tracking processes to ensure each student is engaged and succeeding across areas of study.

2. A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

We have an inclusion approach to education. All students in our school -- regardless of group affiliation -- are included in a broad course of study. We track this through a number of tools, including school day schedules that build academic subjects and topics like physical education and enrichment; assessment data trackers for all students (including those in unduplicated groups and with exceptional needs); thoughtful and compliant IEPs for relevant students; and attendance and engagement trackers for all students to ensure students are in school to access the broad course of study.

3. Identification of any barriers preventing access to a broad course of study for all students.

There are no specific barriers preventing students from achieving access to a broad course of study, since all students are integrated into our general education classes and curriculum. While some students with exceptional needs are pulled out for additional services as described in their IEPs, we are always mindful of ensuring their IEPs still give them access to a broad course of study.

4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.

We will continue to implement new structures to ensure our ability to provide a broad course of study. Additionally, we continue to monitor our locally selected tool measures and provide coaching to teachers to make sure the elements of the broad course of study remain in place for all students.

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in transitional kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.

All Students



Blue

0% suspended at least one day

Maintained 0%

Number of Students: 581

Student Group Details

All Student Groups by Performance Level

12 Total Student Groups



Red

No Student Groups



Orange

No Student Groups



Yellow

No Student Groups



Green

No Student Groups



Blue

Asian

English Learners

Hispanic

Socioeconomically Disadvantaged

Students with Disabilities



No Performance Color

African American

Filipino

Foster Youth

Homeless

Two or More Races

Pacific Islander

White

○ ○ ○ ○ ● ○

African American



No Performance Color

0% suspended at least one day

Maintained 0%

Number of Students: 18

Filipino



No Performance Color

0% suspended at least one day

Maintained 0%

Number of Students: 17

Foster Youth



No Performance Color

Fewer than 11 students - data not displayed for privacy

Number of Students: 1

Homeless



No Performance Color

0% suspended at least one day

Maintained 0%

Number of Students: 36

Two or More Races



No Performance Color

0% suspended at least one day

Number of Students: 13

Pacific Islander



No Performance Color

Fewer than 11 students - data not displayed for privacy

Number of Students: 6

White



No Performance Color

Fewer than 11 students - data not displayed for privacy

Number of Students: 8

Asian



Blue

0% suspended at least one day

Maintained 0%

Number of Students: 198

English Learners



Blue

0% suspended at least one day

Maintained 0%

Number of Students: 284

Hispanic



Blue

0% suspended at least one day

Maintained 0%

Number of Students: 321

Socioeconomically Disadvantaged



Blue

0% suspended at least one day

Maintained 0%

Number of Students: 352

Students with Disabilities



Blue

0% suspended at least one day

Maintained 0%

Number of Students: 64

Local Indicators

STANDARD MET

Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Appropriately Assigned Teachers

Name	Total Teaching Full-Time Equivalent (FTE)	Clear (% of teaching FTE)	Comparison to Statewide Average
LEA	16.5	39.4%	Below
County	11,291.65	85.2%	Above
Statewide	277,698.04	83.2%	n/a

For additional information about appropriately assigned teachers at schools within this local educational agency, please visit the Dataquest Teaching Assignment with School Data report at https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcomeLevels.aspx?agglevel=School&cds=43694500128108&year=2022-23.

Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home

0

Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)

0

STANDARD MET

Parent and Family Engagement

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the State Board of Education adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its Local Control and Accountability Plan (LCAP), and reports to educational partners and the public through the Dashboard.

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

Full Implementation and Sustainability

2. Rate the LEA's progress in creating welcoming environments for all families in the community.

Full Implementation and Sustainability

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

Full Implementation and Sustainability

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.

Full Implementation

Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

In order to achieve high expectations for our students, the school team seeks to become critical partners with our families and help them become effective champions of their child's education. Building meaningful relationships between families and staff creates a welcoming environment, and are cornerstones of the school's partnership with families. Over the course of 23.24, we continued to strengthen some of our core family engagement and partnership activities including Home Visits, Care Corps and Los Dichos. We focused on creating multiple opportunities and avenues for families to engage with the school, collaborate with and provide feedback to administrators, and engage in their student's education. The Care Corps program significantly expanded its caseload, supporting families experiencing severe hardship and chronic absenteeism. The Los Dichos program, which is a cornerstone of relationship building with families in which families participate in the classroom and read books to students in their home language, saw record participation and engagement from families and staff.

Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

In order to continue to grow in the area of building relationships between school staff and families, the school will continue to refine communication platforms and systems to deliver two way communication between staff and families in our families' home language. Additionally, we will increase the frequency of our family survey, so our school can respond to family input in a more continuous cycle.

Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

The school invests in the engagement of underrepresented families through a greater focus on honoring the different cultures of our students in the classroom, through school events and our family led Los Dichos reading program. Additionally, through our Care Corps program, staff identify and directly partner with underrepresented families to connect them with community resources, while serving as a support and partner in increasing engagement in school based classroom activities, events and teacher partnership opportunities.

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.

Full Implementation

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.

Full Implementation

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

Full Implementation and Sustainability

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

Full Implementation and Sustainability

Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Partnerships between teachers and families are critical to our work in realizing positive student outcomes. The school actively builds meaningful, authentic partnerships and proactively communicates with families, which supports a strong school environment and helps to mitigate any potential issues. The school provides specialized staff training for key staff-parent interactions including: Home Visits--annual visits where the teacher gets to know the family in a respectful and authentic way in their home environment, Community Meetings--monthly meetings where the full school community comes together to receive updates and have discussion, Family Meetings and Events--potlucks, cultural celebrations and other communal/sharing experiences, Family/Teacher Conferences--regular meetings to partner with families on their student's academic progress, what their child needs and to provide resources to support student learning in addition to creating a space for authentic feedback, and other interactions-- encouraging phone calls, emails, texts and in-person conversations that foster engagement and opportunities to connect.

Our wellness and care corps coordinators partner together to analyze trends happening in our community and bring corresponding resources for students and families onto campus. Additionally, they supported a series of monthly parent workshops on a range of topics focused on providing opportunities for families to engage in their own learning around practices to support their students in school and at home, engage in their community and understand their rights and ways to advocate for their students. We also partnered with the Rocketship network and Hispanic Foundation of Silicon Valley to continue and strengthen Parent University, which delivered workshops on college readiness, parent and school partnership, positive discipline, parenting and advocacy in the community.

Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

In order to continue to grow in the area of building partnerships for student outcomes, the school will continue to increase parent understanding of our curriculum and how to best support their students at home. We will seek to increase the number of academic nights focused on our curriculum over the course of the year, providing families with increased understanding of the curriculum, resources and best practices to support their students.

Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

The school will invest in the engagement of underrepresented families through specific and direct outreach to these families from both classroom teachers and our Care Corps Coordinator. Additionally, the school is investing in a new communication platform that supports direct, two way communication between teachers, staff and families in the home language of the family.

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.

Full Implementation

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

Full Implementation and Sustainability

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.

Full Implementation

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

Full Implementation

Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

In addition to significant informal opportunities for families and teachers to connect, the school has built out formal structures to support family engagement in advisory groups and enhance family engagement in the formal governance process. In order to gain more timely input and feedback from families this year, we increased the frequency of the survey to all families, gathering information about how the school is working well for them and how we can improve. Our SSC and ELAC nomination and election process allows consistent family participation, and we have enhanced our training to help families better understand how to hold effective meetings and engage in the formal process. Currently, three Rocketship parents serve on the Rocketship Board of Directors.

In addition to SSC and ELAC, our campus has a campus community advisory group, which solicits feedback from the community including students, parents, school staff and school leaders and analyzes data on school academics, culture and student well being. The group identifies trends and gives input and recommendations on potential actions the school may take.
Lastly, we have partnered with the Rocketship network on the Regional Community Advisory Board to engage in decision making, support the creation of, and provide feedback on, Rocketship's five year plan and annual goals and priorities. This plan will guide all Rocketship schools in the Bay Area over the next five years. The family advisory board represents a diverse set of families, including families from underrepresented groups. The advisory board has reached out to and solicited feedback from families of underrepresented groups and incorporated their input into the plan and priorities.

Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

In order to continue to improve in seeking input for decision making, the school will increase efforts to better inform all families of the work of our SSC and ELAC and the initiatives they are undertaking. Additionally, we will hold more focus groups with families that receive additional supportive services and have an ongoing dialogue with them to make more timely adjustments to services provided.

Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

The school is focused on engaging underrepresented families by bringing a diversity, equity and inclusion lens and mindset to the work of family engagement. All staff and school leaders receive DEI training and incorporate that training into their work by reaching out to engage families of underrepresented groups.

STANDARD MET

Local Climate Survey

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

Local Climate Survey Summary

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

The school administers surveys to gauge school safety and connectedness. This survey is created with the input of several teams, including School, Achievement, and Family Engagement to gauge parent and student satisfaction with their schools across several categories. This comprehensive survey is tailored specifically to the needs and goals of Rocketship, and serves as a common marker across the organization on feelings toward the school. It is available in Spanish and Vietnamese to those who need translations.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1,

including the available data disaggregated by student group.

Families are largely satisfied with the school, with 83% of respondents reporting that they were satisfied or very satisfied. High rates of satisfaction were being driven by families feeling the school provides a safe environment for their student to learn, reported by 86% of families and 79% of students feeling happy and excited to come to school each day. We are working to provide more clear and timely communication in regards to school events, news, decisions and important dates. Additionally, we are working on more time for students to engage in recess, with improvements in our bell schedule and quick transitions.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

As a result of the analysis of this local data and identification of key learning, we are implementing several changes. We are updating our teacher family engagement and communication vision to focus on consistent communication over the course of the year. We will create high quality opportunities throughout the school year for teachers to give meaningful updates to families. We will also provide training and in day supports to teachers to facilitate this engagement. We are incorporating new changes in our bell schedule and more training for staff on effective transitions to ensure students have the full amount of time to engage in recess. Lastly, we are investing in a two way communication platform for direct teacher communication with families in the home language of the family.

Informational Purposes

Explore additional information.

Science

All Students

Explore how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance on either the California Science Test (CAST) or the California Alternate Assessment for Science, which is taken annually by students in grades 5, 8 and once during high school.

All Students



No Performance Color in 2024

18.6 points below standard

7.4 Points ▼

Number of Students: 25

African American



No Performance Color in 2024

Fewer than 11 students - data not displayed for privacy

Number of Students: 2

Asian



No Performance Color in 2024

Fewer than 11 students - data not displayed for privacy

Number of Students: 6

English Learners



No Performance Color in 2024

19.5 points below standard

8.2 Points ▼

Number of Students: 15

Filipino



No Performance Color in 2024

Fewer than 11 students - data not displayed for privacy

Number of Students: 1

Hispanic



No Performance Color in 2024

23.1 points below standard

7.2 Points ▼

Number of Students: 15

Homeless



No Performance Color in 2024

Fewer than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races



No Performance Color in 2024

Fewer than 11 students - data not displayed for privacy

Number of Students: 0

Pacific Islander



No Performance Color in 2024

Fewer than 11 students - data not displayed for privacy

Number of Students: 1

Socioeconomically Disadvantaged



No Performance Color in 2024

29.3 points below standard

11.3 Points ▼

Number of Students: 11

Students with Disabilities



No Performance Color in 2024

Fewer than 11 students - data not displayed for privacy

Number of Students: 5

Science Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in Science.

Current English Learners

Fewer than 11 students - data not displayed for privacy

Number of Students: 10

Recently Reclassified English Learners

Fewer than 11 students - data not displayed for privacy

Number of Students: 5

English Only

Fewer than 11 students - data not displayed for privacy

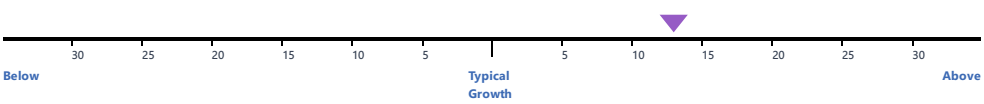
Number of Students: 9

English Language Arts Growth

Growth data measures the year-to-year improvement in students' assessment scores in English Language Arts (ELA) and mathematics. These aggregate student growth scores can provide a picture of average growth for students within a school, local educational agency, or student groups within the Accountability system. The information presented on the Dashboard is for informational purposes only. For more details and frequently asked questions about growth, please visit the Growth Model website.

Growth Score

Students in the All Students group generally scored **13 points above** the typical growth of students with similar test scores in the previous grade level.



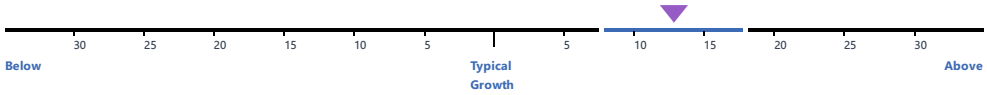
Growth Category

The growth scores of students in the All Students group were on average **above** the typical growth of students with the same scores in the previous grade level.



Understanding the Growth Category

This students group's possible range of growth scores runs from **8 points above** to **18 points above**, which is entirely **above** typical growth.



Explore Groups By Growth

Students with Disabilities

Below | Typical | Above

8 points below Typical Growth

Number of Students: 13

Student Group Details (English Language Arts)

All Student Groups by Growth

10 Total Student Groups

Below | Typical | Above

No Student Groups

Below | **Typical** | Above

Students with Disabilities

Below | Typical | **Above**

English Learners
Asian
Hispanic
Socioeconomically Disadvantaged

No Growth Determination

African American
Filipino
Pacific Islander
Two or More Races
White

Growth Data Comparison: English Learners

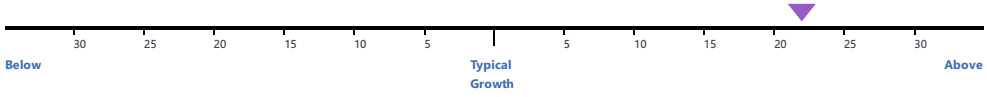
Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in Growth.

Mathematics Growth

Growth data measures the year-to-year improvement in students' assessment scores in English Language Arts (ELA) and mathematics. These aggregate student growth scores can provide a picture of average growth for students within a school, local educational agency, or student groups within the Accountability system. The information presented on the Dashboard is for informational purposes only. For more details and frequently asked questions about growth, please visit the Growth Model website.

Growth Score

Students in the All Students group generally scored **22 points above** the typical growth of students with similar test scores in the previous grade level.



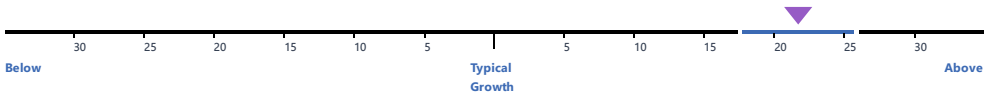
Growth Category

The growth scores of students in the All Students group were on average **above** the typical growth of students with the same scores in the previous grade level.

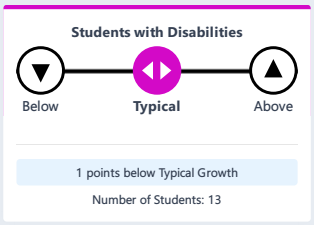


Understanding the Growth Category

This students group's possible range of growth scores runs from **18 points above** to **26 points above**, which is entirely **above** typical growth.



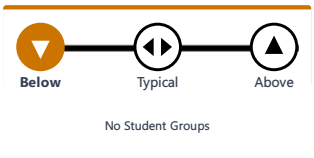
Explore Groups By Growth



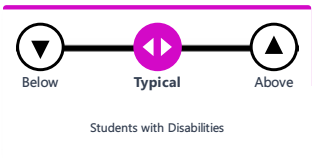
Student Group Details (Mathematics)

All Student Groups by Growth

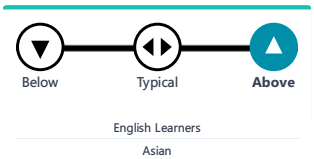
10 Total Student Groups



No Student Groups



Students with Disabilities



English Learners
Asian
Hispanic
Socioeconomically Disadvantaged



No Growth Determination

African American
Filipino
Pacific Islander
Two or More Races
White

Growth Data Comparison: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in Growth.

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As a Matter of Fact:

The National Charter School Study III 2023

LAST UPDATED 6/19/2023

As a Matter of Fact: The National Charter School Study III 2023

Executive Summary

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CREDO, the Center for Research on Education Outcomes at Stanford University, aims to improve empirical evidence about education reform and student performance at the primary and secondary levels. CREDO at Stanford University supports education organizations and policy makers in using reliable research and program evaluation to assess the performance of education initiatives. CREDO's valuable insight helps educators and policy makers strengthen their focus on the results of innovative programs, curricula, policies, and accountability practices.

Acknowledgments

CREDO gratefully acknowledges the support of the state education agencies that contributed their data to this partnership. Our data access partnerships form the foundation of CREDO's work, without which studies like this would be impossible. We strive daily to justify the confidence placed in us.

The research presented here uses confidential data from state departments of education. The views expressed herein do not necessarily represent the positions or policies of the organizations noted above. No official endorsement of any product, commodity, service or enterprise mentioned in this publication is intended or should be inferred. In addition:

- The research presented here utilizes SLDS Data from the Idaho State Board of Education (SBOE) and the Idaho State Department of Education. Any research errors are the sole responsibility of the author(s).
- This research result used data structured and maintained by the MERI-Michigan Education Data Center (MEDC). MEDC data is modified for analysis purposes using rules governed by MEDC and is not identical to data collected and maintained by the Michigan Department of Education (MDE) and/or Michigan's Center for Educational Performance and Information (CEPI). Results, information and opinions solely represent the analysis, information and opinions of the author(s) and are not endorsed by, or reflect the views or positions of, grantors, MDE and CEPI or any employee thereof.
- Data for this report was provided by the Missouri Department of Elementary and Secondary Education.
- The conclusions of this research do not necessarily reflect the opinions or official position of the Texas Education Agency, the Texas Higher Education Coordinating Board, or the State of Texas.

The analysis and conclusions contained herein are exclusively those of the authors and are not endorsed by any of CREDO's supporting organizations, their governing boards, or the state governments, state education departments or school districts that participated in this study. All errors are attributable to the authors.

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Project Description

As a Matter of Fact: The National Charter School Study III 2023 (NCSSIII) is the third national study by CREDO evaluating the academic progress of students enrolled in charter schools in the United States. The current report presents findings from 2014 to 2019, which yields four periods of year-to-year student growth as measured by state achievement tests. It includes data from 29 states plus Washington, D.C., and New York City, which for convenience we report as 31 states. In addition, because we have used a common methodology across the three studies, we can combine results into trends to support insights of the performance of students enrolled in charter schools over the past 15 years.

To organize the extensive body of this current research effort, CREDO separated the analysis into two parts and produced two reports: (1) Charter School Performance in 31 States (CSP31) and (2) Charter Management Organization 2023 (CMO23). CSP31 examines the performance of the full set of charter school students and schools, while CMO23 analyzes the difference in academic growth between students attending charter schools associated with charter management organizations (CMOs) and those attending stand-alone charter schools (SCS).[1] We present this combined Executive Summary for both reports as well as common Summary of Findings, Conclusions and Implications to ensure we present the fullest picture of performance in charter schools.

Our work deliberately focuses on a specific outcome: the annual progress that students make over an academic year. In this report, we look at students in charter schools compared to the experience they would have had in the traditional public schools (TPS) they would otherwise have attended. One notable limitation of this approach is that we have limited line of sight "under the hood" and into the role that localized environmental, regulatory and organizational factors play on individual school performance. Our contribution to the K-12 education research and practice landscape is to test fundamental questions of the effectiveness of charter schools and highlight outcomes and trends rooted in academic progress.

A study of the academic impacts of charter schools on their students is timely. Insights about the educational effectiveness of schools, school operators, K-12 academic programs and education policy are valuable today more than ever. The 2022 results from the National Assessment of Educational Progress removed any ambiguity about student learning after the COVID-19 pandemic. As a country, student academic performance has regressed by two decades in math and fallen steeply in reading, with the most severe performance declines found among minority, poverty and special needs populations that were already struggling before the pandemic. The need for evidence-backed approaches to sustained academic success for students transcends demographic, economic and political divides. As school and district leaders, policy makers, teachers, families and philanthropists build and implement plans to address pandemic-accelerated declines in student learning, they need analysis of school and system achievement presented here to guide and support their efforts.

1 The CMO study does not include Idaho, Maryland, and Ohio.

Methodology

This research depends on data-sharing partnership agreements with state education agencies. One common requirement across all agreements is that the processing, analysis and security of the student-level data must meet the Federal Education Rights and Privacy Act (FERPA) requirements. This study complies with FERPA regulations as interpreted by each state providing data.

Using both student and school level data, our resulting data set included 81 percent of tested public school students in the United States, making it one of the largest data sets of student-level observations created to date. We used this information to create a matched student data set with over 6,500,000 student-level observations from over 1,853,000 charter students and a matched comparison group.

To create rigorous tests of our research questions, we need to compare charter school students' experience with an alternative, in this case the learning that occurs in nearby TPS. We match each charter student whose records appear in the data with records of traditional public school students with identical traits and aligned prior test scores who enrolled in schools that the charter student would have attended if not at their charter school. This approach, the Virtual Control Record protocol, creates a "virtual twin" to a charter school student. For research purposes, the virtual twin differs from the charter student only in the school attended.

This study approach mirrors the one used in the 2009 and 2013 studies. The only change to the method was to rematch the charter school students to a new set of TPS students each year.[2] The data collected for this study consisted of student-level demographics, school enrollment and achievement test scores in reading/ English language arts (ELA) and math To assure accurate estimates of charter school impacts, we use statistical methods to control for differences in student demographics and eligibility for categorical program support such as free or reduced-price lunch eligibility and special education. In this way, we have created the analysis so that differences in the academic growth between the two groups are a function of which schools they attended.

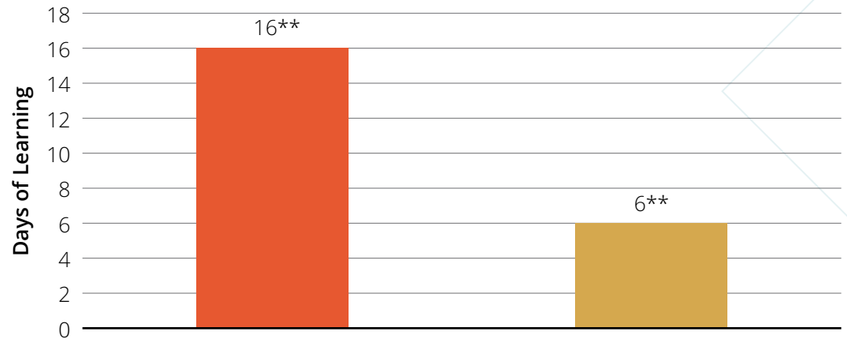
In these 2023 studies, we present our findings about learning outcomes measured in days of learning. The measure uses a benchmark of learning: the average student in TPS will obtain a year's learning in a year's time. Computationally, the benchmark student attends school for 180 days in a year and advances their learning by 180 days. If another student makes more (or less) progress in the same period of time, we present that as additional (or fewer) days of learning.

2 This change meets the new standards of the What Works Clearinghouse at the National Center for Education Evaluation.

Summary of Findings

Looking at year-to-year academic progress from 2015 to 2019, **the typical charter school student in our national sample had reading and math gains that outpaced their peers in the traditional public schools (TPS) they otherwise would have attended.** We report these differences as marginal days of additional (or fewer) days of learning on a learning benchmark of 180 days of learning each school year for matched TPS students. In math, charter school students, on average, advanced their learning by an additional six days in a year's time, and in reading added 16 days of learning.

Figure 1: Annual Academic Growth of Charter School Students, Reading and Math



** Significant at $p \leq 0.01$
Figure above originally appears as Figure 1.7 in CSP31.

These average effects are across all students, all schools, for all time periods. There is considerable variation around these averages and this variation forms the foundation for additional analyses and findings in our two papers.

This growth represents accelerated learning gains for tens of thousands of students across the country. Each student and each school is a proof point that shows that it is possible to change the trajectory of learning for students at scale, and it is possible to dramatically accelerate growth for students who have traditionally been underserved by traditional school systems.

Do All Students Benefit?

When we probe these results to determine if all students benefit, we find positive results are not only present in the aggregate, but also across student race/ethnicity groups:

- **Black and Hispanic students** in charter schools advance more than their TPS peers by large margins in both math and reading.
- **Multiracial, Native American, and White students** in charter schools show equivalent progress to their TPS peers in reading, but had weaker growth than their TPS peers in math.
- **Asian students** in charter schools showed similar growth to their TPS peers.

When we examined academic growth for special populations of students, we found that, compared with their TPS peers:

- Charter school **students in poverty** had stronger growth
- **English-language learner students** attending charter schools had stronger growth
- **Students receiving special education services** had significantly weaker growth in both math and reading on average, though CMO-affiliated students with Special Education needs have learning on par with their TPS Special Education peers.

In the past, a common claim asserted that positive academic results in charter schools arise from advantages that their students bring to their schooling. In some cases the claim focused on students having more motivated parents. Another version suggests targeting behavior on the part of the school results in a student body that is better prepared academically, a practice commonly referred to as "cherry picking" or "cream skimming". If true, the students in charter schools would show higher academic achievement at the point of enrollment. In multiple analyses, we do not see significant evidence of an undue advantage to charter schools. In fact, we find the opposite is true: charter schools enroll students who are disproportionately lower achieving than the students in their former TPS.

Where Is Positive Academic Growth Happening?

Deeper into our analysis, we examine *where student learning gains are occurring*, and find that positive and strong effects exist in charter schools that vary widely by location and configuration.

- **States** – 18 states in the NCSS3 study produced significantly stronger growth for students enrolled in their charter schools when compared with their TPS peers; in 12 states, growth was similar to TPS peers. Students attending charter schools had weaker reading growth than their TPS peers in only one state, Oregon. In 12 states, charter school students had significantly stronger growth in math than their peers in TPS. In 16 states, math growth was similar between charter students and their TPS peers. Only three states showed weaker growth for charter students compared to their peers.
- **Locale** – compared to their TPS peers, urban charter school students had 29 additional days of growth per year in reading and 28 additional days of growth in math, both of which were significant. Suburban charter school students also had stronger growth in reading (+14 days) and in math (+3 days). Rural students enrolled in charter schools had the equivalent of five additional days of learning in reading, but 10 days less growth in math than their TPS peers. These results are strongly hampered by the performance of virtual charter schools; despite having only six percent of charter school students enrolled, their impact on student progress of 58 fewer days of learning in reading and 124 fewer days in math has damaging consequences for students and exerts a outsized drag on overall national results.
- **Grade configuration** – charter schools serving elementary, middle, and high school students had statistically positive growth in both reading and math. Results for multilevel charter schools were negative in math and similar to the TPS comparison groups in reading. Seeing growth in all grade spans helps us understand that trends in the national aggregate performance are not concentrated in particular grades.
- **Continuous Enrollment** – charter students overcome an initial learning dip associated with a school change, and by their fourth year in their charter school, they show 45 days stronger growth in reading than their TPS peers and 39 additional days of learning per year in math. The longer a student stays enrolled in a charter school, the better the student's academic outcomes are.
- **School Management** – students who attend a charter school that is part of a charter management organization (CMO) experience significantly accelerated growth compared to students enrolled in stand-alone charter schools (SCS). Even so, CMO schools and SCS provide stronger learning than TPS in reading, and CMOs do so in math. CMO-affiliated students advanced by 27 additional days in reading and 23 more days in math over TPS, both of which are statistically significant. Stand-alone charter schools still grew significantly more than TPS in reading by 10 additional days of learning, but were no different in math. Given that SCS serve two-thirds of all students enrolled in charter schools, soft math performance in these schools taints the otherwise decisive results in other parts of the study.

Figure 2: Annual Academic Growth of Charter School Students by Charter School Type, Reading and Math

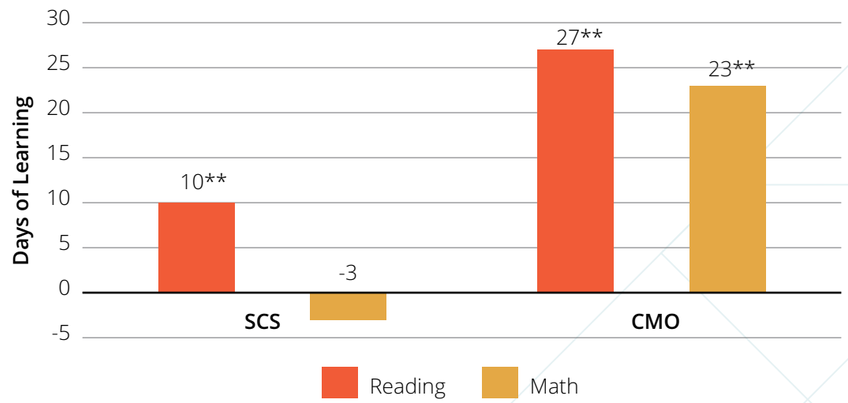


Figure above originally appears as Figure 2.4 in CMO23.

What Can We Learn from CMOs?

Comprising one-quarter of the schools, but serving 37 percent of students in our national data set, Charter Management Organizations (CMOs) are producing much of the learning gains we observed for charter school students.

As with our national top-line results, we find robust results for CMOs when we grouped their students by race/ethnicity, special populations, where the CMOs are located, grade spans of the schools in the network and how long a student enrolls in the school. As with all schools, there is a range of performance for CMOs, and we share their student impacts in Appendix A.

Our analysis uncovered additional ways that CMOs are returning more positive, and often gap-busting, results:

- **New CMOs and new schools in existing CMOs** open with strong results, in both cases delivering stronger average gains for their students than their local TPS. The student gains in new CMOs are not as strong initially as their older CMO peers. New schools started by mature CMOs deliver positive gains in their early years that were none the less smaller than the older CMO schools.
- **Size or age of a CMO does not relate to their quality**, which means some CMOs are growing poorly performing networks of schools.
- **Clustering of CMOs' schools within a single state** returns significantly more days of learning for their students than in CMOs that operate schools in more than one state.
- **CMOs that took on "turn-around" schools**, absorbing those schools into their portfolios, positively impacted results for students who remained enrolled in the turn-around school. In addition, the balance of the CMO portfolio did not experience a downturn in student learning.
- **The Charter School Growth Fund** serves as a case study of charter school growth accelerators. CMOs that the Growth Fund chooses to support have dramatically larger pre-funding learning gains than other CMOs. The schools that existed at the time of selection remain strong. New CMO schools also open with dramatically larger learning gains in both subjects judged against their TPS comparisons.
- **Excellence at Scale** puts dozens of CMOs at the forefront of efforts to provide education that is both equitable and effective in moving student achievement to give their students full preparation for their next steps.

Variations in Charter School Performance

In our reports, we analyze school-level performance, in addition to student-level performance, continuing to report on growth as the outcome variable. Not every charter school provides quality academic programming or an effective learning environment for students. Across all charter schools in our study, 36 percent have greater growth, 47 percent have equivalent growth and 17 percent have lower growth relative to their local TPS. CMO-affiliated charter schools display stronger performance, with 43 percent having greater growth, 42 percent having equivalent growth, and 15 percent having lower growth in comparison to their local TPS. Stand-alone charter schools have slightly more moderate results.

Figure 3: Academic Growth of Charter Schools Compared to Their Local TPS, Reading

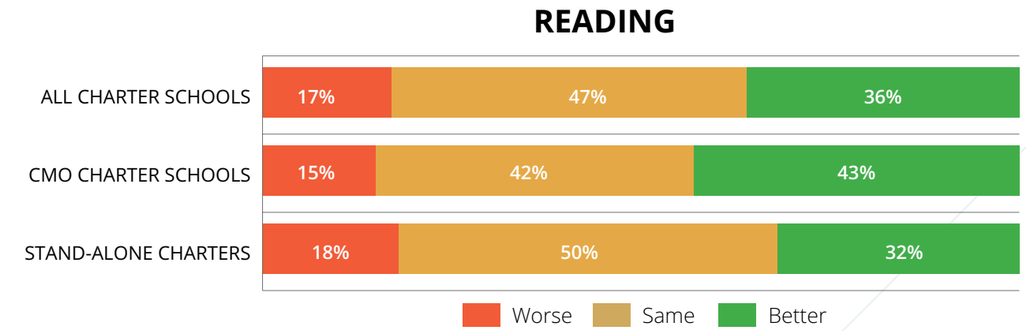


Figure above draws from Figure 1.22 in CSP31, and Figure 36 in CMO23.

In math, more charter schools have weaker results than they do in reading, as presented in the figure below. As the share of charter schools with growth greater than their TPS peers is comparable with the same growth in reading across all categories, the driver of the overall weaker performance in math is the greater percentage of charter schools (all, CMO-affiliated and stand-alone charter schools) that perform worse than their TPS peers. Stand-alone charter schools have the largest share of schools with lower growth in math in comparison to their local TPS.

Figure 4: Academic Growth of Charter Schools Compared to Their Local TPS, Math

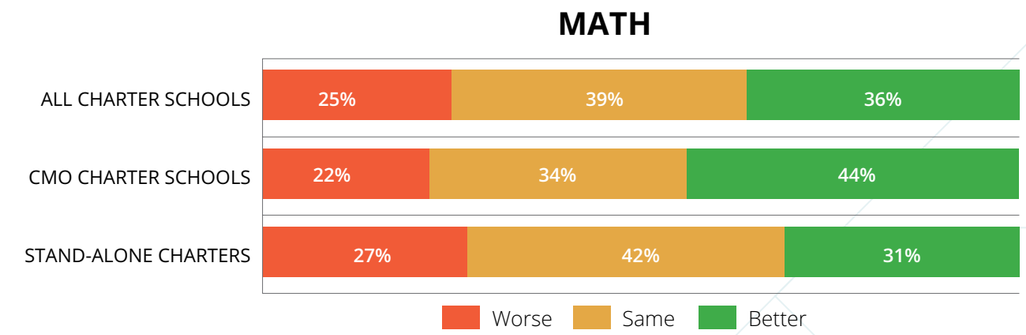


Figure above draws from Figure 1.22 in CSP31, and Figure 37 in CMO23.

These encouraging results require a note of caution. Since the reference point in these comparisons is the growth that equivalent students in the local TPS realize, this comparison does not reveal if the difference is modest or large, nor does it indicate where in the range of absolute achievement the difference occurs. Positive differences at the lowest levels of achievement may not be sufficient to move students ahead fast enough to reach long-term outcomes such as academic proficiency or post-secondary readiness. Similarly, a charter school may post growth results that are considered outsized for any school but still lag behind

the community schools in achievement. Simultaneous consideration of student academic growth and achievement is the only way to get the complete picture of charter school performance.

Charter School Growth and Achievement

Student academic growth measures how much students advance their learning in a year's time, and student achievement measures the stock of their knowledge at the end of the year. We believe it is critical to examine both growth and achievement in order to understand how well schools prepare students for next steps in school and life. We map each school's average growth and average achievement against the the growth of matched TPS students and average state performance. Examining both measurements for all schools in our national data set during the most recent growth period, we present findings in four basic categories of school performance:

- **High Growth—High Achievement:** schools that exceed the growth of their local options and whose students are above the state average in overall achievement
- **High Growth—Low Achievement:** schools that exceed the growth of their local options but with overall student achievement below the state average
- **Low Growth—High Achievement:** schools whose students exceed the state average on achievement but do not advance as much yearly as their comparisons
- **Low Growth—Low Achievement:** schools with lower academic growth than their local alternatives and whose students' achievement is lower than the state average at the end of a school year.

NOTE TO READERS:

The thumbnail table below presents the total proportion of students in each major quadrant in Figure 5. These values appear on the study website as a layer of the chart—the user can see the quadrant totals and then drill down to see the inner-quadrant values.

11.4	31.7
26.3	30.9

Figure 5: Academic Growth and Achievement 2015 to 2018, Reading

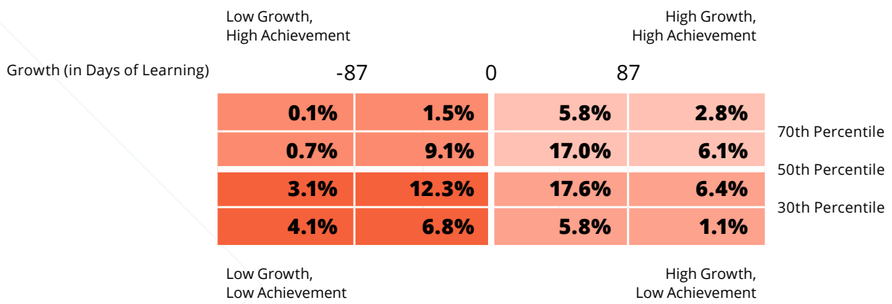


Figure above originally appears as Figure 1.25 in CSP31.

Schools that have average student achievement above the state average (above the 50th percentile) are presented in the top half of the figure. In reading, 43 percent of all schools have average performance in the upper half in their respective states, with a majority of those high achievement schools also having stronger growth than their local TPS. Zeroing in on the low-growth/low-achievement quadrant, 207 schools (4.1 percent) in our study have lower academic growth than their local alternatives and have student achievement that is below the 30th percentile of state achievement at the end of the school year.

NOTE TO READERS:

The thumbnail table below presents the total proportion of students in each major quadrant in Figure 6. These values appear on the study website as a layer of the chart—the user can see the quadrant totals and then drill down to see the inner-quadrant values.

11.8	28.2
33.8	26.4

Figure 6: Academic Growth and Achievement 2015 to 2018, Math

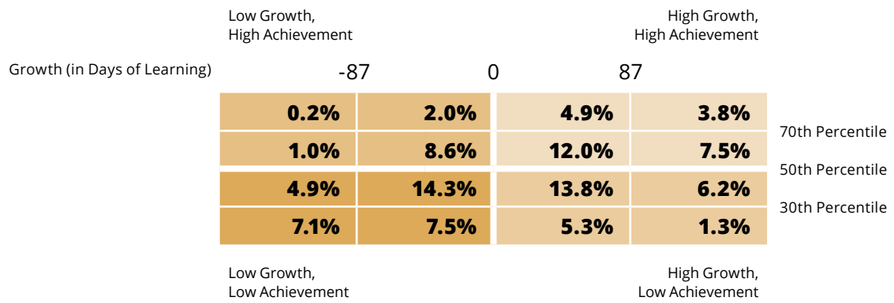


Figure above originally appears as Figure 1.26 in CSP31.

In math, above average achievement exists in 40 percent of charter schools, while 60 percent of schools have achievement that is lower than their state averages. Twenty-eight percent of schools in the data set are high-growth/high-achievement schools, returning great gains for their students. Zeroing in again on the low-growth/low-achievement quadrant, 348 schools (7.1 percent) have lower academic growth than their local alternatives and have student achievement that is below the 30th percentile of state achievement at the end of the school year.

The number of schools in the low-growth/low-achievement quadrant, though smaller in reading than in math, remains a key concern.

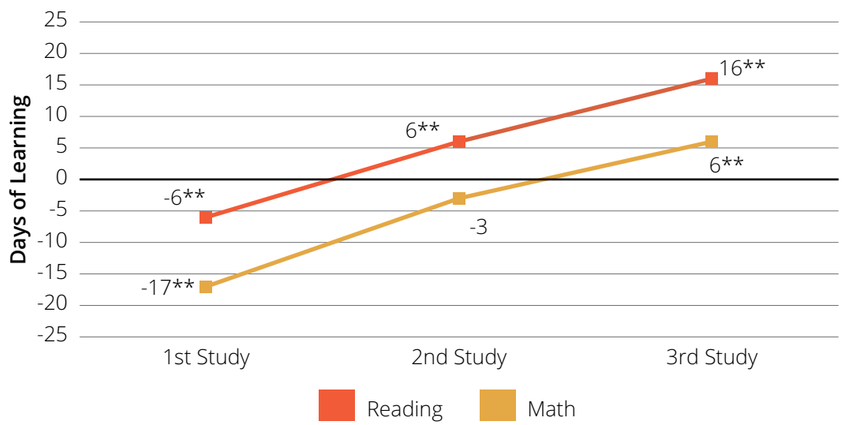
Exceptional Performance in Charter Schools

Perhaps the most revealing finding of our study is that more than 1,000 schools have eliminated learning disparities for their students and moved their achievement ahead of their respective state's average performance. We refer to these schools as "gap-busting" charter schools. They provide strong empirical proof that high-quality, high-equality education is possible anywhere. More critically, we found that dozens of CMOs have created these results across their portfolios, demonstrating the ability to scale equitable education that can change lives.

Evidence of Improvement over Time

Findings from this study take on even more weight when considered in the historical context of the 15 years of CREDO studies on student academic progress in charter schools. Between the 2009 and 2023 studies, against a backdrop of flat performance for the nation as a whole, the trend of learning gains for students enrolled in charter schools is both large and positive.

Figure 7: Annual Academic Growth of Charter School Students across Three National Studies



** Significant at p ≤ 0.01
Figure above originally appears as Figure 1.8 in CSP31.

Conclusions

The outcomes of these studies are largely positive and support several conclusions about the current landscape of charter schools across America. Perhaps more importantly, the opportunity to position these findings in the larger body of research leads to a number of implications about the fundamental policies and practices of charter schooling at a more global level.

1. In both reading and math, charter schools provide students with stronger learning compared with the learning in the traditional public schools that are otherwise available to them.

Across the broad range of charter schools, the evidence suggests that they are a robust education option under many conditions. Whether stand-alone or networked, charter schools operate by law mainly on their own, making decisions they expect will serve their students well. According to our latest findings, the autonomy given to them usually yields positive results. The majority of charter schools provide better year-to-year outcomes for students compared to their traditional public-school options. Most of these schools perform better to such a degree that the difference is statistically significant.

The results stand up to deeper investigation. Charter schools produce superior student gains despite enrolling a more challenging student population than their adjacent TPS. They move Black and Hispanic students and students in poverty ahead in their learning faster than if they enrolled in their local TPS. They are more successful than the local public school alternatives across most grade spans and community settings. These results show that charter schools use their flexibility to be responsive to the local needs of their communities.

These findings generalize into lessons for policy leaders, educators, and funders. Knowing that the average student in the average charter school can outperform their TPS peers raises important questions about the priority placed on student outcomes in education decisions in many communities.

2. Some charter schools provide less student learning than their local district schools, although a larger proportion delivers better learning outcomes. The latter group includes over 1,000 charter schools managing staffing and resources to deliver superior academic results that eliminate the learning gap across student groups.

Vital lessons also come from the distribution of school performance around the average. Over the past 30 years, small, large, urban, rural, networked or stand-alone charter schools, autonomous and independent of each other, have arrived at their own solutions for giving their students stronger learning experiences. The discretion that charter schools enjoy does not guarantee that each school or every charter network realizes strong student outcomes. Our study illuminated the range of learning across schools.

Despite declining shares, there remain a concerning number of charter schools with weaker student outcomes. While lower-performing schools make up a larger share of stand-alone charter schools, CMOs and networks also have a substantial share that produces low gains for their students. This study has profound implications for charter schools and charter networks that do not support student learning. Charter boards and authorizers are the accountability side of the charter school equation. They evaluate school performance and, if necessary, dictate remedies. As our analysis shows, disturbing numbers of charter schools and networks have low learning levels. There are brick-and-mortar, online, networked, and stand-alone charter schools with sub-par results.

The number of school closures we observed in the years of this study was small compared to the counts of schools with the lowest student growth and academic achievement. Since primary and secondary education is essential to the social contract, providing a foundation for future opportunities, the claim of "choice" cannot justify derailing students' preparation. Especially in the post-COVID era, the need for charter boards and authorizers to address under-performance in their schools has never been more critical.

Closure is not the sole remedy. As we learned from our special investigation, the "takeover" of underperforming schools by strong CMOs led to improved student learning for the students who remained enrolled before and after the transfer. The gains did not adversely affect student academic progress in the rest of the CMOs' schools. This policy tool may have broader utility than previously realized.

At the high end of the performance range, good news exists in the growing share of schools outpacing learning in their local TPS. In both subjects and for both CMO and stand-alone schools, larger shares are "better than" and a smaller share is "weaker than" compared to earlier work.

The real surprise of the study is the number of charter schools that have achieved educational equity for their students: we call them "gap-busting" schools. Ensuring equivalent yearly growth across student groups has two critical consequences. First, ensuring minority and poverty students learn on par with or better than their White peers interrupts or reduces the achievement gap. It happens regularly in a large swath of charter schools. More critically, there is strong evidence that these gap-busting schools can be scaled. Added to the traditional district schools that achieve similar results, this is the life-transforming education that so many students need. Second, these schools deliver hundreds of independent proof points that learning gaps between student groups are not structural or inevitable; better results are possible.

Charter schools function as a portfolio, and their varied impacts on student learning are expected. Charter school boards and authorizers are responsible for ensuring students perform well. Evidence shows that the charter school enterprise benefits students, and its positive outliers (e.g., gap busters) can pressure the rest of the system.

The near-term implication for charter school boards and authorizers is two-pronged. Addressing chronic and/or severe underperformance is necessary and imperative in the current education climate. Identifying high-impact exemplars for probationary charter schools to study and emulate is possible. Transfer of sub-par schools to higher-performing operators could be part of a larger incentive for growth and replication. At the same time, authorizers might consider longer charter terms for charter schools that consistently demonstrate outstanding student learning success.

Education leaders and policy makers need to understand that in efforts to improve, some failure is inevitable. Any subsequent failure to address the poor performance compounds the damage. It also blocks constructive learning for the future. Strong examples of authorizing exist and should be emulated.

Leadership and responsibility demand embracing practices and policies that lead to better results for students, not maintaining the status quo.

3. The larger scale of Charter Management Organizations does not guarantee high performance—but on balance, it helps.

When taken as a whole, schools managed by Charter Management Organizations and charter networks bring a greater learning benefit to students compared to stand-alone charter schools. Despite the differences, both groups of charter schools have had larger student success than traditional public schools with respect to reading. We note, however, that math gains in stand-alone charter schools were equivalent to TPS learning.

Our analysis highlights attributes of higher-performing CMOs and networks that could be useful in future discussions. Size or age of the CMO does not relate to student learning: at every increment of CMO age or portfolio size, we see high- and low-impact CMOs and networks. This further supports earlier CREDO research that showed that CMOs only replicate the quality they already have. The implications of replicating schools with weak results is clear. The big upside is the ability of dozens of CMOs to scale their gap-busting performance. Additionally, CMOs that concentrate their operations within a single state have stronger gains than multistate CMOs, though both groups do well by their students.

Programs of external funding and support to CMOs to grow their networks, represented here by the Charter School Growth Fund, focus on some of the stronger CMOs and networks in our study. After high-performing CMOs receive endorsement, the learning of students in those CMO schools rises in reading but holds steady in math.

The majority of new CMO schools are no better or worse than the parent organization has already produced, so decisions to approve applications by CMOs to open new schools must consider the contributions to student learning of schools in the existing portfolio.

CMO growth accelerators help augment board and authorizer reviews through their extensive selection process; the growth of their grant-receiving CMOs maintains the strong student learning that led to their selection. The expansion of these high-quality schools and networks benefits more students and communities.

4. Charter schools and networks improve over time, as do the systems that oversee them.

Insights about improvement in schools and networks stem from this study and CREDO's prior multistate studies.

In the years of this study, student growth in charter schools was the strongest observed in any of CREDO's multistate studies. Added to the results from the previous two studies, a strong trend of improvement becomes clear. We see substantial increases in student learning in CMOs in both tested subjects and in reading for stand-alone charter schools. Even the finding of no difference in math learning in stand-alone charter schools vis a vis TPS, a decline from the 2017 study results, still marks an improvement from the statistically significant negative results in the first CMO vs. stand-alone comparisons in 2013.

A better understanding of the improvement in the sector comes from two different findings. The first is that the largest share of improvement comes from existing charter schools. Compared to the National Assessment of Education Progress (NAEP) trend, evidence of schools getting better over time is welcome news.

Second, new schools opened with stronger results than at any time in the past. Growth in the number of CMOs since the last study plays a role. Many stand-alone charter schools also pushed their results upward. Strengthening authorizer standards and practices, a drive that took root in the 2010s, also sets a higher bar that resulted in better schools opening.

Finding ways to improve student academic outcomes is an ambition shared by policy and community leaders, educators, funders and parents. Charter school results show that change for the better is possible in the larger education system. The key to improvement lies outside any particular school or network model, though many are worthy of emulation. It is simply not possible to drive single solutions through the diverse landscape that is U.S. public education. Lessons from the charter school experience and results may be helpful in charting a future course in public education.

Implications

The **charter school policy framework** sets the conditions for charter schools' growing positive outcomes. It is the fundamental common denominator in every case, and its role is powerful.

The framework offers a divergent approach from the conventional strategy for public schools. The "flexibility for accountability" construct is not just a catchphrase. It is a distinctly different mode of operation. The "loose-tight" parameters of the framework create incentives to which schools and networks respond. The incentives find positive support in this study's findings and the broader trends. While our study design cannot make causal claims (because randomly assigning schools to the traditional or charter school approach has yet to happen), it can deliver a plausible argument of the value of the policy based on available evidence.

On the "loose" side of the approach, the framework establishes a **policy of possibility** where educators, leaders and boards of directors have the discretion to build and deliver curriculum and instruction that meets high standards for learning and is responsive to local needs.

According to this study, there are a lot of positive possibilities. The process has led to many successful schools nationwide, often with meaningful innovations. The diversity of schools illuminates an important feature of the framework: success is attainable via **many paths**. Over time, many have sought and gained permission to expand and then shown the ability to create strong student learning at scale.

Students in these schools, especially minority students and those in poverty, make larger advances than in local public schools. Beyond the benefits for their students, successful charter schools deliver **critical proof points** of ways to improve outcomes for students. In the current regulatory climate, it is difficult to imagine how similar efforts could become conventional among traditional public schools.

Beyond flexibility in school design, school teams have the leeway to tinker with their operations. The results show that existing charter schools have improved over time. The proportion of charter schools with superior results is on the rise. The share that lags behind the local TPS alternatives is also shrinking. This means schools and networks use their discretion and autonomy to foster a **standing capacity to adapt over time.**[3]

Accordingly, the framework also aims to be "tight" at key points as schools open and mature. Authorizers are expected to behave as **governors of quality**. They set the bar to receive initial permission to operate, which exerts quality and safety controls at the outset. Others have documented stronger standards among authorizers in the review and approval of new applications (Mumma & West, 2018). The findings of stronger new schools in this study compared to earlier results attest to the effort and to the CMO replications and new charter schools that meet the higher bar.

Authorizing is a delicate job that requires resources, expertise and substantial political acumen and courage. There is growing attention to authorizers adopting rigorous standards and practices and using a variety of performance data to evaluate schools that apply for renewal (NACSA, 2016).

3 We saw that capacity in stark terms when we examined how charter schools in three states responded to the COVID-instigated school closure orders (CREDO, 2022). Rapid transformation into remote instructional mode; acquisition and distribution of food, technology, or internet access; and strengthening of personal supports were widespread. Return to in-person instruction in the fall of 2020 was nearly universal. These points rest admittedly on smaller bases of qualitative evidence, but they provide human dimensions to the point that the present quantitative analysis illuminates nationally. See also: Boast et al. (2020); Henderson et al. (2021); Childs et al. (2022).

Poorly performing charter schools are often ignored. A number of these schools were observed during this study window. There is data to assess policy leaders and authorizers to hold them accountable for protecting children's futures. As tough as closing schools is, the disservice of not closing poorly performing schools has large and lingering ripple effects.

Our results show that the framework of charter schools helps current students and strengthens public education overall. We contend these incentives have broader applicability in public schools and see signs of their spread. Collaborations between charter schools and local district schools have grown over time. Some states, including Kentucky and Maine, have adopted policies to give educators freedom in adjusting instruction and boosting performance. However, uptake is slow.

In the year 2023, the importance of strong academic achievement among America's students has never been greater. The students hit hardest by school closures during the coronavirus pandemic are precisely those whom this research illuminates as being able to benefit the most from charter schools. In this study thousands of charter schools have proved that we can do better for our students. The current number of students benefiting from these schools is 3.7 million, but the number could drastically increase if more schools agreed to the same arrangement. Whether it be termed "charter school" or something else, the deduction from this data is that when both sides of the equation—flexibility and accountability—are working together for more schools, more students' academic results will improve.

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As a Matter of Fact:

The National Charter School Study III 2023

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Volume 1
Charter School Performance in 31 States

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CREDO, the Center for Research on Education Outcomes at Stanford University, was established to improve empirical evidence about education reform and student performance at the primary and secondary levels. CREDO at Stanford University supports education organizations and policy makers in using reliable research and program evaluation to assess the performance of education initiatives. CREDO's valuable insight helps educators and policy makers to strengthen their focus on the results of innovative programs, curricula, policies and accountability practices.

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The research presented here uses confidential data from state departments of education. The views expressed herein do not necessarily represent the positions or policies of the organizations noted above. No official endorsement of any product, commodity, service or enterprise mentioned in this publication is intended or should be inferred. In addition:

- The research presented here utilizes SLDS Data from the Idaho State Board of Education (SBOE) and the Idaho State Department of Education. Any research errors are the sole responsibility of the author(s).
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- The conclusions of this research do not necessarily reflect the opinions or official position of the Texas Education Agency, the Texas Higher Education Coordinating Board, or the State of Texas.

The analysis and conclusions contained herein are exclusively those of the authors and are not endorsed by any of CREDO's supporting organizations, their governing boards, or the state governments, state education departments or school districts that participated in this study. All errors are attributable to the authors.

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1.1 Introduction

The year 1992—the year that City Academy Charter School opened in St. Paul, Minnesota—was over 30 years ago. The fundamental bargain of public charter schools—"flexibility for accountability"—took root in the school's first charter and in the more than 7,800 public charter schools that came after. With over 3.7 million students currently enrolled in charter schools in 43 states and the District of Columbia, charter schools represent the largest experiment in public school innovation in the nation's history.

The current study is the third multistate study of charter school effectiveness—the first was released in 2009 and the second in 2013. It adds to a large slate of charter school research[1] released by CREDO in 2006. This study covers the education experience of 2,080,913 unique students enrolled in charter schools in 31 states from 2014-15 to 2018-19. As our work in this area uses the same peer-reviewed research design and analytic approaches, the results across studies provide the basis for examining charter school performance trends since 2006.

CREDO's work joins a body of research on the subject (Booker et al., 2009; Mead et al., 2015). Our unique contribution lies in the scope of the effort: CREDO uses longitudinal student-level information derived from state administrative data from 29 states plus the District of Columbia and New York City.[2] In our research, we include 94 percent of the nation's charter school students in tested grades. We use a detailed matching method to ensure that our analytic comparisons to students in district schools are as precise as the data allows. Consequently, our findings carry strong levels of reliability and validity.

A study of the academic impacts of charter schools on their students is timely. Insights about the educational effectiveness of schools, school operators, K-12 academic programs and education policy are valuable today more than ever. The 2022 results from the National Assessment of Educational Progress removed any ambiguity about student learning after the COVID-19 pandemic. As a country, student academic performance has regressed by two decades in math and fallen steeply in reading, with the most severe performance declines found among minority, poverty and special needs populations that were already struggling before the pandemic. The need for evidence-backed approaches to sustained academic success for students transcends demographic, economic and political divides. As school and district leaders, policy makers, teachers, families, and philanthropists build and implement plans to address pandemic-accelerated declines in student learning, they need the analysis of school and system achievement presented here to guide and support their efforts.

1 Center for Research on Education Outcomes, http://credo.stanford.edu.

2 We refer to these 31 jurisdictions as "states" to maintain consistency with previous studies. New York City data is not included in New York results. The two groups are mutually exclusive for this study.

A Brief Primer on Charter Schools in the United States

Enabling legislation allows charter school founders and operators to design and tailor organizational structures, staffing and instructional approaches to provide their students with an alternative to local district schools. They pursue different missions such as STEAM, college prep, social justice or new technologies. They can be small or large; they can operate as single schools or in school networks. Some charter schools outsource some or all of their operations to outside vendors. Some charter schools mirror traditional public school (TPS) grade level or grade band configurations, and others serve students K-12 in one school. Some charter schools own and operate their facilities, and some are tenants of local school districts or rent space from commercial landlords.

Charter schools operate under governing boards separate from local district school boards. Following the "flexibility for accountability" construct, in exchange for discretion in school design and operation, charter schools must undergo periodic accountability reviews to remain open and in good standing. These accountability reviews weigh the schools' operational and fiscal health and student academic performance.

Thirty-seven states allow multiple schools to be held and operated under a common management structure known as charter networks or charter management organizations (CMOs). This option has increased the number of available charter school seats, yet it raises questions of scalability and quality. This study examines these questions and the performance of charter schools and charter networks against the legislative and regulatory incentives in place.

The Structure of the National Charter School Study III Report

We report four sets of findings, summarized below. The first three are included in this volume, *Charter School Performance in 31 States (CSP31). The fourth is presented in Volume 2, Charter Management Organizations 2023 (CMO23).*

Aggregate Charter Student Academic Progress

The first set of findings focuses on student performance in all charter schools included in the study. Looking at year-to-year academic progress from 2015 to 2019, **tested students enrolled in all charter schools in the 31 states had reading and math gains that outpaced their peers in the TPS that charter school students otherwise would have attended.** We report these differences as marginal days of additional (or fewer) days of learning on a learning benchmark of 180 days each school year. In math, charter school students, on average, were found to advance their learning by an additional six days in a year. For reading, on average, their learning added 16 days of learning.

In the past, a common claim asserted that positive academic results in charter schools arise from advantages that their students bring to their schooling. In some cases the claim focused on students having more motivated parents. Another version suggests targeting behavior on the part of the school results in a student body that is better prepared academically, a practice commonly referred to as "cherry picking" or "cream skimming." If true, the students in charter schools would show higher academic achievement at the point of enrollment. In multiple analyses, we do not see significant evidence of an undue advantage to charter schools. In fact, we find the opposite is true: charter schools enroll students who are disproportionately lower achieving than the students in their former TPS.

The current results are larger than what we reported in the second national study, which were larger than the first national study. The three studies taken together produce a solid positive trend over the 15 school years between 2004 and 2019. Notably, the upward trend was due to existing charter schools improving over time, not an influx of higher-performing new schools.

Academic Progress for Student Groups in Charter Schools

The second set of findings addresses how consistent the results are for all students. We again report these differences as marginal days of additional (or fewer) days of learning on a benchmark of 180 days of learning in a single school year. We found important differences in the amount of learning for different groupings of students enrolled in charter schools in our study.

Consistent with our earlier studies, we found significant variations in charter student learning when we examined results for students in different racial/ethnic groups. In math performance, Asian/Pacific Islander students in charter schools realized more than a year of academic progress in a school year. In contrast, Black, Hispanic, White and Native American students have academic gains that fall short of a year's progress in a year. In reading performance, Asian/Pacific Islander students made gains well above the benchmark 180 days of learning, while White and Hispanic students were closer to the benchmark of one year of growth in a year. Black and Native American students fell considerably short of the 180 days of learning mark.

Despite overall low growth, Black and Hispanic students in charter schools fared better when compared with the learning gains of their TPS peers. White, Native American and multiracial students had smaller learning gains than their TPS comparisons.

Charter school students in poverty and their TPS counterparts fell short of the learning of their non-poverty peers. Despite this, charter students in poverty had stronger growth, equal to 17 additional days of learning in math and 23 additional days of learning in reading, than their TPS peers in poverty. Likewise, English-language learner (ELL) students who attended charter schools also had stronger growth in math (eight days) and reading (six days) than their TPS peers but were still left considerably behind non-ELL students. Students receiving special education services had significantly weaker growth in both math and reading than their TPS peers. Specifically, they grew 14 fewer days in math and 13 fewer in reading.

Student Academic Progress in Different School Settings

As the conversation about public education focuses on schools as units of analysis, the third set of conclusions refers to the effects of charter school students' learning when different school characteristics are considered. Across the sample of 6,802 charter schools in math, 36 percent had overall learning gains that were statistically significantly larger than the local TPS alternatives. One quarter posted statistically significantly smaller results, and 39 percent had gains equivalent to their local peer schools. In reading, the results were stronger: 36 percent had statistically significantly larger learning results, 47 percent posted gains on par with their TPS peers, and 17 percent had statistically significantly smaller results. At both ends of performance, these results improve on earlier results from the last national study—a greater share of charter schools is stronger than the local option and a smaller percentage is worse.

The performance of charter schools in different types of communities continues in earlier patterns. As seen in earlier national studies, students in urban charter schools outpace their TPS peers and post larger gains than their charter school peers in suburban, town or rural settings.

The academic performance of students enrolled in virtual charter schools compares poorly to the 180-day learning standard in TPS and the performance of students enrolled in brick-and-mortar charter schools. Students in virtual schools had 124 fewer days of learning in math and 60 fewer days in reading against our 180-days of learning benchmark. By contrast, students in brick-and-mortar charter schools posted 21 additional days of learning in reading and 14 extra days in math.

The findings show important differences for charter schools when grouped by the state in which they operate. Ten states/regions had learning gains in reading and math that were statistically significantly larger than the TPS students: Colorado, Illinois, Massachusetts, Michigan, Missouri, New Jersey, New York City, Upstate New York, Rhode Island and Tennessee. Seven states posted better gains in reading: Arizona, California, Florida, Idaho, Minnesota, North Carolina and Texas. Only Oregon saw the reverse: charter school learning was statistically significantly smaller in both subjects. Ohio and South Carolina had negative and significant learning advances in math.

The Role of Charter Management Organizations in Student Academic Progress

We extensively investigated student progress according to the type of charter school they attended. When the results were grouped by independently operated charter schools (stand-alone charter schools, or SCS) versus those in Charter Management Organizations (CMOs or networks), students in schools run by CMOs had stronger results than their stand-alone student counterparts. While both sets of schools are stronger than their TPS peers, the CMO learning gains are substantially stronger and carry the overall results of the study despite having only a third of the schools.

We expanded our typical format for sharing results with this study. We moved all results into a web-based interactive data set at ncss3.stanford.edu. No individual student data or identifiable small group information is included in the graphics and other data visualizations. All the results from this study on the website mirror the document's findings.

1.2 Methods and Data

Methodology

Since the 2009 study, *Multiple Choice: Charter School Performance in 16 States*, CREDO has refined our matching and analysis techniques and expanded our data collection. This chapter provides a nontechnical overview of the data sources and analytic methods used in the current study. The chapter presents general descriptions of the data sources used in the recent study and explanations of how the study was organized and executed.

The Technical Appendix to this report and the Technical Appendix of the 2013 National Charter School Study II (Cremata et al., 2013) includes greater scientific detail on these topics. Table 1.1 represents the states included in each study and the years of data included in each study.

Table 1.1: States Participating in Each CREDO National Charter School Study (NCSS)

	NCSS I - 2009	NCSS II-2013	NCSS III-2023
First School Year of Data	2000-01	2006-07	2014-15
Last School Year of Data	2007-08	2010-11	2018-19
States Included in Each Study	Arkansas	Arkansas	Arkansas
	Arizona	Arizona	Arizona
	California	California	California
	Colorado (Denver)	Colorado	Colorado
	District of Columbia	District of Columbia	District of Columbia
	Florida	Florida	Florida
	Georgia	Georgia	
			Idaho
	Illinois (Chicago)	Illinois	Illinois
		Indiana	Indiana
	Louisiana	Louisiana	Louisiana
	Massachusetts	Massachusetts	Massachusetts
			Maryland
		Michigan	Michigan
	Minnesota	Minnesota	Minnesota
	Missouri	Missouri	Missouri
		Nevada	Nevada
			New Jersey
	New Mexico	New Mexico	New Mexico
		New York	New York
		New York City	New York City
	North Carolina	North Carolina	North Carolina
	Ohio	Ohio	Ohio
		Oregon	Oregon
		Pennsylvania	Pennsylvania
		Rhode Island	Rhode Island
			South Carolina
		Tennessee	Tennessee
	Texas	Texas	Texas
		Utah	Utah
			Washington
			Wisconsin

For this study, CREDO partnered with education departments in 31 jurisdictions to use their student and school level data. **The resulting data set included 81 percent of tested public school students in the United States, making it one of the largest data sets of student-level observations created to date.** We used this information to create a matched student data set with over 6,500,000 student-level observations from over 1,853,000 charter students and a matched comparison group.

Our partnerships with the 31 individual states depend on negotiated data-sharing agreements. One common requirement across all agreements is that the processing, analysis and security of the student-level data must meet the Federal Education Rights and Privacy Act (FERPA) requirements. This study complies with FERPA regulations as interpreted by each state providing data.

No single study can provide the definitive analysis on a topic as broad as the effectiveness of charter schools. A solid body of evidence emerges only by accumulating evidence from multiple studies. With this expansion and update to CREDO's earlier works, we add to the growing array of studies about charter schools and their impact on students' academic outcomes. In doing so, we strived to create a study that was both as rigorous and as balanced as possible.

Consolidating Student Data from Multiple States

This study is built on a methodology similar to the one used in the 2009 study. The only change to the method was to rematch the charter school students to a new set of TPS students each year. [3] The data collected for this study consisted of student-level demographics, school enrollment and achievement test scores in reading/English language arts (ELA) and math. Since No Child Left Behind's implementation, reading and math tests have been given consistently across grades 3–8. However, testing could be more consistent across other grades.

Many states had early elementary or high school testing. High school testing often took the form of an end-of-course (EOC) exam, which was tied to course enrollment rather than a student's grade. These EOC tests differed by state in several ways that could impact growth estimates. These variations included the grade in which the EOC exam was given, the number of times a student is allowed to take the EOC exam, and the time gap between the EOC tested grade and the previously tested grade. All of these factors had to be considered when constructing our data set.

Growth is the change in each student's score from one school year to the next. For each two-year series of individual student achievement data, we calculated a measure of academic growth. We could compute complete growth data from the 2013–14 school year through the 2017–18 school year. Two states are missing one year of data. Nevada is missing growth data from 2016–17 to 2017–18. Tennessee is missing data for 2015–16. Thus, the first period of growth for Tennessee was measured from 2014–15 to 2016–17.

Additional details about creating the study data set for the 31 states in this study are available in the Technical Appendix.

3 This change was implemented to meet the new standards of the What Works Clearinghouse at the National Center for Education Evaluation.

Selection of Comparison Observations

As in previous CREDO studies, this study employed the virtual control record (VCR) method of analysis developed by CREDO (Davis & Raymond, 2012). The VCR approach creates a "virtual twin" for each charter student who is represented in the data. In theory, this virtual twin would only differ from the charter student in that the charter student attended a charter school and the twin attended a TPS. The VCR matching protocol has been assessed against other possible study designs and judged to be reliable and valuable by peer reviewers (Egalite & Ackerman, 2015).[4]

Using the VCR approach, a "virtual twin" was constructed for each charter student by drawing on the available records of traditional public school (TPS) students with identical traits and aligned prior test scores who were enrolled in TPS that the charter students would have likely attended if they were not in their charter school.[5]

Factors included in the matching criteria were:

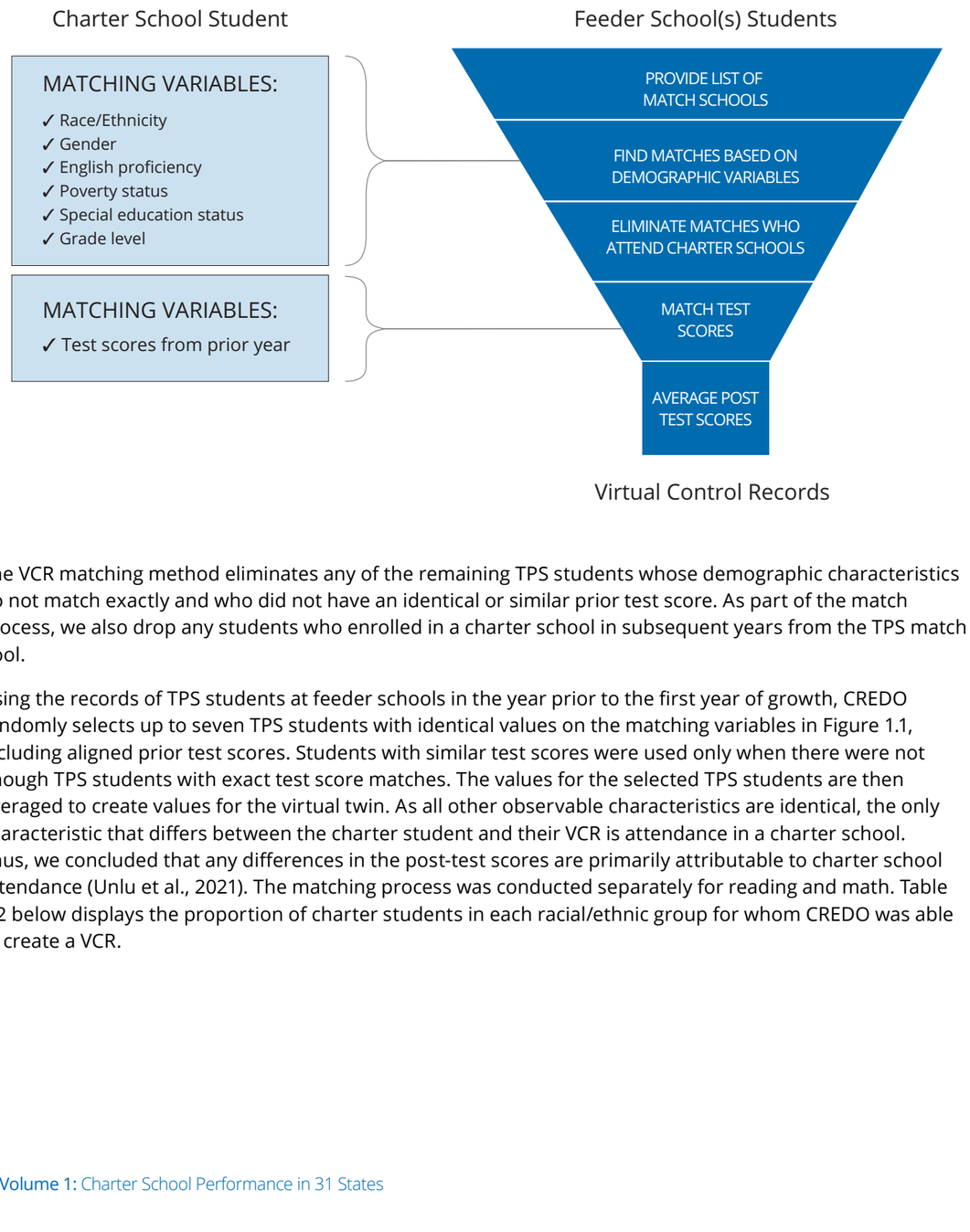
- Grade level
- Gender
- Race/ethnicity
- Free or reduced-price lunch eligibility
- English-language learner status
- Special education status
- Prior test score on state achievement tests

Figure 1.1 shows the matching process used by CREDO to create the virtual twins linked to each charter school student. In the first step, CREDO identifies all TPS students who enrolled in a given charter school. These schools are referred to as "feeder schools" for that charter. Each charter school has a unique feeder school list for each year of data. Students attending a charter school that is also a feeder school are eliminated from the match pool for each charter student to ensure VCRs consist entirely of TPS students. The feeder school method provides a strong counterfactual as residential school assignment commonly used to place students in TPS has been shown to group demographically and socioeconomically similar students into schools. This practice increases the likelihood that students assigned to similar schools have similar backgrounds, knowledge of school choice programs and school choice options. Once a school is identified as a feeder school for a particular charter, all the students in that TPS become potential matches for students in the charter school. All of the student records from all of a charter's feeder schools were pooled: this became the source of records for creating the virtual twin match.

4 Details of these assessments of the VCR method are presented in the Technical Appendix of the 2013 National Charter School Study, https://credo.stanford.edu/wp-content/uploads/2021/08/ncss2013_technical_appendix.pdf

5 The majority of VCRs included only test scores which were exact matches. Non-exact matches must be within 0.1 standard deviations to be included as part of a VCR.

Figure 1.1: CREDO Virtual Control Record (VCR) Methodology



The VCR matching method eliminates any of the remaining TPS students whose demographic characteristics do not match exactly and who did not have an identical or similar prior test score. As part of the match process, we also drop any students who enrolled in a charter school in subsequent years from the TPS match pool.

Using the records of TPS students at feeder schools in the year prior to the first year of growth, CREDO randomly selects up to seven TPS students with identical values on the matching variables in Figure 1.1, including aligned prior test scores. Students with similar test scores were used only when there were not enough TPS students with exact test score matches. The values for the selected TPS students are then averaged to create values for the virtual twin. As all other observable characteristics are identical, the only characteristic that differs between the charter student and their VCR is attendance in a charter school. Thus, we concluded that any differences in the post-test scores are primarily attributable to charter school attendance (Unlu et al., 2021). The matching process was conducted separately for reading and math. Table 1.2 below displays the proportion of charter students in each racial/ethnic group for whom CREDO was able to create a VCR.

Student Match Rates

CREDO's VCR matching method resulted in 81.2 percent of the charter students from participating states being matched with TPS students to create VCRs. This match rate provided a data set with 3,669,446 matched charter student-by-year records. The match rates vary by the race and ethnicity of the students; smaller race/ethnic groups had lower match rates.[6] With CREDO's strict standards to create the VCRs, smaller race/ethnic groups have fewer identical students to match with the charter students. Table 1.2 provides the match rates for each race/ethnicity and shows each group's share of the data set. Racial/ethnic group match rates at the state level are listed in the Technical Appendix.

Table 1.2: Match Rates by Race/Ethnic Group

Race/Ethnic Group	Group Match Rate	Proportion of Student Body in each Race/Ethnic Group in Study
White	84.4%	32.6%
Black	81.4%	25.3%
Hispanic	83.3%	36.0%
Asian/Pacific Islander	64.0%	3.6%
Native American	38.0%	0.3%
Multiracial	58.1%	2.3%

Students in poverty - commonly measured by those eligible for free or reduced-price lunches—had a slightly stronger match rate (82.3 percent) than non-poverty students (79.7 percent). Match rates for ELL students (74.9 percent) were lower than those for non-ELL students (81.7 percent).

School Match Rates

The charter school data set contained 7,288 individual schools. Almost all charter schools (98.3 percent) had at least one school match. In seven states, all the schools had a matching school. The state with the lowest rate was Washington, at 86.7 percent.

Fair Analysis of Impacts on Student Academic Progress

Most researchers agree that the best method of measuring school effectiveness is to look at schools' impact on student academic growth, independent of other possible influences. The technical term for this is "value-added" (Betts & Tang, 2008). The central idea is that schools should be judged on their direct contribution to student academic progress. This necessarily considers the students' starting scores on standardized tests and student characteristics that might influence academic performance. This approach forms the foundation of our study design.

To conduct a fair analysis, this study followed the approach of the previous CREDO studies: we looked at the academic growth of individual students as reflected in their performance on state achievement tests in both reading and math. To ensure accurate estimates of charter school enrollment on student academic growth,

6 Due to the variable distribution of students by school type and subgroup across the country, some student subgroups have low match rate in some states. Low match rates require a degree of caution in interpreting the national pooled findings as they may not fairly represent the learning of the student groups involved.

we used statistical methods to neutralize the influence of student demographics and eligibility for categorical program support, such as free or reduced-price lunch eligibility and special education. In this way, we structured the analysis so that differences in academic growth between the two groups are a function of which schools they attended.

While we went to great efforts in each state to match the charter students and their virtual twins, it is important to recognize that states differ in the location of charter schools and the students they serve. These differences mean that charter students are not likely to be representative of the state's full complement of students. These differences are described in the Student Characteristics section. Our statistical models included controls for these differences between states to consider these differences when estimating the overall impact of charter school attendance.

Basic Analytic Models

The purpose of this study is to address multiple questions. All focused around one central question, "How did the academic growth of charter school students compare to similar students who attended traditional public schools (TPS)?" By answering this foundational question, we aim to extend the pool of knowledge on charter school effectiveness and provide reliable information for policy makers.

In CSP31, we analyze charter schools' effectiveness in the 31 states with which we have data partnerships. We also discuss the performance change for the states covered in the 2009 and 2013 reports. These cross-study comparisons are included by research topic when applicable.

How We Present the Results

We present the findings in units of days of learning to make the results clearer to non-technical readers. The statistical analysis produces results denominated in standard deviations—an unfamiliar currency to the general public. The days-of-learning metric takes the statistical findings of our analysis and transforms them. It uses a protocol that was developed prior to the study and then applied here.[7] For each growth period, we identify the one-year learning growth of an exactly average TPS student in each state and grade and set that learning gain as "180 days of learning in 180 days of schooling." We then take our results, student by student, and compare their academic progress to the benchmark learning of 180 days. If a student in our study has more learning, we award him extra days of learning on top of the 180. If a student learns less than the benchmark, they are awarded negative days of learning which added to the 180 benchmark result in fewer days of learning.[8]

While transforming the statistical results into days of learning provides a more accessible measure, the days of learning are estimates and should be used as general guides (Hanushek & Rivkin, 2006). We provide the difference in growth in standard deviation units in the outputs of the statistical methods used for each analysis found in the Technical Appendix.

7 Using nationwide growth data from the National Assessment of Education Progress, the transformation involves multiplying the standard deviation units produced by our statistical analyses by 578 days. This yields 5.78 days of learning for every 0.01 standard deviation difference in our analysis. For those wanting to convert these larger counts into weeks or months: a school week consists of five days; a school month is 20 days and a quarter or nine-week term is typically 45 days.

8 The expression "additional days of learning" does not mean the students were necessarily in school for more days during the school year. It means that the additional learning that took place in charter schools during the school year was equivalent to attending school for x additional days in a TPS setting.

1.3 Descriptive Statistics

In this section of the report, we familiarize the reader with the attributes of the research data set and discuss student and school differences between charter schools and TPS. Table 1.3 describes and compares our data. We first provide information on the TPS sector as a whole. This sector represents all the TPS schools in the 31 states included in the analysis. We then look at the feeder schools. Feeders are the TPS schools that charter school students would have attended had they not enrolled in a charter school; they are a subset of the entire class of TPS. Because charter schools are not evenly scattered across all types of locations and communities, the feeder schools from which they draw their students have characteristics that are different from the class of all TPS schools (Monarrez et al., 2022).

Student Characteristics

There are also differences in the characteristics of enrolled students, even within the charter sector. The students who enroll in virtual charter schools tend to differ demographically from students enrolled in brick-and-mortar charter schools. It is important to understand how charter school students differ from the larger body of all TPS students when generalizing charter school outcomes to other student bodies with different demographics. The table below shows the student demographic characteristics for schools in the 31 states included in the study.

Table 1.3 Demographic Comparison of Students in TPS, Feeders, and Charter Schools (Brick-and-Mortar and Virtual) in 31 States, 2017–18

	All TPS	Feeders	All Charters	Brick-and-Mortar Charters	Virtual Charters
Number Schools	69,706	34,792	6,802	6,588	214
Average Enrollment	552	671	463	444	1,565
Total Enrollment	37,369,048	22,658,792	2,963,468	2,755,778	207,690
% In Poverty	51%	57%	55%	56%	44%
% ELL	11%	13%	10%	11%	2%
% SPED	13%	13%	11%	11%	14%
% White	47%	40%	32%	29%	63%
% Native American	1%	1%	1%	1%	1%
% Hispanic	30%	35%	34%	36%	15%
% Black	13%	16%	25%	26%	12%
% Asian/Pacific Islander	6%	5%	4%	4%	2%
% Multiracial	4%	4%	4%	4%	7%

Brick-and-mortar charter schools enroll a larger proportion of students living in poverty than the TPS schools in our 31-state study. Most states define a student being in poverty as a student eligible for free or reduced-price meal programs; however, some states use a state-specific metric to classify a student as

being in poverty. We treat these two methods as equally valid for these analyses. The percentage of students in poverty in charter schools is similar to those in poverty in the feeder schools that students would have attended if not enrolled in their charter schools. The percentage of charter school students in brick-and-mortar charter schools identified as English learners and students receiving special education services is comparable to that of the full set of TPS schools and feeder schools. The brick-and-mortar charter schools have twice the rate of Black student enrollment as the TPS schools and 10 percentage points higher than their feeder schools. The enrollment rate for Hispanic students in brick-and-mortar charters is similar to that in the set of feeder schools, yet lower than the overall rate for all TPS schools. These increased enrollment rates for Hispanic and Black students were offset by lower rates in brick-and-mortar charters for White students than in the feeder charters and the complete TPS set of schools.

When it comes to student profiles, virtual charter schools have different profiles from the other forms of charter schools, traditional public schools and brick-and-mortar charters. Virtual charters have a smaller percentage of students living in poverty, students identified as English learners, Hispanic students and Black students. On the other hand, they have a disproportionately high number of White students relative to the other groupings mentioned in Table 1.3.

Race/Ethnicity Composition of Matched Charter Students[9]

The data set was made up of matched charter students with at least two successive test scores who attended the public charter schools in the years under study in the included states. Therefore, the makeup of the student body for this study will differ slightly from the student body described in the overall charter landscape and the 31-state summary (see Table 1.3).

Table 1.4: Race/Ethnic Proportions for All versus Matched Students

Race/Ethnic Group	Proportion of Student Body in each Race/Ethnic Group — All Charters	Proportion of Student Body in each Race/ Ethnic Group — Matched Student Data Set
White	32%	33%
Black	25%	25%
Hispanic	34%	36%
Asian/Pacific Islander	4%	4%
Native American	1%	0.3%
Multiracial	4%	2%

The largest race/ethnic group included in the study is Hispanic students, who comprise 36 percent of the matched data set. The next-largest groups are White students (32.6 percent) and Black students (25.3 percent). Asian and Pacific Islander students are 3.6 percent of the data set. Multiracial students, those of two or more races, are 2.3 percent of the students in the analyses, and Native American students make up the smallest portion, with only 0.3 percent of students identifying as Native American only.

9 Because the VCR matching protocol produces a single record (the average of up to seven TPS matched students), the demographic profiles of charter and VCR student-year records are identical.

Other Student Characteristics

For other student characteristics, 57.8 percent of students in the study are students in poverty—defined as eligible to receive free or reduced-price lunches or using their state's specific economic metric to identify students in poverty.[10] English-language learning students (ELL) made up 7.1 percent of the data set. Students receiving special education services made up 7.9 percent of the data set. Just over half (51.5 percent) of charter school students are female. The proportions of the matched student body are similar to the proportions of these special populations in the larger sample of all charter students in the 31 states.

Table 1.5: Special Population Proportions for All versus Matched Students

Special Population	Proportion of Student Body in each Special Population — All Charters	Proportion of Student Body in each Special Population — Matched Student Data Set
In Poverty	55%	58%
ELL	10%	7%
SPED	11%	8%

One in four students in the data set is a Hispanic student in poverty (26.2 percent), while 20 percent of students are Black students in poverty. Also, 6.2 percent of students in the data set are Hispanic ELL students.[11]

While the national distribution fits the expected pattern, student achievement decile patterns vary greatly by state. For example, in 2017, Pennsylvania drew a larger percentage of its charter enrollment from the lower deciles, as do Michigan and Ohio. The opposite—higher achieving students enrolling in charter schools—is found in New York City, North Carolina and Arizona. In the figure below, there are 10 boxes in each state, with the lowest box being the first decile (lowest achievement) and the highest box representing the 10th decile (highest achievement).

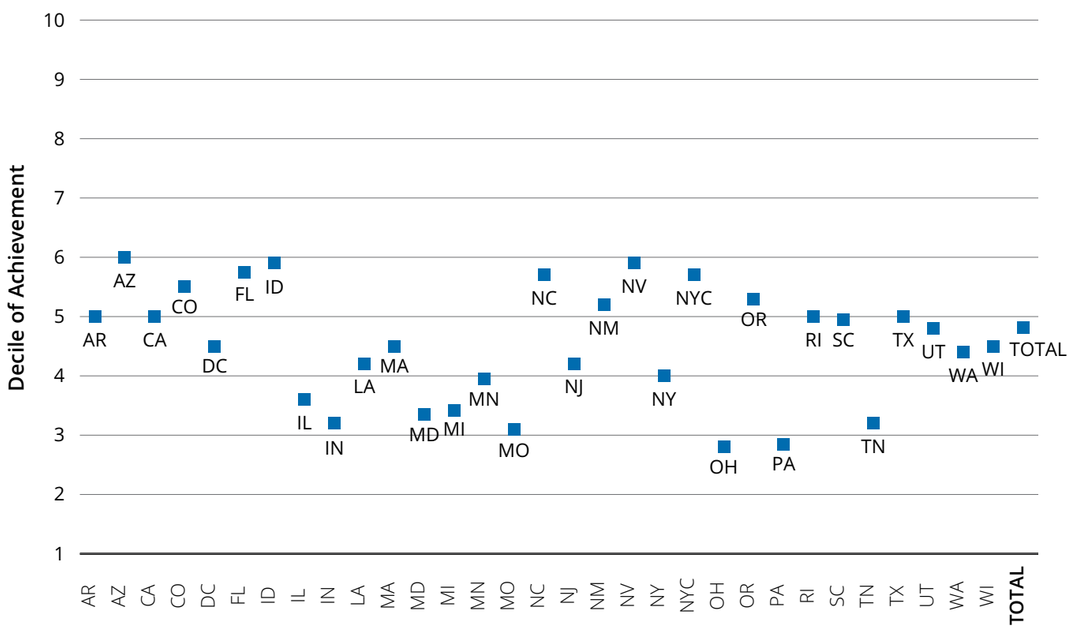
Figure 1.2 shows the within-state decile of the average achievement level for all students enrolled in charter schools by state for math. There is a wide variance in the achievement levels of charter students in different states. While some states have average charter student achievement as high as the sixth decile, which means the average charter student has achievement above the average TPS student in the state, most are in the third and fourth deciles. The average achievement scores are due to a combination of new charter students' entry-level achievement and the impact of attending charters for existing charter students.

10 CREDO acknowledges the declining usefulness of free and reduced-price lunch eligibility as an indicator of poverty. We have used a state-specific variable in states where a better metric is available. For the remaining states, free or reduced-price lunch eligibility was the best indicator available (Fazlul et al., 2023).

11 Hispanic students in poverty and Hispanic ELL students are not mutually exclusive groups. A student could be in both.

To get a better understanding of the achievement of students entering charter schools, Figure 1.2 provides the percentage of charter students in each state with student math achievement in each decile. If charter schools drew their students from the same deciles as TPS, we would expect roughly 10 percent of students to come from each decile.[12] However, the patterns in Figure 1.2 show that is not typical. Some states draw a disproportionate share of their students from the lower deciles, creating a pyramid-shaped distribution. Other states invert the pyramid by pulling more high-achieving students into charter schools than the TPS. Much of the achievement distribution of charter school enrollees has to do with where charter schools are located. In states where charter schools are located primarily in urban locations, we would expect more lower decile students to enroll in charter schools. We could expect to see a more even distribution in states where charter schools are distributed more evenly throughout the state.

Figure 1.2: Average Achievement of All Charter Students by State, Math 2017[13]



12 Decile by state percentages for charter school reading achievement are included in the Technical Appendix. The distributions support the insights gleaned from math achievement.

13 Results for Reading are available in the Technical Appendix

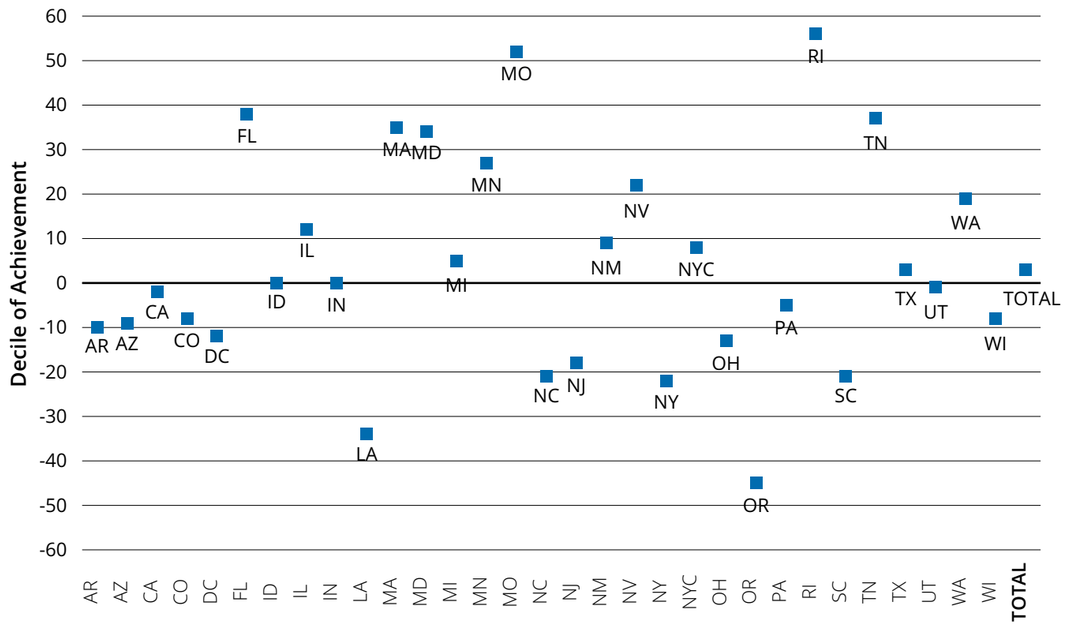
Table 1.6: Achievement Decile Distribution of Charter Enrollees by State 2017, Math

Charter Student Enrollment by Achievement Decile in 2017 (2016 for MD)

This table contains data that is available in an interactive format on the study website.

State	Decile 1	Decile 2	Decile 3	Decile 4	Decile 5	Decile 6	Decile 7	Decile 8	Decile 9	Decile 10	Total
AR	7%	12%	12%	11%	8%	12%	8%	9%	9%	11%	14,506
AZ	5%	7%	8%	9%	9%	10%	12%	13%	14%	12%	74,868
CA	8%	10%	10%	10%	10%	11%	11%	11%	11%	8%	185,840
CO	7%	9%	10%	10%	10%	10%	11%	11%	11%	10%	50,395
DC	8%	11%	13%	10%	11%	11%	11%	10%	9%	5%	7,486
FL	5%	6%	8%	10%	11%	12%	14%	13%	12%	9%	113,763
ID	6%	7%	8%	8%	9%	11%	12%	13%	15%	11%	8,329
IL	12%	17%	14%	12%	12%	10%	9%	7%	6%	2%	16,210
IN	16%	16%	14%	12%	11%	10%	8%	6%	5%	2%	10,539
LA	11%	13%	13%	12%	10%	11%	10%	8%	7%	4%	30,263
MA	9%	11%	11%	12%	11%	11%	11%	10%	8%	5%	14,962
MD	15%	16%	14%	13%	10%	9%	8%	8%	4%	2%	20,056
MI	17%	17%	14%	11%	9%	9%	8%	6%	6%	4%	44,967
MN	15%	12%	10%	11%	10%	10%	10%	9%	8%	5%	17,674
MO	14%	13%	13%	14%	12%	12%	9%	7%	3%	1%	7,386
NC	7%	7%	7%	9%	11%	11%	13%	12%	13%	10%	33,817
NJ	11%	13%	12%	12%	11%	10%	10%	9%	8%	5%	19,944
NM	7%	10%	10%	11%	10%	10%	10%	10%	10%	11%	9,133
NV	5%	8%	8%	9%	10%	10%	12%	13%	14%	12%	19,153
NY	13%	10%	12%	13%	13%	12%	11%	8%	6%	3%	8,200
NYC	4%	7%	7%	10%	11%	13%	14%	15%	12%	8%	41,627
OH	21%	20%	14%	12%	9%	8%	6%	5%	3%	2%	29,618
OR	5%	9%	10%	10%	11%	12%	12%	12%	12%	7%	7,306
PA	16%	28%	16%	11%	8%	7%	5%	4%	3%	2%	38,985
RI	7%	8%	11%	12%	11%	12%	11%	12%	9%	7%	2,157
SC	5%	14%	13%	11%	11%	10%	9%	9%	7%	10%	11,636
TN	16%	15%	14%	13%	11%	10%	8%	7%	5%	2%	19,924
TX	10%	12%	9%	8%	9%	9%	8%	12%	14%	8%	104,665
UT	11%	9%	9%	9%	10%	11%	11%	12%	11%	6%	26,108
WA	12%	11%	10%	11%	11%	11%	12%	10%	7%	4%	1,244
WI	9%	11%	11%	11%	13%	13%	11%	10%	8%	4%	15,648
	9%	11%	10%	10%	10%	10%	10%	11%	10%	7%	1,006,409

Figure 1.3: Average Academic Growth of Charter Students by State, Math 2017



Perceptions of Charter School Student Advantage

In the past, a common claim asserted that positive academic results in charter schools arise from advantages that their students bring to their schooling. The claim has taken one of two forms: a "push" on the part of parents or a "pull" on the part of charter schools. The "push" alternative posits that charter school students have parents that, by the act of enrolling their student in a charter school, reveal they value education more and/or are more motivated to pursue educational success for their children than other parents. As a result of parental investments of time and resource, their students are thought to be better prepared academically. The "pull" version suggests that charter schools signal or sift interested students to enroll more advantaged students, drawing them away from neighborhood schools. This practice commonly is referred to as "cherry picking" or "cream-skimming."

Despite different mechanisms, both versions of "charter school students are advantaged" can be tested with the same analysis. If either or both claims are true, then entering charter school students would present stronger academic preparation than the students in the feeder TPS schools. With our analysis, we advance earlier work to examininge achievement distribution for low-end and high-end differences in starting achievement (Kho et al., 2022; Zimmer et al., 2009).

We compare students who initially enrolled in a TPS and took at least one achievement test before transferring to a charter school to their peers who enroll in the TPS. We can observe the distribution of charter students' test scores across deciles of achievement and do the same for students in the feeder TPS. Taking the difference in the two percentages for each decile illuminates how equal the distributions of student achievement are in the two school settings. We conduct the analysis by subject for each state, yielding 62 tests (i.e., 31 states and 2 subjects).

Table 1.6 presents the results. For example, in Michigan, the share of students entering charter schools from the bottom three deciles of achievement is 24.4 percentage points larger than the share the feeder schools enrolled. We consider two percentage points difference for any achievement decile as natural variation.

Table 1.6 presents reveals important results at both ends of the achievement continuum. In 17 states, charter schools enroll more students from the bottom three deciles of achievement than do their feeder schools. In many cases, the share is 10 to 20 percent larger than in feeder schools. For eight states, the differences fall in the 2-percentage margin of variation. In five states new charter school student enrollment in the lowest deciles is smaller by three to six percentage points.

At the upper end of the achievement range, in three states, the share of charter school enrollment from the top three deciles is three percent larger than their feeder schools. Six states have equivalent enrollment. In 21 states, charter schools enrolled smaller shares of top-decile students than their feeder schools, with smaller enrollments upwards of 17 percentage points.

To recap the analysis, across the 62 tests the claim charter schools are advantaged by the students they enroll was unfounded in 54. Where the distributions differered, the balance of evidence shows larger shares of students entering charter schools with achievement in the lowest deciles and smaller shares of students had prior achievement in the highest deciles than in the schools they left. In the handful of tests where the entering student distribution favors charter schools, the advantage is insubstantial. The evidence dispels claims that charter schools gain an unfair edge by enrolling "better" students.

Table 1.7: Percentage Differences between Entering Charter Students and Feeder School Students by Decile of Achievement [14]

	Achievement Group		
State	**Bottom Deciles 1- 3**	**Middle Deciles 4-7**	**Top Deciles 8 - 10**
AR	-0.36	-1.31	1.68
AZ	-1.56	1.31	0.26
CA	4.28	0.77	-5.05
CO	3.71	-0.64	-3.07
DC	8.66	0.21	-8.87
FL	-5.01	7.36	-2.33
ID	-5.13	1.94	3.17
IL	6.20	0.96	-7.16
IN	14.16	-0.50	-13.65
LA	10.29	2.34	-12.63
MA	1.42	-1.13	-0.28
MI	24.44	-7.17	-17.26
MN	13.57	-2.17	-11.42
MO	10.39	2.75	-13.13
NC	-3.04	0.49	2.54
NJ	9.60	-0.89	-8.73
NM	0.56	0.75	-1.31
NV	-3.32	3.18	0.13
NY	4.78	5.87	-10.67
NYC	-1.73	8.86	-7.13
OH	20.56	-4.62	-15.96
OR	-1.57	4.73	-3.16
PA	26.03	-8.88	-17.16
RI	-6.14	10.08	-3.92
SC	0.53	1.86	-2.40
TN	4.68	6.50	-11.19
TX	3.93	-7.25	3.32
UT	-0.69	1.41	-0.74
WA	2.64	2.92	-5.56
WI	6.47	3.06	-9.51
WI	9.00	11.00	11.00

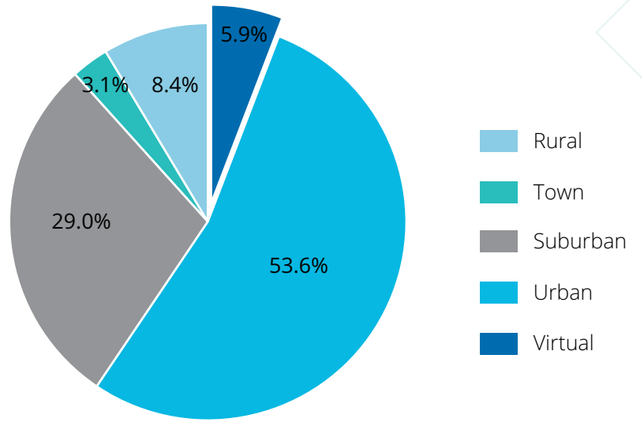
14 Full breakout by decile is included in the Technical Appendix.

School Characteristics

School Location

The majority of charter school students in the study attend charter schools located in an urban setting (53.6 percent), according to the locale designations of the National Center for Education Statistics (NCES). The study's second largest group of students is those attending a suburban charter school, at 29 percent. Rural charter school students (8.4 percent) and charter students in towns (3.1 percent) comprise the remainder of the brick-and-mortar charter school students. The remaining 5.9 percent of charter school students attend online charter schools.[15]

Figure 1.4: Percent of Charter School Student Enrollment by Location



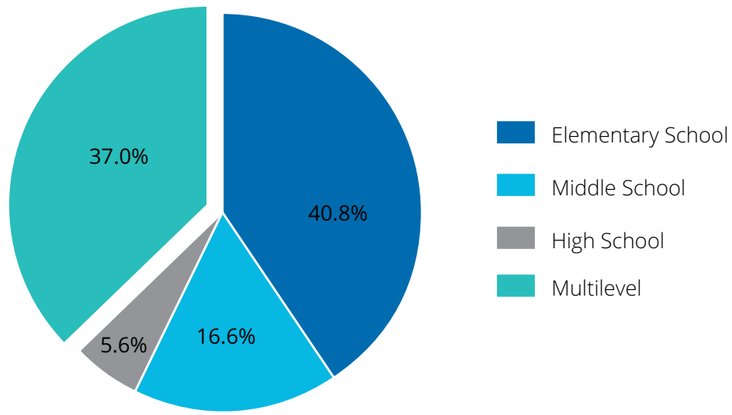
The geographic settings where charter students attend school remain relatively stable between the 2013 and the 2023 studies. The one exception is the number of rural students dropping by half, from 16 percent of the matched sample to just eight percent. Between the two studies, CREDO added the virtual category to report separately for students who attend online charter schools. In the 2013 study, students attending online schools were categorized by the location of the online schools' headquarters. Any changes in locale reporting would impact only the comparisons between locale reporting when comparing outcomes between the 2013 and 2023 studies. The larger overall and state-level comparisons will not be impacted.

15 While online charter schools are assigned an NCES locale based on the locations of their offices, for this study we group students attending an online charter into a separate "online" locale regardless of where the school's offices are physically located.

School Level/ Grade Span

We also group students into school levels based on the NCES grade-span categories: elementary, middle, high, and multilevel schools. This gives us a picture of the distribution of charter school enrollment by school configuration. The majority of charter school students in our study (40.7 percent) are enrolled in K-6 elementary schools; 16.6 percent of charter school students in our study are enrolled in stand-alone middle schools (grades 6–8); and 5.6 percent are enrolled in charter high schools (grades 9–12). Multilevel schools serve a combination of grades outside traditional school grade groupings. For example, K-8 schools, 6–12 schools or schools that enroll students in K-12. Students in these schools make up 37.1 percent of charter school students in this study.

Figure 1.5: Percent of Charter Schools by Grade Level



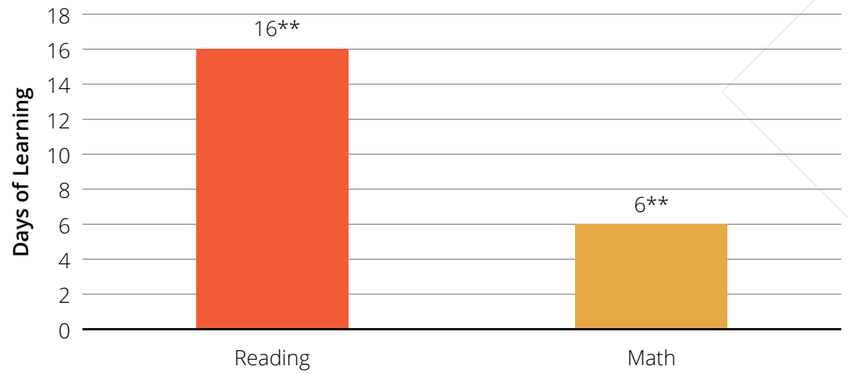
Between the 2013 and 2023 studies, the only major changes we see in locales are an eight percentage point decrease in the proportion of charter students attending high schools and a seven percent increase in the proportion of charter schools classified as multilevel schools.

1.4 Analytic Findings

Academic Growth of Charter School Students

The typical charter school student in our national sample has statistically significant positive year-over-year growth in both math and reading compared to the TPS VCRs.[16] The benefit of attending charter schools during the period of study amounts to additional days of learning equivalent to six days in math (0.011) and 16 days in reading (0.028).[17]

Figure 1.6: Annual Academic Growth of Charter School Students, Reading and Math



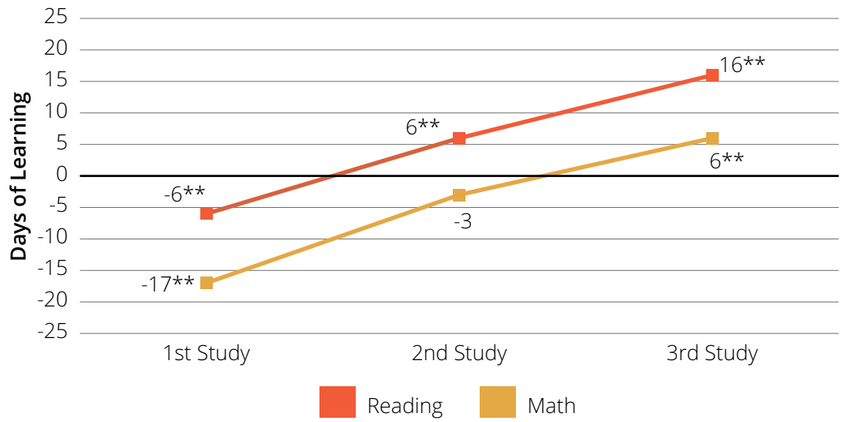
** Significant at $p \leq 0.01$

This is a step forward for charter school performance over CREDO's two previous national studies. In the 2009 national study, students attending charter schools had less growth in both math (17 days less) and reading (six days less) than their TPS VCRs. In the 2013 national study, the growth of charter students was not significantly different from their TPS VCRs in math but was significantly stronger in reading (six days more).

16 Throughout this report, numbers referred to as "significant" are statistically significant at least at the 0.05 level. In graphics, a single star (*) means statistically significant at the 0.05 level; double stars (**) means statistically significant at the 0.01 level. Differences that are not statistically significant are reported as being similar.

17 As described in the Methodology section of this report, when we transform our analytic growth results from standard deviation units to days of learning, a .01 standard deviation equates to 5.78 days of learning.

Figure 1.7: Annual Academic Growth of Charter School Students across Three National Studies

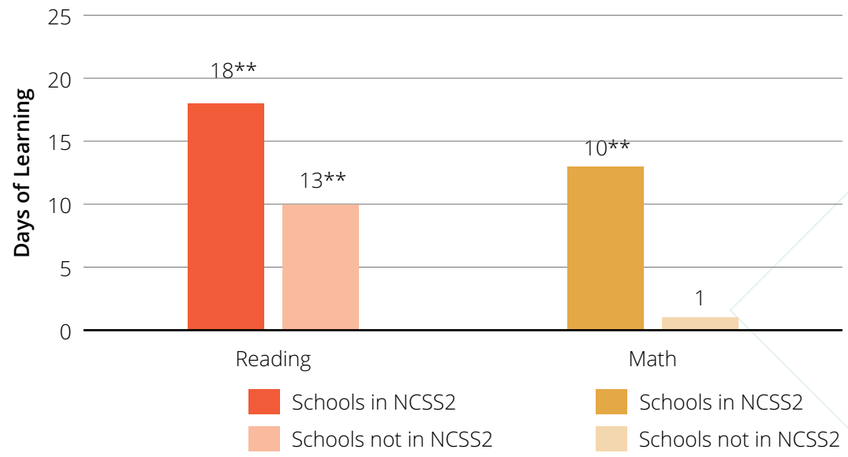


** Significant at p ≤ 0.01

While these results are the national averages for charter school students, the results vary greatly from state to state and by student characteristics. Since many charter school policies are set at the state level, differences across states are partly a function of variation in charter schools' legal and regulatory environments. Below we examine the outcomes by different student subpopulations.

To explore the trend of improved performance, we examined the pooled national data to see if schools that are new to our sample (by being new or having tested grades for the first time) had different results than schools that were included in earlier national studies. This comparison provides a partial view of the source of overall improvement over time. The existing charter schools had stronger growth than their TPS peers in reading (+18 days) and math (+10 days). The new-to-the-study schools had stronger growth in math (+13 days) and identical growth in reading as their TPS peers. Based on these results, the larger part of the improved performance of charter schools since the 2013 study stems from the earlier cohort getting stronger. Interestingly, the new schools in this study had better performance than new schools in the second national study and outpaced overall growth for all charter schools in both prior studies.

Figure 1.8: Annual Academic Growth in Previously Studied Schools Compared to Current Schools



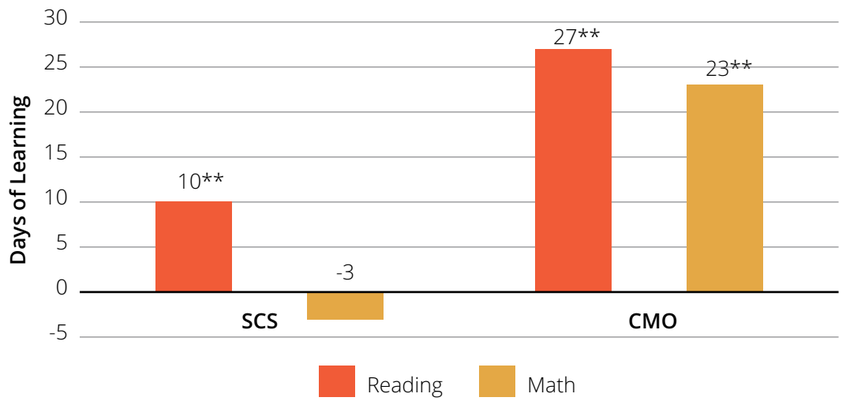
** Significant at p ≤ 0.01

One mechanism by which the existing charter schools can get stronger over time is by the closure of poorer-performing charter schools. However, there are reasons other than academic performance that can lead to school closure. We examined the performance of the 207 charter schools that closed during our study window. The performance of th ese closed schools was similar in both subjects. Using reading to illustrate, the majority of these charter schools that closed (58 percent) were those with below-average achievement and weaker growth than their TPS comparisons. However, 30 percent of the schools that closed had stronger growth than their TPS comparisons, even if their achievement was below the state's average. Surprisingly, seven percent of the closed schools had stronger growth than their TPS comparisons and above-average achievement for their state.

RECAP: Academic Growth of Charter School Students by Type of School

To complement these aggregate analyses, CREDO expanded the analyses of charter school student academic growth by distinguishing the progress of students attending charter schools associated with charter management organizations (CMO) from those attending stand-alone charter schools (SCS).[18] The complete set of findings is available in the second volume: *Charter Management Organizations 2023* Students attending CMO-affiliated charter schools have statistically significant positive learning gains in reading and math compared to their TPS peers with similar observable characteristics. Students attending SCS had stronger growth in reading and similar growth in math to their TPS peers. Figure 1.10 shows these differences to be equivalent to an additional 27 days of learning in reading and 23 days in math for students attending charter schools associated with a charter management organization over their comparison group. This is contrasted to 10 additional days in reading and similar growth in math for students attending SCS as compared to their VCRs.

Figure 1.9: RECAP: Average Academic Growth for Charter School Students by Charter School Type, Reading and Math



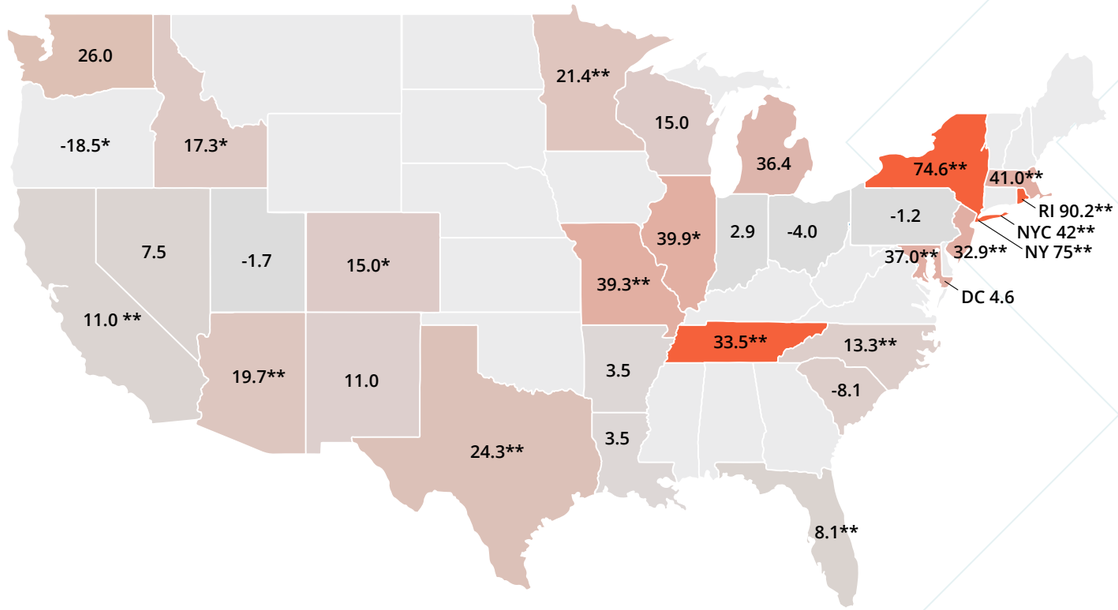
** Significant at p ≤ 0.01
Figure above originally appears as Figure 2.4 in CMO23.

18 The CMO study does not include Idaho, Maryland, and Ohio.

Charter School Student Academic Growth by State

Charter school students had weaker reading growth than their TPS peers only in Oregon. Significantly stronger growth by charter students was seen in 18 states. In the remaining 12 states, growth for students attending charter schools was similar to that of their TPS peers. The strongest gains were in the Northeast. Rhode Island (+90 days) and New York State (+75 days) charter students saw the largest gains. New York City (+42 days) students had strong gains, as did students from Massachusetts (+41 days).

Figure 1.10: State Level Average Charter School Student Academic Growth, Reading

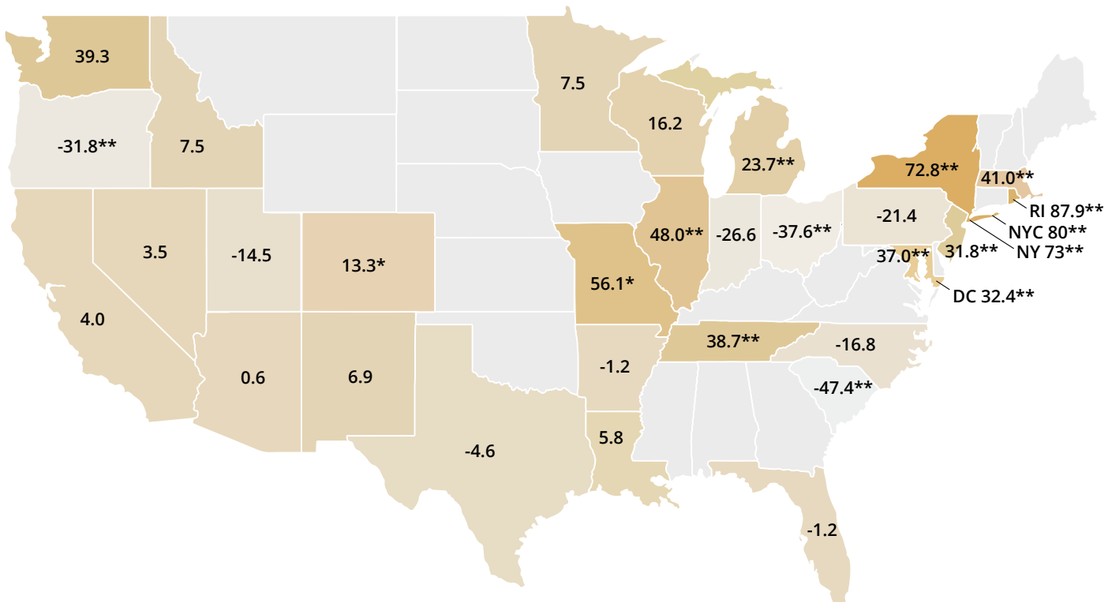


** Significant at p ≤ 0.01 * Significant at p≤ 0.05

In 12 of the 31 states in our study, charter school students had significantly stronger growth in math than their peers in TPS. Only three states showed weaker growth for charter students compared to their peers. The remaining 16 states' math growth was similar between charter students and their TPS peers. Of the states with significantly different growth for charter students, the largest effects were in Rhode Island, New York City, and New York State.[19] Charter students in Rhode Island gained the equivalent of attending an extra 88 days of learning per school year over their TPS peers. Charter students gained an additional 80 days in New York City and 73 days in the rest of New York State.

19 CREDO treats New York City as its own state because the size of New York City would overwhelm the New York State results and because New York City has several city-level policies that impact education outcomes.

Figure 1.11: State Level Average Charter School Student Academic Growth, Math



** Significant at p ≤ 0.01 * Significant at p≤ 0.05

Link to full state math and reading results here

Changes in Charter School Student Academic Growth by State

Having longitudinal data over multiple studies allows us to examine the performance of states relative to each other and each state's performance over time. This helps us understand the impact of state policies over time. Of the 25 states in the 2013 and 2023 studies, state charter school academic growth in reading increased in 2023 for 17 states and decreased for eight states.[20] The differences for New Jersey, Oregon, and Michigan were trivial.

In math, 15 states had stronger growth in 2023 than in 2013, and 10 had weaker growth. The differences for Ohio, Florida, and Rhode Island were negligible.

The largest decreases in both subjects occurred in Washington, D.C., and Louisiana. The largest increase for both subjects was in Nevada. Nevada had charter growth in 2023 that was not significantly different from the state's VCRs. Still, that modest performance was a vast improvement over the extremely negative performance of Nevada charter schools in 2013.

20 Due to the mandated destruction of data files from prior studies, differences for each state between periods could not be tested for statistical significance.

Rhode Island stood out in particular for having high growth in both subjects for both studies, even though the state's change in scores from 2013 to 2023 was negligible. Other notable improvements were Missouri in math and New York state, New York City, and Texas in reading. Even though Texas had a smaller reading growth score in 2023 than several other states, its change in growth from 2013 was larger.

Figure 1.12: Average Reading Growth of Charter School Students by State, 2013 vs 2023

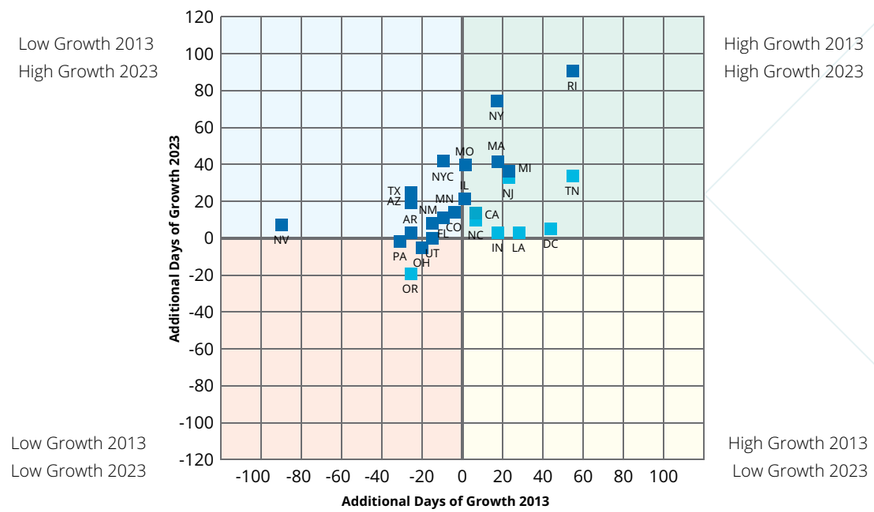
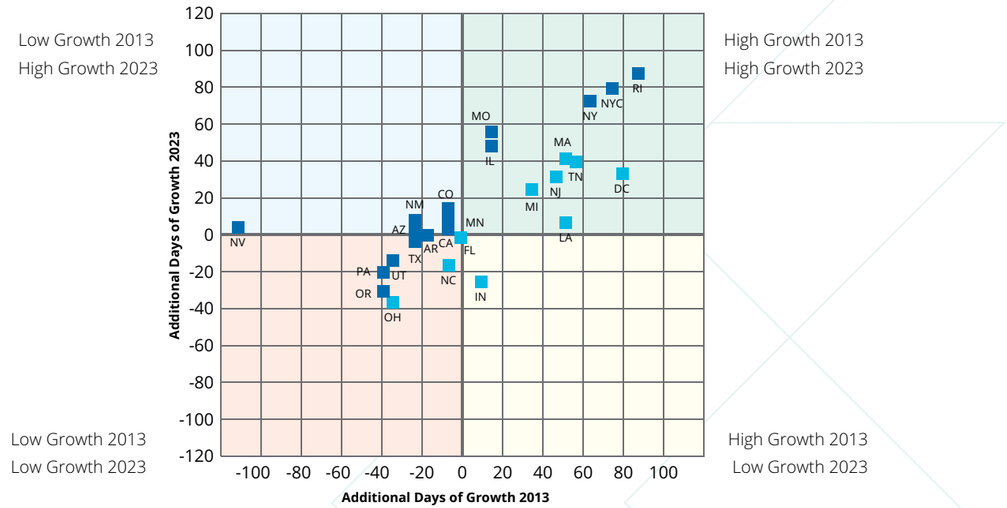


Figure 1.13: Average Math Growth of Charter School Students by State, 2013 vs 2023



Differences in Academic Growth by Charter School Student Characteristics

Differences by Race/Ethnicity

As seen in our earlier studies, the impacts of attending charter schools are not uniform for all students. When looking at student groupings, our analyses reveal varying overall status and growth for different subgroups. Therefore, it is important to examine the outcomes for students by this characteristic to gain a deeper understanding of the overall results at both the national and state levels. Students from different racial and ethnic groups can have opposite impacts from attending charter schools, which is obscured when looking at overall student outcomes. For example, in previous CREDO studies, White students attending charter schools generally have weaker growth than their peers attending TPS. Asian/Pacific Islander and Native American students tend to have growth similar to their peers. However, previous studies have shown that for Black and Hispanic students, attending a charter school often leads to significant academic growth.

We compared the academic growth across student race/ethnicity groups. Students were grouped into White, Black, Hispanic, Asian/Pacific Islander, Native American, and Multiracial students.

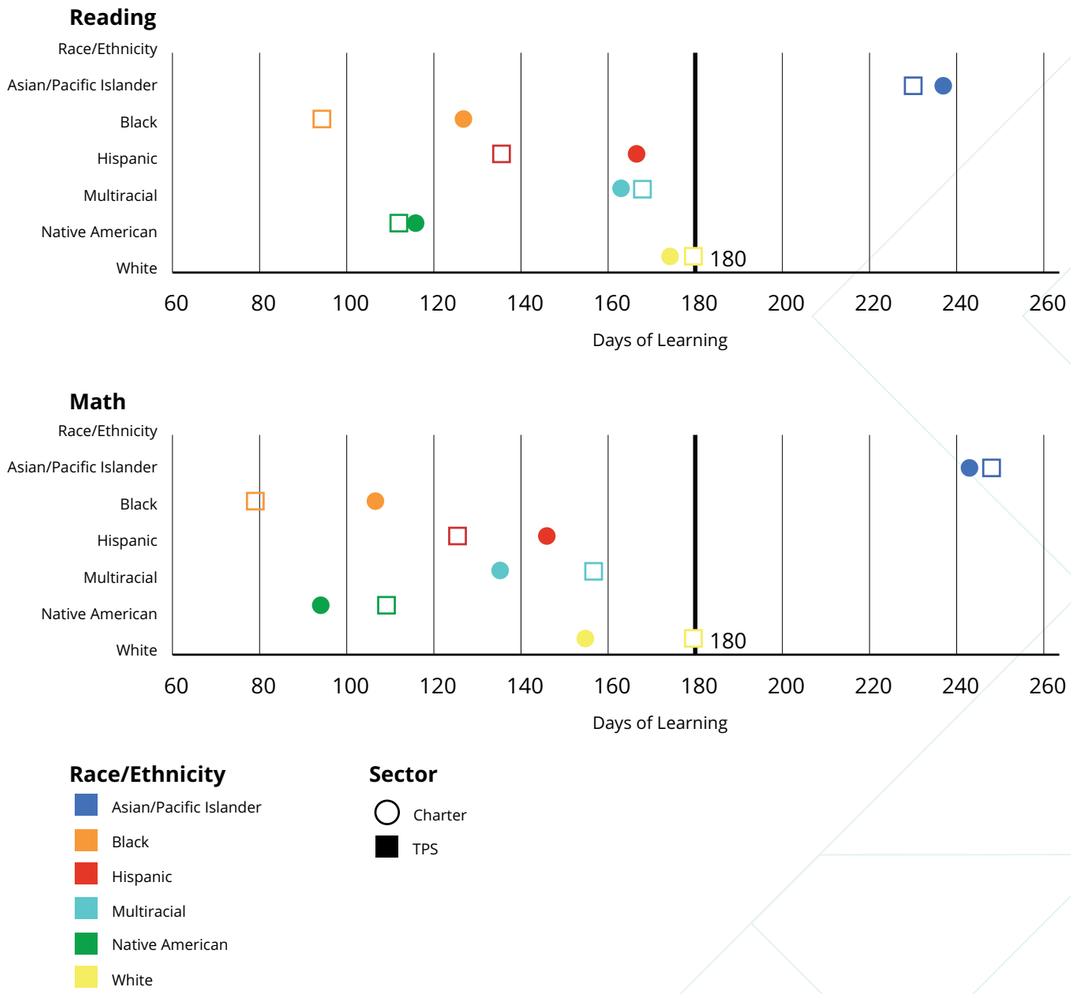
Compared to their TPS peers, Black students attending charter schools had 35 days more growth in a school year in reading and 29 days in math. This would be as if the students had attended an additional 1.5 months of schooling each year. The results were also positive and significant for Hispanic students. Relative to their TPS peers, Hispanic students grew an extra 30 days in reading and 19 additional days in math. Only two subpopulations of charter school students had weaker growth than their TPS peers in math. White and Multiracial students attending charter schools grew 24 fewer days per school year than their TPS peers. No racial/ethnic subpopulations had weaker growth than their TPS peers in reading.

However, because the TPS peer groups often have growth weaker than the average 180 days per year that anchors these analyses, even those subpopulations with positive growth may experience less than 180 days of growth per school year. The figure below shows the typical growth in math for each subpopulation of charter students and their TPS peers.

UNDERSTANDING SUBPOPULATION RESULTS

In these analyses, the growth of subpopulations in charter schools is compared to the growth of the same subpopulations in TPS. This means learning for Black charter school students is compared to their Black TPS peers. Both TPS and charter student results are studied against the 180-day baseline for White comparison students.

Figure 1.14: Days of Learning for Charter School and TPS Students by Race/Ethnicity, Reading and Math



Relative to the standard of 180 days of learning per year—the amount of growth that the average White TPS student in this study makes each year—Figure 1.15 delivers two essential findings. First, Black and Hispanic students in charter schools advance more than their TPS peers by large margins in math and reading. Multiracial, Native American, and White charter students show the reverse in math, lagging behind the growth of their TPS peers. Reading progress was equivalent for these subpopulations. Asian/Pacific Islander students in both sectors show similar growth.

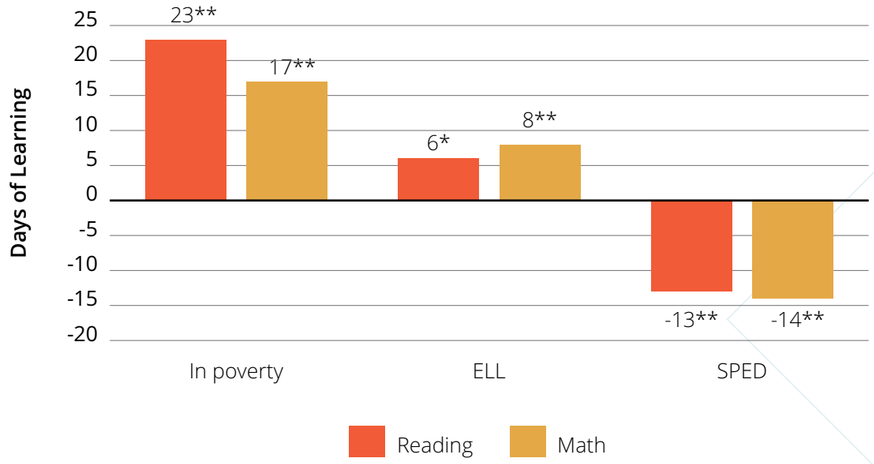
The second conclusion is more sobering: neither in the typical charter schools nor in the comparison TPS are Black, Hispanic, or Native American students posting growth that is close to 180 days a year in either reading or math. Multiracial students fare better but still don't reach typical growth. White students in charter schools are on par in reading and lag in math. Only Asian/Pacific Islander students, a small fraction of the student population, post better growth than the average growth of White TPS students. The message is clear. The majority of students in both settings are not learning as much as they need to for their schooling to be on track. These growth gaps are the building blocks of learning inequality that result in the achievement gaps that plague the nation.

Beyond the picture of different results at the average for different groups of students, the insights available from the distribution of student experience are potentially transformative. There are thousands of minority and economically disadvantaged students whose progress outpaces or is on par with White students in their school. We note these gap-busting cases and present more detail in the school-level results below.

Academic Growth for Charter School Students in Special Populations

Many studies have shown persistent disparities between students at the upper and lower ends of the socioeconomic spectrum (Duncan & Murnane, 2016; Hanushek et al., 2019). In this study, charter school students in poverty had stronger growth equal to 17 additional days of learning in math and 23 days stronger growth in reading than their TPS peers. English-language learner students who attended charter schools also had stronger growth in math (eight days) and reading (six days) than their TPS peers. However, students receiving special education services had significantly weaker growth in both math and reading than their TPS peers. Specifically, they grew 13 fewer days in reading and 14 fewer in math. Compared to the 2013 National Charter School Study, these most recent results represent a slight increase in charter school effectiveness for students in poverty and a slight decrease in effectiveness for English-language learners and special education students.

Figure 1.15: Annual Academic Growth for Charter School Students in Special Populations

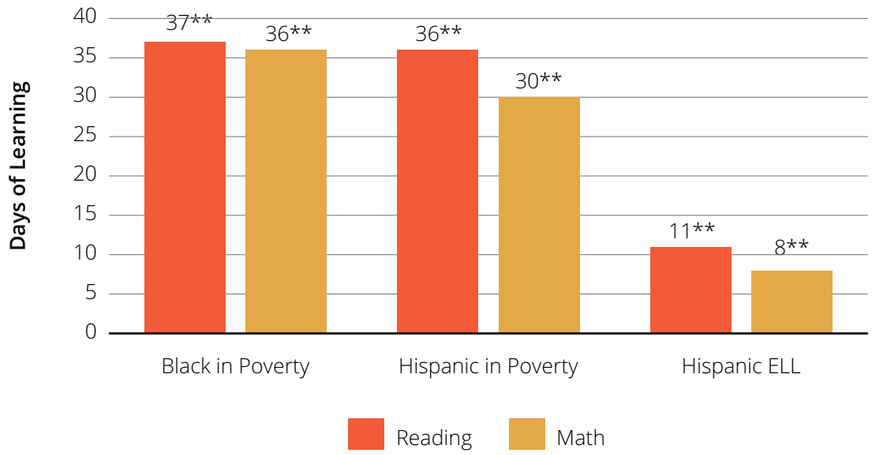


** Significant at p ≤ 0.01 * Significant at p≤ 0.05

The findings for separate subgroups detail the growth we observe for all charter students in each group, all else being equal. Of course, that is not the case; within groups, we know that some students, in addition to being in a minority group, also experience poverty or are not native English speakers. Students with compound designations are likely to face more challenges in their education. CREDO studied three such groups: Black students in poverty, Hispanic students in poverty and Hispanic students who are also English-language learner students.

In the current study, we find that Black students in poverty had 37 days stronger growth in reading and 36 days stronger growth in math when compared to their TPS peers. The results were similar for Hispanic students in poverty: they grew 36 more days in reading and 30 more in math than their TPS peers. There were also significant benefits for Hispanic students who are English-language learners (ELL). Hispanic ELL students gained an additional 11 days in reading and an extra eight days of learning in math by attending charter schools instead of their local TPS option.

Figure 1.16: Annual Academic Growth for Charter School Students with Compound Designations



** Significant at p ≤ 0.01

Student Annual Academic Growth by Charter School Grade Level

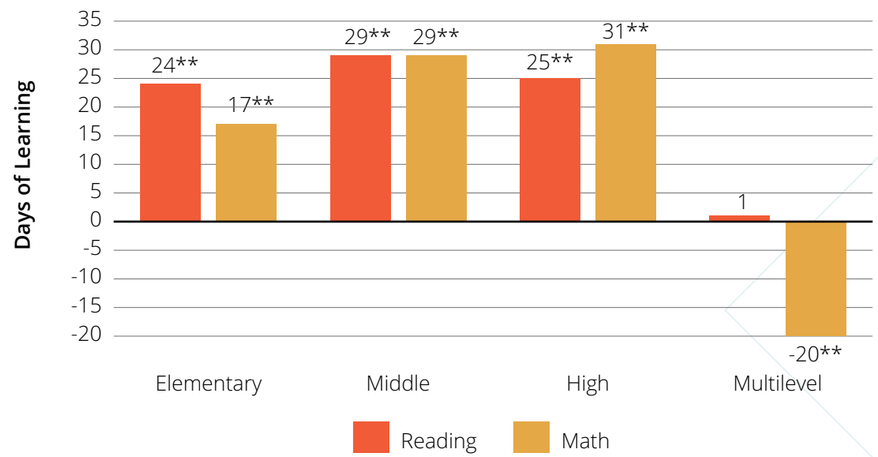
Another way CREDO has typically looked at charter school performance has been by examining charters grouped by the grades served by the school. Typically, there are four levels of schools. These are elementary (K–5), middle schools (6–8), high schools (9–12) and multilevel schools (a mix of grades that do not fall easily into one of the other categories, e.g., K–6, 6-12 or K-12).

The results show significantly positive growth in reading and math for charter schools serving elementary, middle or high school-age students. In contrast, results for multilevel charter schools were negative in math and similar to the TPS comparison groups in reading.

In reading, the results for charter schools were stronger. The average increase in growth for elementary charter school students was 24 additional days of learning. Middle school students saw 29 extra days and high school students saw 25 extra days on average. Students attending multilevel charter schools had growth similar to their TPS peers.

The average impact on math growth for charter school students was the same as attending 17 extra days for elementary students, 29 extra days for middle school students, and 31 additional days for high school students. Multilevel charter school students, on average, had 20 days less learning per school year.

Figure 1.17: Annual Academic Growth of Charter School Students by Grade Level



** Significant at p ≤ 0.01

Examining grade level charter performance against earlier CREDO study results, shown in Table 1.7, we see a marked improvement in all grade levels in both subjects. Seeing growth in all grade spans helps us understand that trends in the national aggregate performance are not concentrated in particular grades.

Table 1.8: Charter School Student Academic Growth by Grade Level across Studies, Reading and Math

	Reading			Math		
	2009	**2013**	**2023**	**2009**	**2013**	**2023**
Elementary	6**	17**	24**	0	12**	17**
Middle	12**	23**	29**	12**	29**	29**
High	-29**	0	25**	-12**	0	31**
Multilevel	-46**	-12**	1	-23**	-40**	-20**

** Significant at p ≤ 0.01

Annual Academic Growth of Online Charter School Students

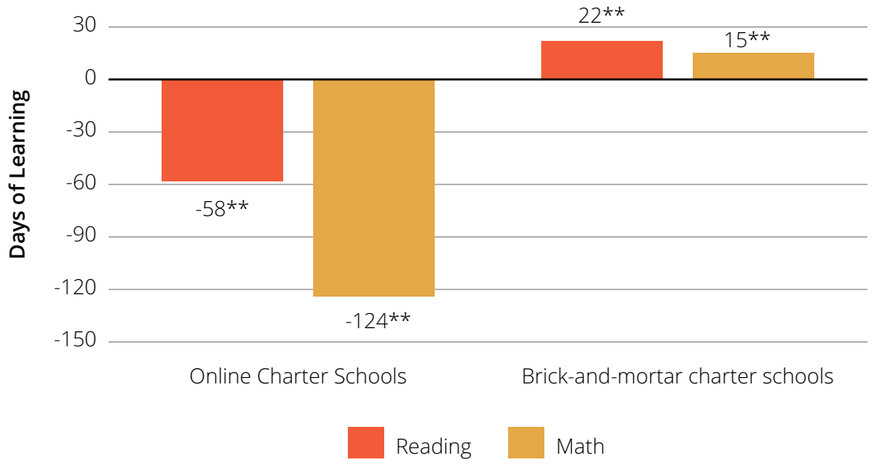
While enrolling only six percent of the charter school student population, online schooling continues to grow over time (Lehrer-Small, 2022). CREDO and other partners conducted a study of online charter schools in 2015, finding significant underperformance in the online setting compared to brick-and-mortar charter schools. With time since the previous study and additional focus from a number of charter school authorizers, we reexamine the growth of students attending online or brick-and-mortar charter schools compared to their TPS peers.[21]

Brick-and-mortar charter school students had significantly stronger growth in reading (22 more days) and math (15 more days). Online charter school students had much weaker growth. Online charter school students grew 58 fewer days in reading and 124 fewer days in math than their TPS peers.

Stated another way, compared to 180 days of learning for their brick-and-mortar TPS peers, the learning for an average online charter student advanced only 122 days in reading; in math, the progress for online charter students was 56 days per year. While across the nation, six percent of charter school students attend a virtual charter school; in Ohio and South Carolina, this rate is as high as 14 percent.[22]

It is important to note that examples of equivalent or better academic growth for students in virtual charter schools exist today, and their numbers have increased. These neutral and positive examples buck the preponderance of the evidence: of the 214 virtual charter schools in the study, 73 percent had weaker growth than their comparison group in reading, and 90 percent underperformed their comparison group in math.

Figure 1.18: Annual Academic Growth for Charter School Students by School Mode, Reading and Math



** Significant at p ≤ 0.01

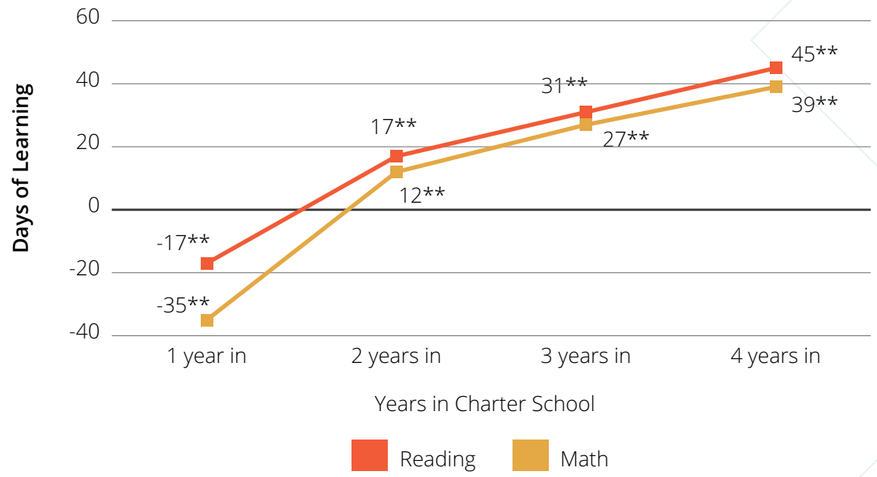
21 The comparison students for online charter students come from brick-and-mortar TPS. It is not possible to create comparison students from online TPS only.

22 Massachusetts, Maryland, New Jersey, New York, Rhode Island, and Tennessee do not allow online charter schools.

Academic Growth by Continuous Enrollment in Charter School

Students often have their weakest growth in their first year in a charter school (Cremata et al., 2013). This fits the known issues around school transitions and decreases in student performance. As seen in Figure 1.20, the subset of students who enroll in a charter school during our data window follow the pattern.[23] However, charter students overcome the initial dip associated with a school change, as shown below. By their fourth year in their charter school, students show 45 days stronger growth in reading than their TPS peers and 39 additional days of learning per year in math. However, it should be noted that the sample size of students attending a charter school for four years is small, limited by the number of tested grades available for study and the alignment of the study window with grade patterns in schools.

Figure 1.19: Annual Academic Growth for Charter School Students by Years of Enrollment



** Significant at p ≤ 0.01

23 This analysis included only those students seen entering charter schools from a TPS. Students already in charter schools in their first year of the data window were excluded.

Table 1.9: Charter School Student Academic Growth by Years of Charter Enrollment across Studies, Reading and Math

	Reading			Math		
	2009	2013	2023	2009	2013	2023
1 Year in Charter	-35**	-35**	-17**	-52**	-46**	-35**
2 Years in Charter	6**	17**	17**	0	12**	12**
3 Years in Charter	12**	35**	31**	17**	17**	27**
4 Years in Charter	n/a	41**	45**	n/a	35**	39**

** Significant at p ≤ 0.01

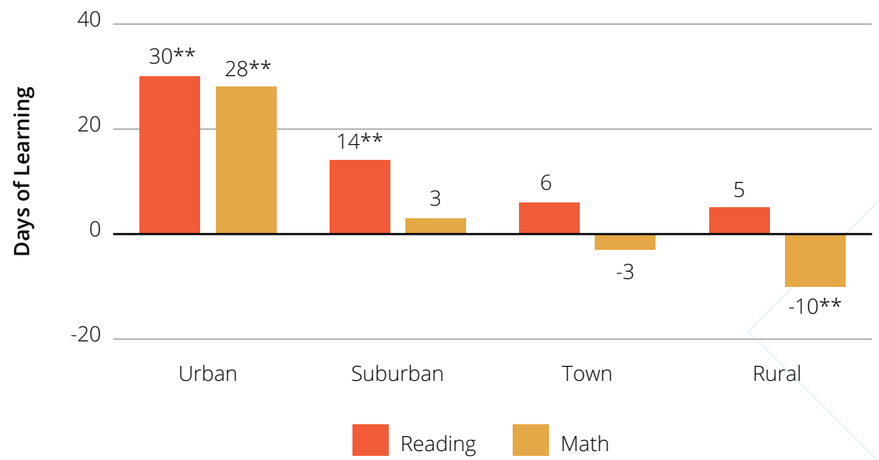
As with measures of charter growth presented earlier, we see persistent improvement in the charter sector in reading and math. While students consistently take a large dip in their first year in charter schools, the size of the drop has decreased from the 2009 study to the 2023 study. We also see steady or improving performance for the charter sector in the 2023 study except for a slight drop in reading from 2013 for students in their third year attending a charter school. These results suggest improved onboarding of new students across the charter school community.

Charter School Student Academic Growth by Location of their School

In previous studies, CREDO and others have found that charter schools were most effective for students living in urban communities (Clark et al., 2015; Cremata et al., 2015; Cremata et al., 2013). This remains true in this latest study. Compared to their TPS peers, urban charter school students had an additional 29 days of growth per year in reading and 28 additional days in math, both of which were significant. Suburban charter school students also had stronger growth in reading (+14 days). However, rural students enrolled in charter schools tended to have 10 days less growth in math than their TPS peers.[24]

24 Analyses of charter performance by school location exclude those students attending virtual charter schools as the location of these students cannot be determined. The impact on students attending virtual schools was discussed in a previous section.

Figure 1.20: Charter School Student Academic Growth by School Location, Reading and Math



** Significant at p ≤ 0.01

1.5 School-Level Impacts

School-Level Academic Growth

Analyzing school-level performance is another valuable way to assess the effectiveness of charter schools. Though the overall results of the charter school sector are largely positive in reading and math, it does not follow that every individual charter school performs better than the alternative. School performance is important for policy-related decisions such as funding or renewal. Thus, it is helpful to test if charter schools deliver academic progress that is greater, the same, or smaller than is seen for identical students in the feeder schools nearby.

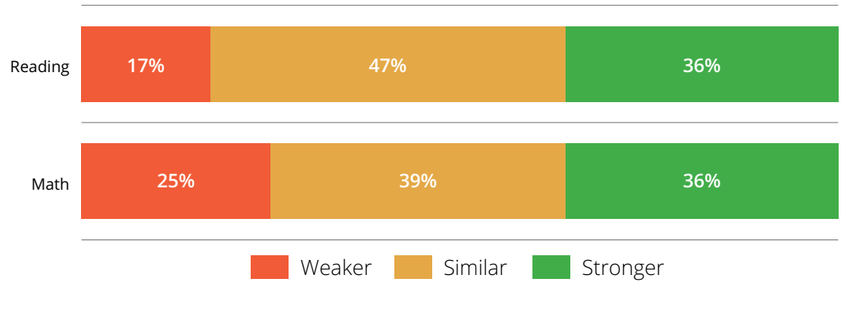
In order to determine school-level charter performance, we compute each charter school's average impact on student learning over the two most recent growth periods (2017 and 2018). We compare the school average to the same measure of learning for their TPS VCRs.[25] The average gains of the TPS VCRs serve as a proxy comparison of what learning would have occurred for a charter schools' students had they instead enrolled in the local TPS options. The outcome of interest is the average contribution to student learning gains for each charter school per year. The measure is expressed relative to the gains the charter school students' TPS peers posted. Each charter school is assessed to see if it is performing significantly stronger, significantly weaker, or similar (not statistically significantly different) to its VCR comparison group.

25 We chose to base the school-level analysis on the two most recent growth periods in this analysis for two reasons. First, we wanted to base the result on a contemporary picture of charter school performance. Second, the two-growth-period time frame made it possible to include the newest schools and still ensure that performance for all the schools included the same amount of data, thereby creating a fair test for all. The school-level analysis includes only those schools with at least 30 students to ensure a sufficient sample size for the statistical stability of estimates.

Charter schools with stronger growth comprised 36 percent of the study schools in reading. Forty-seven percent of charter schools had similar growth to their TPS peers. Charter schools with weaker average growth in reading than their TPS comparison groups comprised 17 percent of the study.

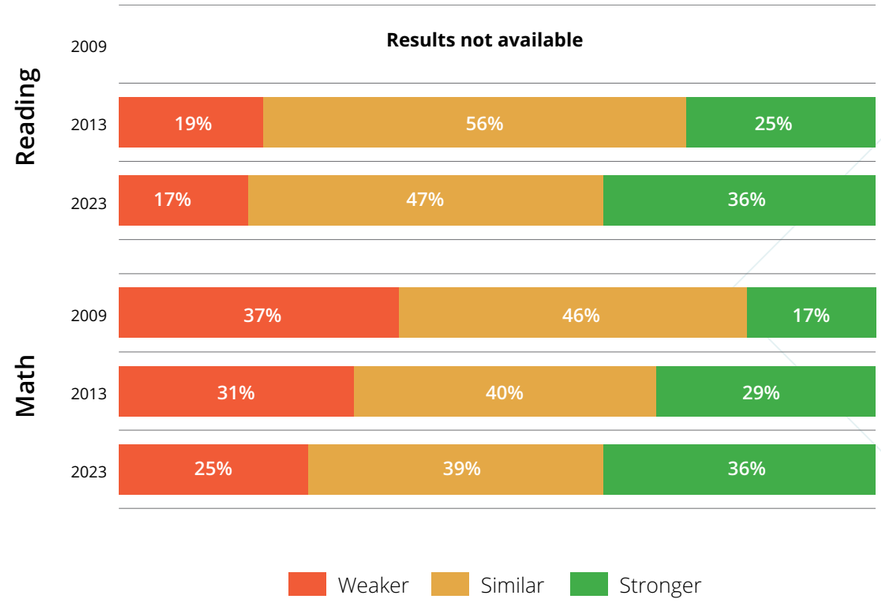
In math, 36 percent of charter schools had statistically significantly stronger growth for their students than the TPS peers. This is compared to 25 percent of charter schools with weaker math growth than their TPS comparisons and 39 percent with similar growth.

Figure 1.21: Academic Growth of Charter Schools Compared to Their Local TPS, Math and Reading



We can compare these distributions to earlier work. Both prior CREDO studies included local school-level comparisons for math. The 2013 National Charter School Study presented an analysis for reading, but not the 2009 report. A consistent pattern appears by examining the results of these analyses over time. Charter schools have improved performance over time at both ends of the range. Figure 1.22 shows a marked rise in the number of charter schools with better development and a decrease in those with weaker growth than their VCR set. This trend amplifies the average national charter school effect at the student level, suggesting that improvements are widespread and not due to concentrated impacts in a subset of schools.

Figure 1.22: Academic Growth of Charter Schools Compared to Their Local TPS across Studies, Reading and Math



School-Level Academic Growth by State

The prior multi-state comparisons can be repeated separately for each state. Since each state has its policies and practices that can impact how charter schools operate, these state-specific school-level comparisons give us a small view of these differing environments. The data reveals that some states have stronger charter markets than others. As seen in the figure, New York does not have any charter schools whose reading growth is significantly weaker than their VCRs.

READER NOTE:

On the interactive website, the reading and math figures display the percentages for each category of performance.

Figure 1.23: Average Academic Growth in Charter Schools versus. Their Local TPS by State: Reading

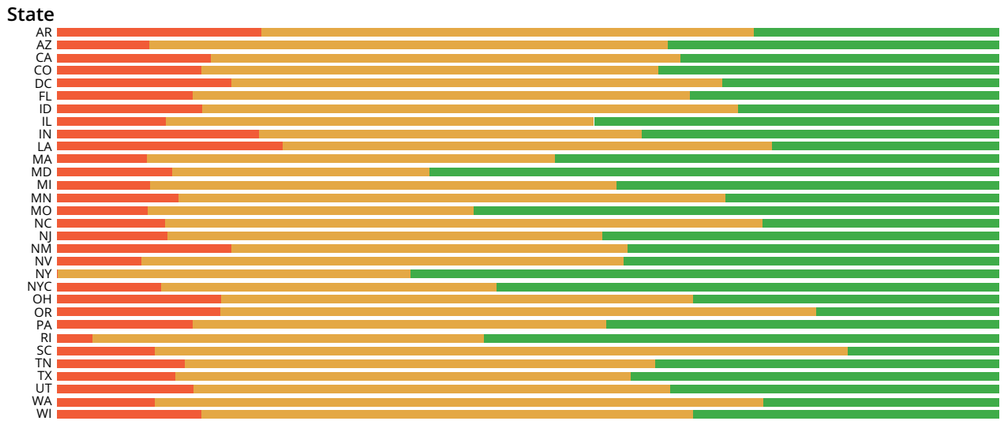


Figure 1.24: Average Academic Growth in Charter Schools versus. Their Local TPS by State: Math



These results are encouraging, but they require a note of caution. Since the reference point in these comparisons is the growth that equivalent students in the local TPS realize, this comparison does not reveal if the difference is modest or large, nor does it indicate where the difference occurs in the range of absolute achievement. Positive differences at the lowest levels of achievement may not be sufficient to move students ahead fast enough to result ultimately in constructive long-term outcomes such as academic proficiency or post-secondary readiness. Similarly, a charter school may post growth results that are considered outsized for any school but still lag behind their community schools in achievement. Simultaneous consideration of student academic growth and achievement is the only way to get the complete picture of charter school performance.

1.6 Charter School Academic Growth and Achievement

Student academic growth measures how much students advance their learning in a year, and student achievement measures the stock of their knowledge at the end of the year. In this section, we integrate the findings about growth and achievement to show comprehensively the results that charter schools deliver for their students.

Both dimensions of student performance are needed to situate charter schools in their local community contexts and within the larger mission of academically preparing students with knowledge and skills for future success. Importantly, considering growth and achievement simultaneously also gives us a basis for making predictive statements about how charter schools will likely support their students in the future.

To ground this presentation, it is useful to consider four basic categories of school performance. This construct applies to all schools, CMO-affiliate charter schools, stand-alone charter schools, district schools and others.

We can classify any school based on whether and by how much its average academic progress in a year compares to the other options its students could select. Schools that do not advance student learning as much as the comparison are considered "low growth." Those that exceed the local standard are deemed "high growth." These differences can be mapped on a continuum from "very low growth" to "very high growth." We use the growth of the local TPS alternative as the standard in this demonstration.

Looking at absolute achievement—the measure of what students know at the end of a school year—we use the achievement scores that students get on state performance tests as a measure of achievement and place schools along that distribution based on school-wide averages. Schools that mirror the state average are designated "50th percentile."[26] Schools with an average performance at lower (or higher) points of the achievement range are situated below (above) the average—we use the 25th percentile and the 75th percentile as additional reference points.

If we map the growth and achievement dimensions together, four groups result:

- **High Growth—High Achievement:** schools that exceed the growth of their local options and whose students are above the state average in overall achievement.
- **High Growth—Low Achievement:** schools that exceed the growth of their local options but with overall student achievement below the state average.
- **Low Growth—High Achievement:** schools whose students exceed the state average on achievement but do not advance as much yearly as their comparisons.
- **Low Growth—Low Achievement:** schools with lower academic growth than their local alternatives and whose students' achievement is lower than the state average at the end of a school year.

26 The 50th percentile is the point value in a range of scores, in this case achievement for each state, that splits all the scores so that 50 percent are above and 50 percent are below the point.

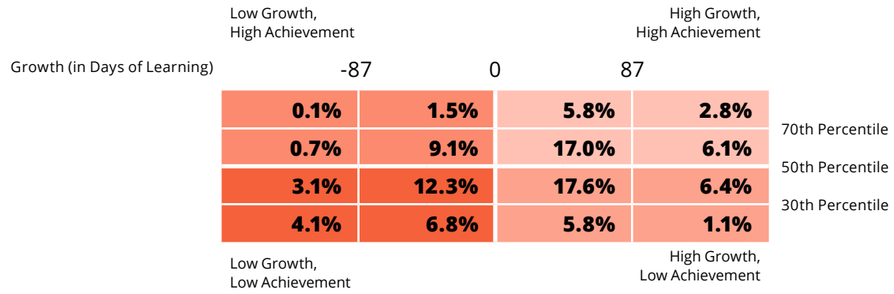
Using the last two years of school performance, we mapped the charter schools in this study onto the structure described above. (For reliability, we only included schools with 30 tested students.) We subdivided each quadrant into four smaller groups, yielding 16 cells within the map. The results appear in Figure 1.25 for Reading and Figure 1.26 for Math.

NOTE TO READERS:

The thumbnail table below presents the total proportion of students in each major quadrant in Figure 1.25. These values appear on the study website as a layer of the chart—the user can see the quadrant totals and then drill down to see the inner-quadrant values.

11.4	**31.7**
26.3	**30.9**

Figure 1.25: Academic Growth and Achievement, Reading



As shown in Figure 1.25, summing the percentages in the top quadrants yields 43 percent of schools with average student achievement above the state average. Currently, these students are better prepared for future learning than half the students in their respective states. However, their growth performance significantly influences their outlook for the future. Sixty-two percent of charter schools have stronger yearly growth than the local TPS and 38 percent have weaker growth.

Schools in the High Growth—High Achievement quadrant can expect to remain in that part of the map if their growth continues at their current pace. Roughly a third of charter schools appear in this quadrant. At current levels of performance, these schools will likely increase their students' achievement levels over time. Of particular interest is the subset of High Growth—High Achievement schools that advance students of any academic background to high levels of achievement; their operations and practices could help inform improvements in lower-performing charter and traditional schools.

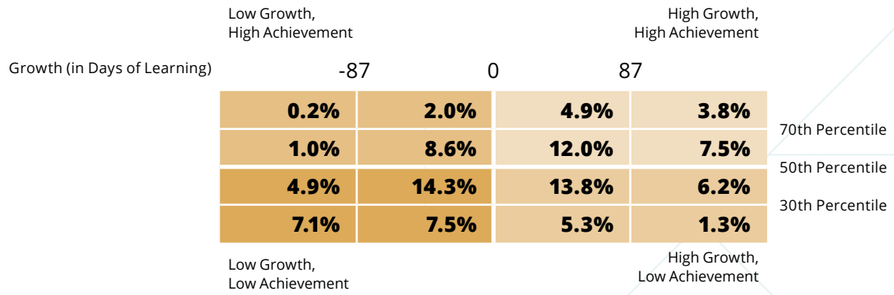
Schools in the Low Growth—High Achievement quadrant can expect to drift downward in the achievement ratings if they maintain their current pace of growth since other schools with higher growth rates will eventually surpass them. Since student achievement in these schools is above state averages, the impact of lower growth may not be as concerning as for students at lower levels of achievement. Roughly a tenth of charter schools display this pattern, many of which are close to average in both growth and achievement. Modest improvements in student learning each year could move those schools into the upper right quadrant.

The remaining charter schools, 57 percent, are situated in the lower two quadrants with achievement that falls below the state average. This is consistent with the earlier findings that charter schools enroll both a larger share of lower-decile students and a smaller share of high-decile achievers. Again, their position and prospects are distinguished by the amount of growth their students demonstrate.

The High Growth—Low Achievement quadrant displays the results for 31 percent of all charter schools. These schools serve students with current achievement that is weaker than the average in their states. These schools have demonstrated success with students of modest or challenged academic backgrounds. With higher than average growth each year, their students will elevate their achievement over time. In theory, given enough time, the students in the lower left quadrant would move up to the upper right quadrant.

The 26 percent of schools in the Low Growth—Low Achievement quadrant are of greatest concern. These schools serve academically challenged students and produce weaker growth than their TPS comparisons. Should the performance of these schools remain unchanged, their students will drift further behind over time, even if all the other schools on the map remain stable. Increases in growth are within reach for these schools, which seem possible for nearly 20 percent, which would migrate them to the lower right area. Especially concerning at the moment are outcomes for the students attending the four percent of schools in the cell with the lowest growth and achievement. This group represents charter schools in need of immediate attention.

Figure 1.26: Academic Growth and Achievement, Math



The inferences for math are the same, albeit with different percentages. Above-average achievement exists in 40 percent of charter schools, while 60 percent have achievement lower than their state averages. Compared to their local TPS, 55 percent of charter schools had stronger growth, with 45 percent having weaker growth. The data provides additional evidence that charter schools tend to serve lower-performing students but grow them more than is typical. As with reading, the current and future story depends on the quadrant in which schools are located.

NOTE TO READERS:

The thumbnail table below presents the total proportion of students in each major quadrant in Figure 1.26. These values appear on the study website as a layer of the chart—the user can see the quadrant totals and then drill down to see the inner-quadrant values.

11.8	**28.2**
38.8	**26.4**

The High Growth—High Achievement quadrants contain 28 percent of charter schools, a slightly smaller share than appeared for reading. Maintaining the current pace of growth would result in these schools moving higher in the achievement range.

The High Growth—Low Achievement quadrant in the lower right reflects schools that deliver stronger growth to below-average achieving students. This group makes up 26 percent of all charter schools, a smaller share than in the same reading quadrant. Their students will move higher in the achievement range if these schools maintain or improve their growth.

Twelve percent of schools land in the **Low Growth—High Achievement** quadrant in the upper left, with high average achievement but below average growth. The share of charter schools in this quadrant Is nearly identical for reading and math. The majority of schools in this quadrant could either move down into the lower achievement quadrant if they remain static or move to the High Growth—High Achievement area with improved growth.

The left-hand-side lower quadrant, representing **Low Growth—Low Achievement**, makes up 34 percent of charter schools. This is a significantly larger share of schools than in the analogous reading quadrant. The greatest worry is that 7 percent of schools are situated in the lowest performing cell. They offer the weakest growth to students with constantly low achievement levels.

1.7 Gap-Closing Charter Schools

Earlier in the findings, we reported that a significant share of charter schools deliver gap-busting growth for their students. We probed this finding further to see if these exceptional schools shared any common attributes. We found hundreds of schools that satisfy dual criteria: (1) the average achievement of the school exceeds the state average, and (2) their disadvantaged students (Black, Hispanic, in-poverty, ELL) have growth as strong or stronger than their non-disadvantaged peers in the same school.

In reading, seven percent of schools in the study sample (526 schools) met the dual criteria for Black students compared to their White peers. Comparing Hispanic students to White students, the percentage of charter schools meeting the dual criteria was 13 percent (912 schools).

Further, 19 percent of charter schools (1,393 schools) met the criteria for students in poverty, compared to their peers not in poverty. For ELL students compared to non-ELL students, 14 percent of charter schools (1,015 schools) met the dual criteria.

In math, Black students outpaced their White peers in six percent of charter schools (456 schools). Similar results for Hispanic students occurred in 10 percent of charter schools (731 schools). Comparing students in poverty to their peers not in poverty, 16 percent of schools (1,142 schools) met the criteria. For ELL students, 11 percent of schools (809 schools) met the criteria. These charter schools excel at addressing achievement gaps for their students.

Table 1.10: Charter Schools with No Learning Gaps and High Achievement

	Reading		Math	
	Number	**Percentage**	**Number**	**Percentage**
Blacks equal or outperform Whites	526	7.3	456	6.3
Hispanics equal or outperform Whites	912	12.6	731	10.2
Poverty students equal or outperform non-Poverty students	1,393	19.3	1,142	15.9
ELLs equal or outperform non-ELLs	1,015	14.1	809	11.2

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As a Matter of Fact:

The National Charter School Study III 2023

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Volume 2
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2.1 Introduction

Minnesota's legislature adopted the first charter school law in 1991, allowing for the creation of public schools governed and managed independently from local school boards. City Academy in St. Paul opened in 1992 as the first charter public school in the country, serving about 35 students in its first year of operation. In the 2021-22 school year, over 7,800 charter schools were in operation, serving over 3.7 million students. Forty-five states and the District of Columbia permit the operation of charter schools.

Although the majority of charter schools in the United States are single schools, many organize into formalized entities that pool common governance, operational, financial and programmatic resources. These arrangements, called Charter Management Organizations (CMOs) or "networks," aim to increase operational efficiencies and encourage strong student academic outcomes. Aspire Public Schools created the first CMO in the country in the early 1990s for its growing network of schools in Northern California; in the 2020-21 school year, 432 CMOs operated a total of 2,045 CMO-affiliated schools and campuses, serving 955,730 students (White & Xu, 2022).

For the past two decades, the Center for Research on Education Outcomes (CREDO) at Stanford University has examined charter schools in general and CMOs as a distinct subset from a nonpartisan and policy-neutral position. The evolution of charter schools in the United States public school scene is worthy of study. There is broad interest in their contributions to improving outcomes for the students they serve and, by extension, to the broader public education group.

In this report, we classify charter schools into two categories.[1]

> Many definitions exist for Charter Management Organizations (CMO), so it is important to articulate the one used in this study. We define a CMO as an organization that is contracted to perform whole-school services to at least three separate charter schools. A governing board holds the charter for the school(s) and contracts with the CMO to provide a range of services to the school(s), including, for example, academic programming, operations and back-office services. The governing board is ultimately responsible for fiscal health, legal compliance and academic performance of the schools it oversees. Our designation of CMO applies to nonprofit or for-profit operators, which are sometimes known as Education Management Organizations (EMOs). For this study, we include both non-profit and for-profit organizations in our CMO count.
>
> In this study, we define stand-alone charter schools (SCS) as any charter school that operates as one or, at most, two schools.

1 CREDO's 2017 CMO study categorizes charter schools into four types: 1. CMOs, 2. VOSs, 3. Hybrid, and 4. Independent charters (Woodworth et al., 2017). In the current study, we break down the charter into two categories. 1. CMOs and 2. Non-CMOs that combine VOSs, Hybrid, and Independent charters.

Funders and policy makers consider CMOs as an important lever in their aims to provide high-performing schools. Their assumptions rarely are put to the test. Even when they are, previous research measuring the impact of CMOs on students' academic outcomes produced mixed results. Some of the work has been anecdotal or small-scale, showing improved student outcomes associated with students enrolled in CMO schools (Angrist et al., 2012; Dobbie & Fryer, 2015; Raudenbush et al., 2011). More generally, the earlier literature shows CMO impacts on student outcomes to be small. Large variations in CMO quality across the group have appeared in several studies (Furgeson et al., 2012; Woodworth et al., 2017).

This report presents the results of our third study of CMOs. The first report from 2013, *Charter Growth and Replication*, examined the performance patterns from the opening of schools through the period of replication and scaling. The second report, *Charter Management Organizations*, released in 2017, analyzed the different contributions to academic progress by CMOs and SCS (though the nomenclature for this latter group has changed over time).

This report on CMO performance is part of a more extensive national study of charter schools prepared by CREDO. *As a Matter of Fact: The National Charter School Study III (NCSS3)* examines the impact of charter school enrollment on students' academic growth. Due to the large scope of the research, the report is sectioned into two volumes. The first, *Charter School Performance in 31 States 2023 (CSP31)* pools all charter students together to examine sector-wide impacts. This report, Volume 2, explores an important structural and operational attribute of charter schools; namely, whether students attend a school that is a stand-alone charter school (SCS, also called independent charter schools) or a member of a Charter Management Organization (CMO), also called networks in some cases. The nationwide impact of charter schools on student academic progress over time is, partly, a story of the rise in the number and sizes of CMOs. This report tells that story empirically.

This study uses anonymized student-level administrative data from 28 states.[2] We treat New York City and Washington, D.C., as separate jurisdictions to give us 28 "states" included in this study. The data window spans the school years from 2014-15 to 2018-19, which creates four growth periods. We address the critical questions on whether systematic differences in the impact on student learning exist between CMO-affiliated and SCS schools.

Our outcome of interest is the change in students' knowledge and skills from one year to the next. We use the terms "growth," "gains," and "learning" interchangeably in describing the incremental progress students make over a school year.

We probe the aggregate results to understand better how students fare in different charter school environments and, in turn, how well different charter schools can provide high-quality education to all their students. Since many students attending charter schools are people of color from educationally and economically disadvantaged backgrounds, understanding the impact of CMOs and SCS on vulnerable populations is important. Disparities in academic outcomes are well documented, for example, between those from high socioeconomic backgrounds and those from underserved communities (Duncan & Murnane, 2016; Hanushek et al., 2019). Here, we seek not only to quantify any differences between student groups but also to identify cases where all students benefit academically.

2 Idaho, Maryland and Ohio are included in the companion study, CSP31, but not part of the CMO analysis due to restrictions in CREDO's data use agreements with each state.

The results provide the most current picture possible of the charter group in the nation.

Section 2 of this report describes methods and data, and Section 3 documents descriptive facts and trends about the charter groups. The main results from the impact analyses follow in Section 4. We present findings disaggregated by student and school characteristics. A market analysis provides evidence of effectiveness by organizational traits.

Because the National Charter School Study III findings and this deeper investigation of CMOs and SCS are intertwined, we prepared a consolidated Summary of Findings, Conclusions and Implications.

2.2 Methods and Data

Definition of Network Schools

Building upon the database created for CREDO's 2013 and 2017 reports, we identified 368 CMOs operating in the 28 states between the 2014–15 and 2018–19 school years. There is no national database of CMO networks. Thus, CREDO used a variety of data sources to identify the CMOs, including data from state educational agencies, charter school organizations and individual CMOs.

Measure of Academic Performance

For the key outcome variable, we use academic growth at the student level. Academic growth is defined as the change in learning from one testing period to the next. For readers to understand better the results of our analyses, academic growth is presented as marginal days of learning compared to a typical student who obtains 180 days of educational progress in a typical school year of 180 days. Students with above average growth are said to obtain additional days of learning in the same period and students with lower-than-average growth are said to have fewer than 180 days of learning.

Comparison Group and Analytic Model

To create a comparison group with similar demographic and academic profile characteristics to that of students enrolled in the charter schools, we use a combination of matching and statistical analyses to account for the systematic differences between students attending different types of schools.

In the first stage of the analysis, we employ the virtual control record (VCR) method, which is a matching strategy developed by CREDO (Davis & Raymond, 2012) to construct a comparison group including traditional public school students who exhibit similar socio-demographic and academic characteristics as the students who attend CMO-affiliated and non-CMO-affiliated charter schools. The VCR approach creates a "virtual twin" for each charter student by drawing on the available records of the TPS that the students in a given charter school would have likely attended if they were not in that charter school. We ensure that all dimensions of observable characteristics are statistically similar between the students enrolled in the CMO-affiliated charter schools and the comparison group from the TPS.[3]

In the second stage, based on the matched sample, we conduct statistical analyses to examine the effect of CMO-affiliated charter school attendance on the student's academic growth.

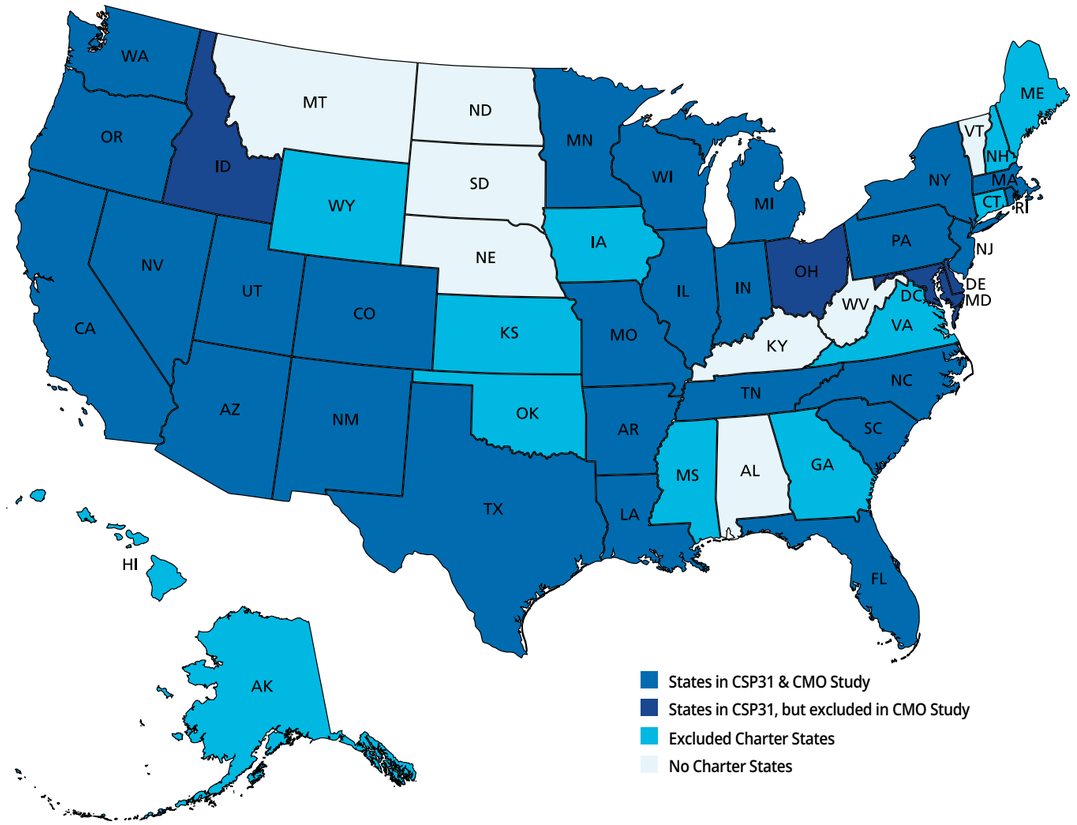
3 Due to the variable distribution of students by school type and subgroup across the country, some student subgroups have low match rate in some states. Low match rates require a degree of caution in interpreting the national pooled findings as they may not fairly represent the learning of the student groups involved.

Data

This study uses student-level administrative data from 29 states.[4] We treat New York City and Washington, D.C., as separate jurisdictions that give us 31 "states" included in this study. The data window spans school years from 2014–15 to 2018–19, which creates four growth periods. Under FERPA-compliant data-sharing agreements, we use anonymized student-level administrative data; this study uses data from five school years, from 2014–15 to 2018–19.

Using test scores from Every Student Succeeds Act (ESSA)-mandated achievement tests administered each spring, we calculate the difference in a student's scores.

Figure 2.1. Map of States Included in the 31-State and CMO Studies

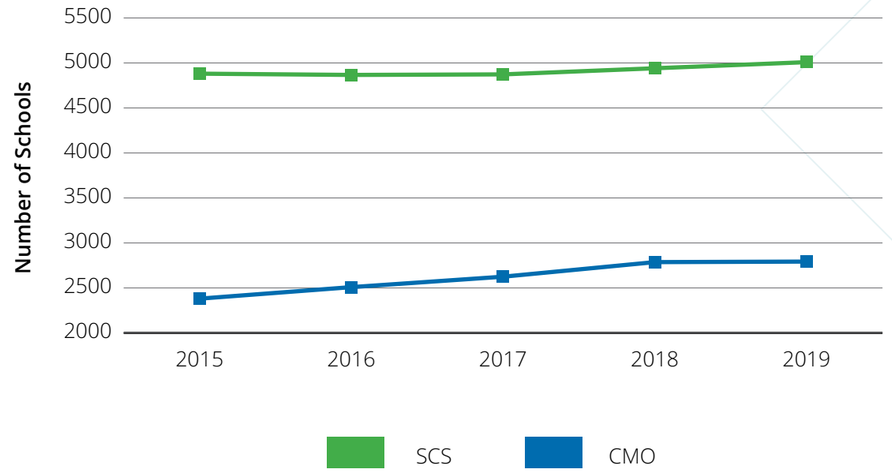


4 Figure 2.1 shows the map of states included in the CSP31 and CMO analysis.

2.3 Descriptive Statistics of Students and Schools

Figure 2.2 shows the recent nationwide expansion of CMO-affiliated and stand-alone charter schools. CMO-affiliated charter schools increased from 2,381 schools in 2014–15 to 2,793 schools in 2018–19, a 17 percent increase over the five years. The growth among the stand-alone charter group was about 2.6 percent during the same period, but there were about two stand-alone charter schools for every CMO-affiliated charter school in 2014–15. The ratio decreased to about 1.8 in 2018–19.

Figure 2.2. Growth in Number of Schools by Charter School Type, 2014–15 to 2018–19



Source: NCES Core of Common Data, 2015–2019. CMO school list identified by authors.

A summary of school characteristics by CMO affiliation status is included in the analytic data presented in Table 2.1. Regardless of the group, many students enrolled in the charter schools are students of color, and Hispanic students make up the largest minority group in both groups. Most students enrolled in CMO-affiliated charter schools and stand-alone charter schools live in poverty, with 65 and 53 percent, respectively.[5] Another substantial difference between the SCS and CMO-affiliated charters is the share of White students: CMO-affiliated charters have 21.6 percent White students. In comparison, the share in SCS is higher at 38.2 percent. The location differences may contribute to the demographic differences in the student bodies between the groups. Approximately 58 percent of CMO-affiliated charters are in urban areas, while 46 percent of SCS operate in urban settings. The percentage of virtual schools is similar between the groups at about five percent.

5 A student in poverty is eligible for free or reduced-price lunches under the National School Lunch Program, is certified as a recipient of public assistance support or meets state-defined criteria for poverty. Since our study design compares each charter school student to his exact-match VCR from nearby TPS, both students face the same criteria for poverty designations. The variation in definitions across states does not affect the results.

Table 2.1. School Characteristics by Charter Charter School Type, Matched Analytic Data

	SCS	CMO
Number of Schools	3,578	1,959
Number of Observations (student-level)	563,224	431,718
Student Demographic Characteristics		
Percent Students in Poverty	52.9%	64.5%
Percent ELL	7.6%	10.8%
Percent Students receiving Special Education	7.7%	6.9%
Percent White	38.2%	21.6%
Percent Black	21.2%	27.7%
Percent Hispanic	33.7%	44.8%
Percent Asian/Pacific Islander	3.9%	3.6%
Percent Native American	0.4%	0.2%
Percent Multiracial	2.6%	2.0%
Locale		
Urban	45.6%	58.4%
Suburban	31.5%	28.8%
Town	3.9%	1.3%
Rural	10.3%	6.9%
Virtual	5.1%	4.5%
Grade Span		
Elementary	42.1%	40.5%
Middle	13.7%	21.2%
High	5.4%	7.0%
Multi-grade	38.8%	31.4%

Note: Values use data for the 2017–18 school year

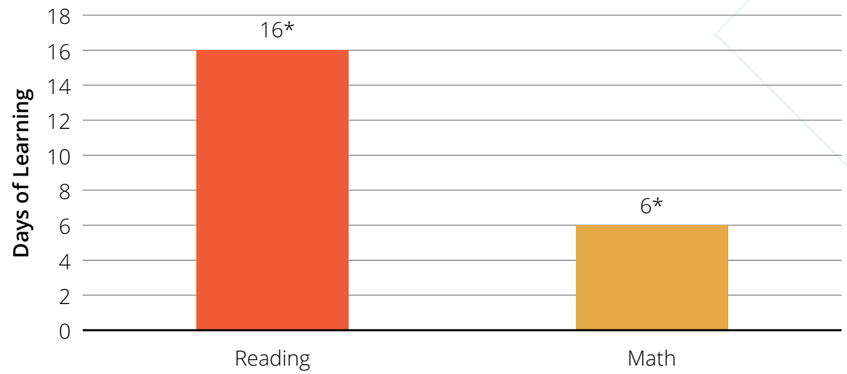
2.4 Analytic Findings

This section presents the average impact of attending CMO or stand-alone charter schools on a student's academic growth. Academic growth is denominated in the days of learning scale, based on an average student in a TPS who attends school for 180 days and gains 180 days of learning. In each analysis, we compare the growth of charter school students to the learning of their TPS peers, represented by a virtual control record as described in the Methods section. We conduct two statistical tests: one to test differences between charter learning and TPS learning and the second to examine differences in results between students in SCS and those in CMO-affiliated charter schools.

2.4.1. RECAP: Annual Academic Growth of Charter School Students in 31 States

As mentioned, this study parallels *Charter School Performance in 31 States 2023 (CSP31)*. The primary finding in CSP31 of positive annual academic gains for charter school students provides the departure point for this study. As shown in Figure 2.3, CSP31 reported that in a year's time, students attending charter schools make an additional 16 days of learning in reading and six days of learning in math, compared to their TPS comparison peers. Importantly, CSP31 shows steady increases in student academic growth over the years of the current study and over the 15 years of CREDO's charter school research. In this report, we probe the overall charter school results from CSP31 by structural and operational attributes of charter schools.

Figure 2.3. RECAP: Annual Academic Growth of Charter School Students, Reading and Math



Note: The figure above originally appears as Figure 1.7 in CSP31.

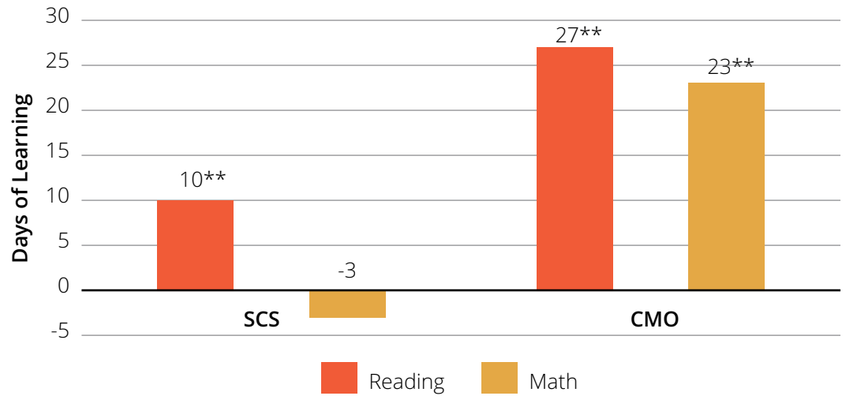
* Significant at the 0.05 level, ** Significant at the 0.01 level

2.4.2. Academic Growth by Charter School Type

The overall impact of attending SCS or CMO charter schools on students' annual academic growth in reading and math is shown in Figure 2.4. Compared to their TPS VCR peers, CMO-affiliated charter school students have statistically significant learning gains in reading and math. Students attending stand-alone charter schools had stronger growth in reading and similar growth in math compared to their TPS peers. The students attending CMO schools gain the equivalent of 27 additional days of reading learning and 23 additional days of math learning per 180-day school year. Students attending the stand-alone charter also make statistically significant gains in reading (+10 days), but the difference is not statistically different from their peers. In order to test the difference in the learning growth in math between the CMO and SCS, we

conduct a statistical test.[6] For reading and math, the analysis indicates that students attending CMO-affiliated charter schools show stronger growth than students attending stand-alone charter schools in both subjects.

Figure 2.4. Annual Academic Growth of Charter School Students by Charter School Type, Reading and Math



* Significant at the 0.05 level, ** Significant at the 0.01 level

The results in Figure 2.4 reflect the average growth based on all tested students in all schools in all the study years for each type of charter school. It is important to note that around the average, there are wide variations in academic growth. This is evident in Figures 2.5 and 2.6, showing the school-level distribution of academic growth by their charter group affiliation. In each charter group, the academic growth ranges from negative 300 days to positive 300 days, suggesting the school quality varies greatly within each group. We use the variation across students, schools or types of charter schools in the rest of our analysis.

CMOs have multiple schools that, in theory, could have distinctly different results. Accordingly, we disaggregate the distributions from Figures 2.5 and 2.6 to create CMO-specific averages and ranges. The average academic growth for each CMO is of keen interest to leaders and policy makers; Appendix A presents these results.

6 We conducted a test to determine whether there is a statistical difference between the academic growth in the two groups.

Figure 2 5. Distribution of Academic Growth in SCS and CMO Schools - Reading

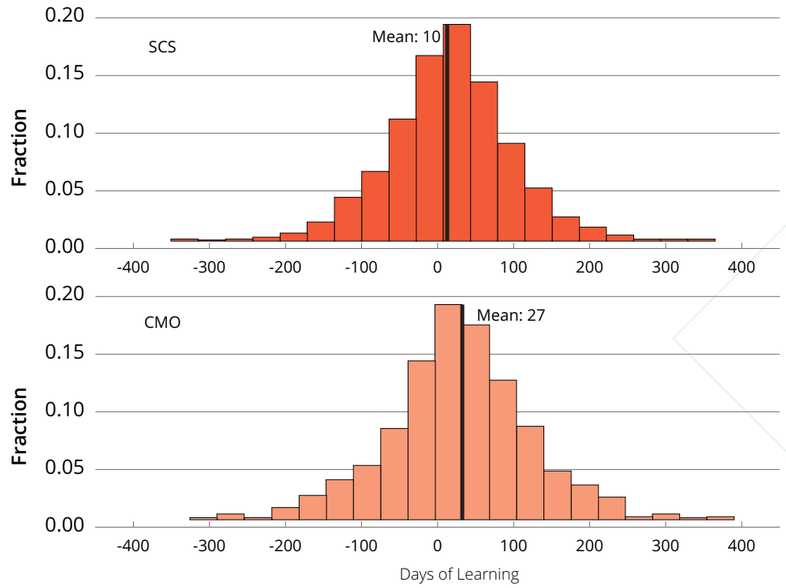
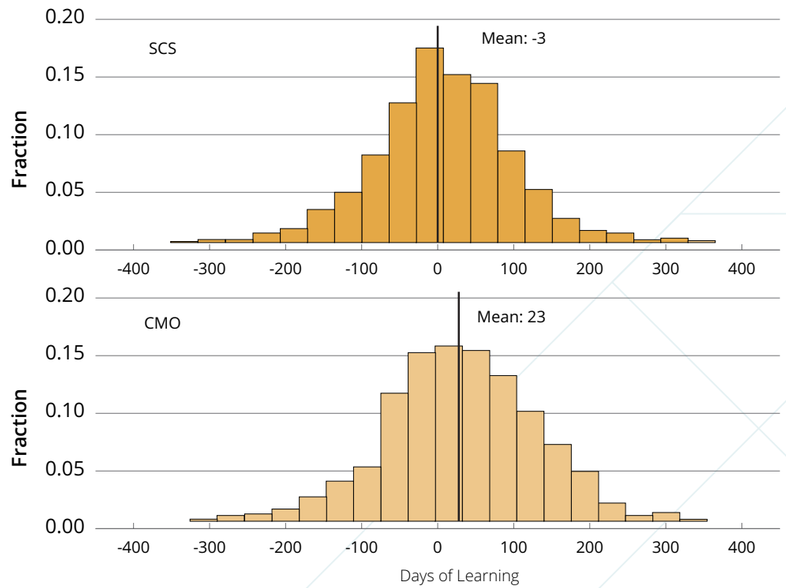


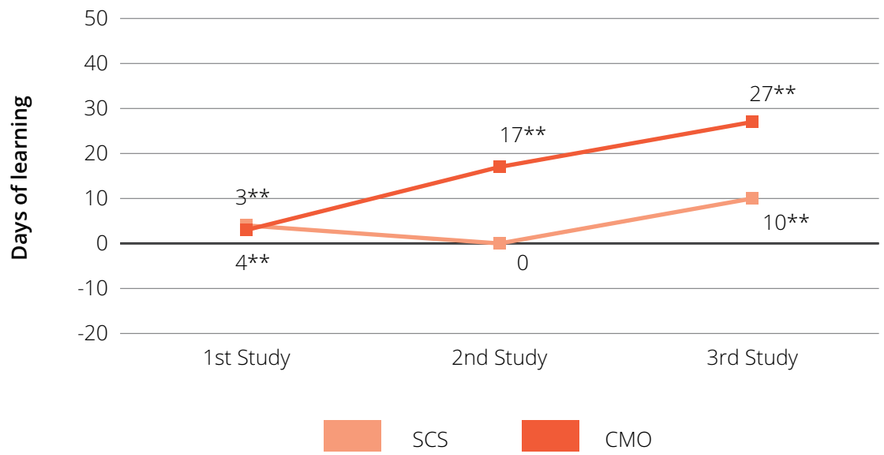
Figure 2.6. Distribution of Academic Growth in SCS and CMO Schools - Math



2.4.3. Academic Growth Trend by Charter School Type

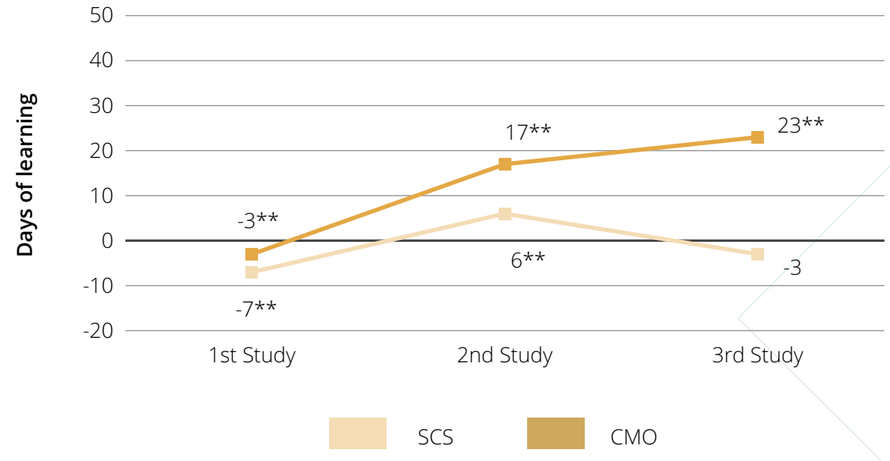
Figures 2.7 and 2.8 show the academic growth by charter group estimated in CREDO's series of CMO reports (Woodworth et al., 2017; Woodworth & Raymond, 2013). CMO-affiliated charter schools have seen a marked improvement in student academic growth in reading and math, adding approximately 10 additional days of learning in each study. In reading, students' progress in stand-alone charter schools is positive in two of the three studies and equivalent to the learning of TPS peers in the third. For math, learning gains for students in stand-alone charter schools lagged that of their TPS VCR peers by seven days of learning in the 2013 study. Growth improved over time to show six days of additional learning in the 2017 study and has no significant difference from growth in TPS students in the current study. Examining the graphs also reveals a widening gap between SCS and CMO-affiliated charter schools in the magnitude of student academic growth for reading and mathematics.

Figure 2.7. Academic Growth Trend by Charter School Type, Reading



* Significant at the 0.05 level, ** Significant at the 0.01 level

Figure 2.8. Academic Growth Trend by Charter School Type, Math



* Significant at the 0.05 level, ** Significant at the 0.01 level

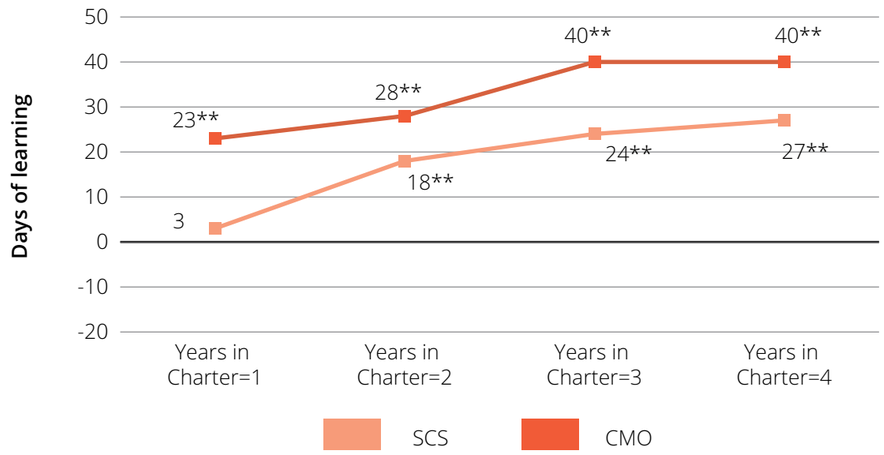
2.4.4. Academic Growth by Students' Years of Enrollment in Charter Schools

Figures 2.9 and 2.10 show changes in learning growth in reading and math with each additional year of enrollment in a group-specific charter school compared to TPS peers.[7] The academic growth of a student shows an increase in growth the longer a student is enrolled in either CMO-affiliated charter or stand-alone charter schools. This relationship exists for both reading and math. Students enrolled in stand-alone charter schools display a comparable rate of improvement, but their growth is smaller than the students in CMO charter schools. Students in their first year of a CMO-affiliated charter school gain 23 days more of learning than those in the traditional public school system.

In comparison, students enrolled in stand-alone charters only make three additional days of progress. The number of additional days of learning grows as the students' years of enrollment in the school increase. In their fourth year, CMO students gain 40 additional days of learning, while stand-alone charter students gain 27 more than their TPS peers. The statistical tests indicate that the difference in the academic performance between the two charter groups is statistically significant in all years in the data window.

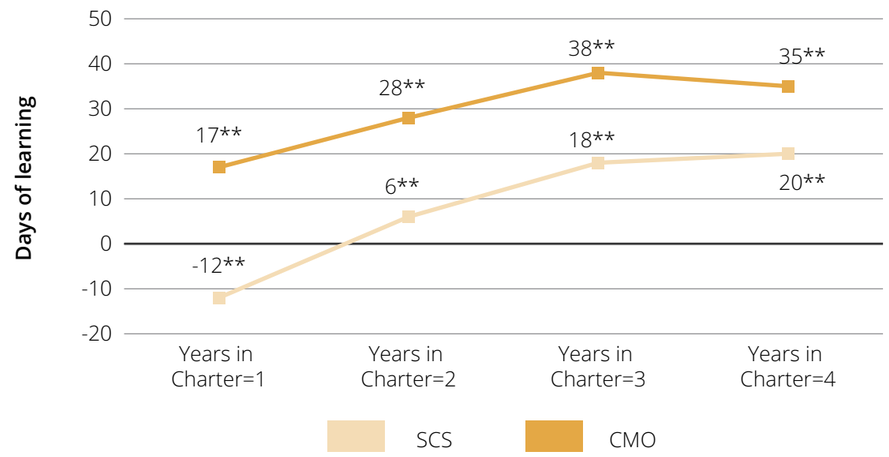
7 This analysis included only those students seen entering the charter schools from a TPS. Students already in charter schools in their first year of the data window were excluded.

Figure 2.9. Academic Growth by Students' Years of Enrollment by Charter School Type, Reading



* Significant at the 0.05 level, ** Significant at the 0.01 level

Figure 2.10. Academic Growth by Students' Years of Enrollment by Charter School Type, Math

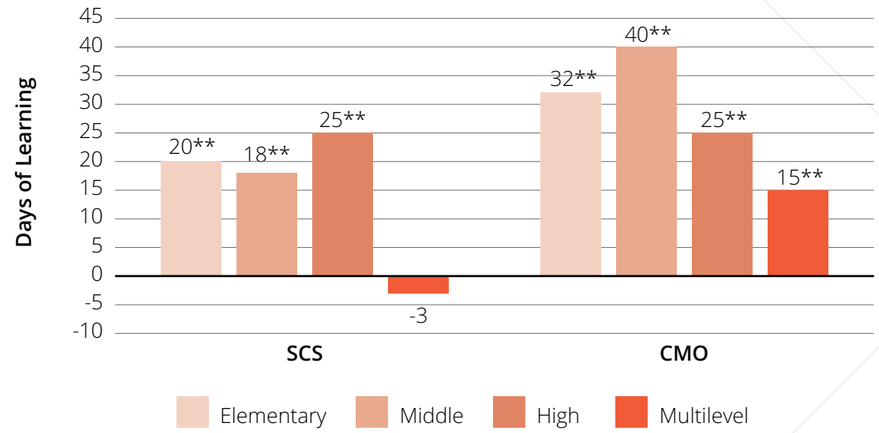


* Significant at the 0.05 level, ** Significant at the 0.01 level

2.4.5. Academic Growth by Charter School Grade Span

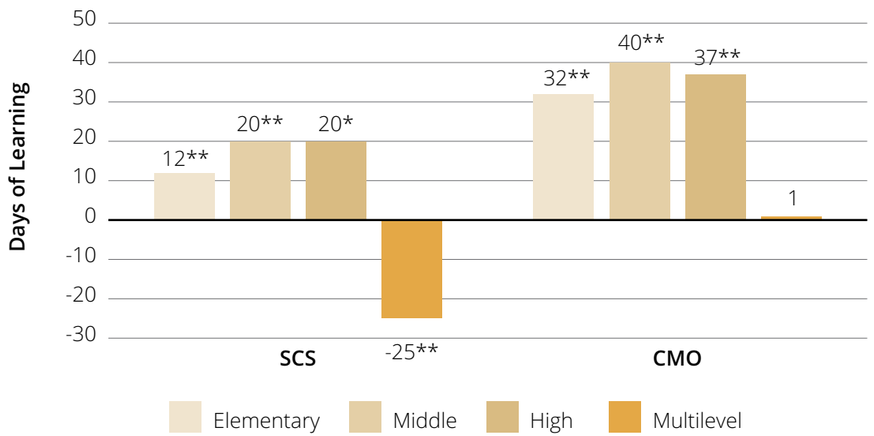
Students enrolled in all grades K through 12 in CMO-affiliated charter schools show statistically significant positive academic growth compared to their TPS VCRs. Consistent with previous CREDO findings, students in CMO-affiliated middle schools exhibit the most sizable academic growth at 40 additional days of learning for reading and math. Figures 2.11 and 2.12 show adverse effects only for the students enrolled in multilevel stand-alone charter schools. The statistical test shows that the difference in the academic performance between the CMO and stand-alone schools is statistically significant for students in all grade bands except for high schools (grades 9–12). For high schools, the difference in the size of the academic growth between the CMO and stand-alone schools is minimal, especially for reading. The results show no meaningful differences between the two groups in terms of reading and math scores.

Figure 2.11. Academic Growth by Charter School Grade Span and Charter School Type, Reading



* Significant at the 0.05 level, ** Significant at the 0.01 level

Figure 2.12. Academic Growth by Charter School Grade Span and Charter School Type, Math



* Significant at the 0.05 level, ** Significant at the 0.01 level

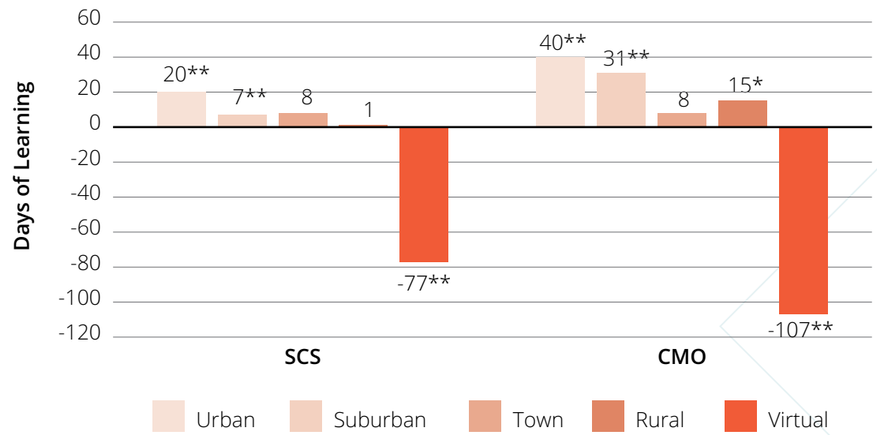
2.4.6. Academic Growth by Charter School Locale

Figures 2.13 and 2.14 reflect the academic growth of charter school students by the physical locale of charter schools affiliated with CMOs and those that are stand-alone. Because virtual charter schools can enroll students from larger geographic areas than brick-and-mortar charter schools, they appear as a separate category in these analyses. As shown earlier, CMO charters are more likely to be in urban areas (58 percent, vs. 46 percent for SCS). The figures demonstrate that students in CMO-affiliated charters in urban areas experience 40 more days of reading instruction and 46 more days of math instruction compared to the TPS VCRs. While the difference in student learning is still noticeable in suburban CMO schools, the difference is less dramatic. Students attending urban stand-alone charter schools make 20 additional days of learning in reading and 12 additional days of learning in math. Urban and suburban stand-alone charters make up more than 80 percent of the total stand-alone charter groups, and students attending these stand-alone charters show growth on par with their TPS peers. When comparing the academic performance between the CMO-affiliated and stand-alone charters, statistical tests point to the fact that CMO-affiliated charters located in urban and suburban areas provide better results than stand-alone charters.

A troubling result is virtual schools' dramatically sizeable negative impact on academic growth. The students in the virtual CMO schools trail behind their TPS peers by 107 days in reading and 155 days in math. The results for stand-alone virtual charters is similar at 77 days less learning in reading and 142 days less learning in math than their TPS peers.[8] This finding is consistent with previous CREDO studies that found substantially lower academic growth in virtual charter schools across the group (Woodworth et al., 2015, 2017).

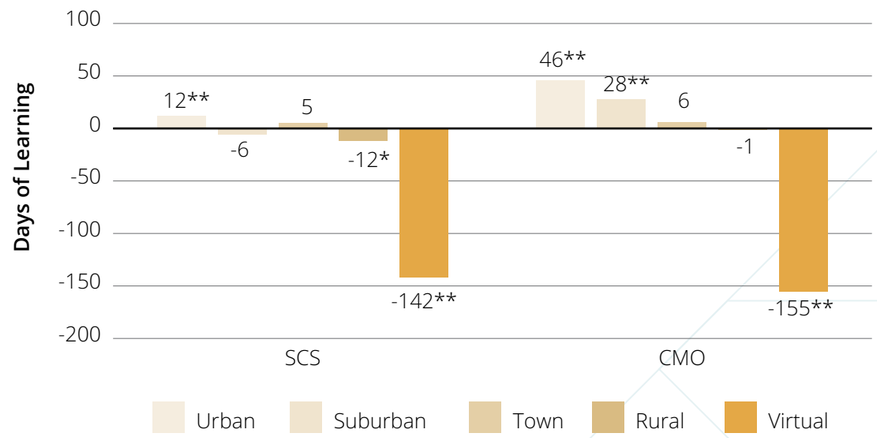
8 The results for CMO and SCS mirror but do not precisely align with the findings in CSP31 because three states are omitted from the CMO/SCS analysis.

Figure 2.13. Academic Growth by Charter School Locale and Charter School Type, Reading



* Significant at the 0.05 level, ** Significant at the 0.01 level

Figure 2.14. Academic Growth by Charter School Locale and Charter School Type, Math



* Significant at the 0.05 level, ** Significant at the 0.01 level

2.4.7. Average Academic Growth of Charter School Students by State

Table 2.2 shows the academic growth for students in CMOs and SCS in each state included in the study. Across the states in both charter school settings, statistically significant positive growth in reading was more prevalent than in math. CMO-affiliated charters showed statistically significant growth in 14 states in reading and 11 in math. For SCS, students in 15 states had significantly positive reading gains but significant math gains appeared only in seven states.

The state results also revealed a few cases where charter school students had statistically significantly smaller learning gains than their TPS peers: CMO-based learning lagged TPS in two states in reading and two states in math. SCS learning significantly lagged TPS comparisons in only one state in reading but was found in six states for math learning.

The remaining comparisons to TPS were statistically insignificant.

The bolded text in each column indicates the contrast between student academic growth in various types of charter schools in each state. If a particular group has larger growth with a statistically significant difference within the same state, it is highlighted.

Table 2.2. Average Academic Growth of Charter School Students by Charter School Type and State

	Reading				Math			
	CMO		SCS		CMO		SCS	
	Days of Learning	Significance	Days of Learning	Significance	Days of Learning	Significance	Days of Learning	Significance
AR	14		-3		-5		1	
AZ	24	**	14	**	5		-5	
CA	19	**	7	*	10		1	
CO	14		16	*	34	**	5	
DC	12		-6		50	**	6	
FL	21	**	-1		13		-12	*
IL	46	**	32	**	66	**	27	**
IN	7		-1		-11		-42	
LA	-6		10		13		1	
MA	51	*	40	**	72	*	38	**
MI	54	**	21	**	45	**	6	
MN	35	**	19	*	22		5	
MO	24		56	**	34		79	*
NC	19	**	12	**	15		-22	*
NJ	55	**	20	*	63	**	14	
NV	15		-2		16		-11	
NY	110	**	65	**	124	**	60	**
NYC	62	**	21	**	114	**	45	**
OR	-33		-17	*	-72	*	-27	*
PA	14		-8		-1		-31	*
RI	134	**	75	**	169	**	60	**
SC	-44	**	-2		-91	**	-40	*
TN	24	**	44	**	32	*	46	**
TX	34	**	2		16	**	-49	**
UT	-2		-2		-8		-15	
WA	-71	*	63		-9		58	
WI	-2		18	*	10		17	
Significant Positive Total	14		15		11		7	
Significant Negative Total	2		1		2		6	
Not Significantly Different	11		11		14		14	

Note: NM has been excluded from the list due to the small number of CMO-affiliated charter schools in the state.
Numbers appearing in bold signify statistically significant differences between CMOs and SCS.

* Significant at the 0.05 level, ** Significant at the 0.01 level

2.4.8. Academic Growth of Charter School Student Groups

2.4.8.1.Academic Growth by Race/Ethnicity

Beyond the overall learning impacts of attending CMO schools or stand-alone charter schools, we are interested in knowing if all students share the gains. We first examine the gains for different race/ethnicity groups. This is one way to track if schools are fulfilling their role as builders of opportunity for every enrolled student.

As shown in Figures 2.15 and 2.16, the academic growth of students in CMOs and stand-alone charter schools can be arranged by student groups. For each type of charter school, we compare students to their TPS peers of the same race/ethnicity, whose performance is benchmarked on the zero line. (For instance, we assess the educational improvement of Black CMO and SCS students relative to their Black TPS peers, likewise Hispanic students in comparison to TPS Hispanic learners, etc.) The impact of attending different groups of charter schools is nearly null on reading and 23 days weaker in math for White students compared to their White peers in the TPS. On the other hand, Black and Hispanic students in charter schools display substantially

higher growth when compared to the TPS students of the same racial/ethnic group enrolled in TPS. For example, Black students enrolled in CMO-affiliated charter schools make an additional 41 days of learning in reading and 47 days in math relative to the Black students in TPS. For Black students attending a stand-alone charter, the impact is smaller with 25 additional days in reading and 17 days in math. The data shows that the differences between the types of charter schools of 16 days for reading and 30 days for math are statistically significant.

The story is quite similar for Hispanic students. Hispanic students attending either the CMO-affiliated or stand-alone charters perform substantially better than their peers in TPS. However, Hispanic students attending CMO-affiliated charter schools had 22[9] days more reading gain than Hispanic students attending SCS. The difference in math for Hispanic students was even larger, with CMO-affiliated Hispanic students gaining 30 days more learning than those in stand-alone charter schools. Black and Hispanic students comprise many of the student bodies in schools in urban cities across the United States. The statistical analysis results indicate that the differences in academic performance between the CMO and stand-alone schools for Black and Hispanic students were statistically significant. These findings indicate that both stand-alone and CMO-affiliated charters, on average, may contribute to narrowing the racial achievement gaps, but CMO-affiliated charter schools give the stronger boost.

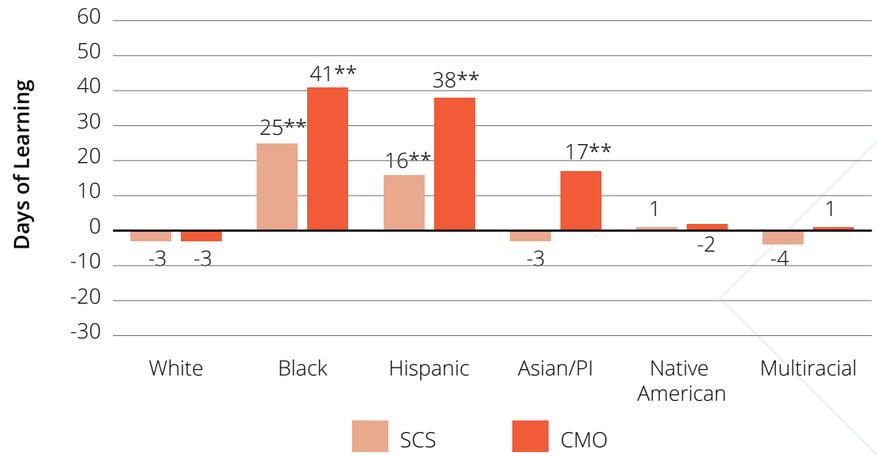
The effects on Asian/Pacific Islander students are not as strong as those on Black and Hispanic students. However, those enrolled in charters associated with CMOs increased their learning by 17 days in reading, while no statistically significant impact was found for math. Meanwhile, Asian/Pacific Islanders in stand-alone charters show similar growth to their TPS peers in reading but are lagging in math by 11 days. This difference between CMO charters and stand-alone charters is statistically significant, signifying that CMOs have a more positive impact on Asian/Pacific Islanders over stand-alone charters.

According to our analysis, the academic performance of Native American students does not improve when they attend charter schools. In addition, multiracial students enrolled in charter schools do not perform as well in reading as their counterparts in traditional public schools and have similar performance in math.

The estimates in this section align with the previous findings. CREDO's previous reports show that the impact of charter schools on academic growth was positively significant for Black and Hispanic students: the 2017 CMO study reported that Black students attending CMO-affiliated charter schools made, on average, 40 additional days of learning in reading and 29 additional days of learning in math compared to the Black students attending TPS. Similarly, Hispanic students attending CMO-affiliated charter schools made 34 additional days in reading and 29 additional days in math compared to the Hispanic students in TPS (Woodworth et al., 2017).

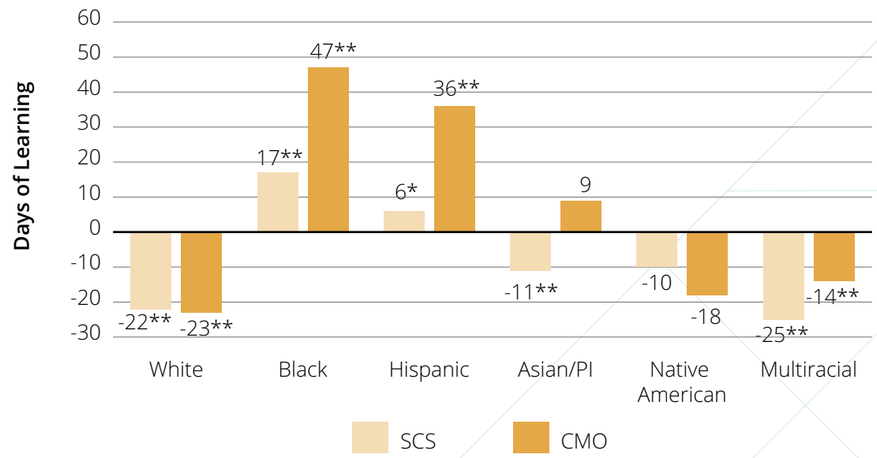
9 The 22 days of learning difference is derived by subtracting days of learning of SCS (16 days) from the days of learning of CMO (38 days).

Figure 2.15. Academic Growth by Race/Ethnicity and Charter School Type, Reading



* Significant at the 0.05 level, ** Significant at the 0.01 level

Figure 2.16. Academic Growth by Race/Ethnicity and Charter School Type, Math



* Significant at the 0.05 level, ** Significant at the 0.01 level

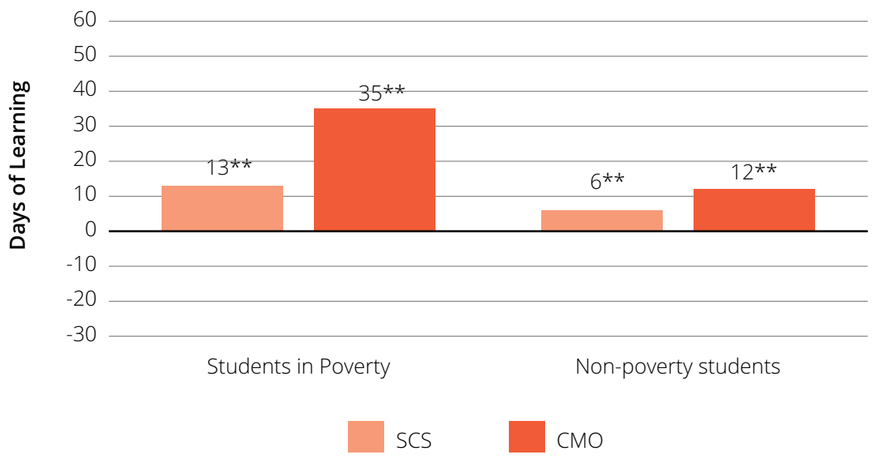
2.4.8.2. Academic Growth by Poverty Status

Education is a critical factor in improving life outcomes for students in poverty. The role of charter schools in opening future options for students has been a strong interest of policy makers, funders and educators for much of the 30 years of charter school operations.

Our analysis indicates that students enrolled in CMO-affiliated charter schools show 35 days of additional learning in reading and 36 days in math compared to their VCR TPS peers who are also in poverty (Figures 2.17 and 2.18). Students in poverty attending stand-alone charter schools show positive learning gains in reading and similar gains in math compared to their VCR TPS peers. The academic gains of CMO-affiliated students are significantly larger than those attending stand-alone charters, yielding a 22-day difference in reading and a 32-day gap in mathematics.

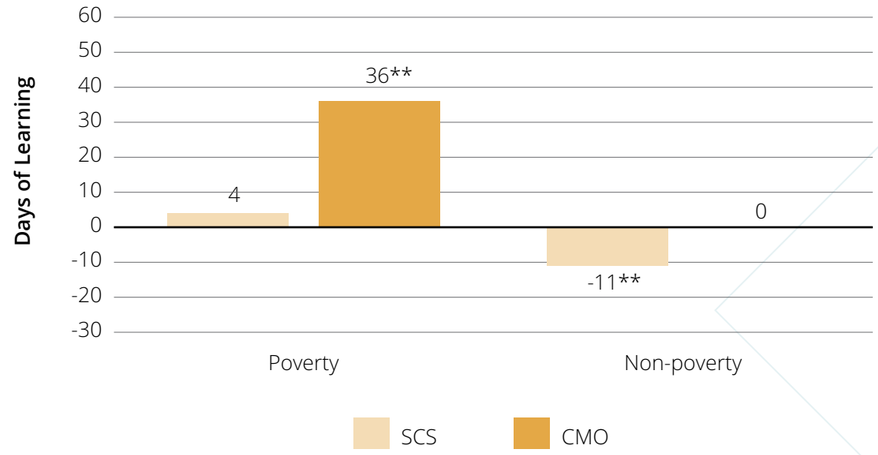
For non-poverty students, the magnitude of the effect is significant but smaller in reading. Non-poverty students in CMOs had similar growth to their peers in math. Non-poverty students attending stand-alone charter schools had negative growth compared to their TPS peers. CMO students not in poverty made greater learning gains for both subjects than those students in stand-alone charter schools.

Figure 2.17. Academic Growth by Poverty Status and Charter School Type, Reading



* Significant at the 0.05 level, ** Significant at the 0.01 level

Figure 2.18. Academic Growth by Poverty Status and Charter School Type, Math



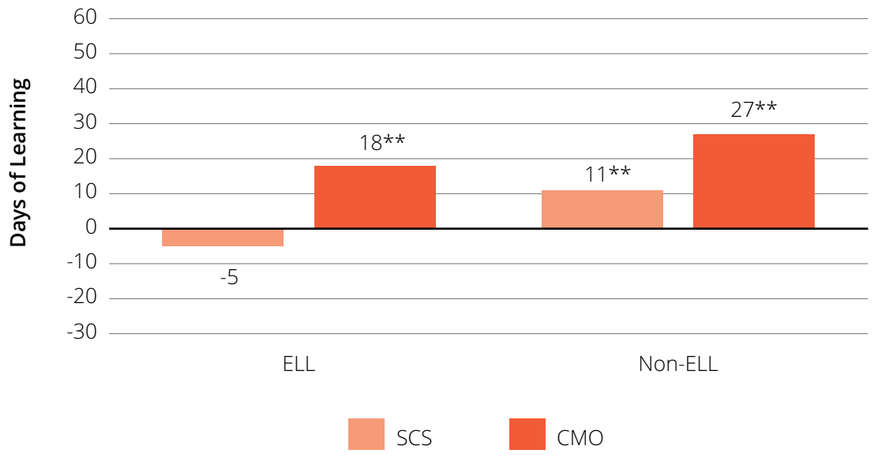
* Significant at the 0.05 level, ** Significant at the 0.01 level

2.4.8.3. Academic Growth by ELL Status

Public schools commit to educating students whose first language is not English. This requires additional expertise and resources. The learning outcomes of English-language learner (ELL) students is a continuing interest in public education. In the context of this study, serving ELL students is also an area where a CMO's scale of multiple schools potentially could provide advantages over independent charter schools.

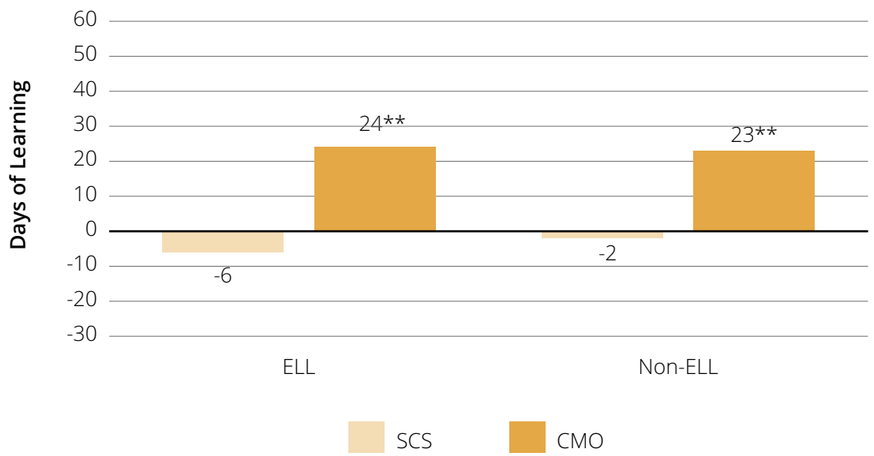
CMO-affiliated charter school ELL students outperform their TPS ELL peers as well as the ELL peers in the stand-alone schools: ELL students enrolled in CMO-affiliated charter schools make 18 additional days of learning in reading and 24 additional days of learning in math relative to the ELL TPS peers (Figures 2.19 and 2.20). The academic growth is slightly larger in reading and similar in math for non-ELL students enrolled in the CMO-affiliated charter schools. For reading, they make 27 additional days of learning while exhibiting 23 additional days of learning in math. Stand-alone charter students trail behind CMO students in academic growth in all categories, and the differences are statistically significant.

Figure 2.19. Academic Growth by ELL Status and Charter School Type, Reading



* Significant at the 0.05 level, ** Significant at the 0.01 level

Figure 2.20. Academic Growth by ELL Status and Charter School Type, Math



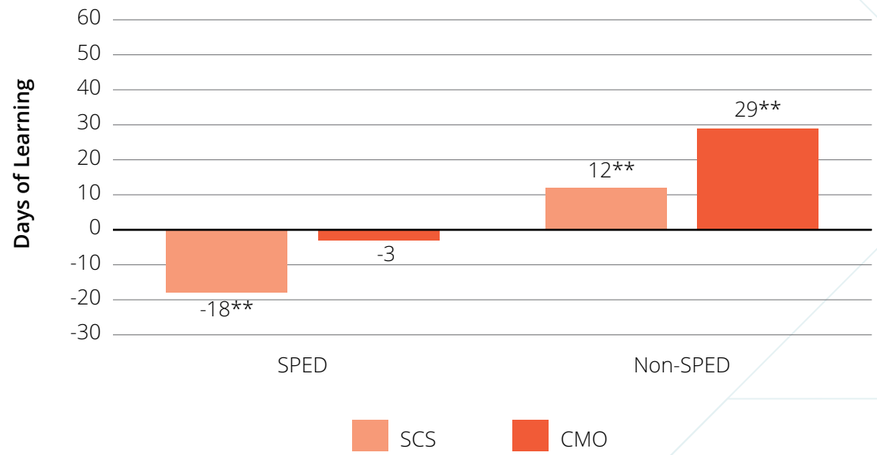
* Significant at the 0.05 level, ** Significant at the 0.01 level

2.4.8.4. Academic Growth by Special Education Status

One of the largest federal funding sources for K–12 education is IDEA[10], which serves more than 7.5 million eligible children and students with disabilities. State spending policies allocate additional investment for students with disabilities eligible for specialized education services. It is important to understand how the learning of this vulnerable population fares in either type of charter school.

Approximately 11 percent of students attending charter schools receive special education services. As shown in Figures 2.21 and 2.22, when it comes to the academic growth of special education students, CMO special education students gain equivalent learning as their TPS counterparts in reading and math. In this case, a "no different" finding reflects an improvement over earlier periods. However, special education students attending stand-alone charter schools exhibit significantly smaller learning gains than their TPS peers, on the order of 18 fewer days of learning in reading and 23 fewer days in math.[11] The difference was even larger in math at 22 days. The relative differences between the CMO and stand-alone charter schools are statistically significant for special and non-special education students in reading and math.

Figure 2.21. Academic Growth by Special Education Status and Charter School Type, Reading

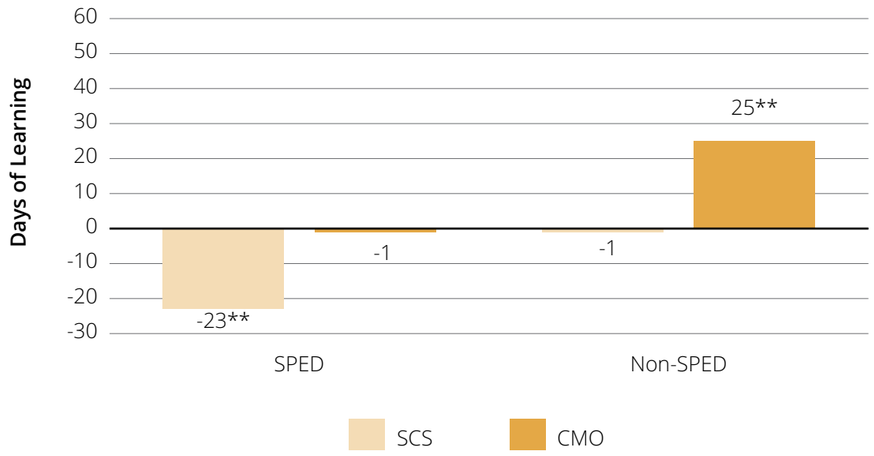


* Significant at the 0.05 level, ** Significant at the 0.01 level

10 See Individuals with Disabilities education Act (IDEA) at https://sites.ed.gov/idea/

11 The difference between the learning of SPED students in CMO and SCS was 15 days. The 15 days of learning difference is derived by subtracting days of learning of SCS (-18 days) from the days of learning of CMO (-3 days).

Figure 2.22. Academic Growth by Special Education Status and Charter School Type, Math



* Significant at the 0.05 level, ** Significant at the 0.01 level

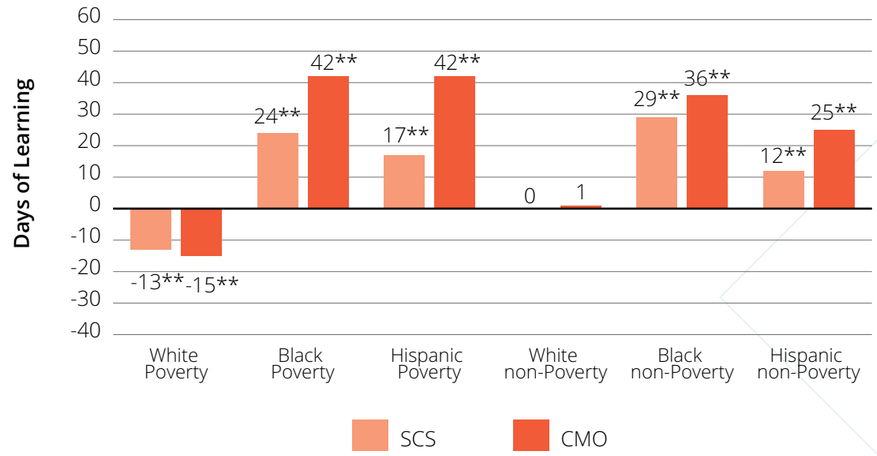
2.4.8.5. Academic Growth by Race/Ethnicity & Poverty Status

As shown in Table 2.1, students served by the CMO-affiliated charter schools are predominantly low-income minority students. In this section, we examine how student learning differs for student groups in different types of charter schools by race/ethnicity and poverty status. Compared separately for CMOs and stand-alone charter schools, we estimated the growth of each student group against its TPS peers. Although the learning gains of attending stand-alone charter schools are smaller than that of CMO-affiliated charter schools, Black and Hispanic students, regardless of the poverty status in both settings, make statistically significant positive academic growth compared to their TPS VCRs in both subjects.[12]

As shown in Figures 2.23 and 2.24, CMO-affiliated charters appear to show more positive impacts for Black students and Hispanic students in both subjects. In addition, the amount of growth is larger for the students in poverty than those not in poverty. For reading, Black students in poverty enrolled in CMO-affiliated charter schools make, on average, 42 additional days of learning compared to their TPS peers, while the Black students in poverty enrolled in stand-alone charter schools make 24 additional days of learning than their TPS peers. While the results demonstrate a positive and robust impact for Black and Hispanic students, it is notable that for white students in poverty underperform by 15 days in CMO and 13 days in SCS compared to the white students in poverty in TPS schools. This research implies that CMO-affiliated charters are more successful in the academic development of children from minority backgrounds and low-income households.

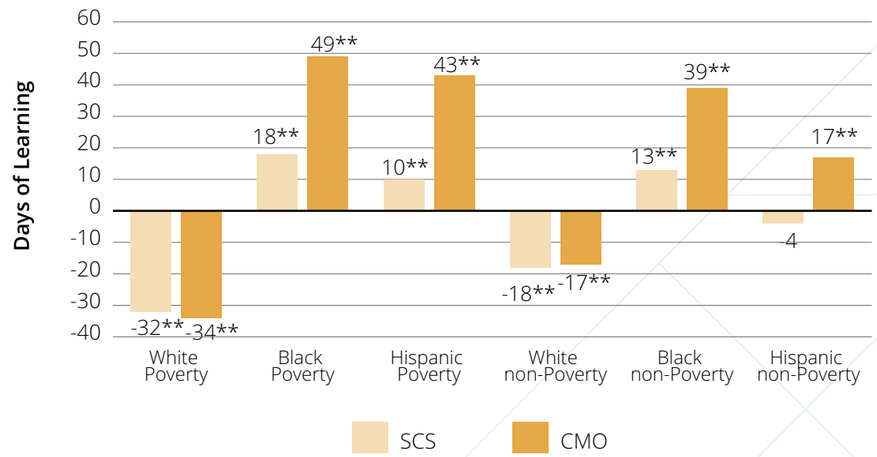
12 With one exception for the Hispanic non-poverty group in math, where students attending stand-alone charters grow on par with TPS peers.

Figure 2.23. Academic Growth by Race/Ethnicity & Poverty Status and Charter School Type, Reading



* Significant at the 0.05 level, ** Significant at the 0.01 level

Figure 2.24. Academic Growth by Race/Ethnicity & Poverty Status and Charter School Type, Math



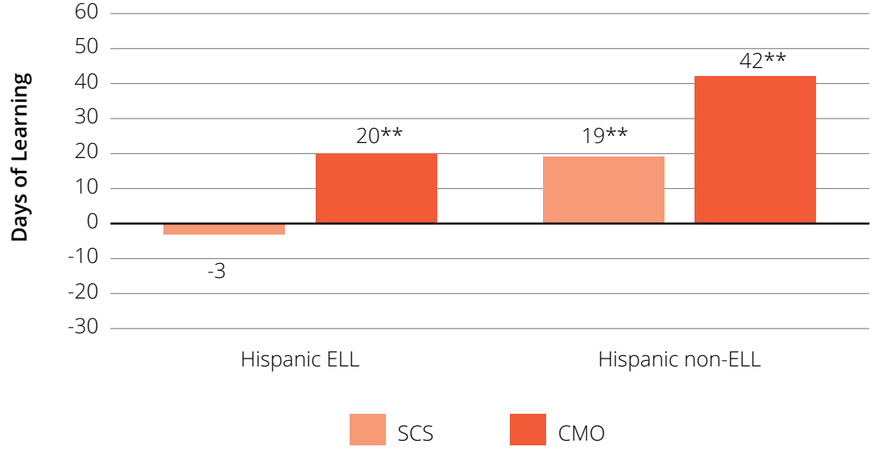
* Significant at the 0.05 level, ** Significant at the 0.01 level

2.4.8.6. Academic Growth by Hispanic & ELL Status

In recent years about 30 percent of Hispanic students identified as English-language learners (ELL), and Hispanic students make up three-quarters of total ELL students in the United States (De Brey et al., 2019). Given the high proportion of Hispanic students in charter schools and the significant share of ELL, we examine the impacts of different types of charter schools on the academic success of Hispanic students with and without ELL status.

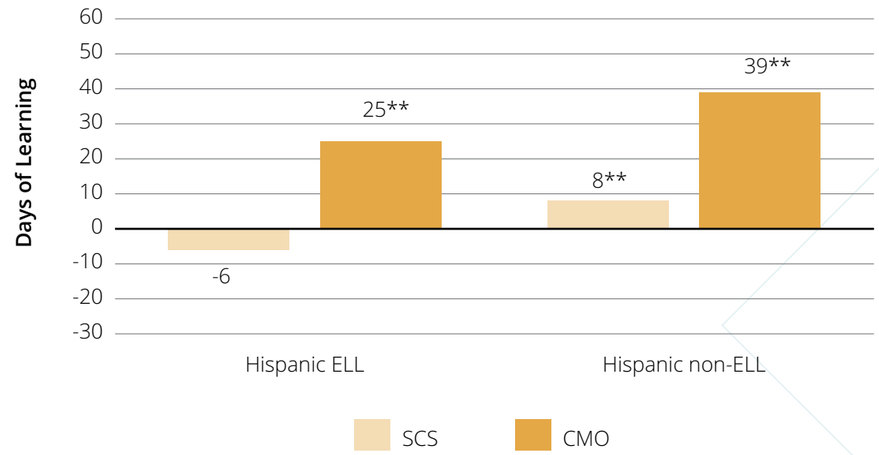
We found a marked difference in the learning impacts for Hispanic ELL students across the two types of charter schools. Figures 2.25 and 2.26 show that CMO-affiliated charters promote higher academic growth for Hispanic students in both subjects, independent of their ELL status. Hispanic ELL students benefit if enrolled in CMO schools; they gain 20 extra days of learning in reading and 25 additional in math. This was not the case if students enrolled in SCS, where their learning was on par with their TPS peers. The magnitude of learning impacts was greater for non-ELL Hispanic students; they made an average of 42 days of learning in reading and 39 days in math more than the TPS peers. Non-ELL Hispanic students attending stand-alone charter schools saw an increase in reading and math learning of 19 and eight days, respectively, relative to those in traditional public schools. The gap between ELL students attending CMO and stand-alone charter schools was statistically significant.

Figure 2.25. Academic Growth by Hispanic Students with ELL Status and Charter School Type, Reading



* Significant at the 0.05 level, ** Significant at the 0.01 level

Figure 2.26. Academic Growth by Hispanic Students with ELL Status and Charter School Type, Math



* Significant at the 0.05 level, ** Significant at the 0.01 level

2.4.9. Operational Analysis of CMOs

In this section of the report, we focus exclusively on CMOs with analyses targeted to their particular operating attributes. A critical interest about CMO networks is how well they maintain academic gains for their students as they grow. This question cuts both ways: Do CMO-affiliated new schools demonstrate equivalent learning gains as the rest of the CMO portfolio? In addition, does adding new schools affect the rest of the schools in the CMO? After presenting the full sample results, we focus on exceptional cases.

2.4.9.1. Does Charter Network Size Matter?

Network size reflects the number of schools for which a charter organization holds the charter and responsibility for operations and performance. We exclude any schools with operating contract arrangements with other educational institutions. The average number of schools managed by CMO networks is 6.96, ranging from three to 73 schools.

We examined the relationship between size and student learning with several measures and proxies for portfolio size. We found a weak correlation between portfolio size and student academic progress. At every increment of size (and similarly of age), we saw roughly the same shares of positive, negative and equal growth CMOs relative to their TPS counterparts, but since the larger portfolios enroll more students, the balance shifts slightly in favor of larger scale.

Earlier CREDO work pointed out that CMOs can only replicate schools at the quality level they already produce. That might explain how some larger CMOs have smaller gains than others. Authorizers need to explain fully how operators with low performance receive permission to expand.

2.4.9.2. Annual Academic Growth in New CMO Schools and Networks

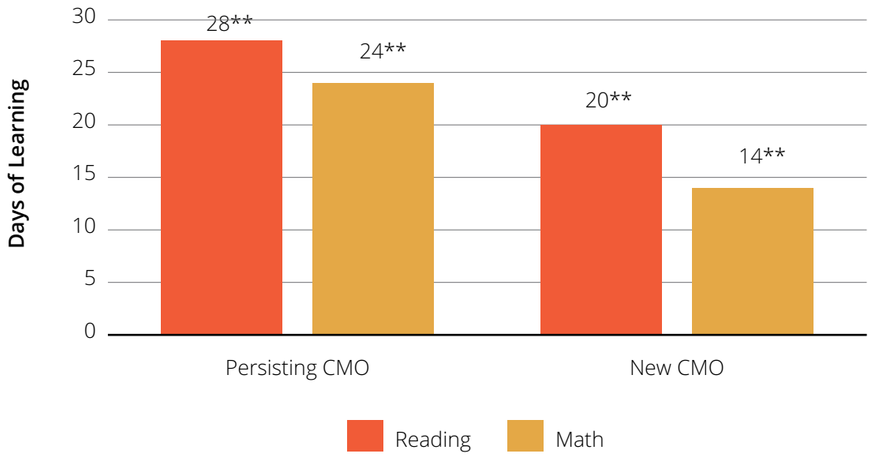
Questions of scale and effectiveness accompany growth in the CMO community. Policy makers and funders have targeted CMO expansion to increase education options for families or shift the proportion of high-quality seats in high-needs areas. Authorizers have faced a degree of scrutiny in their treatment of CMO applications for new schools. The underlying assumption is that CMOs offer better odds of creating strong schools than alternative approaches. This study has a unique vantage point to examine that idea empirically.

2.4.9.2.1. Annual Academic Growth in New CMO Networks

One facet of CMO growth is the emergence of new networks. Recall that we define CMO networks as operating three or more schools. Eighty CMOS, roughly 20 percent of the CMO networks in the study, opened their third (or more) school during our study window. The increase in the number of CMOs allows us to see if newer CMOs "come out of the gates" with student academic learning that supports backing CMOs as strong education instruments.

We compare learning gains for students in newly emerged CMOs to those enrolled in previously existing CMOs. As demonstrated in Figure 2.27, new and existing CMOs had a significantly positive impact on student academic growth compared to their TPS counterparts. New CMOs contribute less to academic gains than older CMOs, but still aid in delivering improved education for their students.

Figure 2.27. Academic Growth in Persisting CMOs and New CMOs



* Significant at the 0.05 level, ** Significant at the 0.01 level

2.4.9.2.2. Annual Academic Growth in New Charter Schools versus Continuing Schools

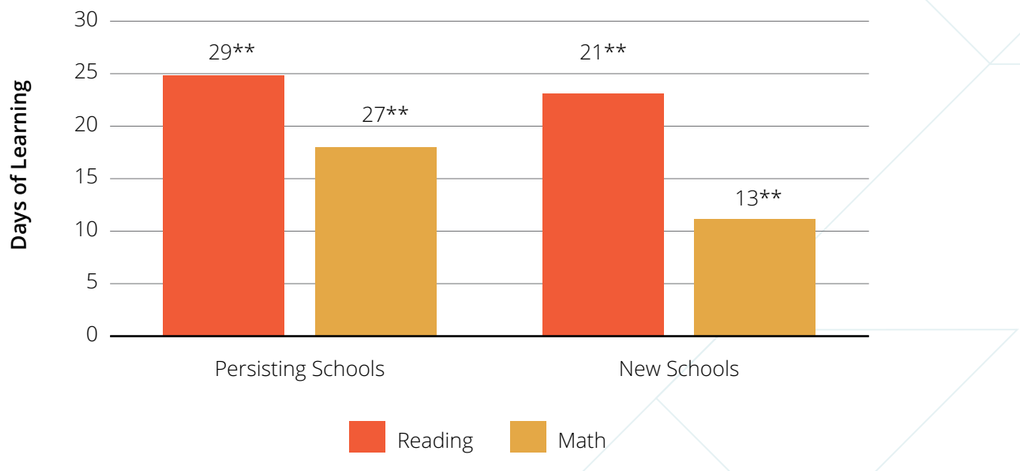
Another way to examine growth among CMOs is to see how well they can replicate and grow new schools. Adding new schools to a CMO portfolio entails two different forms of risk. One is that the school will not fledge successfully, and students will not have strong academic results. The second risk is that launching new schools burdens the CMO and its existing schools to the point that its results suffer.

We regard CMO charter schools established after 2014–15 as new entrants. Sixteen percent of CMO-affiliated schools in our data are new, pointing to significant efforts to grow networks over the years of this study. Persisting schools are those in operation before 2014–15.

Figure 2.28 shows that new and persisting CMO schools have a positive and statistically significant influence on student academic growth on average compared to traditional public school peers.

The academic growth observed in persisting CMO schools was stronger in both subjects than in newer ones. The impacts were 29 additional days of learning for reading and 27 for math in persisting CMO schools versus new school learning of 21 more days in reading and 13 additional days in math. While the differences between persisting and new charter schools are statistically significant for both subjects, newer schools retain a considerable share of their CMO DNA even in their early years.

Figure 2.28. Academic Growth in Persisting CMO Schools vs. New CMO Schools



* Significant at the 0.05 level, ** Significant at the 0.01 level

2.4.9.2.3. New Charter Schools versus Persisting Schools in the Same Network

Pushing the inquiry about new CMO schools further, we probe the relationship between old and new schools within individual CMOs to discern if CMOs are launching schools of equivalent quality. We took the 383 new schools we examined earlier and related their performance to the other schools in the same portfolio. The relative performance of the new school appears in Table 2.3.

Table 2.3. Student Growth in New Schools Compared to Persisting Schools in Same CMO Network

	Percentages of CMOs (with new schools)	
Compared to CMO portfolio, student learning in new school is:	Reading	Math
Better by 13 days or more	32 %	31 %
About the same (+/- 12 days)	23 %	13 %
Smaller by 13 days or more	45 %	56 %
Total	**100 %**	**100 %**

Almost a third of CMOs start schools that are noticeably stronger than the average of their existing schools. Using an arbitrary cut of plus-or-minus 12 days of student learning in the rest of the CMOs schools, 23 percent of CMOs replicate the new school at about the same performance in reading and 13 percent do so in math. The share of CMOs that started new schools with notably weaker student learning (by a shortfall of 13 days or more) was 45 percent in reading and 56 percent in math. That about half of new CMO schools dilute the overall performance of their portfolio with weaker student gains suggests an area for future attention by replicating CMOs.

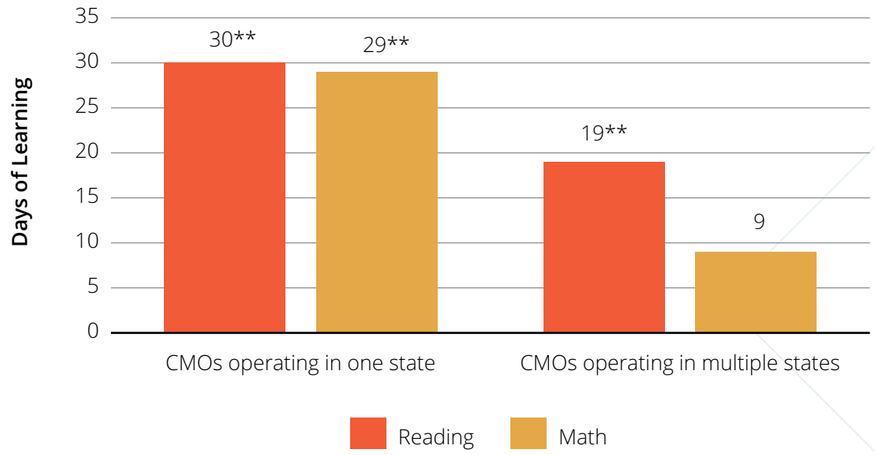
2.4.9.3. Annual Academic Growth of CMOs Operating in Multiple States

A third facet of CMO growth concerns the geographic concentration of networks. The number of CMOs that extend their school networks across state lines has grown since our last study. Managing a CMO portfolio across states might provide diversification of policy and fiscal risks for the better long-term sustainability of the network. On the other hand, dispersed schools might present leadership, operations and reporting challenges that highly localized networks don't need to face. Committing resources to buffer these effects might play out in the student learning experience.

Our test examines whether there are differences between CMOs operating in multiple states and those confining operations to a single state. Our definition of the CMO network used in this analysis is region specific. Some large national CMOs include multiple regional networks that operate in a single state. For example, KIPP New Orleans or KIPP New York City is included in our work as a separate entity that operates in a single state.

Figure 2.29 suggests that students learning in CMOs operating in multiple states have weaker growth than students in single-state CMOs. Single-state CMOs support additional learning of 30 extra days in reading and 29 more days in math. This compares to 19 days of additional reading in multistate CMOs and on-par learning in math. The differences between the two groups of CMOs are large and statistically significant. Assuming that new school start-up is a challenge wherever it occurs, the findings suggest that more tightly clustered CMOs have a better time of it.

Figure 2.29. Annual Academic Growth in CMOs Operating in Single or Multiple States



* Significant at the 0.05 level, ** Significant at the 0.01 level

2.4.9.4. Special Analysis: CMO Growth Accelerator Case Study—Charter School Growth Fund

Expanding the number of high-quality schools and seats in the United States has been a target of considerable interest. One strategy is to foster the growth of successful CMOs. Several CMO growth accelerators operate nationwide, ranging from supporters of single CMOs or networks to public and private programs that support dozens of CMOs. Our broader study of the effectiveness of CMOs provided the opportunity to conduct a case study of one such entity, the Charter School Growth Fund (CSGF). CSGF shared its list of 72 funded CMOs for this analysis.[13]

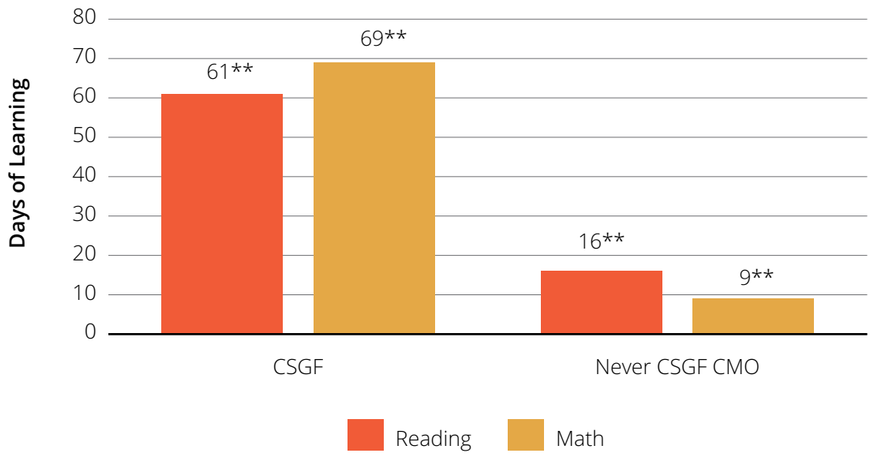
CSGF is a nonprofit organization that makes multiyear investments in charter school networks to grow into multi-school networks. The CSGF is known for selecting high-quality charter schools to receive expansion funds. A related expectation is that the entire portfolio will grow its impact on students. We can test whether student academic performance improves after a CMO receives support from CSGF.

Approximately eight percent of charter schools in this study belong to CSGF-affiliated CMOs. We examined the impact of the Charter School Growth Fund affiliation of CMOs on student academic growth. The estimates of the impact of CSGF appear in Figure 2.30.

13 It bears noting that the Charter School Growth Fund has other strands of work that focus on leaders and organizations at earlier points in their history. This analysis does not assess the results of those endeavors.

CMOs have student progress that outpaces the peers' learning in TPS independent of CSGF designation. This is consistent with CREDO's 2013 and 2017 CMO studies. That said, the strength of CSGF student results cannot be ignored. The advantage of attending CSGF-affiliated schools is quite large for reading (an additional 61 days) and math (an additional 69 days) compared to their TPS peers. It suggests that schools funded by CSGF provide very large academic benefits to student quality. The benefit is also outsized compared to the CMOs that never received funding, despite the non-CSGF CMO schools showing meaningful positive impact in reading (a margin of 18 days) and math (12 more days). There is a statistically significant difference in academic gains between the two groups of CMOs.

Figure 2.30. Student Academic Growth in CMO Schools by Charter School Growth Fund Support, Reading and Math



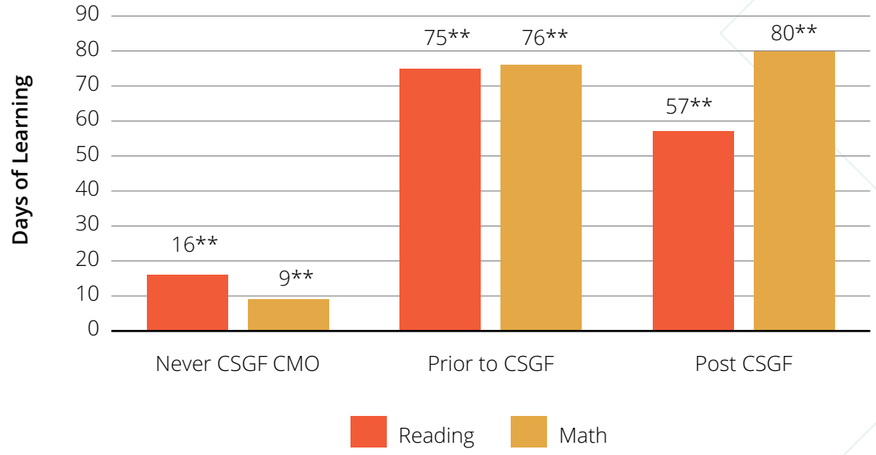
* Significant at the 0.05 level, ** Significant at the 0.01 level

Accelerator programs of all types receive the scrutiny of their results. Curiosity revolves around the relative weights of selecting already high-performing organizations and the lift the program provides from that point forward. Our data can test the relative contributions of these elements.

To address the question, we restrict our analysis to 29 CMOs that received support from CSGF for the first time between 2015–16 and 2017–18. We estimate the average academic growth before and after CSGF affiliation. As shown in Figure 2.31, students attending CSGF-supported schools exhibit much larger academic growth prior to affiliation than students in CMOs that never received funding. In both subjects, CSGF-selected CMOs have student learning 75 days greater than their TPS peers in reading and 76 in math. The striking difference illustrates the CSGF's focus on choosing strong CMOs for investment.

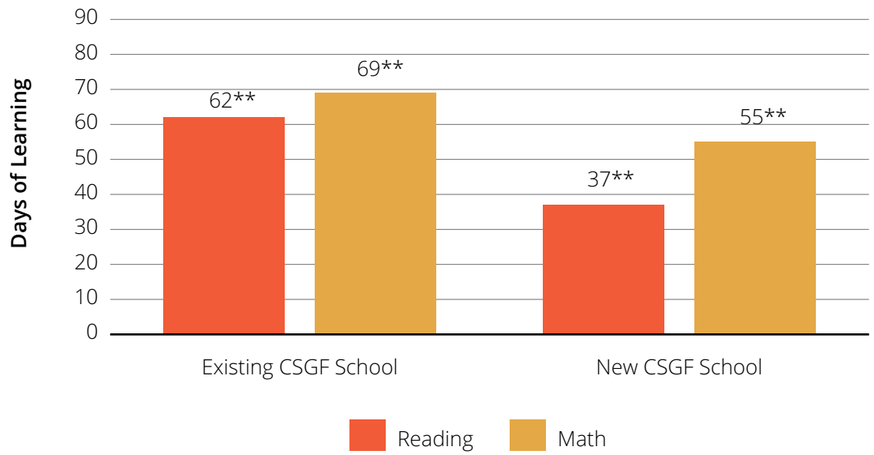
A corollary question is whether the CMOs affiliated with CSGF maintain their high performance levels after selection. The final columns of Figure 2.31 display their post-selection student learning, which covers up to three additional years of operation, depending on when the CSGF selected the CMO in our study window. Three new schools started by the newly funded CMOs are included. After receiving CSGF support, student learning remained significantly stronger than TPS, with 57 additional days of learning in reading and 80 extra days in math. The differences between pre- and post-CSGF support are not statistically significant, showing that the CMOs remain strong but do not quickly improve student learning.

Figure 2.31. Student Academic Growth in CMO Schools, Before and After Charter School Growth Fund Support, Reading and Math



Since the major purpose of CMO growth accelerators is to launch new schools, the most important question is how effective the new schools are. During our years of study, 43 CSGF-affiliated CMOs opened 96 new schools. We compare the newly opened schools' performance to the existing schools in all the CMOs that CSGF has supported. Figure 2.32 shows the comparison. Students enrolled in the new schools in the CSGF sphere produced large gains in reading (37 additional days of learning) and math (55 extra days) compared to their TPS peers. These new starts were dramatically stronger than the performance of the complete set of new schools (13 additional days in reading and one more day in math) reported in the NCSS3. These results, however, were significantly lower than the gains students in the continuing CMO schools had, which were 62 additional days of learning in reading and 69 additional days in math compared to their TPS peers.

Figure 2.32. Student Academic Growth in New CMO Schools, Before and After Charter School Growth Fund Support, Reading and Math



2.4.9.5. Special Analysis: CMOs and Turnaround Schools

Turnaround schools are schools that intentionally change leadership and governance in an effort to improve their effectiveness. Since 2007, billions of dollars from the federal government were funneled through Race to the Top and School Improvement Grant (SIG) programs to divert the learning trajectory of chronically low-performing schools (Corbett, 2015; Legislation, Regulations, and Guidance—School Improvement Fund, 2010). The turnaround typically takes the form of restarting the schools with a new management system (Zimmer et al., 2017). We examine the impact on student learning from a handoff of school operations in a low-performing school (either charter school or TPS) to an existing multi-school charter operator.

Two questions frame this special analysis. Where turnaround schools became part of CMOs, what is the subsequent evidence on students' academic growth? Additionally, what effect, if any, did the CMO's choice to accept a turnaround school have on the other schools in the CMO portfolio?

We are grateful to Public Impact for sharing its extensive data repository on turnaround schools across the country. From its list, we identified 12 underperforming schools with tested students who migrated to CMOs between the 2015–16 and 2017–18 school years.[14] Many others occurred prior to our data window, so their transition is not visible with our available data. With the small set of schools with timely turnarounds, we measure student performance before and after the school is moved to management by a CMO.

14 Two of the 12 schools became the third school operated by their new organization, meeting the minimum criteria for CMO inclusion in this study of three schools.

Figures 2.33 and 2.34 compare turnaround schools' pre- and post turn-around student academic growth. Growth is measured at two points: the academic growth period before CMO takeover and the subsequent period. Before the transfer, students in turnaround schools had 21 fewer days of growth in reading and 35 fewer days in math than their TPS peers. The small number of cases helps to explain why these results were not statistically different from the experience of TPS students. After joining their respective CMOs, average student performance improved compared to their TPS peers: students enrolled after the turn-around were observed to have 21 more days of learning in reading and 38 more days in math. The fact that learning was on par with TPS—i.e., that the difference was not statistically significant—can be viewed as a positive. Even if the learning only rose to equal TPS progress, movement occurred in the right direction.

However, these comparisons at each point only tell part of the story. The change in growth for the turnaround schools over time was statistically significant: student learning increased by 42 days for reading and 73 days for math.[15] These changes appear for "all students" in Figures 2.33 and 2.34.

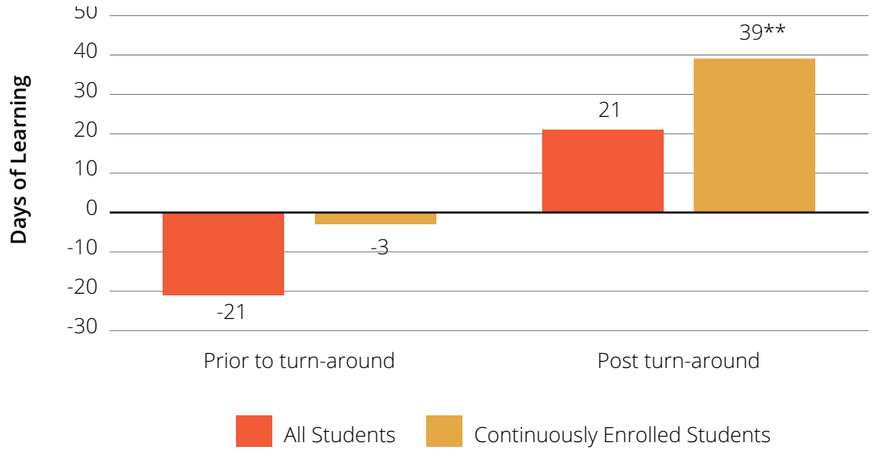
To thoroughly test the strength of improvement, however, we need to consider whether the observed positive academic growth stems from churn in student enrollment after the transfer. Some families may not have supported the newly reconstituted school and moved to other public schools. Some may have read the transfer as a signal of serious failure and left the system entirely. Alternatively, the CMO might have had a waitlist of students wanting to enroll who joined the school after the turn-around. Any of these factors could elevate the post-turnaround results.

As a robustness check, we redo the analysis, only including the students enrolled in the same turnaround school before and after the transfer. These are the students most in need of turnaround efforts. In Figures 2.33 and 2.34, we contrast the academic growth of the continuously enrolled students to the full set of enrolled students in the turnaround before and after the transfer. For students who remained enrolled (that is, continuously enrolled) before and after the transition, we can see 42 days of learning gains in reading between the two periods of transition and 113 days of learning gains in math. The growth we observe for "all students" in the pre-and post-turnaround periods occurs for different sets of students. In the "pre" period, the value includes students who left the school before the CMO took over; the "post" period value includes students who were newly enrolled in the school.

The question of the spillover impact of adding a turnaround school to a CMO's portfolio is more straightforward. Looking only at the CMO schools that existed before the transfer, Figure 2.35 shows that compared to their TPS peers, the academic growth for students prior to the addition of the turnaround school is positive and statistically significant at 39 additional days of learning in reading and 28 more days in math. After the turnaround school joined the CMO, academic growth in the pre-existing portfolio declined by 12 days of learning in reading but remains positive and statistically significant at 27 more days of learning compared to their TPS peers. In math, student academic learning increases by three days to 31 days of learning. Between the two periods, neither the change in reading gains nor the change in math gains is statistically significant. These results indicate that adopting turnaround schools is not injurious to the performance of the rest of the CMO portfolio.

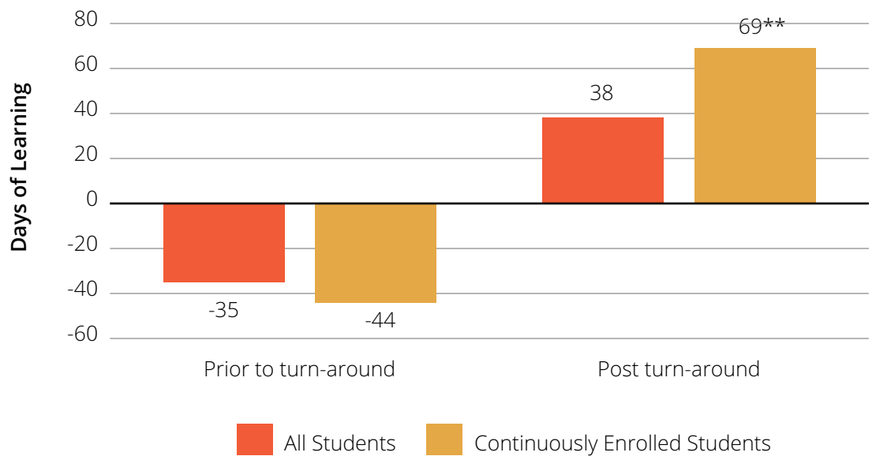
15 The pre-, post-turn difference was statistically significant at the 5 percent level in reading and the 10 percent level in math.

Figure 2.33. Academic Growth in Turnaround Schools: All Students vs. Continuously Enrolled Students, Reading



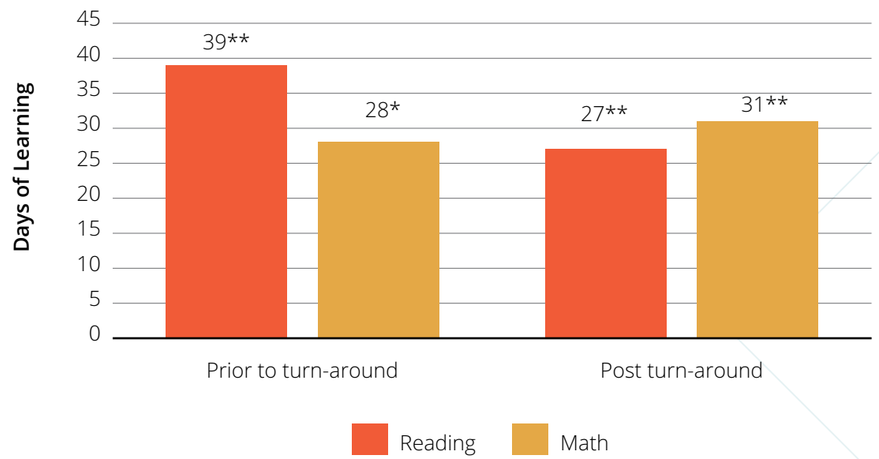
* Significant at the 0.05 level, ** Significant at the 0.01 level

Figure 2.34. Academic Growth in Turnaround Schools: All Students vs. Continuously Enrolled Students, Math



* Significant at the 0.05 level, ** Significant at the 0.01 level

Figure 2.35. Impact of Acquiring Turnaround Schools on Other Schools in CMO Networks



* Significant at the 0.05 level, ** Significant at the 0.01 level

2.4.9.6. Comparison of Average Academic Growth of Charter Schools and Their Local TPS

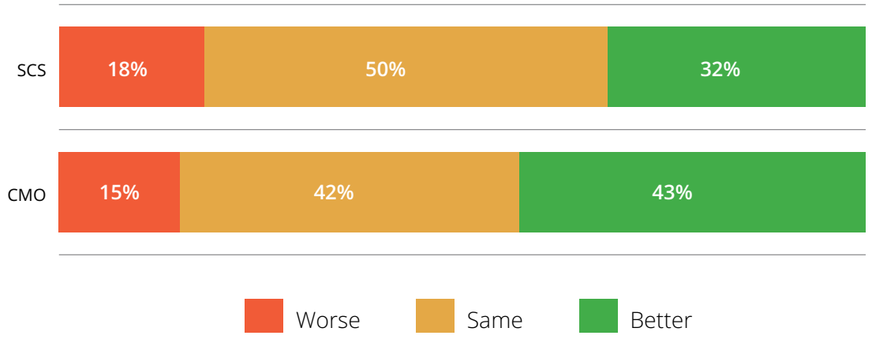
In this section, we examine school-level performance to assess the effectiveness of schools by charter group. The evidence presented in the prior sections showing a positive impact on student academic performance displays the average growth, which is the correct way to gauge the impact of each type of school.

However, this does not mean that all CMO-affiliated or stand-alone charter schools perform better than their TPS counterparts. For each type of charter school, we identify the proportion of schools that perform better, the same and worse than their TPS comparison group. The approach mirrors prior studies and the companion CSP31. However, the reader should be aware that the values for CMO schools and SCS will not necessarily sum to the totals in the CSP31 report due to the exclusion of several states from this CMO analysis.

Figure 2.36 presents the comparisons for reading. The analysis shows that 42 percent of CMO-affiliated charter schools have statistically significantly greater reading gains than their TPS peers. In comparison, 15 percent have statistically significantly smaller academic growth than their TPS peers. Forty-three percent of the remaining schools advance their students in reading similarly to their TPS counterparts. When considering the relative performance of stand-alone charter schools, the results in Figure 2.36 show that 32 percent of these schools have statistically significantly greater gains in reading than their TPS alternatives. We find that 18 percent of stand-alone charter schools have reading gains that are statistically significantly smaller than their local TPS. The remaining 50 percent of stand-alone charter schools have no difference in

reading gains compared to local TPS. The graphs make clear that for reading, the CMO advantage compared to stand-alone charter schools applies top to bottom: larger shares of CMO schools are stronger performing than their local TPS and smaller shares are on par or posting smaller gains.

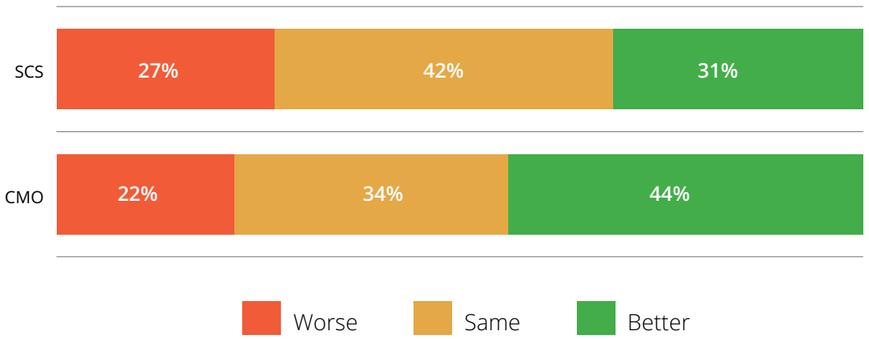
Figure 2.36. School Comparisons of Charter School vs. Local TPS Average Academic Growth by Charter School Type, Reading



In terms of math results, the difference between CMO schools and independent charter schools is much more notable. As Figure 2.37 displays, 44 percent of CMO schools have statistically significantly larger academic gains in math, 22 percent have statistically significantly smaller learning gains and 34 percent are not markedly different from the TPS alternatives.

The results for stand-alone charter schools in math run parallel to their reading results. Figure 2.37 shows that 31 percent of stand-alone charter schools have statistically better gains than TPS. The proportion with statistically significantly smaller math gains than TPS is 27 percent in math. Of the rest of the stand-alone charter schools, 42 percent demonstrate equivalent academic gains as their local TPS.

Figure 2.37. School Comparisons of Charter School vs. Local TPS Average Academic Growth by Charter School Type, Math



One final note about these results: For CMO schools and stand-alone alike, the share of schools with stronger learning impacts is larger, and the share of schools with less academic progress is smaller than seen before in any of CREDO's studies. In both spheres of charter schools, the record of performance is improved.

These results are encouraging but require a note of caution in interpretation. Since the reference point in these comparisons is the growth that equivalent students in the local TPS realize, this comparison does not reveal where in the range of absolute achievement the difference occurs. Positive differences at the lowest levels of achievement may not be sufficient to move students ahead fast enough to result ultimately in constructive long-term outcomes such as academic proficiency or post-secondary readiness. Similarly, a charter school may post growth results that are considered outsized for any school but still lag their community schools in achievement. Simultaneous consideration of student academic growth and achievement is the only way to get the full picture of charter school performance.

2.4.9.7. The Relationship of Academic Growth and Achievement

Student academic growth measures how much students advance their learning in a year, and student achievement measures the stock of their knowledge at the end of the year. In this section, we integrate the findings about growth and achievement to show comprehensively the results that charter schools deliver for their students.

We need both dimensions of student performance to situate charter schools both in their local community contexts and within the larger K-12 mission of preparing students with knowledge and skills for future success. Importantly, considering growth and achievement simultaneously also gives us a basis for making predictive statements about how charter schools are likely to support their students in the future.

To ground this presentation, it is useful to consider four basic categories of school performance. This construct applies to all schools: CMO-affiliate charter schools, stand-alone charter schools, district schools and others.

We can classify any school based on whether and by how much its average academic progress in a year compares to the other TPS options. Schools that do not advance student learning as much as the comparison are considered "low growth." Those that exceed the local standard are deemed "high growth." These differences can be mapped on a continuum from "very low growth" to "very high growth." We use the growth of the local TPS alternative as the standard in this demonstration.

Looking at absolute achievement—the measure of what students know at the end of a school year—we use the achievement scores that students get on state performance tests as a measure of achievement and place schools along that distribution based on school-wide averages. Schools that mirror the state average are designated "50th percentile."[16] Schools with an average performance at lower (or higher) points of the achievement range are situated below (above) the average; we use the 25th percentile and the 75th percentile as additional reference points.[17]

16 The 50th percentile is the point value in a range of scores—in this case, achievement for each state—that splits all the scores so that 50 percent are above and 50 percent are below the point.

17 The measures of achievement show student learning after enrollment in a charter school.

If we map the growth and achievement dimensions together, four groups result:

High Growth—High Achievement: schools with larger growth than their local alternative and whose students are above the state average in overall achievement

High Growth—Low Achievement: schools that exceed the growth of their local options but with overall student achievement below the state average

Low Growth—High Achievement: schools whose students exceed the state average on achievement but do not advance as much yearly as their comparisons

Low Growth—Low Achievement: schools with lower academic growth than their local alternatives and whose students' achievement is lower than the state average at the end of a school year

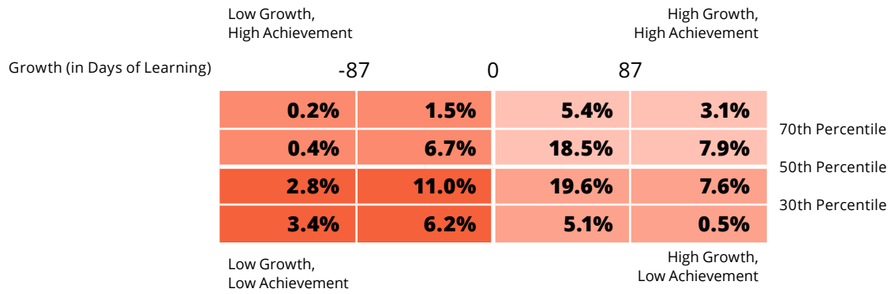
We mapped the charter schools in this study onto the structure described above using the last two years of school. (For reliability, we included only schools with 30 tested students.) We subdivided each quadrant into four smaller groups, yielding 16 cells within the map. The results appear in Figures 2.38 and 2.39 for reading and Figures 2.40 and 2.41 for math.

NOTE TO READERS:

The thumbnail table below presents the total proportion of students in each major quadrant in Figure 2.38. These values appear on the study website as a layer of the chart—the user can see the quadrant totals and then drill down to see the inner-quadrant values.

8.8	34.9
23.4	32.8

Figure 2.38. Academic Growth and Achievement in CMO-affiliated Charter Schools, Reading

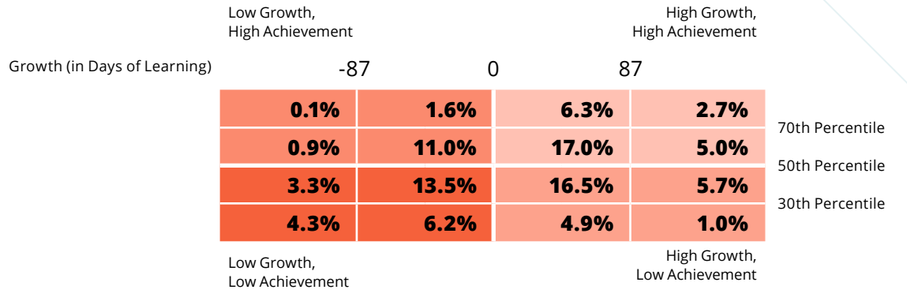


NOTE TO READERS:

The thumbnail table below presents the total proportion of students in each major quadrant in Figure 2.39. These values appear on the study website as a layer of the chart—the user can see the quadrant totals and then drill down to see the inner-quadrant values.

13.6	31.0
27.3	28.1

Figure 2.39. Academic Growth and Achievement in Stand-alone Charter Schools, Reading



The stronger growth of CMO-affiliated schools finds a parallel in achievement patterns. As illustrated in Figure 2.38, 68 percent of CMO-affiliated charter schools have average reading growth above their comparison groups (sum of two right columns) and 32 percent below. For reading achievement, 44 percent of charter schools have average student achievement above their state's average (sum of top two rows) and 56 percent below. In Figure 2.39, the chart shows 59 percent of students enrolled in stand-alone charter schools show stronger growth than their TPS comparisons in reading, with 41 percent of schools having weaker growth. Fifty-five percent of students in SCS had average student achievement below their state's average, and 45 percent of charter schools had an above-average performance.

Schools in the High Growth—High Achievement quadrant of Figure 2.38 can expect to remain in that part of the map if their reading growth continues at the current pace. Thirty-five percent of CMO-affiliated charter schools and 31 percent of stand-alone charters appear in this quadrant. There is no meaningful difference between the two types of charters in creating outstanding academic results. At current levels of performance, these schools will likely increase their students' achievement levels over time. The gap-busting schools and networks reside in this quadrant. Of particular interest is the subset of High Growth—High Achievement schools that advance students of any academic background to high levels of achievement; their operations and practices could help inform improvements in lower-performing charter and traditional schools.

Schools in the Low Growth–High Achievement quadrant can expect to drift downward in the achievement ratings if they maintain their current pace of growth since other schools with higher growth rates will eventually surpass them. Nine percent of CMO charter schools and 14 percent of stand-alone charter schools sit in this quadrant. Since student achievement in these schools is above state averages, the impact of lower growth may not be as concerning as for students at lower levels of achievement. Since many of the schools in this quadrant are close to average in both growth and achievement, modest improvements in student learning each year could move those schools into the upper right quadrant.

The remaining charter schools are situated in the lower two quadrants with achievement below the state average. For CMO charters, this amounts to 56 percent; for stand-alone charters, 55 percent are below the state average. This is consistent with the earlier findings that charter schools enroll both a larger share of lower-decile students and a smaller share of high-decile achievers Their position and prospects are distinguished by their students' growth.

The High Growth—Low Achievement quadrant displays the results for 33 percent of all CMO charter schools and 28 percent of stand-alone charter schools. Though these schools serve students with current achievement weaker than the average in their states, they have demonstrated success with students of modest or challenged academic backgrounds. With higher-than-average yearly growth, their students will elevate their achievement over time. In theory, given enough time, the students in the lower right quadrant would move up to the upper right quadrant.

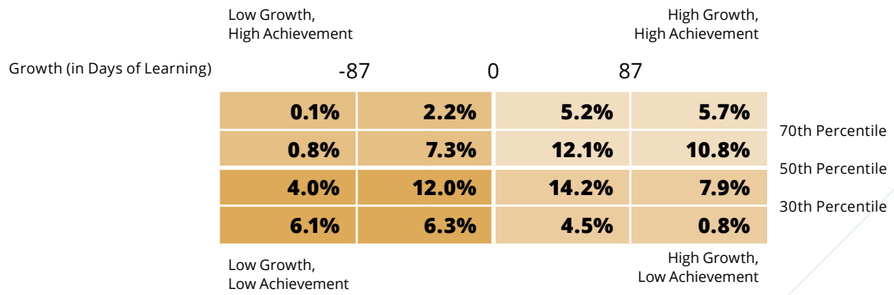
The share of schools in the **Low Growth—Low Achievement** quadrant is of greatest concern. These schools serve academically challenged students and produce weaker growth than their TPS comparisons. The proportions of schools in this quadrant are similar for the two types of charter schools. For CMO charter schools, the performance of 23 percent of schools maps to this quadrant. For stand-alone charter schools, the share is 27 percent. Given the substantial difference in average growth in reading between CMO-affiliated and stand-alone charter schools, it is surprising to see the proportions in this quadrant be so similar. Should the performance of these schools remain unchanged, their students will drift further behind over time, even if all the other schools on the map remain stable. Increases in growth are within reach for many of these schools, which would migrate them to the lower right area. Especially concerning at the moment are outcomes for the students attending schools in the cell with the lowest growth and achievement. This group represents charter schools in need of immediate attention.

NOTE TO READERS:

The thumbnail table below presents the total proportion of students in each major quadrant in Figure 2.40. These values appear on the study website as a layer of the chart—the user can see the quadrant totals and then drill down to see the inner-quadrant values.

10.4	33.8
28.4	27.4

Figure 2.40. Academic Growth and Achievement in CMO-affiliated Charter Schools, Math

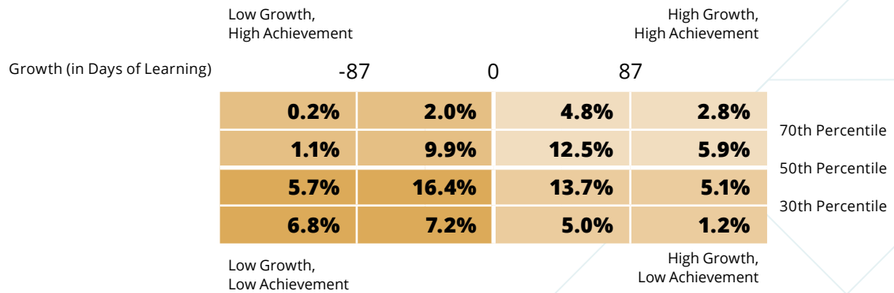


NOTE TO READERS:

The thumbnail table below presents the total proportion of students in each major quadrant in Figure 2.41. These values appear on the study website as a layer of the chart—the user can see the quadrant totals and then drill down to see the inner-quadrant values.

13.2	26.0
36.1	25.0

Figure 2.41. Academic Growth and Achievement in Stand-alone Charter Schools, Math



The inferences for math are the same as for reading, albeit with different percentages (Figures 2.40 and 2.41). In 61 percent of CMO schools, their growth outpaced their TPS comparisons, with 39 percent having weaker growth. Forty-four percent of CMO-affiliated charter schools had average student achievement larger than their state's average. Fifty-six percent of CMO charter schools had a below-average performance.

Regarding math performance in stand-alone charter schools, about 51 percent of schools show stronger growth than their TPS comparisons, with 49 percent having weaker growth. Thirty-nine percent of stand-alone charter schools had average student achievement above their state's average; 61 percent of stand-alone charter schools had average achievement below their state averages. The data indicates that, similar to the CMO charters, stand-alone charters tend to serve lower-performing students but grow them more than their TPS peers.

The High Growth—High Achievement quadrants contain 34 percent of CMO charter schools, a slightly smaller share than appeared for reading. Among stand-alone charters, the share was 26 percent. Maintaining the current pace of growth would result in these schools moving higher in the achievement range.

The High Growth—Low Achievement quadrant in the lower right reflects schools that deliver stronger growth to below average achieving students. This quadrant contains 26 percent of all CMO charter schools and 25 percent of all stand-alone charter schools. Both proportions are smaller than occurred in the same reading quadrant. Their students will move higher in the achievement range if these schools maintain or improve their growth.

Ten percent of CMO-affiliated charter schools land in the **Low Growth—High Achievement** quadrant in the upper left, schools with high average achievement but below average growth. Thirteen percent of stand-alone charter schools appear in the same quadrant. The majority of schools in this quadrant could either move down into the lower achievement quadrant if they remain static or move to the High Growth—High Achievement area with improved growth.

The left-hand-side lower quadrant, representing **Low Growth—Low Achievement**, contains 28 percent of CMO charter schools and 36 percent of stand-alone charter schools. The CMO-affiliated percentage is substantially smaller than for stand-alone charter schools. This is a noticeably larger share of CMO and stand-alone schools than in the analogous quadrant for reading. The greatest worry is the schools situated in the lowest performing cell. They offer the weakest growth to students with constantly low achievement levels.

2.4.9.8. Gap-Closing CMOs

In the companion report, CSP31, we highlight the dramatic performance of thousands of charter schools with outstanding progress for minority and poverty students. These "gap-busting schools" show that disparate student outcomes are not a foregone conclusion: people and resources can be organized to eliminate these disparities. The fact that thousands of schools have done so removes any doubt.

How do we know these results are not simply the fortunate alignment of events at these individual schools? Is there evidence that the practice can be systematic? We looked at CMOs' impacts on growth for minorities and students in poverty compared to their White student counterparts.

Table 2.4. CMOs with Above Average Achievement Portfolios and Equitable Learning, Reading

CMOs where:	Number	Percentage
Black outperforms White	65	**18%**
Hispanic outperforms White	95	**26%**
Lunch outperforms no-lunch	122	**33%**
ELL outperforms non-ELL	128	**35%**
Total	368	❑

Note: ❑ Percentages do not sum to 100% since a CMO could be included in multiple rows.

Table 2.5. CMOs with Above Average Achievement Portfolios and Equitable Learning, Math

CMOs where:	Number	Percentage
Black outperforms White	51	**14%**
Hispanic outperforms White	72	**20%**
Lunch outperforms no-lunch	97	**26%**
ELL outperforms non-ELL	115	**31%**
Total	368	❑

Note: ❑ Percentages do not sum to 100% since a CMO could be included in multiple rows.

Tables 2.4 and 2.5 present the numbers of CMOs with student achievement that exceeded the state average ("High Achievement") and in whose schools Black and Hispanic students had learning gains on par or better than the White students. The tables also present the number of CMOs with students in poverty making larger gains than their non-poverty peers or English-language learners who outpace their non-ELL classmates.[18]

The importance of these findings is obvious: when dozens of schools and networks can prevent differences in learning across student groups while also delivering learning above their state averages, they are forestalling and even reversing the achievement gap that has persisted for decades in our country. The discovery that this is prevalent in numerous CMOs suggests that these entities have found a way to implement and disseminate this transformative knowledge on a large scale.

18 CMOs that are included in the results of Tables 2.4 and 2.5 are flagged in Appendix A.

Appendix

Appendix A. Average Annual Academic Growth of CMOs and Networks, Reading and Math

	Reading			Math		
	Estimate	Significance	Gap Buster	Estimate	Significance	Gap Buster
A+ Charter Schools, Inc.	-0.063	**		-0.040		
Academics Plus	0.040			0.023		
Academy of Academic Excellence	-0.347	**		-0.485	**	
Academy of Mathematics and Science, Inc.	0.058	*		0.085	**	✓
Academy of Tucson	0.059	**	✓	-0.052		
ACCEL Schools	-0.006			-0.014		
Accelerated Intermediate Academy	0.129	**		0.205	**	
Accelerated School, The	0.062		✓	-0.011		
ACE public charter schools	0.001		✓	0.102	**	✓
Acero schools	-0.025			0.031		
Achievement First NY	0.114	**	✓	0.253	**	✓
Achievement First RI	0.189		✓	0.270		✓
Albert Einstein Academies	-0.101	**		-0.056		
Algiers Charter School Assoc.	-0.145	**		-0.054	*	
Alliance for College-Ready Public Schools	0.185	**	✓	0.167	**	✓
Alpha Public Schools	0.055	**	✓	0.108	**	✓
Alta Public Schools	-0.181	**		-0.178	**	
Altus Institute Network of Charter Schools	-0.044			-0.032		
America CAN!	-0.229	**		0.036		✓
American Indian Public Charter School	0.124	**	✓	0.189	**	✓
American Leadership Academy Inc.	-0.030			-0.001		
American Paradigm	0.013		✓	0.038		✓
American Preparatory schools	0.040	**	✓	0.060	**	✓
American Promise Schools (now known as Promise Schools)	0.041		✓	0.014		✓
American Quality Schools	0.011		✓	-0.049		
AmeriSchools (Ideabanc, Inc.) (The Charter Foundation, Inc.)	0.085	**	✓	0.112	**	✓
Amethod Public Schools	0.050		✓	0.103	**	✓
Archimedean Academy	0.157	**	✓	0.242	**	✓
Arizona Agribusiness & Equine Center	0.102	**	✓	0.084	**	
Arizona Community Development Corporation	-0.062	**		0.016		
Arlington Classics Academy	0.039	**		-0.032		
Arrow Academy, Inc.	0.071		✓	0.035		
Ascend Learning	0.077	**	✓	0.209	**	✓
Ascent Academies of Utah	-0.017			-0.026		
Aspira Inc. of Illinois	-0.078	**		-0.104	**	
Aspira Inc. of Pennsylvania	-0.074	*	✓	-0.027		✓
ASPIRA of Florida, Inc.	-0.028		✓	-0.039		✓
Aspire Public Schools	0.052	**	✓	0.073	**	✓
ASU Preparatory Academy	0.047		✓	0.135	**	✓
Athlos Charter Schools	0.031		✓	-0.053		
BakerRipley-TX	-0.006		✓	0.048		
Ball Charter Schools	0.073	*	✓	0.111		✓
BASIS Schools, Inc.	0.104	**		0.094	**	
Bay Haven Charter Academy Inc.	-0.011			0.063		✓
Beginning with Children Foundation	0.007		✓	-0.019		
Ben Gamla Charter School Foundation	0.073	**	✓	0.034		✓
Benjamin Franklin Charter Schools	0.016	*		0.022		
Betty Shabazz International Charter School	0.092	**			-	
Blackstone Valley Prep Mayoral Academy	0.171	**		0.269	**	✓
Blueprint Education	-0.160	**		-0.193	**	
Bob Hope School	0.118	**	✓	0.217	**	✓
Brazos School for Inquiry & Creativity (BSIC) - Democratic Schools Research Inc.	-0.145			-0.137	**	

	Reading			Math		
	Estimate	Significance	Gap Buster	Estimate	Significance	Gap Buster
Bright Star Schools	0.083		✓	0.085	**	✓
Brighter Choice Charter Schools	0.740	**			-	
Brooke Charter Schools	0.096		✓	0.126		
Burnham Wood Charter Schools	0.057	*		0.078	*	✓
CAFA, Inc.	-0.016		✓	-0.066		
California Montessori Project	-0.025	*		-0.019		
Calvin Nelms Charter Schools	-0.019			0.051		✓
Camden's Charter School Network	0.008		✓	-0.031		
Camino Nuevo	0.069	**	✓	0.078	**	✓
Capital City Public Charter School	0.002		✓	0.034		✓
Capstone Education Group	0.023		✓	0.055		✓
Career Success School District	-0.149			-0.106		
Carl C. Icahn Charter Schools	0.109	**		0.256	**	
Carmen Schools of Science & Technology	-0.055	*		0.056	**	
Carpe Diem (IN)	-0.123	**		-0.315	**	
Catalyst Schools	-0.002			0.015		
Celerity Educational Group	0.046		✓	0.095	**	✓
Celerity Schools Louisiana, Inc.	0.039	**		0.294	**	
Center City Public Charter Schools	0.027		✓	0.052		✓
Center for Academic Success	0.004		✓	0.046		✓
Cesar Chavez Academy	-0.181	**		-0.100	**	
Cesar Chavez PCS for Public Policy	0.005		✓	-0.049		
Champion Schools	0.120	**	✓	0.074	**	✓
Championship Academy of Distinction	-0.058	**	✓	-0.119		
Chandler Park Academy	-0.018			0.007		
Chicago International Charter Schools	-0.044			-0.010		
Choice Foundation	0.083			-0.036		
Christel House Academy	0.028		✓	0.049		
Citizens of the World	0.092	**	✓	0.116	**	✓

	Reading			Math		
	Estimate	Significance	Gap Buster	Estimate	Significance	Gap Buster
City Center for Collaborative Learning	0.002			-0.049		
City University-TN	-0.061			0.159	**	
Civitas Schools	-0.059	**		0.059	**	
Classical Academies (Colorado)	0.024			0.047		
Classical Charter Schools	0.136	**		0.291	**	✓
College Achieve Public Schools	-0.091			-0.084		
Collegiate Academies	-0.138	**		0.113	**	
Colorado Early College	0.045	*		0.099	**	
Community Day	0.230	**	✓	0.265	**	✓
Community School for Apprenticeship Learning	-0.068			-0.028		
Compass Charter Schools	-0.124	**		-0.291	**	
Concept Schools	0.047		✓	0.075	*	✓
Confluence Academies	-0.054			-0.047		
Coral Education Corporation	-0.013			0.034		
CORE Butte	-0.092			-0.078		
Cornerstone Charter Schools	0.081	*		0.097	*	✓
Crescent City Schools	0.071	**	✓	0.050		✓
Cumberland Academy Schools	-0.031	**		-0.032		✓
Da Vinci Charter Schools	0.062			0.165	**	✓
Daisy Education Corporation (DEC) (now Sonoran Schools)	0.076	**	✓	0.100	**	✓
DC Prep Charter Schools	0.073	**		0.228	**	
Delta Charter Schools	-0.133	**		-0.040		✓
Democracy Prep Public Schools	0.045		✓	0.147	**	✓
Denver School of Science and Technology Public Schools	0.083	*	✓	0.170	**	
Distinctive Schools	-0.008			-0.016		
Doral Academy	0.104	**	✓	0.122	**	✓
Downtown College Prep Charter Schools	-0.165	**		-0.189	**	
E.L. Haynes Public Charter Schools	-0.019			0.058		✓

	Reading			Math		
	Estimate	Significance	Gap Buster	Estimate	Significance	Gap Buster
e-Institute	-0.119	**	✓	0.008		
ECI Academy	-0.027			-0.072		
Edkey Schools	-0.058	**		-0.071	**	
Education for Change	0.099		✓	0.172	**	✓
Einstein Schools (New Orleans)	0.041	*	✓	-0.022		
Energized for Excellence	0.114	*	✓	0.357	**	✓
Environmental Charter Schools	0.084		✓	0.079		✓
Envision Schools	0.115	**	✓	0.034		✓
Equitas Academy	0.063		✓	0.156	**	✓
Espiritu Community Development Corp.	0.011			-0.076		
eStem Public Charter Schools	0.107	**	✓	0.059		✓
Evolution Academy	-0.430	**		-0.348	**	
Excel Academy (TX)	-0.335	**		-0.452	**	
Excellence Community Schools Inc.	0.020	**		0.178	**	✓
Explore Schools Inc.	0.037	*	✓	0.136	**	✓
Faith Family Academy Charters	-0.185			-0.172	**	
Fenton Charter Public Schools	0.062	*	✓	0.116	**	✓
FirstLine Schools (formerly Middle School Advocates, Inc.)	0.033	*		0.109	**	✓
Five Keys Public Schools	-0.055	**			-	
Family Life Academy Charter Schools (FLACS)	0.028			0.110	**	✓
Foundation for Behavioral Resources	0.012		✓	-0.007		
Founders Classical Academy	0.023	**		-0.046	*	
Franklin Academies	0.016		✓	0.028		✓
Freedom Preparatory Academy	0.065		✓	0.154	**	
Freire Schools	0.185	**	✓	0.282	**	✓
Friendship Schools	-0.001			0.134	**	
Frontier Schools	0.049		✓	0.104	**	✓
Gateway Community Charters	-0.020			-0.043		

	Reading			Math		
	Estimate	Significance	Gap Buster	Estimate	Significance	Gap Buster
GEO Foundation	0.023		✓	0.058	*	✓
Gestalt Community Schools	0.008			-0.016		
Global Education Collaborative	0.056	**		0.076		✓
Golden Rule Charter Schools	0.088	**		0.165	**	
Goodwill Education Initiatives (Goodwill Excel Center)	-0.132			-0.074		
Great Hearts Academies	0.029	**		0.043	**	
Great Oaks Foundation	0.062		✓	0.123	*	✓
Green Apple School Management, LLC	-0.009		✓	0.048		✓
Green Dot Public Schools	0.012		✓	0.011		✓
Guadalupe Centers	-0.028			-0.029		
Gulf Coast Council of Raza	0.044	**		-0.236	**	
Haas Hall Academy	0.209	**	✓	0.346	**	✓
Harmony Schools (Cosmos Foundation, Inc.)	0.061	**	✓	0.126	**	✓
Harvest Network of Schools	0.065	**	✓	0.019		✓
Harvest Power Community Development	-0.042	**	✓	-0.013		✓
Hebrew Public	0.077		✓	0.059	**	✓
Heritage Academy	0.106	**	✓	0.160		✓
Heritage Academy AZ	0.008			-0.167	**	
Hiawatha Academies	0.014		✓	0.052		✓
Hickman Community Charter District	0.037	*	✓	0.052		✓
High Tech High CA	-0.012			-0.022		
Hogan Preparatory Schools	-0.020			-0.037		
Honors Academy	-0.091	**			-	
Hope Online	-0.116	**	✓	-0.077		✓
Houston Gateway Academy	0.150	**	✓	0.364	**	✓
Humanities and Sciences Academy of the United States, Inc.	0.085	*	✓	0.047		
I CAN Schools	-0.160	**		-0.368	**	
IDEA Public Schools	0.145	**	✓	0.130	**	✓

	Reading			Math		
	Estimate	Significance	Gap Buster	Estimate	Significance	Gap Buster
iLEAD Charter Schools	-0.047		✓	-0.095	**	
iLearn Schools	-0.034	**	✓	-0.003		
Imagine Schools	-0.016		✓	0.001		
Influence 1 Foundation	-0.009			-0.097	**	
Ingenium Schools	-0.112	**		-0.054		
Inner City Education Foundation (ICEF)	-0.004		✓	-0.016		✓
Innovative Education Management	-0.079	*		-0.101	**	
Innovative Teaching Solutions	-0.057			-0.004		
Inspire charter schools	-0.146	**		-0.245	**	
InspireNOLA Charter Schools	-0.001			0.166	**	✓
IntelliSchool Charter High Schools	-0.177	*		0.183	**	
International Leadership of Texas (ILT)	0.005			-0.033		
iSchool High	-0.030			-0.318	**	
James Irwin Charter Schools (CO)	-0.016			0.055		
Jefferson Chamber Foundation Academy (JCFA)	-0.116	**			-	
John Adams Academies	0.002			-0.010		
John H. Wood Jr. Public Charter District	-0.116			-0.371	**	
Jubilee Academic Center, Inc.	-0.068	**		-0.156	**	
K12 curriculum only (Virtual)	-0.067			-0.119	*	
K12, Inc.	-0.138	**		-0.201	**	
Kaleidoscope Charter Schools	0.055		✓	0.105		
Kid's Community College	-0.067	*		-0.163	**	
King-Chavez	-0.022		✓	0.010		✓
Kingman Academy of Learning	-0.010			0.024	*	
Kingsburg Elementary Charter School District	0.043	**	✓	-0.011	**	✓
KIPP Austin	0.110	**	✓	0.044		✓
KIPP Bay Area	0.122	**	✓	0.137	**	✓
KIPP Chicago	0.132	**	✓	0.203	**	✓
KIPP Colorado	0.061		✓	0.084		✓

	Reading			Math		
	Estimate	Significance	Gap Buster	Estimate	Significance	Gap Buster
KIPP Dallas-Fort Worth	-0.005		✓	0.029		✓
KIPP DC	0.063	**	✓	0.144	**	
KIPP Delta	0.003			-0.038		
KIPP Eastern North Carolina	0.026	*	✓	0.005		✓
KIPP Houston	0.095	**	✓	0.050	*	
KIPP Memphis	-0.056	*		-0.036		
KIPP Nashville	0.143	**	✓	0.321	**	✓
KIPP National	0.083	**	✓	0.111	**	✓
KIPP New Orleans	0.074	**	✓	0.051	**	
KIPP New York City	0.124	**	✓	0.238	**	✓
KIPP Philadelphia	0.023		✓	0.064		
KIPP San Antonio	0.037	*	✓	-0.016		✓
KIPP SoCal	0.110	**	✓	0.151	**	✓
KIPP St. Louis	0.092	**		0.180	**	
La Amistad Love & Learning Academy (L Lowell Byrd Memorial Education and Community Dev. Corp.)	-0.040	**			-	
LEAD Public Schools	0.055	*	✓	0.092	*	✓
Leadership Public Schools	0.309	**	✓	0.313	**	✓
Leading Edge Academy	-0.014			0.014		✓
Learn Charter School	0.094	**	✓	0.122	**	✓
Legacy Preparatory	-0.104	*		-0.199	**	
Legacy Traditional Schools	0.095	**	✓	0.092	**	✓
Leman Academy of Excellence, Inc.	0.069	**		0.019		✓
Life Schools	0.013		✓	-0.051		✓
Life Skills Centers	-0.293	*		-0.147		
Lighthouse Academies	0.016		✓	0.036		✓
Lighthouse Academy (Michigan)	-0.308	**			-	
Lincoln-Marti management services, LLC	0.148	**	✓	0.259	*	✓
Lionsgate Academy	0.044	**		-0.076	**	

	Reading			Math		
	Estimate	Significance	Gap Buster	Estimate	Significance	Gap Buster
LISA Academies	0.094	**		0.131	**	
Magnolia Science Academy (Magnolia Foundation)	0.032	*	✓	0.042		✓
Manara Academy, Inc.	0.047		✓	-0.169	**	
Mastery Charter Schools	0.080	**	✓	0.088	**	✓
Mastery Learning Institute (Arthur Academy)	0.184	**	✓	0.095		✓
Match Charter Public School	0.093	**		0.214	**	
Matchbox Learning	-0.072		✓	-0.114	**	
Mater Academy of Nevada, Inc.	0.215	**		0.243	**	
Mater Academy, Inc.	0.055	**	✓	0.062		✓
Mavericks in Education, LLC	-0.122	**	✓	-0.244	**	
McKeel Academies	-0.004		✓	0.024		✓
Memphis Business Academy	-0.025			-0.038		
Memphis Scholars	-0.090	**		-0.129	*	
Milwaukee College Prep	0.189	**		0.184	**	
Minnesota Internship Center	-0.213				-	
Minnesota Transition Schools (MTS)	-0.038		✓	-0.009		✓
Muskegon Heights Public School Academy	-0.202	**		-0.218	**	
MYcroSchool	-0.185	**		-0.424	**	
National Heritage Academies	0.079	**	✓	0.120	**	✓
National University Academy	0.054	**		-0.013	**	✓
Natomas Pacific Pathways Prep	0.027		✓	0.015		✓
New America Schools	-0.269	**		-0.181	**	
New Beginnings Schools Foundation	-0.071			-0.022		
New Orleans College Prep Academies	-0.122	**		-0.086		
New Paradigm for Education	0.199	**	✓	0.187	**	
New Tech Network	-0.020			0.021		
New Technology Foundation	-0.017			0.036		
New Visions for Public School	0.226	**	✓	0.021		

	Reading			Math		
	Estimate	Significance	Gap Buster	Estimate	Significance	Gap Buster
Newman International Academy	-0.002			-0.067		
Noble Network of Charter Schools	0.148	**	✓	0.291	**	✓
North Texas Collegiate Academy	-0.039			-0.074		
NorthStar Academies	-0.527	**			-	
Nova Academy	0.087	**	✓	0.052	*	✓
Oasis Charter Schools	-0.017		✓	0.000		✓
Ombudsman Educational Services, Ltd., a subsidiary of Educational Services of America	-0.397	**		-0.360	**	
Open Sky Education	-0.018	*	✓	-0.006		✓
Opportunities for Learning	-0.108	**		-0.165	**	
Options for Youth	-0.119	**		-0.184	**	
Orenda Education-TX	0.014			-0.019		
Oxford Preparatory Academies	0.134	**	✓	0.212	**	✓
Pacific Charter Institute	-0.098	**		-0.100	**	
Panola Schools	-0.125	**		-0.337	**	
Para Los Ninos	-0.061		✓	-0.090		
Parnassus Preparatory	0.028			0.067	*	
Partnerships for Uplifting Communities (PUC)	0.041		✓	0.090	**	✓
Performance Academies (formerly EdVantages Academies)	-0.056		✓	-0.074		
Perspectives Charter Schools	0.031	*	✓	-0.021		
Phalen Leadership Academy - IN Inc.	0.006			-0.003		
Pinecrest Academy	0.072	**	✓	0.097	**	✓
Pineywoods Community Academy	0.027	**	✓	0.020		✓
Pinnacle Charter Academies (SC)	-0.206			-0.125		
Pinnacle Charter School (CO)	-0.076	**		0.001		✓
Pinnacle Education, Inc.	-0.343	**		-0.358	**	
Pivot Charter School (Roads Education Organization)	-0.215	**		-0.312	**	
Plato Academy Schools	-0.021		✓	-0.007		✓

	Reading			Math		
	Estimate	Significance	Gap Buster	Estimate	Significance	Gap Buster
Pointe Schools	-0.070	**		-0.148	**	
Pontiac Academy for Excellence	-0.065	*		-0.047		
Por Vida, Inc.	-0.172	**		-0.114		
Portable Practical Educational Preparation Training for Employment Centers (PPEP § Affiliates)	-0.297	**		-0.065		
Prairie Seeds Academy	-0.087		✓	-0.144	**	✓
Premier High Schools	-0.108	**		-0.238	**	
PrepNet LLC	-0.176	**		-0.102	**	
Priority Charter Schools	-0.058	**		-0.037	*	✓
Propel Schools	0.073	**	✓	0.049	*	
Public Preparatory Network, Inc.	0.100	**	✓	0.116	**	✓
Quest Middle Schools	0.006			-0.029		
Rapoport Academy Public School (East Waco Innovative School Development Inc.)	-0.046			-0.060		
Raul Yzaguirre School for Success	0.050		✓	0.129		✓
ReGeneration Schools	0.174	**		0.150	**	✓
Renaissance Charter School, Inc.	0.023		✓	0.009		✓
ReNew Schools	-0.036			-0.015		
RePublic Charter Schools	0.064		✓	0.096		✓
ResponsiveEd Classical Academies	0.058	**	✓	0.053		✓
Richard Milburn Academies	-0.403	**		-0.475	**	
River City Science Academy	0.011		✓	0.048	**	✓
Rocketship Education	0.166	**	✓	0.239	**	✓
Rocklin Academies	0.024	**		0.051	**	
Rocky Mountain Prep	0.075	*		0.331	**	✓
Roger Bacon	0.051	**	✓	0.048	**	✓
Rose Management Group	-0.134			0.126		
Scholar Academies	0.121	*	✓	0.027		
School of Excellence in Education (SEE)	-0.027		✓	-0.044		✓

	Reading			Math		
	Estimate	Significance	Gap Buster	Estimate	Significance	Gap Buster
School of Science and Technology	0.054	*	✓	0.104	*	✓
Seeds of Health Inc.	-0.040			0.039		
SER-Ninos, Inc.	0.023		✓	0.160	**	
Shekinah Learning Institute, Inc.	-0.037		✓	0.017		✓
Sherman Thomas Public Charter Schools	-0.090			0.096		
Skyline Schools, Inc.	-0.198	**		-0.120	**	
Somerset Academy	0.021		✓	0.033		✓
South Texas Education Technologies, Inc.	0.044	*	✓	0.029		✓
Southwest Schools (Educational Leadership Inc.)	-0.092	**		-0.049		
Southwest Winners Foundation, Inc.	-0.115	**		-0.147	**	✓
Springs Charter Schools (SCS)	-0.012		✓	-0.035	*	✓
St. Croix Preparatory Academy	0.135	**	✓	0.107	**	
St. Hope Public Schools	0.149	**	✓	0.193	**	✓
Strive Prep Charter Schools	-0.003		✓	0.031		
Student Alternatives Program Incorporated	-0.241	**		0.110		✓
Success Charter Network	0.185	**	✓	0.357	**	✓
Summit Academies Utah	-0.059	**		0.035		✓
Summit Academy of Schools	0.016			0.027		
Summit Public Schools	0.055			0.083	*	✓
Superior Schools Corporation	0.048	**	✓	0.054		✓
Synergy Academies	0.008			0.052		✓
TeamCFA	0.013		✓	0.000		✓
Tekoa Academy of Accelerated Studies	0.157			0.363	**	
Texas Boys Choir	0.062	**		-0.006		
Texas Education Centers (Salvaging Teens at Risk)	0.016		✓	-0.127		
Texas Leadership Public Schools	-0.091	**		-0.193	**	
The Charter Schools of Excellence	0.064		✓	0.066		✓
The Classical Academies	-0.024			0.035		✓

	Reading			Math		
	Estimate	Significance	Gap Buster	Estimate	Significance	Gap Buster
The Foundation for Hispanic Education	-0.063	*		0.086	**	✓
The Odyssey Preparatory Academy Inc.	0.035		✓	-0.022		
The Rhodes School	-0.024	*		-0.023		
UT Tyler University Academy	0.017			-0.093		
The W.E.B. Du Bois Consortium of Charter Schools, Inc.	-0.038			-0.136	**	
Tindley Accelerated Schools	0.126	**	✓	0.223	**	✓
Tracy Learning Center	-0.084			-0.059		
Tri-Valley Learning Corporation	-0.056			-0.149	*	
Trinity Charter Schools	-0.085		✓	-0.172		
Tucson International Academy	-0.035		✓	-0.043		
Two Dimensions Preparatory Charter	0.140	**		0.042	**	
UCP Charter Schools	-0.248	**		-0.166	**	
Uncommon Schools New York City	0.034	**		0.115	**	
Uncommon Schools Newark	0.169	**	✓	0.220	**	✓
Uncommon Schools Rochester	0.138	**	✓	0.188	*	
United Schools of Indianapolis	0.012			0.046		
Universal Education Management Company	0.037		✓	0.058		✓
University Academy Missouri	0.099	**		0.160	*	
University of Chicago Charter School Corporation	-0.059	**		0.095	**	
University of Texas - University Charter School	-0.186	*		-0.295	**	
University Preparatory Academy	-0.011			0.045		
UP Education Network	-0.048	**	✓	-0.028		✓
Uplift Education	0.049	**	✓	0.046		✓
Urban Prep Academies	0.032		✓	0.014		
Value Schools	0.181	**	✓	0.176	**	
Vanguard Academy, Inc.	0.112	**		0.091	**	✓
Vanguard CO	0.072			0.109	**	
The Varnett Public Schools	-0.006			0.049		✓
Vista Academies	-0.089	**		-0.140	**	
Voices College-Bound Language Academies	0.076	**		0.135	**	
Wayside Schools	-0.080	**		-0.129	*	
Widening Advancements for Youth	-0.531	**				
Winfree Academy Charter School	-0.341	**		-0.653		
YES Prep Public Schools	0.089	**		0.175		✓
Youth Connections Charter Schools	-0.197	**		-0.279		
Zoe Learning Academy, Inc.	-0.043			-0.039		

* Significant at the 0.05 level, ** Significant at the 0.01 level; The & symbols in GB column indicates the "gap-busting" CMOs described in section 2.4.9.8.

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As a Matter of Fact:

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Volume 3
Summary of Findings, Conclusions and Implications

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- The research presented here utilizes SLDS Data from the Idaho State Board of Education (SBOE) and the Idaho State Department of Education. Any research errors are the sole responsibility of the author(s).
- This research result used data structured and maintained by the MERI-Michigan Education Data Center (MEDC). MEDC data is modified for analysis purposes using rules governed by MEDC and is not identical to data collected and maintained by the Michigan Department of Education (MDE) and/or Michigan's Center for Educational Performance and Information (CEPI). Results, information and opinions solely represent the analysis, information and opinions of the author(s) and are not endorsed by, or reflect the views or positions of, grantors, MDE and CEPI or any employee thereof.
- Data for this report was provided by the Missouri Department of Elementary and Secondary Education.
- The conclusions of this research do not necessarily reflect the opinions or official position of the Texas Education Agency, the Texas Higher Education Coordinating Board, or the State of Texas.

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3.1 Summary of Findings

As a Matter of Fact: The National Charter School Study III 2023 (NCSSIII) is the third national study by CREDO evaluating the academic progress of students enrolled in charter schools in the United States. The current report presents findings from 2014 to 2019, which yields four periods of year-to-year student growth as measured by state achievement tests. It includes data from 29 states plus Washington, D.C., and New York City, which for convenience we report as 31 states. In addition, because we have used a common methodology across the three studies, we can combine results into trends to support insights of the performance of students enrolled in charter schools over the past 15 years.

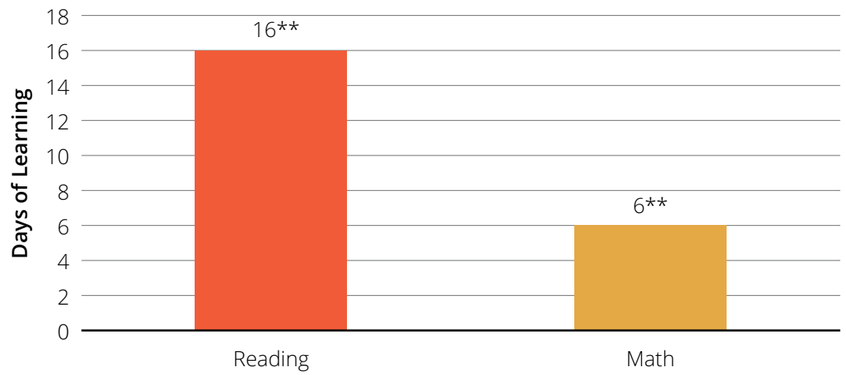
To organize the extensive body of this current research effort, CREDO separated the analysis into two parts and produced two reports: (1) *Charter School Performance in 31 States (CSP31)* and *(2) Charter Management Organization 2023 (CMO23)*. CSP31 examines the performance of the full set of charter school students and schools, while CMO23 analyzes the difference in academic growth between students attending charter schools associated with charter management organizations (CMOs) and those attending stand-alone charter schools (SCS).[1] In this volume, we integrate the Summary of Findings, Conclusions and Implications sections from both reports to ensure we present the fullest picture of performance in charter schools.

Our work deliberately focuses on a specific outcome: the annual progress that students make over an academic year. In this report, we look at students in charter schools compared to the experience they would have had in the traditional public schools (TPS) they would otherwise have attended. One notable limitation of this approach is that we have limited line of sight "under the hood" and into the role that localized environmental, regulatory and organizational factors play in individual school performance. Our contribution to the K–12 education research and practice landscape is to test fundamental questions of the effectiveness of charter schools and highlight outcomes and trends rooted in academic progress.

Looking at year-to-year academic progress from 2015 to 2019, **the typical charter school student in our national sample had reading and math gains that outpaced their peers in the traditional public schools (TPS) they otherwise would have attended.** We report these differences as marginal days of additional (or fewer) days of learning on a learning benchmark of 180 days of learning each school year for matched TPS students. In math, charter school students, on average, advanced their learning by an additional six days in a year's time, and in reading added 16 days of learning.

1 The CMO study does not include Idaho, Maryland, and Ohio.

Figure 3.1: RECAP – Annual Academic Growth of Charter School Students, Reading and Math



* Significant at the 0.05 level, ** Significant at the 0.01 level
This figure originally appears as Figure 1.7 in CSP31.

These average effects are across all students, all schools, for all time periods. There is considerable variation around these averages and this variation forms the foundation for additional analyses and findings in our two papers.

This growth represents accelerated learning gains for tens of thousands of students across the country. Each student and each school is a proof point that shows that it is possible to change the trajectory of learning for students at scale, and it is possible to dramatically accelerate growth additional students who have traditionally been underserved by traditional school systems.

3.1.1 Do All Students Benefit?

When we probe these results to determine if all students benefit, we find positive results are not only present in the aggregate, but also across student race/ethnicity groups:

- **Black and Hispanic students** in charter schools advance more than their TPS peers by large margins in both math and reading.
- **Multiracial, Native American, and White students** in charter schools show equivalent progress to their TPS peers in reading, but had weaker growth than their TPS peers in math.
- **Asian students** in charter schools showed similar growth to their TPS peers.

When we examined academic growth for special populations of students, we found that, compared with their TPS peers:

- Charter school **students in poverty** had stronger growth
- **English-language learner students** attending charter schools had stronger growth
- **Students receiving special education services** had significantly weaker growth in both math and reading on average, though CMO-affiliated students with Special Education needs have learning on par with their TPS Special Education peers.

In the past, a common claim asserted that positive academic results in charter schools arise from advantages that their students bring to their schooling. In some cases the claim focus on students having more motivated parents. Another version suggests targeting behavior on the part of the school results in a student body that is better prepared academically, a practice commonly referred to as “cherry picking” or “cream skimming”. If true, the students in charter schools would show higher academic achievement at the point of enrollment. In multiple analyses, we do not see significant evidence of an undue advantage to charter schools. In fact, we find the opposite is true: charter schools enroll students who are disproportionately lower achieving than the students in their former TPS.

3.1.2 Where Is Positive Academic Growth Happening?

Deeper into our analysis, we examine where student learning gains are occurring, and find that positive and strong effects exist in charter schools that vary widely by location and configuration.

- **States** – 18 states in the NCSS3 study produced significantly stronger growth for students enrolled in their charter schools when compared with their TPS peers; in 12 states, growth was similar to TPS peers. Students attending charter schools had weaker reading growth than their TPS peers in only one state, Oregon. In 12 states, charter school students had significantly stronger growth in math than their peers in TPS. In 16 states, math growth was similar between charter students and their TPS peers. Only three states showed weaker growth for charter students compared to their peers.
- **Locale** – compared to their TPS peers, urban charter school students had 29 additional days of growth per year in reading and 28 additional days of growth in math, both of which were significant. Suburban charter school students also had stronger growth in reading (+14 days) and in math (+3 days). Rural students enrolled in charter schools had the equivalent of five additional days of learning in reading, but 10 days less growth in math than their TPS peers. These results are strongly hampered by the performance of virtual charter schools; despite having only six percent of charter school students enrolled, their impact on student progress of 58 fewer days of learning in reading and 124 fewer days in math has damaging consequences for students and exerts a outsized drag on overall national results.
- **Grade configuration** – charter schools serving elementary, middle, and high school students had statistically positive growth in both reading and math. Results for multilevel charter schools were negative in math and similar to the TPS comparison groups in reading. Seeing growth in all grade spans helps us understand that trends in the national aggregate performance are not concentrated in particular grades.

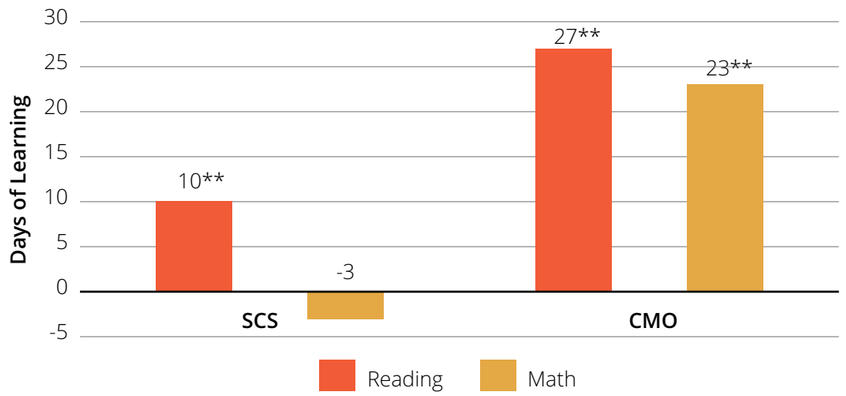
- **Continuous Enrollment** – charter students overcome an initial learning dip associated with a school change, and by their fourth year in their charter school, they show 45 days stronger growth in reading than their TPS peers and 39 additional days of learning per year in math. The longer a student stays enrolled in a charter school, the better the student's academic outcomes are.
- **School Management** – students who attend a charter school that is part of a charter management organization (CMO) experience significantly accelerated growth compared to students enrolled in stand-alone charter schools (SCS). Even so, CMO schools and SCS provide stronger learning than TPS in reading, and CMOs do so in math. CMO-affiliated students advanced by 27 additional days in reading and 23 more days in math over TPS, both of which are statistically significant. Stand-alone charter schools still grew significantly more than TPS in reading by 10 additional days of learning, but were no different in math. Given that SCS serve two-thirds of all students enrolled in charter schools, soft math performance in these schools taints the otherwise decisive results in other parts of the study.

3.1.3 What Can We Learn from CMOs?

Comprising one-quarter of the schools, but serving 37 percent of students in our national data set, Charter Management Organizations (CMOs) are producing much of the learning gains we observed for charter school students.

As with our national top-line results, we find robust results for CMOs when we grouped their students by race/ethnicity, special populations, where the CMOs are located, grade spans of the schools in the network and how long a student enrolls in the school. As with all schools, there is a range of performance for CMOs, and we share their student impacts in Appendix A.

Figure 3.2: RECAP – Annual Academic Growth of Charter School Students by Charter School Type, Reading and Math



** Significant at $p \leq 0.01$
This figure originally appears as Figure 2.3 in CMO23.

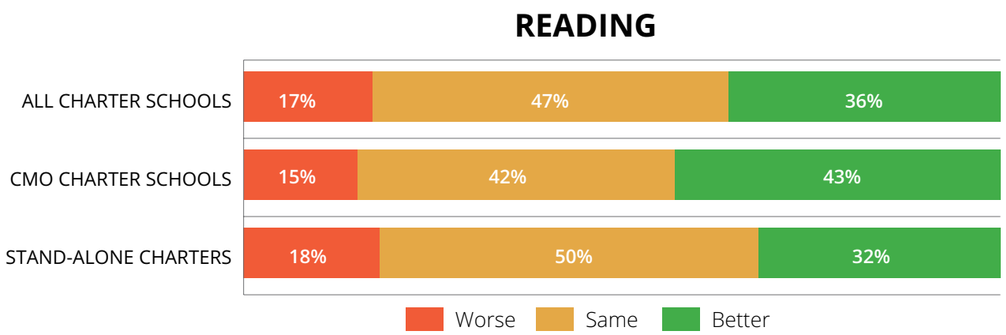
Our analysis uncovered additional ways that CMOs are returning more positive, and often gap-busting, results:

- **New CMOs and new schools in existing CMOs** open with strong results, in both cases delivering stronger average gains for their students than their local TPS. The student gains in new CMOs are not as strong initially as that of their older CMO peers. New schools started by mature CMOs deliver positive gains in their early years that were none the less smaller than the older CMO schools.
- **Size or age of a CMO does not relate to their quality**—which means some CMOs are growing poorly performing networks of schools.
- **Clustering of CMOs' schools within a single state** returns significantly more days of learning for their students than in CMOs that operate schools in more than one state.
- **CMOs that took on "turn-around" schools**, absorbing those schools into their portfolios, positively impacted results for students who remained enrolled in the turn-around school. In addition, the balance of the CMO portfolio did not experience a downturn in student learning.
- **The Charter School Growth Fund** serves as a case study of charter school growth accelerators. CMOs that the Growth Fund chooses to support have dramatically larger pre-funding learning gains than other CMOs. The schools that existed at the time of selection remain strong. New CMO schools also open with dramatically larger learning gains in both subjects judged against their TPS comparisons.
- **Excellence at Scale** puts dozens of CMOs at the forefront of efforts to provide education that is both equitable and effective in moving student achievement to give their students full preparation for their next steps.

3.1.4 Variations in Charter School Performance

In our reports, we analyze school-level performance, in addition to student-level performance, continuing to report on growth as the outcome variable. Not every charter school provides quality academic programming or an effective learning environment for students. Across all charter schools in our study, 36 percent have greater growth, 47 percent have equivalent growth and 17 percent have lower growth relative to their local TPS. CMO-affiliated charter schools display stronger performance, with 43 percent having greater growth, 42 percent having equivalent growth, and 15 percent having lower growth in comparison to their local TPS. Stand-alone charter schools have slightly more moderate results.

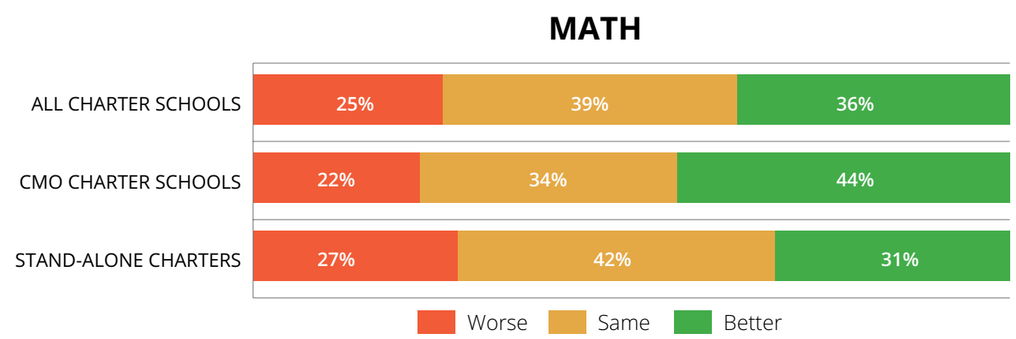
Figure 3.3: RECAP – Academic Growth of Charter Schools Compared to Their Local TPS, Reading



This figure combines findings that originally appear as Figures 1.22 in CSP31 and Figure 2.36 in CMO23.

In math, more charter schools have weaker results than they do in reading, as presented in the figure below. As the share of charter schools with growth greater than their TPS peers is comparable with the same growth in reading across all categories, the driver of the overall weaker performance in math is the greater percentage of charter schools (all, CMO-affiliated and stand-alone charter schools) that perform worse than their TPS peers. Stand-alone charter schools have the largest share of schools with lower growth in math in comparison to their local TPS.

Figure 3.4: RECAP – Academic Growth of Charter Schools Compared to Their Local TPS, Math



This figure combines findings that originally appear as Figures 1.22 in CSP31 and Figure 2.37 in CMO23.

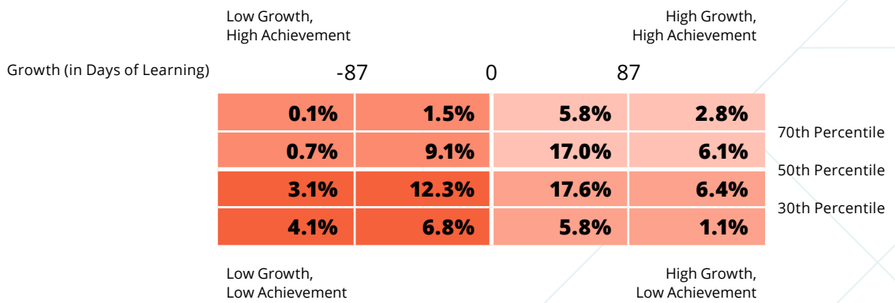
These encouraging results require a note of caution. Since the reference point in these comparisons is the growth that equivalent students in the local TPS realize, this comparison does not reveal if the difference is modest or large, nor does it indicate where in the range of absolute achievement the difference occurs. Positive differences at the lowest levels of achievement may not be sufficient to move students ahead fast enough to reach long-term outcomes such as academic proficiency or post-secondary readiness. Similarly, a charter school may post growth results that are considered outsized for any school but still lag behind the community schools in achievement. Simultaneous consideration of student academic growth and achievement is the only way to get the complete picture of charter school performance.

3.1.5 Charter School Growth and Achievement

Student academic growth measures how much students advance their learning in a year's time, and student achievement measures the stock of their knowledge at the end of the year. We believe it is critical to examine both growth and achievement in order to understand how well schools prepare students for next steps in school and life. We map each school's average growth and average achievement against the growth of matched TPS students and average state performance. Examining both measurements for all schools in our national data set during the most recent growth period, we present findings in four basic categories of school performance:

- **High Growth—High Achievement:** schools that exceed the growth of their local options and whose students are above the state average in overall achievement
- **High Growth—Low Achievement:** schools that exceed the growth of their local options but with overall student achievement below the state average
- **Low Growth—High Achievement:** schools whose students exceed the state average on achievement but do not advance as much yearly as their comparisons
- **Low Growth—Low Achievement:** schools with lower academic growth than their local alternatives and whose students' achievement is lower than the state average at the end of a school year.

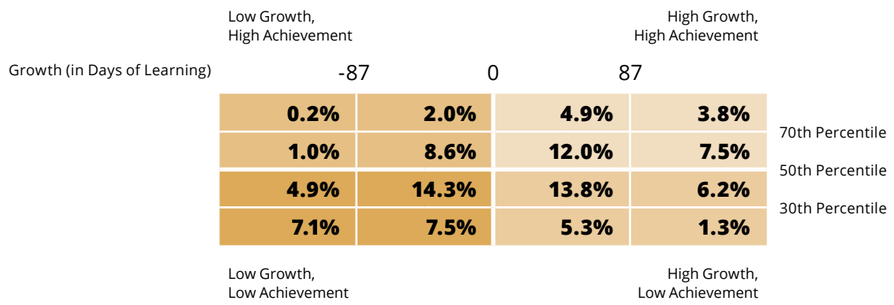
Figure 3.5: RECAP – Academic Growth and Achievement 2015 to 2018, Reading



This figure originally appears as Figure 1.25 in CSP31.

Schools that have average student achievement above the state average (above the 50th percentile) are presented in the top half of the figure. In reading, 43 percent of all schools have average performance in the upper half in their respective states, with a majority of those high achievement schools also having stronger growth than their local TPS. Zeroing in on the low-growth/low-achievement quadrant, 207 schools (4.1 percent) in our study have lower academic growth than their local alternatives and have student achievement that is below the 30th percentile of state achievement at the end of the school year.

Figure 3.6: RECAP – Academic Growth and Achievement 2015 to 2018, Math



This figure originally appears as Figure 1.26 in CSP31.

In math, above average achievement exists in 40 percent of charter schools, while 60 percent of schools have achievement that is lower than their state averages. Twenty-eight percent of schools in the data set are high-growth/high-achievement schools, returning great gains for their students. Zeroing in again on the low-growth/low-achievement quadrant, 348 schools (7.1 percent) have lower academic growth than their local alternatives and have student achievement that is below the 30th percentile of state achievement at the end of the school year.

The number of schools in the low-growth/low-achievement quadrant, though smaller in reading than in math, remains a key concern.

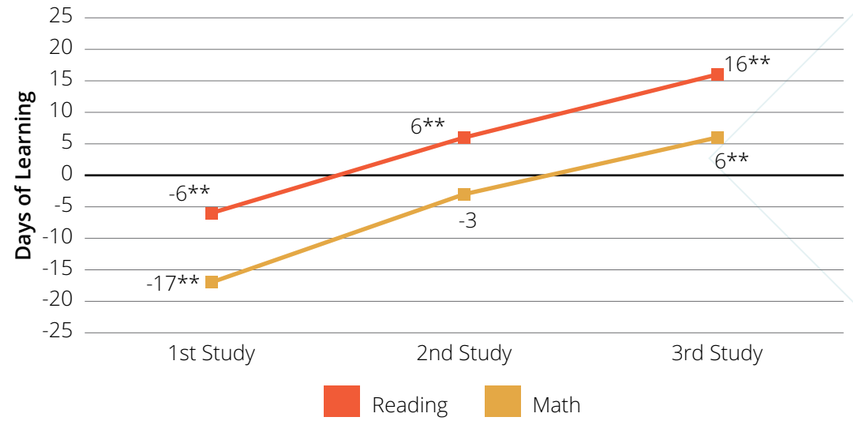
3.1.6 Exceptional Performance in Charter Schools

Perhaps the most revealing finding of our study is that more than 1,000 schools have eliminated learning disparities for their students and moved their achievement ahead of their respective state's average performance. We refer to these schools as "gap-busting" charter schools. They provide strong empirical proof that high-quality, high-equality education is possible anywhere. More critically, we found that dozens of CMOs have created these results across their portfolios, demonstrating the ability to scale equitable education that can change lives.

3.1.7 Evidence of Improvement over Time

Findings from this study take on even more weight when considered in the historical context of the 15 years of CREDO studies on student academic progress in charter schools. Between the 2009 and 2023 studies, against a backdrop of flat performance for the nation as a whole, the trend of learning gains for students enrolled in charter schools is both large and positive.

Figure 3.7: RECAP – Annual Academic Growth of Charter School Students across Three National Studies



** Significant at $p \leq 0.01$
This figure originally appears as Figure 1.8 in CSP31.

3.2 Conclusions

The outcomes of these studies are largely positive and support several conclusions about the current landscape of charter schools across America. Perhaps more importantly, the opportunity to position these findings in the larger body of research leads to a number of implications about the fundamental policies and practices of charter schooling at a more global level.

1. In both reading and math, charter schools provide students with stronger learning compared with the learning in the traditional public schools that are otherwise available to them.

Across the broad range of charter schools, the evidence suggests that they are a robust education option under many conditions. Whether stand-alone or networked, charter schools operate by law mainly on their own, making decisions they expect will serve their students well. According to our latest findings, the autonomy given to them usually yields positive results. The majority of charter schools provide better year-to-year outcomes for students compared to their traditional public-school options. Most of these schools perform better to such a degree that the difference is statistically significant.

The results stand up to deeper investigation. Charter schools produce superior student gains despite enrolling a more challenging student population than their adjacent TPS. They move Black and Hispanic students and students in poverty ahead in their learning faster than if they enrolled in their local TPS. They are more successful than the local public school alternatives across most grade spans and community settings. These results show that charter schools use their flexibility to be responsive to the local needs of their communities.

These findings generalize into lessons for policy leaders, educators, and funders. Knowing that the average student in the average charter school can outperform their TPS peers raises important questions about the priority placed on student outcomes in education decisions in many communities.

2. Some charter schools provide less student learning than their local district schools, although a larger proportion delivers better learning outcomes. The latter group includes over 1,000 charter schools managing staffing and resources to deliver superior academic results that eliminate the learning gap across student groups.

Vital lessons also come from the distribution of school performance around the average. Over the past 30 years, small, large, urban, rural, networked or stand-alone charter schools, autonomous and independent of each other, have arrived at their own solutions for giving their students stronger learning experiences. The discretion that charter schools enjoy does not guarantee that each school or every charter network realizes strong student outcomes. Our study illuminated the range of learning across schools.

Despite declining shares, there remain a concerning number of charter schools with weaker student outcomes. While lower-performing schools make up a larger share of stand-alone charter schools, CMOs and networks also have a substantial share that produces low gains for their students. This study has profound implications for charter schools and charter networks that do not support student learning. Charter boards and authorizers are the accountability side of the charter school equation. They evaluate school performance and, if necessary, dictate remedies. As our analysis shows, disturbing numbers of charter schools and networks have low learning levels. There are brick-and-mortar, online, networked, and stand-alone charter schools with sub-par results.

The number of school closures we observed in the years of this study was small compared to the counts of schools with the lowest student growth and academic achievement. Since primary and secondary education is essential to the social contract, providing a foundation for future opportunities, the claim of "choice" cannot justify derailing students' preparation. Especially in the post-COVID era, the need for charter boards and authorizers to address under-performance in their schools has never been more critical.

Closure is not the sole remedy. As we learned from our special investigation, the "takeover" of underperforming schools by strong CMOs led to improved student learning for the students who remained enrolled before and after the transfer. The gains did not adversely affect student academic progress in the rest of the CMOs' schools. This policy tool may have broader utility than previously realized.

At the high end of the performance range, good news exists in the growing share of schools outpacing learning in their local TPS. In both subjects and for both CMO and stand-alone schools, larger shares are "better than" and a smaller share is "weaker than" compared to earlier work.

The real surprise of the study is the number of charter schools that have achieved educational equity for their students: we call them "gap-busting" schools. Ensuring equivalent yearly growth across student groups has two critical consequences. First, ensuring minority and poverty students learn on par with or better than their White peers interrupts or reduces the achievement gap. It happens regularly in a large swath of charter schools. More critically, there is strong evidence that these gap-busting schools can be scaled. Added to the traditional district schools that achieve similar results, this is the life-transforming education that so many students need. Second, these schools deliver hundreds of independent proof points that learning gaps between student groups are not structural or inevitable; better results are possible.

Charter schools function as a portfolio, and their varied impacts on student learning are expected. Charter school boards and authorizers are responsible for ensuring students perform well. Evidence shows that the charter school enterprise benefits students, and its positive outliers (e.g., gap busters) can pressure the rest of the system.

The near-term implication for charter school boards and authorizers is two-pronged. Addressing chronic and/or severe underperformance is necessary and imperative in the current education climate. Identifying high-impact exemplars for probationary charter schools to study and emulate is possible. Transfer of sub-par schools to higher-performing operators could be part of a larger incentive for growth and replication. At the same time, authorizers might consider longer charter terms for charter schools that consistently demonstrate outstanding student learning success.

Education leaders and policy makers need to understand that in efforts to improve, some failure is inevitable. Any subsequent failure to address the poor performance compounds the damage. It also blocks constructive learning for the future. Strong examples of authorizing exist and should be emulated.

Leadership and responsibility demand embracing practices and policies that lead to better results for students, not maintaining the status quo.

3. The larger scale of Charter Management Organizations does not guarantee high performance—but on balance, it helps.

When taken as a whole, schools managed by Charter Management Organizations and charter networks bring a greater learning benefit to students compared to stand-alone charter schools. Despite the differences, both groups of charter schools have had larger student success than traditional public schools with respect to reading. We note, however, that math gains in stand-alone charter schools were equivalent to TPS learning.

Our analysis highlights attributes of higher-performing CMOs and networks that could be useful in future discussions. Size or age of the CMO does not relate to student learning: at every increment of CMO age or portfolio size, we see high- and low-impact CMOs and networks. This further supports earlier CREDO research that showed that CMOs only replicate the quality they already have. The implications of replicating schools with weak results is clear. The big upside is the ability of dozens of CMOs to scale their gap-busting performance. Additionally, CMOs that concentrate their operations within a single state have stronger gains than multistate CMOs, though both groups do well by their students.

Programs of external funding and support to CMOs to grow their networks, represented here by the Charter School Growth Fund, focus on some of the stronger CMOs and networks in our study. After high-performing CMOs receive endorsement, the learning of students in those CMO schools rises in reading but holds steady in math.

The majority of new CMO schools are no better or worse than the parent organization has already produced, so decisions to approve applications by CMOs to open new schools must consider the contributions to student learning of schools in the existing portfolio.

CMO growth accelerators help augment board and authorizer reviews through their extensive selection process; the growth of their grant-receiving CMOs maintains the strong student learning that led to their selection. The expansion of these high-quality schools and networks benefits more students and communities.

4. Charter schools and networks improve over time, as do the systems that oversee them.

Insights about improvement in schools and networks stem from this study and CREDO's prior multistate studies.

In the years of this study, student growth in charter schools was the strongest observed in any of CREDO's multistate studies. Added to the results from the previous two studies, a strong trend of improvement becomes clear. We see substantial increases in student learning in CMOs in both tested subjects and in reading for stand-alone charter schools. Even the finding of no difference in math learning in stand-alone charter schools vis a vis TPS, a decline from the 2017 study results, still marks an improvement from the statistically significant negative results in the first CMO vs. stand-alone comparisons in 2013.

A better understanding of the improvement in the sector comes from two different findings. The first is that the largest share of improvement comes from existing charter schools. Compared to the National Assessment of Education Progress (NAEP) trend, evidence of schools getting better over time is welcome news.

Second, new schools opened with stronger results than at any time in the past. Growth in the number of CMOs since the last study plays a role. Many stand-alone charter schools also pushed their results upward. Strengthening authorizer standards and practices, a drive that took root in the 2010s, also sets a higher bar that resulted in better schools opening.

Finding ways to improve student academic outcomes is an ambition shared by policy and community leaders, educators, funders and parents. Charter school results show that change for the better is possible in the larger education system. The key to improvement lies outside any particular school or network model, though many are worthy of emulation. It is simply not possible to drive single solutions through the diverse landscape that is U.S. public education. Lessons from the charter school experience and results may be helpful in charting a future course in public education.

3.3 Implications

The **charter school policy framework** sets the conditions for charter schools' growing positive outcomes. It is the fundamental common denominator in every case, and its role is powerful.

The framework offers a divergent approach from the conventional strategy for public schools. The "flexibility for accountability" construct is not just a catchphrase. It is a distinctly different mode of operation. The "loose-tight" parameters of the framework create incentives to which schools and networks respond. The incentives find positive support in this study's findings and the broader trends. While our study design cannot make causal claims (because randomly assigning schools to the traditional or charter school approach has yet to happen), it can deliver a plausible argument of the value of the policy based on available evidence.

On the "loose" side of the approach, the framework establishes a **policy of possibility** where educators, leaders and boards of directors have the discretion to build and deliver curriculum and instruction that meets high standards for learning and is responsive to local needs.

According to this study, there are a lot of positive possibilities. The process has led to many successful schools nationwide, often with meaningful innovations. The diversity of schools illuminates an important feature of the framework: success is attainable via **many paths**. Over time, many have sought and gained permission to expand and then shown the ability to create strong student learning at scale.

Students in these schools, especially minority students and those in poverty, make larger advances than in local public schools. Beyond the benefits for their students, successful charter schools deliver **critical proof points** of ways to improve outcomes for students. In the current regulatory climate, it is difficult to imagine how similar efforts could become conventional among traditional public schools.

Beyond flexibility in school design, school teams have the leeway to tinker with their operations. The results show that existing charter schools have improved over time. The proportion of charter schools with superior results is on the rise. The share that lags behind the local TPS alternatives is also shrinking. This means schools and networks use their discretion and autonomy to foster a **standing capacity to adapt over time.**[2]

Accordingly, the framework also aims to be "tight" at key points as schools open and mature. Authorizers are expected to behave as **governors of quality**. They set the bar to receive initial permission to operate, which exerts quality and safety controls at the outset. Others have documented stronger standards among authorizers in the review and approval of new applications (Mumma & West, 2018). The findings of stronger new schools in this study compared to earlier results attest to the effort and to the CMO replications and new charter schools that meet the higher bar.

2 We saw that capacity in stark terms when we examined how charter schools in three states responded to the COVID-instigated school closure orders (CREDO, 2022). Rapid transformation into remote instructional mode; acquisition and distribution of food, technology, or internet access; and strengthening of personal supports were widespread. Return to in-person instruction in the fall of 2020 was nearly universal. These points rest admittedly on smaller bases of qualitative evidence, but they provide human dimensions to the point that the present quantitative analysis illuminates nationally. See also: Boast et al. (2020); Henderson et al. (2021); Childs et al. (2022).

Authorizing is a delicate job that requires resources, expertise and substantial political acumen and courage. There is growing attention to authorizers adopting rigorous standards and practices and using a variety of performance data to evaluate schools that apply for renewal (NACSA, 2016).

Poorly performing charter schools are often ignored. A number of these schools were observed during this study window. There is data to assess policy leaders and authorizers to hold them accountable for protecting children's futures. As tough as closing schools is, the disservice of not closing poorly performing schools has large and lingering ripple effects.

Our results show that the framework of charter schools helps current students and strengthens public education overall. We contend these incentives have broader applicability in public schools and see signs of their spread. Collaborations between charter schools and local district schools have grown over time. Some states, including Kentucky and Maine, have adopted policies to give educators freedom in adjusting instruction and boosting performance. However, uptake is slow.

In the year 2023, the importance of strong academic achievement among America's students has never been greater. The students hit hardest by school closures during the coronavirus pandemic are precisely those whom this research illuminates as being able to benefit the most from charter schools. In this study thousands of charter schools have proved that we can do better for our students. The current number of students benefiting from these schools is 3.7 million, but the number could drastically increase if more schools agreed to the same arrangement. Whether it be termed "charter school" or something else, the deduction from this data is that when both sides of the equation—flexibility and accountability—are working together for more schools, more students' academic results will improve.

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Appendix 3: Budget Narrative & Cash Flow Statement

The Rocketship Spark Academy Academy Charter Renewal ("RSK") financial statements include a five year pro-forma annual budget and a five year monthly cash flow statement including the periods 2025-26 to 2029-30.

Students: Enrollment, Demographics and Average Daily Attendance

Revenues for RSK will depend on the number of students enrolled and their demographics. Based on historical data this budget assumes 48 percent English Learners (EL), 54 percent Free and Reduced Lunch (FRL), and an unduplicated population of 73 percent. The Average Daily Attendance (ADA) is the aggregate attendance of a school during a reporting period divided by the number of days school is in session during this period. ADA is used to calculate many of the revenue sources. We assume an ADA percentage of 95 percent.

The following table shows our projected enrollment and ADA.

Table A: Enrollment & ADA

	2025-26	2026-27	2027-28	2028-29	2029-30
Enrollment & ADA					
Projected Enrollment by Grade					
Transitional Kindergarten	40	40	40	40	40
Kindergarten	100	100	100	100	100
1st Grade	87	104	104	104	104
2nd Grade	87	84	84	84	84
3rd Grade	87	84	84	84	84
4th Grade	100	90	90	90	90
5th Grade	30	54	54	54	54
Total	**531**	**556**	**556**	**556**	**556**
Average Daily Attendance					
ADA %	95%	95%	95%	95%	95%
Total	**505**	**529**	**529**	**529**	**529**

Enrollment patterns and attrition rates are monitored very closely when creating enrollment targets for Rocketship schools each year. Higher attrition rates are often experienced in the 5th grade, due to students moving onto middle school charters that start with 5th grade. Rocketship encourages this choice for their families. As a result, our schools can experience up to 70 percent attrition in higher grades due to students exercising choice with their middle school options.

Revenues

Factoring in all revenues at the school, per-pupil funding is approximately $21,000 per ADA at RSK in 2025-26, increasing to approximately $22,000 by 2029-30. State revenue streams provide the largest source of funding, constituting 95 to 96 percent of the charter school funding. All revenues are monitored throughout the year as the funding estimates are refined and recalculated.

	2025-26	2026-27	2027-28	2028-29	2029-30
Summary of Revenue Programs (Thousands)					
State Revenue	$10,200	$10,592	$10,907	$11,158	$11,396
Federal Revenue	$505	$529	$529	$529	$529
Local Revenue	-	-	-	-	-
Philanthropy	-	-	-	-	-
Total Revenues	**$10,705**	**$11,120**	**$11,435**	**$11,687**	**$11,925**
State % of Revenues	*95.3%*	*95.2%*	*95.4%*	*95.5%*	*95.6%*
Revenues per ADA	*$21,182*	*$21,016*	*$21,611*	*$22,086*	*$22,536*

State Revenues

State Revenues are estimated based on specific programs as identified below, with the majority of this funding dependent upon the annual state budget and the school's student population.

Table C: Projected State Revenues

	2025-26	2026-27	2027-28	2028-29	2029-30
State Revenues (Thousands)					
LCFF - State Aide	$5,270	$5,704	$5,939	$6,150	$6,368
In Lieu of Property Tax	$1,818	$1,966	$2,046	$2,117	$2,191
Prop 30 EPA	$101	$106	$106	$106	$106
Mandate Block Grant	$10	$10	$10	$10	$10
California Lottery	$138	$144	$144	$144	$144
State Lunch Reimbursements	$183	$191	$191	$191	$191
After School Education and Safety Program and ELO-P	$1,209	$1,209	$1,209	$1,209	$1,209
SB740 Facilities Subsidy	$713	$713	$713	$713	$713
One-time Funding	$318	$85	$85	$54	-
SPED State Revenue	$440	$463	$463	$463	$463
Total State Revenue	**$10,200**	**$10,592**	**$10,907**	**$11,158**	**$11,396**

Principal Apportionment

The LCFF FCMAT calculator is used to determine the LCFF projections for each year of the pro-forma. The supplemental and concentration grant components of LCFF are calculated based on the unduplicated population of the school and district the school is located. Rocketship Spark Academy is located in the Franklin-McKinley Elementary School District, which has an unduplicated percentage of approximately 80 percent. Therefore, RSK will qualify for concentration grant funding.

Based on historical disbursements, these projections assume 25 percent of the principal apportionment to be disbursed through property taxes, and 1 percent via the Education Protection Account.

Lottery & Mandate Block Grant

Lottery funding is based upon recent estimates provided by School Services of California. We project a total per student allocation of approximately $273 per year. Funding is based on the annual ADA. Lottery funds are mainly allocated for general purpose use with approximately 30 percent of the funds restricted for instructional materials. Projections for the Mandate Block Grant are assumed at $20 per ADA.

Facilities Reimbursement (SB 740)

The California School Finance Authority administers a program to assist with facilities rent and lease expenditures for charter schools that meet certain eligibility criteria. In 2025-26, eligible charter schools may receive reimbursement for facilities rent and lease costs in an amount of up to $1,471 per unit of classroom-based average daily attendance (ADA), not to exceed 75 percent of their total annual facilities rent and lease costs. If there are insufficient funds to reimburse all eligible charter schools at the maximum level, the funding provided to each school will be reduced on a pro-rata basis. Rocketship has assumed $1,471 per ADA for SB740 revenue projections for future years.

To be eligible for reimbursement, a charter school site must be geographically located within the attendance area of a public elementary school in which at least 55 percent of the pupil enrollment is eligible for free or reduced-price meals, or serving a student population that meets or exceeds 55 percent eligibility for free and reduced-price meals. RSK has exceeded this percentage each year and thus qualified and received this funding in the past.

ASES & One-Time Funding

RSK has partnered with the Boys and Girls Club to run an after school program. This program has been funded by the After School Education and Safety Program and the Extended Learning Opportunities Program for the last several years, and is assumed to continue to fund this program in the future. In addition, the school has received one-time competitive and non-competitive state grant funding, including the funding sources such as the Children and Youth Behavioral Health Initiative (CYBHI) and Arts and Music Discretionary Block Grant .

Special Education

Rocketship provides special education services for all schools in its network, and works with the El Dorado County Special Education Local Planning Area (SELPA) to ensure resources are allocated across all schools to ensure compliant, efficient and effective delivery of services. RSK's state special education funding includes general state aid of $897 per ADA. In addition to state special education funding, the revenue projection for RSK also assumes $147 per ADA of federal special education funding. Federal funding is based on the previous year's ADA.

Federal Revenues

As a direct-funded charter school, RSK will apply for federal funds directly through the Consolidated Application process. Federal revenues are estimated based on specific programs identified below.

Table D: Projected Federal Revenues

	2025-26	2026-27	2027-28	2028-29	2029-30
Federal Revenues (Thousands)					
Title I	$107	$112	$112	$112	$112
Title II	$13	$14	$14	$14	$14
Title III	$56	$59	$59	$59	$59
Title IV	$9	$10	$10	$10	$10
IDEA	$74	$78	$78	$78	$78
National School Lunch Program	$245	$256	$256	$256	$256
Total Federal Revenue	**$505**	**$529**	**$529**	**$529**	**$529**

Free and Reduced-Price Meal Eligibility

The federally funded National School Lunch Program provides free and reduced-price meals for lunch and breakfast to eligible students, as well as after school snacks, based on parent per guardian income levels. RSK provides universal breakfast to all its students. For this budget, we assume that 54 percent of our students will be eligible to receive federal funding reimbursements per meal per day for lunch meals. For operational purposes, we project that 100 percent of all students receive lunch, based on historical percentages. Food expenses for this program are shown in Table J below; serving staff expenses are included in classified salaries and benefits.

Title I, II, & III

Title I funding is used to improve the academic achievement of economically disadvantaged students. The funding is calculated based on the number of students qualifying for free and/or reduced meals. We conservatively project $212 per overall ADA. Title II funding is used to improve the quality of teaching and principal leadership. These projections assume $13,000 to $14,000 per school each year. Title III funding is used for language instruction for limited English proficient and immigrant students. With a large portion of English Language Learner (ELL) students Title III funding is based on $111 per overall ADA. Finally, Title IV funding is used to provide access to a well-rounded education. We budget $19 per overall ADA.

Expenditures

The projected expenditures through 2029-30 are shown below and are followed by a summary of assumptions for some of the larger expenses.

Table E: Summary of Projected Expenses

	2025-26	2026-27	2027-28	2028-29	2029-30
Summary of Projected Expenses (Thousands)					
Certificated Salaries	$2,599	$2,665	$2,731	$2,799	$2,868
Classified Salaries	$1,656	$1,810	$1,855	$1,902	$1,949
Employee Benefits	$1,267	$1,327	$1,359	$1,392	$1,426
Total Compensation	**$5,523**	**$5,802**	**$5,945**	**$6,092**	**$6,243**
Books & Supplies	$419	$439	$439	$439	$439
Food Service	$383	$401	$401	$401	$401
Other Operating Expenses	$1,330	$1,339	$1,342	$1,346	$1,350
Professional Services	$3,020	$3,105	$3,162	$3,210	$3,256
Interest & Capital Outlay	$15	$15	$15	$15	$15
Total Non-Comp	**$5,167**	**$5,298**	**$5,359**	**$5,410**	**$5,460**
Total Expenses	**$10,689**	**$11,101**	**$11,304**	**$11,503**	**$11,704**
% Compensation	*52%*	*52%*	*53%*	*53%*	*53%*

Salaries and Employee Benefits

Total compensation costs (salary and benefits) remain constant at approximately 52 to 53 percent of total expenditures over the five years. "Compensation" includes the salary costs of all staff, including those who work full-time and part-time. Compensation also incorporates all staff benefits including social security, state teachers' retirement, Medicare, and workers' compensation.

RSK's teacher staffing levels are based upon enrollment projections. In a traditional elementary school, if a teacher's homeroom class is receiving services from another teacher, the homeroom teacher does not instruct another class of students. Because RSK teachers engage in a teaming approach they are able to teach more than one class of students each day. In addition, our students spend a portion of their day in the learning lab in large groups. By using a teaming approach in conjunction with the learning lab, Rocketship is able to have an overall school-wide ratio of certificated teachers to students at approximately 25:1, while maintaining an actual classroom ratio of certificated teachers to students at approximately 22:1.

The Rocketship instructional model employs a mix of qualified instructional staff including teachers, tutors (Individualized Learning Specialists or "ILS") and classroom assistants in each school. All of these positions are engaged in full-time student instruction, some providing group instruction in the classroom, and others providing personalized instruction, with students rotating to different subject areas during the day. This unique structure means that while instruction is being delivered, there are never more than 30 students working with a certificated teacher. In terms of ratios, as shown below in Table F, the ratio of instructional staff to students is approximately 16:1. Also shown is a table showing planned staffing levels across the school, along with a table following that provides detailed staffing

projections on a grade-by-grade level.

Table F: Teacher - Instructional Staff Ratio

	2025-26	2026-27	2027-28	2028-29	2029-30
Instructional Staff Ratio					
Total Enrollment	531	556	556	556	556
Teachers	17	18	18	18	18
Tutors	4	3	3	3	3
Classroom Assistants	2	2	2	2	2
Special Education Teachers	5	4	4	4	4
Para-Professionals	6	8	8	8	8
Total Instructional Staff	**34**	**35**	**35**	**35**	**35**
Student : Instructional Staff Ratio	*16*	*16*	*16*	*16*	*16*

Teachers at RSK will be supported by a Principal and an Assistant Principal. Additionally, RSK will have support staff to assist with operations and personalized learning within the Learning Lab. Special Education staffing is staffed based on the schools special education population. As of 2025 approximately 10.3 percent of the RSK student body qualifies for special education.

The staffing tables associated with our financial projections are shown below:

Table G: Staffing Model

	2025-26	2026-27	2027-28	2028-29	2029-30
Staffing Model					
Instructional Staff					
Teachers					
Transitional Kindergarten	1.0	1.0	1.0	1.0	1.0
Kindergarten	3.0	3.0	3.0	3.0	3.0
1st Grade	3.0	3.0	3.0	3.0	3.0
2nd Grade	3.0	3.0	3.0	3.0	3.0
3rd Grade	3.0	3.0	3.0	3.0	3.0
4th Grade	3.0	3.0	3.0	3.0	3.0
5th Grade	1.0	2.0	2.0	2.0	2.0
Special Education Specialists	5.0	4.0	4.0	4.0	4.0
Total Teachers	**22.0**	**22.0**	**22.0**	**22.0**	**22.0**
Tutors/Classroom Assistants/Para-Professionals					
Transitional Kindergarten	2.0	2.0	2.0	2.0	2.0

Kindergarten	1.0	0.5	0.5	0.5	0.5
1st Grade	0.5	0.5	0.5	0.5	0.5
2nd Grade	0.5	0.5	0.5	0.5	0.5
3rd Grade	0.5	0.5	0.5	0.5	0.5
4th Grade	1.0	0.5	0.5	0.5	0.5
5th Grade	0.5	0.5	0.5	0.5	0.5
Para-Professional	6.0	8.0	8.0	8.0	8.0
Tutors/Classroom Assistants/Para-Professionals	**12.0**	**13.0**	**13.0**	**13.0**	**13.0**
Total Instructional Staff	**34.0**	**35.0**	**35.0**	**35.0**	**35.0**
Non-Instructional Staff					
School Leaders					
Principal	1.0	1.0	1.0	1.0	1.0
Assistant Principal	2.0	2.0	2.0	2.0	2.0
Total School Leaders	**3.0**	**3.0**	**3.0**	**3.0**	**3.0**
Other Non-Instructional Staff					
Office Manager	1.0	1.0	1.0	1.0	1.0
Business Operations Manager	1.0	1.0	1.0	1.0	1.0
Enrichment Coordinators	3.0	4.0	4.0	4.0	4.0
Part-time Support Staff (Est. as FTE)	7.0	6.0	6.0	6.0	6.0
Total Other Non-Instructional Staff	**12.0**	**12.0**	**12.0**	**12.0**	**12.0**
Total Non-Instructional Staff	**15.0**	**15.0**	**15.0**	**15.0**	**15.0**
Total Staffing	**49.0**	**50.0**	**50.0**	**50.0**	**50.0**

The average salary and wage structure for key staff positions are listed in Table H.

Table H: Average Budgeted Salary by Position

	2025-26	**2026-27**	**2027-28**	**2028-29**	**2029-30**
Average Budgeted Salary by Position					
Instructional Positions					
Teachers	$82,776	$84,845	$86,967	$89,141	$91,369
Special Education Teachers	$81,717	$83,760	$85,854	$88,000	$90,200
Tutors	$53,570	$54,909	$56,282	$57,689	$59,131

Classroom Assistant	$49,632	$50,873	$52,145	$53,448	$54,784
Paraprofessional	$51,702	$52,995	$54,319	$55,677	$57,069
Non-Instructional Positions					
Principal	$148,377	$152,086	$155,889	$159,786	$163,780
Assistant Principal	$114,999	$117,874	$120,821	$123,841	$126,937
Office Manager	$86,707	$88,875	$91,097	$93,374	$95,708
Business Operations Manager	$105,238	$107,869	$110,566	$113,330	$116,163
Enrichment Coordinators	$51,824	$53,120	$54,448	$55,809	$57,204
Part-time Support Staff (Est. as FTE)	$45,760	$46,904	$48,077	$49,279	$50,510

Table I: Employee Benefits

	2025-26	2026-27	2027-28	2028-29	2029-30
Employee Benefits (Thousands)					
Medical / Dental / Vision	$397	$425	$436	$447	$458
Workers Compensation	$26	$27	$28	$28	$29
Social Security / FICS / Medicare	$125	$136	$139	$143	$147
STRS Retirement	$414	$425	$436	$447	$458
403(b) Match	$43	$46	$47	$48	$49
Unemployment Benefits	$13	$15	$15	$15	$16
Other Benefits	$195	$200	$205	$210	$216
PTO Payout	$54	$54	$54	$54	$54
Total Benefits	**$1,267**	**$1,327**	**$1,359**	**$1,392**	**$1,426**

The above table lists the total projected annual employer costs for all employee benefits, on a year-by-year basis. RSK employees participate in some combination of State Teachers' Retirement, Social Security, Medicare, and workers' compensation depending on position. Rocketship also offers a 403b match program and PTO payout. Other employee benefits include health care insurance to employees who are scheduled to work at least 30 hours per week, as well as a share of benefits for regional employees providing support to Rocketship Spark Academy.

Table J: Books, Supplies, and Food

	2025-26	2026-27	2027-28	2028-29	2029-30
Books & Supplies (Thousands)					
Curriculum	$153	$160	$160	$160	$160
Instructional Supplies	$43	$46	$46	$46	$46
Non-Instructional Supplies	$100	$104	$104	$104	$104

Software Programs (Admin & Assessments)	$59	$62	$62	$62	$62
Student Computer Equipment	$27	$28	$28	$28	$28
Other Non-Cap. Equipment & Furniture	$37	$39	$39	$39	$39
Total Books & Supplies	**$419**	**$439**	**$439**	**$439**	**$439**
Food Service (Thousands)					
Student Food Services	$383	$401	$401	$401	$401
Total Food Service	**$383**	**$401**	**$401**	**$401**	**$401**

Many of the core programming cost projections are based upon a per pupil allotment, such as food, instructional supplies, textbooks, and some assessments. With technology an innovative component of our school model, schools spend approximately $40K on online-learning curricula each year for use in the learning labs. Chromebooks are projected based on new student enrollment and pre-determined life-cycle for existing equipment. The budget typically assumes a 2.5:1 student to Chromebook ratio, with a 3 year-life.

Table K: Other Discretionary Expenses

	2025-26	2026-27	2027-28	2028-29	2029-30
Other Operating Expenses (Thousands)					
Travel & Conferences	$37	$38	$38	$38	$38
Dues & Memberships	$14	$15	$15	$15	$16
Communications	$49	$51	$51	$51	$52
Insurance	$42	$44	$44	$44	$44
Utilities	$120	$123	$126	$129	$132
Copier Leases	$62	$62	$62	$62	$62
Facility Maintenance & Repairs	$94	$94	$94	$94	$94
Facility Lease Expense	$912	$912	$912	$912	$912
Total Other Operating Expenses	**$1,330**	**$1,339**	**$1,342**	**$1,346**	**$1,350**

Many of the operating cost projections are based upon historical averages experienced at RSK, such as communication costs, utility and copier lease costs. Communications costs include student mailings, internet, and telecommunication costs. These costs have been projected based on historical experience at RSK. Costs for insurance are an enrollment-based allocation of Rocketship's overall schools commercial insurance package.

Facility Lease Expense

In 2016, RSK entered into a lease for its location at 683 Sylvandale Avenue, San Jose, CA. RSK has a current long term facility lease with average lease payment of $912k per year and expiration in 2046.

Traditional public schools have a significant cost advantage for facilities costs when compared to charter schools for several reasons: (a) much of the facility costs in existing traditional public schools are based on schools that were built many years ago when costs for land and buildings were significantly less than the cost of land acquisition and construction that Rocketship schools are forced to pay; (b) Rocketship is obligated to finance its own buildings and land and is not permitted to access low-cost state financing like traditional public schools nor to access additional sources like parcel taxes to offset costs; and (c) most of Rocketship's schools are built in high-density areas rather than on land that was previously used for other, less congested (e.g. agricultural) purposes.

Rocketship's lease expense line item is determined based on a number of facility-related components including:

- Debt service, covering land acquisition and construction
- Ground leases, when required
- Taxes & insurance
- Maintenance and cap-ex reserves
- Property management fees

The financial projections for RSK include a lease cost of approximately $912k per year. SB740 is a restricted revenue source and only used to cover RSK's lease expense. As shown in Table L this revenue stream relieves approximately 78 percent of this cost for the school.

Table L: SB740 Impact

	2025-26	2026-27	2027-28	2028-29	2029-30
SB740 Impact (Thousands)					
SB740 Revenue	$713	$713	$713	$713	$713
Lease Expense	$912	$912	$912	$912	$912
SB740 Relief	*78%*	*78%*	*78%*	*78%*	*78%*
Net Lease Burden to School	*$199*	*$199*	*$199*	*$199*	*$199*

Expenses in this next section are primarily based on preliminary negotiations with prospective service providers or based on historical amounts at RSK. We make note of items below as needed to explain our budgeting assumptions.

Table M: Professional Services

	2025-26	2026-27	2027-28	2028-29	2029-30
Professional Services (Thousands)					

Professional Development	$23	$24	$24	$24	$24
SPED Consultants	$175	$179	$184	$188	$193
Other Consultants	$64	$65	$67	$68	$70
IT Support	$33	$34	$35	$36	$37
Custodial Services	$75	$77	$79	$81	$83
Health & Testing	$11	$11	$11	$11	$11
After School Program	$769	$769	$769	$769	$769
Substitutes	$75	$79	$79	$79	$79
Field Trips	$60	$62	$62	$62	$62
Other Services	$120	$122	$122	$122	$122
Authorizer Oversight	$72	$78	$81	$84	$87
SPED Admin Fee	$17	$18	$18	$18	$18
Central Office Allocation Fee	$1,527	$1,586	$1,631	$1,667	$1,701
Total Professional Services	**$3,020**	**$3,105**	**$3,162**	**$3,210**	**$3,256**

Professional Development

Professional development includes both certification costs and costs for other professional development of administrators, teachers, and staff.

SPED Consultants

Special Education Consultant costs include outsourced service provider costs. Rocketship also employs multiple psychologists, speech language pathologists and occupational therapists at the regional level to serve their Bay Area schools.

After School Program

The After School Program and Safety Grant and Extended Learning Opportunities grant covers the majority of RSK's After School Program, which will be operated by the Boys and Girls Club in 2025-26.

Substitute Teacher Costs

Teacher substitute provisions are included for both projected sick and personal leave as well as for professional staff development leave. A minimum of ten days per year per teacher FTE are projected for all forms of leave. For each day of leave per teacher FTE, a baseline of $250 has been assumed for teacher substitute provisions. Estimates are based on historical experience of Rocketship's existing schools. Included in this line-item are proctoring costs for ELPAC testing, based on historical data at RSK.

Field Trips

Schools are budgeted at approximately $10,000 per grade for field trips, including science camp; these costs have been projected based on historical experience at RSK.

Other Services

The budget line item for "Other Services" includes the following external expenses: audit fees, security services, legal fees, audit fees, staff appreciation, and other miscellaneous expenses.

Authorizer Oversight & SELPA Admin Fee

Authorizer oversight is the fee charged by each charter authorizer. We assume 1 percent of principal apportionment revenue is budgeted for all our Rocketship schools in the Bay Area. As a member of the El Dorado County SELPA, RSK is charged a 3 percent fee of special education revenue.

Central Office Expense Allocation Fee

Rocketship's model is highly centralized. Many services that benefit the school, and that are typically provided directly at the school in a traditional public school environment, are provided by Rocketship's central office. This structure allows school leaders to focus their time and energy on instruction, student achievement and student/parent engagement. By centralizing certain services we are able to provide more efficient and effective delivery of various support services. These centralized services include, but are not limited to:

Programmatic Services:

- Curriculum & Assessment
- Instructional Leadership
- Recruitment
- Lottery Management
- Student Data Analysis
- Parent & Community Engagement

Operational Services:

- Payroll
- Accounting & Financial Reporting
- Procurement
- Human Resources
- Legal Support
- IT Support
- Operational Policy Support
- Authorizer Relations

To cover the cost of these services listed above, schools are charged 15 percent revenue which is transferred to the central office (Note some reimbursed revenues are not included, i.e. lunch revenues).

Ending Cash Balance

RSK will maintain a healthy cash reserve over the next five years. The projected reserves will be monitored and adjusted and refined as decisions and updates are provided relative to state funding amounts as well as when refinements or updates are made to the projected spending plan for the school.

Table N: Statement of Activities & Cash Reserve Balance

	2025-26	2026-27	2027-28	2028-29	2029-30
Statement of Activities (Thousands)					

Revenues					
State Revenue	$10,200	$10,592	$10,907	$11,158	$11,396
Federal Revenue	$505	$529	$529	$529	$529
Local Revenue	-	-	-	-	-
Grants & Fundraising	-	-	-	-	-
Total Revenues	**$10,705**	**$11,120**	**$11,435**	**$11,687**	**$11,925**
Expenses					
Certificated Salaries	$2,599	$2,665	$2,731	$2,799	$2,868
Classified Salaries	$1,656	$1,810	$1,855	$1,902	$1,949
Employee Benefits	$1,267	$1,327	$1,359	$1,392	$1,426
Books & Supplies	$419	$439	$439	$439	$439
Food Service	$383	$401	$401	$401	$401
Other Operating Expenses	$1,330	$1,339	$1,342	$1,346	$1,350
Professional Services	$3,020	$3,105	$3,162	$3,210	$3,256
Interest & Capital Outlay	$15	$15	$15	$15	$15
Total Expenses	**$10,689**	**$11,101**	**$11,304**	**$11,503**	**$11,704**
Increase/Decrease of Net Assets	**$15**	**$20**	**$131**	**$184**	**$221**
Beginning Cash Balance	$6,051	$5,763	$5,713	$5,774	$5,922
Ending Cash Balance	$5,763	$5,713	$5,774	$5,922	$6,158
Reserve Balance (% of Expenditures)	**53.9%**	**51.5%**	**51.1%**	**51.5%**	**52.6%**

Cash Flow

Revenues

Since revenues are disbursed from multiple sources at different times, projecting cash flow is a top priority for all Rocketship schools. The greatest cash flow challenge is predicting the flow of federal and state revenue sources. California law identifies the percentage of a school's general purpose funds to be paid at specified dates. The California Department of Education (CDE) disburses state funding on a 5-9-9 schedule.

Principal Apportionment

The principal apportionment comes from a combination of three sources: In Lieu Property Taxes, State Aid, and Education Protection Account. The district where the school is located pays the Charter School an In Lieu Property Tax amount per (ADA). State Aid is due from the state on or before the end of the month and is paid monthly from July to June on a 5-5-9 schedule. The Economic Protection Account flows quarterly in September, December, March and June. In Lieu Property Tax is disbursed monthly starting in August.

California Lottery

State Lottery payments, paid according to the prior year's ADA, are projected to be disbursed in January

(25 percent), March (25 percent) and October (50 percent).

Title Funding

Title payments are projected to be paid in January (25 percent) and April (75 percent).

Free and Reduced Meals Program

Payments are made after RSK files a reimbursement claim. Claims are generally filed monthly and the payment schedule is generally within 45 to 60 days after the claim is filed. This means that revenue for Free and Reduced Meals generally lag expenses by a month.

Expenditures

The most significant areas of RSK's cost structure are primarily staff compensation and facilities related expenses, which are generally paid evenly throughout the year. The vast majority of the curriculum and supply costs are front-loaded to the beginning of the school year.

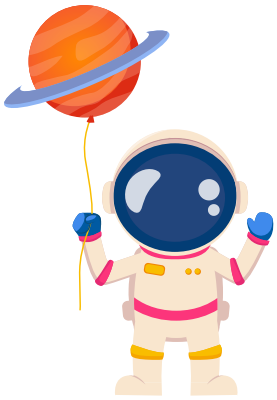
Cash Flow Summary

Rocketship Spark Academy — Summary Cash Flow Projections

2025-26	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	6,050,920	5,774,077	5,194,906	5,188,794	5,186,659	5,482,052	5,436,204	5,446,072	5,374,957	5,538,948	5,715,870	5,735,631
Total Receipts	677,721	394,523	878,207	882,184	1,179,711	838,471	894,187	813,203	1,048,310	1,061,241	904,079	814,280
Total Disbursements	(954,564)	(973,695)	(884,319)	(884,319)	(884,319)	(884,319)	(884,319)	(884,319)	(884,319)	(884,319)	(884,319)	(787,159)
Total Other Disbursement & Financing	-	-	-	-	-	-	-	-	-	-	-	-
Change in Cash	(276,842)	(579,171)	(6,112)	(2,135)	295,392	(45,848)	9,868	(71,115)	163,991	176,923	19,760	27,121
Ending Cash Balance	5,774,077	5,194,906	5,188,794	5,186,659	5,482,052	5,436,204	5,446,072	5,374,957	5,538,948	5,715,870	5,735,631	5,762,752
2026-27	**Jul**	**Aug**	**Sep**	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**Mar**	**Apr**	**May**	**Jun**
Beginning Cash Balance	5,762,752	5,473,418	4,887,929	4,909,918	4,932,005	5,248,842	5,225,158	5,259,813	5,209,672	5,395,827	5,605,402	5,653,558
Total Receipts	702,410	426,285	940,180	940,278	1,235,028	894,507	952,846	868,050	1,104,346	1,127,766	966,347	877,738
Total Disbursements	(991,743)	(1,011,775)	(918,191)	(918,191)	(918,191)	(918,191)	(918,191)	(918,191)	(918,191)	(918,191)	(918,191)	(818,338)
Total Other Disbursement & Financing	-	-	-	-	-	-	-	-	-	-	-	-
Change in Cash	(289,334)	(585,490)	21,989	22,087	316,837	(23,684)	34,655	(50,141)	186,155	209,575	48,156	59,400
Ending Cash Balance	5,473,418	4,887,929	4,909,918	4,932,005	5,248,842	5,225,158	5,259,813	5,209,672	5,395,827	5,605,402	5,653,558	5,712,958
2027-28	**Jul**	**Aug**	**Sep**	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**Mar**	**Apr**	**May**	**Jun**
Beginning Cash Balance	5,712,958	5,418,333	4,832,330	4,867,997	4,900,576	5,227,905	5,214,713	5,259,860	5,220,211	5,416,858	5,636,925	5,699,554
Total Receipts	714,175	442,829	970,914	967,827	1,262,577	922,056	980,395	895,599	1,131,895	1,155,315	997,878	909,269
Total Disbursements	(1,008,800)	(1,028,832)	(935,248)	(935,248)	(935,248)	(935,248)	(935,248)	(935,248)	(935,248)	(935,248)	(935,248)	(834,369)
Total Other Disbursement & Financing	-	-	-	-	-	-	-	-	-	-	-	-
Change in Cash	(294,625)	(586,003)	35,666	32,579	327,329	(13,192)	45,147	(39,649)	196,647	220,067	62,630	74,900
Ending Cash Balance	5,418,333	4,832,330	4,867,997	4,900,576	5,227,905	5,214,713	5,259,860	5,220,211	5,416,858	5,636,925	5,699,554	5,774,454
2028-29	**Jul**	**Aug**	**Sep**	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**Mar**	**Apr**	**May**	**Jun**
Beginning Cash Balance	5,774,454	5,476,444	4,888,642	4,935,218	4,975,855	5,311,241	5,306,107	5,359,312	5,327,720	5,532,424	5,760,549	5,834,802
Total Receipts	727,407	457,646	998,442	992,502	1,287,251	946,730	1,005,070	920,273	1,156,569	1,179,989	1,026,118	937,509
Total Disbursements	(1,025,417)	(1,045,449)	(951,865)	(951,865)	(951,865)	(951,865)	(951,865)	(951,865)	(951,865)	(951,865)	(951,865)	(850,114)
Total Other Disbursement & Financing	-	-	-	-	-	-	-	-	-	-	-	-
Change in Cash	(298,010)	(587,802)	46,577	40,637	335,386	(5,134)	53,205	(31,592)	204,704	228,124	74,253	87,395
Ending Cash Balance	5,476,444	4,888,642	4,935,218	4,975,855	5,311,241	5,306,107	5,359,312	5,327,720	5,532,424	5,760,549	5,834,802	5,922,197
2029-30	**Jul**	**Aug**	**Sep**	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**Mar**	**Apr**	**May**	**Jun**
Beginning Cash Balance	5,922,197	5,615,602	5,026,336	5,084,602	5,133,976	5,478,099	5,481,702	5,543,644	5,520,789	5,734,231	5,971,092	6,057,773
Total Receipts	735,619	472,980	1,026,928	1,018,036	1,312,785	972,265	1,030,604	945,808	1,182,104	1,205,524	1,055,343	966,734
Total Disbursements	(1,042,214)	(1,062,246)	(968,662)	(968,662)	(968,662)	(968,662)	(968,662)	(968,662)	(968,662)	(968,662)	(968,662)	(866,065)
Total Other Disbursement & Financing	-	-	-	-	-	-	-	-	-	-	-	-
Change in Cash	(306,595)	(589,266)	58,266	49,374	344,123	3,603	61,942	(22,854)	213,441	236,861	86,681	100,669
Ending Cash Balance	5,615,602	5,026,336	5,084,602	5,133,976	5,478,099	5,481,702	5,543,644	5,520,789	5,734,231	5,971,092	6,057,773	6,158,442

AMPLIFY CKLA

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2025

Learning Center: Doctor's Office

Content Objectives

- Describe themselves and their appearance, giving at least two details about themselves (e.g., hair color, eye color, age, etc.)
- Point to and name the following body parts: ankle, arm, back, body, chest, cheek, chin, ear, elbow, eye, eyebrow, eyelash, face, finger, foot, forehead, hair, hand, heel, hip, knee, leg, lips, mouth, nail, neck, nose, shoulder, teeth, toe, tongue, waist, wrist
- Describe two ways our body parts help us move (e.g., our elbow helps us bend our arms, our knees help us jump, etc.)
- State that the heart and lungs are parts hidden inside the body
- State that a body can sometimes heal itself when it is hurt or sick
- State that people stay healthy by exercising, resting, eating good foods, and staying clean

ELA Objectives

- Carry on a dialogue or conversation with an adult or same-aged peer, initiating comments or responding to partner's comments (SL.P.1b)
- Recognize and call classmates and teacher by name (SL.P.1c)
- Acknowledge and return greetings and farewells (SL.P.1c)
- Ask or answer questions beginning with who, what, where, when, or why (SL.P.3)
- Adapt the volume of one's voice to different settings and different purposes (L.P.3)
- Understand and use intonation and emphasis to ask a question, express surprise, agreement, displeasure, and/or urgency (L.P.3)

Transition Cards: Body Parts

Content Objectives

- Point to and name the following body parts: ankle, arm, back, body, chest, cheek, chin, ear, elbow, eye, eyebrow, eyelash, face, finger, foot, forehead, hair, hand, heel, hip, knee, leg, lips, mouth, nail, neck, nose, shoulder, teeth, toe, tongue, waist, wrist
- Describe two ways our body parts help us move (e.g., our elbow helps us bend our arms, our knees help us jump, etc.)

ELA Objectives

- Understand and use precise nouns and verbs related to the human body (L.P.1b)

Transition Cards: Five Senses

Content Objectives

- Point to and name the following body parts: ear, eye, finger, hand, mouth, tongue, nose
- State that the five senses are sight, hearing, smell, taste, touch
- Identify the body parts that correspond to each sense: 1. Eyes—Sight 2. Ears—Hearing 3. Nose—Smell 4. Tongue—Taste 5. Skin—Touch
- State how each of the five senses helps them experience the world (e.g., eyes help you see toys, ears help you hear sounds, etc.)

ELA Objectives

- Point to and name parts of the body: ear, eye, finger, hand, mouth, tongue, nose (L.P.1b)
- Understand increasingly precise verbs related to eating, movement, and the five senses (L.P.1b, L.P.5d)
- Use increasingly precise verbs related to eating, movement, the five senses (L.P.1b, L.P.5d)

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Transition Cards: Name Cards

ELA Objectives

- Associate spoken and written language by matching written word labels with spoken words, such as the students' names (RF.P.1b)
- Recognize the written form of one's first name (RF.P.1d)

Transition Cards: Capital Letters

ELA Objectives

- Recognize the initial letter of one's first name (RF.P.1d)

Classroom Routines

At the start of the year, when students begin the All About Me domain, they will likely not be familiar with the general schedule or rhythm of the school day. Thus, in this domain, the classroom routines that are introduced are those that are most fundamental to efficient movement through the school day. As students gain more school-based experiences, they begin to learn and even facilitate these everyday activities that occur in their classroom. The routines taught in this domain include:

Routines: Taking Attendance

ELA Objectives

- Associate spoken and written language by matching written word labels with spoken words, such as the student's
- Recognize the written form of one's first name (RF.P.1d)

Routines: Using a daily schedule

ELA Objectives

- Recognizes own name and common signs and labels in the environment (STD RF.P.3b)

Routines: Learning Center Labels and Sign In

ELA Objectives

- Recognizes own name and common signs and labels in the environment (STD RF.P.3b)

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Note: *These goals are consistently addressed throughout the Listening and Learning portion of the domain*

With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)

With prompting and support, ask and answer who, what, where, when, and why questions about a read-aloud (RI.P.1, SL.P.2, SL.P.3)

With prompting and support, retell important facts and information from the read-aloud (RI.P.2)

With prompting and support, ask and answer questions about unknown words in the read-aloud (RI.P.4)

With prompting and support, use words and phrases acquired through reading and responding to the read-aloud (L.P.6)

Understand and use precise nouns and verbs related to plants (L.P.1b)

With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text, naming the topic and supplying some information about the topic (W.P.2, W.P.8)

Add drawings or other visual displays to describe an event or task that has already taken place outside the immediate place and time (SL.P.5)

Ask questions about oral directions or verbal explanations (SL.P.2)

Restate oral directions or verbal explanations (SL.P.2)

With prompting and support, ask appropriately for the help of an adult when needed (SL.P.3)

Describe an event or task that one is in the process of completing (SL.P.4)

Express personal needs and desires verbally in a comprehensible manner (SL.P.6)

	Emerging Skills in Reading ***Phonological Awareness, Print Concepts, Alphabet Knowledge***	**Emerging Skills in Writing** ***Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling***
Day 1 Routines	**Rhyme:** *Head and Shoulders, Knees and Toes* **Name Recognition:** Taking Attendance: One at a Time	
Day 1 **Small Group 1**	**Environmental Noise:** Warm Up: Body Beats **Environmental Noise:** Mystery Sound Box	**Listening Skills:** Warm Up: Be a Good Listener
Day 1 **Small Group 2**	Warm Up: Counting to Five	**Motor Skills:** Warm Up: Move Your Body **Motor Skills**: Easel Painting

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	Emerging Skills in Reading ***Phonological Awareness, Print Concepts, Alphabet Knowledge***	Emerging Skills in Writing ***Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling***
Day 1 **L&L Read-Aloud**	**Print Concepts:** Trace and label the Body	**Speaking and Listening: "**I am Special" **Core Vocabulary:** humans, infants, mood, prefer, unique **Language & Content Use:** Extension Activity: Trace and Label the Body
Day 2 **Routines**	**Rhyme:** *Head and Shoulders, Knees and Toes* **Word Awareness:** Learning Center Labels **Name Recognition:** Taking Attendance: One at a Time	
Day 2 **Small Group 1**	**Recite Nursery Rhymes:** Get the Rhythm of the Rhyme	**Speaking & Listening:** Warm Up: Say the Rhyme
Day 2 **Small Group 2**	**Name Recognition:** Warm Up: Welcome Song **Name Recognition:** Make a Placemat	
Day 2 **L&L Picture Talk**	**Print Concepts:** Trace and Label the Body	**Speaking and Listening:** "I am Special" **Deepening Understanding:** humans **Core Vocabulary:** humans, infants, mood, prefer, unique **Language & Content Use:** Extension Activity: Trace and Label the Body
Day 3 **Routines**	**Rhyme***: Head and Shoulders, Knees and Toes* **Name Recognition:** Taking Attendance: Cubbies	
Day 3 **Small Group 1**	**Environmental Noise:** Warm Up: Body Beats **Environmental Noise:** Mystery Sound Box: Same or Different?	**Motor Skills:** Warm Up: Be a Good Listener
Day 3 **Small Group 2**	Warm Up: Counting to Five	**Motor Skills:** Warm Up: Move Your Body **Motor Skills:** Easel Drawing and Coloring

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	Emerging Skills in Reading *Phonological Awareness, Print Concepts, Alphabet Knowledge*	Emerging Skills in Writing *Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling*
Day 3 **L&L**	**Print Concepts:** Trace and Label the Body	**Speaking and Listening:** *Shades of People* **Core Vocabulary:** between, exactly, shades **Language & Content Use:** Extension Activity: Trace and Label the Body
Day 4 **Routines**	**Rhyme:** *Open, Shut Them* **Name Recognition:** Taking Attendance: Cubbies	
Day 4 **Small Group 1**	**Environmental Noise:** Warm Up: Body Beats **Environmental Noise:** Guess the Instrument	**Listening:** Warm Up: Be a Good Listener
Day 4 **Small Group 2**	**Name Recognition:** Warm Up: Welcome Song **Name Recognition:** Matching Names Game	
Day 4 **L&L Read-Aloud**	**Print Knowledge:** Trace and Label the Body	**Speaking and Listening:** "Body Parts" **Core Vocabulary:** beneath, inside, joints, muscle, planted, softly **Language & Content Use:** Extension Activity: Trace and Label the Body
Day 5 **Routines**	**Rhyme:** *Open, Shut Them* **Name Recognition:** Taking Attendance: Cubbies **Print Concept:** Learning Centers Sign In	
Day 5 **Small Group 1**	**Word Awareness:** Words: Same or Different?	**Speaking and Listening:** Warm Up: Say the Rhyme
Day 5 **Small Group 2**	Warm Up: Counting to Five	**Motor Skills:** Warm Up: Move Your Body **Motor Skills:** Play Dough Letters

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	Emerging Skills in Reading *Phonological Awareness, Print Concepts, Alphabet Knowledge*	Emerging Skills in Writing *Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling*
Day 5 **L&L Picture Talk**		**Speaking and Listening:** "Body Parts" **Deepening Understanding:** inside **Core Vocabulary:** beneath, inside, joints, muscle, planted, softly **Language & Content Use:** Extension Activity: Learning Center Observations
Days 6–8 **Pausing Point 1**	Pausing Points are opportunities to review, reinforce, or extend the content taught thus far. This Pausing Point includes: **Student Performance Task Assessment, Skills Review, Listening & Learning Review**	
Day 9 **Routines**	**Rhyme:** *Do your Ears Hang Low?* **Name Recognition:** Taking Attendance: Cubbies	**Sequencing Events:** Daily Schedule: Teacher Job
Day 9 **Small Group 1**	**Environmental Noise:** Warm Up: Body Beats **Environmental Noise:** Musical Instrument Hide-and-Seek	**Listening:** Warm Up: Be a Good Listener
Day 9 **Small Group 2**	**Name Recognition:** Warm Up: Welcome Song **Name Recognition:** Matching Names Game	
Day 9 **L&L Trade Book**		**Speaking and Listening: Trade Book:** *My Five Senses*, by Aliki **Core Vocabulary:** aware, often, only, senses, sometimes **Language & Content Use:** Extension Activity: Sensory Center
Day 10 **Routines**	**Rhyme:** *Do your Ears Hang Low?* **Name Recognition:** Taking Attendance: Cubbies	
Day 10 **Small Group 1**	**Recite Nursery Rhymes:** Get the Rhythm of the Rhyme	**Recite Nursery Rhyme:** Warm Up: Say the Rhyme
Day 10 **Small Group 2**		**Motor Skills:** Collage

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	Emerging Skills in Reading *Phonological Awareness, Print Concepts, Alphabet Knowledge*	Emerging Skills in Writing *Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling*
Day 10 **L&L Picture Talk**		**Speaking and Listening:** "We Use Our Senses to Learn" **Core Vocabulary:** alive, glide, shiny, touch **Language & Content Use:** Extension Activity: Sensory Center
Day 11 **Routines**	**Rhyme:** *Do your Ears Hang Low?* **Name Recognition:** Taking Attendance: Cubbies	
Day 11 **Small Group 1**	**Name Recognition:** Warm Up: Welcome Song **Name Recognition:** Name Game: Matching Initial Letters	
Day 11 **Small Group 2**	**Rhyme:** Rhyming Words	**Recite Nursery Rhyme:** Warm Up: Say the Rhyme
Day 11 **L&L Picture Talk**		**Speaking and Listening:** "We Use Our Senses to Learn" **Deepening Understanding:** touch **Core Vocabulary:** alive, glide, shiny, touch **Language & Content Use:** Extension Activity: Sensory Center
Day 12 **Routines**	**Rhyme:** *Where is Thumbkin?* **Name Recognition:** Taking Attendance: Two Piles	
Day 12 **Small Group 1**	**Environmental Noise:** Warm Up: Body Beats **Environmental Noise:** Animal Sound Circle	**Motor Skills:** Warm Up: Be a Good Listener
Day 12 **Small Group 2**	Warm Up: Counting to Five	**Motor Skills:** Warm Up: Move Your Body **Motor Skills:** Straw Bracelets
Day 12 **L&L Read-Aloud**		**Speaking and Listening:** "I Am Growing and Changing" **Core Vocabulary:** already, clutch, grow, siblings **Language & Content Use:** Extension Activity: Sensory Center

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	Emerging Skills in Reading *Phonological Awareness, Print Concepts, Alphabet Knowledge*	Emerging Skills in Writing *Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling*
Day 13 Routines	**Rhyme:** *Where is Thumbkin?* **Print Knowledge:** Daily Schedule (becomes student job) **Name Recognition:** Taking Attendance: Two Piles	
Day 13 Small Group 1		**Recite Nursery Rhyme / Motor Skills:** Warm Up: Say the Rhyme **Motor Skills:** Trace Your Hand
Day 13 Small Group 2	**Name Recognition:** Warm Up: Welcome Song	**Motor Skills:** Self Portrait
Day 13 L&L Picture Talk		**Speaking and Listening:** "I Am Growing and Changing" **Deepening Understanding:** grow **Core Vocabulary:** already, clutch, grow, siblings **Language & Content Use:** Extension Activity: Learning Center Observations
Day 14 Routines	**Rhyme:** *Where is Thumbkin?* **Name Recognition:** Taking Attendance: Two Piles	
Day 14 Small Group 1	**Rhyme:** Review Nursery Rhymes and Songs Posters 12, 15, 34, 55	**Recite Nursery Rhyme / Motor Skills:** Warm Up: Say the Rhyme
Day 14 Small Group 2	Warm Up: Counting to Five	**Motor Skills:** Warm Up: Move Your Body **Writing Strokes:** Line Art Mural
Day 14 L&L Read-Aloud		**Speaking and Listening:** "Three Basic Needs" **Core Vocabulary:** brain, huddle, protect, shelter, survive**,** temperature **Language & Content Use:** Extension Activity: Basic Needs Picnic
Day 15 Routines	**Rhyme:** *Pat-a-Cake* **Name Recognition:** Taking Attendance: Two Piles	

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	Emerging Skills in Reading *Phonological Awareness, Print Concepts, Alphabet Knowledge*	Emerging Skills in Writing *Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling*
Day 15 **Small Group 1**	**Environmental Noise:** Warm Up: Body Beats **Environmental Noise:** Instrument Sound Circles	
Day 15 **Small Group 2**	**Name Recognition:** Warm Up: Welcome Song **Name Recognition:** Jump for your Letter!	
Day 15 **L&L Picture Talk**		**Speaking and Listening:** "Three Basic Needs" **Deepening Understanding:** shelter **Core Vocabulary:** brain, huddle, protect, shelter, survive **Language & Content Use:** Extension Activity: Basic Needs Picnic
Day 16 **Routines**	**Rhyme:** *Pat-a-Cake* **Name Recognition:** Taking Attendance: Two Piles	
Day 16 **Small Group 1**	**Name Recognition:** Say your Letter	**Recite Nursery Rhyme:** Warm Up: Say the Rhyme
Day 16 **Small Group 2**	Warm Up: Counting to Five	**Motor Skills:** Warm Up: Move Your Body **Writing Strokes:** Finger Painting Lines
Day 16 **L&L Trade Book**		**Speaking and Listening:** *My Amazing Body*, by Pat Thomas **Core Vocabulary:** amazing, bathe, germs, quietly **Language & Content Use:** Extension Activity: Basic Needs Picnic
Days 17–19: Pausing Point 2	Pausing Points are opportunities to review, reinforce, or extend the content taught thus far. This Pausing Point includes: **Student Performance Task Assessment, Skills Review, Listening & Learning Review**	

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Learning Center: House Dramatic Play Center

Content Objectives

- Name the members of their own families
- State that their family is made up of the people who love and care for them
- Name two ways that their family cares for them
- Define a home as a shelter where a family lives and cares for each other
- Name and describe two kinds of homes where a family might live (e.g., house, apartment building, houseboat, etc.)
- Name two chores or routines that they do with their families
- Name two activities that they do with their families
- Name and describe one of their own family traditions
- Name at least one member of their extended family
- State two different ways that families celebrate (e.g., eat special food, dance, have a party, fast, etc.)
- State the name of the community where they live
- Name and describe two different community helpers

ELA Objectives

- Carry on a dialogue or conversation with an adult or same-aged peer, initiating comments or responding to partner's comments (SL.P.1b)
- Greet adults as "Mr. (name)" and/or "Ms. or Mrs. (name)" (SL.P.1c)
- Give simple single-step directions (SL.P.6)
- Give simple, multistep directions (SL.P.6)
- Assume a different role or perspective and express different possibilities, imaginary or realistic (SL.P.6)
- Situate oneself in space or situate objects in relation to one another according to the indications given by spatial terms (there-here; in-on; in front of-behind; at the top of-at the bottom of; under; next to-in the middle of; near-far; around; etc.) (L.P.1e)
- Use spatial words (here-there; in-on; in front of-behind; at the top of at the bottom of; under-over; above-below; next to-in the middle of; near-far; inside-outside; around-between; up-down; high-low; left-right; front-back) (L.P.1e)
- Combine simple sentences using and (L.P.1f)
- Understand and use intonation and emphasis to ask a question, express surprise, agreement, displeasure, and/or urgency (L.P.3)

Transition Cards: Routines

Content Objectives

- Name two chores or routines that they do with their families
- Name two activities that they do with their families

ELA Objectives

- Understand and use precise nouns and verbs related to families and communities (L.P.1b)

Transition Cards: Colors

ELA Objectives

- Sort and classify objects and images by color (L.P.5a)

Transition Cards: Book Parts

ELA Objectives

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- Hold a book correctly, turning the pages, while pretend-reading (RI.P.5, RF.P.4)
- Point to the front cover, title, and back cover of a book; the top, middle, or bottom of a page; the beginning of the book; where to start reading a book; the order that words are read on a page; the end of the book; a word; and a letter (RI.P.5, RF.P.1a)

Transition Cards: Capital Letters

ELA Objectives

- Recognize the initial letter of one's first name (RF.P.1d)
- Identify at least ten letters of the alphabet by name, especially those in child's first name (RF.P.1d)
- When asked, point to specific examples of letters and specific examples of numerals in the classroom environment and/or on a page (RF.P.1f)

Classroom Routines

Routines: Continue conducting the daily routines introduced during the *All About Me* domain. During the *Families and Communities* domain, students are becoming more familiar with the general schedule and rhythm of the school day. Thus, in this domain, the classroom routines that are introduced extend routines that are already familiar to students. The routines taught in this domain include:

Routines: Taking Attendance

ELA Objectives

- Associate spoken and written language by matching written word labels with spoken words, such as the student's
- Recognize the written form of one's first name (RF.P.1d)

Routines: Classroom Job

ELA Objectives

- Use labels in the classroom to identify different classroom jobs (RF.P.3b)

Routines: Learning Centers Materials Labels

ELA Objectives

- Recognizes own name and common signs and labels in the environment (STD RF.P.3b)

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Note: *These objectives are consistently addressed throughout the Listening and Learning portion of the domain*

With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)

With prompting and support, ask and answer who, what, where, when, and why questions about a read-aloud (RI.P.1, SL.P.2, SL.P.3)

With prompting and support, retell important facts and information from the read-aloud (RI.P.2)

With prompting and support, ask and answer questions about unknown words in the read-aloud (RI.P.4)

With prompting and support, use words and phrases acquired through reading and responding to the read-aloud (L.P.6)

Understand and use precise nouns and verbs related to plants (L.P.1b)

With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text, naming the topic and supplying some information about the topic (W.P.2, W.P.8)

Add drawings or other visual displays to describe an event or task that has already taken place outside the immediate place and time (SL.P.5)

Ask questions about oral directions or verbal explanations (SL.P.2)

Restate oral directions or verbal explanations (SL.P.2)

With prompting and support, ask appropriately for the help of an adult when needed (SL.P.3)

Describe an event or task that one is in the process of completing (SL.P.4)

Express personal needs and desires verbally in a comprehensible manner (SL.P.6)

	Emerging Skills in Reading ***Phonological Awareness, Print Concepts, Alphabet Knowledge***	**Emerging Skills in Writing** ***Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling***
Day 1 Routines	**Rhyme:** *Rain, Rain Go Away* **Name Recognition:** Taking Attendance: One Pile	
Day 1 Small Group 1	**Environmental Noise:** Warm Up: Body Beats **Recite Nursery Rhymes:** Old MacDonald	**Listening: Warm Up:** Be a Good Listener
Day 1 Small Group 2	**Recite Nursery Rhymes:** Warm Up: Say the Rhyme **Final Sound:** Words That End in /ae/	

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	Emerging Skills in Reading ***Phonological Awareness, Print Concepts, Alphabet Knowledge***	Emerging Skills in Writing ***Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling***
Day 1 **L&L Read-Aloud**		**Speaking and Listening**: *All Kinds of Families* **Core Vocabulary:** cherish, countries, cousins, guide, visit **Language & Content Use:** Extension Activity: My Family Book
Day 2 **Routines**	**Rhyme:** *Rain, Rain Go Away* **Name Recognition:** Classroom Jobs	
Day 2 **Small Group 1**	**Environmental Noise:** Warm Up: Body Beats **Environmental Noise:** Musical Instrument Circle	**Listening:** Be a Good Listener
Day 2 **Small Group 2**		**Motor Skills:** Move Your Body **Writing Strokes:** My First Strokes Book **Writing Strokes:** Handwriting Strokes with Fingers
Day 2 **L&L Trade Book**		**Speaking and Listening:** *Families,* by Ann Morris **Core Vocabulary:** celebrate, family, sharing **Language & Content Use:** Extension Activity: My Family Book
Day 3 **Routines**	**Rhyme:** *Five Little Monkeys* Continue Established Routines	
Day 3 **Small Group 1**	**Environmental Noise:** Warm Up: Body Beats **Environmental Noise:** Musical Instrument Circle	**Listening:** Be a Good Listener
Day 3 **Small Group 2**	**Recite Nursery Rhymes:** Warm Up: Say the Rhyme **Final Sound:** Words That End in /ed/	
Day 3 **L&L Trade Book**		**Speaking and Listening**: *Houses and Homes,* by Ann Morris **Deepening Understanding:** soil **Core Vocabulary:** bright, handy, stilts, straw, weave **Language & Content Use:** Extension Activity: My Family Book

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	Emerging Skills in Reading ***Phonological Awareness, Print Concepts, Alphabet Knowledge***	Emerging Skills in Writing ***Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling***
Day 4 Routines	**Rhyme:** *Five Little Monkeys* Continue Established Routines	
Day 4 Small Group 1	**Environmental Noise:** Warm Up: Body Beats **Environmental Noise:** How Many Noises?	**Listening:** Warm Up: Be a Good Listener
Day 4 Small Group 2		**Motor Skills:** Move Your Body **Writing Strokes:** My First Strokes Book **Writing Strokes:** Tracing with Primary Crayons
Day 4 L&L Picture Talk		**Speaking and Listening:** Compare *Houses and Homes* and *Families*, by Ann Morris **Language & Content Use:** Extension Activity: My Family Book
Day 5 Routines	**Rhyme:** *Pease Porridge* Continue Established Routines	
Day 5 Small Group 1	**Word Awareness:** Warm Up: Words: Same or Different? **Word Awareness:** Step Forward for Your Word	
Day 5 Small Group 2	**Final Sound:** Sorting /at/ and /ee/ Words	
Day 5 L&L Read-Aloud		**Speaking and Listening:** *Families Work and Play Together* **Core Vocabulary:** activities, chores, organized, pretend, repeat **Language & Content Use:** Extension Activity: My Tradition
Day 6 Routines	**Rhyme:** *Pease Porridge* Continue Established Routines	
Day 6 Small Group 1	**Word Awareness:** Warm Up: Words: Same or Different? **Word Awareness:** How Many Words?	

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	Emerging Skills in Reading ***Phonological Awareness, Print Concepts, Alphabet Knowledge***	Emerging Skills in Writing ***Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling***
Day 6 **Small Group 2**		**Motor Skills:** Move Your Body **Writing Strokes:** My First Strokes Book **Writing Strokes:** Writing with Primary Crayons
Day 6 **L&L Picture Talk**		**Speaking and Listening:** *Families Work and Play Together* **Deepening Understanding:** chores **Language & Content Use:** Extension Activity**:** My Tradition
Days 7–9 **Pausing Point 1**	Pausing Points are opportunities to review, reinforce, or extend the content taught thus far. This Pausing Point includes: **Student Performance Task Assessment, Skills Review, Listening & Learning Review**	
Day 10 **Routines**	**Rhyme:** *Teddy Bear* **Word Awareness:** Taking Attendance: How Many Students? Continue Established Routines	
Day 10 **Small Group 1**	**Word Awareness:** Warm Up: Silly Words: Same or Different? **Word Awareness:** How Many Words?	
Day 10 **Small Group 2**	**Rhyme:** Sorting /ok/ and /am/ Words	
Day 10 **L&L Trade Book**		**Speaking and Listening:** *Full, Full, Full of Love,* by Trish Cooke **Core Vocabulary:** behind, brim, full, grinned, nearly, struggle **Language & Content Use:** Extension Activity: My Tradition
Day 11 **Routines**	**Rhyme:** *Teddy Bear* Continue Established Routines	
Day 11 **Small Group 1**	**Word Awareness:** Warm Up: Silly Words: Same or Different? **Syllable Segment:** Words: Long or Short?	

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	Emerging Skills in Reading ***Phonological Awareness, Print Concepts, Alphabet Knowledge***	Emerging Skills in Writing ***Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling***
Day 11 **Small Group 2**		**Motor Skills:** Move Your Body **Writing Strokes:** My First Strokes Book **Writing Strokes:** Handwriting Strokes with Fingers
Day 11 **L&L Picture Talk**		**Speaking and Listening:** *Full, Full, Full of Love,* by Trish Cooke **Deepening Understanding:** chores **Language & Content Use:** Extension Activity: My Tradition
Day 12 **Routines**	**Rhyme:** *Teddy Bear* Continue Established Routines	
Day 12 **Small Group 1**	**Word Awareness:** Warm Up **Syllable Segment:** Names: How Many Parts?	
Day 12 **Small Group 2**	**Recite Nursery Rhymes:** Warm Up: Teddy Bear **Rhyme:** Rhyming Picnic	
Day 12 **L&L Read-Aloud**		**Speaking and Listening:** *Family Celebrations and Traditions* **Core Vocabulary:** decorate, honor, lanterns, throughout, traditions **Language & Content Use:** Extension Activity: Make the Rainbow
Day 13 **Routines**	**Rhyme:** *A Tisket, A Tasket* Continue Established Routines	
Day 13 **Small Group 1**	**Syllable Segment:** Warm Up: Clapping Names **Syllable Blend:** Robot Talk: Blending Compound Words	
Day 13 **Small Group 2**		**Motor Skills:** Move Your Body **Writing Strokes:** My First Strokes Book **Writing Strokes:** Tracing with Primary Crayons

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	Emerging Skills in Reading ***Phonological Awareness, Print Concepts, Alphabet Knowledge***	Emerging Skills in Writing ***Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling***
Day 13 **L&L Picture Talk**		**Speaking and Listening:** *Family Celebrations and Traditions* **Deepening Understanding:** Show and Tell: Celebrations and Traditions **Language & Content Use:** Extension Activity: Make the Rainbow
Day 14 **Routines**	**Rhyme:** *A Tisket, A Tasket* Continue Established Routines	
Day 14 **Small Group 1**	**Syllable Segment:** Warm Up: Clapping Names **Syllable Blend:** Robot Talk: Blending Words	
Day 14 **Small Group 2**	**Recite Nursery Rhymes:** "Teddy Bear" **Rhyme:** Rhyming Trip	
Day 14 **L&L Show and Tell**		**Speaking and Listening:** *Family Celebrations and Traditions* **Deepening Understanding:** Show and Tell: Celebrations and Traditions **Language & Content Use:** Extension Activity: Make the Rainbow
Day 15 **Routines**	**Rhyme:** *A Tisket, A Tasket* Continue Established Routines	
Day 15 **Small Group 1**	**Syllable Segment:** Warm Up: Clapping Names **Syllable Segment/Blend:** Hand Motions: Blending Compound Words	
Day 15 **Small Group 2**		**Motor Skills:** Move Your Body **Writing Strokes:** My First Strokes Book **Writing Strokes:** Writing with Primary Crayons

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	Emerging Skills in Reading ***Phonological Awareness, Print Concepts, Alphabet Knowledge***	Emerging Skills in Writing ***Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling***
Day 15 **L&L Trade Book**		**Speaking and Listening:** C*areer Day*, by Anne Rockwell **Core Vocabulary:** career, interesting, introduce, robe, recycle **Language & Content Use:** Extension Activity: Experiment: Making Colors
Day 16 **Routines**	**Rhyme:** Nursery Rhyme Review Continue Established Routines	
Day 16 **Small Group 1**	**Syllable Segment:** Warm Up: Stomping Names **Syllable Segment/Blend:** Hand Motions: Blending Words	
Day 16 **Small Group 2**	**Recite Nursery Rhymes:** Warm Up: Nursery Rhyme Review **Rhyme:** Rhyming Words Memory	
Day 16 **L&L Picture Talk**		**Speaking and Listening:** *Career Day, by Anne Rockwell* **Deepening Understanding:** Guess the Community Helper **Language & Content Use:** Extension Activity: Experiment: Making Colors
Days 17–19 **Pausing Point 2**	Pausing Points are opportunities to review, reinforce, or extend the content taught thus far. This Pausing Point includes: **Skills Review, Listening & Learning Review**	

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Learning Center: Animal Hospital

Content Objectives

- Identify at least ten animals by name
- Identify three body parts that belong to animals that are not human (e.g., beak, trunk, claw, etc.)
- Identify three body parts that humans and some animals have in common (e.g., eyes, ears, legs, hands, etc.)
- Name various animal body parts (e.g., nose, ears, tail, eyes, mouth, feet)
- Describe how animals use specific body parts (e.g., an elephant uses its trunk to get water
- State that animals' three basic needs are water, food, and shelter
- Identify two ways that animals are born (i.e., some animals are born alive and some animals hatch from eggs)
- State two defining characteristics of birds (e.g., have wings, feathers, two legs, or a beak; lay eggs; fly)
- State two defining characteristics of fish (e.g., have fins, tails, gills; live and breathe underwater; swim)
- State one defining characteristic of insects (e.g., small, have six legs)
- State one defining characteristic of mammals (e.g., have hair/fur, live babies, warm bodies; feed their babies milk)

ELA Objectives

- Assume a different role or perspective and express different possibilities, imaginary or realistic (SL.P.6)
- Carry on a dialogue or conversation with an adult or same-aged peer, initiating comments or responding to partner's comments (SL.P.1b)
- Understand and use precise nouns and verbs related to animals (L.P.1b)
- With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts (L.P.6)
- Use regularly formed plurals in spoken language (L.P.1c)
- Use present and past verb tense (L.P.1b)
- Understand and use complex sentences with clauses introduced by because and so that (L.P.1f)
- Give simple, single-step directions (SL.P.6)

Transition Cards: Animals

Content Objectives

- Identify at least ten animals by name
- Name various animal body parts (e.g., nose, ears, tail, eyes, mouth, feet)
- Sort pictures of birds, fish, and insects into piles based on the animal group to which they belong

ELA Objectives

- Understand and use precise nouns and verbs related to animals (L.P.1b)
- Ask or answer questions beginning with who, what, where, when, or why (SL.P.3)
- Ask or answer increasingly detailed, elaborate questions (other than those beginning with who, what, where, when, or why) (SL.P.3)
- Classify by other conceptual categories (L.P.5a

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Transition Cards: Capital Letters

ELA Objectives

- Recognize the initial letter of one's first name (RF.P.1d)
- Identify at least ten letters of the alphabet by name, especially those in child's first name (RF.P.1d)

Transition Cards: Name Cards

ELA Objectives

- Recognize the written form of one's first name (RF.P.1d, RF.P.3b)
- Segment a spoken word into separate, distinct syllables (RF.P.2a)
- Blend two spoken syllables, saying the whole word (RF.P.2a)

Classroom Routines

Routines: Continue conducting the daily routines introduced during the *All About Me and Families and Communities* domains. During the *Animals* domain, students are becoming more familiar with the general schedule and rhythm of the school day. Thus, in this domain, slight modifications to the existing routines are included to further challenge students. The routines taught in this domain include:

Routines: Taking Attendance (Copying Name)

ELA Objectives

- Associate spoken and written language by matching written word labels with spoken words, such as the student's name
- Recognize the written form of one's first name (RF.P.1d)

Routines: Using a daily schedule (Ordering the schedule using temporal words)

ELA Objectives

- Recognizes own name and common signs and labels in the environment (STD RF.P.3b)

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Note: *These objectives are consistently addressed throughout the Listening and Learning portion of the domain*

With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)

With prompting and support, ask and answer who, what, where, when, and why questions about a read-aloud (RI.P.1, SL.P.2, SL.P.3)

With prompting and support, retell important facts and information from the read-aloud (RI.P.2)

With prompting and support, ask and answer questions about unknown words in the read-aloud (RI.P.4)

With prompting and support, use words and phrases acquired through reading and responding to the read-aloud (L.P.6)

Understand and use precise nouns and verbs related to plants (L.P.1b)

With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text, naming the topic and supplying some information about the topic (W.P.2, W.P.8)

Add drawings or other visual displays to describe an event or task that has already taken place outside the immediate place and time (SL.P.5)

Ask questions about oral directions or verbal explanations (SL.P.2)

Restate oral directions or verbal explanations (SL.P.2)

With prompting and support, ask appropriately for the help of an adult when needed (SL.P.3)

Describe an event or task that one is in the process of completing (SL.P.4)

Express personal needs and desires verbally in a comprehensible manner (SL.P.6)

	Emerging Skills in Reading ***Phonological Awareness, Print Concepts, Alphabet Knowledge***	**Emerging Skills in Writing** ***Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling***
Day 1 Routines	**Rhyme:** *An Old Person of Ware* **Alphabet Knowledge:** Taking Attendance: Copying Your Name	
Day 1 Small Group 1	**Syllable Segment:** Warm Up: Clapping Animal Names **Syllable Segment/ Blend:** Duck, Duck, Goose	
Day 1 Small Group 2	**Rhyme:** Warm Up: Rhyme **Rhyme:** Silly Rhyming Sentences	

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	Emerging Skills in Reading ***Phonological Awareness, Print Concepts, Alphabet Knowledge***	Emerging Skills in Writing ***Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling***
Day 1 **L&L Read-Aloud**		**Speaking and Listening**: *Humans are Animals* **Core Vocabulary:** animals, beak, furry, sharp, sniff, trunk **Language & Content Use:** Extension Activity: Animal Library
Day 2 **Routines**	**Rhyme:** *An Old Person of Ware* Continue Established Routines	**Sequencing Events:** Ordering the Schedule Using Temporal Words
Day 2 **Small Group 1**	**Syllable Segment:** Warm Up: Clapping Animal Names **Syllable Segment:** Mystery Syllable Box	
Day 2 **Small Group 2**		**Writing Strokes:** Warm Up: My First Strokes Book **Writing Strokes:** Tracing with Primary Crayons
Day 2 **L&L Picture Talk**		**Speaking and Listening**: *Humans are Animals* **Deepening Understanding:** truck **Language & Content Use:** Extension Activity: Animal Library
Day 3 **Routines**	**Rhyme:** *Here is the Beehive* Continue Established Routines	
Day 3 **Small Group 1**	**Syllable Segment:** Warm Up: Clapping Animal Names **Syllable Segment:** Jumping for Syllables	
Day 3 **Small Group 2**	**Rhyme:** Warm Up: Rhyme **Rhyme:** Mystery Rhyming Box	
Day 3 **L&L Trade Book**		**Speaking and Listening**: *What Do You Do With A Tail Like This?,* by Steve Jenkins and Robin Page **Deepening Understanding:** soil **Core Vocabulary:** underground, pesky, sticky, leap, capture **Language & Content Use:** Extension Activity: Animal Library

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	Emerging Skills in Reading ***Phonological Awareness, Print Concepts, Alphabet Knowledge***	Emerging Skills in Writing ***Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling***
Day 4 Routines	**Rhyme***: Here is the Beehive* Continue Established Routines	
Day 4 Small Group 1	**Syllable Segment:** Warm Up: Clapping Animal Names **Syllable Segment:** Syllable Sort	
Day 4 Small Group 2		**Writing Strokes:** Warm Up: My First Strokes Book **Writing Strokes:** Writing with Primary Crayons
Day 4 L&L Read-Aloud		**Speaking and Listening:** *Animals Have Three Basic Needs* **Core Vocabulary:** burrows, carnivores, herbivores, lap, nibble **Language & Content Use:** Extension Activity: Basic Needs Pretend Play
Day 5 Routines	**Rhyme***: Here is the Beehive* Continue Established Routines	
Day 5 Small Group 1	**Syllable Segment:** Warm Up: Clapping Animal Names **Syllable Segment:** Count and Color Syllables	
Day 5 Small Group 2		**Sequencing Events:** Shampoo Story
Day 5 L&L Picture Talk		**Speaking and Listening:** *Animals Have Three Basic Needs* **Deepening Understanding:** lap **Language & Content Use:** Extension Activity: Basic Needs Pretend Play
Day 6 Routines	**Rhyme***: Kookaburra* Continue Established Routines	

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	Emerging Skills in Reading ***Phonological Awareness, Print Concepts, Alphabet Knowledge***	Emerging Skills in Writing ***Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling***
Day 6 **Small Group 1**		**Storytelling:** Warm Up: Grocery Story
Day 6 **Small Group 2**		**Writing Strokes:** Warm Up: My First Strokes Book **Writing Strokes:** Tracing with Primary Crayons
Day 6 **L&L Read-Aloud**		**Speaking and Listening:** *Animals Protect Themselves* **Core Vocabulary:** camouflage, oily, pants, shell, twig **Language & Content Use:** Extension Activity: Basic Needs Pretend Play
Day 7 **Routines**	**Rhyme:** *Kookaburra* Continue Established Routines	
Day 7 **Small Group 1**		**Storytelling:** Warm Up: Grocery Story
Day 7 **Small Group 2**		**Writing Strokes:** Warm Up: My First Strokes Book **Writing Strokes:** Writing with Primary Crayons
Day 7 **L&L Picture Talk**		**Speaking and Listening:** *Animals Protect Themselves* **Deepening Understanding:** pants **Language & Content Use:** Extension Activity: “If I Could Be An Animal” Class Book
Days 8–10 **Pausing Point 1**	Pausing Points are opportunities to review, reinforce, or extend the content taught thus far. This Pausing Point includes: **Student Performance Task Assessment, Skills Review, Listening & Learning Review**	
Day 11 **Routines**	**Rhyme:** *The Eensy, Weensy Spider* Continue Established Routines	

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	Emerging Skills in Reading ***Phonological Awareness, Print Concepts, Alphabet Knowledge***	Emerging Skills in Writing ***Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling***
Day 11 **Small Group 1**	**Initial Sound:** What Begins with the /m/ Sound?	**Motor Skills:** Warm Up: Move Your Body
Day 11 **Small Group 2**		**Writing Strokes:** Warm Up: My First Strokes Book **Writing Strokes/Writing Letters:** Tracing with Primary Crayons
Day 11 **L&L Trade Book**		**Speaking and Listening:** *Is Your Mama a Llama?,* by Deborah Guarino **Core Vocabulary:** belong, cave, flippers, grazes, herd **Language & Content Use:** Extension Activity: "If I Could Be An Animal" Class Book
Day 12 **Routines**	**Rhyme:** *The Eensy, Weensy Spider* Continue Established Routines	
Day 12 **Small Group 1**	**Initial Sound:** What Begins with the /m/ Sound?	**Motor Skills:** Warm Up: Move Your Body
Day 12 **Small Group 2**		**Sequencing Events:** Eensy, Weensy Spider Sequencing
Day 12 **L&L Trade Book**		**Speaking and Listening:** *Is Your Mama a Llama?,* by Deborah Guarino **Deepening Understanding:** belong **Language & Content Use:** Extension Activity: "If I Could Be An Animal" Class Book
Day 13 **Routines**	**Rhyme:** *The Eensy, Weensy Spider* Continue Established Routines	

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	Emerging Skills in Reading ***Phonological Awareness, Print Concepts, Alphabet Knowledge***	**Emerging Skills in Writing** ***Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling***
Day 13 **Small Group 1**	**Initial Sound:** What Begins with the /s/ Sound?	**Motor Skills:** Warm Up: Move Your Body
Day 13 **Small Group 2**	**Rhyme:** Warm Up: Rhyme **Rhyme:** Find Your Rhyme Partner	
Day 13 **L&L Trade Book**		**Speaking and Listening:** *See Me Grow,* by Penelope Arlon and Tory Gordon Harris **Core Vocabulary:** foal, litter, pouch **Language & Content Use:** Extension Activity: Animal Charades
Day 14 **Routines**	**Rhyme:** *Hickety, Pickety, My Black Hen* Continue Established Routines	
Day 14 **Small Group 1**	**Initial Sound:** Initial Sound Riddles	**Motor Skills:** Warm Up: Move Your Body
Day 14 **Small Group 2**		**Writing Strokes:** Warm Up: My First Strokes Book **Writing Strokes:** Writing with Primary Crayons
Day 14 **L&L Trade Book**		**Speaking and Listening:** *See Me Grow,* by Penelope Arlon and Tory Gordon Harris **Core Vocabulary:** chrysalis, hatch, tadpole **Language & Content Use:** Extension Activity: Animal Charades
Day 15 **Routines**	**Rhyme:** *Hickety, Pickety, My Black Hen* Continue Established Routines	
Day 15 **Small Group 1**	**Initial Sound:** Robot Talk: Blending /s/ and /m/ words	**Motor Skills:** Warm Up: Move Your Body

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	Emerging Skills in Reading ***Phonological Awareness, Print Concepts, Alphabet Knowledge***	Emerging Skills in Writing ***Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling***
Day 15 **Small Group 2**	**Rhyme:** Warm Up: Rhyme **Rhyme:** Connect the Rhyming Words	
Day 15 **L&L Trade Book**		**Speaking and Listening:** Review: *See Me Grow,* by Penelope Arlon and Tory Gordon Harris **Language & Content Use:** Extension Activity: Animal Charades
Day 16 Routines	**Rhyme:** Review Nursery Rhymes and Songs Posters 3, 16, 18, 22, 45 Continue Established Routines	
Day 16 **Small Group 1**	**Sound Letter Correspondence/ Initial Sounds:** Draw the Sound Picture for /m/	**Motor Skills:** Warm Up: Move Your Body **Writing Letters:** Draw the Sound Picture for /m/
Day 16 **Small Group 2**	**Rhyme:** Warm Up: Rhyme **Rhyme:** Silly Animal Rhymes	
Day 16 **L&L Read-Aloud**		**Speaking and Listening:** *Groups of Animals: Birds, Fish and Insects* **Core Vocabulary:** fins, gills, insects, peck **Language & Content Use:** Extension Activity: Groups of Animals Sorting Game
Day 17 Routines	**Rhyme:** Review Nursery Rhymes and Songs Posters 3, 16, 18, 22, 45 Continue Established Routines	
Day 17 **Small Group 1**	**Sound-Letter Correspondence:** Circle the Sound Picture for /m/	**Motor Skills:** Warm Up: Move Your Body

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	Emerging Skills in Reading ***Phonological Awareness, Print Concepts, Alphabet Knowledge***	Emerging Skills in Writing ***Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling***
Day 17 **Small Group 2**		**Storytelling:** Retell the Story
Day 17 **L&L Read-Aloud**		**Speaking and Listening:** Groups of Animals: Mammals **Core Vocabulary:** cuddle, fawn, mammals, smooth **Language & Content Use:** Extension Activity: Groups of Animals Sorting Game
Days 18–20 **Pausing Point 2**	Pausing Points are opportunities to review, reinforce, or extend the content taught thus far. This Pausing Point includes: **Skills Review, Listening & Learning Review**	

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Learning Center: Farm Stand

Content Objectives

- Name five plants (e.g., tree, grass, sunflower, cactus, carrot, etc.)
- Name the four parts of a plant (i.e., roots, stem, leaves, flowers)
- State the function of the four parts of a plant (i.e., roots soak up water, stem holds the plant up, leaves collect sunlight and air, flowers make seeds)
- State that flowers grow from seeds
- Describe how a sunflower grows (i.e., seed in ground, small root grows down, seedling comes up out of ground, flower grows)
- Name plants' four basic needs: sunlight, water, air, nutrients (from soil)
- State that flowers make seeds and fruits so that new plants can grow
- Use the word *petal* to label the colorful part of a flower
- State that fruits have seeds that grow into new plants
- Identify four types of fruit
- Name five foods that come from plants (e.g., apple, blueberry, banana, carrot, lettuce, etc.)

ELA Objectives

- Describe an event or task that one is in the process of completing (SL.P.4)
- Describe an event or task that one has just experienced in the immediate past (SL.P.4)
- Use future verb tense (L.P.1b)
- Given sample objects/pictures and a verbal description of the selection criteria, sort objects/pictures according to a single criterion: sort by function (L.P.5a)
- Classify by function (L.P.5a)
- With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts (L.P.6)
- Understand and use precise nouns and verbs related to plants (L.P.1b)
- Assume a different role or perspective and express different possibilities, imaginary or realistic (SL.P.6)

Transition Cards: Fruits and Vegetables

Content Objectives

- Name five plants (e.g., tree, grass, sunflower, cactus, carrots, etc.)

ELA Objectives

- Ask or answer questions beginning with w*ho, what, where, when,* or w*hy* (SL.P.3)
- Ask or answer increasingly detailed, elaborate questions (other than those beginning with *who, what, where, whe*n, or *why*) (SL.P.3)
- Understand and use precise nouns and verbs related to plants (L.P.1b)

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- Understand and use increasingly precise verbs related to eating, movement, and the five senses (L.P.5d)
- With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts about plants (L.P.6)

Transition Cards: Sound Pictures and Initial Sounds

ELA Objectives

- With prompting and support, given a sound and a choice of two words, choose the word that begins with the given sound (RF.P.2d)
- With prompting and support, give the beginning sound of a spoken word (RF.P.2d)
- Give the consonant sounds of at least three written letters (RF.P.2c, RF.P.3a)
- With prompting and support, give the vowel sound of at least one letter (RF.P.3a)

Classroom Routines

Routines: Continue conducting the daily routines introduced during the *All About Me, Families and Communities and Animals* domains. During the *Plants* domain, students are very familiar with classroom routines, and are even taking responsibility for conducting some of these routines themselves. In this domain slight modifications to the existing routines are included to further challenge students. The routines taught in this domain include:

Routines: Taking Attendance (Name Your Letters)

ELA Objectives

- Associate spoken and written language by matching written word labels with spoken words, such as the student's
- Recognize the written form of one's first name (RF.P.1d)

Routines: Taking Attendance (Naming Your Letters during Circle Time)

ELA Objectives

- Associate spoken and written language by matching written word labels with spoken words, such as the student's
- Recognize the written form of one's first name (RF.P.1d)

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Note: *These objectives are consistently addressed throughout the Listening and Learning portion of the domain*

With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)

With prompting and support, ask and answer who, what, where, when, and why questions about a read-aloud (RI.P.1, SL.P.2, SL.P.3)

With prompting and support, retell important facts and information from the read-aloud (RI.P.2)

With prompting and support, ask and answer questions about unknown words in the read-aloud (RI.P.4)

With prompting and support, use words and phrases acquired through reading and responding to the read-aloud (L.P.6)

Understand and use precise nouns and verbs related to plants (L.P.1b)

With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text, naming the topic and supplying some information about the topic (W.P.2, W.P.8)

Add drawings or other visual displays to describe an event or task that has already taken place outside the immediate place and time (SL.P.5)

Ask questions about oral directions or verbal explanations (SL.P.2)

Restate oral directions or verbal explanations (SL.P.2)

With prompting and support, ask appropriately for the help of an adult when needed (SL.P.3)

Describe an event or task that one is in the process of completing (SL.P.4)

Express personal needs and desires verbally in a comprehensible manner (SL.P.6)

	Emerging Skills in Reading *Phonological Awareness, Print Concepts, Alphabet Knowledge*	Emerging Skills in Writing *Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling*
Day 1 Routines	**Rhyme:** *Here We Go Round the Mulberry Bush* **Alphabet Knowledge:** Name letters in own name	**Name Writing:** Copying name
Day 1 Small Group 1	**Sound - Letter Correspondence:** Warm Up: Sound Picture Review **Sounds in Words:** Same-Sound Pairs	
Day 1 Small Group 2		**Storytelling:** The Story of Tony's Day
Day 1 L&L Read-Aloud		**Speaking and Listening**: *Plants are All Around Us* **Core Vocabulary:** buds, edible, harvested, vegetables **Language & Content Use:** Extension Activity: Plant a Seed

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	Emerging Skills in Reading *Phonological Awareness, Print Concepts, Alphabet Knowledge*	Emerging Skills in Writing *Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling*
Day 2 Routines	**Rhyme:** *Here We Go Round the Mulberry Bush* Continue Established Routines	
Day 2 Small Group 1	**Sound - Letter Correspondence:** Warm Up: Sound Picture Review **Initial Sound:** Adding Initial Sounds	
Day 2 Small Group 2		**Writing Strokes:** Warm Up: My First Strokes Book **Writing Strokes:** Tracing with Primary Crayons
Day 2 L&L Read-Aloud		**Speaking and Listening:** *Plants Have Different Parts* **Core Vocabulary:** nourish, nutrients, roots, soil, stem **Language & Content Use:** Extension Activity: Plant a Seed
Day 3 Routines	**Rhyme***: Here We Go Round the Mulberry Bush* Continue Established Routines	
Day 3 Small Group 1	**Sound - Letter Correspondence:** Warm Up: Sound Picture Review **Initial Sound:** Adding Initial Sounds	
Day 3 Small Group 2		**Storytelling:** A Class Story
Day 3 L&L Read-Aloud		**Speaking and Listening**: *Plants Have Different Parts* **Deepening Understanding:** soil **Language & Content Use:** Extension Activity: Plant a Seed
Day 4 Routines	**Rhyme:** *One Potato, Two Potato* Continue Established Routines	
Day 4 Small Group 1	**Sound - Letter Correspondence:** Warm Up: Sound Picture Review **Sounds in Words:** Draw the Sound Picture for /a/	
Day 4 Small Group 2		**Writing Strokes:** Warm Up: My First Strokes Book **Writing Strokes:** Writing with Primary Crayons

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	Emerging Skills in Reading *Phonological Awareness, Print Concepts, Alphabet Knowledge*	Emerging Skills in Writing *Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling*
Day 4 L&L Trade Book		**Speaking and Listening:** *Sunflower House*, by Eve Bunting **Core Vocabulary:** guaranteed, mammoth, sow, weeds **Language & Content Use:** Extension Activity: Make Your Own Sunflower
Day 5 Routines	**Rhyme:** *One Potato, Two Potato* Continue Established Routines	
Day 5 Small Group 1	**Sound - Letter Correspondence:** Warm Up: Sound Picture Review **Word Understanding:** Circle the Sound Picture	
Day 5 Small Group 2		**Dictation:** Tell a Story
Day 5 L&L Trade Book		**Speaking and Listening:** *Sunflower House, by Eve Bunting* **Deepening Understanding***: sow* **Language & Content Use:** Extension Activity: Make Your Own Sunflower
Day 6 Routines	**Rhyme:** *Oats, Peas, Beans, and Barley Grow* Continue Established Routines	
Day 6 Small Group 1	**Sound - Letter Correspondence:** Warm Up: Sound Picture Review **Initial Sounds:** Removing Initial Sounds	
Day 6 Small Group 2		**Writing Strokes:** Warm Up: My First Strokes Book **Writing Strokes:** Tracing with Primary Crayons
Day 6 L&L Read-Aloud		**Speaking and Listening:** *Plants Grow* **Core Vocabulary:** deeper, emerges, larger, seedling, thick, trunk **Language & Content Use:** Extension Activity: Make Your Own Sunflower

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	Emerging Skills in Reading *Phonological Awareness, Print Concepts, Alphabet Knowledge*	Emerging Skills in Writing *Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling*
Day 7 Routines	**Rhyme:** *Oats, Peas, Beans, and Barley Grow* Continue Established Routines	
Day 7 Small Group 1	**Sound - Letter Correspondence:** Warm Up: Sound Picture Review **Initial Sound:** Removing Initial Sounds	
Day 7 Small Group 2		**Writing Strokes:** Warm Up: My First Strokes Book **Writing Strokes:** Writing with Primary Crayons
Day 7 L&L Picture Talk		**Speaking and Listening:** *Plants Grow* **Deepening Understanding:** trunk **Language & Content Use:** Extension Activity: Make Your Own Sunflower
Days 8–10 Pausing Point 1	Pausing Points are opportunities to review, reinforce, or extend the content taught thus far. This Pausing Point includes: **Student Performance Task Assessment, Skills Review, Listening & Learning Review**	
Day 11 Routines	**Rhyme:** *Ring Around the Rosey* **Alphabet Knowledge:** Attendance: Naming Letters During Morning Circle	
Day 11 Small Group 1	**Sound - Letter Correspondence:** Warm Up: Sound Picture Review **Initial Sound:** Initial Sound Mystery Box	
Day 11 Small Group 2		**Dictation:** Tell Your Own Story
Day 11 L&L Read-Aloud		**Speaking and Listening:** *Plants Have Basic Needs* **Core Vocabulary:** collect, garden, healthy, plant, soak **Language & Content Use:** Extension Activity: Nature Walk
Day 12 Routines	**Rhyme:** *Ring Around the Rosey* Continue Established Routines	

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	Emerging Skills in Reading *Phonological Awareness, Print Concepts, Alphabet Knowledge*	Emerging Skills in Writing *Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling*
Day 12 Small Group 1	**Initial Sound/Sound-Letter Correspondence:** Initial Sound Matches	
Day 12 Small Group 2	**Sound-Letter Correspondence:** Warm Up: Sound Picture Review	**Writing:** Draw the Sound Picture for /t/
Day 12 L&L Picture Talk		**Speaking and Listening:** *Plants Have Basic Needs* **Deepening Understanding:** Hands on Learning: Plants Experiment **Language & Content Use:** Extension Activity: Nature Walk
Day 13 Routines	**Rhyme/Alliteration:** *Peter Piper* Continue Established Routines	
Day 13 Small Group 1	**Initial Sound/Sound-Letter Correspondence:** Initial Sound Matches	
Day 13 Small Group 2		**Sequencing Events:** What Will Happen Next?
Day 13 L&L Trade Book		**Speaking and Listening:** *Flowers,* by Vijaya Khisty Bodach **Core Vocabulary:** bloom, nectar, petals, raw, sip **Language & Content Use:** Extension Activity: Nature Walk
Day 14 Routines	**Rhyme/Alliteration***: Peter Piper* Continue Established Routines	
Day 14 Small Group 1	**Initial Sound:** Initial Sound Lists **Phonological Awareness:** Robot Talk: Two-Sound Words	
Day 14 Small Group 2	**Sound - Letter Correspondence:** Warm Up: Sound Picture Review **Initial Sound/Sound-Letter Correspondence:** Circle the Sound Picture for /t/	

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	Emerging Skills in Reading *Phonological Awareness, Print Concepts, Alphabet Knowledge*	Emerging Skills in Writing *Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling*
Day 14 L&L Trade Book		**Speaking and Listening:** *Flowers,* by Vijaya Khisty Bodach **Deepening Understanding:** sip **Language & Content Use:** Extension Activity: Nature Walk
Day 15 Routines	**Rhyme/Alliteration:** *Tippety, Tippety* Continue Established Routines	
Day 15 Small Group 1	**Initial Sound:** Initial Sound Lists **Sounds in Words:** Two-Sound Word Hunt	
Day 15 Small Group 2	**Sound-Letter Correspondence:** Warm Up: Sound Picture Review	**Handwriting:** Draw the Sound Picture for /d/
Day 15 L&L Trade Book		**Speaking and Listening:** *A Fruit Is a Suitcase for Seeds,* by Jean Richards and illustrated by Anca Hariton **Core Vocabulary:** crowded, fruit, pit, suitcase, travel **Language & Content Use:** Extension Activity: Fruit Prints
Day 16 Routines	**Rhyme/Alliteration:** *Tippety, Tippety* Continue Established Routines	
Day 16 Small Group 1	**Sound - Letter Correspondence:** Warm Up: Sound Picture Review **Word Awareness:** Make a Match	
Day 16 Small Group 2		**Dictation:** Retell the Ending
Day 16 L&L Read-Aloud		**Speaking and Listening:** *Plants Are Important to Humans and Animals* **Core Vocabulary:** important, oxygen, root, vegetables, shade **Language & Content Use:** Extension Activity: Fruit Prints

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	Emerging Skills in Reading *Phonological Awareness, Print Concepts, Alphabet Knowledge*	Emerging Skills in Writing *Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling*
Day 17 Routines	**Rhyme/Alliteration:** *Tippety, Tippety* Continue Established Routines	
Day 17 Small Group 1	**Syllable Segment:** Pushing Blocks for Sounds	
Day 17 Small Group 2	**Sound - Letter Correspondence:** Warm Up: Sound Picture Review **Initial Sound:** Write the Initial Sound	
Day 17 L&L Hands on Learning		**Speaking and Listening:** *Tasting Fruits and Vegetables* **Language & Content Use:** Extension Activity: Fruit Prints
Days 18–20 Pausing Point 2	Pausing Points are opportunities to review, reinforce, or extend the content taught thus far. This Pausing Point includes: **Skills Review, Listening & Learning Review**	

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Learning Center: Library Dramatic Play Center

Content Objectives

- Identify by name the woodland (woods, forest) habitat when shown a picture of the woodland
- Name one plant and two animals that live in the woodland
- Identify by name the pond habitat when shown a picture of the pond
- Name one plant and two animals that live in the pond
- Identify by name the ocean habitat when shown a picture of the ocean
- Name three animals that live in the ocean
- State that the ocean habitat has salty water and a sandy beach
- Identify by name the desert habitat when shown a picture of the desert
- Name one plant and two animals that live in the desert
- State that the desert habitat is hot and dry
- Identify by name the farm habitat when shown a picture of the farm
- Name one plant and two animals that live on the farm
- State that the food humans eat is grown on farms

ELA Objectives

- Point to the front cover, title, and back cover of a book; the top, middle, or bottom of a page; the beginning of the book; where to start reading a book; the order that words are read on a page; the end of the book; a word; and a letter (RI.P.5, RF.P.1a)
- Hold a book correctly, turning the pages, while pretend-reading (RF.P.4)
- Use cover and illustration cues to locate those books that pertain to a particular topic or might answer a topical question (W.P.8)
- Recognize, call by name, and indicate the role of school personnel (SL.P.1c)
- Greet adults as “Mr. (name),” and/or “Ms. or Mrs. (name)” (SL.P.1c)
- Ask questions about oral directions or verbal explanations (SL.P.2)
- Describe an event or task that one has just experienced in the immediate past (SL.P.4)
- Describe an event or task that will take place in the future (SL.P.4)
- Understand and use the negative forms of declarative sentences, questions, and imperatives. (L.P.1f)

Transition Cards: Habitats

Content Objectives

- Identify by name the woodland (woods, forest) habitat when shown a picture of the woodland
- Name one plant and two animals that live in the woodland
- Identify by name the pond habitat when shown a picture of the pond

ELA Objectives

- With prompting and support, sort, classify, and describe pictures according to categories (habitats) explained in nonfiction read-alouds (RI.P.3)
- Understand and use precise nouns and verbs related to animals, plants, and habitats (L.P.1b)
- Classify by other conceptual categories (L.P.5a)

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- Name one plant and two animals that live in the pond
- Identify by name the ocean habitat when shown a picture of the ocean
- Name three animals that live in the ocean
- Identify by name the desert habitat when shown a picture of the desert
- Name one plant and two animals that live in the desert
- Identify by name the farm habitat when shown a picture of the farm
- Name one plant and two animals that live on the farm
- With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts (L.P.6)

Transition Cards: Sound Pictures and Initial Sounds

ELA Objectives

- With prompting and support, given a sound and a choice of two words, choose the word that begins with the given sound (RF.P.2d)
- With prompting and support, give the beginning sound of a spoken word (RF.P.2d)
- Give the consonant sounds of at least three written letters (RF.P.2c, RF.P.3a)
- With prompting and support, give the vowel sound of at least one letter (RF.P.3a)

Routines: Continue conducting the daily routines introduced during the *All About Me, Families and Communities, Animals and Plants* domains. During the *Habitats* domain, By the start of the *Habitats* domain, students are very familiar with the general schedule and rhythm of the school day. They may even independently transition from one familiar routine to the next. Students are also writing their own names. The routine modified in this domain is:

Routines: Writing name to make a choice

ELA Objectives

- Associate spoken and written language by matching written word labels with spoken words, such as the student's
- Hold a writing instrument correctly between the thumb and index finger, resting against the middle finger (L.P.1a)
- Write the first letter of one's first name using a capital letter (L.P.2a)
- Write one's first name, using upper- and lowercase letters appropriately (L.P.1a, L.P.2a)

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	Emerging Skills in Reading *Phonological Awareness, Print Concepts, Alphabet Knowledge*	Emerging Skills in Writing *Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling*
Day 1 Routines	**Rhyme:** *Bat, Bat* Continue Established Routines	**Name Writing:** Writing Name to Make Choices
Day 1 Small Group 1		**Writing Letters:** Warm Up: Sound Picture Review **Writing Letters:** Draw the Sound Picture for /o/
Day 1 Small Group 2	**Initial Sound:** Warm Up: Call and Response: Initial Sounds **Initial Sound:** Beginning Sound Match	
Day 1 L&L Read-Aloud		**Speaking and Listening**: *Woodland* **Core Vocabulary:** bank, damp, fragile, hike, shady, tiptoe **Language & Content Use:** Extension Activity: Woodland Mural

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	Emerging Skills in Reading *Phonological Awareness, Print Concepts, Alphabet Knowledge*	Emerging Skills in Writing *Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling*
Day 2 Routines	**Rhyme:** *Bat, Bat* Continue Established Routines	
Day 2 Small Group 1	**Sound-Letter Correspondence:** Warm Up: Sound Picture Review **Sound-Letter Correspondence:** Circle the Sound Picture 'o'	**Writing:** Circle the Sound Picture 'o'
Day 2 Small Group 2	**Initial Sound:** Warm Up: Call and Response: Initial Sounds **Phonological Awareness:** Teacher, Teacher, May I Cross the Bridge?	
Day 2 L&L Picture Talk		**Speaking and Listening:** *Woodland* **Deepening Understanding:** fragile **Core Vocabulary:** bank, damp, fragile, hike, shady, tiptoe **Language & Content Use:** Extension Activity: Woodland Mural
Day 3 Routines	**Rhyme***: Row, Row, Row Your Boat* Continue Established Routines	
Day 3 Small Group 1	**Initial Sound:** Warm Up: Does It Start with /o/? **Syllable Blending:** Oral Blending: Three-Sound Words	
Day 3 Small Group 2		**Dictation:** Story Dictation
Day 3 L&L Trade Book		**Speaking and Listening**: *In the Woods: Who's Been Here?,* by Lindsay Barrett George **Core Vocabulary:** autumn, boulder, clearing, clump, gnawed **Language & Content Use:** Extension Activity: Woodland Mural
Day 4 Routines	**Rhyme***: Row, Row, Row Your Boat* Continue Established Routines	

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	Emerging Skills in Reading *Phonological Awareness, Print Concepts, Alphabet Knowledge*	Emerging Skills in Writing *Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling*
Day 4 Small Group 1	**Initial Sound:** Warm Up: Does It Start with /o/? **Syllable Blending:** Oral Blending: Three-Sound Words	
Day 4 Small Group 2	**Word Awareness:** Class Book: In the Woods	
Day 4 L&L Trade Book		**Speaking and Listening:** *In the Woods: Who's Been Here?,* by Lindsay Barrett George **Deepening Understanding:** autumn **Core Vocabulary:** autumn, boulder, clearing, clump, gnawed **Language & Content Use:** Extension Activity: Woodland Mural
Day 5 Routines	**Rhyme:** *Once I Saw a Little Bird* Continue Established Routines	
Day 5 Small Group 1	**Sound-Letter Correspondence:** Warm Up: Sound Picture Review	**Writing Letters:** Draw the Sound Picture for /k/
Day 5 Small Group 2	**Word Awareness:** Class Book: In the Woods	
Day 5 L&L Trade Book		**Speaking and Listening:** *Life in a Pond,* by Carol K. Lindeen **Core Vocabulary:** dive, lake, still **Language & Content Use:** Extension Activity: Pond Mural
Day 6 Routines	**Rhyme:** *Once I Saw a Little Bird* Continue Established Routines	
Day 6 Small Group 1	**Sound-Letter Correspondence:** Warm Up: Sound Picture Review **Sound-Letter Correspondence** Circle the Sound Picture 'c'	**Writing**: Warm Up: Sound Picture Review **Writing:** Circle the Sound Picture 'c'
Day 6 Small Group 2	**Initial Sound:** Warm Up: Call and Response: Initial Sounds **Initial Sound:** Sound Picture Board Game	

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	Emerging Skills in Reading *Phonological Awareness, Print Concepts, Alphabet Knowledge*	Emerging Skills in Writing *Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling*
Day 6 L&L Read-aloud		**Speaking and Listening:** *Pond* **Core Vocabulary:** croaking, crouching, murky, reeds, shallow **Language & Content Use:** Extension Activity: Pond Mural
Day 7 Routines	**Rhyme:** *Nursery Rhyme Review* Continue Established Routines	
Day 7 Small Group 1	**Initial Sound:** Warm Up: Does It Start with /k/? **Syllable Blending:** Oral Blending: Three-Sound Words	
Day 7 Small Group 2	**Initial Sound:** Warm Up: Call and Response: Initial Sounds **Initial Sound:** Sound Picture Board Game	
Day 7 L&L Picture Talk		**Speaking and Listening:** *Pond* **Deepening Understanding:** shallow **Core Vocabulary:** croaking, crouching, murky, reeds, shallow **Language & Content Use:** Extension Activity: Pond Mural
Days 8-10 Pausing Point 1	Pausing Points are opportunities to review, reinforce, or extend the content taught thus far. This Pausing Point includes: **Student Performance Task Assessment, Skills Review, Listening & Learning Review**	
Day 11 Routines	**Rhyme:** *"At the Seaside" by Robert Louis Stevenson* Continue Established Routines	
Day 11 Small Group 1	**Sound-Letter Correspondence:** Warm Up: Sound Picture Review	**Writing Letters:** Draw the Sound Picture for /g/
Day 11 Small Group 2	**Blending Syllables:** Warm Up: Call and Response: Blending Three-Sound Words **Initial Sound:** Color the Balloons	

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	Emerging Skills in Reading *Phonological Awareness, Print Concepts, Alphabet Knowledge*	Emerging Skills in Writing *Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling*
Day 11 L&L Read-Aloud		**Speaking and Listening:** *Ocean* **Core Vocabulary:** burrow, enormous, tidal pool, wading, waves **Language & Content Use:** Extension Activity: Ocean Mural
Day 12 Routines	**Rhyme:** *"At the Seaside" by Robert Louis Stevenson* Continue Established Routines	
Day 12 Small Group 1	**Sound-Letter Correspondence:** Warm Up: Sound Picture Review **Sounds in Words:** Circle the Sound Picture 'g'	
Day 12 Small Group 2	**Sound Letter Correspondence:** Sound Picture Fishing Game	
Day 12 L&L Picture Talk		**Speaking and Listening:** *Ocean* **Deepening Understanding:** enormous **Core Vocabulary:** burrow, enormous, tidal pool, wading, waves **Language & Content Use:** Extension Activity: Ocean Mural
Day 13 Routines	**Rhyme:** *To Market, To Market* Continue Established Routines	
Day 13 Small Group 1	**Blending Syllables:** Blending Sounds Train	
Day 13 Small Group 2	**Blending Syllables:** Warm Up: Call and Response: Blending Three-Sound Words **Syllable Segmentation:** Oral Segmenting: Three-Sound Words	
Day 13 L&L Read-Aloud		**Speaking and Listening:** *Desert* **Core Vocabulary:** binoculars, dart, peer, prickly, sandy, scurry **Language & Content Use:** Extension Activity: Desert Mural
Day 14 Routines	**Rhyme:** *To Market, To Market* Continue Established Routines	

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	Emerging Skills in Reading *Phonological Awareness, Print Concepts, Alphabet Knowledge*	Emerging Skills in Writing *Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling*
Day 14 Small Group 1	**Sound-Letter Correspondence:** Warm Up: Sound Picture Review	**Writing Letters:** Draw the Sound Picture for /i/
Day 14 Small Group 2	**Blending Syllables:** Warm Up: Call and Response: Blending Three-Sound Words **Initial Sound:** Initial Sound Storybook Reading	
Day 14 L&L Picture Talk		**Speaking and Listening:** *Desert* **Deepening Understanding:** prickly **Core Vocabulary:** binoculars, dart, peer, prickly, sandy, scurry **Language & Content Use:** Extension Activity: Desert Mural
Day 15 Routines	**Rhyme:** *Nursery Rhyme Review* Continue Established Routines	
Day 15 Small Group 1	**Sound-Picture Correspondence:** Warm Up: Sound Picture Review **Sounds in Words:** Circle the Sound Picture 'i'	
Day 15 Small Group 2	**Blending Syllables:** Warm Up: Call and Response: Blending Three-Sound Words	**Writing:** Making Letters with Play Dough
Day 15 L&L Trade Book		**Speaking and Listening:** H*ere is the Southwestern Desert,* by Madeleine Dunphy **Core Vocabulary:** badger, basks, blazes, chases, hisses **Language & Content Use:** Extension Activity: Desert Mural
Day 16 Routines	**Onomatopoeia/ Rhyme:** *Old MacDonald* Continue Established Routines	
Day 16 Small Group 1	**Sounds in Words:** Blending Sounds Train	

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	Emerging Skills in Reading *Phonological Awareness, Print Concepts, Alphabet Knowledge*	Emerging Skills in Writing *Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling*
Day 16 Small Group 2	**Initial Sounds:** Warm Up: Call and Response: Initial Sounds	**Writing:** Making Letters with Play Dough
Day 16 L&L Read-Aloud		**Speaking and Listening:** *Farm* **Core Vocabulary:** coop, hay, flow, pasture, rooting, shearing, wool **Language & Content Use:** Extension Activity: Farm Mural
Day 17 Routines	**Rhyme:** *Nursery Rhyme Review* Continue Established Routines	
Day 17 Small Group 1	**Sounds in Words:** Blending Sounds Train	
Day 17 Small Group 2	**Blending Syllables:** Warm Up: Call and Response: Blending Three-Sound Words **Syllable Segmentation:** Oral Segmenting: Three-Sound Words	
Day 17 L&L Picture Talk		**Speaking and Listening:** *Farm* **Deepening Understanding:** rooting **Core Vocabulary:** coop, hay, flow, pasture, rooting, shearing, wool **Language & Content Use:** Extension Activity: Farm Mural
Days 18-20 Pausing Point 2	Pausing Points are opportunities to review, reinforce, or extend the content taught thus far. This Pausing Point includes: **Skills Review, Listening & Learning Review**	

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	Emerging Skills in Writing *Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling*
Day 1A L&L Read-Aloud	**Speaking and Listening**: The Lion and the Mouse **Core Vocabulary:** accident, great, promise

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	Emerging Skills in Writing *Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling*
Day 1B L&L Review/Word Work/Extensions	**Speaking and Listening:** The Lion and the Mouse **Deepening Understanding:** Act It Out, Is It or Isn't It? **Word Work:** accident **Core Vocabulary:** accident, great, promise **Language & Content Use:** Extension Activity: Let's Tell a Story, What Happens Next?
Day 2A L&L Read-Aloud	**Speaking and Listening:** The City Mouse and the Country Mouse **Core Vocabulary:** escaped, feast, grand, silverware
Day 2B L&L Review/Word Work/Extensions	**Speaking and Listening:** The City Mouse and the Country Mouse **Deepening Understanding:** Thumbs Up or Thumbs Down? **Word Work:** feast **Core Vocabulary:** escaped, feast, grand, silverware **Language & Content Use:** Extension Activity: Identifying the Setting, Comparison Activity
Lesson 3A L&L Read-Aloud	**Speaking and Listening:** Goldilocks and the Three Bears **Core Vocabulary:** finally, forest, startled, tiny
Lesson 3B L&L Review/Word Work/Extensions	**Speaking and Listening:** Goldilocks and the Three Bears **Deepening Understanding:** Is It or Isn't It? **Word Work:** tiny **Core Vocabulary:** finally, forest, startled, tiny **Language & Content Use:** Extension Activity: Let's Tell a Story
Lesson 4A L&L Read-Aloud	**Speaking and Listening:** The Gingerbread Man **Core Vocabulary:** away, clever, mixture, tasty
Lesson 4B L&L Review/Word Work/Extensions	**Speaking and Listening:** The Gingerbread Man **Deepening Understanding:** Act It Out **Word Work:** away **Core Vocabulary:** away, clever, mixture, tasty **Language & Content Use:** Extension Activity: Let's Tell a Story

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	Emerging Skills in Writing *Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling*
Domain 1 Assessment	
Lesson 5A L&L Read-Aloud	**Speaking and Listening:** The Shoemaker and the Elves **Core Vocabulary:** evening, morning, perfectly, poor, worried
Lesson 5B L&L Review/Word Work/Extensions	**Speaking and Listening:** The Shoemaker and the Elves **Deepening Understanding:** Venn Diagram **Word Work:** morning **Core Vocabulary:** evening, morning, perfectly, poor, worried **Language & Content Use:** Extension Activity: Image Review, What Happens Next?
Lesson 6A L&L Read-Aloud	**Speaking and Listening:** Little Red Hen **Core Vocabulary:** happily, harvested, lazy, relax, wonderful
Lesson 6B L&L Review/Word Work/Extensions	**Speaking and Listening:** Little Red Hen **Deepening Understanding:** Is It or Isn't It? **Word Work:** wonderful **Core Vocabulary:** happily, harvested, lazy, relax, wonderful **Language & Content Use:** Extension Activity: What Happens Next?, Help the Little Red Hen
Lesson 7A L&L Read-Aloud	**Speaking and Listening:** Thumbelina **Core Vocabulary:** beautiful, crown, floated, underground
Lesson 7B L&L Review/Word Work/Extensions	**Speaking and Listening:** Thumbelina **Core Vocabulary:** beautiful, crown, floated, underground **Language & Content Use:** Extension Activity: Dear Swallow
Lesson 8A L&L Read-Aloud	**Speaking and Listening:** How Turtle Cracked His Shell **Core Vocabulary:** flying south, summer, tightly, winter, wonder

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	Emerging Skills in Writing *Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling*
Lesson 8B L&L Review/Word Work/Extensions	**Speaking and Listening:** How Turtle Cracked His Shell **Deepening Understanding:** Sing a Song **Word Work:** wonder **Core Vocabulary:** flying south, summer, tightly, winter, wonder **Language & Content Use:** Extension Activity: What Happens Next?
Lesson 9A L&L Read-Aloud	**Speaking and Listening:** Why Flies Buzz **Core Vocabulary:** advice, coconut, politely, punishment, trampled
Lesson 9B L&L Review/Word Work/Extensions	**Speaking and Listening:** Why Flies Buzz **Core Vocabulary:** advice, coconut, politely, punishment, trampled **Language & Content Use:** Extension Activity: What Would the Fly Say?
Lesson 10A L&L Read-Aloud	**Speaking and Listening:** The Three Little Pigs **Core Vocabulary:** afternoon, cart, chimney, continued, lane, hurried
Lesson 10B L&L Trade Book	**Speaking and Listening:** *The True Story of the Three Little Pigs!* by *Jon Scieszka* **Core Vocabulary:** diet, spoil, rude, dead as a doornail **Language & Content Use:** Extension Activity: Comparing Two Stories: Venn Diagram
Domain Assessment 2	

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	Emerging Skills in Writing *Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling*
Lesson 1A L&L Read-Aloud	**Speaking and Listening**: The Native Americans **Deepening Understanding:** Native Americans **Core Vocabulary:** baskets, before, cities, many, Native Americans **Language & Content Use:** Extension Activity: Native American Chart

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	Emerging Skills in Writing *Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling*
Lesson 1B L&L Picture Talk	**Speaking and Listening**: The Native Americans **Deepening Understanding:** before **Core Vocabulary:** baskets, before, cities, many, Native Americans **Language & Content Use:** Extension Activity: Native American Chart
Lesson 2A L&L Read-Aloud	**Speaking and Listening**: The Pilgrims **Deepening Understanding:** Pilgrims **Core Vocabulary:** England, harvest, king, Pilgrims, ship, Thanksgiving **Language & Content Use:** Extension Activity: Activity Pages 2A-1—2A-2: Tell Me About the Native Americans and the Pilgrims
Lesson 2B L&L Picture Talk	**Speaking and Listening**: The Pilgrims **Deepening Understanding:** harvest **Core Vocabulary:** England, harvest, king, Pilgrims, ship, Thanksgiving **Language & Content Use:** Extension Activity: Activity Pages 2A-1—2A-2: Tell Me About the Native Americans and the Pilgrims
Lesson 3A L&L Read-Aloud	**Speaking and Listening**: *Happy Birthday, Martin Luther King* by Jean Marzollo **Deepening Understanding:** peaceful **Core Vocabulary:** dream, peaceful, solve, talent **Language & Content Use:** Extension Activity: Kindness Cards
Lesson 3B L&L Picture Talk	**Speaking and Listening**: *Happy Birthday, Martin Luther King* by Jean Marzollo **Deepening Understanding:** dream **Core Vocabulary:** dream, peaceful, solve, talent **Language & Content Use:** Extension Activity: Kindness Cards
Lesson 4A L&L Read-Aloud	**Speaking and Listening**: Barack Obama **Deepening Understanding:** laws **Core Vocabulary:** different, laws, office, president, voted **Language & Content Use:** Extension Activity: Cast a Ballot

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	Emerging Skills in Writing *Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling*
Lesson 4B L&L Picture Talk	**Speaking and Listening**: Barack Obama **Deepening Understanding:** president **Core Vocabulary:** different, laws, office, president, voted **Language & Content Use:** Extension Activity: Cast a Ballot
Optional Bonus Lessons	
Lesson 5A L&L Read-Aloud	**Speaking and Listening**: Abraham Lincoln **Deepening Understanding:** honest **Core Vocabulary:** ax, beside, borrowed, fireplace, honest, ruined, terrible **Language & Content Use:** Extension Activity: Pennies and Quarters
Lesson 5B L&L Picture Talk	**Speaking and Listening**: Abraham Lincoln **Deepening Understanding:** beside **Core Vocabulary:** ax, beside, borrowed, fireplace, honest, ruined, terrible **Language & Content Use:** Extension Activity: Pennies and Quarters
Lesson 6A L&L Read-Aloud	**Speaking and Listening**: Sally Ride **Deepening Understanding:** outer space **Core Vocabulary:** adventurous, astronaut, decided, launch, outer, space, space shuttle, scientist **Language & Content Use:** Extension Activity: Name Space Shuttles
Lesson 6B L&L Picture Talk	**Speaking and Listening**: Sally Ride **Deepening Understanding:** decided **Core Vocabulary:** adventurous, astronaut, decided, launch, outer, space, space shuttle, scientist **Language & Content Use:** Extension Activity: Sally Ride Bulletin Board
Lesson 7A L&L Read-Aloud	**Speaking and Listening**: Sonia Sotomayor **Deepening Understanding:** What's the Big Idea: judge **Core Vocabulary:** bilingual, ceremony, hard, helpful, judge, obey, robe **Language & Content Use:** Extension Activity: Count to Ten in Spanish

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AMPLIFY CKLA

Kindergarten



2025

Kindergarten Curriculum Map

Skills Unit 1

Unit Summary

This introductory unit lays the groundwork for reading and writing. Students build awareness of environmental noises, words within sentences, and sounds within words. They also learn several handwriting strokes used to create letters. In Lesson 6, a Student Performance Assessment is provided as a pretest to determine a baseline for students' writing strokes skills.

Unit Length:

10 Lessons
Pausing Point: 2-3 days

Overall Learning Outcomes

- Demonstrate awareness of environmental noises, words within sentences, and sounds within words
- Draw several handwriting strokes that are prerequisites for writing letters
- Demonstrate spatial and body awareness
- Hold writing utensils using the tripod grip
- Describe the meaning of position words
- Unit Assessment
- Student Performance Assessment

Big Ideas

- Environmental noises and words in sentences make different sounds.
- Speech is made up of words.
- Position words describe a relative location.
- Handwriting strokes are made by holding a writing utensil and moving it across paper.

Standards Instructed				Standards Assessed			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RF.K.1a RF.K.1b RF.K.2				RF.K.1a RF.K.2			

Kindergarten Curriculum Map

Skills Unit 2

Unit Summary

Students learn how to blend syllables together to form multisyllabic words. They also gain an understanding of how to orally produce two- and three-sound words by blending sounds together.

Unit Length:

10 Lessons
Pausing Point: 2-3 days

Overall Learning Outcomes

- Orally blend syllables and two or three phonemes together to form words
- Identify the beginning sound of words
- Use position words: *left*, *right*, *top*, *bottom*
- Track left to right, top to bottom
- Draw several handwriting strokes that are prerequisites for writing letters
- Hold writing utensils using the tripod grip
- Unit Assessment

Big Ideas

- Words are made up of sound parts (i.e., syllables and phonemes).
- Phonemes, or sounds, are blended to form words.
- Position words describe a relative location.
- Handwriting strokes are made by holding a writing utensil and moving it across paper.

Standards Instructed				Standards Assessed			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RF.K.1a RF.K.1b RF.K.2b RF.K.2d RF.K.2e			L.K.1 L.K.1e	RF.K.1a RF.K.2b			

Kindergarten Curriculum Map

Skills Unit 3

Unit Summary

Students are introduced to eight sounds and practice blending these sounds to form words. They also learn how to write the letters that make these sounds. High-frequency Tricky Words are introduced in this unit. These are words that do not follow the pattern of letter-sound correspondences students have learned so far.

Unit Length:

14 Lessons
Pausing Point: 2-3 days

Overall Learning Outcomes

- Orally blend sounds to form words
- Recognize and write eight sounds and their symbols: /m/, /a/, /t/, /d/, /o/, /k/ >'c', /g/, /i/
- Blend and read printed vowel-consonant (VC) and consonant-vowel-consonant (CVC) words
- Change sounds in simple words to create new words
- Read Tricky Words: *one, two, three*
- Unit Assessment

Big Ideas

- The Picture Reader introduces high-frequency words that are used in Units 3-8.
- Sounds in words are represented by symbols, or sound pictures.
- Sound pictures can be blended to read words.
- Sound pictures are used to spell words.

Standards Instructed				Standards Assessed			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RF.K.2d RF.K.2e RF.K.3a RF.K.3b RF.K.3c RF.K.3d			L.K.1a L.K.1e L.K.2c L.K.2d	RF.K.2d RF.K.3a RF.K.3b			L.K.1a L.K.2c

Kindergarten Curriculum Map

Skills Unit 4

Unit Summary

Students are introduced to eight new sounds. Through oral language games, chaining exercises, and shared reading, students practice blending these sounds to form words. They also review previously learned letter-sound correspondences.

Unit Length:
15 Lessons
Pausing Point: 2-3 days

Anchor Text: *Pet Fun*
Text Type: Literary
Lexile: n/a

Overall Learning Outcomes

- Orally blend and segment sounds in words
- Recognize and write eight sounds and their symbols: /n/, /h/, /s/, /f/, /v/, /z/, /p/, /e/
- Blend and read printed VC and CVC words
- Change sounds in words to create new words
- Write dictated words
- Read Tricky Words: *a*, *the*
- Read phrases in a decodable text
- Unit Assessment

Big Ideas

- The decodable Big Book *Pet Fun* is used to model print concepts and fluency for students.
- Sounds and symbols can be blended to read words.
- Symbols are used to spell words.
- Words make up phrases and sentences.
- Words are read from left to right.
- Words that are in a book tell a story.

Standards Instructed				Standards Assessed			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RF.K.1a RF.K.1b RF.K.1c RF.K.2d RF.K.2e RF.K.3a RF.K.3b RF.K.3c RF.K.3d			L.K.1a L.K.1e L.K.2 L.K.2c L.K.2d	RF.K.2d RF.K.3a RF.K.3b			L.K.1a L.K.2c L.K.2d

Kindergarten Curriculum Map

Skills Unit 5

Unit Summary

Students are introduced to eight new sounds, including a spelling alternative for /k/. Through oral language games, chaining exercises, and shared reading, students practice blending these new sounds to form words. They also review previously learned letter-sound correspondences. A Student Performance Assessment is provided to determine students' progress with basic code and CVC words.

Overall Learning Outcomes

- Discriminate between vowel sounds in words
- Practice letter-sound correspondences
- Recognize and write sounds and their symbols: /b/, /l/, /r/, /u/, /w/, /j/, /y/, /x/, /k/ spelled 'k'
- Change sounds in words to create new words
- Read and write simple VC and CVC words
- Read Tricky Words: *blue, yellow, look*
- Read sentences in a decodable text
- Student Performance Assessment

Big Ideas

- The decodable Big Book *Ox and Man* is used to reinforce print concepts, model fluency, and practice reading complete sentences.
- Words are spelled with sound pictures, or letters.
- There are uppercase and lowercase sound pictures.
- Words make up phrases and sentences.
- Sentences begin with a capital letter, or sound picture, and end with a period.

Unit Length:
16 Lessons
Pausing Point: 2-3 days

Anchor Text: *Ox and Man*
Text Type: Literary
Lexile: n/a

Standards Instructed				Standards Assessed			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RF.K.1a RF.K.1b RF.K.1c RF.K.2d RF.K.3a RF.K.3b RF.K.3c RF.K.3d			L.K.1a L.K.2 L.K.2a L.K.2b L.K.2c L.K.2d	RF.K.3a RF.K.3b RF.K.3c RF.K.3d			L.K.1a L.K.2d

Kindergarten Curriculum Map

Skills Unit 6

Unit Summary

Students automatize the letter-sound correspondences and blending procedures that they have learned so far. They are also introduced to consonant clusters, letter names, rhyming words, and independent reading.

Unit Length:
17 Lessons
Pausing Point: 1-3 Days

Anchor Text: *Kit*
Text Type: Literary
Lexile: 330L

Overall Learning Outcomes

- Orally blend sounds to form words
- Identify sound pictures by their letter names
- Identify and create rhyming words
- Blend and read words with consonant clusters of up to five sounds
- Read words with Tricky Spelling 's' pronounced /z/
- Read Tricky Words: *I, are, little*
- Read stories in the decodable Reader
- Demonstrate comprehension by answering story questions
- Unit Assessment

Big Ideas

- The decodable Reader *Kit* is used to practice reading previously learned sound spellings and punctuation, and to reinforce print concepts.
- Sound pictures are called letters, and each letter has a name.
- Letters make up the alphabet and can be arranged in alphabetical order.
- Sentences begin with a capital letter, or sound picture, and end with a period.

Standards Instructed				Standards Assessed			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.K.1 RL.K.3 RL.K.7 RF.K.1a RF.K.1b RF.K.1c RF.K.1d RF.K.2a RF.K.2c RF.K.3a RF.K.3b RF.K.3c RF.K.3d RF.K.4			L.K.2b L.K.2d	RL.K.1 RL.K.3 RL.K.7 RF.K.2c RF.K.3a RF.K.3b RF.K.3d RF.K.4			L.K.2d

Kindergarten Curriculum Map

Skills Unit 7

Unit Summary

Students are introduced to digraphs. They also develop automaticity in blending and segmenting these sounds through phonemic awareness activities, chaining exercises, practice activities, partner reading, and independent reading.

Unit Length:
17 Lessons
Pausing Point: 2-3 Days

Anchor Text: *Seth*
Text Type: Literary
Lexile: 450L

Overall Learning Outcomes

- Orally segment words with consonant clusters
- Read and spell consonant digraphs: /ch/, /sh/, /th/, /<u>th</u>/, /qu/, /ng/
- Read and spell words with consonant clusters
- Read Tricky Words: *down, out, of*
- Read stories in the decodable Reader
- Demonstrate comprehension by answering story questions
- Unit Assessment

Big Ideas

- The decodable Reader *Seth* is used to practice fluency and reinforce print concepts.
- *Seth* is a series of chapters about a young boy, his family, and his friends.
- Digraphs are two letters that make a single sound.
- Consonant clusters are blended so that two individual sounds can be heard.

Standards Instructed				Standards Assessed			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.K.1 RL.K.7 RF.K.1a RF.K.1b RF.K.1c RF.K.1d RF.K.2d RF.K.2e RF.K.3a RF.K.3b RF.K.3c RF.K.3d RF.K.4			L.K.2b L.K.2d	RL.K.1 RL.K.7 RF.K.1d RF.K.2d RF.K.2e RF.K.2a RF.K.3a RF.K.3b RF.K.3c RF.K.3d RF.K.4			L.K.2d

Kindergarten Curriculum Map

Skills Unit 8

Unit Summary

Students are introduced to double-letter spellings for consonant sounds, as well as four high-frequency Tricky Words. This unit also provides a Student Performance Assessment that can be administered over multiple days to determine students' progress with grade-level skills. Results from this assessment inform which students are ready for the next unit and which students need targeted support with previously taught skills.

Unit Length:
20 Lessons
Pausing Point: 2-3 Days

Anchor Text: *Sam*
Text Type: Literary
Lexile: 360L

Overall Learning Outcomes

- Review vowel sounds, digraphs, and other sounds and spellings
- Read and spell words with double-letter spellings
- Read Tricky Words: *funny, all, was, from*
- Read stories in the decodable Reader
- Demonstrate comprehension by answering story questions
- Unit Assessment
- Student Performance Assessment

Big Ideas

- The decodable Reader *Sam* is about a boy who experiences a series of activities, including fishing, swimming, and going on a class trip to the seaside.
- Double-letter spellings most frequently follow a short vowel sound.
- Sentences have different ending marks, depending on the type of sentence they are.
- Apostrophes show possession or are used in contractions.

Standards Instructed				Standards Assessed			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.K.1 RL.K.4 RL.K.7 RL.K.10 RF.K.1 RF.K.1a RF.K.1b RF.K.1c RF.K.1d RF.K.2 RF.K.2a RF.K.2d RF.K.2e RF.K.3 RF.K.3a RF.K.3b RF.K.3c RF.K.3d RF.K.4			L.K.1 L.K.1a L.K.1d L.K.1f L.K.2 L.K.2b L.K.2c L.K.2d L.K.4 L.K.4a L.K.4b	RL.K.1 RL.K.3 RL.K.7 RF.K.1d RF.K.2a RF.K.3a RF.K.3b RF.K.3c RF.K.4			L.K.2d

Kindergarten Curriculum Map

Skills Unit 9

Unit Summary

Students practice writing uppercase letters and learn fifteen new Tricky Words. This unit also has students work on activity pages with comprehension questions related to the Reader. Students are assessed on uppercase letter identification and formation, punctuation, and sentence reading.

Overall Learning Outcomes

- Orally blend two-syllable words
- Read and spell words with previously learned letter-sound correspondences
- Read new and previously learned Tricky Words
- Write uppercase letters
- Write dictated phrases
- Identify correct ending mark punctuation for complete sentences
- Read stories in the decodable Reader
- Answer story questions by drawing and writing
- Unit Assessment

Big Ideas

- The chapters in the decodable Reader *Zach and Ann* focus on the adventures of a brother and sister.
- Students learn about uppercase letter formation.
- Sentences have different ending marks, depending on the type of sentence they are.

Unit Length:
23 Lessons
Pausing Point: 2-3 Days

Anchor Text: *Zach and Ann*
Text Type: Literary
Lexile: 310L

Standards Instructed				Standards Assessed			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.K.1 RL.K.3 RL.K.4 RL.K.7 RL.K.10 RF.K.1 RF.K.1a RF.K.1b RF.K.1c RF.K.1d RF.K.2b RF.K.2d RF.K.3a RF.K.3b RF.K.3c RF.K.3d RF.K.4	W.K.3	SL.K.5	L.K.1a L.K.2b L.K.2c L.K.2d	RL.K.1 RL.K.3 RL.K.7 RF.K.1d RF.K.2b RF.K.3a RF.K.3b RF.K.3c RF.K.4	W.K.3	SL.K.5	L.K.1a L.K.2b L.K.2c

Kindergarten Curriculum Map

Knowledge 1: Star Light, Star Bright: Nursery Rhymes and Fables

Unit Summary

This unit provides an introduction to nursery rhymes and fables, including Mother Goose poems and Aesop's fables. By listening to nursery rhymes and repeating or reciting them, students learn new vocabulary and build phonemic awareness. Well-known fables introduce students to unfamiliar vocabulary terms and prompt discussions of character, virtues, and behavior.

Writing Focus

Students learn to orally generate complete sentences about images and texts and retell main events in nursery rhymes and stories. They practice sequencing events, as well as comparing and contrasting characters. Students identify incomplete sentences and combine short sentences to create longer, more engaging sentences.

Unit Length: 16 Days

Anchor Text: *Star Light, Star Bright: Nursery Rhymes and Fables* (Read-Aloud)
Text Type: Literary
Lexile: 760L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Identify rhyming words
- Identify literary elements such as character, main events, and moral lessons
- Compare and contrast characters from different nursery rhymes and fables
- Sequence events in a nursery rhyme or story
- Retell a story by drawing and writing details about its characters and events
- Generate a complete sentence about an image or text
- Engage in discussions with the whole class, in small groups, and in partners
- Domain Assessment

Big Ideas

- Nursery rhymes and fables have been loved by children for generations.
- Traditional rhymes help students learn vocabulary and build phonemic awareness.
- Listening and learning to recite nursery rhymes helps students develop language awareness, fostering them to become better readers and writers.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.5 RL.K.9 RL.K.10 RF.K.2a	W.K.3	SL.K.1 SL.K.1a SL.K.1b SL.K.2 SL.K.6	L.K.1 L.K.1d L.K.1e L.K.1f L.K.4a L.K.5 L.K.5c L.K.6	RL.K.2 RL.K.3 RL.K.9 RL.K.10 RF.K.2a	W.K.3	SL.K.2	

Kindergarten Curriculum Map

Knowledge 2: See, Hear, Smell, Taste, Touch: The Five Senses

Unit Summary

In this domain, students explore how they learn about the world using their five senses: sight, hearing, smell, taste, and touch. Lessons also address ways that sight and hearing may function differently, and they feature inspirational stories about individuals who overcame significant challenges posed by these differences.

Writing Focus

Students compose opinion pieces using a combination of drawing, dictating, and writing to express their preferences. For example, they identify their favorite sense and support their opinion with drawings and labels. Students also practice recognizing sentence fragments and transforming them into complete sentences. Additionally, they orally generate and expand declarative, exclamatory, and interrogative sentences.

Unit Length:
16 Days

Anchor Text: *See, Hear, Smell, Taste, Touch: The Five Senses* (Read-Aloud)
Text Type: Informational
Lexile: 990L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Use graphic organizers to sort and categorize information about the senses
- Participate in creating timelines for Ray Charles's and Helen Keller's lives, and describe important events from each of their lives
- Use a combination of drawing, dictating, and writing to compose opinion pieces
- Identify a favorite sense and support this opinion through drawings and labels
- Domain Assessment

Big Ideas

- There is a body part unique to each sense that is responsible for taking in the information communicated by that sense.
- When a body part takes in information communicated by a sense, we are able to experience that sense.
- Sometimes our senses function differently from others.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RI.K.1 RI.K.2 RI.K.3 RI.K.4	W.K.1 W.K.2 W.K.3 W.K.8	SL.K.1 SL.K.1a SL.K.4 SL.K.5 SL.K.6	L.K.1b L.K.4 L.K.4b L.K.5c L.K.6	RI.K.1 RI.K.2	W.K.1 W.K.2 W.K.3 W.K.8	SL.K.1 SL.K.4 SL.K.5 SL.K.6	

Kindergarten Curriculum Map

Knowledge 3: Underdogs and Heroes: Stories

Unit Summary

In this domain, students are introduced to classic stories as well as trickster tales and folktales from other cultures. They develop an awareness of language and an understanding that fictional tales can teach valuable lessons.

By listening to both familiar and unfamiliar stories and folktales, students discover new vocabulary to apply in discussions and comparison activities about characters, plots, and settings. They learn to identify the role of author and illustrator, and practice orally generating complete sentences. Finally, students use a combination of writing and drawing to share the events of a story.

Writing Focus

This domain has students study the literary genre by retelling stories and identifying literary elements, like characters, setting, and plot. They also practice event sequencing and compare characters across stories. Students learn to recognize and correct fragment sentences, transforming them into complete sentences. Additionally, they practice orally generating and expanding both statement and interrogative sentences.

Unit Length:
16 Days

Anchor Text: *Underdogs and Heroes: Stories* (Read-Aloud)
Text Type: Literary
Lexile: 780L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Sequence the beginning, middle, and end of stories
- Compare and contrast characters from different stories
- Orally create and expand sentences
- Describe characters, settings, and plots from different stories
- Write and draw events and details to retell a story
- Define the role of author and illustrator
- Use technology to narrate events in a story
- Describe the elements of fiction and folktales
- Domain Assessment

Big Ideas

- Memorable characters in classic stories, folktales, and trickster tales help students gain an appreciation for fiction from other cultures.
- The elements of a story include characters, a setting, a plot, a problem, and a solution.
- Stories and folktales are identified as fictional when they are not based on true events or when they contain elements of make-believe or magic.
- Fictional stories may teach readers a lesson.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.K.3 RL.K.4 RL.K.5 RL.K.6 RL.K.9	W.K.3 W.K.6 W.K.8	SL.K.1 SL.K.1a SL.K.1b SL.K.3 SL.K.5	L.K.1d L.K.1f L.K.4a L.K.4b L.K.5c L.K.6	RL.K.3 RL.K.5 RL.K.9	W.K.3 W.K.8		

Kindergarten Curriculum Map

Knowledge 4: See How They Grow: Plants

Unit Summary

As they explore the world of living organisms through the study of plants, students will discover that there are over 350,000 diverse species spread across nearly every part of the earth. Through the Read-Alouds, students will gain a foundational comprehension of plant anatomy and growth processes. They will learn about the essentials plants need to survive and will be introduced to concepts such as the plant life cycle, pollination, and photosynthesis. This basic plant knowledge will pave the way for a deeper understanding of ecology and the interconnectedness of all living things, topics which will be further explored in other Kindergarten domains and in subsequent school years.

Writing Focus

Students focus on oral communication and informative writing, with the teacher acting as scribe and assisting them in their use of graphic organizers. Students compare and contrast different types of plants and seeds, as well as how various plant parts are used by people. They also draw pictures to illustrate their understanding of plant parts and the plant life cycle. Finally, students use words and phrases from the Read-Alouds to generate complete sentences.

Unit Length:
16 Days

Anchor Text: *See How They Grow: Plants* (Read-Aloud)
Text Type: Informational/Literary
Lexile: 910L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Compare and contrast characters, plants, and plant parts using a graphic organizer
- Orally describe plants, plant parts, and life cycles
- Write and draw information from a text
- Domain Assessment

Big Ideas

- Plants make up one kingdom in the scientific system that classifies different living things.
- There are over 350,000 diverse species of plants on Earth.
- Plants have life cycles, like other living things.
- Processes such as pollination and photosynthesis help plants grow and survive.
- The life cycles and processes of plants show that all living things on Earth are interconnected.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.K.2 RL.K.3 RI.K.1 RI.K.2 RI.K.3 RI.K.6 RI.K.9	W.K.2	SL.K.1 SL.K.2 SL.K.4	L.K.4 L.K.4a L.K.5	RL.K.2 RI.K.2 RI.K.3	W.K.2		L.K.4

Kindergarten Curriculum Map

Knowledge 5: Moo, Cluck, Oink: Farms

Unit Summary

Students will be introduced to how farmers raise and care for their animals and crops. They will recognize that animals and plants need food, water, and space to live and grow. Students will understand the importance of farms as a source of food and products people use, as they explore images of buildings and machines that are used for production. The classic story "The Little Red Hen" and the song "Old McDonald Had a Farm" support student understanding of the seasonal rhythm of the planting and harvesting cycle and the sounds farm animals make.

Writing Focus

Students use the writing process—including researching, planning, drafting, and revising—to create a page for a class book. They also use words and phrases from the Read-Alouds to generate and combine sentences.

Unit Length:
16 Days

Anchor Text: *Moo, Cluck, Oink: Farms* (Read-Aloud)
Text Type: Informational/Literary
Lexile: 930L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Choose the best word to describe what is happening in images
- Orally describe farm animals, farm jobs, farm tools, and how food gets from farms to markets
- Compare two texts to identify which one expresses an opinion
- Plan, draft, revise, and publish an opinion piece
- Domain Assessment

Big Ideas

- Plants and animals need food, water, and space to live and grow.
- Farmers have many jobs on a farm, which vary by season.
- There are special machines and buildings on farms for different purposes.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.K.9 RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.6	W.K.1 W.K.5 W.K.6 W.K.7 W.K.8	SL.K.1	L.K.4 L.K.4a L.K.5 L.K.5a L.K.5c L.K.5d		W.K.1 W.K.5 W.K.7 W.K.8	SL.K.1	

Kindergarten Curriculum Map

Knowledge 6: Deep Roots: Introduction to Native American Cultures

Unit Summary

This domain introduces students to the concept that Indigenous people inhabited North and South America long before the Europeans settled in these areas. Students explore traditions and lifestyles of various Native American tribes, focusing on the Lakota of the Great Plains and the Wampanoag and Lenape of the Eastern Woodlands. They examine how geography influenced these cultures and also look at contemporary Native American lives.

Writing Focus

In this domain, students learn to use details to describe key concepts in informational texts, employing a graphic organizer to compare and contrast aspects of the Lakota, Wampanoag, and Lenape tribes. They illustrate and write about Native American life and describe the significance of personal traditions and celebrations. Students also generate declarative and interrogative sentences and expand sentences using conjunctions. The domain concludes with students writing and presenting an informative essay on one of the tribes they have studied.

Unit Length:
16 Days

Anchor Text: *Deep Roots: Introduction to Native American Cultures* (Read-Aloud)
Text Type: Informational/Literary
Lexile: 820L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Distinguish the meaning of the words *to* and *from* in context
- Use details from the text to orally describe traditional food, clothing, homes, and environments of the Lakota, Wampanoag, and Lenape tribes
- Use a graphic organizer to compare and contrast traditional cultures of Native American tribes
- Explain how Native Americans keep their ancestors' languages, traditions, and practices alive today
- Write and present an informative essay
- Domain Assessment

Big Ideas

- Native Americans were the first people to live on the land that is now the United States, and many Native Americans still live here today.
- There are many different Native American tribes, each with their own traditions and ways of living.
- Geographic location influences the individual lifestyle and culture of each Native American tribe.
- The domain focuses on three Native American tribes: the Lakota, the Wampanoag, and the Lenape.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.K.1 RL.K.3 RL.K.10 RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.8 RI.K.9	W.K.2 W.K.3 W.K.5 W.K.6 W.K.8	SL.K.1 SL.K.2 SL.K.3 SL.K.4	L.K.1 L.K.1b L.K.1c L.K.4a L.K.5 L.K.5a L.K.5b L.K.5c L.K.5d	RI.K.9	W.K.2 W.K.3 W.K.5 W.K.8	SL.K.3	

Grade K Curriculum Map

Knowledge 7: All Around the World: Geography

Unit Summary

This domain introduces students to the study of geography, helping them gain a better understanding of the world beyond the place they call home. Students learn about globes and maps, what they represent, and how to use these tools to answer questions such as where students are located, where other places are located, and how near or far these places are from students' own location on Earth.

Students identify and locate the continent they live on, as well as their country, state, and city or town. They also identify and locate the remaining six continents and five oceans on Earth, fostering a sense of curiosity about the world and its vastness. Students begin to think critically as they ask and answer questions about geographical knowledge and the characteristics of specific regions. Students learn that all people—both past and present—live differently in different geographical regions.

Writing Focus

In this domain, students use details to describe key concepts in informational texts about geography, employing drawing and writing to identify important characteristics of various world locations and describing their proximity to where students live. They choose a location to illustrate on a postcard, write an informative description of their journey, and present their postcards to the class. Students combine and expand sentences in shared language activities related to the Read-Alouds.

Unit Length:
16 Days

Anchor Text: *All Around the World: Geography* (Read-Aloud)
Text Type: Informational
Lexile: 830L

Overall Learning Outcomes

- Describe how people live based on their geographical location
- Identify regions on a U.S. map and describe their geographical features
- Identify the country, region, state, and city or town where students live on a U.S. map
- Locate and describe states, cities, and towns on a U.S. map
- Locate Earth's seven continents and five oceans on a world map, and describe geographical details of each
- Identify the relative distance of several geographical locations from where students live
- Describe a globe and explain its purpose
- Compare and contrast globes and maps
- Write an informative description of a place
- Domain Assessment

Big Ideas

- Globes and maps are tools used to find locations and identify distances between locations.
- Earth has seven continents and five oceans, each with its own specific geographical details.
- Maps and globes can be used to identify a person's home continent, country, state, and city or town.
- All people, past and present, live differently in different geographical locations.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RI.K.1 RI.K.2 RI.K.3 RI.K.7	W.K.2	SL.K.1 SL.K.2	L.K.4	RI.K.3	W.K.2 W.K.7	SL.K.2	

Kindergarten Curriculum Map

Knowledge 8: National Icons: Presidents and American Symbols

Unit Summary

This domain explores the lives and legacies of five famous presidents and introduces students to several national symbols, including the American flag, the Statue of Liberty, the White House, and Mount Rushmore. Students begin by hearing about the branches of the government and the role of the president. By the end of this domain, students will be able to compare a king and a president.

Writing Focus

Students work collaboratively to identify the parts of a narrative and use temporal words to show the order of action in their writing. They use organizers as they practice writing short narratives in preparation using the writing process to plan, write, and edit a narrative about three things a new president would do. Students generate declarative and interrogative sentences and combine sentences using conjunctions.

Unit Length: 16 Days

Anchor Text: *National Icons: Presidents and American Symbols* (Read-Aloud)
Text Type: Informational/Literary
Lexile: 890L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Orally describe details from informational text
- Use a graphic organizer to organize and retell information, including a timeline
- Sequence events based on information in the text
- Write short narratives describing the morning routine at school and what a new president would do
- Domain Assessment

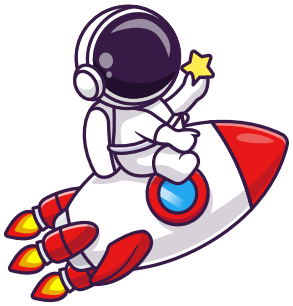
Big Ideas

- George Washington, Thomas Jefferson, Abraham Lincoln, Theodore Roosevelt, and Barack Obama are considered important presidents because of their accomplishments.
- The Declaration of Independence is a statement of America's liberty.
- The White House, the American flag, the Statue of Liberty, and Mount Rushmore are iconic American symbols.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.K.3 RI.K.2 RI.K.3 RI.K.8	W.K.2 W.K.3 W.K.5 W.K.8	SL.K.1 SL.K.1a SL.K.1b SL.K.2 SL.K.4 SL.K.5 SL.K.6	L.K.1d L.K.2 L.K.4 L.K.5c	RI.K.2 RI.K.3	W.K.2 W.K.3 W.K.8	SL.K.4 SL.K.5 SL.K.6	

AMPLIFY CKLA

First Grade



2025

Grade 1 Curriculum Map

Skills Unit 1

Unit Summary

This unit reviews the sounds and spellings taught in the CKLA Kindergarten curriculum. Students are also introduced to new Tricky Spellings (spellings that can be sounded more than one way) and Tricky Words (words that cannot be sounded out using the letter-sound correspondences taught so far). A Student Performance Assessment is provided to determine students' readiness for Grade 1 foundational skills instruction.

Unit Length:
32 Lessons
Pausing Point: 2-3 Days

Anchor Text: *Snap Shots*
Text Type: Literary
Lexile: 450L

Overall Learning Outcomes

- Identify five short vowel sounds and twenty-five consonant/consonant digraph sounds
- Spell words with double-letter spellings
- Identify Tricky Spellings: 'th'>/th/, /th/, 's' pronounced /s/ or /z/
- Decode and spell consonant digraphs: 'ch', 'sh', 'th', 'ng'
- Identify Tricky Words from the CKLA Kindergarten curriculum
- Read stories in the decodable Reader
- Answer story questions
- Student Performance Assessment

Big Ideas

- The decodable Reader *Snap Shots* is used to practice decoding and reading fluency.
- The stories, or chapters, in the Reader are told from Beth's point of view. Beth is a young girl who travels to the United Kingdom to visit friends.
- After reading each story, students answer comprehension questions orally and/or in writing.

Standards Instructed				Standards Assessed			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.1.1 RL.1.2 RL.1.6 RL.1.7 RL.1.10 RF.1.1a RF.1.2b RF.1.2c RF.1.2d RF.1.3 RF.1.3a RF.1.3b RF.1.3g RF.1.4a RF.1.4b			L.1.1a L.1.1b L.1.1d L.1.2a L.1.2b L.1.2c L.1.2d	RL.1.1 RL.1.2 RL.1.7 RF.1.2b RF.1.2c RF.1.2d RF.1.3a RF.1.3b RF.1.4a			L.1.2b L.1.2d

Grade 1 Curriculum Map

Skills Unit 2

Unit Summary

Students are introduced to five vowel sounds and the most common (or least ambiguous) spelling for each sound. They also learn to read and write words with separated digraphs, such as the 'a' and 'e' in *cake*. The unit includes grammar lessons on nouns—including proper nouns—as well as practice with new Tricky Words.

Unit Length:
19 Lessons
Pausing Point: 2-3 Days

Anchor Text: *Gran*
Text Type: Literary
Lexile: 400L

Overall Learning Outcomes

- Read and write long vowel sounds, including separated vowel digraphs (e.g., CVCe words)
- Identify and use common and proper nouns
- Identify and spell Tricky Words: *he*, *she*, *be*, *me*, *we*, *they*, *their*, *my*, *by*, *you*, *your*
- Spell dictated words
- Unit Assessment

Big Ideas

- The decodable Reader *Gran* is used to practice decoding and reading fluency.
- The stories in the Reader follow a character named Gran, a well-traveled grandmother who visits her grandchildren, Josh and Jen.
- After reading each story, students answer comprehension questions orally and/or in writing.

Standards Instructed				Standards Assessed			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.1.1 RL.1.3 RL.1.7 RL.1.10 RF.1.1a RF.1.2a RF.1.2c RF.1.2d RF.1.3 RF.1.3b RF.1.3c RF.1.3g RF.1.4a RF.1.4b			L.1.1b L.1.2b	RL.1.1 RL.1.3 RL.1.7 RF.1.2d RF.1.3b RF.1.3c RF.1.4a RF.1.4b			L.1.2b

Grade 1 Curriculum Map

Skills Unit 3

Unit Summary

Students are introduced to five vowel sounds and the most common (or least ambiguous) spelling for each sound. They also learn five new Tricky Words and the Tricky Spelling 'oo.' Grammar exercises focus on identifying verbs and verb tenses (regular present, past, and future). Students begin to receive formal instruction in the writing process, with a focus on narrative writing.

Unit Length:
19 Lessons
Pausing Point: 2-3 Days

Anchor Text: *Fables*
Text Type: Literary
Lexile: 480L

Overall Learning Outcomes

- Read and write words with vowel sounds: /oo/, /<u>oo</u>/, /ou/, /oi/, /aw/
- Distinguish between similar vowel sounds: /ue/, /oo/, /<u>oo</u>/, /u/
- Identify and spell Tricky Words: *should, could, would, down, because*
- Spell grade-level words correctly during weekly spelling tests
- Identify and use verbs and verb tenses
- Use the writing process to compose a narrative
- Unit Assessment

Big Ideas

- The decodable Reader *Fables* is used to practice decoding and reading fluency.
- The Reader has versions of famous fables, most of which are attributed to the ancient Greek storyteller Aesop.
- Fables are a special type of story that teach important lessons or morals.
- Fables often feature talking animals as the main characters.
- After reading each story, students answer comprehension questions orally and/or in writing.

Standards Instructed				Standards Assessed			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.1.1 RL.1.2 RL.1.3 RL.1.7 RL.1.10 RF.1.2 RF.1.2c RF.1.2d RF.1.3 RF.1.3b RF.1.3c RF.1.3g RF.1.4a RF.1.4b RF.1.4c	W.1.1 W.1.3 W.1.5	SL.1.5	L.1.1e L.1.1j L.1.2b L.1.2d L.1.2e	RL.1.1 RL.1.2 RL.1.3 RL.1.7 RL.1.10 RF.1.2d RF.1.3b RF.1.4 RF.1.4a RF.1.4b RF.1.4c	W.1.1 W.1.3 W.1.5		L.1.1j L.1.2b L.1.2d L.1.2e

Grade 1 Curriculum Map

Skills Unit 4

Unit Summary

Students are introduced to the most common (or least ambiguous) spellings for /r/-controlled vowel sounds. They learn the concept of a syllable and practice with two-syllable words. Students are also introduced to past-tense verb forms ending in *–ed* as they continue to work with nouns and verbs in phrases. Finally, they learn about adjectives and practice descriptive writing. A Student Performance Assessment is provided to determine students' progress with grade-level skills.

Unit Length:
28 Lessons
Pausing Point: 2-3 Days

Anchor Text: *The Green Fern Zoo*
Text Type: Informational
Lexile: 610L

Overall Learning Outcomes

- Read and write words with /r/-controlled vowels
- Review long vowel spellings, including digraphs
- Identify and use contractions
- Spell grade-level words correctly
- Divide multisyllabic words into parts
- Read and spell Tricky Words: *today, yesterday, tomorrow*
- Read and write past tense verbs ending in *-ed*
- Compose descriptive writing pieces
- Student Performance Assessment

Big Ideas

- The decodable Reader *The Green Fern Zoo* is used to practice decoding and reading fluency.
- The main character of the Reader is fictional, but the information in the book is factual.
- Informational text features, such as headings and a picture glossary, are introduced in the Reader.
- After reading each story, students answer comprehension questions orally and/or in writing.

Standards Instructed				Standards Assessed			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.1.5 RI.1.1 RI.1.10 RF.1.2b RF.1.2c RF.1.2d RF.1.3a RF.1.3b RF.1.3c RF.1.3d RF.1.3e RF.1.3f RF.1.3g RF.1.4a RF.1.4b	W.1.2 W.1.5		L.1.1b L.1.1e L.1.1f L.1.2 L.1.2a L.1.2c L.1.2d L.1.4c	RL.1.5 RI.1.1 RI.1.10 RF.1.2c RF.1.3a RF.1.3b RF.1.3c RF.1.3d RF.1.3e RF.1.3f RF.1.3g RF.1.4a RF.1.4b	W.1.2 W.1.5		L.1.1b L.1.1e L.1.1f L.1.2 L.1.2a L.1.2c L.1.2d

Grade 1 Curriculum Map

Skills Unit 5

Unit Summary

Students begin learning spelling alternatives that make up the advanced code. They practice making nouns plural and changing spelling by adding suffixes. Regarding grammar, students identify sentence types (statements, questions, and exclamations) and practice creating longer sentences. They plan, draft, and edit a letter in which they express their opinion to the main character of the Reader.

Unit Length:
22 Lessons
Pausing Point: 2-3 Days

Anchor Text: *Kate's Book*
Text Type: Literary
Lexile: 540L

Overall Learning Outcomes

- Segment and blend two-syllable words
- Read and write spelling alternatives for /ch/, /j/, /v/, and /r/
- Review single- and double-letter consonants
- Form plural nouns by adding *-s* and *-es*
- Write words with suffixes *-ed* and *-ing*
- Spell grade-level words correctly
- Identify and write different sentence types
- Use the writing process to compose a letter expressing an opinion
- Unit Assessment

Big Ideas

- The decodable Reader *Kate's Book* is used to practice decoding and reading fluency.
- The Reader tells a story about a girl named Kate who writes a book about her summer vacation.
- *Kate's Book* features settings and cultural references that are part of Navajo culture.
- After reading each story, students answer comprehension questions orally and/or in writing.

Standards Instructed				Standards Assessed			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.1.1 RL.1.10 RF.1.1a RF.1.2b RF.1.2c RF.1.2d RF.1.3 RF.1.3a RF.1.3b RF.1.3e RF.1.3f RF.1.3g RF.1.4a RF.1.4b RF.1.4c	W.1.1 W.1.5 W.1.6 W.1.7		L.1.1b L.1.1c L.1.1f L.1.1i L.1.1j L.1.2b L.1.2d L.1.4c	RL.1.1 RL.1.10 RF.1.1a RF.1.3 RF.1.3a RF.1.3b RF.1.3e RF.1.3f RF.1.4 RF.1.4a RF.1.4b	W.1.1		L.1.1c L.1.1f L.1.1i L.1.1j L.1.2b L.1.2d L.1.4c

Grade 1 Curriculum Map

Skills Unit 6

Unit Summary

Students continue to work with several spelling alternatives for consonant sounds. They review nouns and pronouns, and they learn to match pronouns to their corresponding nouns. Finally, students plan, draft, and edit a personal narrative.

Unit Length:
25 Lessons
Pausing Point: 4-5 Days

Anchor Text: *Grace*
Text Type: Literary
Lexile: 560L

Overall Learning Outcomes

- Segment and blend two-syllable words
- Read and write spelling alternatives for /s/, /n/, /ng/, and /w/
- Spell grade-level words correctly
- Use past, present, and future verb tenses
- Build phrases and expand sentences using adjectives
- Match pronouns to their antecedents
- Use the writing process to compose a personal narrative
- Unit Assessment

Big Ideas

- The decodable Reader *Grace* is used to practice decoding and reading fluency.
- The Reader is about a girl named Grace who lives on a farm in the Midwest. The stories revolve around her daily life on the farm and in the country.
- After reading each story, students answer comprehension questions orally and/or in writing.

Standards Instructed				Standards Assessed			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.1.1 RL.1.3 RL.1.9 RF.1.2 RF.1.2d RF.1.3 RF.1.3a RF.1.3b RF.1.3c RF.1.3d RF.1.3f RF.1.3g RF.1.4a RF.1.4b	W.1.1 W.1.3 W.1.5 W.1.6	SL.1.4	L.1.1b L.1.1c L.1.1d L.1.1e L.1.1f L.1.1i L.1.1j L.1.2d L.1.2e L.1.4a L.1.4c	RL.1.1 RL.1.3 RL.1.9 RF.1.2 RF.1.3 RF.1.3b RF.1.3c RF.1.3f RF.1.3g RF.1.4a RF.1.4b	W.1.1 W.1.3 W.1.5 W.1.6	SL.1.4	L.1.1b L.1.1c L.1.1d L.1.2d L.1.2e L.1.4a L.1.4c

Grade 1 Curriculum Map

Skills Unit 7

Unit Summary

Students continue to learn the advanced code, focusing on spelling alternatives for vowel sounds. They learn about the use of conjunctions and commas, as well as noun-verb agreement in sentences. Students practice the writing process by planning, drafting, and editing an informative/explanatory text. A cumulative Student Performance Assessment is provided at the end of the unit to determine students' readiness for Grade 2 foundational skills instruction.

Unit Length:
21 Lessons
Pausing Point: 3 Days

Anchor Text: *Kay and Martez*
Text Type: Literary
Lexile: 630L

Overall Learning Outcomes

- Segment and blend two-syllable words
- Read and write spelling alternatives for /ae/ and /oe/
- Spell grade-level words correctly
- Identify and use plural nouns
- Identify and use correct noun-verb agreement
- Write sentences using conjunctions
- Use the writing process to compose instructional writing
- Student Performance Assessment

Big Ideas

- The decodable Reader *Kay and Martez* is used to practice decoding and reading fluency.
- The Reader focuses on a young girl named Kay and her friend Martez, a Mexican-American boy. Kay, Martez, and Kay's family go on a trip to Mexico.
- The Reader incorporates history and geography topics from the CKLA Knowledge strand.
- After reading each story, students answer comprehension questions orally and/or in writing.

Standards Instructed				Standards Assessed			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.1.1 RL.1.9 RI.1.5 RF.1.1a RF.1.2d RF.1.3a RF.1.3b RF.1.3c RF.1.3d RF.1.3e RF.1.3f RF.1.3g RF.1.4a RF.1.4b	W.1.1 W.1.2 W.1.5		L.1.1b L.1.1c L.1.1g L.1.2b L.1.2c L.1.2d L.1.4c	RL.1.1 RI.1.5 RF.1.1a RF.1.3b RF.1.3c RF.1.3f RF.1.3g RF.1.4a	W.1.1 W.1.2 W.1.5		L.1.1c L.1.2b L.1.2c L.1.2d L.1.4c

Grade 1 Curriculum Map

Knowledge 1: The Moral of the Story: Fables and Tales

Unit Summary

This unit introduces students to timeless fables and classic folktales that expand vocabulary, enhance reading comprehension skills, and impart ethical lessons. Students listen to well-known fables like "The Boy Who Cried Wolf," "The Goose and the Golden Eggs," and "The Fox and the Grapes." In doing so, they learn the elements of this genre and understand key story structures. Students also explore folktales, such as "The Little Half-Chick: Medio Pollito" and "The Crowded, Noisy House," which help them differentiate between various types of fiction. This foundational knowledge fosters an understanding of cultural references and a deep appreciation of fiction.

Writing Focus

Students explore narrative writing and, as a class, draft a narrative retelling of "The Tale of Peter Rabbit." They work independently to create one-sentence retellings of fables and stories, and generate statements about images from the Read-Alouds.

Unit Length: 16 Days

Anchor Text: *The Moral of the Story: Fables and Tales* (Read-Aloud)
Text Type: Literary
Lexile: 770L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Deepen comprehension of stories by using the "Somebody Wanted But So Then" strategy
- Identify a purpose for listening
- Understand the meaning of certain sayings and phrases
- Begin to explore the genre of narrative writing
- Domain Assessment

Big Ideas

- Fables and folktales have delighted people around the world for generations and are essential for achieving cultural literacy.
- Valuable lessons about ethics and behavior can be learned by exploring different types of fiction.
- Exposure to different types of fiction helps build a strong foundation for the comprehension and enjoyment of literature.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.1.1 RL.1.2 RL.1.3 RL.1.4 RL.1.7 RL.1.9	W.1.5 W.1.7 W.1.8	SL.1.1 SL.1.1a SL.1.2 SL.1.5 SL.1.6	L.1.1 L.1.1h L.1.5 L.1.5c L.1.6	RL.1.1 RL.1.2 RL.1.3	W.1.7 W.1.8		L.1.1 L.1.1h

Grade 1 Curriculum Map

Knowledge 2: From Nose to Toes: How Your Body Works

Unit Summary

In this domain, students are introduced to the five systems of the human body (skeletal, muscular, digestive, circulatory, and nervous) and the functions of the major organs within those systems. They identify five keys to good health and understand the importance of the food groups in a well-balanced diet. Students focus on the care and maintenance of the human body by discussing germs and diseases. They also learn about doctors and scientists like Edward Jenner and Louis Pausteur, whose discoveries aided in the cure of many diseases.

Writing Focus

Students engage in the writing process by planning, drafting, and revising a group narrative about solving a problem. Additionally, students engage in sentence elaboration activities, such as incorporating partners' ideas, expanding sentence stems, and using conjunctions.

Overall Learning Outcomes

- Describe the human body as a network of systems
- Identify and distinguish between the five systems of the human body
- Explain the effects of germs and the importance of vaccines
- Describe ways to stay healthy
- Identify the food groups in a well-balanced diet
- Demonstrate understanding of key vocabulary
- Identify the elements of a narrative
- Use a graphic organizer to plan and draft writing
- Plan, draft, and revise a group narrative about solving a problem
- Domain Assessment

Big Ideas

- The human body is a network of systems that contains organs that work together to perform vital functions.
- There are many parts and functions of the skeletal, muscular, digestive, circulatory, and nervous systems.
- Germs can cause diseases, but there are many ways to stop the spread of diseases.
- The five keys of good health are to eat well, exercise, sleep, keep clean, and have regular checkups.

Unit Length: 16 Days

Anchor Text: *From Nose to Toes: How Your Body Works* (Read-Aloud)
Text Type: Informational
Lexile: 790L

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RI.1.1 RI.1.2 RI.1.3 RI.1.4	W.1.3 W.1.5 W.1.7 W.1.8	SL.1.1 SL.1.1a SL.1.2 SL.1.6	L.1.4b L.1.5c	RI.1.1 RI.1.3	W.1.3 W.1.5 W.1.7 W.1.8		

Grade 1 Curriculum Map

Knowledge 3: Common Threads: Different Lands, Similar Stories

Unit Summary

Students are introduced to three common themes found in fairy tales and folktales from around the globe. Although these themes may be familiar, the cultural differences and unique details of each fairy tale and folktale in the unit provide an opportunity for students to appreciate this diversity and learn valuable, universal lessons.

In addition to learning about different cultures, students explore the ways in which folktales from different lands treat similar themes and characters—including variations on the Cinderella story, the adventures of uncommonly small characters, and the exploits of cunning tricksters.

Writing Focus

With these classic stories as inspiration, students plan, draft, and revise a narrative retelling of a fairy tale. They also practice generating statements and interrogative sentences, as well as using conjunctions to expand and connect sentences.

Unit Length:
16 Days

Anchor Text: *Common Threads: Different Lands, Similar Stories* (Read-Aloud)
Text Type: Literary
Lexile: 760L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Identify a purpose for listening
- Make text-to-text connections
- Retell stories using domain-specific vocabulary and correct sequencing
- Compare and contrast diverse fairy tales and folktales
- Plan, draft, and revise a narrative retelling of a fairy tale
- Domain Assessment

Big Ideas

- Although some fairy tales and folktales are well-known throughout the world, distinct cultures often have their own unique versions of them.
- Despite differences in specific details, fairy tales and folktales from around the globe often share common themes.
- Fairy tales and folktales teach valuable, universal lessons.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.1.3 RL.1.5 RL.1.9	W.1.3 W.1.6 W.1.8	SL.1.1 SL.1.2 SL.1.4 SL.1.6	L.1.1h L.1.4b L.1.5c	RL.1.2 RL.1.3 RL.1.9	W.1.3		

Grade 1 Curriculum Map

Knowledge 4: Reach for the Stars: Astronomy

Unit Summary

In this introduction to the solar system, students learn about Earth in relation to its moon, other planets, the sun, the stars, and major constellations. They also learn about the sun as a source of light, heat, and energy. Students are introduced to space exploration, including the Apollo missions to the moon and the Parker Solar Probe mission to the sun.

Writing Focus

Students learn to identify key facts in informational texts, practice note-taking with graphic organizers, and journal brief responses. They plan, draft, revise, edit, publish, and present opinion paragraphs that state an opinion, give reasons, and provide a closing. Additionally, students produce and expand declarative and interrogative sentences, using conjunctions to combine shorter sentences.

Overall Learning Outcomes

- Identify Earth, the sun, the moon, other planets, and stars
- Describe how Earth moves
- Explain what causes day and night
- Identify major constellations and discoveries by astronomers
- Distinguish between inner and outer planets in the solar system
- Demonstrate understanding of key vocabulary
- Explore parts of an opinion paragraph by stating an opinion and supplying reasons to support it
- Write an opinion paragraph
- Domain Assessment

Big Ideas

- Earth is one of many different celestial bodies within our solar system.
- The sun, the stars, the moon, and other planets relate to the earth's position in space in distinct ways.
- The sun is a star and a source of light, heat, and energy for the earth.
- NASA, the Space Race, the Apollo missions, the Parker Solar Probe, and astronauts have all contributed to what we know about space.

Unit Length: 16 Days

Anchor Text: *Reach for the Stars: Astronomy* (Read-Aloud)
Text Type: Informational
Lexile: 1020L

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.1.4 RL.1.5 RI.1.1 RI.1.2 RI.1.3 RI.1.4 RI.1.7 RI.1.8 RI.1.9	W.1.1 W.1.2 W.1.5 W.1.6 W.1.8	SL.1.1 SL.1.1b SL.1.2 SL.1.4 SL.1.6	L.1.4 L.1.4b L.1.5 L.1.5a L.1.5b L.1.5c L.1.5d	RI.1.2 RI.1.9	W.1.1 W.1.2 W.1.5 W.1.6 W.1.8		

Grade 1 Curriculum Map

Knowledge 5: Charting the World: Geography

Unit Summary

This domain continues students' study of globes, maps, and atlases. By understanding and learning how to use the compass rose, legends, and keys on maps, students can identify cardinal directions and better understand the geographical information being represented. Students begin to think critically about geography as they ask and answer questions about geographical knowledge and the characteristics of specific locations.

Students start to acquire and use geographic vocabulary, and they develop their speaking and listening skills by participating in collaborative conversations with peers. They also become map makers in a culminating project as they use information they learned in the domain to create a map. Students design, illustrate, and share a map of a favorite place in their neighborhood.

Writing Focus

Students use details to describe key concepts in informational texts about geography, such as the difference between maps, globes, and atlases, and how to use map legends and cardinal directions. They identify and describe urban, rural, and suburban areas globally, create a map of a favorite neighborhood place, and write an opinion statement about that location. Additionally, students produce and expand sentences by using specific details and combining shorter sentences with words and phrases from the Read-Alouds.

Overall Learning Outcomes

- Compare and contrast the characteristics of globes, maps, and atlases
- Use cardinal directions to locate and label various places on a map
- Describe time zones and how the relationship between the sun and the earth affects the seasons
- Locate and label major landforms using a legend on a world map
- Understand that some countries are organized into states and provinces
- Identify geographical characteristics of urban, rural, and suburban areas in the United States
- Locate and label urban, rural, and suburban areas on a map
- Identify major cities on a world map
- Write an opinion statement about the type of community (urban, suburban, or rural) that students would prefer to live in
- Create a map, and write an opinion text about a favorite place in students' neighborhoods
- Domain Assessment

Big Ideas

- Globes, maps, and atlases have distinct features.
- Compass roses, legends, and keys on maps can be used to identify cardinal directions and geographical features.
- Maps, globes, and atlases show geographic locations as well as geographic features—such as the equator, the North and South Poles, bodies of water, and landforms.
- Learning about geography can cultivate an appreciation for discovering different ways of living and inspire us to explore beyond our own neighborhoods.

Unit Length: 16 Days

Anchor Text: *Charting the World: Geography* (Read-Aloud)
Text Type: Informational
Lexile: 770L

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RI.1.1 RI.1.2 RI.1.3 RI.1.7 RI.1.9	W.1.1 W.1.2 W.1.5 W.1.8	SL.1.1 SL.1.2 SL.1.3 SL.1.4	L.1.4	RI.1.1 RI.1.9	W.1.1 W.1.2 W.1.5 W.1.8 W.1.9		

Grade 1 Curriculum Map

Knowledge 6: A World of Homes: Animals and Habitats

Unit Summary

In this domain, students learn what habitats are and why living things are suited to particular habitats. Specifically, they identify unique characteristics and animal adaptations in environments such as the Arctic tundra and ocean, the desert, grasslands, temperate deciduous forests, tropical rainforests, and freshwater habitats. Students classify animals based on their diets, explore the diversity of ocean life, and examine the ocean floor's landscape. Additionally, they explain the impacts of habitat destruction on species extinction and consider how conservation efforts help species like the bald eagle recover from near extinction.

Writing Focus

Students focus on informational writing by maintaining a habitat journal in which they write sentences and draw pictures for each habitat they study. They also create an idea web graphic organizer about endangered species. Students produce a mini poster comparing and contrasting deciduous forests and rainforests as well.
Finally, students generate and combine sentences using conjunctions.

Unit Length:
16 Days

Anchor Text: *A World of Homes: Animals and Habitats* (Read-Aloud)
Text Type: Informational
Lexile: 1010L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Set a purpose for listening
- Identify important information in a text
- Recognize that all living things have adapted to live in habitats to which they are particularly suited
- Understand that each habitat has distinct characteristics
- Explain that habitat destruction can lead to extinction
- Generate informational writing by collecting and synthesizing information, then recording it in a journal and graphic organizers
- Domain Assessment

Big Ideas

- All living things are interconnected with both their environments and other living things.
- All living things belong to the food chain, which connects all living things to each other.
- Plants and animals are indigenous to specific habitats, often suited to them through unique characteristics that enable them to adapt to that habitat.
- Animals can be classified by the types of foods that they eat.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RI.1.2 RI.1.3 RI.1.4 RI.1.7 RI.1.8 RI.1.9	W.1.1 W.1.2 W.1.5 W.1.8	SL.1.1 SL.1.1c SL.1.2 SL.1.3 SL.1.4 SL.1.6	L.1.1 L.1.1g L.1.1h L.1.4 L.1.4a L.1.5a L.1.5b L.1.5c L.1.5d L.1.6	RI.1.2	W.1.2 W.1.5 W.1.8	SL.1.4	

Grade 1 Curriculum Map

Knowledge 7: A New Nation: American Independence

Unit Summary

In this domain, students learn about the birth of the United States of America and identify the continent, country, and state where they live. Then, using maps, they locate, identify, and gain a geographical understanding of the thirteen original colonies within the United States. Students are introduced to important historical figures, places, and events in the story of how the thirteen colonies became an independent nation. They also learn the significance of the country's symbols, including the U.S. flag, the Liberty Bell, and the bald eagle.

Writing Focus

In this domain, students engage in informational writing by identifying key facts before, during, and after Read-Alouds and practicing note-taking through the use of graphic organizers and a Story Chart. Students craft their own paragraphs about the founding of the United States. They also combine sentences on related topics and generate cause/effect and declarative sentences.

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Set a purpose for listening
- Deepen comprehension by using the Somebody Wanted But So Then strategy
- Identify important information and sequence events from a text
- Practice using action verbs in the past and present tense
- Explore how action verbs and adjectives have shades of meaning
- Write captions for pictures of important people and places connected to the story of how the thirteen colonies became an independent nation
- Engage in informational writing by collecting and synthesizing information to plan and draft an informative paragraph
- Domain Assessment

Big Ideas

- Several important historical figures and events led to how the thirteen colonies gained their independence from Great Britain and became the United States of America.
- The British Parliament imposed taxes and laws on the thirteen colonies but did not give the colonists political representation. This led to the Boston Tea Party, the Revolutionary War, and the Declaration of Independence.
- Women, Native Americans, and enslaved Africans played important roles during the time in which the thirteen colonies of America evolved into an independent nation.

Unit Length: 16 Days

Anchor Text: *A New Nation: American Independence* (Read-Aloud)
Text Type: Informational/Literary
Lexile: 1010L

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.1.2 RI.1.1 RI.1.2 RI.1.3 RI.1.6 RI.1.10	W.1.2	SL.1.1 SL.1.1c SL.1.2 SL.1.4 SL.1.6	L.1.1 L.1.1e L.1.4 L.1.4a L.1.5 L.1.5a L.1.5c L.1.5d	RI.1.1 RI.1.2 RI.1.6	W.1.2 W.1.7 W.1.8		

Grade 1 Curriculum Map

Knowledge 8: Our Planet: The History of the Earth

Unit Summary

In this domain, students will explore the earth's geographical features. Students will learn about the shape of the earth, the North and South Poles, and the equator. Students will also learn the names of the layers of the earth and the characteristics of each layer. During Read-Alouds, students will learn the characteristics and importance of minerals and rocks. Students will also learn about fossils and their importance in giving us knowledge about the history of living things on the earth.

Writing Focus

Students will engage with various forms of writing, such as friendly letters and informative pieces, using tools like graphic organizers and posters to support their learning and creativity. They will also practice generating all four sentence types and expanding sentences using conjunctions.

Unit Length:
16 Days

Anchor Text: *Our Planet: The History of the Earth* (Read-Aloud)
Text Type: Informational
Lexile: 1020L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Set a purpose for listening
- Identify important information in a text
- Use a Venn diagram to compare and contrast volcanoes and geysers
- Record information from the Read-Alouds using a graphic organizer
- Identify the format and parts of a friendly letter and synthesize important facts and information to write a friendly letter
- Domain Assessment

Big Ideas

- The earth is composed of various layers, each with its own characteristics.
- Geographical features, such as volcanoes and geysers, give us information about these layers.
- Rocks and minerals are important in our daily lives. They are taken from the crust and used in many ways.
- There are three types of rock, each with their own characteristics. Fossils are found in rock and give us knowledge about the history of living things on Earth.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RI.1.2 RI.1.3 RI.1.4 RI.1.5 RI.1.7	W.1.2 W.1.5 W.1.8	SL.1.1 SL.1.1a SL.1.2 SL.1.4 SL.1.5 SL.1.6	L.1.5a L.1.5c L.1.6	RI.1.3 RI.1.4 RI.1.5 RI.1.7	W.1.2 W.1.8	SL.1.5	

AMPLIFY CKLA

Second Grade



2025

Grade 2 Curriculum Map

Skills Unit 1

Unit Summary

This unit focuses on reviewing various spellings, with an emphasis on consonant sounds, high-frequency Tricky Words (words with spellings that do not play by the code rules), and one- and two-syllable words. A Student Performance Assessment is provided to determine students' readiness for Grade 2 foundational skills instruction.

Unit Length:
22 Lessons
Pausing Point: 4-5 Days

Anchor Text: *The Cat Bandit*
Text Type: Literary
Lexile: 480L

Overall Learning Outcomes

- Review letter-sound correspondences
- Read and write words with short vowel sounds
- Read and spell Tricky Words from the CKLA Grade 1 curriculum
- Read and write one- and two-syllable words
- Read and spell words with suffixes *-ing* and *-ed*
- Read, write, and pronounce words with past tense suffix *-ed* (pronounced three different ways)
- Spell grade-level words correctly
- Write sentences with correct capitalization and punctuation
- Unit Assessment
- Student Performance Assessment

Big Ideas

- The stories in the Reader *The Cat Bandit* share the adventures of a hungry cat and the increasingly clever ways he gets food that is seemingly out of his reach.
- The stories in the Reader are 100% decodable, based on previous CKLA instruction and a quick Grade 1 curriculum review.
- After reading each story, students answer comprehension questions orally and/or in writing.

Standards Instructed				Standards Assessed			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.2.1 RL.2.2 RL.2.3 RL.2.5 RL.2.7 RF.2.3a RF.2.3b RF.2.3c RF.2.3d RF.2.3e RF.2.3f RF.2.4a RF.2.4b RF.2.4c	W.2.2 W.2.3		L.2.1d L.2.1f L.2.2 L.2.2d L.2.4a L.2.4d	RL.2.1 RL.2.2 RL.2.3 RL.2.5 RL.2.7 RF.2.3a RF.2.3e RF.2.3f RF.2.4a RF.2.4b RF.2.4c			L.2.1d L.2.2d

Grade 2 Curriculum Map

Skills Unit 2

Unit Summary

This unit focuses on learning various spellings, with an emphasis on vowel sounds. Students read one- and two-syllable words, as well as contractions. They practice reading and spelling a number of high-frequency Tricky Words. Students also learn about the use of quotation marks, and they begin to receive instruction in the writing process as they craft narrative and opinion pieces.

Unit Length:
16 Lessons
Pausing Point: 4-5 Days

Anchor Text: *Bedtime Tales*
Text Type: Literary
Lexile: 430L

Overall Learning Outcomes

- Review letter-sound correspondences
- Read one- and two-syllable words with short and long vowels, including vowels with spelling alternatives
- Read contractions and identify their non-contracted equivalents
- Read and spell high-frequency Tricky Words
- Spell grade-level words correctly
- Use quotation marks in writing
- Use the writing process to compose a narrative
- Unit Assessment

Big Ideas

- The decodable Reader *Bedtime Tales* is used to practice decoding and reading fluency.
- The story in the Reader is about a father who shares bedtime stories with his son and daughter.
- *Bedtime Tales* explores two fiction genres: fables and trickster stories.
- Close reading lessons based on chapters from the Reader are introduced in this unit.
- After reading each story, students answer comprehension questions orally and/or in writing.

Standards Instructed				Standards Assessed			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.2.1 RL.2.2 RL.2.5 RF.2.3a RF.2.3c RF.2.3d RF.2.3e RF.2.3f RF.2.4 RF.2.4a RF.2.4b RF.2.4c	W.2.1 W.2.3 W.2.5 W.2.6		L.2.1f L.2.2c L.2.2d L.2.5b	RL.2.1 RL.2.2 RL.2.5 RF.2.3a RF.2.3c RF.2.3d RF.2.3e RF.2.4a RF.2.4b	W.2.1 W.2.3 W.2.5 W.2.6		L.2.1f L.2.2c L.2.2d L.2.5b

Grade 2 Curriculum Map

Skills Unit 3

Unit Summary

This unit introduces students to spelling alternatives for vowel sounds and Tricky Spellings (spellings that can represent more than one sound). Students also practice writing a personal narrative. Grammar instruction focuses on capitalization, quotation marks, ending punctuation, and common and proper nouns. In addition, students are introduced to antonyms and synonyms. A Student Performance Assessment is provided to determine students' progress with grade-level skills.

Unit Length:
25 Lessons
Pausing Point: 4-5 Days

Anchor Text: *Kids Excel*
Text Type: Literary
Lexile: 510L

Overall Learning Outcomes

- Review letter-sound correspondences
- Read words with short and long vowels, including vowels with spelling alternatives
- Read and write words with Tricky Spellings
- Read and spell high-frequency Tricky Words
- Use capitalization, quotation marks, and ending punctuation correctly
- Identify and use common and proper nouns, antonyms, synonyms, and verbs
- Use the writing process to compose a personal narrative
- Student Performance Assessment

Big Ideas

- The decodable Reader *Kids Excel* is used to practice decoding and reading fluency.
- The Reader is a fictional text that consists of profiles of kids who excel at various activities—spelling, swimming, playing soccer, jumping rope, splashing, math, and rock skipping. Each profile progresses across several chapters.
- Close reading lessons in this unit are based on chapters from the Reader.
- After reading each story, students answer comprehension questions orally and/or in writing.

Standards Instructed				Standards Assessed			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.2.1 RL.2.2 RL.2.4 RF.2.3 RF.2.3a RF.2.3b RF.2.3c RF.2.3d RF.2.3e RF.2.3f RF.2.4a RF.2.4b RF.2.4c	W.2.3 W.2.5		L.2.1 L.2.1e L.2.2 L.2.2d L.2.2e L.2.3 L.2.4a L.2.5 L.2.5b	RL.2.1 RL.2.4 RF.2.3a RF.2.3b RF.2.3c RF.2.3d RF.2.3e RF.2.3f RF.2.4a	W.2.3 W.2.5		L.2.1 L.2.1e L.2.2 L.2.2d L.2.3 L.2.5b

Grade 2 Curriculum Map

Skills Unit 4

Unit Summary

Students are introduced to more spelling alternatives for vowel sounds and three Tricky Spellings. They also practice persuasive writing when crafting a friendly letter. For grammar, students review singular and plural nouns, along with common and proper nouns. In addition, they learn about the formation of irregular plural nouns as well as how to use action verbs and *to be* verbs.

Unit Length:
25 Lessons
Pausing Point: 4-5 Days

Anchor Text: *The Job Hunt*
Text Type: Literary
Lexile: 470L

Overall Learning Outcomes

- Read and write words with alternative vowel spellings
- Use capitalization, quotation marks, and ending punctuation correctly
- Identify and use irregular plural nouns
- Use apostrophes to show possession
- Use titles such as Mr. and Mrs., as well as other proper nouns
- Use the past and present tense of the verb *to be*
- Use the writing process to compose a persuasive letter
- Unit Assessment

Big Ideas

- The decodable Reader *The Job Hunt* is used to practice decoding and reading fluency.
- The Reader is a fictional text that describes a nineteen-year-old girl's search for a job in New York City with the help of her younger brother. The Introduction of the Reader contains information about New York City, including a map.
- Close reading lessons in this unit are based on chapters from the Reader.
- After reading each story, students answer comprehension questions orally and/or in writing.

Standards Instructed				Standards Assessed			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.2.1 RL.2.2 RL.2.5 RL.2.7 RF.2.3 RF.2.3a RF.2.3b RF.2.3c RF.2.3d RF.2.3e RF.2.3f RF.2.4 RF.2.4a RF.2.4b RF.2.4c	W.2.1 W.2.3		L.2.1 L.2.1a L.2.1b L.2.1d L.2.1f L.2.2a L.2.2b L.2.2c L.2.2d	RL.2.1 RL.2.5 RL.2.7 RF.2.3 RF.2.3a RF.2.3c RF.2.3e RF.2.4 RF.2.4a RF.2.4b RF.2.4c	W.2.1 W.2.3		L.2.1a L.2.1b L.2.1d L.2.1f L.2.2a L.2.2c L.2.2d

Grade 2 Curriculum Map

Skills Unit 5

Unit Summary

This unit introduces students to spelling alternatives for vowel sounds and the *schwa* sound. Students practice chunking phonemes as a means of reading multisyllabic words. They also review grammar skills, then learn about adjectives as well as how to identify the subject and predicate of a complete sentence. Students continue to practice narrative writing by rewriting the ending of a story from their Student Reader. A Student Performance Assessment is provided to determine students' progress with grade-level foundational skills.

Overall Learning Outcomes

- Read and write words with alternative vowel spellings
- Alphabetize words
- Read and write words with /ə/ (*schwa*) sounds
- Identify the subject and predicate of complete sentences
- Understand and use adjectives in sentences
- Use correct capitalization, punctuation, and grammar in writing
- Read and write words with suffix *-tion*
- Use the writing process to compose a different ending to a story from the Reader
- Unit Assessment
- Student Performance Assessment

Unit Length:

30 Lessons Pausing Point: 4-5 Days

Anchor Text: *Sir Gus*
Text Type: Literary
Lexile: 660L

Big Ideas

- The decodable Reader *Sir Gus* is used to practice decoding and reading fluency.
- *Sir Gus* details the undertakings of one of King Alfred's knights. Despite his title as "Sir Gus the Fearless," Sir Gus has many different fears as he faces a thief, a troll, pirates, an evil wizard, and an enemy king.
- Close reading lessons in this unit are based on chapters from the Reader.
- After reading each story, students answer comprehension questions orally and/or in writing.

Standards Instructed				Standards Assessed			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.2.1 RL.2.3 RL.2.5 RL.2.7 RF.2.3 RF.2.3a RF.2.3b RF.2.3d RF.2.3e RF.2.3f RF.2.4 RF.2.4a RF.2.4b RF.2.4c	W.2.1 W.2.3 W.2.5		L.2.1 L.2.1a L.2.1b L.2.1d L.2.1e L.2.2 L.2.2a L.2.2c L.2.2d L.2.2e L.2.3 L.2.4 L.2.4a L.2.4c L.2.4e L.2.6	RL.2.1 RL.2.3 RL.2.5 RL.2.7 RF.2.3b RF.2.3d RF.2.3e RF.2.3f RF.2.4 RF.2.4a	W.2.3 W.2.5		L.2.1 L.2.1e L.2.2 L.2.2d L.2.2e L.2.3 L.2.4a L.2.6

Grade 2 Curriculum Map

Skills Unit 6

Unit Summary

Students are introduced to several new spelling alternatives for vowel and consonant sounds. They review grammar skills, then learn about adverbs, how to distinguish complete from incomplete sentences, and how to identify and correct run-on sentences. Additionally, students are introduced to expository, or report, writing. A cumulative Student Performance Assessment is provided to determine students' readiness for Grade 3 foundational skills instruction.

Unit Length:
36 Lessons
Pausing Point: 4-5 Days

Anchor Text: *The War of 1812*
Text Type: Informational
Lexile: 580L

Overall Learning Outcomes

- Read and write words with Tricky Spellings, as well as alternative vowel and consonant spellings
- Alphabetize words to the second letter
- Identify and use adverbs
- Identify complete and incomplete sentences
- Correct run-on sentences
- Use correct capitalization, punctuation, and grammar in writing
- Take notes on a text
- Use the writing process to compose a multi-paragraph report
- Student Performance Assessment

Big Ideas

- The decodable Reader *The War of 1812* is used to practice decoding and reading fluency.
- *The War of 1812* is an informational text, introducing text features such as images, captions, a table of contents, and a glossary.
- The letter-sound correspondences taught in CKLA up to this point constitute most of the important letter-sound correspondences needed to read English writing.
- After reading each story, students answer comprehension questions orally and/or in writing.

Standards Instructed				Standards Assessed			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.2.1 RL.2.10 RI.2.1 RI.2.3 RI.2.4 RI.2.5 RI.2.6 RI.2.7 RI.2.8 RI.2.10 RF.2.3 RF.2.3a RF.2.3b RF.2.3c RF.2.3d RF.2.3e RF.2.3f RF.2.4a RF.2.4b RF.2.4c	W.2.1 W.2.2 W.2.5		L.2.1d L.2.1e L.2.1f L.2.2 L.2.2c L.2.2d L.2.3 L.2.4e	RI.2.1 RI.2.3 RI.2.4 RI.2.5 RI.2.6 RI.2.7 RI.2.8 RI.2.10 RF.2.3a RF.2.3b RF.2.3c RF.2.3d RF.2.3e RF.2.3f RF.2.4a RF.2.4b RF.2.4c	W.2.1 W.2.2		L.2.1d L.2.1e L.2.1f L.2.2c L.2.2d L.2.3

Grade 2 Curriculum Map

Knowledge 1: Fortunes and Feats: Fairy Tales and Tall Tales

Unit Summary

In this domain, students are introduced to four diverse fairy tales: "The Fisherman and His Wife," "The Emperor's New Clothes," "Beauty and the Beast," and "The Magic Pitcher." While reading these stories, students consider characteristic elements of fairy tales and the problems characters face, as well as the lessons each story conveys.

Students then turn to the American frontier and delve into tall tales about Paul Bunyan, Pecos Bill, John Henry, and Casey Jones. In doing so, they learn about the characteristics of tall tales, such as the use of exaggeration and larger-than-life characters.

Writing Focus

Students generate different types of sentences and practice identifying and combining fragments to create more interesting, detailed sentences. Students also craft a friendly letter to a character from one of the Read-Alouds.

Unit Length:
16 Days

Anchor Text: *Fortunes and Feats: Fairy Tales and Tall Tales* (Read-Aloud)
Text Type: Literary
Lexile: 760L

Overall Learning Outcomes

- Demonstrate understanding of the fairy tale and tall tale genres, including the concept of exaggeration
- Identify a purpose for listening
- Identify regular and irregular plural nouns
- Compare and contrast two tall tales using a Venn diagram
- Compare and contrast two characters using a Venn diagram
- Practice narrative writing by rewriting a classic tale
- Write a friendly letter
- Domain Assessment

Big Ideas

- Fairy tales and tall tales are an important part of literature that can help us understand other types of writing.
- Fairy tales can deepen our knowledge of the world and other cultures, as well as help us learn story grammar.
- Tall tales can teach us a lot about the American frontier and the types of occupations people had there.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.2.1 RL.2.2 RL.2.3 RL.2.7 RL.2.9	W.2.1 W.2.8	SL.2.1 SL.2.1a SL.2.2 SL.2.3 SL.2.4	L.2.1f L.2.2b L.2.3a L.2.5 L.2.5a	RL.2.1 RL.2.2 RL.2.3 RL.2.9	W.2.3		L.2.2b

Grade 2 Curriculum Map

Knowledge 2: The Birthplace of Democracy: Ancient Greece

Unit Summary

Students explore the civilization of ancient Greece and see the ways in which parts of that world are present in our world—in language, government, art, architecture, the Olympics, and more. Students learn about the city-states of Sparta and Athens, the emergence of democracy, gods and goddesses of ancient Greece. and the philosophers Socrates, Plato, and Aristotle. Students continue to develop their writing skills as they create compound sentences using conjunctions.

Writing Focus

In this domain, students practice collecting and synthesizing information about ancient Greece to understand its different characteristics. They work independently to write a short opinion paragraph about whether they would prefer life in Athens or Sparta, and they use the writing process to craft an opinion piece about the most interesting element of Greek civilization. Additionally, students generate interrogative and cause and effect sentences using words and phrases from the Read-Alouds.

Unit Length:
16 Days

Anchor Text: *The Birthplace of Democracy: Ancient Greece* (Read-Aloud)
Text Type: Informational/Literary
Lexile: 1050L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Make predictions about what will happen in a text
- Draft a short opinion paragraph
- Compare and contrast the way of life in two Greek city-states
- Determine the importance of various leaders and events in ancient Greece
- Write an opinion piece
- Domain Assessment

Big Ideas

- Ancient Greece was the birthplace of democracy, the ideals of which are used today in our own government and those of others.
- Great philosophers like Socrates, Plato, and Aristotle; stories about the gods and goddesses of ancient Greece; and the Olympic Games continue to impact us today.
- Significant battles, such as the battles of Marathon and Thermopylae, as well as the conquests of Alexander the Great contributed to the importance of ancient Greece.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.2.6 RL.2.7 RL.2.10 RI.2.1 RI.2.5	W.2.1 W.2.5 W.2.7 W.2.8	SL.2.2 SL.2.4 SL.2.6	L.2.1 L.2.1f L.2.3 L.2.4b L.2.5a L.2.5b L.2.6	RL.2.1	W.2.1 W.2.5 W.2.7 W.2.8	SL.2.2 SL.2.4	

Grade 2 Curriculum Map

Knowledge 3: Legends and Heroes: Greek Myths

Unit Summary

Building on the *Birthplace of Democracy: Ancient Greece* domain, students explore several well-known Greek myths and mythical characters. Characters include Prometheus, Pandora, Demeter and Persephone, Arachne the Weaver, Oedipus and the Sphinx, Theseus and the Minotaur, and others. Students examine story elements in myths and learn about common characteristics in these compelling stories. They also practice sequencing story events and use information from the text to make predictions about the events in a Greek myth.

Writing Focus

Following the writing process from planning to presentation, students write a brief summary and independently craft a narrative retelling of a Greek myth. Additionally, students generate interrogative sentences, convert questions into statements, identify parts of speech in scrambled sentences, and use conjunctions to expand their writing.

Unit Length:
16 Days

Anchor Text: *Legends and Heroes: Greek Myths* (Read-Aloud)
Text Type: Literary
Lexile: 920L

Overall Learning Outcomes

- Identify Greek myths as a type of fiction
- Identify common characteristics of Greek myths
- Demonstrate understanding of key vocabulary
- Sequence story events and make predictions
- Plan, draft, revise, edit, publish, and present a fictional narrative
- Collect and synthesize information using graphic organizers
- Domain Assessment

Big Ideas

- Ancient Greeks worshiped many gods and goddesses, which influenced and shaped their culture.
- Greek myths are fictional stories that some people long ago thought were true. They were created in an attempt to explain the mysteries of nature and humankind.
- References to Greek mythology are still culturally relevant today, and exposure to Greek myths gives students a frame of reference with which to understand literary allusions and the meanings of common words and phrases.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.2.1 RL.2.2 RL.2.3 RL.2.5 RL.2.6 RL.2.7 RL.2.9	W.2.3 W.2.5 W.2.6 W.2.8	SL.2.2 SL.2.4	L.2.1e L.2.4 L.2.5 L.2.5a	RL.2.2 RL.2.3 RL.2.6	W.2.3 W.2.5 W.2.6 W.2.8	SL.2.4	

Grade 2 Curriculum Map

Knowledge 4: Our Planet: Cycles in Nature

Unit Summary

Through this introduction to the natural cycles that make life on Earth possible, students will learn how the seasonal, plant, animal, and water cycles are connected and interdependent. Nature poems by Emily Dickinson and Robert Louis Stevenson provide a literary perspective on these topics. Students will use domain-specific vocabulary to sequence and summarize their knowledge about the life cycles of plants, animals, and insects. In grammar, students will learn and practice reflexive pronouns as well as complete a syntactic awareness activity to strengthen their understanding of adverbs.

Writing Focus

Students participate in a shared research project in which they record observations of scientific phenomena. During this project, they practice collecting and synthesizing information using note-taking tools like charts and graphic organizers. Students summarize their knowledge about natural cycles, and they independently write, edit, and revise an informative paragraph about the life cycle of a frog. Students also review what they have learned about sentence types, and they work to revise and expand sentences using conjunctions.

Unit Length: 16 Days

Anchor Text: *Our Planet: Cycles in Nature* (Read-Aloud)
Text Type: Informational
Lexile: 940L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Collect and synthesize information using note-taking tools
- Participate in a shared research project by recording observations of scientific phenomena
- Write an informative paragraph using facts gathered about the life cycle of a frog
- Domain Assessment

Big Ideas

- Nature has many natural cycles that make life on Earth possible.
- Seasonal cycles, flowering plant cycles, animal life cycles, and the water cycle are several examples of natural cycles.
- Plant and animal growth and development relate to Earth's seasonal cycles.
- Natural cycles are interconnected, and a change in one cycle often affects many other cycles.
- All living organisms depend on Earth's limited water supply.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.2.4 RI.2.1 RI.2.3 RI.2.6 RI.2.7	W.2.2 W.2.3 W.2.5 W.2.8	SL.2.1 SL.2.2 SL.2.4 SL.2.5	L.2.1c L.2.3a L.2.4b L.2.4c L.2.4d L.2.5 L.2.5a L.2.5b	RI.2.3 RI.2.6	W.2.2 W.2.3 W.2.5		L.2.4d

Grade 2 Curriculum Map

Knowledge 5: Butterflies, Bees, and Beetles: Insects

Unit Summary

In this domain, students learn about the characteristics of insects—the largest group of animals on Earth. They explore insect life cycles, social insects (such as bees and ants), and insects that glow and/or sing (such as fireflies, grasshoppers, and katydids). They also consider helpful and harmful aspects of insects.

Students advance their grammatical knowledge by learning about and practicing the use of collective nouns. In addition, they develop their writing and argumentation skills in preparation for crafting an opinion piece.

Writing Focus

Students develop opinion pieces about which insect would make the best neighbor. They research, collect, synthesize, and record information about insects. Students also generate declarative, imperative, interrogative and exclamatory sentences, and combine sentences using conjunctions.

Unit Length: 16 Days

Anchor Text: *Butterflies, Bees, and Beetles: Insects* (Read-Aloud)
Text Type: Informational
Lexile: 940L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Plan, draft, revise, and publish an opinion piece
- Deepen comprehension of and cite evidence from a text
- Domain Assessment

Big Ideas

- Insects are the largest group of animals on Earth.
- Insects have identifiable characteristics and life cycles, and they are categorized as either solitary or social.
- Humans and insects can be both helpful and harmful to each other.
- Insects are important to the process of pollination, as well as the production of honey, some cosmetics, and even medicines.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RI.2.2 RI.2.3	W.2.1 W.2.5 W.2.6 W.2.7 W.2.8	SL.2.1 SL.2.2 SL.2.4	L.2.1a L.2.4c L.2.5 L.2.5a		W.2.1 W.2.6 W.2.7 W.2.8	SL.2.1	L.2.1a

Grade 2 Curriculum Map

Knowledge 6: A House Divided: The American Civil War

Unit Summary

In this domain, students explore a critical period in American history—the Civil War—laying the foundation for more in-depth study in later grades. They learn about conflicts over slavery and also become familiar with historical figures such as Clara Barton, Joseph De Castro, Ulysses S. Grant, Robert E. Lee, Abraham Lincoln, and Harriet Tubman.

Writing Focus

Students write entries about important events that occurred during this time period into a Civil War record book and use facts to complete an informative paragraph. They also generate declarative, interrogative, exclamatory, and imperative sentences, and they practice ordering information in sentences to effectively convey a clear thought.

Unit Length:
16 Days

Anchor Text: *A House Divided: The American Civil War* (Read-Aloud)
Text Type: Informational
Lexile: 1060L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Describe the life and contributions of Harriet Tubman
- Understand the purpose of the Underground Railroad
- Describe the adult life of Abraham Lincoln and understand the importance of his role in the Civil War
- Explain that the Union's victory reunited the North and South as one country and ended slavery
- Identify and record relevant information in a Civil War timeline and Civil War record book
- Deepen comprehension by citing evidence from a text
- Edit, revise, and publish an informative paragraph
- Domain Assessment

Big Ideas

- Conflicts over slavery eventually led to the American Civil War.
- People were taken from Africa against their will and forced into slavery in the United States; the Union victory in the American Civil War led to the end of slavery in this country.
- Important women and men from the time period of the American Civil War include Clara Barton, Joseph De Castro, Ulysses S. Grant, Robert E. Lee, Abraham Lincoln, and Harriet Tubman.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RI.2.3 RI.2.7 RI.2.8 RI.2.9	W.2.2 W.2.5 W.2.6	SL.2.1 SL.2.1c SL.2.2 SL.2.3 SL.2.4	L.2.2e L.2.3 L.2.3a L.2.4c L.2.5 L.2.5a	RI.2.8 RI.2.9	W.2.2 W.2.5 W.2.6		

Grade 2 Curriculum Map

Knowledge 7: Sounds and Stanzas: Poetry

Unit Summary

This domain introduces students to the world of poetry, building on their initial exposure to sound and rhythm in earlier grades and exploring poetic elements and interpretations. Lesson-level activities allow students to engage with poetry by imitating strategies used by poets, analyzing literary choices, and practicing foundational skills through rhyming and alliteration. Ultimately, students use what they have learned to write their own poems.

The domain features a variety of poems, ranging from familiar works—like Gelett Burgess's "The Purple Cow" and Shel Silverstein's "Openin' Night"—to less familiar pieces by contemporary poets, such as Naomi Shihab Nye and Nikki Giovanni. Despite the diversity in authorship, the poems are united by their use of poetry elements and engagement with sound and rhythm.

Writing Focus

Throughout this domain, students emulate the tactics employed by the poets they are studying. They learn to use poetic features like anaphora, rhyme, and personification. Students generate questions and statements, and they use conjunctions to expand sentences orally and in writing.

Unit Length:
16 Days

Anchor Text: *Sounds and Stanzas: Poetry* (Read-Aloud)
Text Type: Literary
Lexile: N/A

Overall Learning Outcomes

- Identify and discuss poetry elements in various poems
- Practice using poetry elements, including onomatopoeia, rhyme, alliteration, personification, and anaphora
- Use the 5 Ws to demonstrate understanding of key details in a text
- Write, revise, and present an original memory poem
- Domain Assessment

Big Ideas

- Words and phrases create rhyme and rhythm in poetry.
- Poets use a variety of strategies, known as poetry elements, to convey the meaning of a poem.
- Interpreting a poem involves consideration of its structure, word choice, poetic devices, content, and—sometimes—the author's background or perspective.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.2.1 RL.2.4 RL.2.6	W.2.5 W.2.6	SL.2.1 SL.2.1b SL.2.2 SL.2.3 SL.2.4 SL.2.5 SL.2.6	L.2.1 L.2.3 L.2.4 L.2.6	RL.2.4 RL.2.9	W.2.5 W.2.6 W.2.8	SL.2.4 SL.2.5 SL.2.6	L.2.1 L.2.3

Grade 2 Curriculum Map

Knowledge 8: Making a Difference: Creating Change

Unit Summary

In this domain, students learn about eleven historical and contemporary people who created positive changes for their communities, their country, or the world. These figures include Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Rosa Parks, Martin Luther King, Jr., Cesar Chavez, Faith Florez, Kelvin Doe, Mikaila Ulmer, Sydney Etzel, and Lauren Anderson. Students explore how these individuals connected ideas with actions.

Writing Focus

Students will plan, draft, revise, edit, and publish their own narratives using temporal words and descriptive language about a person today working for a cause they believe in. Students will also practice writing the four sentence types using conjunctions and appositives.

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Identify the author's reasons for their opinion
- Discuss, ask, and answer questions about a topic and text
- Identify the main purpose of a text
- Use a timeline to make connections and sequence information to deepen comprehension
- Create a story map to identify important events in a text
- Write a narrative paragraph describing events from Read-Alouds using temporal words and descriptive language
- Domain Assessment

Big Ideas

- Despite great odds, ordinary people have created change for causes they believe in.
- Causes include abolishing slavery, women's voting rights, migrant workers' welfare, and protecting bees and butterflies.
- These people used nonviolent methods to influence and inspire others.

Unit Length: 16 Days

Anchor Text: *Making a Difference: Creating Change* (Read-Aloud)
Text Type: Informational
Lexile: 950L

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RI.2.1 RI.2.2 RI.2.3 RI.2.8	W.2.3 W.2.5 W.2.8	SL.2.1 SL.2.1a SL.2.1c SL.2.2 SL.2.3	L.2.1 L.2.2 L.2.2e L.2.4c L.2.5 L.2.5a L.2.6	RI.2.1 RI.2.8	W.2.3 W.2.5 W.2.8		L.2.2 L.2.2e

Grade 2 Curriculum Map

Knowledge 8: Journeys to America: Immigration

Unit Summary

Students explore the idea of *e pluribus unum* and the importance of immigration in the history of the United States—with a focus on the great wave of immigration between 1850 and 1920. They learn reasons why people immigrate and why they settle in certain cities and regions. In learning about citizenship, students are introduced to basic knowledge about the Constitution, including the Bill of Rights.

Writing Focus

Students focus on narrative writing by planning and drafting a story about a character moving to a new country. Additionally, after studying James Madison and the U.S. Constitution, they create a "Classroom Constitution" as a class. Students also generate and combine declarative, interrogative, exclamatory, and imperative sentences to make their writing more dynamic and interesting.

Unit Length: 16 Days

Anchor Text: *Journeys to America: Immigration* (Read-Aloud)
Text Type: Informational
Lexile: 1060L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Cite evidence from a text when answering questions
- Make connections and sequence information to deepen comprehension
- Collect information from Read-Alouds and synthesize it into short summaries
- Plan and draft a story describing a character's life as a new immigrant in the United States
- Domain Assessment

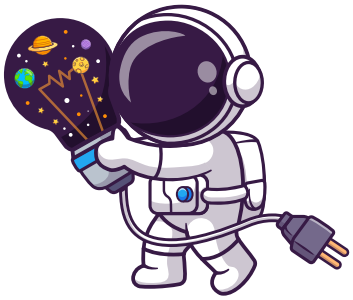
Big Ideas

- The United States is often referred to as a country of immigrants, with the biggest wave of immigration taking place between 1850 and 1920.
- People had many different reasons for immigrating to the United States and settling in certain cities and regions upon their arrival.
- The Constitution is an important document that details the privileges and rights of United States citizens.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RI.2.2 RI.2.3 RI.2.6 RI.2.7 RI.2.8	W.2.3 W.2.8	SL.2.1 SL.2.1c SL.2.2 SL.2.3 SL.2.6	L.2.1 L.2.1e L.2.4 L.2.4b L.2.5 L.2.5a	RI.2.2 RI.2.9	W.2.3 W.2.8		

AMPLIFY CKLA

Third Grade



2025

Grade 3 Curriculum Map

Unit 1: Timeless Tales: Classic Stories

Unit Summary

Students explore classic tales from different parts of the world, including "The Wind in the Willows," "Alice in Wonderland," and "Mulan." They study character development, themes, and narrative perspective, and they write text-based opinion paragraphs about those literary elements. Students review important foundational skills such as short and long vowel sounds, /r/-controlled vowels, /er/ and its spelling, and syllables with 'le.' Regarding grammar, students learn about adjectives, concrete and abstract nouns, and regular and irregular verbs. Student Performance Assessment 1 is provided to determine students' readiness for Grade 3 instruction.

Writing Focus

Students have many opportunities to write for a variety of purposes, including a teacher-guided opinion paragraph that provides a review of the writing process and paragraph elements. Everyday writing involves short and extended responses requiring textual evidence and the use of graphic organizers to gather and categorize information. These activities offer students frequent collaboration, idea sharing, and feedback. Students also learn the difference between complete sentences and fragments, how to combine sentences, and how to write the four sentence types.

Unit Length:
18 Days

Anchor Texts:
Timeless Tales: Classic Stories (Student Reader)
Text Type: Literary
Lexile: 660L
Classic Stories (Read-Aloud)
Text Type: Literary
Lexile: 800L

Overall Learning Outcomes

- Review short and long vowel sounds, /r/-controlled vowels, alternate spellings, and syllables with 'le'
- Identify and use concrete and abstract nouns, regular and irregular verbs, and adjectives
- Analyze characters, perspective, and point of view
- Demonstrate understanding of plot and sequence
- Identify themes in a text
- Demonstrate understanding of key vocabulary
- Draft, write, edit, and revise an opinion paragraph
- Unit Assessment
- Student Performance Assessment

Big Ideas

- Children's stories come from around the world.
- Fictional narratives share common elements: dialogue, narration, characters, plot, and setting.
- Literary tools used in fiction include anthropomorphism, perspective, and point of view.
- Fiction often features universal ideas called themes, such as friendship, hospitality, and responsibility.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.3.1 RL.3.2 RL.3.3 RL.3.6 RL.3.9 RF.3.3 RF.3.3c RF.3.4 RF.3.4c	W.3.1 W.3.1a W.3.1b W.3.1c W.3.1d	SL.3.2 SL.3.4 SL.3.6	L.3.1 L.3.1a L.3.1c L.3.1d L.3.1i L.3.2 L.3.2a L.3.3 L.3.3a L.3.3b L.3.4 L.3.4d L.3.5 L.3.5a	RL.3.1 RL.3.2 RL.3.3 RL.3.6 RF.3.3	W.3.1 W.3.1a W.3.1b W.3.1c W.3.1d W.3.3b		L.3.1 L.3.1a L.3.1d

Grade 3 Curriculum Map

Unit 2: Fur, Fins, and Feathers: Animal Classification

Unit Summary

This unit continues students' study of the natural world, explaining how scientists study and classify animals. Students apply their knowledge through text-based discussions, informal writing exercises, and formal informational writing assignments in which they use evidence to classify a particular vertebrate. Students also learn and practice alphabetizing words to the second and third letters, and they spell words with suffixes such as *–ed*, *–ing*, and *–es*.

Students study grammar, reviewing nouns, verbs, adjectives, subjects, predicates, fragments, subject/object pronouns and their antecedents, run-on sentences, and compound sentences. They also study the prefixes *un–*, *non–*, *re–*, and *pre–*, and discuss how adding prefixes may change the meaning of a root word and the word's part of speech.

Writing Focus

Students engage in the writing process as they plan, draft, edit, revise, publish, and present an informative paragraph. They also combine and expand sentences through the use of appositives and conjunctions.

Unit Length:
18 Days

Anchor Texts:
Rattenborough's Guide to Animals (Student Reader)
Text Type: Informational
Lexile: 770L
Fur, Fins, and Feathers: Animal Classification (Read-Aloud)
Text Type: Informational
Lexile: 930L

Overall Learning Outcomes

- Classify animals as vertebrates or invertebrates and warm-blooded or cold-blooded
- Review suffixes and root words
- Alphabetize words to the second and third letter
- Develop understanding of sentence structure and parts of speech
- Determine subject pronouns, their antecedents, and object pronouns
- Identify and apply prefixes
- Demonstrate understanding of key vocabulary
- Write an informative paragraph
- Unit Assessment

Big Ideas

- Vertebrates can be classified into five groups by analyzing, understanding, and organizing data about them.
- We can learn about living things by observing and identifying their key details and characteristics.
- Structured inquiry tasks can be completed by posing and responding to questions using textual evidence.
- Studying the classification of vertebrates provides a foundation for future learning about life cycles, oceans, marine life, evolution, and other classifications.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RI.3.1 RI.3.2 RI.3.3 RI.3.4 RI.3.5 RI.3.6 RI.3.7 RI.3.8 RI.3.9 RI.3.10 RF.3.3 RF.3.4a RL.3.4	W.3.2 W.3.2b W.3.2c W.3.2d W.3.5 W.3.6 W.3.8 W.3.10	SL.3.2 SL.3.4 SL.3.6	L.3.1f L.3.1i L.3.2a L.3.2e L.3.2g L.3.4 L.3.4a L.3.4b L.3.4c L.3.5b	RI.3.1 RI.3.2 RI.3.4 RI.3.5 RI.3.8 RI.3.9	W.3.2 W.3.2b W.3.5 W.3.6 W.3.8 W.3.10	SL.3.2	L.3.1f L.3.1i L.3.2a L.3.2e L.3.4b

Grade 3 Curriculum Map

Unit 4: Rise and Fall: Ancient Rome

Unit Summary

Students dive into ancient Rome, exploring its culture and historical events. They read the legend of Romulus and Remus, centered around Rome's founding, as well as several myths about Roman gods and goddesses. Students study the historical rise and fall of the Roman Empire, and they learn about key historical figures, such as Hannibal, Julius Caesar, and Augustus. Students review the spelling patterns of /r/-controlled vowels, irregularly-spelled words, and spellings of the sound /ee/. They also go over verb tenses, subject-verb agreement, and the verbs *to be* and *to have*—learning to change the spelling of verbs to match various subjects. Finally, students study the common suffixes *–er*, *–or*, *–ist*, *–ian*, *–y*, and *–al* to understand how suffixes change the meaning of root words and how they can change a word's part of speech.

Writing Focus

Students engage in the writing process as they plan, draft, revise, edit, publish, and present an opinion piece about Rome's most significant cultural contribution. They generate sentences using information and vocabulary from the Read-Alouds, and they combine and expand sentences using appositives and conjunctions.

Unit Length:
18 Days

Anchor Texts:
Stories of Ancient Rome (Student Reader)
Text Type: Informational/Literary
Lexile: 930L
Rise and Fall: Ancient Rome (Read-Aloud)
Text Type: Informational/Literary
Lexile: 1090L

Overall Learning Outcomes

- Identify the point of view of a text
- Discuss the main idea, key details, and moral or lesson of a story
- Review /r/-controlled vowels and learn spelling patterns for the /ee/ sound
- Develop understanding of subject-verb agreement and correct verb tense usage
- Identify and apply suffixes *–er*, *–or*, *–y*, *–al*, *–ist*, and *–ian*
- Demonstrate understanding of key vocabulary
- Write an opinion essay
- Unit Assessment

Big Ideas

- Actions of the Roman Republic leadership led to the decline and fall of the Roman Empire.
- Contributions from ancient Roman culture, including food, religion, education, and class are evident in society today.
- Monumental battles were fought in defense of the Roman Empire.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.3.1 RL.3.2 RL.3.3 RL.3.5 RL.3.6 RL.3.9 RL.3.10 RI.3.1 RI.3.2 RI.3.3 RI.3.6 RI.3.7 RI.3.9 RI.3.10 RF.3.3 RF.3.3a RF.3.3b RF.3.3d RF.3.4	W.3.1 W.3.1a W.3.1c W.3.1d W.3.5 W.3.8	SL.3.1a SL.3.1d SL.3.2 SL.3.5 SL.3.6	L.3.1 L.3.1d L.3.1e L.3.1f L.3.2a L.3.2f L.3.2g L.3.4 L.3.4a L.3.4b L.3.4c L.3.5a L.3.5b L.3.6	RL.3.1 RL.3.3 RL.3.9 RI.3.1 RI.3.2 RI.3.3 RI.3.4 RI.3.7 RI.3.9 RI.3.10	W.3.1 W.3.1a W.3.1b W.3.1c W.3.1d W.3.5 W.3.8	SL.3.2	L.3.1 L.3.1d L.3.1e L.3.1f L.3.2f L.3.2g L.3.4b L.3.4d

Grade 3 Curriculum Map

Unit 5: Our Solar System and Beyond: Astronomy

Unit Summary

Students explore astronomy and the universe by reading about the sun, planets, our moon, asteroids, comets, meteors, galaxies, and stars. They are also introduced to the concept of gravity and other scientific topics such as matter, light-years, and black holes. Finally, they learn about important figures in the history of space exploration, including Nicolaus Copernicus and Mae Jemison. Student Performance Assessment 2 is provided to help determine each student's progress with Grade 3 skills.

Writing Focus

Students complete an informative writing project in which they describe a day in the life of an astronaut in space. After gathering information, taking notes, and organizing them, they use the writing process to plan, draft, revise, edit, and publish their work. While writing, students generate and combine sentences by using conjunctions and incorporating dependent clauses.

Overall Learning Outcomes

- Compare and contrast two things or ideas
- Write informative paragraphs about the life of an astronaut
- Identify cause and effect in a text
- Demonstrate proficiency in dictionary skills by using guide words
- Demonstrate understanding of singular and plural possessive nouns
- Use quotation marks when writing dialogue
- Review words with spelling patterns /j/, /n/, /ae/, /k/, and /s/
- Apply knowledge of suffixes to unfamiliar words in texts and other content
- Demonstrate understanding of key vocabulary
- Unit Assessment

Big Ideas

- Earth is the third planet from the sun and is ideally suited for life.
- Gravity is a force that has different effects on Earth than it does in space.
- There is a difference between a fact and a theory.
- The Big Bang Theory offers one explanation for the origin of the universe.
- The study and exploration of space continues today, and it is possible because of the work and discoveries made by scientists over many centuries prior.

Unit Length:
18 Days

Anchor Texts:
What's in Our Universe? (Student Reader)
Text Type: Informational
Lexile: 730L
Our Solar System and Beyond: Astronomy (Read-Aloud)
Text Type: Informational
Lexile: 1020L

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.3.1 RL.3.10 RI.3.1 RI.3.2 RI.3.3 RI.3.4 RI.3.8 RI.3.9 RI.3.10 RF.3.3 RF.3.3a RF.3.4 RF.3.4a RF.3.4b RF.3.4c	W.3.2 W.3.2a W.3.2b W.3.2c W.3.2d W.3.4 W.3.5 W.3.8 W.3.10	SL.3.1 SL.3.1a SL.3.1b SL.3.1c SL.3.1d SL.3.2 SL.3.6	L.3.1h L.3.2 L.3.2a L.3.2b L.3.2c L.3.2d L.3.2e L.3.2f L.3.2g L.3.3a L.3.4 L.3.4b L.3.4c L.3.6	RL.3.1 RI.3.1 RI.3.2 RI.3.3 RI.3.4 RI.3.8 RI.3.9 RF.3.3a RF.3.4a RF.3.4b RF.3.4c	W.3.2 W.3.2a W.3.2b W.3.2c W.3.2d W.3.5 W.3.8 W.3.10	SL.3.2	L.3.1h L.3.2f

Grade 3 Curriculum Map

Unit 6: Regions and Cultures: Native Americans

Unit Summary

In this unit, students read two theories about how people first arrived on the continent of North America. They discover how people lived when they first arrived, how they adjusted to different environments, and how—over time—they began to form tribes. In particular, students learn about groups of Native Americans who settled in the Greater Mississippi River areas as well as in the Southwest, Northeast, Southeast, and Arctic/Subarctic regions.

Students review words with /ə/ and /sh/ + /ə/ + /n/, spelled 'tion.' They study possessive nouns and pronouns, plural possessive nouns not ending in 's' or 'es,' and singular and plural possessive nouns. Students also learn the difference between the possessive pronoun *its* and the contraction *it's*. Finally, they study word parts, including the suffixes *–ish*, *–ness*, *–able*, and *–ible*.

Writing Focus

Students engage in various writing exercises for different purposes, such as maintaining a "unit dictionary," responding to prompts, crafting journal entries, and participating in collaborative activities. Students also write informational newspaper articles about local Native American communities. Additionally, they construct written responses, like cause and effect sentences, based on prompts from the Read-Alouds, and they expand sentences by incorporating independent clauses.

Unit Length:
18 Days

Anchor Texts:
Regions and Cultures: Native Americans (Student Reader)
Text Type: Literary
Lexile: 860L
Regions and Cultures: Native Americans (Read-Aloud)
Text Type: Informational
Lexile: 1100L

Overall Learning Outcomes

- Identify cause and effect relationships in a text
- Use technology to conduct research and build background knowledge about local Native American tribes
- Demonstrate understanding of key vocabulary
- Review various spelling patterns for mastery
- Identify possessive nouns and pronouns
- Determine the meaning of adjectives and abstract nouns when suffixes are added to a known root word
- Strengthen dictionary skills by determining the meaning of key words, the function of entry words, and the meanings of different homographs
- Use linking words and phrases to connect facts, definitions, and details within a paragraph
- Maintain a notebook containing definitions, sentences, and writing exercises that use Core Vocabulary words
- Unit Assessment

Big Ideas

- Scientists and archaeologists still debate how and when the first migrants arrived in North and South America.
- Native Americans had to adapt to the climates and geographies of the lands where they lived.
- Adaptation shaped Native American cultures, including the methods they used to obtain food, the shelters they built, and the clothing they wore.
- Today, there are over 570 federally recognized Native American tribes in the United States, each with its own distinct culture and history.

Standards Instructed				Standards Assessed in Formative Assessment			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.3.1 RL.3.3 RL.3.7 RL.3.10 RI.3.1 RI.3.2 RI.3.3 RI.3.4 RI.3.7 RI.3.9 RF.3.3b	W.3.2 W.3.2b W.3.2c W.3.3c W.3.7 W.3.8	SL.3.1a SL.3.2 SL.3.5 SL.3.6	L.3.1a L.3.1c L.3.1g L.3.2d L.3.2f L.3.2g L.3.4 L.3.4b L.3.4d L.3.5 L.3.5c	RL.3.1 RL.3.3 RL.3.7 RL.3.10 RI.3.1 RI.3.2 RI.3.3 RI.3.4 RI.3.7 RI.3.9	W.3.2 W.3.2b W.3.2c W.3.7 W.3.8	SL.3.1a	L.3.1a L.3.1g L.3.2d L.3.2f L.3.4b

Grade 3 Curriculum Map

Unit 7: Novel Study: Charlotte's Web

Unit Summary

This unit is based on the popular, award-winning children's novel *Charlotte's Web* by E.B. White. This is a classic story about self-determination and friendship. Wilbur, the main character, is a pig who finds out that he will soon be butchered. Wilbur is sold to a nearby farmer and meets a new friend there—a spider named Charlotte who devises a plan to save Wilbur by spinning words in her webs. These webs make Wilbur famous in the community, and eventually save his life. Over the course of the novel, students follow Wilbur as he navigates a growing friendship and develops into a confident character.

Students use graphic organizers as they discuss literary devices, such as figurative language, character motivation, and mood.

Writing Focus

Students engage in the writing process as they plan, draft, revise, edit, publish, and present a fictional narrative. They also practice using descriptive words, dialogue, and temporal words in their fictional narrative. Students use textual evidence to generate statements, and they expand sentences by incorporating dependent clauses and using conjunctions.

Unit Length:
18 Days

Anchor Text: *Charlotte's Web* by E.B. White
Text Type: Literary
Lexile: 680L

Overall Learning Outcomes

- Identify the characters, setting, and plot of a fictional narrative
- Describe the thoughts, actions, and feelings of characters in a novel
- Determine the mood at different moments in a plot
- Understand the meaning of literal and nonliteral phrases
- Distinguish between personal and character perspectives
- Identify and apply descriptive words, dialogue, and temporal words in writing
- Demonstrate understanding of key vocabulary
- Write a fictional narrative
- Unit Assessment

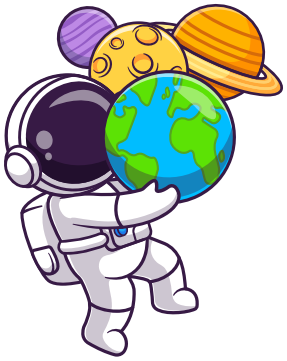
Big Ideas

- Explore themes of self-determination and friendship.
- Connect with Wilbur's journey as he initiates and sustains a friendship with Charlotte.
- Recognize qualities of leadership and encouragement in the text as a character supports a friend who is experiencing one of life's greatest challenges.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.3.1 RL.3.2 RL.3.3 RL.3.5 RL.3.6 RL.3.7	W.3.3 W.3.3a W.3.3b W.3.3c W.3.3d W.3.4 W.3.5 W.3.6 W.3.8 W.3.10	SL.3.4 SL.3.6	L.3.2c L.3.4	RL.3.1 RL.3.3 RL.3.4 RL.3.5 RL.3.7	W.3.3 W.3.3a W.3.3b W.3.3c W.3.3d W.3.4 W.3.5 W.3.6 W.3.8 W.3.10		L.3.1i L.3.2c L.3.4

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Fourth Grade



2025

Grade 4 Curriculum Map

Unit 1: My Story, My Voice: Personal Narratives

Unit Summary

This unit examines the genre of personal narratives, which consists of nonfiction works written by a first-person narrator who was involved in the events being described. Students read five personal narratives and identify the elements of the genre. These elements include events proceeding in a logical sequence, dialogue that shows character, vivid descriptive language, characters with defining traits, sensory details, figurative language, and strong introductions and conclusions. Student Performance Assessment 1 is also provided to determine students' readiness for Grade 4 instruction.

Writing Focus

After students examine the genre of personal narratives through reading and writing, they then plan, draft, edit, revise, and publish their own multi-paragraph personal narrative. Additionally, students generate sentences with cause and effect relationships and convert interrogative sentences (questions) into declarative sentences (statements).

Unit Length:
18 Days

Anchor Text: *My Story, My Voice: Personal Narratives*
Text Type: Informational
Lexile: 870L

Overall Learning Outcomes

- Identify features of the personal narrative genre
- Identify literary devices in personal narratives, including similes, metaphors, dialogue, transition words, sensory details, and point of view
- Demonstrate understanding of cause and effect
- Revise and publish a narrative using rubrics, checklists, and peer feedback
- Identify and apply punctuation to dialogue
- Demonstrate understanding of key vocabulary
- Unit Assessment

Big Ideas

- Writers of personal narratives incorporate a variety of literary elements and an intentional point of view into their writing.
- Critical and close reading enable students to increase their literal comprehension and ability to make text-based inferences.
- Writing a personal narrative allows a writer to create a sense of meaning out of their own life experiences.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RI.4.1 RI.4.2 RI.4.3 RI.4.5 RI.4.6 RI.4.10	W.4.1 W.4.1a W.4.1b W.4.1c W.4.1d W.4.3 W.4.3a W.4.3b W.4.3c W.4.3e W.4.4 W.4.5 W.4.8 W.4.9	SL.4.1 SL.4.1a SL.4.1c SL.4.1d SL.4.2 SL.4.3 SL.4.4 SL.4.6	L.4.1a L.4.1b L.4.1c L.4.1f L.4.1g L.4.2 L.4.2b L.4.3 L.4.3a L.4.3b L.4.4 L.4.4c L.4.5a L.4.5c L.4.6	RI.4.1 RI.4.2 RI.4.5 RI.4.6	W.4.1 W.4.1a W.4.1b W.4.1c W.4.1d W.4.3 W.4.3a W.4.3b W.4.3c W.4.3d W.4.3e W.4.4 W.4.5 W.4.8 W.4.9	SL.4.1 SL.4.1c SL.4.2 SL.4.3 SL.4.4	L.4.2 L.4.2b L.4.3a L.4.5a L.4.6

Grade 4 Curriculum Map

Unit 2: Knights and Castles: Europe's Middle Ages

Unit Summary

This unit covers the history of the Middle Ages in Europe. It is primarily concerned with events in western Europe and the relationship between the Christian Church and the rulers of the region. Students continue to develop grammar skills as they describe the functions of and relationship between nouns and adjectives as well as adverbs and verbs. They form and use prepositional phrases, identify parts of speech, correctly use subjects and predicates, and correct sentence fragments and run-on sentences. Students also practice using the progressive verb tense. Finally, they work with the prefixes *un–*, *non–*, and *en–*, the root words *arch* and *graph*, and the suffix *–y*.

Writing Focus

Students practice taking notes on informational texts, paraphrase information, and write an informative, comparative paragraph. They also combine and expand sentences using conjunctions and appositives, and they generate cause and effect sentences.

Unit Length:
18 Days

Anchor Text: *Medieval Knights and Castle Life: Europe's Middle Ages*
Text Type: Informational/Literary
Lexile: 900L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Write an informative paragraph using details from a text
- Determine the importance of details in a text through note-taking
- Use evidence from a text to support one's ideas
- Use paraphrasing to craft an informative, comparative paragraph
- Unit Assessment

Big Ideas

- Feudalism was the defining social and governing structure of Medieval Europe and included the roles of kings, queens, nobles, church leaders, freemen, and serfs.
- Trade in Medieval Europe contributed to the growth of towns and the emergence of a middle class.
- Medieval England was the starting point for key aspects of modern American life, including the English language and the system of laws and courts in the United States.
- The Magna Carta was a landmark document because it established that rulers—even kings—should consult with others before making new laws, and that courts should follow the rule of law.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RI.4.1 RI.4.3 RI.4.6 RI.4.7 RI.4.8 RF.4.3 RF.4.3a RF.4.4 RF.4.4a RF.4.4b RF.4.4c	W.4.2 W.4.2b W.4.2c W.4.4 W.4.5 W.4.9 W.4.9b	SL.4.1 SL.4.1a	L.4.1 L.4.1a L.4.1b L.4.1c L.4.1e L.4.1f L.4.1g L.4.2 L.4.2d L.4.3a L.4.4 L.4.4b L.4.5b L.4.4c L.4.6	RI.4.1 RI.4.3 RI.4.7 RF.4.3 RF.4.3a	W.4.2 W.4.2a W.4.2b W.4.2c W.4.2d W.4.2e W.4.5 W.4.9	SL.4.1	L.4.1 L.4.1b L.4.1e L.4.1f L.4.2 L.4.2d L.4.4 L.4.4b

Grade 4 Curriculum Map

Unit 3: Meaning and Metaphor: Poetry

Unit Summary

This unit provides students with tools and strategies for approaching poetry, trains them in the methods and devices poets use, and equips them to read and interpret both formal and free verse poems. Students also have opportunities to apply what they have learned by creating their own poems.

Students read poems that represent a variety of time periods, ranging from Walt Whitman's reflections on nineteenth-century American society to the work of living contemporary writer Harryette Mullen. The poets in this unit come from a diverse range of cultural heritages within the US, including Black, Hispanic, and Native American. The structures of the poems themselves are diverse as well—some employ precise meter and rhyme schemes, whereas others use free verse.

Writing Focus

With opportunities to write their own poems embedded throughout the unit, students practice using the poetic devices they learn about by composing rhymes; creating similes and metaphors; using repetition and alliteration; and planning, drafting, and revising their original poems. Students also generate sentences, such as one-sentence summaries, and expand sentences using conjunctions and appositives.

Unit Length: 18 Days

Anchor Text: *Meaning and Metaphor: Poetry* (Poet's Journal)
Text Type: Literary
Lexile: N/A

Overall Learning Outcomes

- Read texts with the purpose of identifying details and supporting evidence
- Explore imaginative possibilities for figurative language
- Identify and develop an understanding of poetic devices, including rhyme, repetition, alliteration, meter, and tone
- Explore and identify extended metaphors in texts
- Recite poems orally with accuracy, appropriate rate, and expression
- Write original poems using rich language and poetic devices
- Unit Assessment

Big Ideas

- Poetry is a creative and imaginative vehicle for expression that is not bound by formal constraints.
- Poetry has been around for centuries, and it is a timeless, distinctive craft.
- Reading poems aloud using emphasis and tone helps audiences better understand the text.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RI.4.1 RL.4.1 RL.4.2 RL.4.3 RL.4.4 RL.4.5 RL.4.6 RF.4.4a RF.4.4b RF.4.4c RF.4.5	W.4.1 W.4.4 W.4.5 W.4.8 W.4.9a	SL.4.1 SL.4.1b SL.4.1d SL.4.2	L.4.3 L.4.3a L.4.3b L.4.4 L.4.5 L.4.5a L.4.6	RI.4.1 RL.4.1 RL.4.2 RL.4.3 RL.4.4 RL.4.5 RL.4.6 RF.4.4b	W.4.1 W.4.3 W.4.4 W.4.5 W.4.8	SL.4.1 SL.4.1b SL.4.2	L.4.3 L.4.5 L.4.5a L.4.6

Grade 4 Curriculum Map

Unit 4: Eureka! Student Inventor

Unit Summary

In *Eureka! Student Inventor*, students are introduced to various inventors and inventions, as well as the process of creation. Students are immersed in close reading adventures, where they engage with complex literary and informational texts, and demonstrate their ability to find and use evidence effectively. Students also learn to analyze objects and situations in the world around them, identify problems, develop evidence-based solutions, and, ultimately, become inventors themselves, as they research, build, and present inventions of their own.

Writing Focus

By routinely writing in opinion, informative, and narrative styles, students practice the skills of research, observation, communication, and persuasion. Students also generate and expand declarative, interrogative, exclamatory, and imperative sentences using general academic and domain-specific words and phrases.

Unit Length:
18 Days

Anchor Texts: *Eureka! Files* (Student Reader)
Text Type: Informational
Lexile: 800L
Eureka! Student Inventor (Read-Aloud)
Text Type: Informational
Lexile: 1100L

Overall Learning Outcomes

- Read complex literary and informational texts
- Find evidence and use it appropriately
- Write in opinion, informational, and narrative forms, and adjust style for task and audience
- Develop proficiency in research, observation, communication, and persuasion
- Demonstrate understanding of key vocabulary
- Unit Assessment

Big Ideas

- Inventors go through multiple steps in their creative process.
- The creative process involves identifying problems and developing evidence-based solutions.
- Inventors engage in collaborative discussions, share ideas, and often work in partners or teams.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RI.4.1 RI.4.2 RI.4.3 RI.4.5 RI.4.8 RI.4.9 RF.4.4 RF.4.4a	W.4.1 W.4.1a W.4.1b W.4.1c W.4.1d W.4.2 W.4.3 W.4.4 W.4.5 W.4.7 W.4.8 W.4.9 W.4.10	SL.4.1 SL.4.1a SL.4.1b SL.4.1c SL.4.1d SL.4.2 SL.4.3 SL.4.4 SL.4.5	L.4.2b L.4.3c L.4.4 L.4.5 L.4.6	RI.4.3 RF.4.4 RF.4.4a	W.4.1 W.4.1a W.4.1b W.4.1c W.4.1d W.4.2 W.4.4 W.4.7 W.4.8 W.4.9 W.4.10	SL.4.1 SL.4.1a SL.4.1b SL.4.2 SL.4.3 SL.4.4 SL.4.5	L.4.2b L.4.3c

Grade 4 Curriculum Map

Unit 5: Our Planet: Geology

Unit Summary

This unit focuses on the composition of Earth and the forces that change its surface. Students learn about the theory of plate tectonics and how it explains the presence of volcanoes, mountains, underwater trenches, ridges, and other geological features. They also study geological processes like rock formation, weathering, and erosion to understand how Earth changes over time and why it looks the way it does.

Students practice using the suffix *–ly* and the root word *rupt*, sequencing adjectives, and using commas and quotation marks correctly. This unit concludes with Student Performance Assessment 2.

Writing Focus

Students review the stages of the writing process as they draft an informational pamphlet about tsunamis, write a Wikipedia entry on a specific volcano, and craft an informative paragraph about a type of rock or an item in the rock cycle. Throughout these activities, students practice writing one-sentence summaries and combining sentences using conjunctions, appositives, and specific details.

Unit Length:
18 Days

Anchor Text: *The Changing Earth*
Text Type: Literary/Informational
Lexile: 900L

Overall Learning Outcomes

- Identify evidence that describes the effects of geological changes in a text
- Demonstrate understanding of key vocabulary
- Examine and explain similes
- Draft an informational pamphlet, write a Wikipedia entry, and craft an informative paragraph
- Arrange adjectives within a sentence in the correct order
- Unit Assessment

Big Ideas

- Earth is composed of layers that, through heat and pressure, cause movements that result in geological features above and below its surface.
- The theory of plate tectonics explains how mountains, volcanoes, trenches, and ridges are created on land and under the sea.
- Geological processes, like the rock cycle, weathering, and erosion, explain how the earth is continually changing.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.4.1 RL.4.2 RL.4.4 RL.4.7 RL.4.9 RI.4.1 RI.4.2 RI.4.3 RI.4.4 RI.4.7 RI.4.8 RI.4.10 RF.4.4 RF.4.4a RF.4.4c	W.4.2 W.4.4 W.4.5 W.4.6 W.4.8 W.4.9		L.4.1 L.4.1d L.4.2 L.4.2a L.4.3c L.4.4 L.4.4c L.4.5	RL.4.1 RL.4.4 RL.4.9 RI.4.1 RI.4.2 RI.4.3 RI.4.4	W.4.2 W.4.4 W.4.5 W.4.6 W.4.8 W.4.9		L.4.1 L.4.2 L.4.4 L.4.5

Grade 4 Curriculum Map

Unit 6: Road to Independence: The American Revolution

Unit Summary

This unit centers around the big idea that disagreements about principles of government led colonists in North America to seek independence from Great Britain. By learning about the causes, major figures, and consequences of the American Revolution, students gain an understanding of what caused the thirteen original colonies to break away and become an independent nation, as well as the ideas and values at the heart of the conflict.

Writing Focus

Throughout this unit, students review the stages of the writing process and record key information about the causes of the American Revolution as they develop a five-paragraph cause and effect essay. They also write one-sentence summaries and generate and expand cause and effect sentences. Students learn the prefixes *im–* and *in–*, the suffixes *–ible* and *–able*, and the root word *port*. In addition, they study *to be* verbs and modal auxiliary verbs. They continue developing their use of commas and quotation marks, and practice employing correct subject-verb agreement.

Unit Length:
18 Days

Anchor Text: *The Road to Independence*
Text Type: Informational/Literary
Lexile: 930L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Develop proficiency in subject-verb agreement with both regular and irregular verbs
- Deepen knowledge and understanding of prefixes and suffixes when added to root words
- Write a five-paragraph cause and effect essay
- Unit Assessment

Big Ideas

- There were significant ideas and values at the heart of the American Revolution.
- Disagreements about principles of government led colonists in North America to seek independence from Great Britain.
- Studying the causes, major figures, and consequences of the American Revolution helps us understand why the thirteen colonies fought for independence.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.4.3 RL.4.5 RL.4.7 RL.4.10 RI.4.1 RI.4.2 RI.4.3 RI.4.4 RI.4.5 RI.4.6 RI.4.9 RI.4.10 RF.4.3 RF.4.4a	W.4.2 W.4.2a W.4.2b W.4.2c W.4.2d W.4.2e W.4.4 W.4.5 W.4.9b W.4.10	SL.4.1 SL.4.4 SL.4.5 SL.4.6	L.4.1 L.4.1c L.4.2 L.4.2a L.4.2b L.4.2d L.4.3 L.4.4 L.4.4a L.4.4b L.4.4c L.4.5c L.4.6	RL.4.3 RL.4.10 RI.4.1 RI.4.2 RI.4.3 RI.4.5 RI.4.9 RF.4.3	W.4.2 W.4.2a W.4.2b W.4.2c W.4.2d W.4.2e W.4.4 W.4.5 W.4.9 W.4.9b	SL.4.1 SL.4.4	L.4.1 L.4.1c L.4.2 L.4.2d L.4.4a L.4.4b L.4.5 L.4.6

Grade 4 Curriculum Map

Unit 7: Novel Study: The Season of Styx Malone

Unit Summary

In this unit, students continue their exploration of novel study by reading *The Season of Styx Malone* by Kekla Magoon. This is a coming-of-age story about Caleb, a ten-year-old boy living in a small town near Indianapolis. The novel explores themes of friendship, trust, family relationships, and freedom.

As students progress throughout the unit, they learn to closely analyze themes, characters, relationships, conflicts, and motivations during teacher Read-Alouds, partner reading, and independent reading. They examine descriptive language, sensory details, figurative language, and other literary techniques, and make inferences about characters' perspectives and relationships using textual evidence. Finally, students interpret the author's message based on the themes identified in the novel.

Writing Focus

This unit provides multiple opportunities for students to apply their narrative writing skills, including the use of descriptive language, sensory details, dialogue, and figurative language. In the second half of the unit, students brainstorm, plan, draft, revise, edit, publish, and present a culminating narrative of their own. Specifically, they craft a scene in first-person point of view using the characters from *The Season of Styx Malone*. Students also expand sentences by incorporating dependent clauses and using conjunctions, and they generate one-sentence summaries in response to prompts about the reading.

Unit Length: 18 Days

Anchor Text: *The Season of Styx Malone* by Kekla Magoon
Text Type: Literary
Lexile: 510L

Overall Learning Outcomes

- Differentiate between first- and third-person points of view
- Infer characters' motivations, conflicts, perspectives, and traits using textual evidence
- Analyze character relationships and explain how and why they change throughout a text
- Compare and contrast the experiences and perspectives of characters in a text
- Identify and analyze the meaning of figurative language, including similes, metaphors, imagery, hyperbole, and idioms
- Demonstrate understanding of key vocabulary
- Determine the meaning of unknown words using context from the text
- Identify themes and determine the message of a novel
- Write a narrative using first-person point of view, dialogue, descriptive language, figurative language, and sensory details
- Plan, draft, revise, edit, and publish a narrative writing piece using rubrics, checklists, and peer feedback
- Unit Assessment

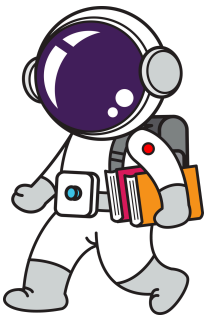
Big Ideas

- Novels often incorporate universal themes, such as friendship, trust, family relationships, and freedom.
- Readers can interpret an author's message by analyzing a novel's themes.
- By reading a text critically, students can analyze how and why characters—and people—have differing perspectives, and how this can impact their motivations and relationships.
- Authors use techniques such as figurative language, tone, foreshadowing, and sensory details to engage their readers.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.4.1 RL.4.2 RL.4.3 RL.4.4 RL.4.6	W.4.3 W.4.3a W.4.3b W.4.3d W.4.3e W.4.4 W.4.5 W.4.9a	SL.4.1 SL.4.1a SL.4.1b SL.4.1c SL.4.1d SL.4.3 SL.4.4 SL.4.6	L.4.1b L.4.1d L.4.1e L.4.1f L.4.2 L.4.3a L.4.4 L.4.4a L.4.5 L.4.5a L.4.5b L.4.6	RL.4.1 RL.4.2 RL.4.3 RL.4.4	W.4.3 W.4.3a W.4.3b W.4.3c W.4.3d W.4.3e W.4.4 W.4.5 W.4.9a	SL.4.1a SL.4.1b SL.4.1c SL.4.1d	L.4.1b L.4.1d L.4.1e L.3.4a L.4.4a L.4.5 L.4.5a L.4.5b L.4.6

AMPLIFY CKLA

Fifth Grade



2025

Grade 5 Curriculum Map

Unit 1: In My Own Words: Personal Narratives

Unit Summary

This unit examines the genre of personal narratives. Students read five personal narratives and identify the elements of the genre, which include a logical sequence of events, dialogue, vivid descriptive language, sensory details, figurative language, and images that accompany a written text. Students are given frequent writing opportunities to employ these elements. They also share their writing with their classmates throughout the unit, offering concrete and positive feedback. Finally, students complete Student Performance Assessment 1 to evaluate their preparation for Grade 5 work.

Writing Focus

Through daily writing exercises, students develop their ideas into single paragraph or multi-paragraph narratives. Focusing on personal writing, students practice crafting dialogue, using descriptive verbs and adjectives, and sequencing events to tell a story. Students share their writing with classmates and engage in sentence elaboration activities, such as incorporating their partners' ideas, expanding sentence stems, and using conjunctions.

Unit Length:
18 Days

Anchor Text: *In My Own Words: Personal Narratives*
Text Type: Informational
Lexile: 920L

Overall Learning Outcomes

- Identify and begin to correctly use personification in writing
- Identify and begin to correctly use point of view in writing
- Identify and begin to correctly use similes and metaphors in writing
- Use the "Think as You Read" strategy to deepen understanding of a text
- Write a personal narrative
- Unit Assessment
- Student Performance Assessment

Big Ideas

- This unit gives students the opportunity to examine the genre of personal narratives and build their knowledge of descriptive writing.
- Through the close and critical reading of personal narratives, students can improve their literal comprehension and text-based inferencing.
- Reading about others' personal experiences helps students find meaning in their own experiences and express these ideas in writing.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RI.5.1 RI.5.3 RI.5.4 RI.5.5 RI.5.6 RI.5.8 RF.5.4 RF.5.4c	W.5.3 W.5.3a W.5.3b W.5.3d W.5.3e W.5.4 W.5.5	SL.5.1 SL.5.1b SL.5.5 SL.5.6	L.5.2 L.5.2a L.5.2b L.5.2c L.5.2d L.5.3b L.5.4 L.5.4a L.5.5 L.5.5c	RI.5.1 RI.5.3 RI.5.4 RI.5.6 RI.5.8	W.5.3 W.5.3a W.5.3b W.5.3c W.5.3d W.5.3e W.5.4 W.5.5	SL.5.1b SL.5.5	L.5.2 L.5.2a L.5.4a L.5.5 L.5.5c

Grade 5 Curriculum Map

Unit 2: Early Americas: Maya, Aztec, and Inca

Unit Summary

This unit orients students to the geography, climate, flora, and fauna of the Americas, while also presenting a general history and timeline of the rise and fall of the Maya, Aztec, and Inca empires. The unit features myths from these ancient civilizations and describes Mayan, Aztec, and Incan innovations and discoveries.

Students study the root word *tract* and the prefixes *ir–*, *inter–*, and *il–*. They also practice properly using subjects and predicates, distinguishing between action verbs and linking verbs, and correcting run-on sentences. Finally, they learn about words and phrases used to compare and contrast.

Writing Focus

Students follow the stages of the writing process as they use information from the text to create an informative project comparing the Maya, Aztec, and Inca empires. They practice paraphrasing, note-taking, and using linking words to compare the groups and select online images to support their writing. Finally, students craft cause and effect sentences and expand sentences using details from the Read-Alouds.

Unit Length:
18 Days

Anchor Text: *Early Americas: Civilizations and Empires*
Text Type: Informational/Literary
Lexile: 880L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Compare and contrast the Maya, Aztec, and Inca civilizations
- Paraphrase information from a text
- Create an informative or explanatory writing piece using evidence from a text
- Develop understanding of grammar, including action verbs, linking verbs, words that compare and contrast, run-on sentences, subjects, and predicates
- Unit Assessment

Big Ideas

- Large, complex civilizations, such as the Maya, Aztec, and Inca empires, developed in the Americas before the arrival of Europeans.
- There were many events that led to the rise and fall of the Maya, Aztec, and Inca civilizations.
- The Maya, Aztec, and Inca civilizations were responsible for many innovations and discoveries, and they created myths to describe the world around them.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.5.2 RL.5.4 RL.5.9 RI.5.1 RI.5.2 RI.5.3 RI.5.4 RI.5.7 RI.5.8 RF.5.3 RF.5.3a RF.5.4 RF.5.4a RF.5.4b RF.5.4c	W.5.2 W.5.2a W.5.2b W.5.2c W.5.2d W.5.2e W.5.5 W.5.8 W.5.9	SL.5.1 SL.5.1a SL.5.1b SL.5.1d SL.5.2 SL.5.3	L.5.1 L.5.2e L.5.3 L.5.4 L.5.4a L.5.4b L.5.5 L.5.5a L.5.5b L.5.5c	RL.5.1 RL.5.2 RL.5.9 RI.5.1 RI.5.2 RI.5.3 RF.5.3 RF.5.3a	W.5.2 W.5.2a W.5.2b W.5.2c W.5.2d W.5.2e W.5.5 W.5.8 W.5.9	SL.5.2 SL.5.3	L.5.1 L.5.2e L.5.3 L.5.4b

Grade 5 Curriculum Map

Unit 3: Visions in Verse: Poetry

Unit Summary

This unit teaches students tools and strategies for approaching poetry, trains them in the methods and devices that poets use, and equips them to read and interpret both formal and free verse poems. It also enables them to practice what they have learned by giving them regular opportunities to create their own poems.

Students read poems that are drawn from various literary traditions over the last several centuries, ranging from William Blake's eighteenth-century verse to the work of contemporary writers like Virgil Suárez and Marie Howe. The poets in this unit come from a diverse range of cultural heritages within the US, including Black, Hispanic, and Native American. The poems are also diverse in structure, employing a mix of precise meter and rhyme schemes as well as free verse and experimentation.

Writing Focus

Throughout the unit, students practice close reading and writing as they learn the many formal elements of poetry, as well as how to identify these elements in text. They also apply their understanding by crafting poems of their own, improving their skills of analysis in the process. By learning to approach poetry through a number of tools, students build their confidence and engagement in the form. In addition, students work on expanding sentences by building on sentence stems and using conjunctions.

Unit Length: 18 Days

Anchor Text: *Visions in Verse: Poetry* (Poet's Journal)
Text Type: Literary
Lexile: n/a

Overall Learning Outcomes

- Identify and use poetic devices, including tone, anaphora, figurative language, rhyme, and metaphor
- Identify and write in various poetic forms, such as villanelle and lists
- Compare and contrast poems using graphic organizers
- Apply new poetry knowledge to grow in the craft of writing poetry
- Unit Assessment

Big Ideas

- Poets use words, images, and literary devices to tell stories and share thoughts in beautiful and interesting ways.
- Poetry is a creative and imaginative vehicle for expression that is not bound by formal constraints.
- Poetry has been around for centuries, and it is a timeless, distinctive craft.
- Interpreting texts and expressing ideas through poetry can build students' confidence and encourage creativity.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.5.1 RL.5.2 RL.5.3 RL.5.4 RF.5.3a RF.5.4c	W.5.4 W.5.5 W.5.9a	SL.5.1 SL.5.1c SL.5.2	L.5.2a L.5.2b L.5.2d L.5.3b L.5.4 L.5.4a	RL.5.1 RL.5.2 RL.5.3 RL.5.4 RF.5.3a	W.5.4 W.5.5 W.5.8 W.5.9a		L.5.2a

Grade 5 Curriculum Map

Unit 4: A Knight's Tale: Don Quixote

Unit Summary

In this unit, students read an adapted version of the classic novel *Don Quixote*. They focus on characters, plot, and other literary elements—such as characterization. Students trace the development of the plot, characters, and literary elements over the course of the novel. This exposes them to culturally relevant aspects of the timeless tale, including the quixotic nature of the primary character; the relationship between Don Quixote and his sidekick, Sancho Panza; and memorable scenes—like the one involving windmills. Regarding grammar, students learn how to use commas in a series, and they continue developing their understanding of subject-verb agreement. They also learn how to effectively use compare and contrast words, the suffix *–ness*, and the root word *vac*.

Writing Focus

Students write a four-paragraph opinion essay in which they take a stance on whether they think Don Quixote's good intentions justify his often calamitous actions. They support their claims with reasons and evidence from the text. Finally, students generate and expand sentences by adding details that describe *when*, *where*, and *why*.

Unit Length:
18 Days

Anchor Texts:
The Adventures of Don Quixote (Student Reader), Excerpts from *Don Quixote, Medieval Knights and Castles: Europe's Middle Ages, King Arthur and the Knights of the Round Table* (Read-Aloud, Reading)
Text Type: Literary/Informational
Lexile: 940L-990L

Overall Learning Outcomes

- Distinguish between fact and opinion
- Demonstrate understanding of pronoun-verb agreement and commas in a series
- Demonstrate understanding of key vocabulary
- Craft and share a four-paragraph opinion essay
- Support claims with textual evidence
- Unit Assessment

Big Ideas

- Reading an adapted version of Miguel de Cervantes's 1605 novel *Don Quixote* gives students the opportunity to experience a literary classic.
- The themes found in *Don Quixote* include morality, class, and worth, and they are still relevant today.
- Tracing the development of plot, characters, and literary elements throughout the course of a novel enhances students' reading experiences and understanding of the text.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.5 RL.5.6 RL.5.7 RL.5.9 RI.5.8 RI.5.9 RI.5.10 RF.5.3 RF.5.4 RF.5.4a RF.5.4b RF.5.4c	W.5.1 W.5.1a W.5.1b W.5.1c W.5.1d W.5.4 W.5.5 W.5.6 W.5.9 W.5.9a W.5.9b	SL.5.1a SL.5.3 SL.5.6	L.5.1a L.5.1d L.5.2a L.5.2e L.5.3 L.5.3a L.5.3b L.5.4 L.5.4a L.5.4b L.5.4c L.5.5a L.5.5b L.5.6	RL.5.1 RL.5.3 RL.5.4 RL.5.9 RL.5.10 RI.5.8 RI.5.10 RF.5.4a RF.5.4b	W.5.1 W.5.1a W.5.1b W.5.1c W.5.1d W.5.2a W.5.2b W.5.3b W.5.4 W.5.5 W.5.9 W.5.9a W.5.9b		L.5.1d L.5.2a L.5.2e L.5.4b L.5.4c L.5.6

Grade 5 Curriculum Map

Unit 5: The Deep Blue World: Oceans

Unit Summary

Deep Blue World: Oceans is an informational unit that explores the diversity of animal and plant life within six ocean ecosystems. Students read rigorous informational texts and consider big questions regarding the characteristics of ocean environments that support thriving ecosystems. Informational texts and paired texts about marine biologists, oceanic phenomena, and marine life are used to develop students' reading and writing skills. Student Performance Assessment 2 can also be administered at the end of this unit to evaluate students' progress at this point in the year.

Writing Focus

Students plan, draft, revise, edit, publish, and present an informational text that they have crafted using collaborative research and the writing process. Specifically, they write to inform about their relationship to the ecosystem they live in, including their role in the food web. The unit culminates with students sharing their informational writing with their peers. Students work collaboratively to expand their writing by incorporating independent or dependent clauses and using conjunctions.

Overall Learning Outcomes

- Discuss characteristics of ocean ecosystems through images and whole group discussions
- Use quotations and paraphrased text details to identify characteristics of ocean ecosystems in informational texts
- Analyze information in paired informational texts using a graphic organizer
- Find and record key information, including main ideas and details, about marine animals and ecosystems
- Write single- and multiple-paragraph descriptions of marine animals and ecosystems
- Use evidence from an outline to develop introduction, body, and conclusion paragraphs with relevant vocabulary
- Plan for revisions to students' drafts using peer feedback
- Edit several developed paragraphs using peer and teacher feedback as well as students' knowledge of English language conventions
- Student Performance Assessment
- Unit Assessment

Big Ideas

- Animal and plant life in each of the six ocean ecosystems is widely diverse.
- Unique ocean environments create a range of animal adaptations.
- Marine biologists' work in conservation helps preserve plants and animals in each of the six ocean ecosystems.

Unit Length: 18 Days

Anchor Text: *Life in the Fathoms*
Text Type: Informational
Lexile: 1000L

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RI.5.1 RI.5.2 RI.5.3 RI.5.6 RI.5.7 RI.5.9 RF.5.3 RF.5.3a	W.5.2a W.5.2b W.5.2d W.5.2e W.5.4 W.5.5 W.5.6 W.5.8 W.5.9b W.5.10	SL.5.1a SL.5.1b SL.5.1c SL.5.1d SL.5.2 SL.5.4 SL.5.5 SL.5.6	L.5.2 L.5.2e L.5.4 L.5.4b	RI.5.1 RI.5.2 RI.5.3 RI.5.6 RI.5.9	W.5.2 W.5.2a W.5.2b W.5.2c W.5.2d W.5.2e W.5.5 W.5.8 W.5.9b	SL.5.1 SL.5.1b SL.5.2	

Grade 5 Curriculum Map

Unit 6: Cultures and Histories: Native Americans

Unit Summary

This unit explores Native Americans' deep connections to the lands where they have lived and the impacts of 1800s U.S. government policies and settlers on their cultures. The Reader's complex texts prepare Grade 5 students for future advanced vocabulary and syntax. Students read stories from specific tribes to better understand how these stories communicate values and a shared history across generations of tribal members. In "We're Still Here," students learn about modern Native American efforts to preserve languages, lands, and traditions.

Writing Focus

Students will plan, draft, revise, edit, publish, and share an opinion essay in letter form to a museum director, detailing why a chosen image is ideal for an exhibit on Native American cultures and their connection to the land. The project emphasizes note-taking, formulating claims, supporting arguments with evidence, and revising and sharing their writing. Students also write compound-complex sentences and use conjunctions, prepositions, and interjections in a variety of sentences.

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Read, analyze, and explain ideas in text to deepen comprehension
- Make inferences and cite evidence from informative text
- Compare and contrast themes in narrative texts
- Analyze how illustrations contribute to the meaning and tone of a story
- Explain the function of coordinating conjunctions
- Identify past, present, and future perfect verb tenses
- Distinguish between root words and words with prefixes or suffixes in sentences
- Use a graphic organizer to analyze the structure of an opinion essay
- Focus on collecting relevant information to write an opinion essay
- Unit Assessment

Big Ideas

- Native Americans cultivated land for food, shelter, and their cultural practices, deeply connecting them to it.
- 1800s U.S. policies and settler contact impacted Native American cultures and land relationships.
- Native American tribes of today work to preserve and revitalize traditional languages, lands, and cultural practices.

Unit Length: 18 Days

Anchor Text: *Cultures and Histories: Native Americans*
Text Type: Informational/Literary
Lexile: 1040L

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.5.2 RL.5.7 RL.5.9 RI.5.1 RI.5.3 RI.5.4 RI.5.5 RI.5.6 RI.5.7 RI.5.8 RI.5.10 RF.5.3 RF.5.4	W.5.1 W.5.1a W.5.1b W.5.1c W.5.1d W.5.2d W.5.3c W.5.4 W.5.5 W.5.6 W.5.8	SL.5.4 SL.5.6	L.5.1 L.5.1a L.5.1b L.5.1c L.5.1d L.5.1e L.5.2 L.5.2b L.5.2c L.5.2d L.5.4 L.5.4b L.5.5c L.5.6	RL.5.2 RI.5.1 RI.5.3 RI.5.4 RF.5.3	W.5.1 W.5.1a W.5.1b W.5.1c W.5.1d W.5.5 W.5.6 W.5.8	SL.5.4	L.5.1 L.5.1a L.5.1c L.5.1d L.5.4a L.5.4b

Grade 5 Curriculum Map

Unit 7: Novel Study: The Phantom Tollbooth

Unit Summary

This unit focuses on the classic novel *The Phantom Tollbooth* by Norman Juster. The story follows Milo, a young boy who finds that a phantom tollbooth has suddenly appeared in his bedroom with a mysterious note.

As students progress through the novel and the lessons, they read the text closely, learn to analyze characters and settings, and examine the use of language and themes. In particular, students analyze figurative language and other literary techniques; make inferences about characters, settings, plot development, and the author's craft; and interpret multiple-meaning words.

Writing Focus

Students work on a culminating narrative using the writing tools they have identified and analyzed while reading. Through this assignment, students practice the mechanics and organization of narrative writing, such as introducing characters, the narrator, and the setting; incorporating dialogue; using transitional words and phrases; and writing a strong conclusion. Students practice expanding sentences using conjunctions and incorporating *when*, *where*, and *why* information from the reading.

Overall Learning Outcomes

- Analyze an author's word choice and language
- Read, interpret, and use idioms, homophones, multiple-meaning words, and wordplay
- Analyze and make inferences about character traits
- Examine the relationship between setting and plot
- Analyze and apply the use of sensory language
- Draw evidence from a text to demonstrate comprehension and make inferences
- Use textual evidence to analyze character and plot development
- Use context clues to determine the meaning of words and make inferences
- Compare and contrast narrative elements using textual evidence
- Examine the use of dialogue in plot development
- Write a narrative with developed characters and clear plot sequence
- Unit Assessment

Big Ideas

- *The Phantom Tollbooth* follows the story of a young boy named Milo who embarks on a fantastical journey to help restore the Kingdom of Wisdom.
- Each character's name in *The Phantom Tollbooth* has both literal and figurative meanings.
- *The Phantom Tollbooth* is a fantasy novel that delves into themes, such as wisdom, the importance of education, overcoming boredom, the importance of friendship, common sense, and the power of imagination.
- Through clever wordplay and puns, *The Phantom Tollbooth* narrative conveys deeper meanings and illustrates life lessons.

Unit Length: 18 Days

Anchor Text: *The Phantom Tollbooth* by Norman Juster
Text Type: Narrative
Lexile: 1000L

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.5	W.5.2 W.5.3a W.5.3b W.5.3d W.5.3e W.5.5 W.5.4 W.5.6 W.5.9 W.5.9a W.5.10	SL.5.2 SL.5.4	L.5.4 L.5.5 L.5.5b L.5.5c	RL.5.1 RL.5.2 RL.5.4	W.5.3 W.5.3a W.5.3b W.5.3c W.5.3d W.5.3e W.5.5		L.5.4 L.5.5



A Story of Units:
A Curriculum Overview for Grades P–5

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Introduction

This document provides an overview of the academic year for Pre-Kindergarten through Grade 5, beginning with a curriculum map and followed by detailed grade-level descriptions.

The curriculum map is a chart that shows, at a glance, the sequence of modules comprising each grade of the entire elementary curriculum. The map also indicates the approximate number of instructional days designated for each module of each grade. Details that elaborate on the curriculum map are found in the grade-level descriptions. Each grade-level description begins with a list of the five to eight modules that comprise the instruction of that grade. That introductory component is followed by three sections: the **Summary of Year**, the **Rationale for Module Sequence**, and the **Alignment Chart** with the grade-level standards. The **Summary of Year** portion of each grade level includes four pieces of information:

- The critical instructional areas for the grade, as described in the Common Core State Standards for Mathematics[1] (CCSS-M)
- The Key Areas of Focus[2] for the grade band (Note that this information is not available for Pre-Kindergarten.)
- The Required Fluencies for the grade (Note that this information is not available for Pre-Kindergarten.)
- The Major Emphasis Clusters for the grade (Note that this information is not available for Pre-Kindergarten.)

The **Rationale for Module Sequence** portion of each grade level provides a brief description of the instructional focus of each module for that grade and explains the developmental sequence of the mathematics.

The **Alignment Chart** for each grade lists the standards that are addressed in each module of the grade. Throughout the alignment charts, when a cluster is included without a footnote, it is taught in its entirety; there are also times when footnotes are relevant to particular standards within a cluster. All standards for each grade have been carefully included in the module sequence. Some standards are deliberately included in more than one module so that a strong foundation can be built over time.

[1] http://www.corestandards.org/wp-content/uploads/Math_Standards1.pdf
[2] http://www.corestandards.org/other-resources/key-shifts-in-mathematics/

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	Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5		2015-16*
1st TRIMESTER	M1: Counting to 5 (45 days)	M1: Numbers to 10 (43 days)	M1: Sums and Differences to 10 (45 days)	M1: Sums and Differences to 100 (10 days)	M1: Properties of Multiplication and Division and Solving Problems with Units of 2-5 and 10 (25 days)	M1: Place Value, Rounding, and Algorithms for Addition and Subtraction (25 days)	M1: Place Value and Decimal Fractions (20 days)	1st QUARTER	
	M2: Shapes (15 days)	**M2: 2D and 3D Shapes (12 days)	M2: Introduction to Place Value Through Addition and Subtraction Within 20 (35 days)	M2: Addition and Subtraction of Length Units (12 days)	M2: Place Value and Problem Solving with Units of Measure (25 days)	**M2: Unit Conversions (7 days)	M2: Multi-Digit Whole Number and Decimal Fraction Operations (35 days)	2nd QUARTER	
2nd TRIMESTER	M3: Counting to 10 (50 days)	M3: Comparison of Length, Weight, Capacity, and Numbers to 10 (38 days)	M3: Ordering and Comparing Length Measurements as Numbers (15 days)	M3: Place Value, Counting, and Comparison of Numbers to 1,000 (25 days)	M3: Multiplication and Division with Units of 0, 1, 6-9, and Multiples of 10 (25 days)	M3: Multi-Digit Multiplication and Division (43 days)	M3: Addition and Subtraction of Fractions (22 days)	3rd QUARTER	
	M4: Comparison of Length, Weight, Capacity, and Numbers to 5 (35 days)	M4: Number Pairs, Addition and Subtraction to 10 (47 days)	M4: Place Value, Comparison, Addition and Subtraction to 40 (35 days)	M4: Addition and Subtraction Within 200 with Word Problems to 100 (35 days)	M4: Multiplication and Area (20 days)	M4: Angle Measure and Plane Figures (20 days)	M4: Multiplication and Division of Fractions and Decimal Fractions (38 days)		
3rd TRIMESTER	M5: Addition and Subtraction Stories and Counting to 20 (35 days)	M5: Numbers 10-20 and Counting to 100 (30 days)	M5: Identifying, Composing, and Partitioning Shapes (15 days)	M5: Addition and Subtraction Within 1,000 with Word Problems to 100 (24 days)	M5: Fractions as Numbers on the Number Line (35 days)	M5: Fraction Equivalence, Ordering, and Operations (45 days)	M5: Addition and Multiplication with Volume and Area (25 days)	4th QUARTER	
		M6: Analyzing, Comparing, and Composing Shapes (10 days)	M6: Place Value, Comparison, Addition and Subtraction to 100 (35 days)	M6: Foundations of Multiplication and Division (24 days)	M6: Collecting and Displaying Data (10 days)	M6: Decimal Fractions (20 days)	M6: Problem Solving with the Coordinate Plane (40 days)		
				M7: Problem Solving with Length, Money, and Data (30 days)	M7: Geometry and Measurement Word Problems (40 days)	M7: Exploring Measurement with Multiplication (20 days)			
				M8: Time, Shapes, and Fractions as Equal Parts of Shapes (20 days)					

Key:			
Number	Geometry	Number and Geometry, Measurement	Fractions

*The columns indicating trimesters and quarters are provided to give you a rough guideline. Please use this additional column for your own pacing considerations based on the specific dates of your academic calendar.

**Please refer to the modules themselves to identify partially labeled titles as well as the standards corresponding to all modules.

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Sequence of Pre-Kindergarten Modules Aligned with the Standards

Module 1: Counting to 5

Module 2: Shapes

Module 3: Counting to 10

Module 4: Comparison of Length, Weight, Capacity, and Numbers to 5

Module 5: Addition and Subtraction Stories and Counting to 20

Pre-Kindergarten mathematics focuses on

1. developing an understanding of whole numbers using concrete materials, including concepts of one-to-one correspondence, counting, cardinality, and comparison.
2. describing shapes in their environment.

Rationale for Module Sequence in Pre-Kindergarten

A Story of Units begins! Beans, pennies, apples, and cubes are some of the units, the objects being counted, that students playfully manipulate during their Pre-Kindergarten year. Lessons are planned from simple to complex so that, by the end of the year, students use their math words to communicate precise observations such as, "3 bananas and 2 bananas make 5 bananas." Notice how this sets the foundation for later mathematics using, for example, place value and fractional units (e.g., "3 hundreds and 2 hundreds make 5 hundreds" and "3 fourths and 2 fourths make 5 fourths").

The story kicks off in Module 1 with analyzing, sorting, and making a group sharing an attribute (e.g., things that have wheels). Students count the number of objects in the group in different configurations, match those quantities to numerals, and finally, construct a number stair by placing 1 more cube and verbalizing, "3. One more is 4." Module 1 works exclusively with numbers 1, 2, 3, 4, and 5.



In Module 2, students also analyze their world, this time sorting, comparing, re-positioning, identifying, and constructing two-dimensional shapes. They then apply their observations to three-dimensional shapes. This module is carefully positioned between Modules 1 and 3 to allow students time to develop their fluency with numbers to 5 before moving on to the larger numbers of Module 3.

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Module 3 builds the numbers 6–10 in relationship to 5. Students use their fingers to support the 5 + *n* perspective (e.g., "6 is 5 and 1." "When I count to 8 on my fingers, I have 5 fingers here and 3 fingers here"). Thus, numbers 6–10 are "5 and some more," making numbers 6–10 manageable. As in Module 1, students get busy manipulating units into different configurations and then counting them in systematic ways. For example, they learn to place 8 objects in a line and count from left to right. They then learn to arrange those same objects into an array and then into a circle, addressing the complexities that the new configurations bring. After eight objects have been under study for a few lessons, the next number is introduced by putting 1 more object. Notice how this sets the foundation for later mathematics using, for example, place value units and units of 8 (e.g., "236 has 3 tens. 1 more ten is 246. 236 + 10 = 246." "Five eights is 40. 1 more eight is 48. Six eights is 48").

In Module 4, students recognize the measureable attributes of length, weight, capacity, and number and learn to use the language of comparison (e.g., *shorter than* and *taller than*, *heavier than* and *lighter than*, *empty* and *full*, *more* and *less*). This rich module develops the foundational concept of 2 quantities in relationship to each other. Remember, the second "chapter" in the Eureka Trilogy is *A Story of Ratios*. An understanding of ratio begins here at the concrete level as students compare. The critical use of the words *more than* and *less than* is embedded in a lovely, playful sequence of exploratory experiences while allowing their skills with counting to 10 develop during fluency practice.

In Module 5, as in Grades K–5, comparison work flows directly into addition and subtraction. "5 is more than 3" evolves into "5 is 3 and 2." Students act out math stories with up to 5 objects and learn to decontextualize their stories. For example, a student might use his fingers to represent a story about students and say, "3 children were playing. (Shows 3 fingers.) 2 more children came. (Shows 2 more fingers.) 3 and 2 make 5. Five children are playing now." The student represented the children with his fingers, described the situation with a number sentence ("3 and 2 make 5"), and then made a statement returning to the story's context. ("Now there are 5 children playing.") This ability to decontextualize translates in upper grades into the ability to solve word problems by modeling with math drawings such as tape diagram or arrays. The year culminates with acting out story problems in the Children's Math Theater, a celebration of their learning intended for the whole family.

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Alignment Chart[3]

Module and Approximate Number of Instructional Days	Standards[4] Addressed in Pre-Kindergarten Modules
Module 1: **Counting to 5** [5] (45 days)	**Know number names and the count sequence.** **PK.CC.1** Count to 20. **PK.CC.2** Represent a number of objects with a written numeral 0–5 (with 0 representing a count of no objects). **Count to tell the number of objects.**[6] **PK.CC.3** Understand the relationship between numbers and quantities to 10; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger. **PK.CC.4** Count to answer "how many?" questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects. **Understand simple patterns.** **PK.OA.2** Duplicate and extend (e.g., What comes next?) simple patterns using concrete objects.

[3] When a cluster is referred to in this chart without a footnote, the cluster is addressed in its entirety.
[4] The Pre-Kindergarten standards originate from the New York State Common Core Learning Standards.
[5] In this module, standards work is limited to within 5.
[6] Within 5.

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Module and Approximate Number of Instructional Days	Standards[4] Addressed in Pre-Kindergarten Modules
	Sort objects and count the number of objects in each category.[7] **PK.MD.2** Sort objects into categories; count the numbers of objects in each category.
Module 2: **Shapes** (15 days)	**Identify and describe shapes (squares, circles, triangles, rectangles).** **PK.G.1** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as top, bottom, up, down, in front of, behind, over, under, and next to. **PK.G.2** Correctly name shapes regardless of size. **Analyze, compare, and sort objects.** **PK.G.3** Analyze, compare, and sort two- and three-dimensional shapes and objects, in different sizes, using informal language to describe their similarities, differences, and other attributes (e.g., color, size, and shape). **PK.G.4** Create and build shapes from components (e.g., sticks and clay balls).
Module 3: **Counting to 10** (50 days)	**Know number names and the count sequence.[8]** **PK.CC.1** Count to 20. **Count to tell the number of objects.** **PK.CC.3** Understand the relationship between numbers and quantities to 10; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

[7] Within 5.
[8] PK.CC.2 is addressed in Modules 1 and 5.

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Module and Approximate Number of Instructional Days	Standards[4] Addressed in Pre-Kindergarten Modules
	c. Understand that each successive number name refers to a quantity that is one larger. **PK.CC.4** Count to answer "how many?" questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects.
Module 4: **Comparison of Length, Weight, Capacity, and Numbers to 5** (35 days)	**Compare numbers.** **PK.CC.5** Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies. **PK.CC.6** Identify "first" and "last" related to order or position. **Describe and compare measurable attributes.** **PK.MD.1** Identify measurable attributes of objects, such as length, and weight. Describe them using correct vocabulary (e.g., small, big, short, tall, empty, full, heavy, and light).
Module 5: **Addition and Subtraction Stories and Counting to 20** (35 days)	**Know number names and the count sequence.** **PK.CC.1** Count to 20. **PK.CC.2** Represent a number of objects with a written numeral 0–5 (with 0 representing a count of no objects). **Understand addition as adding to, and understand subtraction as taking from.** **PK.OA.1** Demonstrate an understanding of addition and subtraction by using objects, fingers, and responding to practical situations (e.g., If we have 3 apples and add two more, how many apples do we have all together?). **Understand simple patterns.** **PK.OA.2** Duplicate and extend (e.g., What comes next?) simple patterns using concrete objects.

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Sequence of Kindergarten Modules Aligned with the Standards

Module 1: Numbers to 10
Module 2: Two-Dimensional and Three-Dimensional Shapes
Module 3: Comparison of Length, Weight, Capacity, and Numbers to 10
Module 4: Number Pairs, Addition and Subtraction to 10
Module 5: Numbers 10–20 and Counting to 100
Module 6: Analyzing, Comparing, and Composing Shapes

Summary of Year

Kindergarten mathematics is about (1) representing, relating, and operating on whole numbers, initially with sets of objects; and (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

Key Areas of Focus for K–2: Addition and subtraction—concepts, skills, and problem solving

Required Fluency: K.OA.5 Add and subtract within 5.

Major Emphasis Clusters
Counting and Cardinality • Know number names and count sequence. • Count to tell the number of objects. • Compare numbers. Operations and Algebraic Thinking • Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Number and Operations in Base Ten • Work with numbers 11–19 to gain foundations for place value.

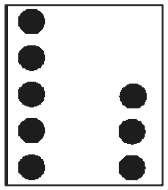
Rationale for Module Sequence in Kindergarten

A Story of Units continues in Kindergarten. Just like in Pre-K, ladybugs, fingers, and plastic bears are manipulated and counted in Kindergarten, with work consistently moving to the pictorial and abstract levels. The new, foundational unit introduced in Kindergarten's Module 5, is the supremely important unit of *one*. By the end of the Kindergarten year, students' first steps into place value are evidenced as they make precise statements such as, "12 is the same as 10 ones and 2 ones!" Notice how this sets the foundation for later work with decimal units (e.g., in Grade 1, "12 is the same as 1 ten and 2 ones;" in Grade 2, "12 tens is the same as 10 tens and 2 tens or 1 hundred 2 tens;" and in Grade 4, "12 tenths is the same as 10 tenths and 2 tenths or 1 one and 2 tenths").

To begin the year, Kindergarten students start out classifying and categorizing objects, leading to making one group (e.g., "I made a group of 9 goldfish. Look how I can count them in a line, in rows, and in a circle"). Students learn the way each number from 0 to 10 relates to five using fingers,

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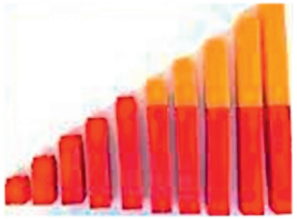
cubes, drawings, 5-groups (pictured below) and the Rekenrek, an abacus with a color change after the fifth bead (pictured below). The materials support students in seeing all numbers to ten in relationship to five, as they also see them on their fingers, the best manipulative of all! This renders 6, 7, 8, 9, and 10 more friendly as they see, for example, the 3 and 5 embedded within 8. Notice how the distribution of 8 beads as 5 beads and 3 beads sets the stage for the distributive property in Grade 3 ("8 fours = 5 fours + 3 fours, so $(5 \times 4) + (3 \times 4) = 20 + 12 = 32$"). Students close the module by investigating patterns of *1 more* and *1 less* (excluding the word *than*) using models such as the number stairs (pictured below right) with a color change after the fifth cube.



5-Group Card



Rekenrek



Number Stairs

In Module 2, students take a needed break from numbers to analyze their environment and describe and identify squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres. During both Modules 2 and 3, students also practice their fluency by counting and manipulating numbers to 10 during their fluency practice, giving them ample time to prepare for the addition and subtraction of Module 4.

In Module 3, students directly compare two quantities, first learning to identify the attribute being compared. The use of the word *than* is carefully developed first in the context of length (e.g., *taller than*, *shorter than*), then weight (*heavier than*, *lighter than*), and finally capacity. Notice how *more than* and *less than* are used to compare capacities (e.g., "The bucket holds *more than* the cup"). This transitions students smoothly into comparing numbers (e.g., "9 chairs is *more than* 6 chairs"). This concrete foundation for comparison is essential to students' entire K–12 experience. Ask any Grade 5 teacher which of the two following word problems is more challenging for students:

a) *There are 34.6 kilograms of sand and 3 kilograms more gravel than sand. What is the total weight of the gravel and sand?*

b) *There are 34.6 kilograms of sand and 3 times as much gravel. What is the total weight of the gravel and the sand?*

Problem (a) is more challenging because of the language of *more than*. Students consistently struggle to reason about the relationship of quantities, often resorting to using ineffective tricks (e.g., "If the problem says *more than*, subtract," which is not correct in the sand and gravel problem). Module 3 in Kindergarten is intended to provide a solid foundation to future comparison work in the meaningful context of measurement.

In Module 4, comparison flows into addition and subtraction, as it does in all the elementary grades (e.g., "7 is more than 3" leads to, "7 = 3 + 4," and "3 + 4 = 7"). Students represent *add to*, *take away*, and *put together* stories with blocks, drawings, and equations. Toward the end of the module,

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students start to reorient from 5 toward 10 ones with "How much more does 7 need to make ten?" These final lessons set the stage for Module 5 wherein 10 ones is the structure on which students build the teen numbers. They are also critical foundation standards for Grade 1. Students must know how much a number needs to make ten in order to use the *make ten* strategy in Grades 1 and 2, shown to be an important route to place value understanding as they master their sums and differences to 20 by the end of Grade 2.

In Module 5, after an extended experience of addition and subtraction with totals up to 10, students progress to investigating numbers 10–20. For example, thirteen beans are decomposed as 10 beans and 3 beans just as 8 beans are decomposed as 5 beans and 3 beans. Students record their decompositions of the teen numbers as equations, 13 = 10 + 3, and start to think, "10. 3 more is 13." As mentioned at the beginning of the story in Grade 1, the unit *one* is introduced as students learn to think of the teen numbers as 10 ones and some ones. For the first time, *one* is not an object but rather a noun! Notice how this sets the stage for expanded form in the upper grades (e.g., 36 = 30 + 6, or 13.6 = 10 + 3 + 0.6).

Module 6 rounds out the year with an exploration of shapes. Students build shapes from components, analyze and compare them, and discover that they can be composed of smaller shapes, just as larger numbers are composed of smaller numbers.

Alignment Chart[9]

Module and Approximate Number of Instructional Days	Standards Addressed in Kindergarten Modules
Module 1: **Numbers to 10** [10] (43 days)	**Know number names and the count sequence.**[11] **K.CC.3** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects). **Count to tell the number of objects.**[12] **K.CC.4** Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

[9] When a cluster is referred to in this chart without a footnote, the cluster is addressed in its entirety.
[10] In this module, standards work is limited to within 10.
[11] The balance of this cluster is addressed in Module 5.
[12] K.CC.4d is addressed in Module 6.

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Module and Approximate Number of Instructional Days	Standards Addressed in Kindergarten Modules
	b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger. **K.CC.5** Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. **Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.**[13] **K.OA.3** Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). **Classify objects and count the number of objects in each category.** **K.MD.3** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)
Module 2: **Two-Dimensional and Three-Dimensional Shapes** (12 days)	**Classify objects and count the number of objects in each category.** **K.MD.3** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.) **Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).** **K.G.1** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*. **K.G.2** Correctly name shapes regardless of their orientations or overall size.

[13] The balance of this cluster is addressed in Module 4.

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Module and Approximate Number of Instructional Days	Standards Addressed in Kindergarten Modules
	K.G.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). **Analyze, compare, create, and compose shapes.**[14] **K.G.4** Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
Module 3: **Comparison of Length, Weight, Capacity, and Numbers to 10** (38 days)	**Compare numbers.** **K.CC.6** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.) **K.CC.7** Compare two numbers between 1 and 10 presented as written numerals. **Describe and compare measurable attributes.** **K.MD.1** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. **K.MD.2** Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*
Module 4: **Number Pairs, Addition and Subtraction to 10** (47 days)	**Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.** **K.OA.1** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should show the mathematics in the problem.) **K.OA.2** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

[14] The balance of this cluster is addressed in Module 6.

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Module and Approximate Number of Instructional Days	Standards Addressed in Kindergarten Modules
	K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). **K.OA.4** For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings and record the answer with a drawing or equation. **K.OA.5** Fluently add and subtract within 5.[15]
Module 5: **Numbers 10–20 and Counting to 100** (30 days)	**Know number names and the count sequence.** **K.CC.1** Count to 100 by ones and by tens. **K.CC.2** Count forward beginning from a given number within the known sequence (instead of having to begin at 1). **K.CC.3** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects). **Count to tell the number of objects.**[16] **K.CC.4** Understand the relationship between numbers and quantities; connect counting to cardinality. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger. **K.CC.5** Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

[15] From this point forward, fluency practice is part of students' on-going experience.
[16] K.CC.4a, K.CC.4b, and K.CC.4c are addressed in Module 1; K.CC.4d is addressed in Module 6.

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Module and Approximate Number of Instructional Days	Standards Addressed in Kindergarten Modules
	Work with numbers 11–19 to gain foundations for place value. **K.NBT.1** Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings and record each composition or decomposition by a drawing or equation (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two three, four, five, six, seven, eight or nine ones.
Module 6: **Analyzing, Comparing, and Composing Shapes** (10 days)	**Count to tell the number of objects.**[17] **K.CC.4** Understand the relationship between numbers and quantities: connect counting to cardinality. d. Develop understanding of ordinal numbers (first through tenth) to describe the relative position and magnitude of whole numbers.[18] **Analyze, compare, create and compose shapes.**[19] **K.G.5** Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. **K.G.6** Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*

[17] Ordinality is introduced in the context of constructing and manipulating shapes. The balance of this cluster is addressed in Modules 1 and 5.
[18] K.CC.4d originates from the New York State Common Core Learning Standards and is not part of the CCSS-M.
[19] K.G.4 is addressed in Module 2.

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Sequence of Grade 1 Modules Aligned with the Standards

Module 1: Sums and Differences to 10
Module 2: Introduction to Place Value Through Addition and Subtraction Within 20
Module 3: Ordering and Comparing Length Measurements as Numbers
Module 4: Place Value, Comparison, Addition and Subtraction to 40
Module 5: Identifying, Composing, and Partitioning Shapes
Module 6: Place Value, Comparison, Addition and Subtraction to 100

Summary of Year

Grade 1 mathematics is about (1) developing understanding of addition, subtraction, and strategies for addion and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (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.

Key Areas of Focus for K–2: Addition and subtraction—concepts, skills, and problem solving

Required Fluency: 1.OA.6 Add and subtract within 10.

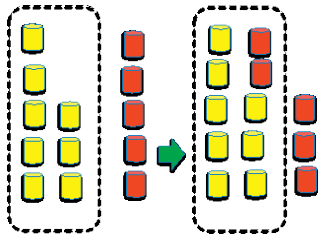
Major Emphasis Clusters
Operations and Algebraic Thinking • Represent and solve problems involving addition and subtraction. • Understand and apply properties of operations and the relationship between addition and subtraction. • Add and subtract within 20. • Work with addition and subtraction equations. Number and Operations in Base Ten • Extend the counting sequence. • Understand place value. • Use place value understanding and properties of operations to add and subtract. Measurement and Data • Measure lengths indirectly and by iterating length units.

Rationale for Module Sequence in Grade 1

In Grade 1, work with numbers to 10 continues to be a major stepping-stone in learning the place value system. In Module 1, students work to further understand the meaning of addition and subtraction begun in Kindergarten, largely within the context of the Grade 1 word problem types. They begin intentionally and energetically building fluency with addition and subtraction facts—a major gateway to later grades.

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In Module 2, students add and subtract within 20. Work begins by modeling *adding and subtracting across ten* in word problems and with equations. Solutions involving decomposition and composition like that shown to the right for 8 + 5 reinforce the need to *make 10*. In Module 1, students grouped 10 objects, saw numbers 0 to 9 in relationship to ten, added to make ten, and subtracted from ten. They now transition to conceptualizing that ten as a single unit (e.g., using 10 linking cubes stuck together). This is the next major stepping-stone in understanding place value, learning to group *10 ones* as a single unit: 1 ten. Learning to *complete a unit* empowers students in later grades to understand *renaming* in the addition algorithm, to add 298 and 35 mentally (i.e., 298 + 2 + 33), and to add measurements like 4 m, 80 cm, and 50 cm (i.e., 4 m + 80 cm + 20 cm + 30 cm = 4 m + 1 m + 30 cm = 5 m 30 cm).



8 + 5 = 8 + (2 + 3) = (8 + 2) + 3 = 10 + 3 = 13

Adding Across a Ten

Module 3, which focuses on measuring and comparing lengths indirectly and by iterating length units, gives students a few weeks to practice and internalize *making a 10* during daily fluency activities.

Module 4 returns to understanding place value. Addition and subtraction within 40 rest on firmly establishing a *ten* as a unit that can be counted, first introduced at the close of Module 2. Students begin to see a problem like 23 + 6 as an opportunity to separate the 2 tens in 23 and concentrate on the familiar addition problem 3 + 6. Adding 8 + 5 is related to solving 28 + 5; complete a unit of ten and add 3 more.

In Module 5, students think about attributes of shapes and practice composing and decomposing geometric shapes. They also practice working with addition and subtraction within 40 during daily fluency activities (from Module 4). Thus, this module provides important internalization time for students between two intense number-based modules. The module placement also gives more spatially-oriented students the opportunity to build their confidence before they return to arithmetic.

Although Module 6 focuses on *adding and subtracting within 100*, the learning goal differs from the *within 40* module. Here, the new level of complexity is to build off the place value understanding and mental math strategies that were introduced in earlier modules. Students explore by using simple examples and the familiar units of 10 made out of linking cubes, bundles, and drawings. Students also count to 120 and represent any number within that range with a numeral.

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Alignment Chart[20]

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 1 Modules
Module 1: **Sums and Differences to 10** [21] (45 days)	**Represent and solve problems involving addition and subtraction.**[22] **1.OA.1** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, e.g., by using objects, drawings and equations with a symbol for the unknown number to represent the problem. (See Standards Glossary, Table 1.) **Understand and apply properties of operations and the relationship between addition and subtraction.** **1.OA.3** Apply properties of operations as strategies to add and subtract. (Students need not use formal terms for these properties.) *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)* **1.OA.4** Understand subtraction as an unknown-addend problem. *For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.* **Add and subtract within 20.** **1.OA.5** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). **1.OA.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).

[20] When a cluster is referred to in this chart without a footnote, the cluster is addressed in its entirety.
[21] In this module, work is limited to within 10.
[22] 1.OA.2 is addressed in Module 2.

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 1 Modules
	Work with addition and subtraction equations. **1.OA.7** Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.* **1.OA.8** Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = _ – 3, 6 + 6 = _.*
Module 2: **Introduction to Place Value Through Addition and Subtraction Within 20** (35 days)	**Represent and solve problems involving addition and subtraction.** **1.OA.1** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (See Standards Glossary, Table 1.) **1.OA.2** Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. **Understand and apply properties of operations and the relationship between addition and subtraction.** **1.OA.3** Apply properties of operations as strategies to add and subtract. (Students need not use formal terms for these properties.) *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)* **1.OA.4** Understand subtraction as an unknown-addend problem. *For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.*

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 1 Modules
	Add and subtract within 20.[23] **1.OA.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). **Understand place value.**[24] **1.NBT.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones—called a "ten." b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
Module 3: **Ordering and Comparing Length Measurements as Numbers** (15 days)	**Represent and solve problems involving addition and subtraction.**[25] **1.OA.1** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (See Standards Glossary, Table 1.) **Measure lengths indirectly and by iterating length units.** **1.MD.1** Order three objects by length; compare the lengths of two objects indirectly by using a third object.

[23] From this point forward, fluency practice is part of students' on-going experience; the balance of this cluster is addressed in Module 1.
[24] Focus in this module is on numbers to 20. The balance of this cluster is addressed in Modules 4 and 6.
[25] The balance of this cluster is addressed in Module 2.

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 1 Modules
	1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.* **Represent and interpret data.** **1.MD.4** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
Module 4: **Place Value, Comparison, Addition and Subtraction to 40** [26] (35 days)	**Represent and solve problems involving addition and subtraction.**[27] **1.OA.1** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (See Standards Glossary, Table 1.) **Extend the counting sequence.**[28] **1.NBT.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. **Understand place value.**[29] **1.NBT.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones—called a "ten."

[26] While pennies and dimes are used throughout the module, 1.MD.3 is not a focus grade level standard in Module 4. Instead, this standard becomes a focal standard in Module 6, when all coins are introduced and used.
[27] The balance of this cluster is addressed in Module 2.
[28] Focus on numbers to 40.
[29] Focus on numbers to 40; 1.NBT.2b is addressed in Module 2.

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 1 Modules
	c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). **1.NBT.3** Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. **Use place value understanding and properties of operations to add and subtract.**[30] **1.NBT.4** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. **1.NBT.5** Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. **1.NBT.6** Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
Module 5: **Identifying, Composing, and Partitioning Shapes** (15 days)	**Tell and write time and money.**[31] **1.MD.3** Tell and write time in hours and half-hours using analog and digital clocks. Recognize and identify coins, their names, and their value. **Reason with shapes and their attributes.** **1.G.1** Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

[30] Focus on numbers to 40.
[31] Time alone is addressed in this module. Although money is not addressed until Grade 2 in the CCSS-M, it is addressed in Grade 1 Module 6.

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 1 Modules
	1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Students do not need to learn formal names such as "right rectangular prism.") **1.G.3** Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves, fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.
Module 6: **Place Value, Comparison, Addition and Subtraction to 100** (35 days)	**Represent and solve problems involving addition and subtraction.**[32] **1.OA.1** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (See Standards Glossary, Table 1.) **Extend the counting sequence.** **1.NBT.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. **Understand place value.**[33] **1.NBT.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones—called a "ten." c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

[32] The balance of this cluster is addressed in Module 2.
[33] 1.NBT.2b is addressed in Module 2.

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 1 Modules
	1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. **Use place value understanding and properties of operations to add and subtract.** **1.NBT.4** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. **1.NBT.5** Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count: explain the reasoning used. **1.NBT.6** Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. **Tell and write time and money.**[34] **1.MD.3** Tell and write time in hours and half-hours using analog and digital clocks. Recognize and identify coins, their names, and their value.

[34] Although money is not addressed until Grade 2 in the CCSS-M, money is addressed in this module. Time is addressed in Module 5.

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Sequence of Grade 2 Modules Aligned with the Standards

Module 1: Sums and Differences to 100
Module 2: Addition and Subtraction of Length Units
Module 3: Place Value, Counting, and Comparison of Numbers to 1,000
Module 4: Addition and Subtraction Within 200 with Word Problems to 100
Module 5: Addition and Subtraction Within 1,000 with Word Problems to 100
Module 6: Foundations of Multiplication and Division
Module 7: Problem Solving with Length, Money, and Data
Module 8: Time, Shapes, and Fractions as Equal Parts of Shapes

Summary of Year

Grade 2 mathematics is about (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

Key Areas of Focus for K–2: Addition and subtraction—concepts, skills, and problem solving

Required Fluency:

2.OA.2	Add and subtract within 20.
2.NBT.5	Add and subtract within 100.

Major Emphasis Clusters
Operations and Algebraic Thinking • Represent and solve problems involving addition and subtraction. • Add and subtract within 20. Number and Operations in Base Ten • Understand place value. • Use place value understanding and properties of operations to add and subtract. Measurement and Data • Measure and estimate lengths in standard units. • Relate addition and subtraction to length.

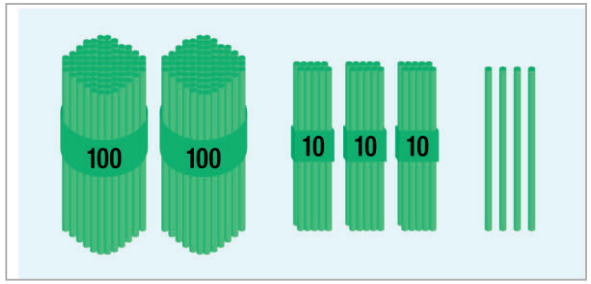
Rationale for Module Sequence in Grade 2

From Grade 1, students have fluency of addition and subtraction within 10 and extensive experience working with numbers to 100. Module 1 of Grade 2 establishes a motivating, differentiated fluency program in the first few weeks that will provide each student with enough practice to achieve mastery of the new required fluencies (i.e., adding and subtracting within 20 and within 100) by the end of the year. Students also solve all addition and subtraction word problem situations (See the Standards Glossary, Table 1) that do not involve comparison using the Read-Draw-Write process, a practice that will also continue throughout the year. Though encouraged to use math drawings that are intuitive for them, each situation is also modeled using the tape diagram, encouraging students to generalize and analyze part–whole relationships.

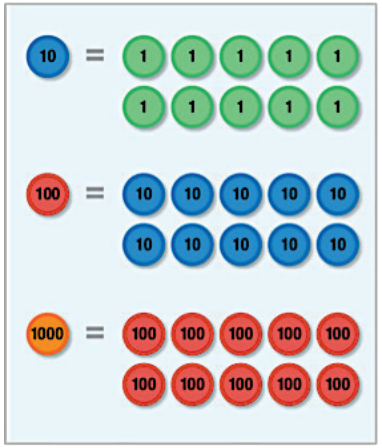
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In Module 2, students learn to measure and estimate using standard units for length and solve measurement problems involving addition and subtraction of length, now encountering the word problem situations involving comparison. A major objective is for students to use measurement tools with the understanding that linear measure involves an iteration of units and that the smaller a unit, the more iterations are necessary to cover a given length. Students work exclusively with metric units (e.g., centimeters and meters) in this module to support upcoming work with place value concepts in Module 3. Units also play a central role in the addition and subtraction algorithms of Modules 4 and 5. An underlying goal for this module is for students to learn the meaning of a *unit* in a different context, that of length. This understanding serves as the foundation of arithmetic, measurement, and geometry in elementary school. Students also solve word problems involving all addition and subtraction comparison situations, so that by the end of Module 2, they have encountered the full set of situations.

All arithmetic algorithms are manipulations of place value units: ones, tens, hundreds, etc. In Module 3, students extend their understanding of base-ten notation and apply their understanding of place value to count and compare numbers to 1,000. In Grade 2, the place value units move from a proportional model to a non-proportional number disk model (see the pictures below). The place value table with number disks can be used through Grade 5 for modeling very large numbers and decimals, thus providing students greater facility with, and understanding of, mental math and algorithms.



Proportional Model for Place Value



Non-Proportional Model for Place Value

In Module 4, students apply their work with place value units to add and subtract within 200, moving from concrete to pictorial to abstract. This work deepens their understanding of base ten, place value, and the properties of operations. It also challenges them to apply their knowledge to one-step and two-step word problems. During this module, students also continue to develop one of the required fluencies of the grade: addition and subtraction within 100.

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Module 5 builds upon the work of Module 4. Students again use place value strategies, manipulatives, and math drawings to extend their conceptual understanding of the addition and subtraction algorithms to numbers within 1,000. They maintain addition and subtraction fluency within 100 through daily application work to solve one- and two-step word problems of all types. A key component of Modules 4 and 5 is that students use place value reasoning to explain why their addition and subtraction strategies work.

In Module 6, students extend their understanding of a unit to build the foundation for multiplication and division wherein any number, not just powers of ten, can be a unit. Making equal groups of *four apples each* establishes the unit *four apples* (or just *four*) that can then be counted: *1 four, 2 fours, 3 fours*, etc. Relating the new unit to the one used to create it lays the foundation for multiplication: *3 groups of 4 apples equal 12 apples* (or *3 fours is 12*).

Module 7 provides another opportunity for students to practice their algorithms and problem-solving skills with perhaps the most well-known, interesting units of all: dollars, dimes, pennies, quarters, and nickels. Measuring and estimating length is revisited in this module in the context of units from both the customary system (e.g., inches and feet) and the metric system (e.g., centimeters and meters). As they study money and length, students represent data given by measurement and money data using picture graphs, bar graphs, and line plots.

Students finish Grade 2 by describing and analyzing shapes in terms of their sides and angles. In Module 8, students investigate, describe, and reason about the composition and decomposition of shapes to form other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades.

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Alignment Chart[35]

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 2 Modules
Module 1: **Sums and Differences to 100** (10 days)	**Represent and solve problems involving addition and subtraction.[36]** **2.OA.1** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (See Standards Glossary, Table 1.) **Add and subtract within 20.[37]** **2.OA.2** Fluently add and subtract within 20 using mental strategies. (See standard 1.OA.6 for a list of mental strategies.) By end of Grade 2, know from memory all sums of two one-digit numbers. **Use place value understanding and properties of operations to add and subtract.[38]** **2.NBT.5** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
Module 2: **Addition and Subtraction of Length Units** (12 days)	**Measure and estimate lengths in standard units.[39]** **2.MD.1** Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. **2.MD.2** Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. **2.MD.3** Estimate lengths using units of inches, feet, centimeters, and meters.

[35] When a cluster is referred to in this chart without a footnote, the cluster is addressed in its entirety.
[36] In this module, word problems focus primarily on result unknown and change unknown situations.
[37] From this point forward, fluency practice with addition and subtraction to 20 is part of students' ongoing experience.
[38] This standard is addressed again in Modules 4 and 7; the balance of this cluster is addressed in Modules 4 and 5.
[39] Focus is on metric measurement in preparation for place value in Module 3. Customary measurement is addressed in Module 7.

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 2 Modules
	2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. **Relate addition and subtraction to length.** **2.MD.5** Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. **2.MD.6** Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, …, and represent whole-number sums and differences within 100 on a number line diagram.
Module 3: **Place Value, Counting, and Comparison of Numbers to 1,000** (25 days)	**Understand place value.** **2.NBT.1** Understand that the three digits of a three-digit number represent amounts of hundreds, tens and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens—called a "hundred." b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). **2.NBT.2** Count within 1000; skip-count by 5s[40], 10s, and 100s. **2.NBT.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. **2.NBT.4** Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.

[40] Use an analog clock to provide a context for skip-counting by fives.

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 2 Modules
Module 4: **Addition and Subtraction Within 200 with Word Problems to 100** (35 days)	**Represent and solve problems involving addition and subtraction.** **2.OA.1** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (See Standards Glossary, Table 1.) **Use place value understanding and properties of operations to add and subtract.**[41] **2.NBT.5** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. **2.NBT.6** Add up to four two-digit numbers using strategies based on place value and properties of operations. **2.NBT.7** Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. **2.NBT.8** Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. **2.NBT.9** Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)
Module 5: **Addition and Subtraction Within 1,000 with Word Problems to 100** (24 days)	**Use place value understanding and properties of operations to add and subtract.**[42] **2.NBT.7** Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is

[41] In this module, work is limited to within 200. This work is extended to numbers within 1,000 in the next module.
[42] The balance of this cluster is addressed in Modules 1, 4, and 7.

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 2 Modules
	necessary to compose or decompose tens or hundreds. **2.NBT.8** Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. **2.NBT.9** Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)
Module 6: **Foundations of Multiplication and Division** (24 days)	**Work with equal groups of objects to gain foundations for multiplication.** **2.OA.3** Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s: write an equation to express an even number as a sum of two equal addends. **2.OA.4** Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. **Reason with shapes and their attributes.**[43] **2.G.2** Partition a rectangle into rows and columns of same size squares and count to find the total number of them.
Module 7: **Problem Solving with Length, Money, and Data** (30 days)	**Use place value understanding and properties of operations to add and subtract.**[44] **2.NBT.5** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. **Measure and estimate lengths in standard units.** **2.MD.1** Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

[43] 2.G.2 is included in this module because the array model is so important to the foundation for multiplication. The balance of this cluster is addressed in Module 8.
[44] This standard is also addressed in Modules 1 and 4; the balance of this cluster is addressed in Modules 4 and 5.

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 2 Modules
	2.MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. **2.MD.3** Estimate lengths using units of inches, feet, centimeters, and meters. **2.MD.4** Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. **Relate addition and subtraction to length.** **2.MD.5** Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. **2.MD.6** Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, …, and represent whole-number sums and differences within 100 on a number line diagram. **Work with time and money.**[45] **2.MD.8** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?* **Represent and interpret data.** **2.MD.9** Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. **2.MD.10** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems (See Standards Glossary, Table 1.) using information presented in a bar graph.

[45] Focus on money. Time is addressed in Module 8.

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 2 Modules
Module 8: **Time, Shapes, and Fractions as Equal Parts of Shapes** (20 days)	**Work with time and money.**[46] **2.MD.7** Tell time and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. **Reason with shapes and their attributes.**[47] **2.G.1** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. (Sizes are compared directly or visually, not compared by measuring.) Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. **2.G.3** Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves*, *thirds*, *half of*, *a third of*, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

[46] Focus on time. Money is addressed in Module 7.
[47] 2.G.2 is addressed in Module 6.

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Sequence of Grade 3 Modules Aligned with the Standards

Module 1: Properties of Multiplication and Division and Solving Problems with Units of 2–5 and 10
Module 2: Place Value and Problem Solving with Units of Measure
Module 3: Multiplication and Division with Units of 0, 1, 6–9, and Multiples of 10
Module 4: Multiplication and Area
Module 5: Fractions as Numbers on the Number Line
Module 6: Collecting and Displaying Data
Module 7: Geometry and Measurement Word Problems

Summary of Year

Grade 3 mathematics is about (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with a numerator of 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

Key Areas of Focus for 3–5: Multiplication and division of whole numbers and fractions—concepts, skills, and problem solving

Required Fluency:

3.OA.7	Multiply and divide within 100.
3.NBT.2	Add and subtract within 1000.

Major Emphasis Clusters

Operations and Algebraic Thinking
- Represent and solve problems involving multiplication and division.
- Understand the properties of multiplication and the relationship between multiplication and division.
- Multiply and divide within 100.
- Solve problems involving the four operations and identify and explain patterns in arithmetic.

Number and Operations—Fractions
- Develop understanding of fractions as numbers.

Measurement and Data
- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

Rationale for Module Sequence in Grade 3

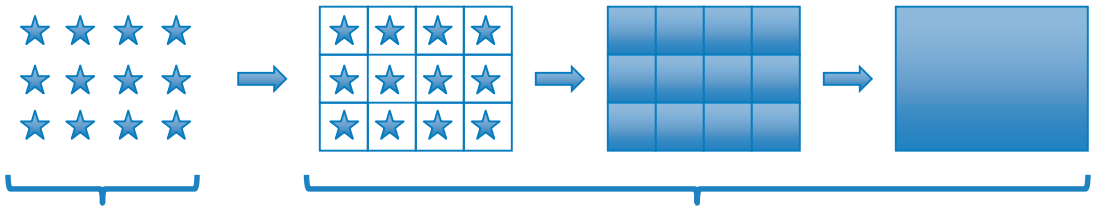
The first module builds upon the foundation of multiplicative thinking with units started in Grade 2. First, students concentrate on the meaning of multiplication and division and begin developing fluency for learning products involving factors of 2, 3, 4, 5, and 10 (see Key Areas of Focus and

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Required Fluency above). The restricted set of facts keeps learning manageable, and also provides enough examples to do one- and two-step word problems and to start measurement problems involving weight, capacity, and time in the second module.

Module 2 focuses on measurement of time and metric weight and capacity. In exploratory lessons, students decompose a kilogram into 100 gram, 10 gram, and 1 gram weights and decompose a liter into analogous amounts of milliliters. Metric measurement thereby develops the concept of mixed units (e.g., 3 kilograms 400 grams is clearly related to 3 thousands, 4 hundreds). Students then apply their new understanding of number to place value, comparison and rounding, composing larger units when adding, decomposing into smaller units when subtracting. Students also draw proportional tape diagrams to solve word problems (e.g., "If this tape represents 62 kg, then a tape representing 35 kg needs to be slightly longer than half the 62 kg bar …"). Drawing the relative sizes of the lengths involved in the model prepares students to locate fractions on a number line in Module 5 (where they learn to locate points on the number line relative to each other and relative to the whole unit). Module 2 also provides students with internalization time for learning the 2, 3, 4, 5, and 10 facts as part of their fluency activities.

Students learn the remaining multiplication and division facts in Module 3 as they continue to develop their understanding of multiplication and division strategies within 100 and use those strategies to solve two-step word problems. The "2, 3, 4, 5, and 10 facts" module (Module 1) and the "0, 1, 6, 7, 8, 9, and multiples of 10 facts" module (Module 3) both provide important, sustained time for work in understanding the structure of rectangular arrays to prepare students for area in Module 4. This work is necessary because students initially find it difficult to distinguish the different units in a grid (the third array in the picture below), count them, and recognize that the count is related to multiplication. Tiling also supports a correct interpretation of the grid. Modules 1 and 3 slowly build up to the area model (the fourth model in the picture below), using rectangular arrays in the context of learning multiplication and division:



Progression from Rectangular Array to Area Model

By Module 4, students are ready to investigate area. They measure the area of a shape by finding the total number of same-size units of area (e.g., tiles) required to cover the shape without gaps or overlaps. When that shape is a rectangle with whole number side lengths, it is easy to partition the rectangle into squares with equal areas (as in the third stage of the illustration above).

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One goal of Module 5 is for students to transition from thinking of fractions as area or parts of a figure to points on a number line and finally, as numbers. To make that jump, students think of fractions as being constructed out of unit fractions: *1 fourth* is the length of a segment on the number line such that the length of four concatenated fourth segments on the line equals 1 (the whole). Once the unit *1 fourth* has been established, counting them is as easy as counting whole numbers: 1 fourth, 2 fourths, 3 fourths, 4 fourths, 5 fourths, etc. Students also compare fractions, find equivalent fractions in special cases, and solve problems that involve fractions. They realize that equivalent fractions share the same point on the number line.

In Module 6, by applying their knowledge of fractions from Module 5, students round lengths to the nearest halves and fourths of an inch and record that information on line plots. This module also prepares students for the multiplicative comparison problems of Grade 4 by asking students "how many more" and "how many less" questions about scaled bar graphs.

The year rounds out with plenty of time to solve two-step word problems involving the four operations and to improve fluency for concepts and skills initiated earlier in the year. In Module 7, students also describe, analyze, and compare properties of two-dimensional shapes. By now, students have done enough work with both linear and area measurement models to understand that there is no relationship in general between the area of a figure and its perimeter, which is one of the concepts taught in the last module.

Alignment Chart[48]

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 3 Modules
Module 1: **Properties of Multiplication and Division and Solving Problems with Units of 2–5 and 10** (25 days)	**Represent and solve problems involving multiplication and division.[49]** **3.OA.1** Interpret products of whole numbers, e.g., interpret 5 x 7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5 x 7.* **3.OA.2** Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.*

[48] When a cluster is referred to in this chart without a footnote, the cluster is addressed in its entirety.
[49] In this module, work is limited to factors of 2–5 and 10 and the corresponding dividends.

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 3 Modules
	3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (See Standards Glossary, Table 2.) **3.OA.4** Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 x ? = 48, 5 = _ ÷ 3, 6 x 6 = ?* **Understand properties of multiplication and the relationship between multiplication and division.**[50] **3.OA.5** Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.) *Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)*[51] **3.OA.6** Understand division as an unknown-factor problem. *For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.* **Multiply and divide within 100.**[52] **3.OA.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. **Solve problems involving the four operations, and identify and explain patterns in arithmetic.**[53] **3.OA.8** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (This standard

[50] In this module, work is limited to factors of 2–5 and 10 and the corresponding dividends.
[51] The associative property is addressed in Module 3.
[52] In this module, work is limited to factors of 2–5 and 10 and the corresponding dividends.
[53] In this module, problem solving is limited to multiplication and division and limited to factors of 2–5 and 10 and the corresponding dividends. 3.OA.9 is addressed in Module 3.

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 3 Modules
	is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order, i.e., Order of Operations.)
Module 2: **Place Value and Problem Solving with Units of Measure** (25 days)	**Use place value understanding and properties of operations to perform multi-digit arithmetic.**[54] **3.NBT.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **3.NBT.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.** **3.MD.1** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. **3.MD.2** Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). (Excludes compound units such as cm^3 and finding the geometric volume of a container.) Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (Excludes multiplicative comparison problems, i.e., problems involving notions of "times as much"; see Standards Glossary, Table 2.)

[54] From this point forward, fluency practice with addition and subtraction is part of students' on-going experience. 3.NBT.3 is addressed in Module 3.

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 3 Modules
Module 3: **Multiplication and Division with Units of 0, 1, 6–9, and Multiples of 10** (25 days)	**Represent and solve problems involving multiplication and division.**[55] **3.OA.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (See Standards Glossary, Table 2.) **3.OA.4** Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 x ? = 48, 5 =___÷ 3, 6 x 6 = ?* **Understand properties of multiplication and the relationship between multiplication and division.**[56] **3.OA.5** Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.) *Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)* **Multiply and divide within 100.**[57] **3.OA.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. **Solve problems involving the four operations, and identify and explain patterns in arithmetic.**[58] **3.OA.8** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (This standard is limited to problems posed with whole numbers and having whole-number answers; students

[55] The balance of this cluster is addressed in Module 1.
[56] The balance of this cluster is addressed in Module 1.
[57] From this point forward, fluency practice with multiplication and division facts is part of students' on-going experience.
[58] After being fully taught in Module 3, this standard (as well as 3.OA.3) continues being practiced throughout the remainder of the school year.

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 3 Modules
	should know how to perform operations in the conventional order when there are no parentheses to specify a particular order, i.e., Order of Operations.) **3.OA.9** Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.* **Use place value understanding and properties of operations to perform multi-digit arithmetic. (A range of algorithms may be used.)**[59] **3.NBT.3** Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.
Module 4: **Multiplication and Area** (20 days)	**Geometric measurement: understand concepts of area and relate area to multiplication and to addition.** **3.MD.5** Recognize area as an attribute of plane figures and understand concepts of area measurement. a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area. b. A plane figure which can be covered without gaps or overlaps by *n* unit squares is said to have an area of *n* square units. **3.MD.6** Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). **3.MD.7** Relate area to the operations of multiplication and addition. a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.

[59] The balance of this cluster is addressed in Module 2.

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 3 Modules
	c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning. d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.
Module 5: **Fractions as Numbers on the Number Line** (35 days)	**Develop understanding of fractions as numbers. (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.)** **3.NF.1** Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$. **3.NF.2** Understand a fraction as a number on the number line; represent fractions on a number line diagram. a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line. b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line. **3.NF.3** Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. b. Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model.

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 3 Modules
	c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram*. d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model. **Reason with shapes and their attributes.**[60] **3.G.2** Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area and describe the area of each part as ¼ of the area of the shape.
Module 6: **Collecting and Displaying Data** (10 days)	**Represent and interpret data.** **3.MD.3** Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two- step "how many more" and "how many less" problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.* **3.MD.4** Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.
Module 7: **Geometry and Measurement Word Problems**[61] (40 days)	**Solve problems involving the four operations, and identify and explain patterns in arithmetic.**[62] **3.OA.8** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (This standard

[60] 3.G.1 is addressed in Module 7.
[61] The seemingly eclectic set of standards in Module 7 allows for a new level of word problems, including perimeter and measurement word problems.
[62] 3.OA.9 is addressed in Module 3.

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 3 Modules
	is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order, i.e., Order of Operations.) **Represent and interpret data.**[63] **3.MD.4** Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. **Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.** **3.MD.8** Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. **Reason with shapes and their attributes.**[64] **3.G.1** Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

[63] 3.MD.3 is addressed in Module 6.
[64] 3.G.2 is addressed in Module 5.

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Sequence of Grade 4 Modules Aligned with the Standards

Module 1: Place Value, Rounding, and Algorithms for Addition and Subtraction
Module 2: Unit Conversions and Problem Solving with Metric Measurement
Module 3: Multi-Digit Multiplication and Division
Module 4: Angle Measure and Plane Figures
Module 5: Fraction Equivalence, Ordering, and Operations
Module 6: Decimal Fractions
Module 7: Exploring Measurement with Multiplication

Summary of Year

Grade 4 mathematics is about (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.

Key Areas of Focus for 3–5: Multiplication and division of whole numbers and fractions—concepts, skills, and problem solving

Required Fluency: 4.NBT.4 Add and subtract within 1,000,000.

Major Emphasis Clusters
Operations and Algebraic Thinking • Use the four operations with whole numbers to solve problems. Number and Operations in Base Ten • Generalize place value understanding for multi-digit whole numbers. • Use place value understanding and properties of operations to perform multi-digit arithmetic. Number and Operations—Fractions • Extend understanding of fraction equivalence and ordering. • Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. • Understand decimal notation for fractions, and compare decimal fractions.

Rationale for Module Sequence in Grade 4

In Grade 4, students extend their work with whole numbers. They begin with large numbers using familiar units (tens and hundreds) and develop their understanding of thousands by building knowledge of the pattern of *times ten* in the base-ten system on the place value chart (**4.NBT.1**). In

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Grades 2 and 3, students focused on developing the concept of composing and decomposing place value units within the addition and subtraction algorithms. Now, in Grade 4, those (de)compositions are seen through the lens of multiplicative comparison (e.g., 1 thousand is 10 times as much as 1 hundred). They next apply their broadened understanding of patterns on the place value chart to compare, round, add, and subtract. The addition and subtraction algorithms are then efficient and useful applications of students' knowledge of and skill with composing and decomposing higher value units. The module culminates with solving multi-step word problems involving addition and subtraction modeled with tape diagrams that focus on numerical relationships.

The algorithms continue to play a part in Module 2 as students relate place value units to metric units. This module helps students draw similarities between:

1 ten	= 10 ones
1 hundred	= 10 tens
1 hundred	= 100 ones
1 meter	= 100 centimeters
1 thousand	= 1,000 ones
1 kilometer	= 1,000 meters
1 kilogram	= 1,000 grams
1 liter	= 1,000 milliliters

Students work with metric measurement in the context of the addition and subtraction algorithms, mental math, place value, and word problems. Customary units are used as a context for fractions in Modules 5 and 7.

In Module 3, measurement of perimeter and area provide the concrete foundation behind the distributive property in the multiplication algorithm: 4 × (1 m 2 cm) can be modeled concretely using ribbon, since it is easy to see the 4 copies of 1 meter and the 4 copies of 2 centimeters. Likewise, 4 × (1 ten 2 ones) = 4 tens 8 ones. Students next use place value disks to develop efficient procedures and the algorithms for multiplying and dividing one-digit whole numbers. They understand and explain why the procedures work, and connections are made between the area model and work on the place value chart. Two-digit by two-digit multiplication is then modeled using the area model, extending students' earlier experiences with measurement and the distributive property. Students also solve word problems throughout the module where they select and accurately apply appropriate methods to estimate, mentally calculate, or use written strategies to compute products and quotients.

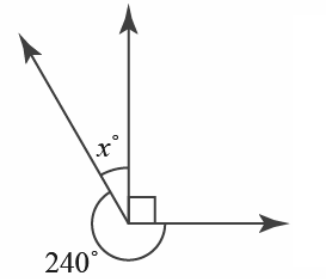
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Module 4 focuses as much on solving unknown angle problems using letters and equations as it does on building, drawing, and analyzing two-dimensional shapes in geometry. Students have already used letters and equations to solve word problems in earlier grades. They continue to do so in Grade 4, and now they also learn to solve unknown angle problems: work that challenges students to build and solve equations to find unknown angle measures. First, students learn the definition of degree and learn how to measure angles in degrees using a circular protractor. From the definition of degree and the fact that angle measures are additive, the following rudimentary facts about angles naturally follow:

1. The sum of angle measurements around a point is 360 degrees.
2. The sum of angle measurements on a line is 180 degrees.

Hence, from 1 and 2, students see that vertical angles are equal. Armed only with these facts, students are able to generate and solve equations as in the following problem:

Find the unknown angle x.



$x + 240 + 90 = 360$

$x + 330 = 360$

$x = 30$

The unknown angle is 30 degrees.

Unknown angle problems help to unlock algebraic concepts for students because such problems are visual. The x clearly stands for a specific number. If a student wished, he could place a protractor down on that angle and measure it to find x. But doing so destroys the joy of deducing the answer and solving the puzzle on his own.

Module 5 centers on equivalent fractions and operations with fractions. We use fractions when there is a given unit, the *whole unit*, but we want to measure using a smaller unit, called the *fractional unit*. To prepare students to explore the relationship between a fractional unit and its whole unit, examples of such relationships in different contexts were already carefully established earlier in the year:

360 degrees in	1 complete turn
100 centimeters in	1 meter
1000 grams in	1 kilogram
1000 milliliters in	1 liter

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The beauty of fractional units, once defined and understood, is that they behave just as all other units do:

- "3 fourths + 5 fourths = 8 fourths" just as "3 meters + 5 meters = 8 meters"
- "4 × 3 fourths = 12 fourths" just as "4 × 3 meters = 12 meters"

Students add and subtract fractions with like units using the area model and the number line. They multiply a fraction by a whole number where the interpretation is as repeated addition (e.g., 3 fourths + 3 fourths = 2 × 3 fourths). Through this introduction to fraction arithmetic they gradually come to understand fractions as units they can manipulate, just like whole numbers. Throughout the module, customary units of measurement provide a relevant context for the arithmetic.

Module 6, on decimal fractions, starts with the realization that decimal place value units are simply special fractional units: 1 tenth = 1/10, 1 hundredth = 1/100, etc. Fluency plays an important role in this topic as students learn to relate 3/10 = 0.3 = 3 tenths. They also recognize that 3 tenths is equal to 30 hundredths and subsequently have their first experience adding and subtracting fractions with unlike units (e.g., 3 tenths + 4 hundredths = 30 hundredths + 4 hundredths).

The year ends with a module focused on multiplication and measurement, as they solve multi-step word problems. Exploratory lessons support conceptual understanding of the relative sizes of measurement units. Students explore conversion in hands-on settings and subsequently apply those conversions to solve multi-step word problems involving all operations and multiplicative comparison.

Alignment Chart[65]

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 4 Modules
Module 1: **Place Value, Rounding, and Algorithms for Addition and Subtraction** (25 days)	**Use the four operations with whole numbers to solve problems.**[66] **4.OA.3** Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

[65] When a cluster is referred to in this chart without a footnote, the cluster is addressed in its entirety.
[66] The balance of this cluster is addressed in Modules 3 and 7.

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 4 Modules
	Generalize place value understanding for multi-digit whole numbers. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.) **4.NBT.1** Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.* **4.NBT.2** Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. **4.NBT.3** Use place value understanding to round multi-digit whole numbers to any place. **Use place value understanding and properties of operations to perform multi-digit arithmetic.**[67] **4.NBT.4** Fluently add and subtract multi-digit whole numbers using the standard algorithm.
Module 2: **Unit Conversions and Problem Solving with Metric Measurement** (7 days)	**Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.**[68] **4.MD.1** Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. *For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), …* **4.MD.2** Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

[67] From this point forward, fluency practice is part of students' on-going experience. The balance of this cluster is addressed in Module 3.
[68] The focus of this module is on the metric system to reinforce place value, mixed units, and word problems with unit conversions. Decimal and fraction word problems wait until Modules 6 and 7. 4.MD.3 is addressed in Module 3.

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 4 Modules
Module 3: **Multi-Digit Multiplication and Division** (43 days)	**Use the four operations with whole numbers to solve problems.** **4.OA.1** Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 x 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. **4.OA.2** Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. (See Standards Glossary, Table 2.) **4.OA.3** Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. **Gain familiarity with factors and multiplies.** **4.OA.4** Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite. **Use place value understanding and properties of operations to perform multi-digit arithmetic. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.)**[69] **4.NBT.5** Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **4.NBT.6** Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the

[69] 4.NBT.4 is addressed in Module 1 and is then reinforced throughout the year.

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 4 Modules
	relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.**[70] **4.MD.3** Apply the area and perimeter formulas for rectangles in real world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.*
Module 4: **Angle Measure and Plane Figures** (20 days)	**Geometric measurement: understand concepts of angle and measure angles.** **4.MD.5** Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles. b. An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees. **4.MD.6** Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. **4.MD.7** Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

[70] 4.MD.1 is addressed in Modules 2 and 7; 4.MD.2 is addressed in Modules 2, 6, and 7.

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 4 Modules
	Draw and identify lines and angles, and classify shapes by properties of their lines and angles. **4.G.1** Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. **4.G.2** Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. **4.G.3** Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
Module 5: **Fraction Equivalence, Ordering, and Operations**[71] (45 days)	**Generate and analyze patterns.** **4.OA.5** Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. *For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.* **Extend understanding of fraction equivalence and ordering. (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.)** **4.NF.1** Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. **4.NF.2** Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole.

[71] Tenths and hundredths are important fractions in this module, represented in decimal form in Module 6.

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 4 Modules
	Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model. **Build fractions from unit fractions by applying and extending previous understanding of operations on whole numbers.** **4.NF.3** Understand a fraction *a/b* with *a* > 1 as a sum of fractions 1/*b*. a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples: 3/8 = 1/8 + 1/8 + 1/8; 3/8 = 1/8 + 2/8; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.* c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem. **4.NF.4** Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. a. Understand a fraction *a/b* as a multiple of *1/b*. *For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).* b. Understand a multiple of *a/b* as a multiple of *1/b*, and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)*

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 4 Modules
	c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. *For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?* **Represent and interpret data.** **4.MD.4** Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. *For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.*
Module 6: **Decimal Fractions** (20 days)	**Understand decimal notation for fractions, and compare decimal fractions. (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.)**[72] **4.NF.5** Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. (Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.) *For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.* **4.NF.6** Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.* **4.NF.7** Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.

[72] In this module, we continue to work with fractions, now including decimal form.

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 4 Modules
	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.[73] **4.MD.2** Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
Module 7: **Exploring Measurement with Multiplication** (20 days)	**Use the four operations with whole numbers to solve problems.** **4.OA.1** Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 x 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. **4.OA.2** Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. (See Standards Glossary, Table 2.) **4.OA.3** Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. **Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.**[74] **4.MD.1** Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a

[73] 4.MD.1 is addressed in Modules 2 and 7; 4.MD.3 is addressed in Module 3.
[74] The focus now is on customary units in word problems for application of fraction concepts. 4.MD.3 is addressed in Module 3.

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 4 Modules	
		larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. *For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), …*
	4.MD.2	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

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Sequence of Grade 5 Modules Aligned with the Standards

Module 1: Place Value and Decimal Fractions
Module 2: Multi-Digit Whole Number and Decimal Fraction Operations
Module 3: Addition and Subtraction of Fractions
Module 4: Multiplication and Division of Fractions and Decimal Fractions
Module 5: Addition and Multiplication with Volume and Area
Module 6: Problem Solving with the Coordinate Plane

Summary of Year

Grade 5 mathematics is about (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit 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.

Key Areas of Focus for 3–5: Multiplication and division of whole numbers and fractions—concepts, skills, and problem solving

Required Fluency: 5.NBT.5 Multi-digit multiplication.

Major Emphasis Clusters
Number and Operations in Base Ten • Understand the place value system. • Perform operations with multi-digit whole numbers and with decimals to hundredths. Number and Operations—Fractions • Use equivalent fractions as a strategy to add and subtract fractions. • Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Measurement and Data • Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

Rationale for Module Sequence in Grade 5

Students' experiences with the algorithms as ways to manipulate place value units in Grades 2–4 really begin to pay dividends in Grade 5. In Module 1, whole number patterns with number disks on the place value chart are easily generalized to decimal numbers. As students work word problems with measurements in the metric system, where the same patterns occur, they begin to appreciate the value and the meaning of decimals. Students apply their work with place value to adding, subtracting, multiplying, and dividing decimal numbers with tenths and hundredths.

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Module 2 begins by using place value patterns and the distributive and associative properties to multiply multi-digit numbers by multiples of 10 and leads to fluency with multi-digit whole number multiplication.[75] For multiplication, students must grapple with and fully understand the distributive property (one of the key reasons for teaching the multi-digit algorithm). While the multi-digit multiplication algorithm is a straightforward generalization of the one-digit multiplication algorithm, the division algorithm with two-digit divisors requires far more care to teach because students have to also learn estimation strategies, error correction strategies, and the idea of successive approximation (all of which are central concepts in math, science, and engineering).

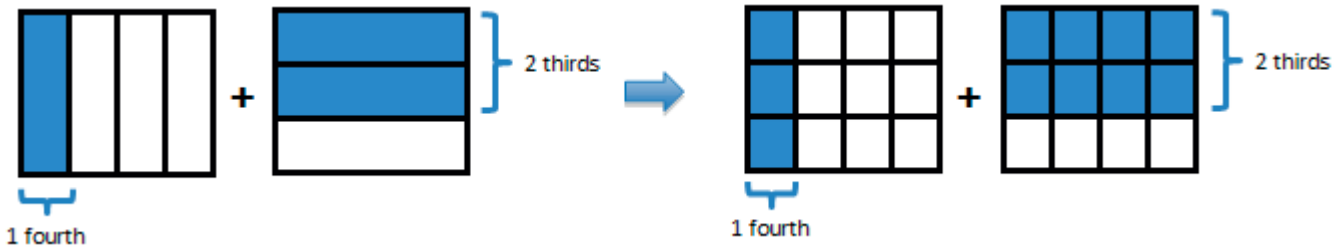
Work with place value units paves the path toward fraction arithmetic in Module 3 as elementary math's place value emphasis shifts to the larger set of fractional units for algebra. Like units are added to and subtracted from like units:

1.5 + 0.8 = $1\frac{5}{10} + \frac{8}{10}$ = 15 tenths + 8 tenths = 23 tenths = 2 and 3 tenths = $2\frac{3}{10}$ = 2.3

$1\frac{5}{9} + \frac{8}{9}$ = 14 ninths + 8 ninths = 22 ninths = 2 and 4 ninths = $2\frac{4}{9}$

The new complexity is that when units are not equivalent, they must be changed for smaller equal units so that they can be added or subtracted. Probably the best model for showing this is the rectangular fraction model pictured below. The equivalence is then represented symbolically as students engage in active meaning-making rather than obeying the perhaps mysterious command to "multiply the top and bottom by the same number."

1 boy + 2 girls = 1 child + 2 children = 3 children
1 fourth + 2 thirds = 3 twelfths + 8 twelfths = 11 twelfths



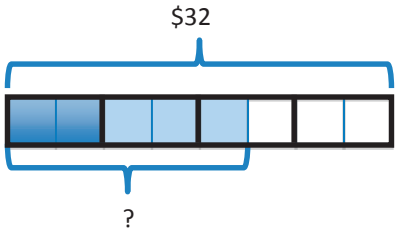
$$\frac{1}{4} + \frac{2}{3} = \left(\frac{1 \times 3}{4 \times 3}\right) + \left(\frac{2 \times 4}{3 \times 4}\right) = \frac{3}{12} + \frac{8}{12} = \frac{11}{12}$$

[75] Multi-digit decimal multiplication such as 4.1 × 3.4 and division such as 4.5 ÷ 1.5 are studied in Module 4.

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Relating different fractional units to one another requires extensive work with area and number line diagrams whereas tape diagrams are used often in word problems. Tape diagrams, which students began using in the early grades and which become increasingly useful as students applied them to a greater variety of word problems, hit their full strength as a model when applied to fraction word problems. At the heart of a tape diagram is the now-familiar idea of forming units. In fact, forming units to solve word problems is one of the most powerful examples of the unit theme and is particularly helpful for understanding fraction arithmetic, as in the following example:

Jill had \$32. She gave $\frac{1}{4}$ of her money to charity and $\frac{3}{8}$ of her money to her brother. How much did she give altogether?



Solution with units:

8 units = \$32
1 unit = \$4
5 units = \$20

Solution with arithmetic:

$$\frac{1}{4}+\frac{3}{8}=\frac{2}{8}+\frac{3}{8}=\frac{5}{8}$$

$$\frac{5}{8}\times 32 = 20$$

Jill gave \$20 altogether.

Near the end of Module 4, students know enough about fractions and whole number operations to begin to explore multi-digit decimal multiplication and division. In multiplying 2.1 × 3.8, for example, students now have multiple skills and strategies that they can use to locate the decimal point in the final answer, including:

- Unit awareness: 2.1 × 3.8 = 21 tenths × 38 tenths = 798 hundredths
- Estimation (through rounding): 2.1 × 3.8 ≈ 2 × 4 = 8, so 2.1 × 3.8 = 7.98
- Fraction multiplication: $\frac{21}{10}\times\frac{38}{10} = 21\times\frac{1}{10}\times 38\times\frac{1}{10} = 21\times 38\times\frac{1}{100} = \frac{798}{100}$

Similar strategies enrich students' understanding of division and help them to see multi-digit decimal division as whole number division in a different unit. For example, we divide to find, "How many groups of 3 apples are there in 45 apples?" and write *45 apples ÷ 3 apples = 15*. Similarly, *4.5 ÷ 0.3* can be written as *45 tenths ÷ 3 tenths* with the same answer: *There are 15 groups of 0.3 in 4.5*. This idea was used to introduce fraction division earlier in the module, thus gluing division to whole numbers, fractions, and decimals together through an understanding of units.

Frequent use of the area model in Modules 3 and 4 prepares students for an in-depth discussion of area and volume in Module 5. But the module on area and volume also reinforces work done in the fraction module. Now, questions about how the area changes when a rectangle is scaled by a whole or fractional scale factor may be asked, and missing fractional sides may be found. Measuring volume once again highlights the unit theme, as a unit cube is chosen to represent a volume unit and used to measure the volume of simple shapes composed of rectangular prisms.

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In this final module of *A Story of Units*, students connect plane geometry with numerical work to investigate relationships. They construct the coordinate plane, plot points and draw lines. For points on a given line, students discover a common relationship between the *x* and *y* coordinates, foreshadowing the proportional reasoning of Grade 6, and later, the slope of a line.

Alignment Chart[76]

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 5 Modules
Module 1: **Place Value and Decimal Fractions** (20 days)	**Understand the place value system.** **5.NBT.1** Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. **5.NBT.2** Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. **5.NBT.3** Read, write, and compare decimals to thousandths. a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$. b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. **5.NBT.4** Use place value understanding to round decimals to any place. **Perform operations with multi-digit whole numbers and with decimals to hundredths.**[77] **5.NBT.7** Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

[76] When a cluster is referred to in this chart without a footnote, the cluster is addressed in its entirety.
[77] This standard is addressed again in Modules 2 and 4; the balance of this cluster is addressed in Module 2.

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 5 Modules
	Convert like measurement units within a given measurement system.[78] **5.MD.1** Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.
Module 2: **Multi-Digit Whole Number and Decimal Fraction Operations** (35 days)	**Write and interpret numerical expressions.**[79] **5.OA.1** Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. **5.OA.2** Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.* **Understand the place value system.**[80] **5.NBT.1** Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. **5.NBT.2** Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. **Perform operations with multi-digit whole numbers and with decimals to hundredths.** **5.NBT.5** Fluently multiply multi-digit whole numbers using the standard algorithm.[81] **5.NBT.6** Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using

[78] The focus of this module is on the metric system to reinforce place value and writing measurements using mixed units.
[79] These skills are also applied to fractions in this module.
[80] The balance of this cluster is addressed in Module 1.
[81] From this point forward, fluency practice is part of students' on-going experience.

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 5 Modules
	equations, rectangular arrays, and/or area models. **5.NBT.7** Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. [82] **Convert like measurement units within a given measurement system.** **5.MD.1** Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.
Module 3: **Addition and Subtraction of Fractions** (22 days)	**Use equivalent fractions as a strategy to add and subtract fractions.** [83] **5.NF.1** Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)* **5.NF.2** Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.*
Module 4: **Multiplication and Division of Fractions and Decimal Fractions** (38 days)	**Write and interpret numerical expressions.** **5.OA.1** Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

[82] Focus on decimal multiplication of a single-digit, whole number factor times a multi-digit number with up to 2 decimal places (e.g., 3 x 64.98). Restrict decimal division to a single-digit whole number divisor with a multi-digit dividend with up to 2 decimal places (e.g., 64.98 ÷ 3). The balance of the standard is addressed in Module 4.
[83] Examples in this module also include tenths and hundredths in fraction and decimal form.

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 5 Modules
	5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.* **Perform operations with multi-digit whole numbers and with decimals to hundredths.**[84] **5.NBT.7** Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. **Apply and extend previous understandings of multiplication and division to multiply and divide fractions.**[85] **5.NF.3** Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?* **5.NF.4** Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. *For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.)*

[84] The balance of this cluster is addressed in Module 2. Teach problems such as 2.7 x 2.1 and 4.5 ÷ 1.5. See the Progression Document "K–5, Number and Operations in Base Ten" pp. 17–18 (http://commoncoretools.files.wordpress.com/2011/04/ccss_progression_nbt_2011_04_073.pdf).
[85] 5.NF.4b is addressed in Module 5. Include problems involving decimal fractions throughout the cluster.

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 5 Modules
	5.NF.5 Interpret multiplication as scaling (resizing), by: a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1. **5.NF.6** Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem. **5.NF.7** Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. (Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.) a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. *For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.* b. Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.* c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?*

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 5 Modules
	Convert like measurement units within a given measurement system.[86] **5.MD.1** Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. **Represent and interpret data.** **5.MD.2** Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*
Module 5: **Addition and Multiplication with Volume and Area** (25 days)	**Apply and extend previous understandings of multiplication and division to multiply and divide fractions.**[87] **5.NF.4** Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas. **5.NF.6** Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

[86] The focus of 5.MD.1 in this module is on the customary system of units as a means of introducing fractions (e.g., 1 inch is 1/12 foot, 1 foot is 1/3 yard).
[87] The balance of this cluster is addressed in Module 4. In this module, 5.NF.4b is applied to multiplying to find volume and area. 5.NF.4b includes decimal fraction side lengths of sides of a rectangle (in both fraction and decimal form).

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 5 Modules
	Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. **5.MD.3** Recognize volume as an attribute of solid figures and understand concepts of volume measurement. a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume. b. A solid figure which can be packed without gaps or overlaps using *n* unit cubes is said to have a volume of *n* cubic units. **5.MD.4** Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. **5.MD.5** Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems. c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems. **Classify two-dimensional figures into categories based on their properties.** **5.G.3** Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.*

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 5 Modules
	5.G.4 Classify two-dimensional figures in a hierarchy based on properties.
Module 6: **Problem Solving with the Coordinate Plane** (40 days)	**Write and interpret numerical expressions.** **5.OA,2** Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product*. **Analyze patterns and relationships.** **5.OA.3** Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.* **Graph points on the coordinate plane to solve real-world and mathematical problems.** **5.G.1** Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., *x*-axis and *x*-coordinate, *y*-axis and *y*-coordinate). **5.G.2** Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

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2025-2026 California STEM Calendar

August

	Week #	Add'l Info.	M	T	W	Th	F	Instructional Days
1								0
4								0
11	Week 1				First day of school	Routines	Routines	3
18	Week 2		M1 L1	M1 L1	M1 L2	M1 L2	M1 L3	5
25	Week 3		M1 L4	M1 L5	M1 L6	M1 L7	M1 L8	5

September

	Week #	Add'l Info.	M	T	W	Th	F	Instructional Days
1	Week 4		holiday	M1 L9/10	M1 L11	M1 L12	M1 L13	4
8	Week 5		M1 L14	M1 MM	M1 MM	M1 MM	M1 L15/16	5
15	Week 6		M1 L17	M1 L18	M1 L19	M1 L20	M1 L21	3
22	Week 7		M1 L22	M1 L23	M1 L24	data day	data day	4
29	Week 8		M1 L25/26	M1 L27				2

October

	Week #	Add'l Info.	M	T	W	Th	F	Instructional Days
1	Week 8				M1 L28	M1 L29	M1 L30	3
6	Week 9	M2 Launch	M1 L31	M1 L32	M1 L33/34	M1 L35/36	M1 L37	5
13	Week 10		holiday	Flex	M1 EOM	M1 EOM	M1 EOM	4
20	Week 11		M2 L1	M2 L2	M2 L3	M2 L4	conferences	4
27	Week 12	M3 Launch	M2 L5	M2 L6	M2 L7	M2 L8	M2 L9	5

November

	Week #	Add'l Info.	M	T	W	Th	F	Instructional Days
3	Week 13		M2 L10	M2 L11	M2 L12	Flex	Cumulative Flex	5
10	Week 14		M2 EOM	holiday	M2 EOM	M2 EOM	M3 L1	4
17	Week 15		M3 L2	M3 L3/4	M3 L5	M3 L6	Flex	5
24	xx		holiday	holiday	holiday	holiday	holiday	0

December

	Week #	Add'l Info.	M	T	W	Th	F	Instructional Days
1	Week 16		M3 L7	M3 L8	M3 L9	M3 L10	M3 L11	5
8	Week 17		M3 L12	M3 L13	M3 L14	M3 L15	M3 L16	5
15	Week 18		M3 L17	M3 L18	M3 L19	M3 L20	Flex	5
22	xx		holiday	holiday	holiday	holiday	holiday	0
29	xx		holiday	holiday	holiday			0

holiday | L# | L# | End of Topic

data day | M5 MM | M7 EOM | End-Mod Asst

January

	Week #	Add'l Info.	M	T	W	Th	F	Instructional Days
1	xx					holiday	holiday	0
5	Week 19		data day	Flex	M3 MM	M3 MM	M3 MM	4
12	Week 20		M3 L21	M3 L22	M3 L23	M3 L24	M3 L25	5
19	Week 21		holiday	M3 L26	M3 L27/28	M3 L29	M3 L30	4
26	Week 22		M3 L31	M3 L32	M3 L33	M3 L34	Cumulative Flex	5

February

	Week #	Add'l Info.	M	T	W	Th	F	Instructional Days
2	Week 23	M4 Launch	M3 L35	M3 L36	M3 L37	M3 L38/39	M3 L40	5
9	Week 24		M3 L41	M3 EOM	M3 EOM	M3 EOM	conferences	4
16	xx		holiday	holiday	holiday	holiday	holiday	0
23	Week 25		Flex	M4 L1	M4 L2	M4 L3	M4 L4	5

March

	Week #	Add'l Info.	M	T	W	Th	F	Instructional Days
2	Week 26		M4 L5	M4 L6	M4 L7/8	M4 L9	M4 L10	5
9	Week 27		M4 L11/12	M4 L13	M4 L14	M4 L15	M4 L16	5
16	Week 28		M4 L17	M4 L18	M4 L19	M4 L20/22	M4 L21/23	5
23	Week 29	M5 Launch	M4 L24	M4 L25	M4 L26	M4 L27	Flex	5
30	Week 30		holiday	M4 EOM				1

April

	Week #	Add'l Info.	M	T	W	Th	F	Instructional Days
1	Week 30				M4 EOM	M4 EOM	Flex	3
6	xx		holiday	holiday	holiday	holiday	holiday	0
13	Week 31		M5 L1	M5 L2	M5 L3	M5 L4	M5 L5	5
20	Week 32		M5 L6	M5 L7	M5 L8	M5 L9	M5 L10	5
27	Week 33		M5 L11	M5 L12	M5 L13	M5 L14		4

May

	Week #	Add'l Info.	M	T	W	Th	F	Instructional Days
1	Week 33						M5 L15	1
4	Week 34		M5 MM	M5 MM	M5 MM	M5 L16	Cumulative Flex	5
11	Week 35		M5 L17	M5 L18	M5 L19	M5 L20	M5 L21	5
18	Week 36		M5 L22	M5 L23	M5 L24	M5 L25	M5 L26	5
25	Week 37		holiday	Flex	M5 EOM	M5 EOM	M5 EOM	4

June

	Week #	Add'l Info.	M	T	W	Th	F	Instructional Days
1	Week 38		Science	Science	Science	Science	Science	5
8	Week 39		Science	Science	last day of school	data day	data day	3
15	xx							0
22	xx							0

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2025-2026 California STEM Calendar

August

	Week #	Add'l Info.	M	T	W	Th	F	Instructional Days
1								0
4								0
11	Week 1				First day of school	Routines	Routines	3
18	Week 2		M1 L1	M1 L1	M1 L2	M1 L2	M1 L3	5
25	Week 3		M1 L4	M1 L5	M1 L6	M1 L7	M1 L8	5

September

	Week #	Add'l Info.	M	T	W	Th	F	Instructional Days
1	Week 4		holiday	M1 L9/10	M1 L11	M1 L12	M1 L13	4
8	Week 5		M1 L14	M1 L15	M1 L16	M1 MM	M1 MM	5
15	Week 6		M1 MM	M1 L17/18	M1 L19	M1 L20	M1 L21	3
22	Week 7		M1 L22	M1 L23/24	M1 L25/26	Data Day	Data Day	4
29	Week 8	M2 Launch	M1 L27	M1 L29				2

October

	Week #	Add'l Info.	M	T	W	Th	F	Instructional Days
1	Week 8				M1 L30	M1 L31/32	M1 L33	3
6	Week 9		M1 L34/35	M1 L36	Flex	M1 EOM	M1 EOM	5
13	Week 10	**Zearn M2**	holiday	M1 EOM	M2 L1	M2 L2	M2 L3	4
20	Week 11	M3 Launch	M2 L4	M2 L5	M2 L6	M2 L7	conferences	4
27	Week 12	**Zearn M3**	M2 L8	M2 L9	M2 EOM	M2 EOM	M2 EOM	5

November

	Week #	Add'l Info.	M	T	W	Th	F	Instructional Days
3	Week 13		M3 L1	M3 L2	M3 L3	M3 L4/5	M3 L6	5
10	Week 14		M3 L7	holiday	M3 L8/9	M3 L10	M3 L13	4
17	Week 15		M3 L14	M3 L15	M3 MM	M3 MM	M3 MM	5
24	xx		holiday	holiday	holiday	holiday	holiday	0

December

	Week #	Add'l Info.	M	T	W	Th	F	Instructional Days
1	Week 16		M3 L17	M3 L18/19	M3 L20	M3 L21	M3 L22	5
8	Week 17		M3 L23	M3 L24	M3 L25	M3 L26	M3 L27	5
15	Week 18	**Zearn M4**	M3 L28	M3 EOM	M3 EOM	M3 EOM	Flex	5
22	xx		holiday	holiday	holiday	holiday	holiday	0
29	xx		holiday	holiday	holiday			0

holiday — L# | L# — End of Topic

data day — M5 MM | M7 EOM — End-Mod Asst

January

	Week #	Add'l Info.	M	T	W	Th	F	Instructional Days
1	xx					holiday	holiday	0
5	Week 19	M4 Launch	data day	Flex	M4 L1	M4 L2	M4 L3	4
12	Week 20		M4 L4	M4 L5	M4 L6	M4 L7	Flex	5
19	Week 21		holiday	M4 L8/9	M4 L10	M4 L11	M4 L12	4
26	Week 22		M4 L13	M4 L14/15	M4 L16	M4 L17	M4 L18	5

February

	Week #	Add'l Info.	M	T	W	Th	F	Instructional Days
2	Week 23		M4 L19	M4 L20	M4 L21	M4 L22	M4 L23	5
9	Week 24		M4 L24	M4 MM	M4 MM	M4 MM	conferences	4
16	xx		holiday	holiday	holiday	holiday	holiday	0
23	Week 25		M4 L25	M4 L26	M4 L27/28	M4 L29/30	Flex	5

March

	Week #	Add'l Info.	M	T	W	Th	F	Instructional Days
2	Week 26	M5 Launch	M4 L31	M4 L32	M4 L33	M4 L34	M4 L35	5
9	Week 27		M4 L36	M4 L37	M4 L38	M4 L39/40	Flex	5
16	Week 28	**Zearn M4**	M4 EOM	M4 EOM	M4 EOM	M5 L1	M5 L2	5
23	Week 29		M5 L3	M5 L4	M5 L5	M5 L6	M5 L7	5
30	Week 30		holiday	M5 L8				1

April

	Week #	Add'l Info.	M	T	W	Th	F	Instructional Days
1	Week 30				M5 L9	M5 L11	M5 L12	3
6	xx		holiday	holiday	holiday	holiday	holiday	0
13	Week 31		TPU Flex	TPU Flex	TPU Flex	TPU Flex	TPU Flex	5
20	Week 32		NWEA Flex	NWEA Flex	NWEA Flex	NWEA Flex	NWEA Flex	5
27	Week 33	M6 Launch	M5 L13/14	M5 MM	M5 MM	M5 MM		4

May

	Week #	Add'l Info.	M	T	W	Th	F	Instructional Days
1	Week 33						M5 L15	1
4	Week 34		M5 L16	M5 L17	M5 L18	M5 L20/21	M5 L22	5
11	Week 35	**Zearn M6**	Flex	M5 EOM	M5 EOM	M5 EOM	M6 L1	5
18	Week 36		M6 L2	M6 L3	M6 L5	M6 L6	M6 L7	5
25	Week 37		holiday	Flex	M6 EOM	M6 EOM	M6 EOM	4

June

	Week #	Add'l Info.	M	T	W	Th	F	Instructional Days
1	Week 38		Science	Science	Science	Science	Science	5
8	Week 39		Science	Science	Last day of school	Data Day	Data Day	3
15	xx							0
22	xx							0

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2025-2026 California STEM Calendar

		Week #	Add'l Info.	M	T	W	Th	F	Instructional Days
August	1								0
	4								0
	11	Week 1				First day of school	Routines	Routines	3
	18	Week 2		M1 L1	M1 L1	M1 L2	M1 L2	M1 L3	5
	25	Week 3		M1 L4	M1 L5	M1 L6/7	M1 L8	M1 L9	5
September	1	Week 4		holiday	M1 L10	M1 L11/12	M1 L13	M1 L14/15	4
	8	Week 5		M1 L16	M1 L17	M1 L18	M1 L19	M1 L20	5
	15	Week 6		M1 L21	M1 L22/23	M1 L24	M1 L25	Flex	3
	22	Week 7		M1 L26/27	M1 L28	M1 L29	Data Day	Data Day	4
	29	Week 8	M2 Launch	M1 L30	M1 L31				2
October	1	Week 8				M1 L32	M1 L33	M1 L34	3
	6	Week 9		M1 L35	M1 L36	M1 L37	M1 L38/39	Flex	5
	13	Week 10	**Zearn M2**	holiday	M1 EOM	M2 L1	M2 L2	M2 L3/4	4
	20	Week 11		M2 L5	M2 L6	M2 L7/8	M2 L9	conferences	4
	27	Week 12		M2 L10	M2 L11	M2 L12	M2 L13	Flex	5
November	3	Week 13		M2 L14/15	M2 L16	M2 L17/18	M2 L19	M2 L20	5
	10	Week 14	M3 Launch	M2 L22	holiday	M2 L23	M2 L24	M2 L25	4
	17	Week 15	**Zearn M3**	M2 L26	M2 L27	M2 L28	M2 L29	M2 EOM	5
	24	xx		holiday	holiday	holiday	holiday	holiday	0
December	1	Week 16		M3 L1	M3 L2	M3 L3	M3 L4	Flex	5
	8	Week 17		M3 L5	M3 L6	M3 L8	M3 L9	M3 L10	5
	15	Week 18	**Zearn M4**	M3 L11	M3 L12/13	Flex	M3 EOM	Flex	5
	22	xx		holiday	holiday	holiday	holiday	holiday	0
	29	xx		holiday	holiday	holiday			0

		Week #	Add'l Info.	M	T	W	Th	F	Instructional Days
January	1	xx					holiday	holiday	0
	5	Week 19	M4 Launch	data day	Flex	M4 L1	M4 L2	M4 L3	4
	12	Week 20		M4 L4	M4 L5	M4 L6	M4 L7	Flex	5
	19	Week 21		holiday	M4 L8	M4 L9	M4 L10	M4 L11	4
	26	Week 22		M4 L12	M4 L13	M4 L14	M4 L15	M4 L16	5
February	2	Week 23		M4 L17	M4 L18	M4 L19	M4 L20	M4 L21	5
	9	Week 24	M5 Launch	M4 L22	M4 L23	M4 L24	Flex	conferences	4
	16	xx		holiday	holiday	holiday	holiday	holiday	0
	23	Week 25	**Zearn M5**	M4 L25	M4 L26	M4 L27	M4 L28	M4 L29	5
March	2	Week 26	M6 Launch	Flex	M4 EOM	M5 L1	M5 L2	M5 L3	5
	9	Week 27		M5 L4	M5 L5	M5 L6	M5 L7	M5 L8/9	5
	16	Week 28	**Zearn M6**	M5 L10	M5 L11	Flex	M5 EOM	M6 L1	5
	23	Week 29		M6 L2	M6 L3/4	M6 L5	M6 L6	M6 L7	5
	30	Week 30		holiday	M6 L8				1
April	1	Week 30				M6 L9	M6 L10	Flex	3
	6	xx		holiday	holiday	holiday	holiday	holiday	0
	13	Week 31		TPU Flex	TPU Flex	TPU Flex	TPU Flex	TPU Flex	5
	20	Week 32		NWEA Flex	NWEA Flex	NWEA Flex	NWEA Flex	NWEA Flex	5
	27	Week 33		M6 L10	M6 L11	M6 L12	M6 L13/14		4
May	1	Week 33						M6 L15	1
	4	Week 34		M6 L16/17	M6 L18	M6 L19	M6 L20	M6 L21	5
	11	Week 35		M6 L22	M6 L23	M6 L24	M6 L25	M6 L26	5
	18	Week 36		M6 L27	Flex	Flex	Flex	M6 EOM	5
	25	Week 37		Holiday	Science	Science	Science	Science	4
June	1	Week 38		Science	Science	Science	Science	Science	5
	8	Week 39		Science	Science	Last day of school	Data Day	Data Day	3
	15	xx							0
	22	xx							0

holiday

data day

L# | L# End of Topic

M5 MM | M7 EOM End-Mod Asst

G2

2025-2026 California STEM Calendar

August

	Week #	Add'l Info.	M	T	W	Th	F	Instructional Days
1								0
4								0
11	Week 1				First day of school	Routines	Routines	3
18	Week 2		M1 L1	M1 L1	M1 L2	M1 L2	M1 L3	5
25	Week 3	**Zearn M2**	M1 L4	M1 L5	M1 L6	M1 L7/8	M1 EOM	5

September

	Week #	Add'l Info.	M	T	W	Th	F	Instructional Days
1	Week 4	M3 Launch	Holiday	M2 L1	M2 L2	M2 L3	M2 L4	4
8	Week 5		M2 L5	M2 L6	M2 L7	M2 L8	M2 L9	5
15	Week 6	**Zearn M3**	Flex	M2 EOM	M3 L1	M3 L2	M3 L3	3
22	Week 7		M3 L4	M3 L5	Flex	Data Day	Data Day	4
29	Week 8		M3 L6	M3 L7				2

October

	Week #	Add'l Info.	M	T	W	Th	F	Instructional Days
1	Week 8				M3 L8	M3 L9	M3 L11	3
6	Week 9	M4 Launch	M3 L12	M3 L13	M3 L14	M3 L15	M3 L16	5
13	Week 10		holiday	M3 L17	M3 L19	M3 L20	Flex	4
20	Week 11	**Zearn M4**	M3 EOM	M4 L1	M4 L2	M4 L3/4	conferences	4
27	Week 12		M4 L5	M4 L6	M4 L7	M4 L8	Flex	5

November

	Week #	Add'l Info.	M	T	W	Th	F	Instructional Days
3	Week 13		M4 L9	M4 L10	M4 L11	M4 L12	M4 L13	5
10	Week 14		M4 L14	holiday	M4 L15	M4 L16	M4 L17	4
17	Week 15		M4 L18	M4 L19	M4 L20	M4 L21	Flex	5
24	xx		holiday	holiday	holiday	holiday	holiday	0

December

	Week #	Add'l Info.	M	T	W	Th	F	Instructional Days
1	Week 16	M5 Launch	M4 L22	M4 L23	M4 L24	M4 L25	M4 L26	5
8	Week 17		M4 L27/28	M4 L29	M4 L30	M4 L31	Flex	5
15	Week 18	**Zearn M5**	M4 EOM	M5 L1	M5 L2	M5 L3	Flex	5
22	xx		holiday	holiday	holiday	holiday	holiday	0
29	xx		holiday	holiday	holiday			0

holiday — L# | L# — End of Topic

data day — M5 MM | M7 EOM — End-Mod Asst

January

	Week #	Add'l Info.	M	T	W	Th	F	Instructional Days
1	xx					holiday	holiday	0
5	Week 19		data day	Flex	M5 L4	M5 L5	Flex	4
12	Week 20	M6 Launch	M5 L6	M5 L7	M5 L8/9	M5 L10/11	M5 L12	5
19	Week 21		Holiday	M5 L13	M5 L14/15	M5 L16/17	M5 L19/20	4
26	Week 22	**Zearn M6**	Flex	M5 EOM	M6 L1/2	M6 L4	M6 L5	5

February

	Week #	Add'l Info.	M	T	W	Th	F	Instructional Days
2	Week 23		M6 L6	M6 L7	M6 L9	M6 L10	M6 L12	5
9	Week 24	M7 Launch	M6 L13	M6 L15	M6 L17	Flex	conferences	4
16	xx		Holiday	Holiday	Holiday	Holiday	Holiday	0
23	Week 25	**Zearn M7**	M6 L18	M6 L19	M6 L20	Flex	M6 EOM	5

March

	Week #	Add'l Info.	M	T	W	Th	F	Instructional Days
2	Week 26		M7 L1	M7 L2	M7 L3/4	M7 L5	M7 L6	5
9	Week 27		M7 L7	M7 L8	M7 L9	M7 L10	Flex	5
16	Week 28		M7 L11/12	M7 L13	M7 L14/15	M7 L16	M7 L17	5
23	Week 29		M7 L18	M7 L19	M7 L20	M7 L21	M7 L22	5
30	Week 30		holiday	M7 L23				1

April

	Week #	Add'l Info.	M	T	W	Th	F	Instructional Days
1	Week 30	**Zearn M8**			M7 L24	Flex	M7 EOM	3
6	xx		holiday	holiday	holiday	holiday	holiday	0
13	Week 31	M8 Launch	TPU Flex	TPU Flex	TPU Flex	TPU Flex	TPU Flex	5
20	Week 32		NWEA Flex	NWEA Flex	NWEA Flex	NWEA Flex	NWEA Flex	5
27	Week 33		M8 L1	M8 L2	M8 L3	M8 L4		4

May

	Week #	Add'l Info.	M	T	W	Th	F	Instructional Days
1	Week 33						M8 L5	1
4	Week 34		M8 L6	M8 L7/8	M8 L9/10	M8 L11	M8 L12	5
11	Week 35		M8 L13	M8 L14	M8 L15	Flex	M8 EOM	5
18	Week 36		Science	Science	Science	Science	Science	5
25	Week 37		Holiday	Science	Science	Science	Science	4

June

	Week #	Add'l Info.	M	T	W	Th	F	Instructional Days
1	Week 38		Science	Science	Science	Science	Science	5
8	Week 39		Science	Science	Last day of school	Data Day	Data Day	3
15	xx							0
22	xx							0

G3

2025-2026 California STEM Calendar

August

	Week #	Add'l Info.	M	T	W	Th	F	Instructional Days
1								0
4								0
11	Week 1				First day of school	Routines	M1 L1	3
18	Week 2		M1 L1	M1 L2	M1 L2	M1 L3	M1 L4	5
25	Week 3		M1 L5	M1 L6	M1 L7	M1 L8	M1 L9	5

September

1	Week 4		holiday	M1 L10	M1 L11	M1 L12	M1 L13	4
8	Week 5	M2 Launch	M1 L14	M1 L15	M1 L16	M1 L17	M1 L18/19	5
15	Week 6	**Zearn M2**	M1 L20/21	Flex	M1 EOM	M2 L2	M2 L3	3
22	Week 7		M2 L4/5	M2 L6	Flex	data day	data day	4
29	Week 8		M2 L7	M2 L8				2

October

1	Week 8				M2 L9	M2 L10	M2 L11	3
6	Week 9	M3 Launch	M2 L12	M2 L13	M2 L14	M2 L15	M2 L16	5
13	Week 10		holiday	M2 L18	M2 L19	M2 L21	Flex	4
20	Week 11	**Zearn M3**	M2 EOM	M3 L1	M3 L2	M3 L3	conferences	4
27	Week 12		M3 L4/5	M3 L6	M3 L7	M3 L8	Flex	5

November

3	Week 13		M3 L9	M3 L10/11	M3 L12	M3 L13/14	M3 L15	5
10	Week 14	M4 Launch	M3 L16	holiday	M3 L17	M3 L18	M3 L19/20	4
17	Week 15	**Zearn M4**	M3 L21	Flex	M3 EOM	Flex	Flex	5
24	xx		holiday	holiday	holiday	holiday	holiday	0

December

1	Week 16		M4 L1	M4 L2	M4 L3	M4 L4	M4 L5	5
8	Week 17		M4 L6	M4 L7	M4 L8	M4 L9	M4 L10	5
15	Week 18	**Zearn M5**	M4 L11	M4 L12	M4 L13/14	M4 EOM	Flex	5
22	xx		holiday	holiday	holiday	holiday	holiday	0
29	xx		holiday	holiday	holiday			0

holiday | L# | L# | End of Topic

data day | M5 MM | M7 EOM | End-Mod Asst

January

	Week #	Add'l Info.	M	T	W	Th	F	Instructional Days
1	xx					holiday	holiday	0
5	Week 19	M5 Launch	data day	Flex	M5 L1/2	M5 L3/4	M5 L5	4
12	Week 20		M5 L6	M5 L7/8	M5 L9	M5 L10	Flex	5
19	Week 21		holiday	M5 L11	M5 L12	M5 L14	M5 L15	4
26	Week 22		M5 L16	M5 L17	M5 L18	M5 L21	**STP Flex**	5

February

2	Week 23	M6 Launch	M5 L22/23	M5 L24	M5 L25	M5 L26	M5 L27	5
9	Week 24	**Zearn M6**	M5 L28	M5 L29	Flex	M5 EOM	conferences	4
16	xx		holiday	holiday	holiday	holiday	holiday	0
23	Week 25	M7 Launch	M6 L1	M6 L2	M6 L3	M6 L4	M6 L5	5

March

2	Week 26	TPU Starts	M6 L6	M6 L7	M6 L8	M6 L9	M6 EOM	5
9	Week 27	**Zearn M7**	M7 L1/2	M7 L3	M7 L4	M7 L5	M7 L6	5
16	Week 28		M7 L7	M7 L10	M7 L12	M7 L13	**TPU Quiz**	5
23	Week 29		M7 L14	M7 L15	M7 L17	M7 L18	M7 L19	5
30	Week 30		holiday	M7 L20				1

April

1	Week 30				M7 L21	M7 L22	M7 L23	3
6	xx		holiday	holiday	holiday	holiday	holiday	0
13	Week 31		M7 L28/29	M7 L30	Flex	M7 EOM	**TPU Quiz**	5
20	Week 32		NWEA Flex	NWEA Flex	NWEA Flex	NWEA Flex	NWEA Flex	5
27	Week 33		TPU Flex	TPU Flex	TPU Flex	TPU Flex		4

May

1	Week 33						TPU Flex	1
4	Week 34		TPU Flex	TPU Flex	TPU Flex	TPU Flex	TPU Flex	5
11	Week 35		SBAC Flex	SBAC Flex	SBAC Flex	SBAC Flex	SBAC Flex	5
18	Week 36		SBAC Flex	SBAC Flex	SBAC Flex	SBAC Flex	SBAC Flex	5
25	Week 37		holiday	Science	Science	Science	Science	4

June

1	Week 38		Science	Science	Science	Science	Science	5
8	Week 39		Science	Science	last day of school	data day	data day	3
15	xx							0
22	xx							0

G4

2025-2026 California STEM Calendar

August

	Week #	Add'l Info.	M	T	W	Th	F	Instructional Days
1								0
4								0
11	Week 1				First day of school	Routines	M1 L1	3
18	Week 2		M1 L1	M1 L2	M1 L2	M1 L3	M1 L4	5
25	Week 3		M1 L5	M1 L6	M1 L7	M1 L8	M1 L9/10	5

September

1	Week 4	M2 Launch	holiday	M1 L11	M1 L12	M1 L13	M1 L14	4
8	Week 5	**Zearn M2**	M1 L15	M1 L16	M1 L18	Flex	M1 EOM	5
15	Week 6	M3 Launch	M2 L1	M2 L2	M2 L3	M2 L4	M2 L5	3
22	Week 7	**Zearn M3**	M2 EOM	M3 L1/2	M3 L3	data day	data day	4
29	Week 8		M3 L4	M3 L5				2

October

1	Week 8				M3 L6	M3 L7	Flex	3
6	Week 9		M3 L8	M3 L9/10	M3 L11	M3 L12	M3 L13	5
13	Week 10		holiday	M3 L14	M3 L15	M3 L16	M3 L17	4
20	Week 11		M3 L18	M3 L19	M3 L20/21	M3 L22	conferences	4
27	Week 12	M5 Launch	M3 L23	M3 L24	M3 L26	M3 L27	M3 L28	5

November

3	Week 13		M3 L29	M3 L30	M3 L32	M3 L34/35	M3 L36	5
10	Week 14	**Zearn M5**	M3 L37/38	holiday	Flex	M3 EOM	M5 L1/2	4
17	Week 15		M5 L3	M5 L4	M5 L5/6	M5 L7/8	Flex	5
24	xx		holiday	holiday	holiday	holiday	holiday	0

December

1	Week 16		M5 L9/10	M5 L11	M5 L12/13	M5 L14/15	M5 L16/17	5
8	Week 17		M5 L18	M5 L19	M5 L20/21	M5 L22	M5 L23	5
15	Week 18		M5 L24/25	M5 27	M5 L30	M5 L31	Flex	5
22	xx		holiday	holiday	holiday	holiday	holiday	0
29	xx		holiday	holiday	holiday			0

holiday — L# | L# — End of Topic

data day — M5 MM | M7 EOM — End-Mod Asst

January

	Week #	Add'l Info.	M	T	W	Th	F	Instructional Days
1	xx					holiday	holiday	0
5	Week 19	M6 Launch	data day	Flex	M5 L32	M5 L33/34	M5 L35/36	4
12	Week 20	**Zearn M6**	M5 L39	Flex	M5 EOM	M6 L1	M6 L2	5
19	Week 21		holiday	M6 L3	M6 L4/5	M6 L6	M6 L7	4
26	Week 22		M6 L9	M6 L10	M6 L11	M6 L12	**STP Flex**	5

February

2	Week 23	M4 Launch	M6 L13	M6 L14	M6 L15	M6 L16	Flex	5
9	Week 24	**Zearn M4**	M6 EOM	Camp Flex	Camp Flex	Camp Flex	conferences	4
16	xx		holiday	holiday	holiday	holiday	holiday	0
23	Week 25		M4 L1	M4 L2	M4 L3/4	M4 L5	Flex	5

March

2	Week 26	TPU Starts M7 Launch	M4 L6	M4 L7	M4 L8	M4 L9	M4 L10	5
9	Week 27		M4 L11	M4 L12	M4 L13	M4 L14	M4 L15	5
16	Week 28	**Zearn M7**	Flex	M4 EOM	M7 L1/2	M7 L3	**TPU Quiz**	5
23	Week 29		M7 L4	M7 L5	M7 L6	M7 L7	Flex	5
30	Week 30		holiday	M7 L8				1

April

1	Week 30				M7 L9	M7 L10	M7 L11	3
6	xx		holiday	holiday	holiday	holiday	holiday	0
13	Week 31		M7 L12/13	M7 L14	Flex	M7 EOM	**TPU Quiz**	5
20	Week 32		NWEA Flex	NWEA Flex	NWEA Flex	NWEA Flex	NWEA Flex	5
27	Week 33		TPU Flex	TPU Flex	TPU Flex	TPU Flex		4

May

1	Week 33						TPU Flex	1
4	Week 34		TPU Flex	TPU Flex	TPU Flex	TPU Flex	TPU Flex	5
11	Week 35		SBAC Flex	SBAC Flex	SBAC Flex	SBAC Flex	SBAC Flex	5
18	Week 36		SBAC Flex	SBAC Flex	SBAC Flex	SBAC Flex	SBAC Flex	5
25	Week 37		holiday	Science	Science	Science	Science	4

June

1	Week 38		Science	Science	Science	Science	Science	5
8	Week 39		Science	Science	last day of school	data day	data day	3
15	xx							0
22	xx							0

G5

2025-2026 California STEM Calendar

August

	Week #	Add'l Info.	M	T	W	Th	F	Instructional Days
1								0
4								0
11	Week 1				First day of school	Routines	M1 L1	3
18	Week 2		M1 L1	M1 L2	M1 L2	M1 L3	M1 L4	5
25	Week 3		M1 L5	M1 L6	M1 L7	M1 L8	M1 L9	5

September

1	Week 4	M2 Launch	holiday	M1 L10	M1 L11	M1 L12	M1 L13	4
8	Week 5	**Zearn M2**	M1 L14	M1 L15	M1 L16	Flex	M1 EOM	5
15	Week 6		M2 L1	M2 L2	M2 L3	M2 L4	M2 L5	3
22	Week 7		M2 L6/7	M2 L8	Flex	data day	data day	4
29	Week 8		M2 L9	M2 L10				2

October

1	Week 8				M2 L11	M2 L12	M2 L13	3
6	Week 9		M2 L14	M2 L15	M2 L16	M2 L17/18	M2 L19	5
13	Week 10	M3 Launch	holiday	M2 L20	M2 L21	M2 L22/23	M2 L24	4
20	Week 11		M2 L25	M2 L26/27	M2 L28/29	Flex	conferences	4
27	Week 12	**Zearn M3**	M2 EOM	M3 L1	M3 L2	M3 L3	M3 L4	5

November

3	Week 13		M3 L5	M3 L6	M3 L7	M3 L8	Flex	5
10	Week 14	M4 Launch	M3 L9	holiday	M3 L10	M3 L11	M3 L12	4
17	Week 15	**Zearn M4**	M3 L13	M3 L14	M3 L15	Flex	M3 EOM	5
24	xx		holiday	holiday	holiday	holiday	holiday	0

December

1	Week 16		M4 L1	M4 L2/3	M4 L4	M4 L5	Flex	5
8	Week 17		M4 L6	M4 L7	M4 L8	M4 L9	M4 L10	5
15	Week 18		M4 L11/12	M4 L13	M4 L14	M4 L15	Flex	5
22	xx		holiday	holiday	holiday	holiday	holiday	0
29	xx		holiday	holiday	holiday			0

holiday — L# | L# — End of Topic

data day — M5 MM | M7 EOM — End-Mod Asst

January

	Week #	Add'l Info.	M	T	W	Th	F	Instructional Days
1	xx					holiday	holiday	0
5	Week 19		data day	Flex	M4 L16	M4 L17/18	M4 L19	4
12	Week 20		M4 L20	M4 L21	M4 L22/23	M4 L24	M4 L25	5
19	Week 21	M5 Launch	holiday	M4 L26	M4 L27	M4 L28	M4 L29	4
26	Week 22		M4 L30/31	M4 L32	M4 L33	Flex	**STP Flex**	5

February

2	Week 23	**Zearn M5**	M4 EOM	M5 L1	M5 L2	M5 L3	M5 L5	5
9	Week 24		Camp Flex	Camp Flex	Camp Flex	Camp Flex	conferences	4
16	xx		holiday	holiday	holiday	holiday	holiday	0
23	Week 25	M6 Launch	M5 L5	M5 L6	M5 L7	M5 L10	M5 L11	5

March

2	Week 26	TPU Starts	M5 L12	M5 L13	M5 L14	M5 L15	M5 L16/17	5
9	Week 27		M5 L18	M5 L19	M5 L20	M5 L21	Flex	5
16	Week 28	**Zearn M6**	M5 EOM	M6 L1	M6 L2	M6 L3/4	**TPU Quiz**	5
23	Week 29		M6 L5/6	M6 L7	M6 L8/9	M6 L10	M6 L11	5
30	Week 30		holiday	M6 L13/14				1

April

1	Week 30				M6 L15/16	M6 L17	M6 L18	3
6	xx		holiday	holiday	holiday	holiday	holiday	0
13	Week 31		M6 L19	M6 L20	Flex	M6 EOM	**TPU Quiz**	5
20	Week 32		NWEA Flex	NWEA Flex	NWEA Flex	NWEA Flex	NWEA Flex	5
27	Week 33		TPU Flex	TPU Flex	TPU Flex	TPU Flex		4

May

1	Week 33						TPU Flex	1
4	Week 34		TPU Flex	TPU Flex	TPU Flex	TPU Flex	TPU Flex	5
11	Week 35		SBAC Flex	SBAC Flex	SBAC Flex	SBAC Flex	SBAC Flex	5
18	Week 36		SBAC Flex	SBAC Flex	SBAC Flex	SBAC Flex	SBAC Flex	5
25	Week 37		holiday	Science	Science	Science	Science	4

June

1	Week 38		Science	Science	Science	Science	Science	5
8	Week 39		Science	Science	last day of school	data day	data day	3
15	xx							0
22	xx							0

TNTP reimagine teaching

MAY 2021

ACCELERATE, DON'T REMEDIATE:

New Evidence from Elementary Math Classrooms



in partnership with

ZEARN

Introduction

With the COVID-19 pandemic waning, school systems are shifting their focus from surviving the crisis to helping students recover from the social, emotional, and academic toll of the most significant disruption to K-12 education in history. That process will take years—but the choices system leaders make over the next few months as they plan for the 2021-22 school year will be crucial.

On the academic front, one choice looms especially large. Research suggests more students have experienced more unfinished learning over the last year than ever before. How should schools help them get back to grade level—and back on track to pursue their goals after high school?

The most common approach is what's known as *remediation*, or assigning work better suited for earlier grades. For example, at the beginning of third grade, a teacher would review all second-grade content the students missed before moving on to third-grade work. It's an intuitive strategy, and one that many teachers have been told to use throughout their careers, starting in teacher preparation programs. However, our own pre-pandemic research showed that it can actually hurt students and exacerbate racial inequities.

Over the past year, an alternative has gained traction across the country: *learning acceleration.* In this approach, the fourth-grade teacher starts with fourth-grade content, and strategically builds in key third-grade concepts when students might need them to master the grade-level work. This "just-in-time teaching" ensures students spend more time on the work of their grade—the key to ultimately catching up.

New data from Zearn, a nonprofit organization whose online math platform is used by one in four elementary students nationwide, provides one of the first direct comparisons of these two approaches—and compelling new evidence that school systems should make learning acceleration the foundation of their academic strategies next year and beyond.

Our work with Zearn uncovered striking findings. An analysis of data from Zearn encompassing more than two million students in more than 100,000 elementary math classrooms[1] shows:

- Students who experienced learning acceleration struggled less and learned more than students who started at the same level but experienced remediation instead.
- Students of color and those from low-income backgrounds were more likely than their white, wealthier peers to experience remediation—even when they had already demonstrated success on grade-level content.
- Learning acceleration was particularly effective for students of color and those from low-income families.

Put simply, this data provides strong evidence that learning acceleration works, and that it could be key to unwinding generations-old academic inequities the COVID-19 pandemic has only exacerbated. As we found in *The Opportunity Myth,* all students can succeed when given a chance to do grade-level work—and that students of color and low-income students are most likely to be denied those opportunities. System leaders have an important opportunity in the months ahead to start providing teachers with the resources and support they need—and to start building the skill and belief that's necessary—to help every student engage in grade-level work right away.

[1] To better understand the effectiveness of learning acceleration vs. remediation, some of the findings below are based on a subset of 3rd – 5th grade students who missed key content last year (N = approximately 6,000 classrooms and 50,000 students). See the Methodology section below for more details.

Methodology

This analysis is informed by aggregated data from over 100,000 classrooms and over 2 million students who used Zearn's K-5 online math platform during the 2020-21 school year—approximately 10% of the total elementary public school enrollment nationwide.[2] Zearn identified more than 6,000 third-, fourth-, and fifth-grade classrooms serving more than 50,000 students who, because of school closures, missed an entire section of critical math content during the 2019-2020 school year, and had at least three years of historical, continuous Zearn usage to allow for analyzing trends over time. In response to these missed learning opportunities, Zearn published revised scope and sequences prior to the start of the 2020-21 school year to help teachers use the platform to implement a learning acceleration strategy. Some teachers ultimately followed these new scope and sequences, while others opted for traditional remediation by starting with other, less-connected below-grade-level content—essentially beginning their instruction wherever students left off when schools closed in the 2019-20 school year. This created a natural experiment to compare the effectiveness of remediation to that of learning acceleration.

REMEDIATION ***Spending significant time in below-grade level content before moving into new learning***	ACCELERATION ***Connecting unfinished learning into the context of new learning***
….. covering many objectives or standards from prior grades/units (usually extending to a month or more of instruction)	…. integrating a few lessons from prior grades/units
…. isolated from grade-appropriate learning	…. Just-in-time to grade-appropriate learning (whether in core or extended time)
…. usually with greater than 50% of time on procedural fluency	…. always with an appropriate balance of fluency, conceptual understanding, and application work **See Appendix* *for a detailed example*

Zearn compared the results of students in identified 3rd-5th grade classrooms who experienced remediation with those who experienced learning acceleration during the 2020-21 school year, focusing on:

- The extent to which they struggled with grade-level content—as measured by the alerts Zearn automatically generates when students repeatedly answer questions incorrectly[3]—relative to how those same students struggled prior to the pandemic.
- The number of grade-level lessons they completed during the 2020-21 school year.
- The connection between below-grade content and what students were focused on in grade-level lessons.

[2] The findings of this report are based on de-identified and aggregated usage data collected by Zearn in accordance with its Privacy Policy and school and district partner agreements. No protected student data was utilized or disclosed in connection with the preparation of this report or its findings.

[3] As students complete Zearn digital lessons, an embedded daily diagnostic assesses each student's understanding. When a student answers incorrectly, the program automatically provides additional support and scaffolding from prior grades or prior units; this is called a "Boost." Students are then given a new problem to demonstrate understanding. If a student continues to struggle after multiple Boosts, the teacher receives an alert. In this analysis, only alerts that show repeated struggle on grade-level lessons are included, referenced throughout this paper as "repeated struggle alerts."

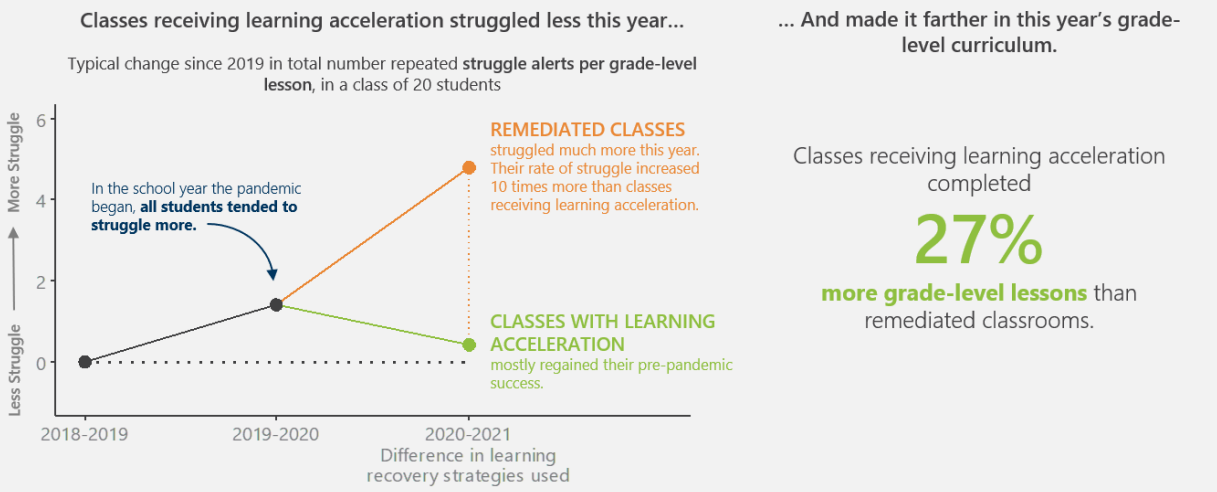
Findings

Students who experienced learning acceleration struggled less and learned more than students who started at the same level but experienced remediation instead.

For many classrooms using Zearn, the pandemic brought an abrupt halt to schooling, and students missed entire sections of grade-level content in 2019-2020. Leading up to the pandemic, these classes' rates of struggle were similar and trended in similar directions[4]. But their results this year diverged significantly. Classes that experienced remediation in their new grade this year struggled on their grade-level content significantly more than classes that experienced learning acceleration. This is particularly notable because the intent of remediation is to avoid struggle by presenting students with content that they've seen before. Our findings suggest that a remediation-based approach results in even more struggle (see Figure 1).

But it wasn't just that the classes that experienced learning acceleration struggled less. They also completed 27% more grade-level lessons. In fact, students in those classes mostly regained their pre-pandemic success on grade-level mathematics despite all the interruptions of the past year.[5]

FIGURE 1 | Effectiveness of Learning Acceleration vs. Remediation



SOURCE: N = 27,926 students / 3,742 classrooms for the remediated group. N = 22,713 students / 2,337 classrooms for the learning acceleration group. Zearn data drawn from 3rd, 4th, and 5th grade classrooms in school grades that missed the final set of lessons of previous school year with sufficient student activity and 3+ years of continuous data.

[4] For example, in 2018-2019, classrooms that would eventually receive learning acceleration in 2020-2021 had 10.2 repeated struggle alerts per lesson for a typical class of 20, while this rate was 9.2 for classes that would eventually be remediated in 2020-2021. Both class types increased their repeated struggle alerts by 1.4 in 2019-2020.

[5] See Figure 1. In this analysis, only repeated struggle alerts from grade-level lessons are included. In 2018-2019, classrooms in the remediation group tended to struggle slightly less than classes in the learning acceleration group, with 9.2 struggle alerts (in a class of 20) per lesson to 10.2, respectively. Differences in the amount of repeated struggle alerts generated by the two class types were tested with a linear regression-based difference-in-difference model. The difference in 2019 to 2021 changes in total repeated struggle alerts per lesson was 4.42 for a class of 20 students, which was significantly different from 0 at the $p < 0.001$ level. Percent increase in grade-level lessons completed was calculated by subtracting the mean number of grade-level lessons completed in remediated classrooms from the mean number of grade-level lessons completed in learning acceleration classrooms and then dividing that difference by the mean number of grade-level lessons completed in remediated classrooms.

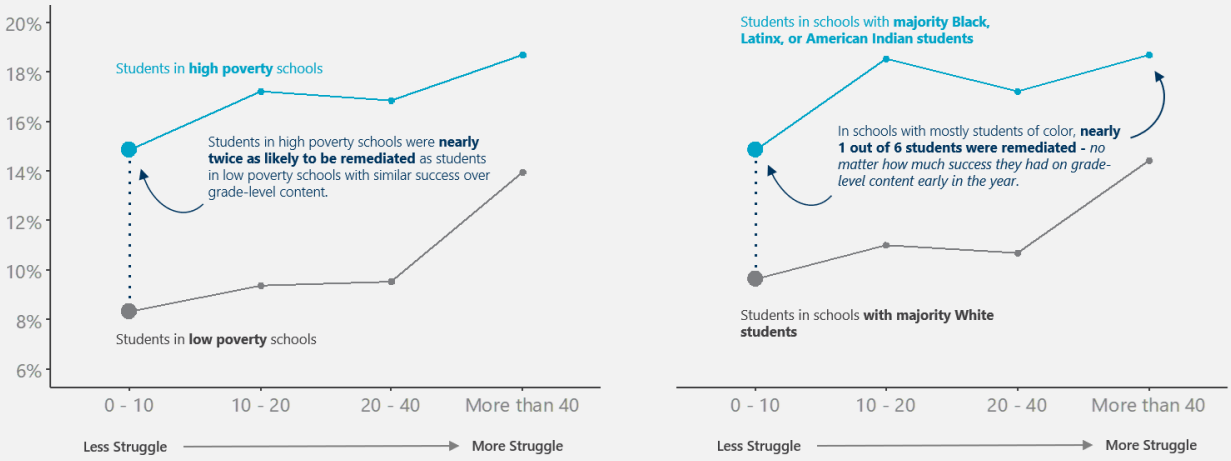
This has big implications for students. It reaffirms our finding from *The Opportunity Myth* that remediation can become a vicious cycle: as gaps accumulate year after year, students miss more and more grade-appropriate content in favor of review of content from previous grades and become increasingly less likely to ever make it back to grade-level mastery.

Students of color and those from low-income backgrounds were more likely than their white, wealthier peers to experience remediation—even when they had already mastered grade-level content.

As Figures 2 and 3 show, Black and Latinx students, as well as students in high-poverty schools, were more likely to experience remediation than white students and those in lower-poverty schools who had identical success on early grade-level content.[6] Students in high-poverty schools were nearly twice as likely to be remediated as students in low-poverty schools, and in schools with mostly students of color, nearly 1 in 6 students were remediated—regardless of their success on grade-level content earlier in the year. In other words, faced with the similar data on grade-level mastery, teachers were less likely to believe students of color and those from low-income families were ready to engage with grade-level work.

FIGURE 2 | Students from historically marginalized communities were remediated more often than those who had similar success on grade-level content.

Percent of students remediated by the number of repeated struggle alerts per lesson in the first unit of grade-level content, for a class of 20 students



SOURCE: N = 2,249,669 students from 102,580 classrooms. Zearn data drawn from schools for whom Zearn has school-level demographic data in classrooms with sufficient student activity in 2020-2021 school year.

[6] Note: See Figures 2 and 3. In this analysis, only repeated struggle alerts from the first set unit of grade-level lessons in the Zearn platform are included. Remediation defined as spending at least 20% of time on Zearn lessons from the prior grade-level. High poverty schools defined as schools where at least 75% of students receive are eligible for free or reduced-price lunch (FRL); low poverty schools are schools where less than 40% of students receive are FRL-eligible. We also tested differences in the probability of remediation by school demographic classifications using a student-level logistic regression with controls for each school-level demographic group and their interaction with individual repeated struggle rate on the first unit of grade-level content. Estimates for students creating zero repeated struggle alerts were significantly different between students in majority white schools and students in majority Black, Latinx, or majority American Indian schools, and between students in low-poverty schools compared to students in high-poverty schools or mid-poverty schools.

FIGURE 3 | Students from historically marginalized communities were more likely to be remediated even when they are succeeding on grade-level content.

Percent of students in a classroom with only 0 – 2.5 repeated struggle alerts per lesson in the first unit of grade-level content, for a class of 20 students

Schools classified as ...	Percent Remediated
Lower Poverty (0 – 40% students FRL-eligible)	8%
Mid Poverty (40% - 75% students FRL-eligible)	14%
Higher Poverty (75% or more students FRL-eligible)	17%

Schools with majority of...	Percent Remediated
American Indian or Native Alaskan Students	46%
Asian or Pacific Islander Students	8%
Black Students	14%
Latinx or Hispanic Students	19%
White Students	10%

SOURCE: N = 2,249,669 students from 102,580 classrooms. Zearn data drawn from schools for whom Zearn has school-level demographic data in classrooms with sufficient student activity in 2020-2021 school year.

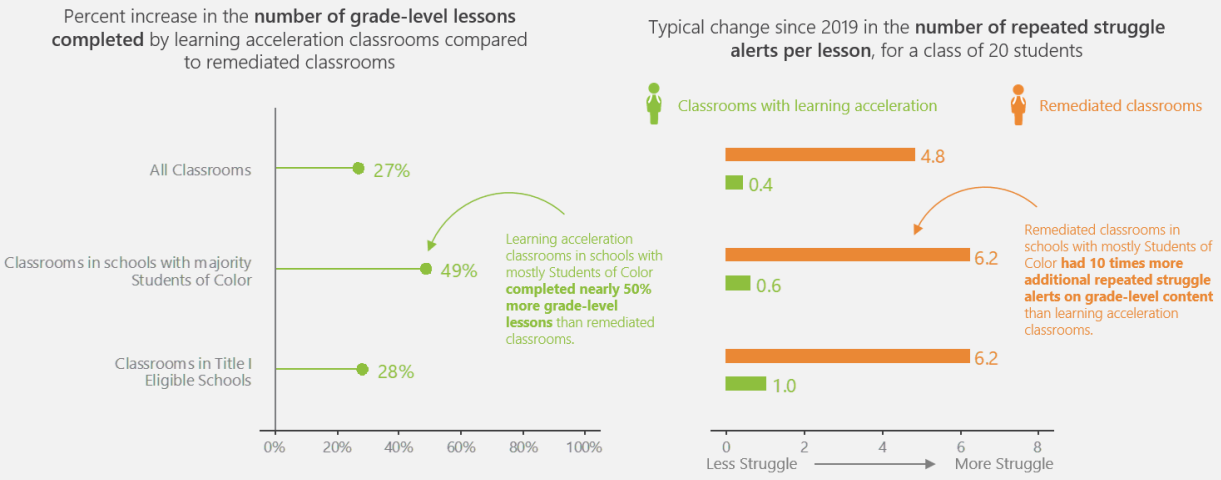
This isn't a new finding. Our past research showed that the choices of adults in school systems—however well intentioned—could have a pernicious effect on students from low-income backgrounds, students of color, multilingual students, and students with learning and thinking differences. For instance, in *The Opportunity Myth,* we saw that classrooms with mostly white students received 1.5 times more grade-appropriate assignments than classrooms with mostly students of color. This is an especially big danger as schools reopen their doors to more students with more unfinished learning than ever, since these kinds of choices could widen achievement gaps.

Learning acceleration was particularly effective for students of color and those from low-income families.

The good news is that when system leaders and educators adopt learning acceleration and actively choose to give all students access to grade-level material, it works—and our analysis suggests students of color and those from low-income families benefit the most.[7] While these students have historically been most likely to experience remediation, they also see especially large benefits from acceleration compared to remediation (see Figure 4). Classes that experienced learning acceleration in schools with mostly students of color saw a much smaller increase in their struggle rate compared to remediated classrooms (only one-tenth as large) and completed 49% more grade-level lessons. In Title I schools, classrooms with learning acceleration saw an increase in their struggle rate only one-sixth as large as in remediated classrooms and completed 28% more grade-level lessons.

[7] See Figure 4. In this analysis, only repeated struggle alerts from grade-level lessons are included. Differences in the change in repeated struggle alerts generated by the two class types were tested with linear regression-based difference-in-difference models. The difference in 2019 to 2021 changes in total struggle alerts per lesson were significantly different from zero for both school types. Percent increase in grade-level lessons completed calculated by subtracting the mean number of grade-level lessons completed in remediated classrooms from the mean number of grade-level lessons completed in learning acceleration classrooms and then dividing that difference by the mean number of grade-level lessons completed in remediated classrooms.

FIGURE 4 | Learning acceleration was particularly effective for classrooms serving mostly students of color or students from low-income families.



SOURCE: N = 27,926 students / 3,742 classrooms for the remediated group. N = 22,713 students / 2,337 classrooms for the learning acceleration group. Zearn data drawn from 3rd, 4th, and 5th grade classrooms in school grades that missed the final set of lessons of previous school year with sufficient student activity and 3+ years of continuous data.

Recommendations

Our analysis provides strong evidence that learning acceleration—not the traditional approach to remediation—should be the foundation of school systems' plans to help students recover unfinished learning from the pandemic. While it may take several years to help every student catch back up to grade level, the choices system leaders make right now will determine whether it happens at all. With the help of funding from the American Rescue Plan, school systems have an opportunity to invest in the tools, training, and support necessary to successfully implement learning acceleration next school year and beyond.

It's important to note that while acceleration involves specific changes to instructional practice, it also requires a fundamental shift in mindset. The racial and income gaps in access to grade-level content we found in our analysis existed long before the pandemic: they are the norm, not the exception. Learning acceleration can only work when educators truly believe that all their students, with appropriate support, can succeed on grade-level content. As uncomfortable as it can be to discuss, these lower academic expectations for students of color—which are often reinforced by the training teachers receive throughout their careers—perpetuate systemic racism in our education system and keep too many students from reaching their potential. Providing opportunities for teachers to see their students succeeding on grade-level work is crucial to equitably implementing learning acceleration.

Invest in the Infrastructure for Learning Acceleration

Ensure students have access to high-quality instructional materials. Whether you are a school or district leader or a policymaker, you can help ensure your students have consistent access to grade-appropriate assignments by using high-quality instructional materials that are aligned to your state's learning standards. If you don't already have high-quality instructional materials (like those that meet expectations at EdReports), run an inclusive process to adopt them. Make sure that your process includes authentically engaging students, families, and your educators in your decision.

Once your students have access to high-quality instructional materials, ensure your educators have the support to use them well. This will mean grounding professional learning for teachers, principals, and central

academic staff in those materials. Educators need an effective introduction to the materials and to the expectations for using them. You'll want to anchor your professional learning around supporting teachers to prepare their units and lessons so they deeply understand the content within them and are able to deliver it well. In mathematics, this will often mean focusing on building educators' content knowledge and pedagogical content knowledge, so that they can make decisions about learning acceleration that are grounded in the coherence of math's big ideas.

Leverage your role in the educational system to elevate learning acceleration—rather than remediation—as a key to helping students recover from the pandemic and addressing longstanding inequities. If you are a leader at a state education agency, provide guidelines, supports, and resources grounded in learning acceleration. If you work at a curriculum company, ensure that you are providing guidance and support for educators that will help them accelerate learning using your materials. If you are a family member or caregiver, ask your school board members or the educators who work with your students how they are ensuring that all students have access to grade-level content in every class, every day. We all have a role to play in moving beyond the traditional approach to remediation that leaves far too many students behind.

Execute Equitably

Monitor whether your educators are making equitable choices for all students—especially students of color, students from low-income backgrounds, students with learning and thinking differences, and multilingual learners. Even when you have adopted high-quality instructional materials and provided support to help educators use them, it is imperative that you have systems to measure these choices and that you are prepared to intervene if you see these differences. Consider using the resources we've designed to support systems in asking students about their experiences and monitoring students' access to grade-appropriate assignments and strong instruction. It's critical to invest in gathering and analyzing this data: assume that inequities exist, and make sure you have systems in place to address them.

If your students need extra time, find it—and ground their additional supports in learning acceleration. In many cases, students missed significant instructional time because of COVID-19 school closures. Your system can find additional instructional time through structures like tutoring or resources like educational technology—but using that extra time well can be a challenge. As with regular classroom instruction, make sure to ground that time in grade-level standards rather than remedial coursework, making sure that the experiences students are having in the extra time are priming them for the grade-level work they'll be asked to complete in class. If you're going to leverage tutoring as an extra time strategy, consider the seven elements of high-impact tutoring.

Engage families, caregivers, and stakeholders in your learning acceleration strategy. Ensure that you are communicating often about the fact that your classroom, school, or system is providing students with access to grade-level content and the support they need to master it. In some cases, this strategy may be a significant departure from how you've done things previously—so it's important to be clear about that. Provide regular opportunities for your stakeholders to share feedback on your work and shape decisions around using American Rescue Plan funding to help students recover unfinished learning. This could mean engaging stakeholders in decisions about which high-quality instructional materials you'll select or how you'll create welcoming environments in your school buildings. Consider using our "Engaging Families and Communities in Reopening Efforts" resource to plan effective approaches to family, caregiver, and stakeholder engagement.

APPENDIX: Learning Acceleration Example

Imagine two third grade mathematics classrooms. Third grade is a seminal year in these students' mathematical careers. They are introduced to several big ideas of math: multiplication, division, and fractions as numbers, all of which are vital for their mathematics understanding in upper grades. In both classrooms, the teachers use a high-quality curriculum, teaching coherent, rigorous, and focused lessons that help students make sense of the math. Both teachers incorporate second grade lessons to support their third-grade students' unfinished learning, making choices based on what each believes is best for their students. Here, their philosophies and approaches differ materially.

The first classroom starts the year by fully covering the critical concepts from second grade before starting to teach third grade content; in the second classroom, key previous grade-level content was interwoven just-in-time as the class learns new third grade math ideas. By integrating unfinished learning into the context of new learning, students in the second classroom are able make connections and accelerate.

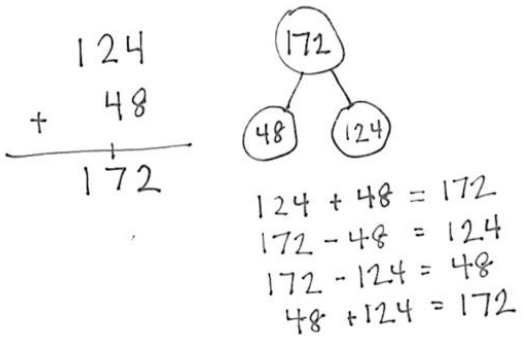
To see remediation and acceleration in action, let's consider the start of the third-grade learning, which is the first time children learn multiplication and division. Within the first weeks of school, imagine that students start to struggle—particularly when they first encounter partitive division, such as in the below word problem. How each teacher responds to struggle demonstrates this remediation and acceleration approach.

Third grade problem:
Ms. Alves puts 21 papers in 7 piles. How many papers are in each pile?

Classroom One: Remediation Approach

In the first classroom, the teacher uses results from a diagnostic test to inform which foundational skills she should address. Almost all her students are not yet proficient in second grade addition and subtraction standards. Knowing that this unfinished learning is critical to future learning, she makes choices based on what she thinks is best for her students. Her philosophy is to support her students to master the basics to allow them to succeed in grade-level math: going back to cover the critical content students might have missed from previous grades before jumping into the new grade's content. She pivots from the third-grade division problem and spends four to six weeks teaching second grade lessons to help students build fluency in two-digit addition and subtraction within 100. She then spends time working on second grade word problems to help students apply that fluency to a variety of problems, before moving to breaking numbers into parts and putting them back together—known as decomposing and composing—up to 200. While this work is critical to students' math understanding, it is isolated from the multiplication and division they need to learn at the start of third grade. By mastering the basics first, students do not make the connections they need to solve the partitive division problem.

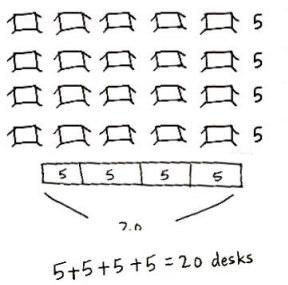
Second grade lessons to help students build fluency in two-digit addition and subtraction within 100



Classroom Two: Learning Acceleration Approach

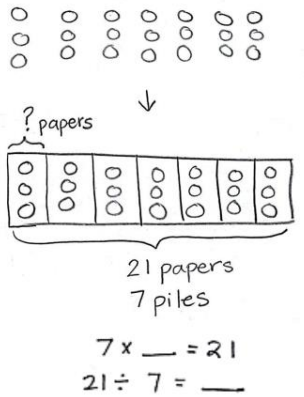
In the second classroom, one following an acceleration approach, the teacher has a different philosophy. To support students with division, she brings in a week or two of lessons from second grade that directly relate to the third-grade unit she is teaching. Specifically, she starts the year with a week of lessons from second grade where students explore equal groups and arrays. In these targeted second grade lessons, students use these visual representations to lay the conceptual foundation for multiplication and division and for the idea that numbers other than 1, 10, and 100 can serve as units. This second-grade work acts as a bridge between Grade 2 learning and students current Grade 3 learning.

Second-grade lessons to help students lay the conceptual foundation for multiplication and division
Miss Tam arranges desks into 4 rows of 5. How many desks are in her classroom?



Specifically, these strategically chosen second-grade lessons act as an entry point to the third-grade partitive division problem of Ms. Alves' 21 papers. First, students represent their thinking with a picture that helps them understand the known parts of the problem: the total number of papers and the number of piles. This visualization helps students make sense of the math. They start by drawing individual items: the individual papers, just like they drew the individual desks. Students could solve the problem at this point, by simply counting the number of papers in each pile or the total number of desks. From here, these visualizations both offer the opportunity for students to also see that they can count by a unit other than 1: a group of 5 desks or a pile of unknown papers. Visually, students see items as groups, rather than individual items, an idea that will help them throughout the first big idea of 3rd grade. From here, they can relate the unknown factor to the size of each group, which in this problem is the size of each pile.

Integrating unfinished learning into the context of new learning
Ms. Alves puts 21 papers in 7 piles. How many papers are in each pile?



By integrating unfinished learning into the context of new learning, her students make connections and accelerate. Later in the year as students work through problems with all four operations, this teacher brings in another set of lessons from second grade that provide just in time support on our base ten system along with addition and subtraction within 200.

**Both classrooms incorporated an equal balance of fluency, conceptual development, and application work, as they were using Zearn's high-quality materials; however, we know as a field that remediation often over emphasizes procedural fluency, when children need conceptual understanding to access grade-appropriate concepts. As such, effects of remediation in Zearn data may be understated compared to other curricula or remediation content.*

RSK (Reg)

Grade	TK A	TK B	Grade	K A	K B	K C	K D	Grade	G1 A	G1 B	G1 C	G1 D	Grade	G2 A	G2 B	G2 C	Grade	G3 A	G3 B	G3 C	Grade	G4 A	G4 B	G4 C	Grade	G5 A	G5 B
7:00	Arrival	Arrival	7:00	Arrival	Arrival	Arrival	Arrival	7:00	Arrival	Arrival	Arrival	Arrival	7:00	Arrival	Arrival	Arrival	7:00	Arrival	Arrival	Arrival	7:00	Arrival	Arrival	Arrival	7:00	Arrival	Arrival
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8:30	Bathroom/Snack	Bathroom/Snack	8:30	HUM	STEM	HUM	LL	8:30	HUM	STEM	HUM	LL	8:30	HUM	STEM	HUM	8:30	HUM	STEM	HUM	8:30	HUM	STEM	LL	8:30	HUM	LL
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10:05			**10:05**					**10:05**	HUM	LL	HUM	STEM	**10:05**	HUM	LL	HUM	**10:05**	HUM	LL	HUM	**10:05**	HUM	LL	STEM	**10:05**	HUM	STEM
10:10	Lunch	Lunch	**10:10**	Recess	Recess	Recess	Recess	**10:10**	HUM	LL	HUM	STEM	**10:10**	HUM	LL	HUM	**10:10**	HUM	LL	HUM	**10:10**	HUM	LL	STEM	**10:10**	HUM	STEM
10:15	30 min	30 min	**10:15**	30 min	30 min	30 min	30 min	**10:15**	HUM	LL	HUM	STEM	**10:15**	HUM	LL	HUM	**10:15**	HUM	LL	HUM	**10:15**	HUM	LL	STEM	**10:15**	HUM	STEM
10:20			**10:20**					**10:20**	HUM	LL	HUM	STEM	**10:20**	HUM	LL	HUM	**10:20**	HUM	LL	HUM	**10:20**	HUM	LL	STEM	**10:20**	HUM	LL
10:25			**10:25**					**10:25**	HUM	LL	HUM	STEM	**10:25**	HUM	LL	HUM	**10:25**	HUM	LL	HUM	**10:25**	HUM	LL	STEM	**10:25**	HUM	LL
10:30			10:30					10:30	HUM	LL	HUM	STEM	10:30	HUM	LL	HUM	10:30	HUM	LL	HUM	10:30	HUM	LL	STEM	10:30	HUM	LL
10:35			10:35					10:35	HUM	LL	HUM	STEM	10:35	HUM	LL	HUM	10:35	HUM	LL	HUM	10:35	HUM	LL	STEM	10:35	HUM	LL
10:40	Recess	Recess	10:40	Lunch	Lunch	Lunch	Lunch	10:40	HUM	LL	HUM	STEM	10:40	HUM	LL	HUM	10:40	HUM	LL	HUM	10:40	HUM	LL	STEM	10:40	HUM	LL
10:45	30 min	30 min	10:45	30 min	30 min	30 min	30 min	10:45	HUM	LL	HUM	STEM	10:45	HUM	LL	HUM	10:45	HUM	LL	HUM	10:45	HUM	LL	STEM	10:45	HUM	LL
10:50			10:50					10:50	HUM	LL	HUM	STEM	10:50	HUM	LL	HUM	10:50	HUM	LL	HUM	10:50	HUM	LL	STEM	10:50	HUM	LL
10:55			10:55					10:55	HUM	LL	HUM	STEM	10:55	HUM	LL	HUM	10:55	HUM	LL	HUM	10:55	HUM	LL	STEM	10:55	HUM	LL
11:00	HUM	HUM	11:00	HUM	LL	HUM	STEM	11:00	HUM	LL	HUM	STEM	11:00	HUM	LL	HUM	11:00	HUM	LL	HUM	11:00	HUM	LL	STEM	11:00	HUM	LL
11:05	HUM	HUM	11:05	HUM	LL	HUM	STEM	11:05	**HUM**	**LL**	**HUM**	**STEM**	11:05	HUM	LL	HUM	11:05	HUM	LL	HUM	11:05	HUM	LL	STEM	11:05	HUM	LL
11:10	HUM	HUM	**11:10**	HUM	LL	HUM	STEM	**11:10**					**11:10**				**11:10**	HUM	LL	HUM	**11:10**	HUM	LL	STEM	**11:10**	HUM	LL
11:15	HUM	HUM	**11:15**	HUM	LL	HUM	STEM	**11:15**					**11:15**				**11:15**	STEM	HUM	LL	**11:15**	STEM	HUM	HUM	**11:15**	HUM	LL
11:20	HUM	HUM	**11:20**	HUM	LL	HUM	STEM	**11:20**	Lunch	Lunch	Lunch	Lunch	**11:20**	Recess	Recess	Recess	**11:20**	STEM	HUM	LL	**11:20**	STEM	HUM	HUM	**11:20**	STEM	HUM
11:25	HUM	HUM	**11:25**	HUM	LL	HUM	STEM	**11:25**	30 min	30 min	30 min	30 min	**11:25**	30 min	30 min	30 min	**11:25**	STEM	HUM	LL	**11:25**	STEM	HUM	HUM	**11:25**	STEM	HUM
11:30	HUM	HUM	**11:30**	HUM	LL	HUM	STEM	**11:30**					**11:30**				**11:30**	STEM	HUM	LL	**11:30**	STEM	HUM	HUM	**11:30**	STEM	HUM
11:35	STEM	STEM	**11:35**	HUM	LL	HUM	STEM	**11:35**					**11:35**				**11:35**	STEM	HUM	LL	**11:35**	STEM	HUM	HUM	**11:35**	STEM	HUM
11:40	STEM	STEM	**11:40**	HUM	LL	HUM	STEM	**11:40**					**11:40**				**11:40**	STEM	HUM	LL	**11:40**	STEM	HUM	HUM	**11:40**	STEM	HUM
11:45	STEM	STEM	**11:45**	HUM	LL	HUM	STEM	**11:45**					**11:45**				**11:45**	STEM	HUM	LL	**11:45**	STEM	HUM	HUM	**11:45**	STEM	HUM
11:50	STEM	STEM	**11:50**	HUM	LL	HUM	STEM	**11:50**	Recess	Recess	Recess	Recess	**11:50**	Lunch	Lunch	Lunch	**11:50**	STEM	HUM	LL	**11:50**	STEM	HUM	HUM	**11:50**	STEM	HUM
11:55	STEM	STEM	**11:55**	HUM	LL	HUM	STEM	**11:55**	30 min	30 min	30 min	30 min	**11:55**	30 min	30 min	30 min	**11:55**	STEM	HUM	LL	**11:55**	STEM	HUM	HUM	**11:55**	STEM	HUM
12:00	STEM	STEM	**12:00**	HUM	LL	HUM	STEM	**12:00**					**12:00**				**12:00**	STEM	HUM	LL	**12:00**	STEM	HUM	HUM	**12:00**	STEM	HUM
12:05	STEM	STEM	**12:05**	HUM	LL	HUM	STEM	**12:05**					**12:05**				**12:05**	STEM	HUM	LL	**12:05**	STEM	HUM	HUM	**12:05**	STEM	HUM
12:10	STEM	STEM	12:10	HUM	LL	HUM	STEM	12:10	STEM	HUM	LL	HUM	12:10	STEM	HUM	LL	12:10	STEM	HUM	LL	12:10	STEM	HUM	HUM	12:10	STEM	HUM
12:15	STEM	STEM	12:15	STEM	HUM	LL	HUM	12:15	STEM	HUM	LL	HUM	12:15	STEM	HUM	LL	12:15				12:15				12:15	STEM	HUM
12:20	STEM	STEM	12:20	STEM	HUM	LL	HUM	12:20	STEM	HUM	LL	HUM	12:20	STEM	HUM	LL	12:20				12:20				12:20	STEM	HUM
12:25	STEM	STEM	12:25	STEM	HUM	LL	HUM	12:25	STEM	HUM	LL	HUM	12:25	STEM	HUM	LL	12:25	Lunch	Lunch	Lunch	12:25	Recess	Recess	Recess	12:25	STEM	HUM
12:30	STEM	STEM	12:30	STEM	HUM	LL	HUM	12:30	STEM	HUM	LL	HUM	12:30	STEM	HUM	LL	12:30	30 min	30 min	30 min	12:30	30 min	30 min	30 min	12:30	STEM	HUM
12:35	STEM	STEM	12:35	STEM	HUM	LL	HUM	12:35	STEM	HUM	LL	HUM	12:35	STEM	HUM	LL	12:35				12:35				12:35	STEM	HUM
12:40	STEM	STEM	12:40	STEM	HUM	LL	HUM	12:40	STEM	HUM	LL	HUM	12:40	STEM	HUM	LL	12:40				12:40				12:40	STEM	HUM
12:45	Bathroom/Snack	Bathroom/Snack	12:45	STEM	HUM	LL	HUM	12:45	STEM	HUM	LL	HUM	12:45	STEM	HUM	LL	12:45				12:45				12:45	STEM	HUM
12:50	Bathroom/Snack	Bathroom/Snack	12:50	STEM	HUM	LL	HUM	12:50	STEM	HUM	LL	HUM	12:50	STEM	HUM	LL	12:50				12:50				12:50	LL	HUM
12:55	Bathroom/Snack	Bathroom/Snack	12:55	STEM	HUM	LL	HUM	12:55	STEM	HUM	LL	HUM	12:55	STEM	HUM	LL	12:55	Recess	Recess	Recess	12:55	Lunch	Lunch	Lunch	12:55	LL	HUM
1:00	LL	LL	1:00	STEM	HUM	LL	HUM	1:00	STEM	HUM	LL	HUM	1:00	STEM	HUM	LL	1:00	30 min	30 min	30 min	1:00	30 min	30 min	30 min	1:00	LL	HUM
1:05	LL	LL	1:05	STEM	HUM	LL	HUM	1:05	STEM	HUM	LL	HUM	1:05	STEM	HUM	LL	1:05				1:05				1:05	LL	HUM
1:10	LL	LL	1:10	STEM	HUM	LL	HUM	1:10	STEM	HUM	LL	HUM	1:10	STEM	HUM	LL	1:10				1:10				1:10	LL	HUM
1:15	LL	LL	1:15	STEM	HUM	LL	HUM	1:15	STEM	HUM	LL	HUM	1:15	STEM	HUM	LL	1:15	STEM	HUM	LL	1:15	STEM	HUM	HUM	1:15	LL	HUM
1:20	LL	LL	1:20	STEM	HUM	LL	HUM	1:20	STEM	HUM	LL	HUM	1:20	STEM	HUM	LL	1:20	STEM	HUM	LL	1:20	STEM	HUM	HUM	1:20		
1:25	LL	LL	1:25	STEM	HUM	LL	HUM	1:25	STEM	HUM	LL	HUM	1:25	STEM	HUM	LL	1:25	STEM	HUM	LL	1:25	STEM	HUM	HUM	1:25		
1:30	LL	LL	1:30	STEM	HUM	LL	HUM	1:30	STEM	HUM	LL	HUM	1:30	STEM	HUM	LL	1:30	STEM	HUM	LL	1:30	STEM	HUM	HUM	1:30	Lunch	Lunch
1:35	LL	LL	1:35	LL	HUM	STEM	HUM	1:35	LL	HUM	STEM	HUM	1:35	STEM	HUM	LL	1:35	STEM	HUM	LL	1:35	STEM	HUM	HUM	1:35	30 min	30 min
1:40	LL	LL	1:40	LL	HUM	STEM	HUM	1:40	LL	HUM	STEM	HUM	1:40	LL	HUM	STEM	1:40	STEM	HUM	LL	1:40	STEM	HUM	HUM	1:40		
1:45	LL	LL	1:45	LL	HUM	STEM	HUM	1:45	LL	HUM	STEM	HUM	1:45	LL	HUM	STEM	1:45	STEM	HUM	LL	1:45	LL	HUM	HUM	1:45		
1:50	LL	LL	1:50	LL	HUM	STEM	HUM	1:50	LL	HUM	STEM	HUM	1:50	LL	HUM	STEM	1:50	LL	HUM	STEM	1:50	LL	HUM	HUM	1:50		
1:55	LL	LL	1:55	LL	HUM	STEM	HUM	1:55	LL	HUM	STEM	HUM	1:55	LL	HUM	STEM	1:55	LL	HUM	STEM	1:55	LL	HUM	HUM	1:55	Recess	Recess
2:00	Dismissal	Dismissal	2:00	LL	HUM	STEM	HUM	2:00	LL	HUM	STEM	HUM	2:00	LL	HUM	STEM	2:00	LL	HUM	STEM	2:00	LL	HUM	HUM	2:00	30 min	30 min
2:05	Dismissal	Dismissal	2:05	LL	HUM	STEM	HUM	2:05	LL	HUM	STEM	HUM	2:05	LL	HUM	STEM	2:05	LL	HUM	STEM	2:05	LL	HUM	HUM	2:05		
2:10	Dismissal	Dismissal	2:10	LL	HUM	STEM	HUM	2:10	LL	HUM	STEM	HUM	2:10	LL	HUM	STEM	2:10	LL	HUM	STEM	2:10	LL	HUM	HUM	2:10		
2:15	Dismissal	Dismissal	2:15	LL	HUM	STEM	HUM	2:15	LL	HUM	STEM	HUM	2:15	LL	HUM	STEM	2:15	LL	HUM	STEM	2:15	LL	HUM	HUM	2:15		
2:20			2:20	LL	HUM	STEM	HUM	2:20	LL	HUM	STEM	HUM	2:20	LL	HUM	STEM	2:20	LL	HUM	STEM	2:20	LL	HUM	HUM	2:20	LL	HUM
2:25			2:25	LL	HUM	STEM	HUM	2:25	LL	HUM	STEM	HUM	2:25	LL	HUM	STEM	2:25	LL	HUM	STEM	2:25	LL	HUM	HUM	2:25	LL	HUM
2:30			2:30	LL	HUM	STEM	HUM	2:30	LL	HUM	STEM	HUM	2:30	LL	HUM	STEM	2:30	LL	HUM	STEM	2:30	LL	HUM	HUM	2:30	LL	HUM
2:35			2:35	LL	HUM	STEM	HUM	2:35	LL	HUM	STEM	HUM	2:35	LL	HUM	STEM	2:35	LL	HUM	STEM	2:35	LL	HUM	HUM	2:35	LL	HUM
2:40			2:40	LL	HUM	STEM	HUM	2:40	LL	HUM	STEM	HUM	2:40	LL	HUM	STEM	2:40	LL	HUM	STEM	2:40	LL	HUM	HUM	2:40	LL	HUM
2:45			2:45	LL	HUM	STEM	HUM	2:45	LL	HUM	STEM	HUM	2:45	LL	HUM	STEM	2:45	LL	HUM	STEM	2:45	LL	HUM	HUM	2:45	LL	HUM
2:50			2:50	LL	HUM	STEM	HUM	2:50	LL	HUM	STEM	HUM	2:50	LL	HUM	STEM	2:50	LL	HUM	STEM	2:50	LL	HUM	HUM	2:50	LL	HUM
2:55			2:55	LL	HUM	STEM	HUM	2:55	LL	HUM	STEM	HUM	2:55	LL	HUM	STEM	2:55	LL	HUM	STEM	2:55	LL	HUM	HUM	2:55	LL	HUM
3:00			3:00	Dismissal	Dismissal	Dismissal	Dismissal	3:00	Dismissal	Dismissal	Dismissal	Dismissal	3:00	LL	HUM	STEM	3:00	LL	HUM	STEM	3:00	LL	HUM	HUM	3:00	LL	HUM
3:05			3:05	Dismissal	Dismissal	Dismissal	Dismissal	3:05	Dismissal	Dismissal	Dismissal	Dismissal	3:05	LL	HUM	STEM	3:05	LL	HUM	STEM	3:05	LL	HUM	HUM	3:05	LL	HUM
3:10			3:10	Dismissal	Dismissal	Dismissal	Dismissal	3:10	Dismissal	Dismissal	Dismissal	Dismissal	3:10	Dismissal	Dismissal	Dismissal	3:10	LL	HUM	STEM	3:10	LL	HUM	HUM	3:10	LL	HUM
3:15			3:15	Dismissal	Dismissal	Dismissal	Dismissal	3:15	Dismissal	Dismissal	Dismissal	Dismissal	3:15	Dismissal	Dismissal	Dismissal	3:15	LL	HUM	STEM	3:15	LL	HUM	HUM	3:15	LL	HUM
3:20			3:20	Dismissal	Dismissal	Dismissal	Dismissal	3:20	Dismissal	Dismissal	Dismissal	Dismissal	3:20	Dismissal	Dismissal	Dismissal	3:20	Dismissal	Dismissal	Dismissal	3:20	Dismissal	Dismissal	Dismissal	3:20	Dismissal	Dismissal
3:25			3:25	Dismissal	Dismissal	Dismissal	Dismissal	3:25	Dismissal	Dismissal	Dismissal	Dismissal	3:25	Dismissal	Dismissal	Dismissal	3:25	Dismissal	Dismissal	Dismissal	3:25	Dismissal	Dismissal	Dismissal	3:25	Dismissal	Dismissal
3:30			3:30	Dismissal	Dismissal	Dismissal	Dismissal	3:30	Dismissal	Dismissal	Dismissal	Dismissal	3:30	Dismissal	Dismissal	Dismissal	3:30	Dismissal	Dismissal	Dismissal	3:30	Dismissal	Dismissal	Dismissal	3:30	Dismissal	Dismissal

RSK (Min)

Grade	TK	TK	GK	GK	GK	GK	G1	G1	G1	G1	G2	G2	G2	G3	G3	G3	G4	G4	G4	G5	G5
7:00	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival
7:10	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival
7:15	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival
7:20	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival
7:25	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival
7:30	Launch	Launch	Launch	Launch	Launch	Launch	Launch	Launch	Launch	Launch	Launch	Launch	Launch	Launch	Launch	Launch	Launch	Launch	Launch	Launch	Launch
7:35	Launch	Launch	Launch	Launch	Launch	Launch	Launch	Launch	Launch	Launch	Launch	Launch	Launch	Launch	Launch	Launch	Launch	Launch	Launch	Launch	Launch
7:40	Launch	Launch	Launch	Launch	Launch	Launch	Launch	Launch	Launch	Launch	Launch	Launch	Launch	Launch	Launch	Launch	Launch	Launch	Launch	Launch	Launch
7:45	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
7:50	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
7:55	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	SEL	SEL	SEL	SEL	SEL	SEL	SEL	SEL	SEL	SEL	SEL	SEL	SEL	SEL	SEL
8:00	Breakfast	Breakfast	SEL	SEL	SEL	SEL	SEL	SEL	SEL	SEL	SEL	SEL	SEL	SEL	SEL	SEL	SEL	SEL	SEL	SEL	SEL
8:05	SEL	SEL	SEL	SEL	SEL	SEL	SEL	SEL	SEL	SEL	SEL	SEL	SEL	SEL	SEL	SEL	SEL	SEL	SEL	SEL	SEL
8:10	SEL	SEL	SEL	SEL	SEL	SEL	SEL	SEL	SEL	SEL	SEL	SEL	SEL	SEL	SEL	SEL	SEL	SEL	SEL	SEL	SEL
8:15	SEL	SEL	SEL	SEL	SEL	SEL	HUM	STEM	HUM	LL	HUM	STEM	HUM	HUM	STEM	HUM	HUM	STEM	LL	HUM	STEM
8:20	SEL	SEL	HUM	STEM	HUM	LL	HUM	STEM	HUM	LL	HUM	STEM	HUM	HUM	STEM	HUM	HUM	STEM	LL	HUM	STEM
8:25	SEL	SEL	HUM	STEM	HUM	LL	HUM	STEM	HUM	LL	HUM	STEM	HUM	HUM	STEM	HUM	HUM	STEM	LL	HUM	STEM
8:30	HUM	HUM	HUM	STEM	HUM	LL	HUM	STEM	HUM	LL	HUM	STEM	HUM	HUM	STEM	HUM	HUM	STEM	LL	HUM	STEM
8:35	HUM	HUM	HUM	STEM	HUM	LL	HUM	STEM	HUM	LL	HUM	STEM	HUM	HUM	STEM	HUM	HUM	STEM	LL	HUM	STEM
8:40	HUM	HUM	HUM	STEM	HUM	LL	HUM	STEM	HUM	LL	HUM	STEM	HUM	HUM	STEM	HUM	HUM	STEM	LL	HUM	STEM
8:45	HUM	HUM	HUM	STEM	HUM	LL	HUM	STEM	HUM	LL	HUM	STEM	HUM	HUM	STEM	HUM	HUM	STEM	LL	HUM	STEM
8:50	HUM	HUM	HUM	STEM	HUM	LL	HUM	STEM	HUM	LL	HUM	STEM	HUM	HUM	STEM	HUM	HUM	STEM	LL	HUM	STEM
8:55	HUM	HUM	HUM	STEM	HUM	LL	HUM	STEM	HUM	LL	HUM	STEM	HUM	HUM	STEM	HUM	HUM	STEM	LL	HUM	STEM
9:00	HUM	HUM	HUM	STEM	HUM	LL	HUM	STEM	HUM	LL	HUM	STEM	HUM	HUM	STEM	HUM	HUM	STEM	LL	HUM	STEM
9:05	HUM	HUM	HUM	STEM	HUM	LL	HUM	STEM	HUM	LL	HUM	STEM	HUM	HUM	STEM	HUM	HUM	STEM	LL	HUM	STEM
9:10	HUM	HUM	HUM	STEM	HUM	LL	HUM	STEM	HUM	LL	HUM	STEM	HUM	HUM	STEM	HUM	HUM	STEM	LL	HUM	STEM
9:15	Recess	Recess	HUM	STEM	HUM	STEM	HUM	LL	HUM	STEM	HUM	STEM	HUM	HUM	STEM	HUM	HUM	STEM	LL	HUM	STEM
9:20			HUM	LL	HUM	STEM	HUM	LL	HUM	STEM	HUM	LL	HUM	HUM	LL	HUM	HUM	LL	STEM	HUM	LL
9:25			HUM	LL	HUM	STEM	HUM	LL	HUM	STEM	HUM	LL	HUM	HUM	LL	HUM	HUM	LL	STEM	HUM	LL
9:30			HUM	LL	HUM	STEM	HUM	LL	HUM	STEM	HUM	LL	HUM	HUM	LL	HUM	HUM	LL	STEM	HUM	LL
9:35	Transition	Transition	HUM	LL	HUM	STEM	HUM	LL	HUM	STEM	HUM	LL	HUM	HUM	LL	HUM	HUM	LL	STEM	HUM	LL
9:40	Lunch	Lunch	HUM	LL	HUM	STEM	HUM	LL	HUM	STEM	HUM	LL	HUM	HUM	LL	HUM	HUM	LL	STEM	HUM	LL
9:45			HUM	LL	HUM	STEM	HUM	LL	HUM	STEM	HUM	LL	HUM	HUM	LL	HUM	HUM	LL	STEM	HUM	LL
9:50			HUM	LL	HUM	STEM	HUM	LL	HUM	STEM	HUM	LL	HUM	HUM	LL	HUM	HUM	LL	STEM	HUM	LL
9:55			HUM	LL	HUM	STEM	HUM	LL	HUM	STEM	HUM	LL	HUM	HUM	LL	HUM	HUM	LL	STEM	HUM	LL
10:00	HUM	HUM	HUM	LL	HUM	STEM	HUM	LL	HUM	STEM	HUM	LL	HUM	HUM	LL	HUM	HUM	LL	STEM	HUM	LL
10:05	HUM	HUM	Lunch	Lunch	Lunch	Lunch	HUM	LL	HUM	STEM	HUM	LL	HUM	HUM	LL	HUM	HUM	LL	STEM	Recess	Recess
10:10	HUM	HUM					HUM	LL	HUM	STEM	HUM	LL	HUM	HUM	LL	HUM	HUM	LL	STEM		
10:15	HUM	HUM					STEM	HUM	LL	HUM	STEM	HUM	LL	HUM	LL	HUM	HUM	LL	STEM		
10:20	HUM	HUM					STEM	HUM	LL	HUM	STEM	HUM	LL	STEM	HUM	LL	HUM	LL	STEM		
10:25	HUM	HUM	Transition	Transition	Transition	Transition	STEM	HUM	LL	HUM	STEM	HUM	LL	STEM	HUM	LL	STEM	HUM	HUM	Transition	Transition
10:30	HUM	HUM	Recess	Recess	Recess	Recess	STEM	HUM	LL	HUM	STEM	HUM	LL	STEM	HUM	LL	STEM	HUM	HUM	Lunch	Lunch
10:35	HUM	HUM					STEM	HUM	LL	HUM	STEM	HUM	LL	STEM	HUM	LL	STEM	HUM	HUM		
10:40	HUM	HUM					STEM	HUM	LL	HUM	STEM	HUM	LL	STEM	HUM	LL	STEM	HUM	HUM		
10:45	HUM	HUM					STEM	HUM	LL	HUM	STEM	HUM	LL	STEM	HUM	LL	STEM	HUM	HUM		
10:50	HUM	HUM	HUM	LL	HUM	STEM	STEM	HUM	LL	HUM	STEM	HUM	LL	STEM	HUM	LL	STEM	HUM	HUM	HUM	LL
10:55	HUM	HUM	HUM	LL	HUM	STEM	Lunch	Lunch	Lunch	Lunch	Recess	Recess	Recess	STEM	HUM	LL	STEM	HUM	HUM	HUM	LL
11:00	HUM	HUM	STEM	HUM	LL	HUM								STEM	HUM	LL	STEM	HUM	HUM	HUM	LL
11:05	STEM	STEM	STEM	HUM	LL	HUM								STEM	HUM	LL	STEM	HUM	HUM	HUM	LL
11:10	STEM	STEM	STEM	HUM	LL	HUM								STEM	HUM	LL	STEM	HUM	HUM	STEM	HUM
11:15	STEM	STEM	STEM	HUM	LL	HUM	Transition	Transition	Transition	Transition	Transition	Transition	Transition	STEM	HUM	LL	STEM	HUM	HUM	STEM	HUM
11:20	STEM	STEM	STEM	HUM	LL	HUM	Recess	Recess	Recess	Recess	Lunch	Lunch	Lunch	LL	HUM	STEM	STEM	HUM	HUM	STEM	HUM
11:25	STEM	STEM	STEM	HUM	LL	HUM								LL	HUM	STEM	STEM	HUM	HUM	STEM	HUM
11:30	STEM	STEM	STEM	HUM	LL	HUM								LL	HUM	STEM	LL	HUM	HUM	STEM	HUM
11:35	STEM	STEM	STEM	HUM	LL	HUM								LL	HUM	STEM	LL	HUM	HUM	STEM	HUM
11:40	STEM	STEM	STEM	HUM	LL	HUM	STEM	HUM	LL	HUM	STEM	HUM	LL	LL	HUM	STEM	LL	HUM	HUM	STEM	HUM
11:45	STEM	STEM	STEM	HUM	LL	HUM	STEM	HUM	LL	HUM	STEM	HUM	LL	Lunch	Lunch	Lunch	Recess	Recess	Recess	STEM	HUM
11:50	STEM	STEM	STEM	HUM	LL	HUM	STEM	HUM	LL	HUM	STEM	HUM	LL							STEM	HUM
11:55	STEM	STEM	STEM	HUM	LL	HUM	STEM	HUM	LL	HUM	STEM	HUM	LL							STEM	HUM
12:00	STEM	STEM	LL	HUM	STEM	HUM	LL	HUM	STEM	HUM	STEM	HUM	LL							STEM	HUM
12:05	STEM	STEM	LL	HUM	STEM	HUM	LL	HUM	STEM	HUM	LL	HUM	STEM	Transition	Transition	Transition	Transition	Transition	Transition	STEM	HUM
12:10	STEM	STEM	LL	HUM	STEM	HUM	LL	HUM	STEM	HUM	LL	HUM	STEM	Recess	Recess	Recess	Lunch	Lunch	Lunch	STEM	HUM
12:15	STEM	STEM	LL	HUM	STEM	HUM	LL	HUM	STEM	HUM	LL	HUM	STEM							LL	HUM
12:20	LL	LL	LL	HUM	STEM	HUM	LL	HUM	STEM	HUM	LL	HUM	STEM							LL	HUM
12:25	LL	LL	LL	HUM	STEM	HUM	LL	HUM	STEM	HUM	LL	HUM	STEM							LL	HUM
12:30	LL	LL	LL	HUM	STEM	HUM	LL	HUM	STEM	HUM	LL	HUM	STEM	LL	HUM	STEM	LL	HUM	HUM	LL	HUM
12:35	LL	LL	LL	HUM	STEM	HUM	LL	HUM	STEM	HUM	LL	HUM	STEM	LL	HUM	STEM	LL	HUM	HUM	LL	HUM
12:40	LL	LL	LL	HUM	STEM	HUM	LL	HUM	STEM	HUM	LL	HUM	STEM	LL	HUM	STEM	LL	HUM	HUM	LL	HUM
12:45	LL	LL	LL	HUM	STEM	HUM	LL	HUM	STEM	HUM	LL	HUM	STEM	LL	HUM	STEM	LL	HUM	HUM	LL	HUM
12:50	LL	LL	LL	HUM	STEM	HUM	LL	HUM	STEM	HUM	LL	HUM	STEM	LL	HUM	STEM	LL	HUM	HUM	LL	HUM
12:55	LL	LL	LL	HUM	STEM	HUM	LL	HUM	STEM	HUM	LL	HUM	STEM	LL	HUM	STEM	LL	HUM	HUM	LL	HUM
1:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	LL	HUM	STEM	LL	HUM	STEM	LL	HUM	HUM	**LL**	**HUM**
1:05	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	LL	HUM	STEM	LL	HUM	STEM	LL	HUM	HUM	LL	HUM
1:10	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	LL	HUM	HUM	LL	HUM
1:15	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	LL	HUM	HUM	LL	HUM
1:20	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
1:25	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
1:30	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

25.26 Weekly OLP Goals and Sample Schedules (California)

	K-5 HUM OLPs			K-5 STEM OLPs	
Program	Amplify Boost 	Amira 	Lexia English 	Zearn 	IXL Math 
Program Focus	Foundational Literacy Skills (TK-2) Advanced Literacy Skills (3-5)	AI Reading Tutor	Speaking & Listening- Multilingual Learners	Standards Based Math Practice and Fluency	Personalized Math practice
Research	Efficacy Study	Efficacy Studies	Efficacy Study	Efficacy Study	Efficacy Study
Where	Small Group Reading Instruction	Small Group Reading Instruction /Afterschool	Small Group Reading Instruction- LEVEL 1 and 2 students ONLY	Learning Lab or STEM SGI	STEM SGI
EOY Goal	Grade level benchmark quest	Grade level ARM score	3 levels of growth	80% of GL Missions	
Weekly Goal: K-5	**30 minutes**	**30 minutes**	**8 units** *(~40 minutes)* *Level 1 and 2 ML students	**2 Lessons** *(~30 min/lesson)*	**3 skills proficient (includes 1 fluency skill)**

<Teacher>'s <Grade> Winter NWEA MAP Snapshot

*Note: A sample/exemplar is available beginning on page 4

Overall Mastery (use NWEA Teacher Workbook, Summary Tab)

Cohort	Fall → Winter	Changes	Cohort	Fall → Winter	Changes
<Cohort>		% in < 32nd percentile: __ % in 33th - 49th percentile: __ % in 50th - 66th percentile: __ % in > 67th percentile: __	<Cohort>		% in < 32nd percentile: __ % in 33th - 49th percentile: __ % in 50th - 66th percentile: __ % in > 67th percentile: __
<Cohort>		% in < 32nd percentile: __ % in 33th - 49th percentile: __ % in 50th - 66th percentile: __ % in > 67th percentile: __	<Cohort>		% in < 32nd percentile: __ % in 33th - 49th percentile: __ % in 50th - 66th percentile: __ % in > 67th percentile: __

<Teacher>'s <Grade> Winter NWEA MAP Snapshot

Student Analysis (Use NWEA Teacher Workbook, Stud Quartile and Summary Tab)

List students in each quartile. List any student that moved UP in quartile in green, list any student that moved DOWN in quartile in pink

Cohort	Student Quartile	Change: Fall → Winter
<Cohort>	Up: Down:	
<Cohort>	Up: Down:	
<Cohort>	Up: Down:	
<Cohort>	Up: Down:	

<Teacher>'s <Grade> Winter NWEA MAP Snapshot

Students Regressing/Opportunity Gap Widening (Students of most concern)

List the names of ALL students who are NOT on track to make 1.0 years of growth by the spring (Use NWEA Teacher Workbook, Fall to Winter Growth Tab)

<Cohort>	<Cohort>	<Cohort>	<Cohort>

Focus Students for the next 6 weeks (no more than 6 total per cohort)

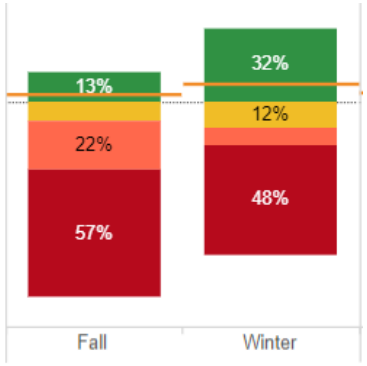
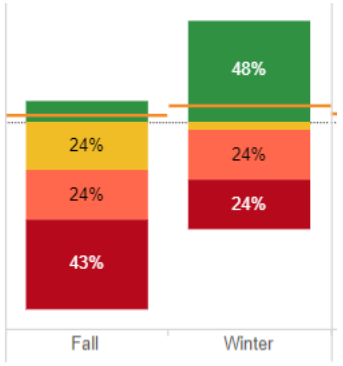
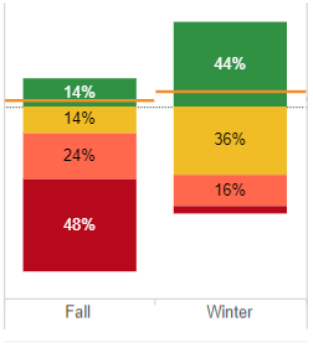
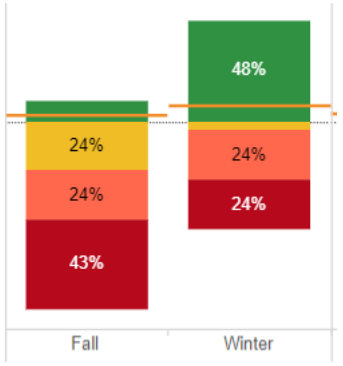
****Note: The list of focus students should not be a direct copy of the table above. Some of the students making less a year of growth may actually be your highest students. You will want to keep their growth in mind, but they are unlikely to be your focus students for the first 6 weeks of the second semester. Additionally, students should be changed or added after 4-6 weeks of intensive support and remediation.***

Cohort	Students who we will move out of the red by spring (from < 33rd to > 33rd)	Students who we will move up to the 67th by Spring Round (or the 50th, depending on your school's goal)
<Cohort>		
<Cohort>		
<Cohort>		
<Cohort>		

<Teacher>'s <Grade> Winter NWEA MAP Snapshot

Sample: Ms. Sally G1 Winter NWEA MAP Snapshot

Overall Mastery (use NWEA Teacher Workbook, Summary Tab)

Cohort	Fall → Winter	Changes	Cohort	Fall → Winter	Changes
Aggies		**% in < 32nd percentile: -9%** **% in 33th - 49th percentile:-14%** **% in 50th - 66th percentile: +3%** **% in > 67th percentile: +19%**	**Bulldogs**		**% in < 32nd percentile: -19%** **% in 33th - 49th percentile: No change** **% in 50th - 66th percentile: -20%** **% in > 67th percentile: +38%**
Banana Slugs		**% in < 32nd percentile: -44%** **% in 33th - 49th percentile:-8%** **% in 50th - 66th percentile: +22%** **% in > 67th percentile: +30%**	**Falcons**		**% in < 32nd percentile: -19%** **% in 33th - 49th percentile: No change** **% in 50th - 66th percentile: -20%** **% in > 67th percentile: +38%**

<Teacher>'s <Grade> Winter NWEA MAP Snapshot

Student Analysis (Use NWEA Teacher Workbook, Stud Quartile and Summary Tab)

List students in each quartile. List any student that moved UP in quartile in green, list any student that moved DOWN in quartile in pink

Cohort	Student Quartile	Change: Fall → Winter
Aggies	Up: Kary, Juan, Isaac, Aimee, Suhaib, Kenny, Gabriel, Lailah, Cristy, Christopher, Benjamin Down: Savannah	
Banana Slugs		
Bulldogs		
Falcons		

Students Regressing/Opportunity Gap Widening (Students of most concern)

List the names of ALL students who are NOT on track to make 1.0 years of growth by the spring (Use NWEA Teacher Workbook, Fall to Winter Growth Tab)

Aggies	Banana Slugs	Bulldogs	Falcons
Jose, Esteban	**Laura, Cuauthemoc**	**Guillermo, Diana, Evelyn**	**Charles**

Focus Students for the next 6 weeks (no more than 6 total per cohort)

<Teacher>'s <Grade> Winter NWEA MAP Snapshot

Note: The list of focus students should not be a direct copy of the table above. Some of the students making less a year of growth may actually be your highest students. You will want to keep their growth in mind, but they are unlikely to be your focus students for the first 6 weeks of the second semester. Additionally, students should be changed or added after 4-6 weeks of intensive support and remediation.

Cohort	Students who we will move out of the red by spring (from < 33rd to > 33rd)	Students who we will move up to the 67th by Spring Round (or the 50th, depending on your school's goal)
Aggies	Ivan, Seus, Mia	Isaac, Aimee, Kenny
Banana Slugs	Ariannah, Alexis	Keysha, Yaretzi, Hazel, Savanna
Bulldogs	Grace, Jayden R	Adriel, Alexander, Pamela, Kidus
Falcons	Luis G, Emarie, Isaac M	Alecsa, Yarleth

ROCKETSHIP
PUBLIC SCHOOLS

Sample Classroom Goal Trackers



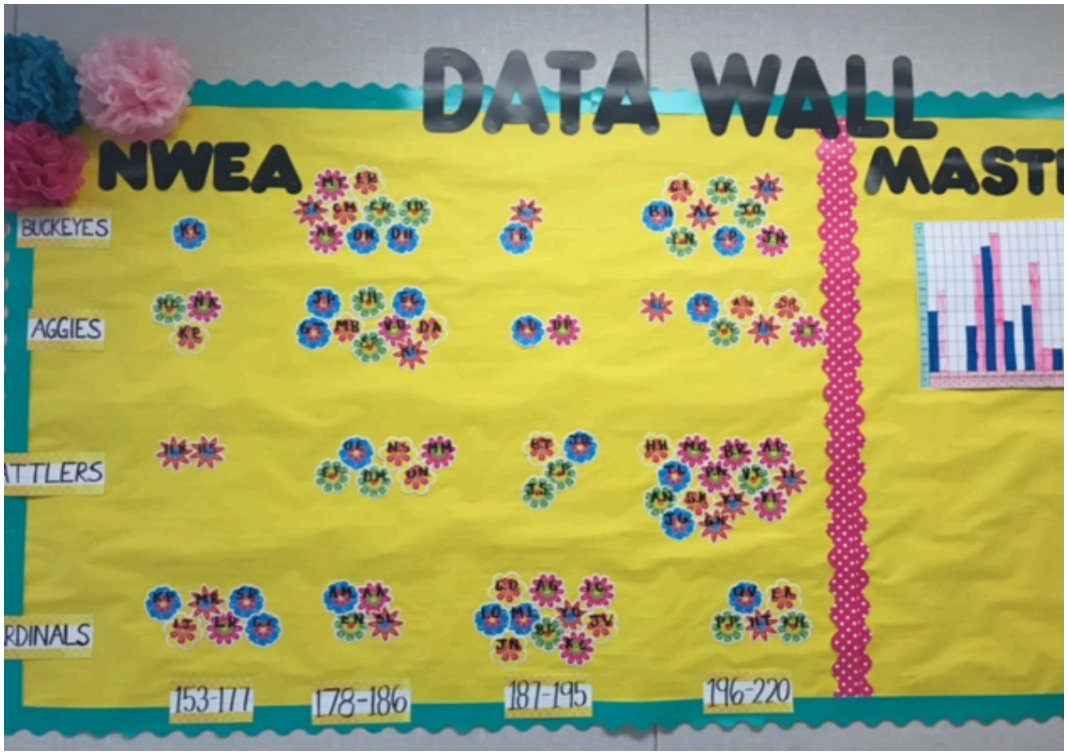


ROCKETSHIP
PUBLIC SCHOOLS





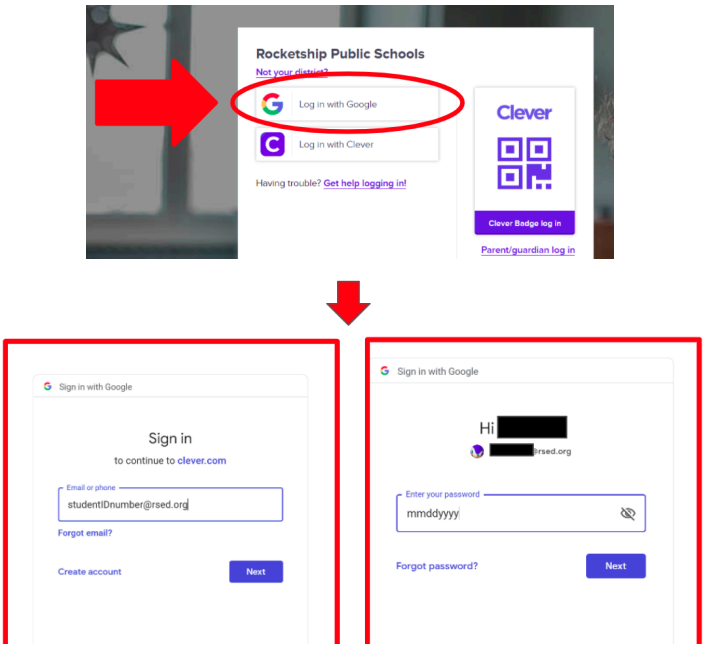
ROCKETSHIP
PUBLIC SCHOOLS



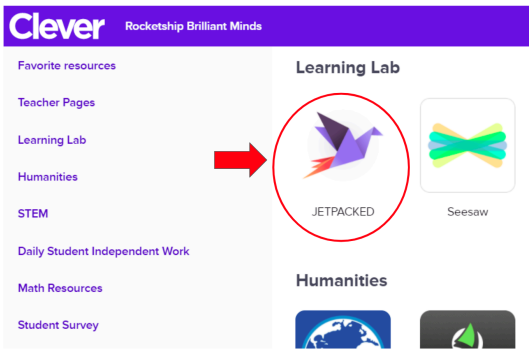
IF YOU ARE NOT ALREADY RECEIVING WEEKLY JETPACKED UPDATES, OR WOULD LIKE TO SIGN UP AN ADDITIONAL PARENT FOR WEEKLY UPDATES, FOLLOW THESE 5 EASY STEPS TO SIGN UP FOR JETPACKED **EMAILS** AND/OR **TEXTS**

STEP 1: Your child will need to be signed into Clever at **www.clever.com/in/rsed** using the following student login format:

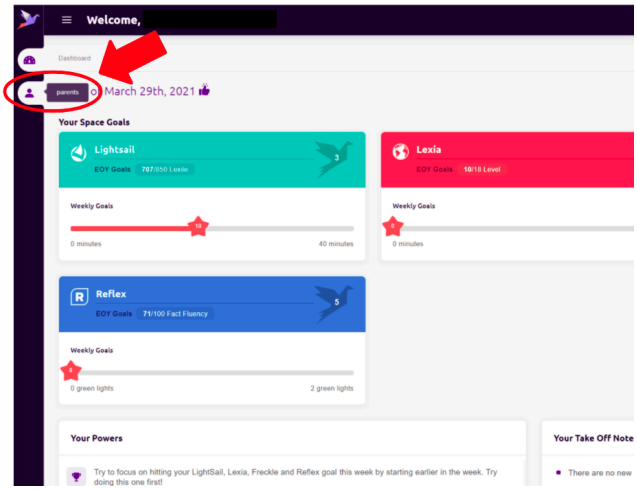
Email: studentIDNumber@myrocketship.org
Password: mmddyyyy



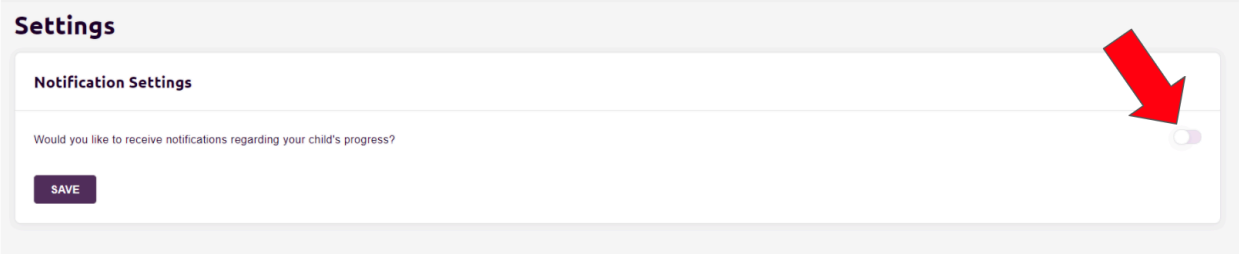
STEP 2: Click on the JetPackED icon in Clever



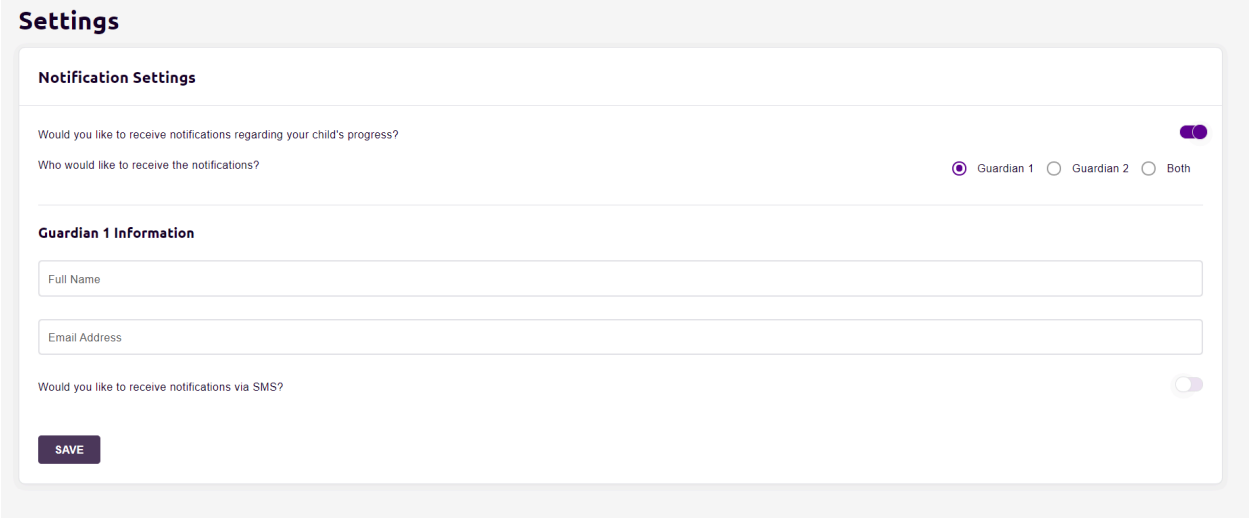
Step 3: In JetPackED, click **Parents** from the left hand panel.



Step 4: Under Notification Settings, toggle the button “on” until it turns green

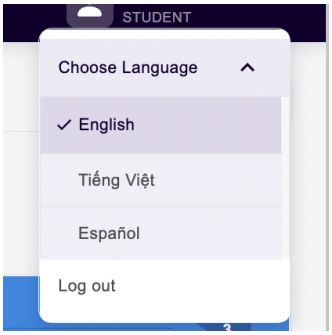


Step 5: Fill out the form for up to two guardians. Parent guardian Name and Email Address are required fields. Toggle on the SMS setting if you would like to receive text notifications as well.



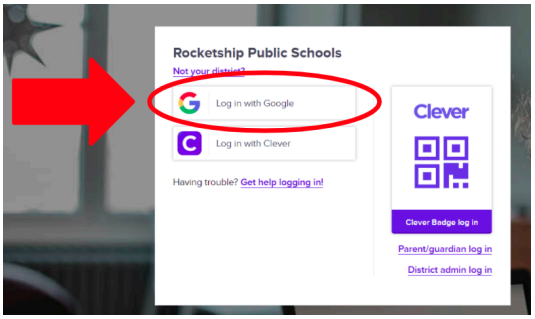
REMEMBER TO CLICK **SAVE** WHEN YOU ARE DONE!

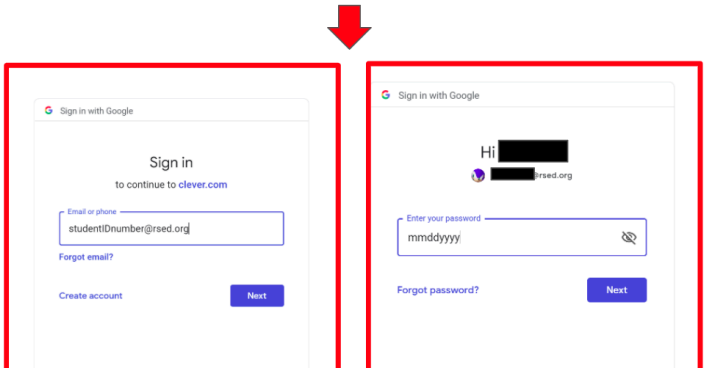
Step 6: Select your language preference by clicking on your student’s name and select “Choose Language”



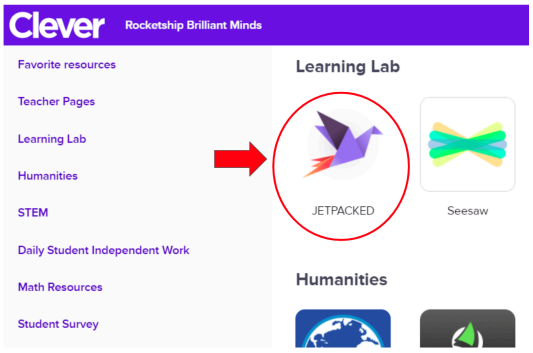
NHẬN CẬP NHẬT VỀ TIẾN ĐỘ OLP CỦA CON BẠN HÀNG TUẦN: THỰC HIỆN 5 BƯỚC DỄ DÀNG NÀY ĐỂ ĐĂNG KÝ MỤC TIÊU ROCKETSHIP / EMAIL ĐƯỢC GỬI VÀ / HOẶC THỬ NGHIỆM

Bước 1: Con bạn cần đăng nhập vào Clever tại www.clever.com/in/rsed bằng cách sử dụng định dạng đăng nhập học sinh sau:
Email: studentIDNumber@myrocketship.org (Mã số sinh viên)
Mật khẩu: mmddyyyy (2 số của Tháng 2 số của ngày 4 số của năm-không khoảng cách)

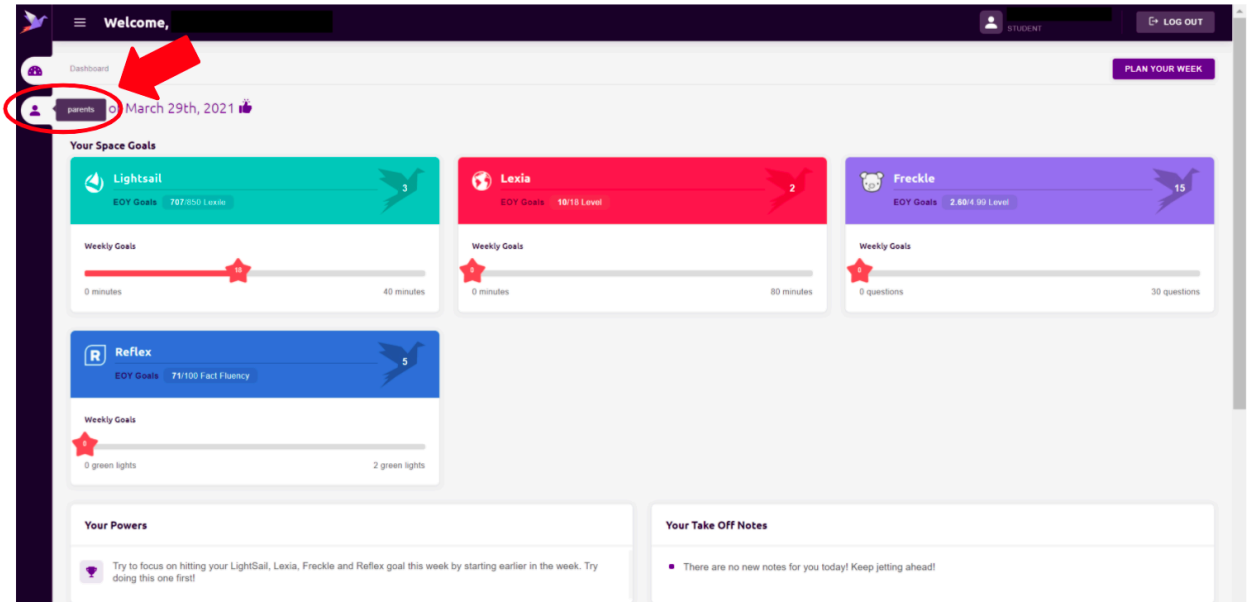




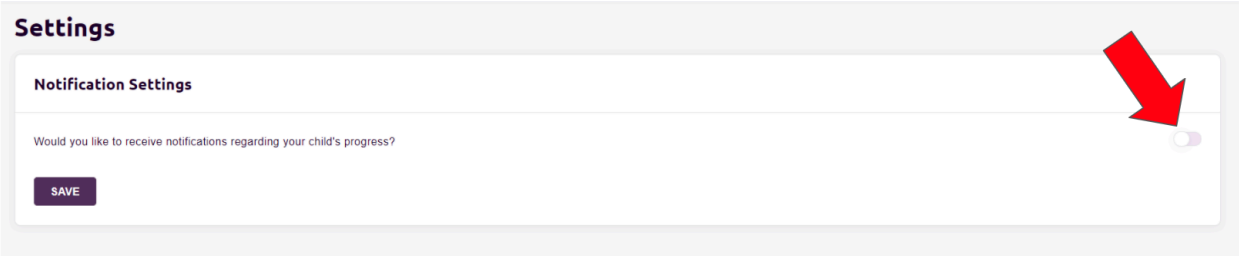
Bước 2: Nhấp vào biểu tượng JetPackED trong Clever



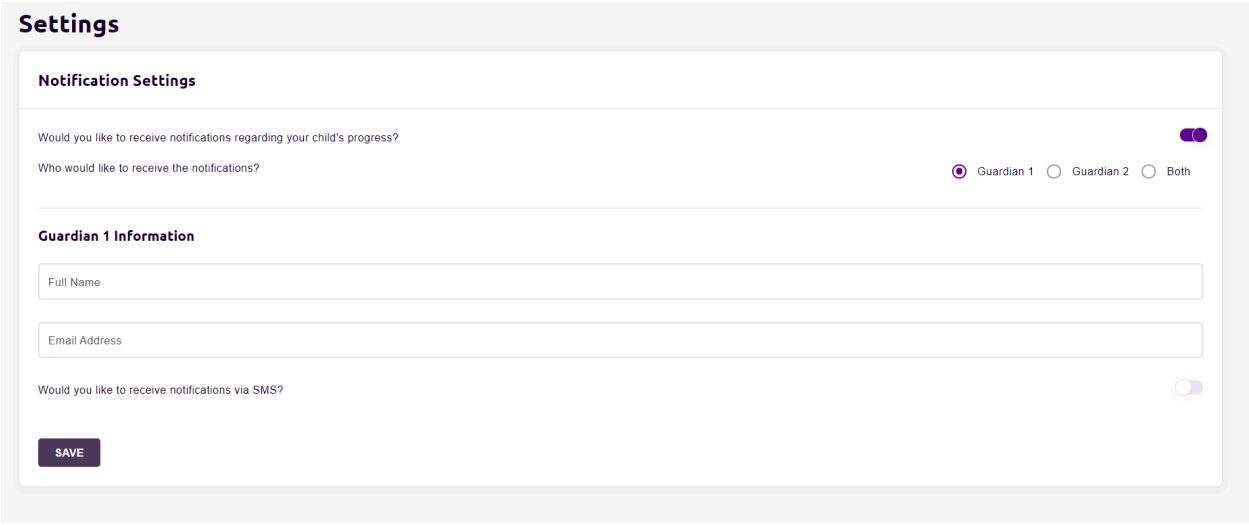
Bước 3: Trong JetPackED, nhấp vào Cha mẹ từ bảng điều khiển bên trái.



Bước 4: Trong Cài đặt thông báo, chuyển nút "bật" cho đến khi nút này chuyển sang màu xanh lục

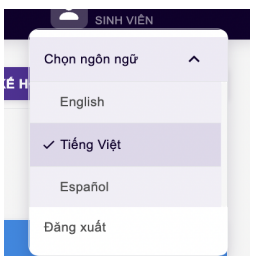


Bước 5: Điền vào tối đa thông tin hai người giám hộ. Bắt buộc phải có Tên và Địa chỉ Email của người giám hộ hoặc là cha mẹ. Bật cài đặt SMS nếu bạn cũng muốn nhận thông báo bằng văn bản.



NHỚ BẤM VÀO LƯU KHI BẠN LÀM XONG!

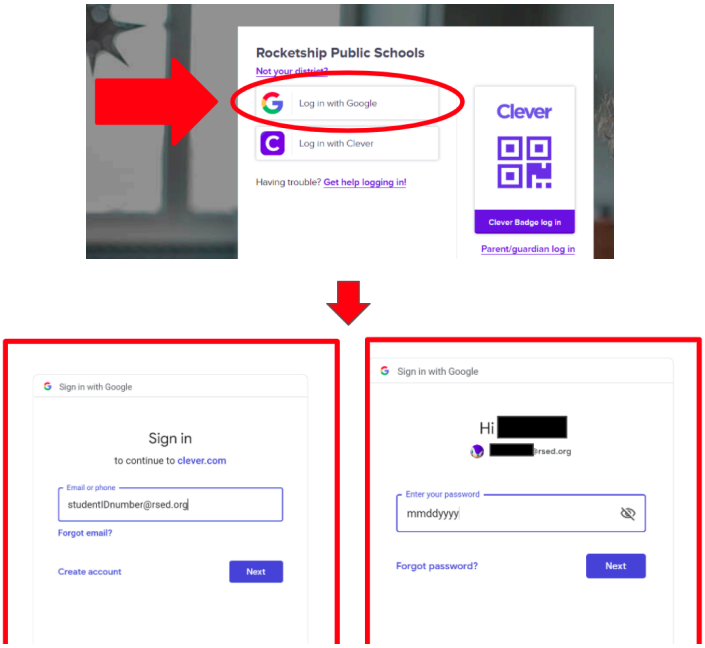
Bước 6: Chọn tùy chọn ngôn ngữ của bạn bằng cách nhấp vào tên học sinh của bạn và chọn "Chọn ngôn ngữ"



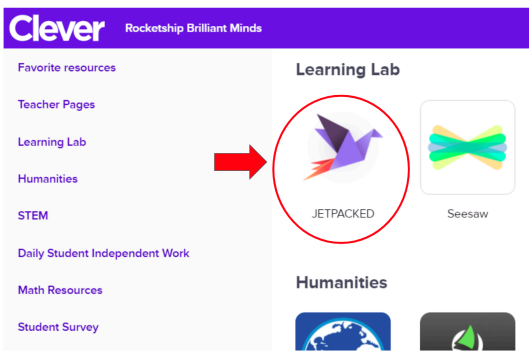
SI NO ESTÁ RECIBIENDO ACTUALIZACIONES SEMANALES DE JETPACK O DESEA INSCRIBIR A UN PADRE ADICIONAL PARA ACTUALIZACIONES SEMANALES, SIGA ESTOS 5 SENCILLOS PASOS PARA INSCRIBIRSE PARA RECIBIR **EMAIL** Y/O **TEXTOS** DE JETPACKED

PASO 1: Su hijo deberá iniciar sesión en Clever en www.clever.com/in/rsed utilizando el siguiente formato de inicio de sesión para estudiantes:

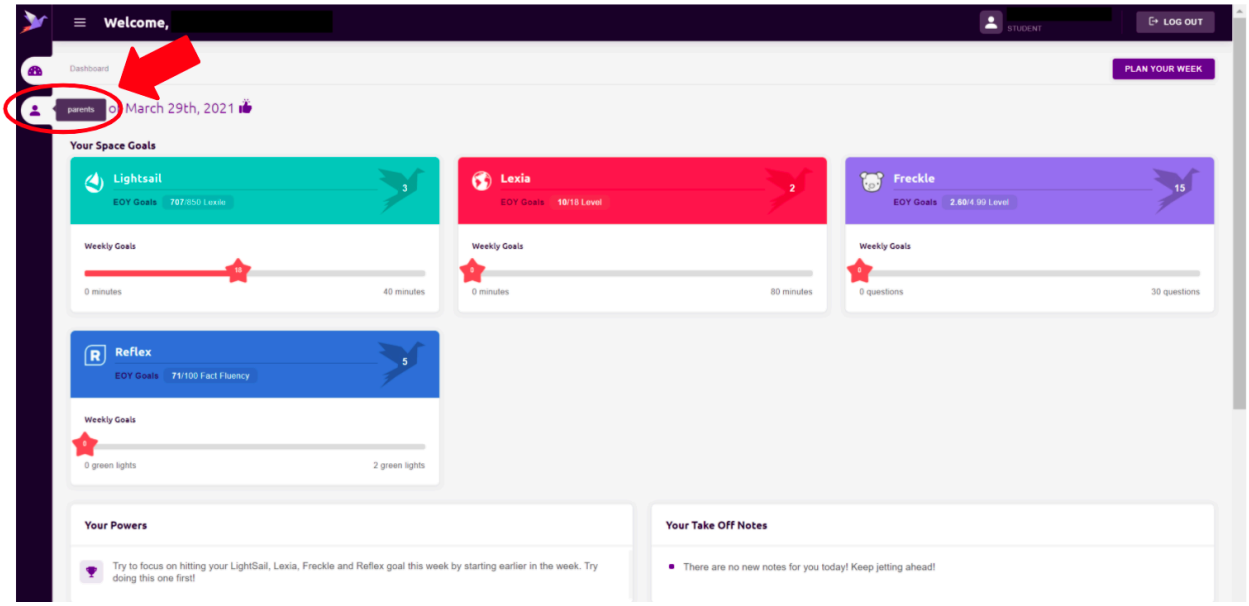
Email: studentIDNumber@myrocketship.org
Password: mmddyyyy



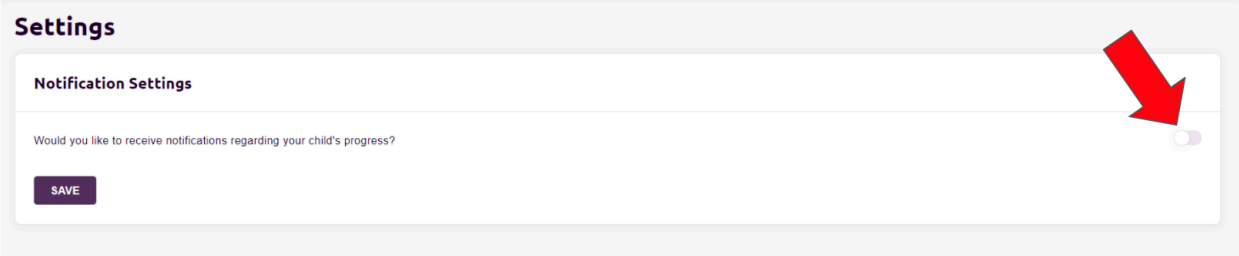
PASO 2: Haga clic en el ícono de JetPackED en Clever



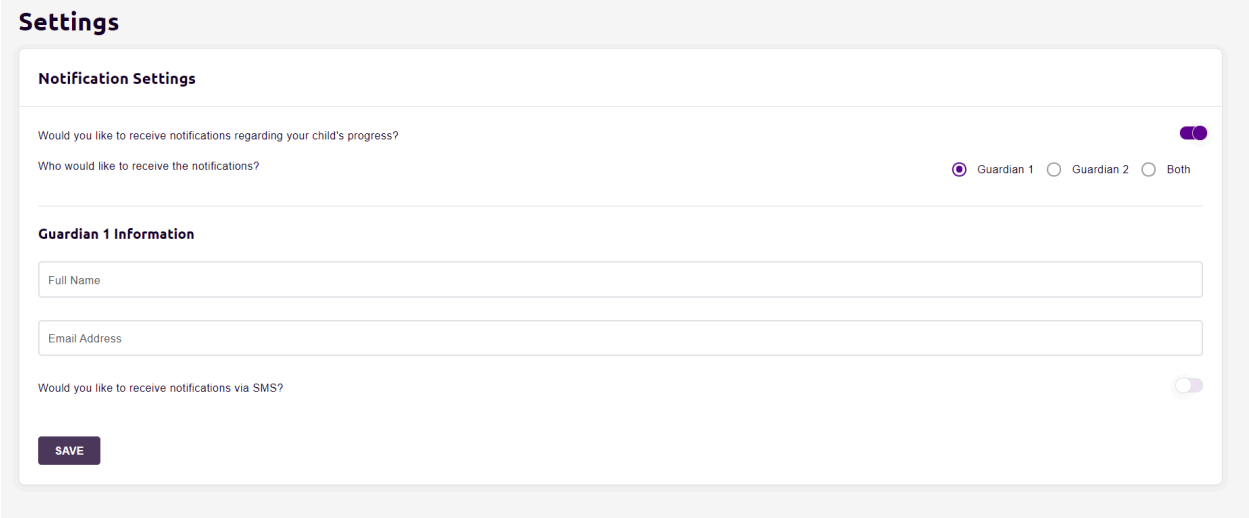
PASO 3: En JetPackED, haga clic en Padres en el panel de la izquierda.



PASO 4: En Configuración de notificaciones, active el botón hasta que se vuelva verde

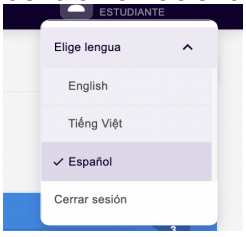


PASO 5: Complete el formulario para hasta dos tutores. El nombre del padre tutor y la dirección de correo electrónico son campos obligatorios. Active la configuración de SMS si también desea recibir notificaciones de texto.

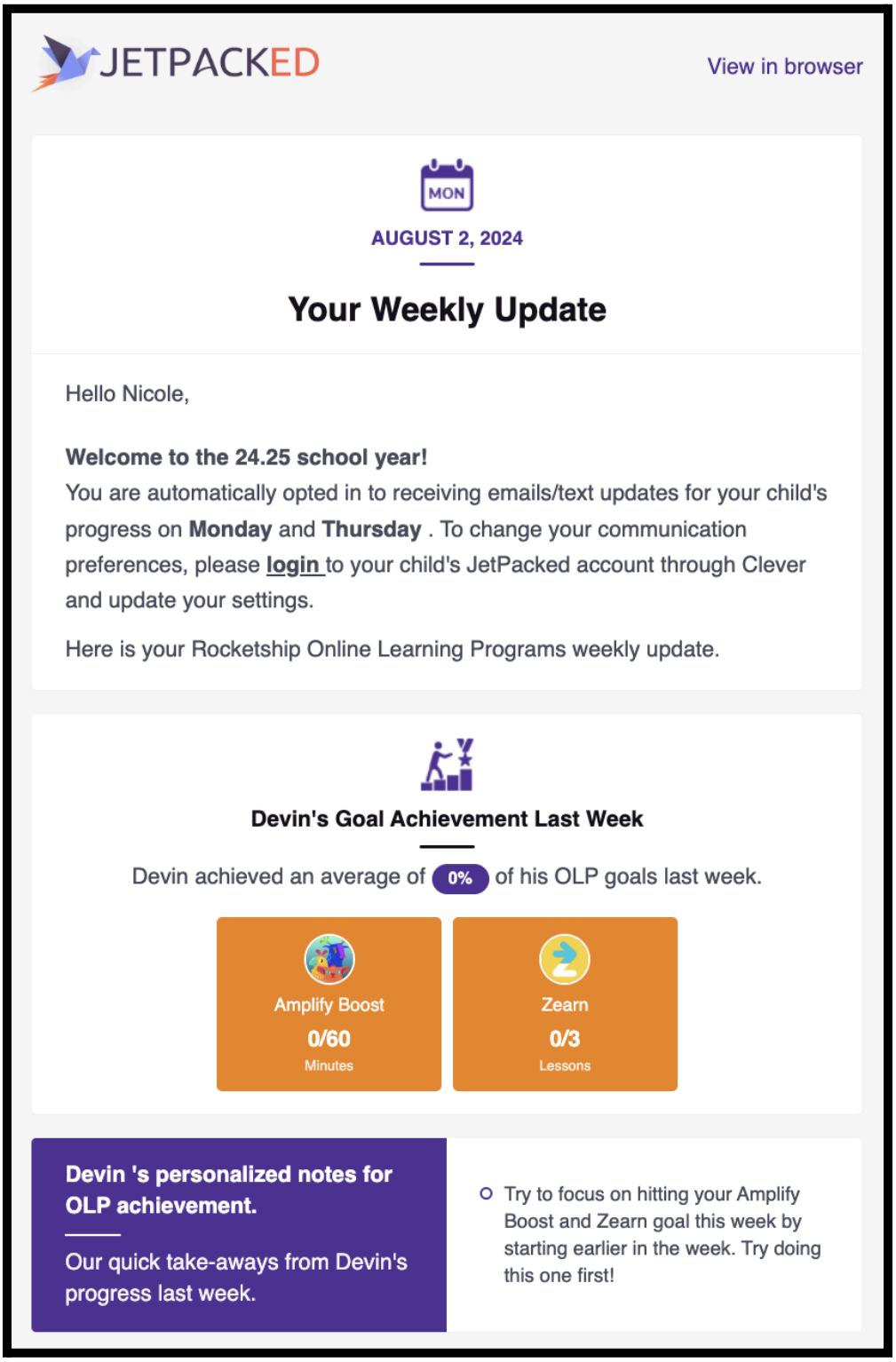


¡RECUERDA HACER CLIC EN **GUARDAR** CUANDO TERMINES!

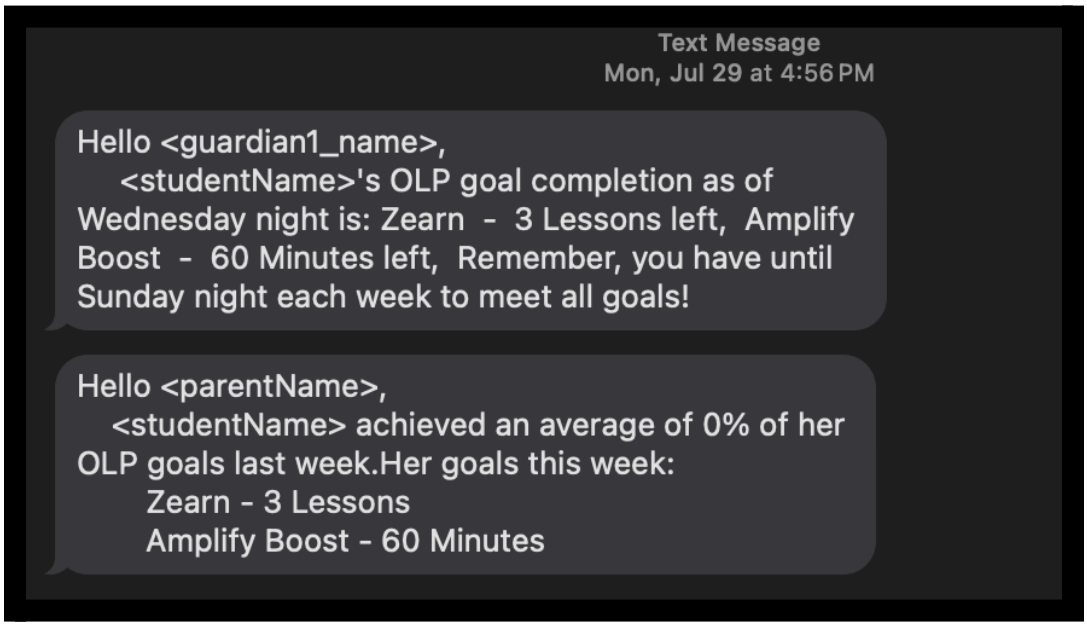
Paso 6: Seleccione su preferencia de idioma haciendo clic en el nombre de su estudiante y seleccione "Eleg lengua"



Sample Weekly Email sent on Monday and Wednesday:



Sample Weekly Text Updates sent on Monday and Wednesday:



ROCKETSHIP
PUBLIC SCHOOLS

Sample College Banners







Grade	Name:	Cohort:
	Humanities Teacher:	STEM Teacher:

ROCKETEER Report Card

Humanities

NWEA MAP Growth

	Fall	Winter	Spring
Percentile			
Growth Rate			

DIBELS Benchmark Assessment

	Fall	Winter	Spring
Composite			
Grade level readiness			

Humanties Unit Assessments

End of Unit: Skills		
	Score	Performance
Unit 1		
Unit 2		
Unit 3		
Unit 4		
Unit 5		
Unit 6		
Unit 7		
Unit 8		
Unit 9		
Unit 10		
Unit 11		
Unit 12		

STEM

(Science Technology Engineering & Math)

NWEA MAP Growth

	Fall	Winter	Spring
Percentile			
Growth Rate			

STEM Module Assessment

End of Module Assessments		
	Score	Performance
Unit 1		
Unit 2		
Unit 3		
Unit 4		
Unit 5		
Unit 6		
Unit 7		
Unit 8		
Unit 9		
Unit 10		

ROCKETSHIP PUBLIC SCHOOLS
2024-2025
Date Printed: 6/03/2025

Parent Portal Login Information

Go to: caps.rsed.org

Key Grade Level Skills Mastery

Key Reading Skills	
Skill	Mastery
Able to accurately decode and write words with short vowel sounds and common long vowel spellings	
Writes neatly and clearly with spacing between words and in complete sentences	
Can ask and answer questions about stories and texts read aloud	
Retells what happened and explains key ideas	
Can talk about something new they have learned from a text or about a topic	

Key Math Skills	
Skill	Mastery
Solves addition and subtraction word problems, progressing to within 20	
Can add with a sum of 20 or less and subtract from a number 20 or less	
Can mentally add with a sum of 10 or less or subtract from a number 10 or less	
Understands what the digits mean in two-digit numbers	
Adds two two-digit numbers by adding tens and tens and ones and ones	
Measures lengths of objects by using a shorter object as a unit of length	

Student/Family Engagement

Family Partnership Hours			
	Fall	Winter	Spring
# of hours			
Goal			

Data for each period is cumulative for the entire year

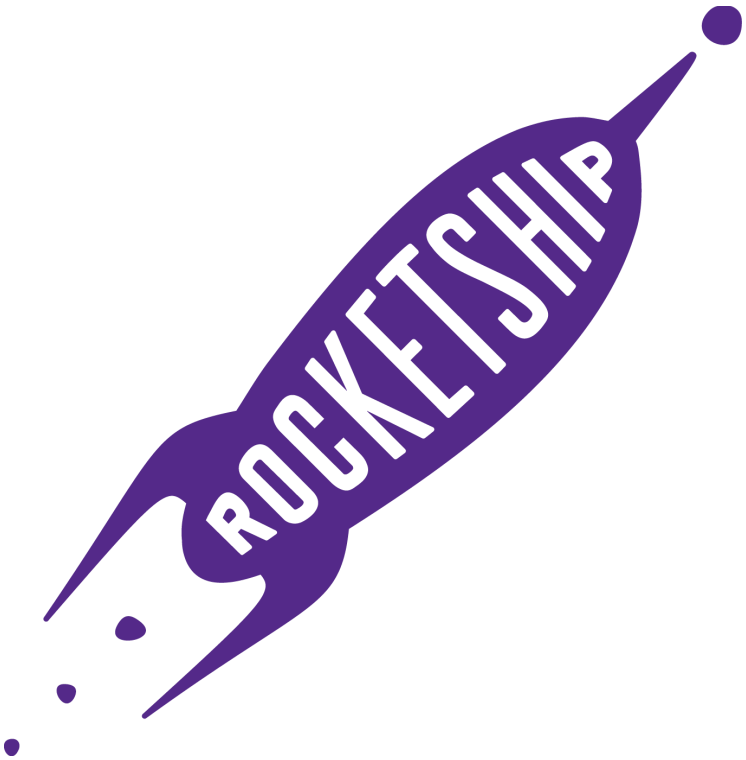
Attendance			
	Fall	Winter	Spring
# of Absences			
% Attendance			

Data for each period is cumulative for the entire year

Notes/Comments

Parent/Guardian Signature

Teacher Signature



Pre-Referral Playbook

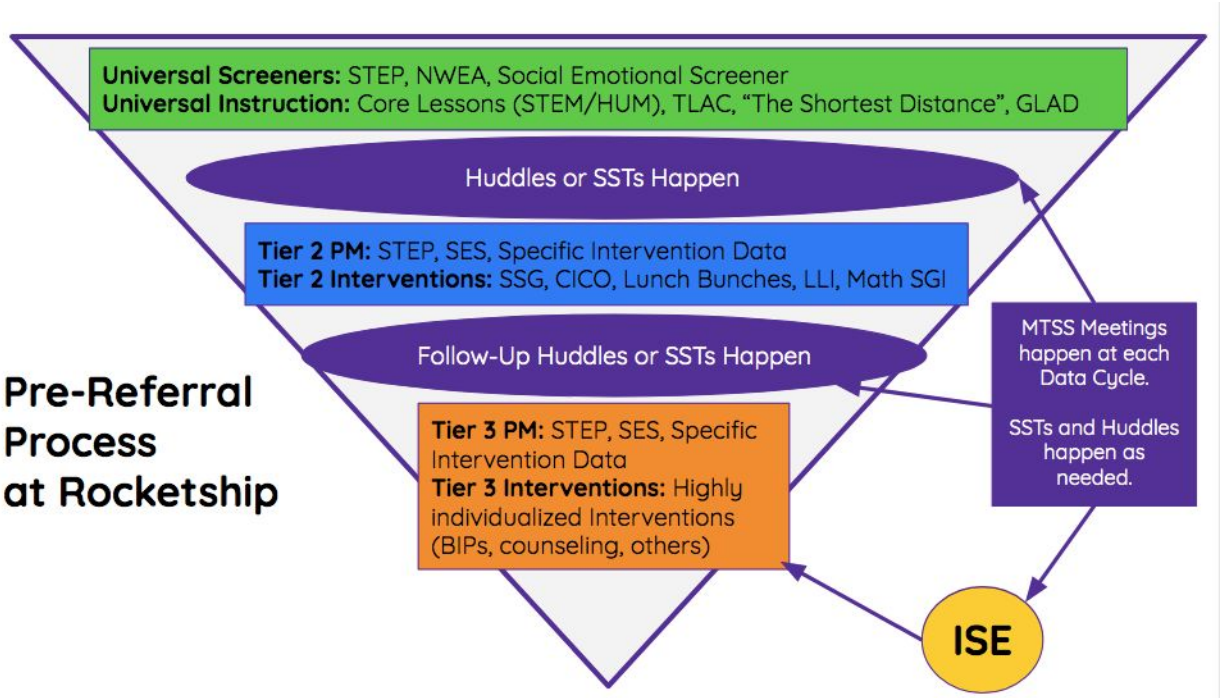
Section 1: Overview of the Pre-referral Process and Purpose

What is a pre-referral process?

"Pre-referral process" refers to any of the general education interventions that occur for students who do not have IEPs. It's a bit of a misnomer, because pre-referral interventions don't always lead to a referral for a special education evaluation – in fact, when we are executing a high quality pre-referral process, we will be able to successfully intervene early with many students, **preventing the need for a special education evaluation** and "label."

There are many components of the pre-referral process at Rocketship, ranging from the LLI small groups that occur with tutors in the learning lab to the handwriting intervention groups to actual SST meetings. The focus of this playbook is on the 'Student Study Team' (SST) component of our pre-referral process, and how it fits within the greater Multi-Tiered System of Supports (MTSS) framework at Rocketship.

The SST meeting is a problem-solving process during which stakeholders come together to generate solutions for the most serious individual student challenges in the educational setting. SSTs are held when other classroom-based or small-group interventions (generated through universal screenings or MTSS meeting decisions) have been unsuccessful, in order to address a range of student needs. Areas of concern may include academic, behavioral, social-emotional, ELL, sensory motor, self-care, speech and language, or attendance difficulties. SSTs are a function of general education, although ISE team members are sometimes involved as consultants (particularly when a referral for Special Education assessment is being considered).



What legal requirements inform pre-referral policies and procedures?

The Individual with Disabilities Education Act (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. (Cal. Ed. 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 SELPA guidelines and regulations. If a verbal request for special education evaluation is made by a parent or staff member, 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 grade level school leader who connects with the school psychologist. The school team then schedules a formal 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 days. Rocketship Redwood City will also notify the District and/or SELPA of the assessment request within five days of receipt. Parents will be given at least 15 days to provide consent. If the parent provides consent to proceed with the evaluation, the special education team completes the evaluation and schedules an IEP meeting to discuss the results, including a recommendation for eligibility for special education services, within 60 days of the receipt of written consent. 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.

Section 2: The Student Huddle Process (Optional)

At Rocketship, an *optional* step in the pre-referral process is known as a "Student Huddle." Student huddles happen before SSTs meetings, as a way to engage in some initial brainstorming and problem solving, before needing a more formal and intensive meeting. The "Student Huddle" is a grade level, team-based problem solving process which focuses on generating interventions and supports for an individual student, with the intention that the supports generated for that student will benefit several students in the cohort. Supports generated in the Student Huddle process should be relatively low lift for teachers – the idea is to assess the degree to which the student responds to low level supports in the classroom before investing in the time intensive process of generating targeted, intensive supports.

Rocketship began implementing the Student Huddle process in 2013-14, and teams that implemented the process with fidelity reported a range of positive outcomes, including increased teacher capacity to support struggling students.

What happens during a Student Huddle?

During a Student Huddle, the grade level school leader (or other named staff) facilitates a discussion with the grade level team regarding the individual student of concern. The presenting concern can be academic, behavioral, or both. The team clarifies the concern, brainstorms potential solutions, commits on a plan of action, and schedules a date to revisit the plan to evaluate success and determine next steps.

What happens after a Student Huddle?

After the Student Huddle occurs, teachers implement the committed next steps and supports that were agreed upon, and the school leader monitors and supports the implementation of these supports. The grade level team should revisit the student approximately 4 weeks after the initial Student Huddle.

Based on the responsiveness of the student, the team may decide to:

- Discontinue the support(s) (if the student has made adequate progress and the concerns have diminished)
- Continue the support(s) (if the student is making good progress but is not yet ready to function without the support)
- Refer the student to SST, a more intensive level of support

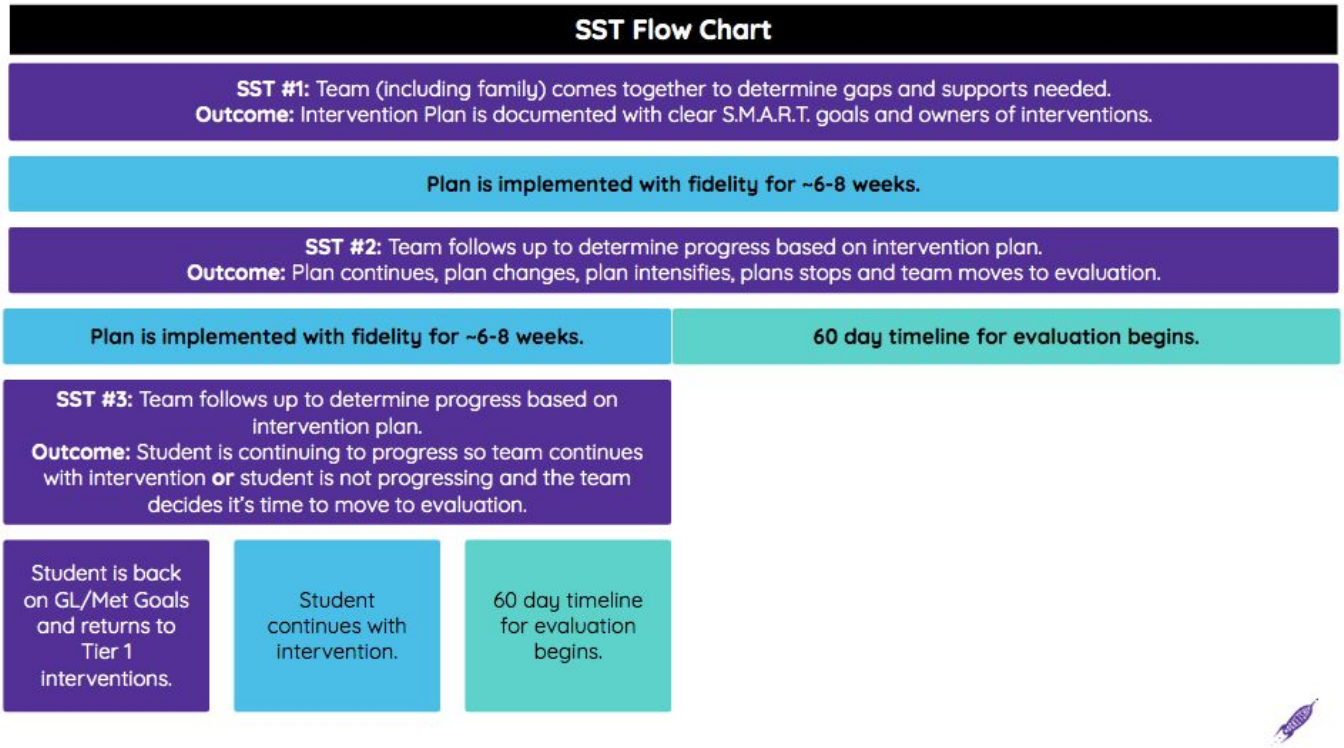
How do we know if a student should be referred to an SST?

Based on the responsiveness of the student, the team may decide to:

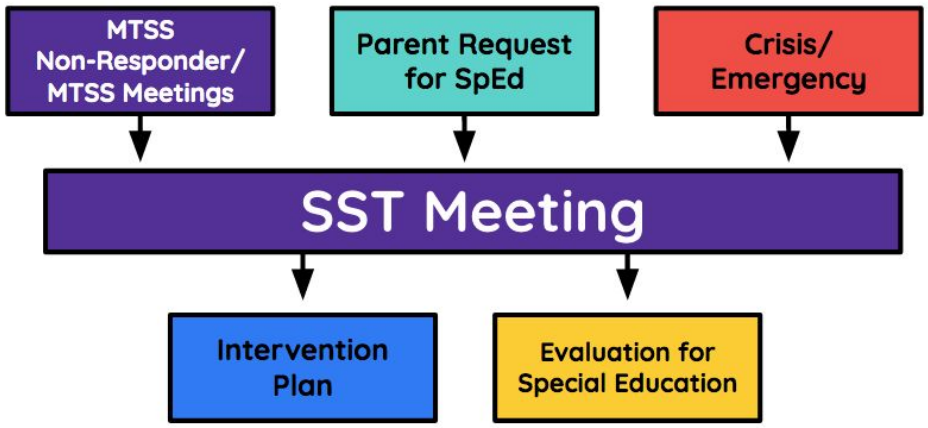
- Multiple teachers are struggling to support the student
- The student is struggling in more than one area

Section 3: Overview of the SST Process

The Student Study Team, or SST, is a more intensive team-based problem solving approach, in which a team of individuals creates an intensive, individualized support plan for a student who is demonstrating significant and persistent academic and/or behavioral challenges. An SST is also held any time a parent request for special education assessment is made (see Section 4 of this playbook for more information on how to respond to parent requests for special education assessment). The various ways that a student can arrive at an SST, as well as the potential outcomes of an SST meeting, are summarized in the graphic below:



What leads to an SST? What is the outcome of an SST?



How do staff prepare for an SST meeting?

Teachers should come to SST meetings prepared to share quantitative and qualitative information on the student's present levels of performance, including rates of progress and performance compared to the class average. If the student is participating in an intervention(s), the intervention provider(s) should be prepared to share the student's current progress monitoring data (e.g. STEP data, CICO data, etc.). If behavior concerns are indicted, the school leader/grade level coach should be prepared to share any relevant discipline data (e.g. suspension reports or BDF data). If special education assessment is being discussed at the meeting, the school psychologist/mental health provider will prepare any required paperwork and invite any relevant related service providers.

What happens during an SST meeting?

During an SST meeting, staff review available data and generate interventions to support the student. See the "resources" section of this playbook for more guidance on creating interventions for individual students. Team members create specific goals for the student, along with a plan for monitoring progress towards the goals. The team aligns on next steps and responsibilities, and schedules the follow-up SST meeting.

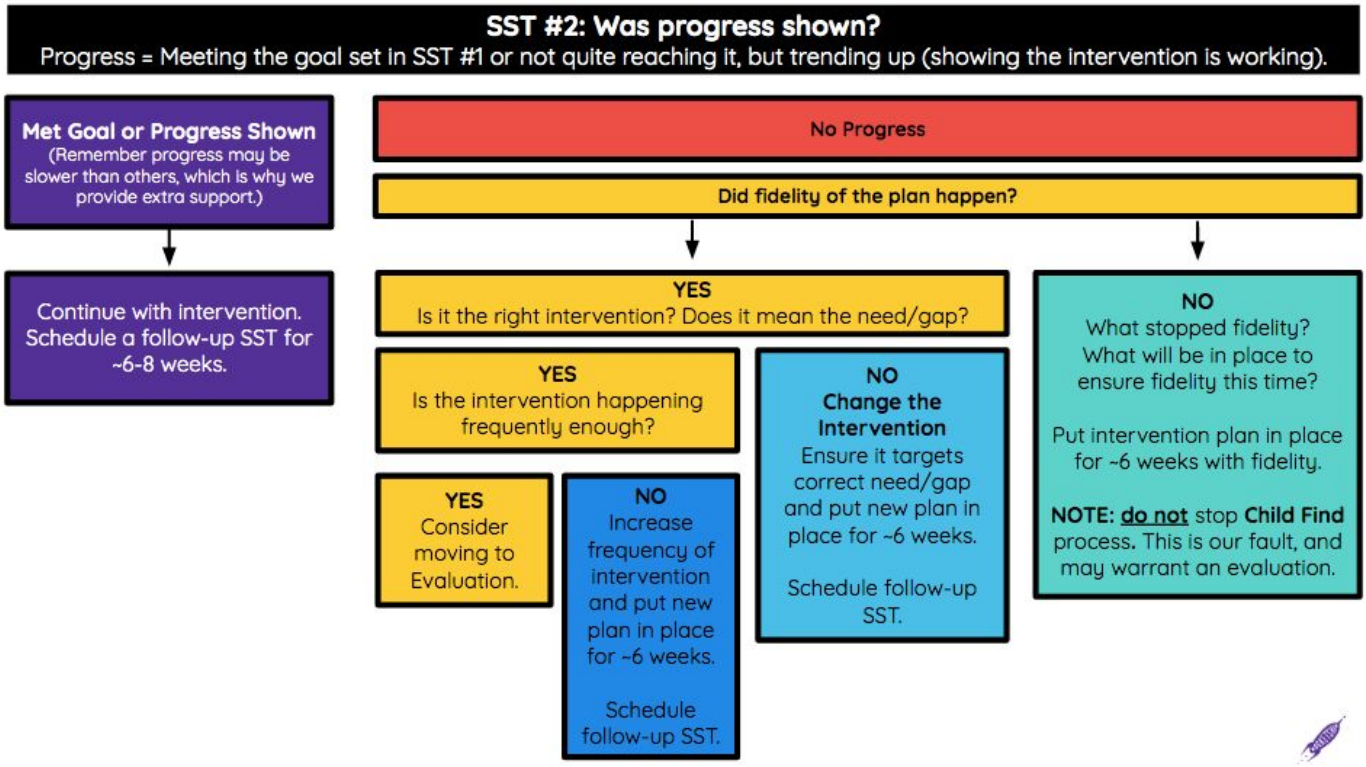
What happens after an SST meeting?

After the SST meeting, the interventions are implemented and progress is monitored. The school leader/grade level coach monitors and, if necessary, supports the implementation of interventions and the monitoring of student progress. A follow-up SST meeting is held within 4-6 weeks to evaluate the effectiveness of the interventions and generate next steps.

Based on the responsiveness of the student, the team may decide to:

- Discontinue the intervention(s) (if the student has made adequate progress and the concerns have diminished)
- Continue the intervention(s) (if the student is making good progress but is not yet ready to function without the support of the intervention)
- Intensify the intervention if student is not seeing the progress set
- Change the intervention, if it is not targeting the correct need/gap

*see chart on next page to help determine next steps



How do we know if and when we should consider a special education evaluation for a student?

The same guidelines described in the "Student Huddle" section of this playbook apply here as well. Please note that the school psychologist or speech language pathologist (in cases of suspected speech or language impairment) **must always** be involved in the decision to assess for special education eligibility and related service providers **must always** be involved in determining whether or not to assess in their area of expertise.

Students may be appropriate candidates for a special education evaluation when:

- They are not “on track” to meet their goal after at least 2 rounds of intervention
- They have not made significant progress towards grade level standards despite individualization of Tier 3 interventions
- They remain at least 2 years below grade level, despite a history of small group Tier 2 interventions
- Their behaviors significantly impact the learning of the class, or their own learning despite Tier 2 interventions (CICO, social skills groups, lunch bunches, etc.), Tier 3 interventions (counseling, behavior plan), and the teacher is successful at all executing TLAC skills at a Tier 1 level.
- Any behavior that is dangerous to students or staff (boulder level) and has occurred repeatedly (3 or more boulder level behaviors).
- Student is unable to care for personal needs at an age-appropriate level (feeding, toileting, following routines, age-appropriate independence skills, etc.)

In addition, the psych services team and principal will hold have bi-weekly meetings where the principal can consult about:

- Whether or not a specific student concern warrants additional support
- Potential interventions to discuss at an upcoming SST meeting
- To pre-meet regarding appropriate next-steps at a follow-up SST (including the possibility of offering an assessment).

Can I refer a student with an IEP for an SST meeting?

No! If a team member has concerns about a student who already has an IEP (including a speech only IEP), they should work with the student’s case manager to schedule an IEP meeting to discuss the concerns and next steps. Any changes to the educational program of a child with an IEP must be made through the formal IEP process.

If a concern is expressed by a member of the student’s IEP team (ex. Parents or teacher) that concern must be addressed in the form of an IEP meeting within 30 days.

Section 4: Responding to Parent Requests for Special Education Testing

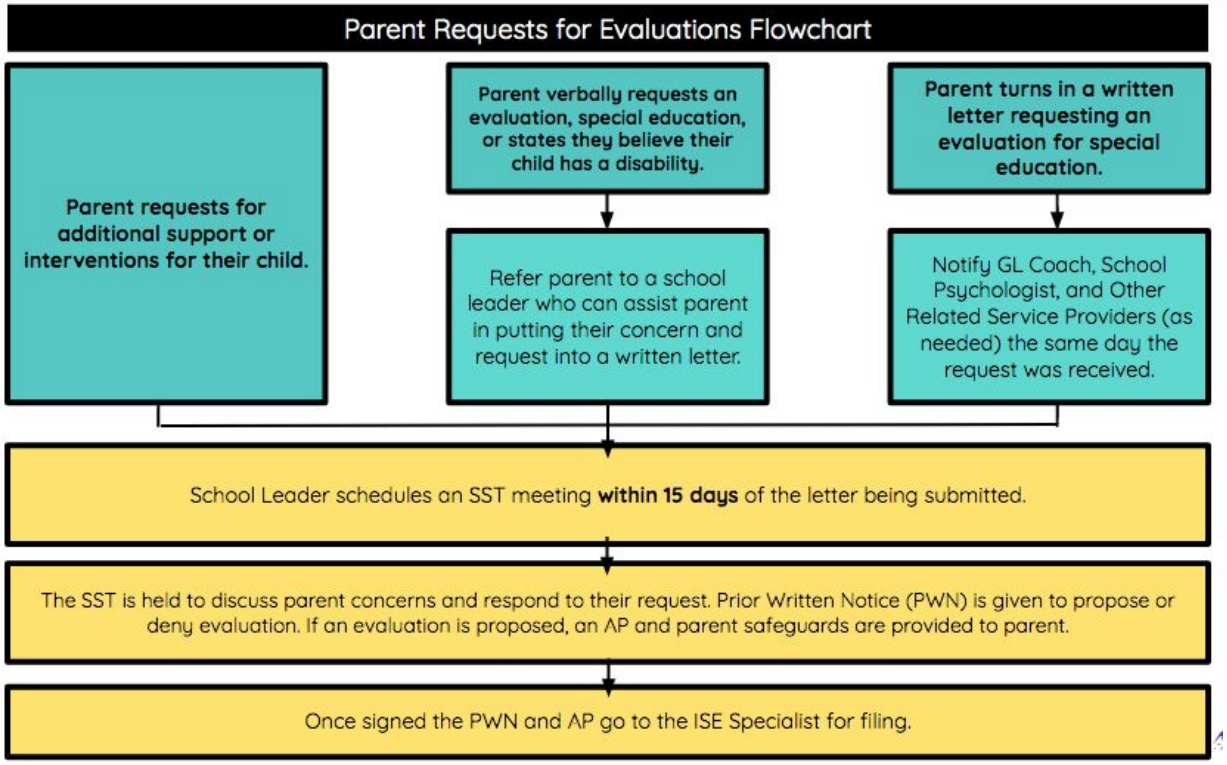
There are several IDEA guidelines that mandate how schools must respond when a parent makes a formal request for special education testing. Schools are **required** to:

- Assist the parent in putting the request in writing, if the request is made verbally.
- Respond formally and in writing to the request within 15 calendar days of receiving it.
- Consider the request for assessment and, unless the available data demonstrates that there is **no reason** to suspect the child may have a disability (e.g. the child is performing on grade level in all areas and is not displaying any maladaptive behaviors), comply with the request.
- If a request is being denied a PWN must be completed. The written request, SST notes, and PWN must be filed into the student's CUM (in the red folder).

At Rocketship, we utilize our Student Huddle and SST process as the formal mechanisms for responding to parent requests for special education assessment. See process below.

What?	Who?	When?
Assist the parent in putting the request in writing (if necessary)	The individual receiving the request (usually the OM or a school leader)	Immediately upon hearing the request
Notify the school psychologist and the appropriate related service providers based on the concerns (ex. speech pathologist if language concerns and occupational therapist if sensory, motor, and/or self-care concerns)	The individual receiving the request	Immediately (same day!) upon receiving the request
Schedule and facilitate a Student Huddle meeting	The school leader managing the grade level	Ideally within 7-10 days of receiving the request
Conduct a record review to gather historical data for the team to review	School Psychologist	Prior to the Student Huddle meeting
Determine, based on the available data, if the school will proceed with a special education evaluation	The Student Huddle team (classroom teachers, school leader, school psychologist, and speech pathologist <if applicable>)	During the Student Huddle meeting
Prepare the paperwork based on the decision	The School Psychologists and Speech Pathologist (if applicable)	After the Student Huddle and prior to the SST meeting
Schedule and facilitate an SST meeting wherein the school's decision and appropriate paperwork is presented to the parent	The school leader managing the grade level (in collaboration with the school psychologist and/or Speech Pathologist, if applicable)	Within 15 days of receiving the request (remember that this is our **legal mandate**)

Parent Request FlowChart



Section 5: SST Roles and Responsibilities

Grade Level School Leader:

- Schedule SSTs for their grade levels
- Facilitate SST meetings for their grade levels, and ensure action steps are completed
- Schedule follow up SST meetings and ensure the team re-visits intervention data and progress.
- Complete screening referral forms, submit to service provider, invite service provider to follow up meeting, engage in communication regarding results if service provider cannot attend follow up

Psych Services Team Responsibilities:

- Available for designated SST 30 minute blocks (2 per site per week)
- Will attend SSTs when special education evaluation is be considered (within SST blocks)
- Will attend on-going meetings with SST lead to prepare for upcoming SSTs (recommended at least bi-weekly)
- Will attend SSTs held to respond to parent requests for evaluation
- Will attend SSTs for high level behavior needs
- Will hold weekly meetings with Principals to consult about upcoming SST meetings, or discuss the need for SSTs for specific students of concern.

Teachers:

- Refer students to the school leader if serious concerns exist outside of data cycles
- Bring relevant student data to Student Huddles and/or SST meetings
- Implement interventions and monitor progress
- Contribute information to speech and/or OT screening request paperwork when needed

Speech Language Pathologists/Occupational Therapists/Adapted Physical Education:

- Speech language pathologists, occupational therapists, and adapted physical education providers, operating under ESSA as specialized instructional support personnel (SISPs), are referred to throughout this document as related service providers.
- When receiving screen requests coming out of MTSS meetings, complete screenings by next MTSS cycle date.
- When receiving screen requests coming out of SST meetings,
    - Screen is completed within two-three weeks
    - SST meeting to review screen occurs three weeks from the screen request. Team determines the next steps for intervention and support.
    - Follow-Up SST Meeting in 6-8 weeks after implementation of related service intervention to determine the next stages of support. .
- Attend SST meetings when needed (pending outcome of screens)

ISE Specialists

ISE Specialists typically do not attend Student Huddles or SSTs, as these are a function of general education. They may however attend in unique cases, such as:

- If an Assessment Plan will be proposed
- Tier 3 interventions with ISE groups are being considered (pending capacity)

Section 6: Support Requests for Speech, OT & APE

Teachers and School Leaders can identify student needs that may fall under the realm of speech and OT support. This could be a range of things from speech and language development, gross motor skills, fine motor skills, perceptual abilities, self-care skills, or sensory-related behaviors.

Here is the process for identifying the need and right supports for related services:

- Team identifies a concern for a student
- Submit a Related Services (OT, SLP & APE) Support Inquiry
- Related Service Provider connects with school team based on needs and school team schedules an SST in the following week for the Related Service provider to attend.
- Based on the initial SST meeting, the team decides the proper interventions and next steps. Depending on the need, a subsequent SST meeting is scheduled in 3-6 weeks to review intervention data.

What types of concerns might indicate a related service support inquiry:

Speech

- Peers cannot understand the student
- The student struggles to follow simple (1-2 step) instructions, or comprehension is a significant area of concern
- Language appears significantly delayed, but not related to being an English language learner.

OT

- Difficulty with age-appropriate fine motor tasks, such as drawing shapes, opening containers, writing letters/numbers, cutting, or copying work from the board
- Inability to maintain a safe, seated position for a significant portion of class or difficulty navigating classroom or campus spaces safely (ex. stairs/playground)
- Difficulty completing age appropriate self-care tasks necessary for the school environment: eating, toileting, dressing
- Student engages in disruptive or unsafe sensory-related behaviors (eating or mouthing non-food objects, extreme responses to loud sounds or touch, unusual need to touch objects/textures, rocking/spinning)

APE

- Student has a severe orthopedic or other health impairment which prevents his/her from safely or successfully participating in the physical education program
- Student is unable to imitate basic motor actions (ex. hands over head), stand on one foot, jump, run, throw, or catch a large ball thrown from 5 feet away in spite of multiple teaching attempts.
- Check out the APE Playbook for all the information

Section 7: SSTs and Statewide Testing Supports

SBAC Testing (California and Wisconsin)

There are three types of supports available to students on the SBAC assessment. "Universal Supports" are available to all students and include things like scratch paper and a digital highlighter. "Accommodations" are available **only** to students who have them documented in a 504 or IEP, and include things like a scribe or use of a multiplication table. There is a third type of support, "Designated Supports" that are available to "any student for whom the need has been indicated by an educator." This includes things like testing in a separate setting and read aloud or scribe for math items.

TNReady (Tennessee)

Similarly, the TNReady assessment in Tennessee makes available several accessibility features to students for whom the need has been designated and documented.

Designating and Documenting Statewide Testing Supports (all regions)

At Rocketship, we use the SST process to identify required "Designated Supports" or "Accessibility Features" for students who may require them. In order to make these supports available to students in the SST process, you must:

- Discuss the need for the supports as an SST meeting, and **document** the need for the supports on the SST paperwork (there is a section for this)
- In the spring, the site-based testing coordinator will work with the analytics team to complete the ISAAP tool, wherein the designated supports are assigned to each individual student

See the "Resources" section for several SBAC and TNReady accessibility resources.

Section 8: Best Practices

Before the Meeting- Scheduling and Reminders: Keep SSTs scheduled during specified SST blocks when possible and try to avoid having more than 2 SSTs scheduled per week. Call parents to invite them to the meeting when it is scheduled and set up a calendar invite with appropriate school leaders, grade level teachers, ILS (optional), School Psych (if during SST blocks), other service providers, and translator (if needed). Call to remind parents of SST the week before. Sometimes, an OM can take the lead in scheduling with regular communication structures and management from the SST lead. At the SST meeting, the school leader (facilitator) will schedule the follow up meeting 6-8 weeks later. The school leader should add the meeting to the SST scheduling doc as well as send a gcal invite.

Sample Parent Scheduling Script:

> "Hello Ms. Garcia, I wanted to let you know that a team of our staff including Valeria's teachers, the school psychologist, and the assistant principal who oversees 2nd grade would like to meet to discuss some ways to better support Valeria with reading. The team will be meeting on Monday October 12th from 7:15 - 7:45. If you are available, it would be great for you to join in order to share more information about Valeria and help with our problem-solving process. I know this time may be inconvenient, so if you'd like to call in to the meeting or have us send you home the paperwork with our notes and decisions afterwards, we can do that as well. Our office manager will be calling to remind you a few days in advance that there is a team meeting for Valeria on Monday October 12th at 7:15. We hope to see you there. Thank you."

During the meeting- Intervention Planning: The intervention plan is the action plan that is created in the SST meeting after student gaps are identified. The following guidelines should be considered with planning SST interventions. More information on intervention planning can be found "Resources" section of this playbook.

- Intervention should be directly aligned with the identified area of need
- Start with interventions and structures that are already available on your campus
- Consider how a Tier 1 or 2 support could be modified to be a tier 2 or 3 support (e.g. LLI 1:1, or double-dose of guided reading)
- Consider training select staff on additional interventions to allow for greater flexibility (e.g. Touch Math, Sound Partners, fluency routines, etc.)
- Accommodations **are not** interventions

During the meeting- Generating a Progress Monitoring Plan: As part of the intervention plan, a plan for monitoring student progress with intervention should also be developed. It is important that this plan is developed and implemented in order for the team to make decisions about next steps in follow up SST meeting. For example, if a student's progress monitoring data suggests little or no gain, the intervention should be modified. Conversely, if the data suggests that the student is on track to meeting the goal, the intervention should be continued. See below for additional guidelines in setting up progress monitoring plans.

- All SSTs should result in a specific goal. Example goals:
    - Master all letter names/sounds, or X number of sight words
    - Pass the comprehension portion on STEP 5
    - Be able to solve single digit addition problems at 80% accuracy
    - Meet CICO goal of 80% for 4/5 days consecutive days
- Whenever possible, use an already-existing assessment systems:
    - STEP
    - BDFs (Behavior Disciplinary Forms)
    - CICO
    - Formative assessments or benchmarks

Section 9: Common Pre-Referral Pitfalls and How to Avoid Them

Rocketship's pre-referral and SST process is designed to identify students needing support and match them with the appropriate intervention, as well as ensure that schools are adhering to their child find obligations. However, over the years we have observed several common pre-referral pitfalls, which are described below along with recommendations for avoiding them.

Pre-Referral Pitfall	Recommendations for Avoiding
Certain grade levels move students through the pre-referral process appropriately while other grade levels don't refer any students to SST.	● Add a regular standing item to school leadership meetings wherein each school leader reports out how many students in their grade level are at each phase of the pre-referral process.
Schools focus heavily on student huddles and interventions in the learning lab for most of the school year without referring many (or any) students to an actual SST meeting, resulting in a large influx of special education assessment referrals for students who haven't been progressing in interventions.	● In general, if a student is at the second or third round of an SST meeting and has not been making progress in interventions, the team should *consider* the need for a referral for assessment. ● Schedule regular consultation with your School Psychologist to review the data of students in the intervention process and identify appropriate referrals. ● Student huddles should be for general concerns and should not last for more than 2 huddles.
School teams wait too long to schedule a Student Huddle meeting after receiving a parent request for special education testing, so they are unable to adhere to the 15 day timeline for formally responding to the request.	● Ensure that all staff members are aware of their obligation to support parents in putting verbal requests for assessment into writing. ● Ensure that all staff members are aware of the 15 day timeline requirement. ● Notify your school psychologist and/or speech language pathologist immediately when a request for evaluation for special education is received. ● Schedule the Student Huddle **and** follow-up SST meeting as soon as possible after the request for testing is received.
Students receive informal interventions (e.g. the ISE Specialist pulls them along with ISE students in a small group) but none of the interventions are documented. School teams want to refer students who are still struggling for a SPED evaluation, but it is difficult for	● Ensure that SST meetings are held for students that require Tier 3 (individualized) interventions. In addition to the importance of documenting these interventions, parents must give permission in order for a student to be pulled out of their general program for intervention. The SST process ensures that

the ISE team to determine the appropriateness without documentation.	parents have provided informed consent for Tier 2 and 3 interventions.
Pre-Referral Pitfall	**Recommendations for Avoiding**
ISE is the only option for individualized, Tier 3 interventions. If the ISE caseload is full, there are no options for additional, non-ISE students who require that level of support.	● Tier 3 just means that the intervention is targeted and individualized, and schools can be creative in thinking about who can deliver these services. See the "Resources" section for guidance.
SST teams fail to create a goal and a progress monitoring plan during the SST meeting, so when the follow-up meeting is held, they are unable to determine if the student has made adequate progress.	● Pace SST meetings appropriately to ensure the team has time to align on a measurable, ambitious yet realistic goal, as well as a progress monitoring plan. Be sure to document the goal on the SST paperwork for reference in the next meeting.
Teams run out of time to assign owners to next steps, and when the follow-up meeting is held, none of the next steps have been completed because the team was unsure of who was responsible for each step.	● Pace SST meetings appropriately to ensure the team has time to align on ownership of next steps. ● Send an email to all meeting participants summarizing next steps.

Section 9: Behavior Intervention Plans

Students are often referred to the SST process because of concerns with maladaptive behavior (either in isolation or co-occurring with academic challenges). Most students will first be placed in social-emotional or behavior interventions as a result of MTSS meetings. For example, students may be placed in individualized plan named in SST, Check-In Check-Out (CICO), social skills groups, or counseling. In some cases, students will not respond adequately to these Tier 2 and 3 supports, and will continue to demonstrate highly disruptive, unsafe, or otherwise concerning behaviors.

In these cases, SST teams are encouraged to consider an assessment. If a student is at a level that they require an individualized behavior plan we should be formally assessing that area of need.

A behavior intervention plan identifies the target behavior as well as an appropriate replacement behavior, and outlines the approach the team will take to teach and reinforce the replacement behavior, as well as norm on a plan to respond when the problem behavior occurs. Behavior intervention plans are most effective when they are based on an identified function of the problem behavior. There are several resources in the "Resources" section of this playbook to help with intervention ideas prior to needing a full Functional Behavior Assessment (FBA) to develop a BIP, but should a FBA be deemed necessary, the following will take place through the FBA process.

1. Identify the behavior the plan will be targeting.
2. Establish the baseline (i.e. how frequently the problem behavior occurs).
3. Hypothesize a function of the behavior (i.e. what need is currently being met for the student? What is the student trying to obtain or avoid with the behavior?)
4. Identify a replacement behavior (i.e. how can the student meet that same need with an alternative, acceptable behavior?)
5. Develop a SMART goal and a progress monitoring plan.
6. Identify the environmental changes that will need to be made in order for the student to use the replacement behavior.
7. Create a plan to teach the student the new replacement behavior.
8. Identify the strategies that will be used to positively reinforce the student for using the replacement behavior.
9. Align on how the team will respond if and when the problem behavior occurs again.

Note: School teams must get parental consent in order to collect behavioral data when developing a behavior intervention plan. The parent consent form can be found in the "Resources" section of the playbook.

The school site Mental Health Provider are available to support SST teams with the development of behavior intervention plans.

Section 10: Resources

Google Sites:
- MTSS
- Social-Emotional and Behavior

Student Huddle and SST Paperwork:
- Pre-Referral and 504 Dashboard (template)
- Huddle and SST Notes (template)

School SST Tracking Resources:
- School MTSS Dashboard (template)

Pre-Referral Graphics:
- RSP Pre-Referral Graphics (ppt format)

Resources to Support Teams in Generating Interventions:
- Tier 2/3 Academic Intervention Toolbox
- ELL Interventions Website
- Tier 1 Speech and Language Strategies

Behavior Intervention Planning Resources:
- Functions of Behavior Worksheet (template)
- Internal Working Model (template)
- BIM (template)
- Tier 3 Behavior Intervention Protocol
- Notice of Intent to Collect Data (parent permission form)
- Progress Monitoring for Behavior Interventions
- Writing Function-Based Behavior Intervention Plans (PD designed for school leaders)

Statewide Testing Accessibility Guidelines:
- TNReady Accessibility Guidelines
- SBAC Resources Guide (for CA and WI – see page 5 for accessibility guidelines

Educationally Related Mental Health Services (ERMHS)
Referral, Assessment, and Service Delivery
Department of Integrated Special Education, Rocketship Education (California Schools)

What are ERMHS?

Educationally Related Mental Health Services (ERMHS) are special education related services. Like any other related service, they are provided to students with IEPs who require them in order to access and benefit from their educational programs. Specifically, ERMHS services support students who display mental health and/or social-emotional needs that have a significant and adverse impact on educational performance.

How do I know if a student should be referred to an ERMHS (Social-Emotional) evaluation?

Students can only be referred for an ERMHS evaluation if they already have an IEP (general education students with mental health concerns should be referred to the SST process and/or the general counseling program at the school). The following indicators might suggest to the IEP team that an ERMHS referral is warranted:

- The student is exhibiting maladaptive or atypical behaviors (e.g. self-harm or frequent talk of self-harm, physically aggressive behaviors, etc.) that are negatively impacting educational performance
- A parent or doctor provides information indicating that the student has a mental health disorder
- The student has a significant change in behavior which results in a negative impact on their educational performance

Note that ERMHS services are not tied to any one eligibility, but in almost all cases, students with an eligibility of Emotional Disturbance should have ERMHS services as a component of their IEPs.

How do I refer a student for an ERMHS (Social-Emotional) assessment?

All ERMHS referrals at Rocketship will go through the school's assigned ERMHS provider (Mental Health Provider), who will then loop in the School Psychologist. Teachers should not reach out directly to our ERMHS providers to refer a student for a social-emotional assessment. If a case manager suspects a student may require an ERMHS assessment, they should schedule a time to check-in with the Mental Health Provider to discuss the presenting concerns, including:

- Presenting behaviors
- Previously implemented interventions and effectiveness
- Overall academic and/or educational impact of behaviors

If it is determined that a social-emotional assessment is warranted, the School Psychologist will:

- Prepare an assessment plan and prior written notice
    - NOTE: it is important to note that the AP will be for a social-emotional assessment, not an ERMHS assessment, as we assess for a need (social-emotional need) not a service (Educationally Related Mental Health Service).

The ISE case manager will:

- Schedule an amendment IEP meeting to review the presenting concerns with the family and obtain consent to proceed with the assessment

What is a social-emotional assessment and who conducts the assessment?

A social-emotional assessment is designed to determine whether a student has a mental health need resulting in a need for direct, mental health services in order to access and benefit from his or her educational program. The assessment also helps inform IEP goals for students with ERMHS services. At Rocketship, social-emotional assessments are multi-disciplinary and involve the school psychologist, the case manager, and the ERMHS provider. In order to determine the need for services, social-emotional assessments at Rocketship will include the following components:

- Behavior/social emotional rating scales: completed by the School Psychologist with the teacher, the family and, if appropriate, with the student
- Observations: completed by the School Psychologist and/or ERMHS provider, including observations in both the classroom and during unstructured times
- Interviews: completed by the School Psychologist with the teacher(s), the student, the family, and any other relevant stakeholders
- Instructional factors: completed by the ISE specialist

Following each assessment, the ERMHS provider and the School Psychologist will meet informally before the IEP meeting to discuss results and align on recommendations to be made to the IEP team. The School Psychologist will write an evaluation report incorporating the assessment results and summarizing the assessment recommendations.

What ERMHS services might a student receive as a result of the ERMHS evaluation?

The exact services will be determined by the IEP team based on the results of the social-emotional evaluation, but the following services are all considered ERMHS services: Individual Counseling, Counseling and Guidance, Parent Counseling, Social Work Services, and Psychological Services as defined by CASEMIS. Our ERMHS providers are our Mental Health Providers at Rocketship.

How do we update progress towards IEP goals?

ERMHS providers will provide an update on student progress towards IEP goals directly to the ISE case manager before each IEP goal reporting period. The ERMHS provider will be responsible for completing the progress report update in SEIS.

Child Find Policy
Region(s): ALL

This policy applies to all Rocketship Public Schools schools in all regions.. This policy was written in compliance with relevant state and authorizer requirements in those regions.

Rocketship Public Schools provides a free, appropriate public education to students with disabilities according to state and federal mandates. To be eligible for special education services, the child must be of school age, need specially designed instruction, and meet eligibility criteria for one or more of the following disabilities as set forth in the Individuals with Disabilities Education Improvement Act (the federal law which outlines legal responsibilities related to special education):

- Autistic-like Behaviors
- Blindness/Visual Impairment
- Deaf Blindness
- Deafness/Hearing Impairment
- Emotional Disturbance
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Physical Disability
- Specific Learning Disability
- Speech and Language Impairment
- Traumatic Brain Injury

Rocketship has systems in place that assist the school in determining whether a student may have a disability. These include a specific “Child Find” form that is completed by parents upon enrollment in a Rocketship school. This also includes a Student Study Team (SST), or pre-referral, process in which school teams analyze data to identify students who are struggling academically, socially, or behaviorally and develop interventions to support the student. Rocketship has additional evidence-based interventions that are made available to students who require it; these include both differentiated instruction in the

classroom and supplemental interventions in the learning lab and classroom. School teams monitor the progress of every child who receives intervention services in order to be able to identify any student who is not responding to interventions. Students who don't respond adequately to pre-referral interventions are referred for a more intensive level of support, which may include a formal evaluation to determine if the student is eligible to receive special education services as a child with a disability.

If you have a concern regarding your child's academic or social functioning, contact his or her classroom teacher, or a school leader at your school site.

Approved by Rocketship Education Board of Directors, Inc. 2/18/2014

Approved by Rocketship Education Board of Directors Wisconsin 2/18/2014

Approved by the Rocketship Education, D.C., Public Charter School, Inc. Board of Trustees 2/18/2014

Revised: 7/1/2019

Title and Topic:

Purpose of the Session:

- Provide explicit information on our 20-21 ISE vision and goals
- Discuss Rocketship's commitment to equity and inclusion, including shared language that supports accessibility and equity
- Provide concrete examples of all staff's role in the implementation of IEPs as well as basic elements of UDL

Session Outcomes/Objectives:

- Create and share their vision for an equitable classroom and articulate how that vision aligns to ISE network goals and vision
- Articulate their role in the IEP process, including IEP meetings, partnership with ISE Specialists and implementation of accommodations
- Apply basic elements of UDL to scenarios and discuss the importance of planning for accessibility

How will teachers/SLs/Ops Practice? (Please be as specific as possible -- including timing, needed materials, and questions)

Documents

Participant Materials	Facilitator Materials	Application/Follow-Up/Next-Steps/ Commitment *Wrap around of the development*
Participants will bring: • reflections/questions from pre-work Pre-Work for Session • All Means All pre-work slides	Facilitator will bring: Soft Copy Handouts • Plan for breakout rooms	Timing • 60 mins total

Living the Learning Legend:

AA = Airtight Activity
R = Reflection
S = Small-group or large-group sharing
F = Frame
P = Plan + Practice

Objective Criteria For Success:

1) Highest Leverage
2) Clear & Measurable
3) Doable

Practice Criteria For Success:

1) Plan For Practice
2) Controlled Laboratory
3) Repetition
4) Alignment

Title and Topic:

Resources

- Co-Teaching: Co-Teaching Kickoff Meeting, Co-Teaching Weekly Planning, Co-Teaching Models, Number Stories Co-Teaching 22.23 Phonics Co-Teaching Phases 22.23, Close Reading 22.23 Co-Teaching Phases
- Inclusion: Universal Strategies Toolkit
- Small Group: LLI
- Guided Notes
- National Planning

Participant Materials	Facilitator Materials	Application/Follow-Up/Next-Steps/ Commitment *Wrap around of the development*
Participants will bring: • reflections/questions from pre-work Pre-Work for Session • All Means All pre-work slides	Facilitator will bring: Soft Copy Handouts • Plan for breakout rooms	Timing • 60 mins total

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3) Doable

Practice Criteria For Success:

1) Plan For Practice
2) Controlled Laboratory
3) Repetition
4) Alignment

All Means All


SEEING ABILITIES
ISE
UNLEASHING POTENTIAL

Objectives

School Team will be able to:

- Build a shared understanding and language for supporting every Rocketeer
- Articulate the supports and your role in the success of inclusion and co-teaching
- Start planning priorities for summer PD & Day 1-30 to have ISE core practices live

Agenda

- Supporting every Rocketeer
- Thriving in Tier I
  - Inclusion
  - Universal Strategies
  - Co-Teaching
- Reflection & Close Out

NORMS

1. Own Your Learning.
    - Try on.
    - Both/and thinking.

2. Be here.
    - Confidentiality.
    - Tune into power dynamics.

3. Be flexible.
    - Lean into discomfort.
    - Expect & accept non-closure.



There are four people trying to cross a rickety rope bridge in the middle of the night...



- What approach did you use to solve the puzzle when you were working independently?

- What was the impact of collaborating with others? Did your answer stay the same or change. Why?




Equality
Equity
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All students will read at grade level by the time they leave elementary school.

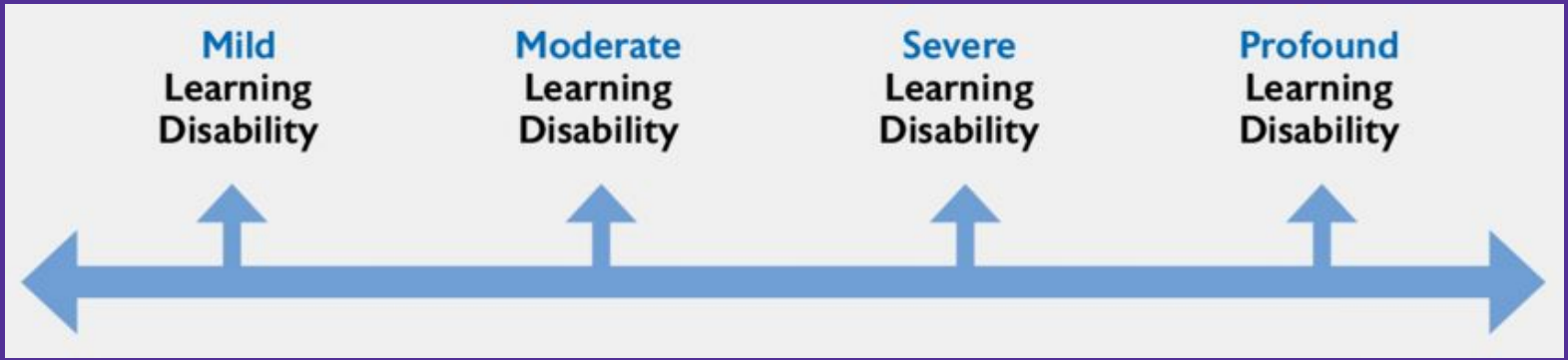
National Center for Educational Statistics

These are the high school graduation rates for students with disabilities in the regions from the 2018-2019 school year.

Our Communities	Graduation Rates for Neurodiverse Students	Graduation Rates for All Students
California	68%	85%
Milwaukee	70%	83%
DC	51%	69%
Nashville	74%	91%
Texas	78%	88%
National	74%	86%

ISE 22.23 Goals	
Student Achievement	Student achievement goals are aligned with a student's current development and needs. Each campus will review the curriculum and assessments aligned with a student's needs. • All students make 1.5 years of growth on a leveled reading assessment (4 or more levels in STEP and/or aligned reading assessment) • All students grow 15+ or more Math Fluency levels • All students meet their annual personalized STAR skills growth goal • All ISE Specialists & Paraprofessionals exceed 1.5 years of growth on NWEA Math and ELA • In every region, Rocketship's students with disabilities outperform their statewide peers
ISE Team Skill	• 80% of ISE team members are effectively implementing their curriculum (STAR, LLI, SIPPS, and Math Interventions) at a Phase 2
Case Management	• All ISE Specialists score 90% or better on the IEP writing and facilitation rubric • All ISE Specialists score 90% or better on the IEP file review

What does meaningful inclusion mean in your role and for our students?



Students meaningfully integrated into core content instruction with their peers in general education.

- Plan instructional strategies to support their learning and development
- Provide opportunities to show what they know
- Driving towards the same high bar for student outcomes
- Learn with and from peers (vice versa)

Equity for All Students

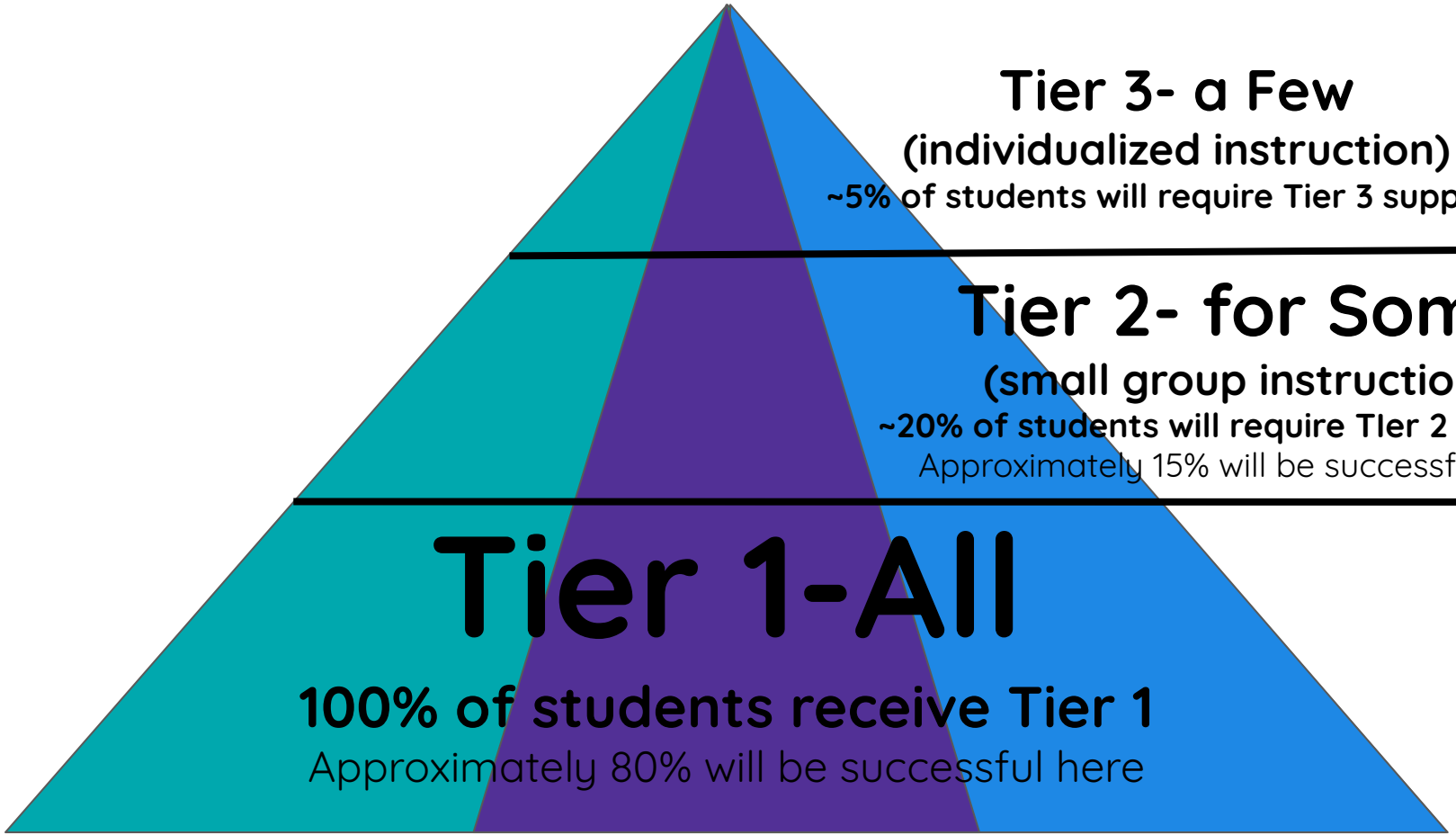


SEEING ABILITIES
ISE
UNLEASHING POTENTIAL



Tier I - Inclusion
Accessibility for all




Tier 3- a Few
(individualized instruction)
~5% of students will require Tier 3 supports
Tier 2- for Some
(small group instruction)
~20% of students will require TIer 2 supports
Approximately 15% will be successful here
Tier 1-All
100% of students receive Tier 1
Approximately 80% will be successful here
Academics
(HUM, STEM, Language)
Behavior
Social-Emotional

Universal Strategies - Thriving in Tier I



Set & Reflect

"I know and celebrate my glows, grows, and goals!"



Help Me See It

"A visual is worth a 1,000 words!"



Express It

"I make my thinking visible through writing and drawing!"



Voice My View

"Dialogue strengthens my language skills!"



Head to Toe

"I engage my brain and senses with music, movement, and gestures."

Universal Strategies - Thriving in Tier I



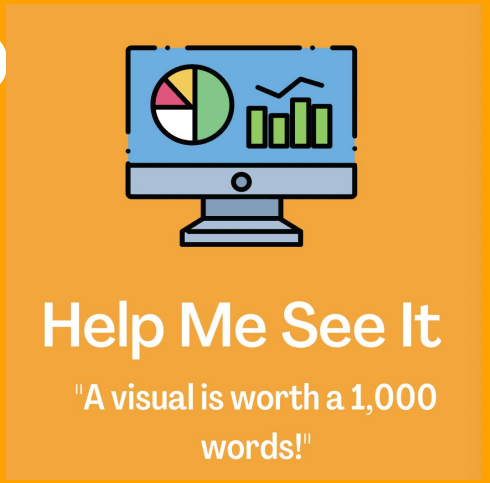
Help Me See It

"A visual is worth a 1,000 words!"

Universal Strategies - Thriving in Tier I

Vision	
 Help Me See It 'A visual is worth a 1,000 words!	
Students	Access and utilize core visuals aligned with the key concepts and vocabulary for each lesson.
Teachers	Plan & integrate a visual representation of the core understanding of each day's content and vocabulary. This could include: • Anchor (aka input charts) • Guided Notes/Reference Sheet • Content Dictionary (Whole Class or Individual)
Rocketeers are able to: • See a visual representation of 1-2 core concepts for the day's lesson • Use the information on the visual to develop their understanding • Use the information on the visual to answer questions • Individually access - throughout a handout or being able to see anchor chart/word wall or visual	

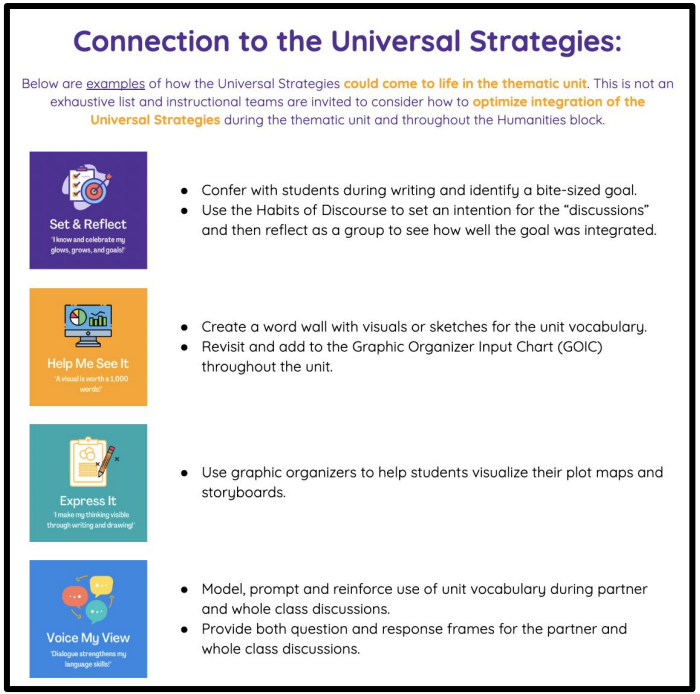
In your role, what are ways to bring to life the “Help Me See It” strategy in the first 30 day of the school year?



Universal Strategies - Thriving in Tier I

- Unit Strategies
- Exemplar Resources & Videos
- 1:1 and RTC rubrics for development

COMING SOON



Neurodiverse Supports Throughout the School Day



Tier 1 and an IEP

An IEP provides additional support delivered in collaboration with the entire school team through

- Accomodations
- Modifications of content
- Plans Social and Emotional Learning
- Specialized Academic Instruction Through IEP Goals



7:45	Launch 7:45-8:00
7:50	
7:55	
8:00	Breakfast 8:00-8:10
8:05	
8:10	SEL /Community Meeting 8:10-8:30
8:15	
8:20	
8:25	
8:30	Breakfast Cleanup
8:35	Math Meeting 15 mins
8:40	
8:45	
8:50	Phonics 40 Mins
8:55	
9:00	
9:05	
9:10	
9:15	
9:20	
9:25	

7:45	Launch 7:45-8:00
7:50	
7:55	
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8:40	
8:45	
8:50	Phonics 40 Mins
8:55	
9:00	
9:05	
9:10	
9:15	
9:20	
9:25	

Think of a student with an IEP's experience throughout the course of the day - how can we maximize their experience based on how we understand and implement an IEP?

7:45	Launch 7:45-8:00
7:50	
7:55	
8:00	Breakfast 8:00-8:10
8:05	
8:10	SEL /Community Meeting 8:10-8:30
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8:45	
8:50	Phonics 40 Mins
8:55	
9:00	
9:05	
9:10	
9:15	
9:20	
9:25	

What are actions you want to take during Summer PD to support a successful first 30 days of school for students with neurodiverse needs?

Making it happen...

Weekly Grade Team Meetings - MTSS & ISE



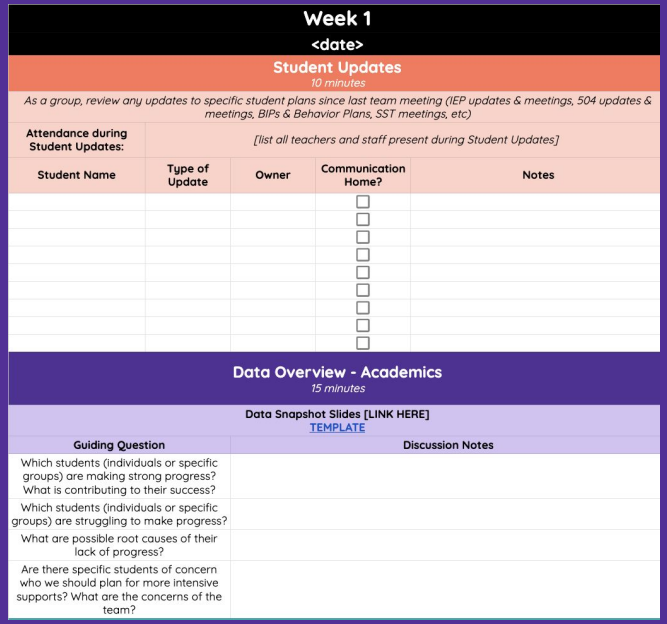
Weekly Grade Team Meetings - MTSS & ISE

Review key data metrics:

- STEP progress
- MAP Reading Fluency
- LNS and Sight Words Data
- Math Fluency

Week 1 <date>				
Student Updates *10 minutes*				
As a group, review any updates to specific student plans since last team meeting (IEP updates & meetings, 504 updates & meetings, BIPs & Behavior Plans, SST meetings, etc)				
Attendance during Student Updates:	*[list all teachers and staff present during Student Updates]*			
Student Name	**Type of Update**	**Owner**	**Communication Home?**	**Notes**
			☐	
			☐	
			☐	
			☐	
			☐	
			☐	
			☐	
			☐	
			☐	

Data Overview - Academics *15 minutes*	
Data Snapshot Slides [LINK HERE] TEMPLATE	
Guiding Question	**Discussion Notes**
Which students (individuals or specific groups) are making strong progress? What is contributing to their success?	
Which students (individuals or specific groups) are struggling to make progress?	
What are possible root causes of their lack of progress?	
Are there specific students of concern who we should plan for more intensive supports? What are the concerns of the team?	



Week 1

<date>

Student Updates

10 minutes

As a group, review any updates to specific student plans since last team meeting (IEP updates & meetings, 504 updates & meetings, BIPs & Behavior Plans, SST meetings, etc)

Attendance during Student Updates:	*[list all teachers and staff present during Student Updates]*			
Student Name	**Type of Update**	**Owner**	**Communication Home?**	**Notes**
			☐	
			☐	
			☐	
			☐	
			☐	
			☐	
			☐	
			☐	
			☐	

Data Overview - Academics

15 minutes

Data Snapshot Slides [LINK HERE]

TEMPLATE

Guiding Question	**Discussion Notes**
Which students (individuals or specific groups) are making strong progress? What is contributing to their success?	
Which students (individuals or specific groups) are struggling to make progress?	
What are possible root causes of their lack of progress?	
Are there specific students of concern who we should plan for more intensive supports? What are the the concerns of the team?	

How can you make sure that Grade Level Team - ISE - MTSS - Collaboration is effective throughout the year?

Weekly Grade Team Meetings - MTSS & ISE

Next Steps:

- ❏ Grade Level - IEP & BIP Roll Out with ISE Teams
- ❏ Launch your Weekly GLT MTSS & ISE Meetings



Tier I - Co-Teaching



Co-Teaching - Thriving in Tier I

We maximize the instructional impact for all students with **two instructional leaders** in the classroom - general education (GE) and special education (ISE). Our GE and ISE teams partner to differentiate instruction in key core content blocks to support the growth and mastery of all students. Our co-teaching is rooted in strong GE & ISE partnerships and planning to drive differentiated instruction.



Intellectual Prep
Co-Planning

Co-Teaching Model based on the lesson & data

Data Collection & Analysis

Student Scaffolds & Supports

Physical Space, Systems & Routines


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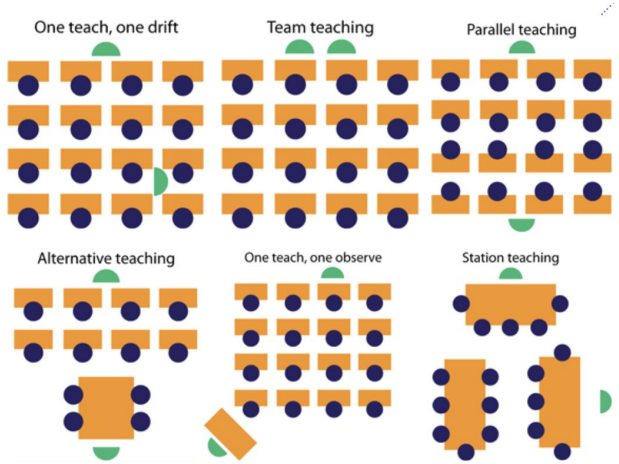
Co-Teaching - Thriving in Tier I

Kinder - Second Grade

- Phonics
- Counting Collections

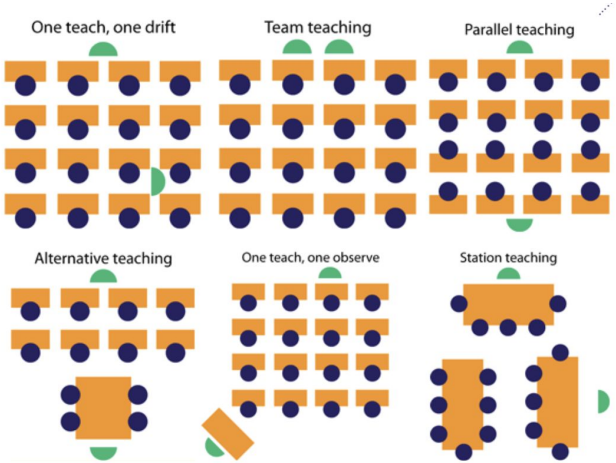
Third Grade-Fifth Grade

- Close Reading
- Number Stories



Co-Teaching

- Co-Planning, Communication & Feedback
- Targeted Instruction



Weekly Co-Teaching Meeting Agenda

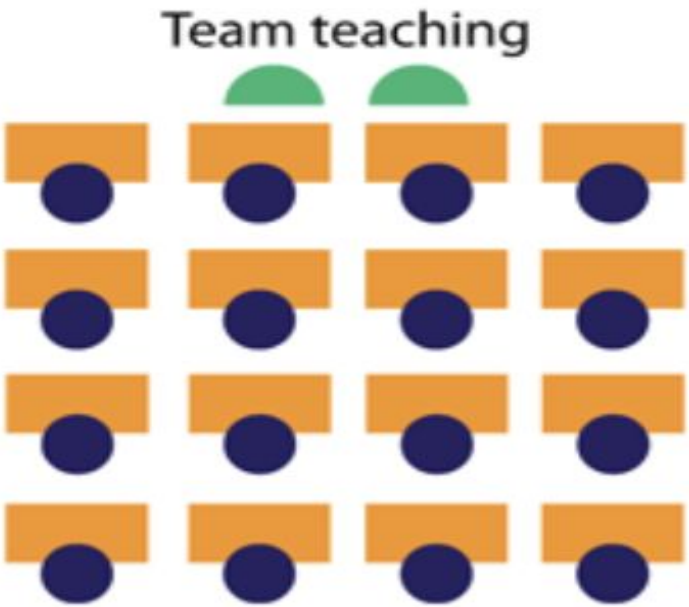
Materials for Collaboration • Upcoming Week's Lessons • Students' most recent data - student work analysis and data sets from Schoolzilla • Co-Teaching Models (reference point)	
Guiding Questions for Intellectual Prep • What does our most recent academic and behavioral data indicate and how can we leverage our "flow of the block" to close these gaps? • What do we need to coordinate (be on the same page about) to implement the basic "flow of the block"? • Who will prepare which materials? (Are we clear on follow-up/Next Steps?)	
Upcoming Week	
Student Data Review	Class Trends Students' with IEPs Trends
Response to Data	
Key Understandings	

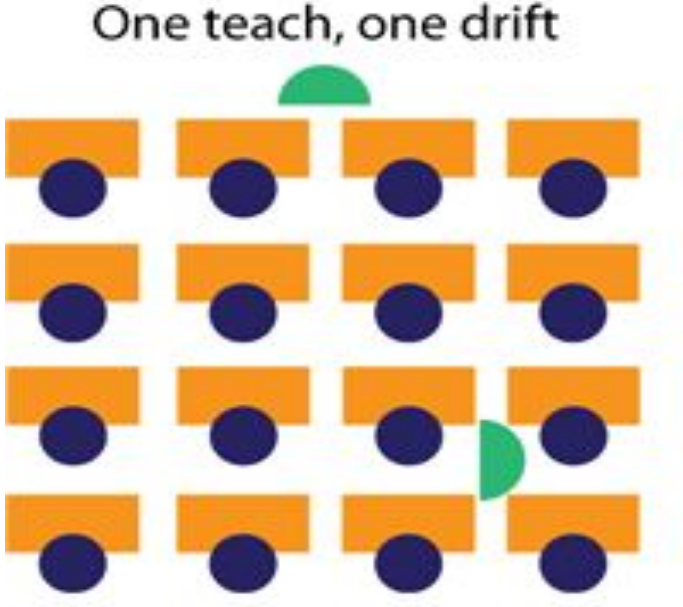
Co-Teaching - Thriving in Tier I

- GE Teachers, Specialists & Paras are attending core content PD for priority co-taught blocks
- All will engage as co-teachers in BoY Co-Teaching Kickoff Meetings



Co-Teaching - Thriving in Tier I





Co-Teaching - Thriving in Tier I

To make sure our teachers are set up for success, they will:

- Schedule their weekly co-planning and if applicable tweak co-teaching weekly planning doc
- Plan Week 1 instruction - both introducing and instructing for culture & routines as lead teacher. ISE Team member should lead teach at least once a week.



Co-Teaching - Thriving in Tier I

Review the co-teaching resources:

- In your role, what do you need to plan to:
  - Build shared understanding of supporting all students
  - Each team member articulate their role in supporting students
  - PD facilitation and/or engagement
  - Summer PD & Day 1-30 planning



How will you make sure that your GE teachers and your ISE teachers have time to collaborate for effective co-teaching on a weekly basis?

Close Out



Next Steps

- Meet with your specialist program, to craft ISE specific practices on your campus.
  - Clusters cohorts
  - Co-Teachers for each grade and prioritized content
  - Case Manager selected for each grade
  - Bell Schedule crafted with co-teaching
- Each campus has a “Co-Teaching & Inclusion” PD facilitator for your campus. Personalize the information from this PD.



Next Steps

- Review your Summer PD calendar for campus collaboration:
  - Co-Teaching Kickoff Meetings
  - ISE IEP & BIP Roll Out Meetings to each grade
  - Weekly ISE & MTSS GLT
  - Monthly ISE & GLT Collab Meetings (planning IEP meetings)
- Have Co-Teaching BoY Launch Meetings plotted on your Summer PD calendar. SLs support meetings by:
  - Attending the BoY Launch meeting to support building the relationship and crafting vision - prioritize for new co-teaching relationships or relationships that need a refresh
  - Pre or Post meeting with co-teaching pairs to codify practices - prioritize for established co-teaching pairs
- Review your campus Summer PD to integrate Universal Strategies -- the focus for Day 1-30 are “Help Me See it” and “Voice my View.”



PRINTABLE COPY 25.26 Gen Ed & ISE Teacher Performance Rubric

Domain & Component					
Levels		**Level 1: Below**	**Level 2: Approaching**	**Level 3: Meets**	**Level 4: Exceeds**
	Elements of Success	**Domain 1: Planning & Preparation**			
1a: Applying knowledge of content and pedagogy	**Disciplinary Expertise** **Pedagogical Content Knowledge** **Knowledge of Interdisciplinary Relationships and Skills**	Planning and preparation include content errors or demonstrate a lack of understanding of the content. Lesson and unit plans lack consideration for prerequisite knowledge and possible student misconceptions. No interdisciplinary relationships are identified in plans or preparation.	Planning and preparation indicate partial understanding of the central concepts of the discipline and their relationship to one another. Lesson and unit plans include Instructional Strategies and representations of content that are partially suitable and show some consideration for prerequisite knowledge important to student learning of the content. Plans and preparation cite some relevant connections to concepts in other disciplines and to skills that transfer across disciplines.	Planning and preparation reflect solid understanding of content and the structure of the discipline being taught. Lesson and unit plans include a variety of strategies and representations of content appropriate to the discipline, use a range of pedagogical approaches, and demonstrate understanding of prerequisite relationships among topics and concepts. Plans and preparation demonstrate knowledge of interdisciplinary relationships and skills and their real-world application.	Planning and preparation reflect extensive knowledge of important concepts and how they relate to one another, as well as recent developments in the discipline. In lessons and units planned or adapted,instructional strategies and representations of content are chosen wisely and explicitly for their suitability to the content and their ability to foster high-levels of intellectual engagement, skill development, and critical thinking. Plans and preparation demonstrate knowledge of interdisciplinary relationships and skills and their real-world application.
1b: Knowing and Valuing Students	**Respect for Student's Identities** **Understanding of Students' Current Knowledge and Skills** **Knowledge of Whole Child Development** **Knowledge of the Learning Process and Learning Differences**	The teacher is not aware of or pays little attention to students' individual identities. The teacher does not try to ascertain information about students' varied prior knowledge, skills, or mindsets. The teacher does not attend to or understand students' cognitive, social, emotional, and character development. The teacher displaysinsufficient understanding of how students learn and develop in general or of individual differences for students in the class.	The teacher applies knowledge of students individual identities to planning and preparation with limited success. The teacher applies an understanding of students' varied knowledge and skill levels, as well as mindsets related to learning, with limited success. The teacher's understanding of students' cognitive, social, emotional, and character development in planning and preparation with limited success. The teacher has limited understanding of the learning process and of individual learning differences.	The teacher successfully incorporates knowledge of students' individual identities into planning and preparation. The teacher successfully applies an understanding of students' levels of knowledge and skill, as well as their mindsets about learning, in planning and preparation. The teacher successfully incorporates an understanding of students' cognitive, social, emotional, and character development is successfully incorporated into planning and preparation. The teacher's accurate understanding of how students learn and learn differently is evident in planning and preparation.	The teacher recognizes and appreciates students' unique identities, designing affirming learning experiences with them in mind. The teacher's deep understanding of each student's knowledge, skills, and mindsets ensures that students receive appropriate scaffolds when necessary, meet rigorous outcomes, and are challenged to do their best work. The teacher deeply understands and integrates students' cognitive, social, emotional, and character development to model and teach habits and mindsets that promote student assumption of responsibility. In lessons planned oradapted, the teacher uses extensive knowledge of the learning process and learning differences to design experiences that are engaging and successful.
1c: Setting Instructional Outcomes	**Value and Relevance** **Alignment to Grade-Level Standards** **Clarity of Purpose** **Integration of Multiple Aspects of Student Development**	Instructional outcomes are not relevant or meaningful or do not reflect important learning.Instructional outcomes do not reflect grade-level standards.Instructional outcomes are unclear or are stated as activities.Instructional outcomes do not reflect a range of purposes.	Instructional outcomes are somewhat relevant and partially reflect important learning and development. Instructional outcomes partially reflect grade-level standards.Instructional outcomes are somewhat clear and partially describe what students will learn. Instructional outcomes target different types of outcomes beyond academic knowledge and skills with partial success.	Instructional outcomes are mostly relevant and reflect important learning and development. Instructional outcomes mostly reflect grade-level standards. Instructional outcomes are mostly clear and specific, likely to ensure that students understand what they will learn and how.Instructional outcomes represent a range of high- priority, developmentally appropriate purposes, including academic, emotional intelligence, and character development goals.	Instructional outcomes consistently reflect important, meaningful, and relevant learning that requires critical thinking.Instructional outcomes consistently reflect grade-level standards that challenge all students in the class and encourage intellectual risk taking. Instructional outcomes are uniformly clear and specific and support students to extend their learning. Instructional outcomes integrate academic, emotional intelligence , and character development goals rather than treating them separately.

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Domain & Component					
Levels		**Level 1: Below**	**Level 2: Approaching**	**Level 3: Meets**	**Level 4: Exceeds**
1d. Using Resources Effectively	**Instructional Materials** **Technology and Digital Resources** **Supports for Students**	The teacher is not aware of, or does not appropriately or effectively use instructional materials and other resources to support student learning and development. When instructional materials are provided,the teacher does not use or learn to effectively implement them. When instructional materials are not provided, the teacher uses inappropriate or ineffective materials of their own choosing that do not support rigorous instruction or engagement. The teacher does not appropriately access digital resources to support student learning and development. The teacher does not inquire about or seek out resources to support individual student needs.	The teacher understands and uses instructional materials and other resources to support student learning and development, but these resources represent only a narrow band of what is available. When instructional materials are provided,the teacher implements them with some success, develops some understanding of their features and design, and is sometimes able to recognize and adjust for gaps or deficiencies in the materials. When instructional materials are not provided, the teacher selects and uses materials that are partially aligned to standards to serve as the core of instruction and support student learning and development. The teacher uses technology and accesses digital resources that partially support student learning but may be primarily a substitution for other resources. The teacher seeks some additional resources and supports aligned to the individual needs of students.	The teacher's knowledge of instructional materials and other resources leads to discerning choices to support learning and development. When instructional materials are provided, the teacher's understanding of the materials supports appropriate choices based on the specific needs of students that increase the effectiveness of the curriculum. When instructional materials are not provided, the teacher relies on a strong core set of instructional materials aligned to rigorous standards and makes choices based on the specific needs of students that increase the effectiveness of those materials. Technology and other digital resources are used effectively to support equitable student learning and exploration, as well as connection and development. The teacher provides resources and supports aligned to students'individual needs and learning differences,allowing each student to access the curriculum and meet the learning outcomes.	The teacher makes deliberate decisions in the use of instructional materials and other resources to meet individual student needs and support student autonomy and intellectual engagement. When instructional materials are provided, the teacher uses them wisely,integrating other resources if appropriate, to support each student's mastery of outcomes, further learning and development, deep intellectual engagement, and autonomy. When instructional materials are not provided, the teacher identifies a strong core set of instructional materials and uses them wisely, integrating other resources if appropriate to support each student's mastery of outcomes, further learning and development, and deep intellectual engagement. Technology and other digital resources support intellectual engagement,personalized instructional pathways for student learning and development. Resources and supports provided or suggested by the teacher promote student agency and increase efficacy in utilizing resources to support their own learning and development.
1e: Planning Coherent Instruction	**Tasks and Activities** **Flexible Learning** **Student Collaboration** **Structure and Flow**	The design of learning experiences does not support student engagement with important content. Tasks and activities are uninteresting to students, do not challenge them,and/or do not align to instructional outcomes. There is only a single approach or activity planned for students to learn the	Learning experiences are somewhat coherent in structure, within and across lessons, partially supporting students to meet the intended outcomes. Tasks and activities are partially aligned to the instructional outcomes and represent a modest level of intellectual challenge. There are multiple ways for students to learn	Learning experiences are challenging and engaging; they are designed to meet the needs of students in the class. Tasks and activities are aligned with learning outcomes and provide opportunities for higher-level thinking. Multiple strategies and approaches are tailored to the needs of various students to accelerate and	Learning experiences prioritize the needs of individual students, ensure all students can meet the intended outcomes, and support student assumption of responsibility for learning. Tasks and activities encourage student agency and create authentic opportunities to engage with meaningful content.

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Domain & Component					
Levels		**Level 1: Below**	**Level 2: Approaching**	**Level 3: Meets**	**Level 4: Exceeds**
1f: Designing and Analyzing Assessments	**Congruence with Instructional Outcomes** **Criteria and Standards** **Planning Formative Assessments** **Analysis and Application**	There is no plan for assessment of the assessments will not provide evidence that students have learned the intended outcomes. Assessments are not aligned to the instructional outcomes. Assessments lack criteria by which student performance can be accurately assessed. There are no formative assessments planned.Assessment results are not relevant or used for future planning.	Assessments will partially help the teacher determine whether students have learned or are learning the intended outcomes. Assessments are partially aligned to instructional outcomes but may not assess them completely. Assessment criteria and standards have been developed, but they are unclear or too vague. Some formative assessments are planned and will give a partially accurate picture of student learning throughout the lesson. Assessment results are used in future planning for some students, groups of students, or the class as a whole.	Assessments are planned throughout the instructional process and provide timely and valuable information to teachers and feedback to students. Assessments will fully and fairly provide evidence of student understanding of the content and mastery of outcomes, as well as reveal specific misunderstandings. Assessment criteria and standards are established,clear, and fully understood by students.Formative assessments will give an accurate picture of student learning, and plans for lessons indicate possible adjustments based on formative assessment data. Assessment results from prior lessons and units are a key tool used by the teacher in planning future instruction.	Students will have the opportunity to demonstrate mastery of content and analyze their own progress through multiple, flexible assessments. Students have varied and multiple opportunities to demonstrate mastery of outcomes; assessments allow for the analysis of student misunderstandings, revealing how and why the misunderstanding occurred. Assessment criteria and standards are clear, and students have contributed to their development. Formative assessment will provide accurate and timely information to teachers and students, allowing students to adjust course with minimal teacher guidance. Assessment results consistently drive planning and preparation to inform instructional decision making and instructional pathways for students.
		Domain 2: Learning Environments			
2a: Cultivating Respectful and Affirming Environments	**Positive Relationships** **Sense of Belonging** **Cultural Awarness** **Positive Conflict Resolution**	Students do not feel safe and valued;learning environments are characterized by negativity, disrespect,inappropriateness,insensitivity, and/or unresolved conflict. Classroom interactions,both between the teacher and students and among students,are frequently negative,uncaring, inappropriate,or insensitive to students' identities and developmental levels.	Learning environments are partially characterized by caring and respectful interactions. Classroom interactions,both between the teacher and students and among students, are consistently caring and respectful, but form a foundation for positive relationships to develop. Verbal and nonverbal communication indicates that many students feel part of a classroom	Learning environments are characterized by positive developmental relationships that are intentionally nurtured and celebrated. Classroom interactions,both between the teacher and students and among students, demonstrate caring and respect that honors and affirms students' identities. Verbal and nonverbal participation indicates most students participate in a class community that reflects their collective identities while honoring	Students play an active role in creating learning environments characterized by a sense of community, where each member feels safe,valued, and connected. Patterns of interaction in the classroom are culturally aware; the teacher's own cultural awareness and critical consciousness foster positive relationships and students take an active role in developing and sustaining positive relationships.
2b: Fostering a Culture for Learning	**Purpose and Motivation** **Dispositions for Learning** **Student Agency and Pride in Work** **Support and Perseverance**	The culture of the class is not conducive to learning and does not support development. There is little or no sense of purpose for the work or the reasons for doing it are external demands. The teacher ignores or discourages students curiosity and does not ask students to think critically to reason and reflect. Students have little or no agency in learning experiences or classroom life. The teacher conveys that the work is too challenging for all or some of the students or that they lack the perseverance to succeed; students are allowed or expected to quit.	The culture of the classic somewhat conducive to learning and development. The teacher communicates the importance of content,the ultimate purpose of learning, and the value of personal growth with some success. The teacher occasionally encourage student curiosity, critical thinking,reasoning, and reflection. Students are given some opportunities to exercise agency, though they may not be taken up or may be infrequent. The teacher encourages confidence, resilience,persistence, and teamwork,promoting a conviction that with hard work and perseverance all students can master the content.	The culture of the class is characterized by high expectations and supports students' learning and development. The teacher and students demonstrate a belief in the importance of learning and personal growth that motivates them to succeed and flourish. The teacher encourages and intentionally develop student curiosity, critical thinking, reasoning, andreflection. Students have multiple opportunities to exercise agency, and autonomy is intentionally developed and celebrated. The teacher intentionally develops and celebratesconfidence, resilience,persistence, and teamwork that support student perseverance.	Students play an active role in establishing a culture that consistently fosters dialogue, reflection, and growth, allowing all students to experience success. The teacher and students display dedication to learning the content and a sense of purpose for their learning; both content mastery and personal growth are valued by the teacher and students. Student curiosity, critical thinking, reasoning, andreflection are clearly evident in the classroom and have a direct effect on instruction, student learning, and development. Students clearly exercise autonomy in their learning and actively suggest ways to make the classroom more joyful, rigorous, and purposeful. Students encourage one another to persevere and use strategies to support each other through challenging work.

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Domain & Component					
Levels		**Level 1: Below**	**Level 2: Approaching**	**Level 3: Meets**	**Level 4: Exceeds**
2c: Managing Classroom Procedures	**Productive Collaboration** **Student Autonomy and Responsibility** **Equitable Access to Resources and Supports** **Non-Instructional Tasks**	Student learning and development are hindered by a lack of routines or inefficientclassroom procedures. Students are not productively engaged during group work.Routines do not support student autonomy or assumption of responsibility. Resources and supports are not deployed efficiently,effectively, or equitably. Non-instructional tasks are not completed or completed inefficiently, resulting in loss of instructional time or potential danger to students.	Classroom routines and procedures, established or managed primarily by the teacher, support opportunities for student learning and development. Students are somewhat engaged in group work. Routines and procedures partially support student autonomy and assumption of responsibility. Resources and supports are managed somewhatefficiently and effectively, though students may not have equitable access.Non-instructional tasks are completed with some efficiency, but instructional time is lost.	Shared routines andefficient procedures are largely student-directed and maximize opportunities for student learning and development. Students are productively engaged during small group work, working purposefully and collaboratively with their peers. Routines and procedures allow students to operate autonomously and take responsibility for their learning. Resources and supports are deployed efficientlyand effectively; all students are able to access what they need. Most non-instructional tasks are completed efficiently, with little loss of instructional time.	Students have a voice and play an active role in designing and adjusting routines and procedures that actively create a respectful learning environment and support the growth of each community member. Students play an active role in ensuring their time ingroups is used purposefully and meets their individual and group needs. Students take responsibility for routines and procedures and take initiative to suggest adjustments that would further support their learning and development. Resources and supports are deployed equitably;students take initiative in accessing resources and identifying additional supports they need. Non-instructional tasks are completed seamlessly with no loss of instructional time.
2d: Supporting Positive Student Behavior	**Expectations for the Learning Community** **Modeling and Teaching Habits of Character** **Self-Monitoring and Collective Responsibility**	There is little evidence of explicit modeling,instruction, or guidance related to positive student behavior. The teacher does not communicate expectations or address negative behavior. The teacher does not explicitly model or teach habits of character. Students take no responsibility for their own behavior and do not display awareness of their impact on others.	Positive behavior is modeled by the teacher and occasionally taught explicitly. The teacher establishes expectations to promote positive behavior but with uneven success. The teacher models and teaches habits of character but with uneven success. The teacher encourages students to monitor their own and one another's behavior and emphasizes collective responsibility but with uneven success.	Students display positive behaviors,which are modeled by teachers and reinforced to promote reflection and recalibration rather than compliance. The teacher and students have successfully established and agreed upon expectations. The teacher models,explicitly teaches, and reinforces habits of character to promote learning, ethical behavior, and citizenship. Students successfully monitor their own behavior and attend to their impact on other students.	Students consistently and independently display positive behaviors and seek opportunities to build a better classroom community. Students play an active role in establishing and maintaining expectations, with regular opportunities for critical reflection both individually and as a group. Students take initiative in explicitly discussing and reinforcing habits of character that contribute to a safe and productive learning environment. Students successfully monitor their own behavior and appropriately support one another in demonstrating positive behavior.
2e Organizing Spaces for Learning	**Safety and Accessibility** **Design for Learning and Development** **Co Creation and Shared Ownership**	Learning spaces are unsafe, inaccessible,and/or not conducive to learning and development. The space endangered student safety or is not accessible to all students. The design of the space is an impediment to learning and development. Students do not help create or arrange the space for learning and demonstrate little pride or ownership in the space.	Learning spaces are safe and accessible;the arrangement and use of resources partially supports student learning and development. The space is generally safe and accessible with some issues that need to be addressed. The design of the space is not an impediment to learning but does not enhance it. Students have some voice in creating the space and demonstrate some ownership of it.	Learning spaces are thoughtfully designed to address the needs of individual learners within the context of shared experiences. The space is safe and accessible to all students. The design of the space supports student learning and development and is appropriate for the goals and activities. Students have a voice in creating the space and demonstrate shared ownership of it.	Learning spaces are thoughtfully-designed andmodified as needed by members of the learning community to address the needs of individuals and create collaborative, joyful spaces for all to learn and grow. Modifications are made to the environment as necessary by students and teachers to accommodate individual needs. The design of the space optimizes learning and development and is appropriately adjusted to align to goals and activities. Students take initiative in designing the space, demonstrate a sense of pride and ownership, and adjust the space as necessary to create a more beautiful and joyful environment.

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Levels		**Level 1: Below**	**Level 2: Approaching**	**Level 3: Meets**	**Level 4: Exceeds**
		Domain 3: Learning Experiences			
3a: Communicating About Purpose and Content	**Purpose for Learning and Criteria for Success** **Specific Expectations** **Explanations of Content** **Use of Academic Language**	Communication about purpose and content is unclear or confusing and hinders student learning. The teacher does not convey to students what they will be learning. The teacher's unclear or incomplete explanation of the learning activities hinders student engagement.	Communication about purpose and content is mostly clear and accurate; it partially supports learning. The teacher partially explains the purpose of learning but with little elaboration or specificity. Expectations for the learning activities are somewhat clear to students.	Communication about purpose and content is accurate and clear to students; it supports their active engagement in learning experiences and models effective use of language. The teacher clearly explains what students will be learning and why, how it is situated within broader purposes, how they will learn it, and what success will look like. The teacher clearly explains and models, if	Communication about purpose and content is rich, nuanced, and relevant to students inviting them to think critically and contribute intellectually; it encourages curiosity and supports student autonomy. Students are able to explain the purpose and value of what they are learning and connect it to broader purposes, both within the curriculum and their own lives.
3b: Using Questions and Discussion Techniques	**Critical Thinking and Deeper Learning** **Reasoning and Reflection** **Student Participation**	Questioning and discussion are absent or do not support learning and development. Questioning and discussion do not invite student thinking, are of little cognitive challenge,and often have a single correct response. Questioning and discussion do not invite or require students to explain their thinking. Questions and discussions are between teacher and select students; students don't engage in dialogue with one another or ask each other questions.	Questioning and discussion, primarily framed and led by the teacher, are used to support student learning and development. The teacher frames questions to promote critical thinking and deeper understanding but with uneven success. Questioning and discussion invite students to explain their thinking and reflect on their learning, but students are only somewhat successful at doing so. The teacher calls on many students or invites them to respond directly to one another, but only some students answer or participate in the discussion.	Questioning and discussion, framed or led by the teacher and students, effectively support critical thinking, reasoning, and reflection. Open-ended and higher-level questions and genuine discussion allow students to think critically and offer multiple perspectives, challenging them to deepen understanding. Through questioning and discussion, students have the opportunity to reason, reflect on learning, and justify their thinking, and successfully do so. The teacher successfully engages students in discussion; students actively participate and ask questions of one another.	Students intentionally use questioning and discussion to develop their own and others' thinking, reasoning skills, and habits of reflection. Students initiate higher-order questions andextend discussions withconfidence, applying and developing critical thinking, curiosity, and deeper understanding. Students use questions and discussions to challenge one another's thinking with respect and humility, successfully justify their reasoning, and collaboratively generate new ideas and lines of inquiry. Students formulate questions, initiate discussion, and assume responsibility for ensuring that all voices are heard.
3c: Engaging students in learning	**Rich Learning Experiences** **Collaboration and Teamwork** **Use of Instructional Materials and Resources** **Opportunities for Thinking and Reflection**	Learning experiences do not require active intellectual engagement by students. Tasks are inappropriate for students in the class, many students are not engaged in them, or they may only require recall or use a single approach. Students do not collaborate,they do not engage with one another effectively, and/or instructional groupings are inappropriate for the task.Instructional	Learning experiences partially engage students intellectually; the activities require students to do some thinking. Students are partially engaged in tasks that require thinking as opposed to only recall; some tasks have multiple correct responses or approaches. Students collaborate during the lesson in ways that are mostly suitable to the activities and outcomes and partially support learning for	Learning experiences support curiosity and exploration and encourage higher-order thinking; students engage in multiple ways and represent their ideas and responses through multiple means. All students engage in activities that support agency and require critical thinking; tasks require high levels of intellectual engagement and students explain their thinking. Student collaboration is a key component of learning and engagement in the class, instructional	Students take initiative to increase the challenge or complexity of learning experiences and make suggestions for modifications that increase meaning and relevance. Through choices provided by the teacher or their own initiative, students modify learning tasks to make them more meaningful or challenging. Students take initiative to collaborate in new or unplanned ways that further their learning; they actively serve as resources for one another and
3d: Using Assessment for Learning	**Clear Standards for Success** **Monitoring Student Understanding** **Timely, Constructive Feedback**	Formative assessment is not used during instruction or is not aligned to the instructional purpose of the lesson. The teacher doesn't share assessment criteria,describe what high-quality work looks like, or explain how students will	Formative assessment partially supports student learning and development. Students partially understand how they will know they are progressing successfully and how their work will be evaluated. The teacher's attempts to monitor student	The teacher and students use formative assessments to elicit evidence of understanding, analyze progress, and provide constructive feedback. The standards of high-quality work and success are clear to students and provide the opportunity for self-assessment.	Students take initiative to analyze their own progress against a clear standard in order to achieve the outcome and identify new opportunities and challenges. Students and those who support them have an active voice in establishing standards for success that are relevant and ambitious;they clearly

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3e: Responding Flexibly to Student Needs	**Evidence-Based Adjustments** **Receptiveness and Responsiveness** **Determination and Persistence**	The teacher makes no adjustments to learning experiences, even when warranted, and is not responsive to student needs. The teacher does not recognize, or ignores,evidence of low engagement or lack of student understanding.The teacher brushes aside or does not fully address students' questions or difficulties. The teacher does not convey a level of responsibility for student learning and success or is uncertain about how to assist students.	The teacher makes some adjustments to learning experiences and is responsive to student needs with partial success. The teacher attempts to adjust learning experiences based on evidence but is only partially successful. The teacher attempts to incorporate students' questions and respond to their interests but only minimally or with limited success. The teacher conveys responsibility and commitment to efficacy but lacks certainty or is only partially successful in responding to student difficulties.	The teacher's adjustments and responsiveness lead to deeper understanding for students and/or new learning experiences. The teacher effectively adjusts learning experiences based on real-time evidence and students' individual and specific needs. The teacher incorporates students' interests and questions into learning experiences to deepen understanding and encourage curiosity and autonomy. Drawing on a broad repertoire of strategies, the teacher persists in seeking alternative approaches and pathways when students experience difficulty.	Based on self- monitoring and reflection, students voice their needs, ask questions, and make suggestions that lead to adjustments and modifications or spark new learning opportunities. Students voice their needs and assume responsibility for their own learning by making necessary adjustments to the learning experiences with the support and encouragement of the teacher. Students identify new learning opportunities and take the initiative to pursue them on their own, with their peers, or with the support of the teacher or others in the school and beyond. Students demonstrate determination and persistence when they experience difficulties; they seek and receive effective support from the teacher and others.
		Domain 4: Principled Teaching			
4a: Engaging in Reflective Practice	**Self Assessment of Teaching** **Analysis and Discovery** **Application and Continuous Improvement**	The teacher does not appear to engage in reflective practice, does not know whether students achieved the outcomes, or misjudges the success of instruction. The teacher does not reflect on experiences or draws inaccurate or incomplete conclusions about their success. The teacher does not or is unable to analyze their impact on student success and/or makes no suggestions for growth or improvement. The teacher does not plan for or consider opportunities to improve practice.	The teacher's reflective practice leads to some accurate assessment of student success of instruction but does not follow through with analysis and changes to practice. The teacher has a partially accurate but incomplete sense about whether or not instructional practices were successful or had the desired impact on student learning and development. The teacher analyzes some aspects of their practice but may not consider alternative approaches, recognize the impact of their own mindsets or beliefs, and/or be willing to explore new strategies or ideas. Based on reflection, the teacher has some plans for future action that will better support student learning and development.	The teacher's reflective practice, based on consideration of evidence of student learning and development, leads to an accurate assessment of the success of instruction and results in specific changes and adjustments. The teacher draws on evidence from the lesson, including student work, to assess the effectiveness of specific elements of instruction and their impact on student learning and development. The teacher analyzes the impact of their own actions and beliefs on student learning, learns about alternative perspectives and approaches, and begins to build new knowledge and skills that enhance learning. Based on reflection, the teacher considers multiple paths forward; communicates a commitment to the success of all students; and plans, practices, and implements improvements.	The teacher consistently engages in reflective practice that leads to a thorough and accurate assessment of the success of instruction, exploration of new ideas and approaches, and ongoing changes to practices and mindsets focused on supporting students who need it most. The teacher's assessment of the lesson is based multiple sources of evidence, leads to a thoughtful and accurate analysis of practice, and addresses the specific impact of the design or execution of elements of instruction on student learning and development. The teacher critically analyzes the impact of practices, values, and beliefs on student learning and consistently focuses on acquiring new knowledge and skills to enhance learning, prioritizing improvement for students who need it the most. Based on reflection, the teacher focuses on the best course of action for student success, demonstrates perseverance in the face of challenges, implements new ideas and strategies and continues to reflect on and analyze the results.

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4b: Documenting Student Progress	**Student Progress Toward Mastery** **Shared Ownership** **Maintaining Reliable Records**	There is no system for documenting student progress, the system is ineffective and inefficient, or it does not provide relevant information to students and those who support them. The teacher does not adequately track student progress or the approach is not focused on mastery or aligned to goals.The teacher does not engage students or those who support them in setting, understanding, or monitoring progress toward goals. The teacher does not have systems for tracking student learning or other records, or the systems are inaccurate, confusing, or inaccessible.	The teacher documents some aspects of student progress in a manner that is accessible to students and those who support them. The teacher tracks student progress toward mastery but it is not comprehensive or may not be useful to students and those who support them. The teacher makes attempts to engage students and those who support them in identifying goals and monitoring progress toward them, with partial success. The teacher has systems for tracking student learning and other records that are accessible to students and those who support them, but they are partially inaccurate or may not be comprehensive.	The teacher documents and celebrates student progress toward mastery, focusing on the attainment of learning and developmental goals; students and those who support them engage in reflection on their progress. There is a clear system for tracking progress toward mastery and the teacher communicates understandable and useful information to students and those who support them. The teacher engages students and those who support them in setting and monitoring their progress toward their goals; students play an active role in analyzing and celebrating their success. The teacher has accurate and accessible systems for tracking student learning and other records; they use these systems efficiently and effectively.	Students monitor progress toward mastery and their own attainment of learning and development goals; they analyze and discuss their progress with the teacher and those who support them. Students are consistently aware of their own progress toward mastery of their goals; they are able to identify, reflect on, and discuss their strengths and needs based on clear evidence of progress. Students and those who support them are engaged as full partners in setting goals, monitoring progress, and evaluating and celebrating success. The teacher's systems are consistently accurate and effective; as appropriate, students contribute information and participate in maintaining reliable evidence of their learning and other records.
4c. Engaging Families and Communities	**Respect and Cultural Awareness** **Community Values** **Instructional Program** **Engagement in Learning Experiences**	The teacher does not engage students'families or the community, engage them infrequently, or does so disrespectfully. The teacher is unable to engage families or does so in ways that are disrespectful or demonstrate bias. The teacher does not take the values of families into account when planning learning experiences for designing learning environments. Little or no information about the standards,curriculum, or learning expectations is available to parents. The teacher provides opportunities for families to engage in learning experiences with students.	The teacher makes some efforts to engage families and communities and does so in a respectful manner. The teacher's efforts to engage families and communities are respectful and demonstrate some cultural awareness and a commitment to learn more. The teacher makes some efforts to engage families and communities in contributing to the ethos and values of the learning community. The teacher shares basic information about the standards, curriculum,or learning expectations;the information is limited, inaccessible, or incomplete. The teacher invites families to engage in learning experiences with students but with limited success.	The teacher engages students' families and communities in a culturally respectful manner, making information readily available and inviting participation in the intellectual life of the classroom. The teacher engages families and communities with respect and cultural awareness, learning andaffirming their values and cultural backgrounds. The teacher engages families in co-creating elements of the learning community that reflect the values of the larger community. The teacher frequently shares accessible,informative updates about the standards, curriculum,and/or learning expectations and seeks input from families. The teacher includes families/caregivers in learning experiences by creating opportunities for them to support students and engage in the learning community.	The teacher'frequent and ongoing engagement of families and community demonstrates a clear value for the role they play in student learning and is focused on forging partnerships that further the academic and personal success of each and every student. The teacher, students, and families partner together to support student success in a manner that honor the contributions of all and focuses on meeting the needs of students. The teacher, students, and families partner together to establish a learning community that honors the ethos and values of allmembers. The teacher partners with families to ensure that everyone who supports students understand the instructional program and has opportunities to engage thoughtfully in its development. The teacher views and incorporates families as essential partners in learning experiences.

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Domain & Component					
Levels		**Level 1: Below**	**Level 2: Approaching**	**Level 3: Meets**	**Level 4: Exceeds**
4d. Contributing to School Community and Culture	**Relational Trust and Collaborative Spirit** **Culture of Inquiry and Innovation** **Service to the School**	The teacher is not an active member of the school community or contributes negatively to the culture of learning and values of the school. The teacher's relationship with colleagues are characterized by negativity or combativeness. The teacher avoids activities promoting professional inquiry or only participates when required, making few or negative contributions. The teacher avoids involvement in school events, projects, and initiatives.	The teacher makes modest contributions to the school culture, supporting professional learning and upholding the values of the school. The teacher has cordial relationships with colleagues but may not have established many trusting or collaborative relationships with colleagues. The teacher participates in professional inquiry with colleagues when invited to do so and occasionally contributes to their success. The teacher participates in school events, projects, and initiatives as expected.	The teacher takes initiative in contributing to and leading events, programs, or activities that further the culture of learning in the school and bring the values of the school to life through modeling and positive action. The teacher has supportive and collaborative relationships with colleagues that are built on mutual respect and trust. The teacher regularly and actively participates in and contributes thoughtfully to professional inquiry. The teacher makes a substantial contribution to school events, projects, and initiatives.	The teacher takes a leadership role in defining, modeling, and holding self and peers accountable to the values and intellectual life of the school, leading with an emphasis on meeting the needs of students and families. The teacher actively build relational trust with colleagues and models collaboration focused on student success. The teacher takes a leadership role in promoting and ensuring the success of professional inquiry, modeling and supporting a culture of inquiry across the school. The teacher takes a leadership role in events, projects, and initiatives that contribute to the overall success of the school.
4e. Growing and Developing Professionally	**Curiosity and Autonomy** **Developing Cultural Awareness** **Enhancing Knowledge and Skills** **Seeking and Acting on Feedback**	The teacher does not engage in professional inquiry or learning focused on developing knowledge, skills, and mindsets, or does so reluctantly. The teacher demonstrates little or no interest in professional learning and takes no initiative to improve. The teacher demonstrates little or no cultural knowledge or awareness and/or assigns negative value to cultural differences. The teacher does not stay current on content and pedagogical knowledge.The teacher resists discussing feedback on their practice or ignores feedback that is given.	The teacher engages in professional inquiry and learning focused on developing knowledge, skills, and mindsets individually and with colleagues that is often determined or directed by others. The teacher engages in recommended and available professional learning opportunities and takes some initiative in seeking additional opportunities for professional growth. The teacher has some cultural knowledge or awareness, is developing understanding of the values and beliefs of other cultures, and is beginning to engage in the reflective work necessary to become more culturally aware. The teacher engages in activities designed specifically strengthen content and pedagogical knowledge and deeper understanding of curriculum. The teacher invites,accepts, and acts on feedback given by colleagues.	The teacher directs their own professional inquiry and learning in collaboration with colleagues and demonstrates curiosity and energy for professional conversations and growth focused on developing knowledge, skills, and mindsets. The teacher regularly seeks out and identifies high- quality opportunities to grow and learn, identifying problems of practice or areas of inquiry that inform individual and collaborative learning opportunities. The teacher accepts and respects cultural differences and actively seeks to understand the influence of culture, bias, and inequities on students' success. The teacher takes initiative in deepening content knowledge and understanding the curriculum individually and in collaboration with colleagues. The teacher invites feedback from colleagues,plays an active role in the analysis of practice, and works collaboratively to understand and act on feedback.	The teacher appropriately exercises autonomy to direct professional learning for themselves and their colleagues, taking a leadership role in the school, setting direction, and supporting colleagues to engage in inquiry and innovation. The teacher takes a leadership role in the school, directing their own and others' learning as appropriate based on an inquiry-driven approach that prioritizes the needs of students. The teacher demonstrates cultural awareness, is continually assessing and developing their own knowledge and skills, and leads others in the school community to develop new approaches that value differences and address inequities. The teacher is an expert and leader in understanding and continuously improving and refining their knowledge of content, pedagogy, and curriculum. The teacher takes a leadership role in supporting a school culture of growth and modeling a process for seeking, providing, and acting on feedback.
Citation:		Derived from the 2022 Charlotte Danielson *Framework for Teaching*			

LCFF Budget Overview for Parents

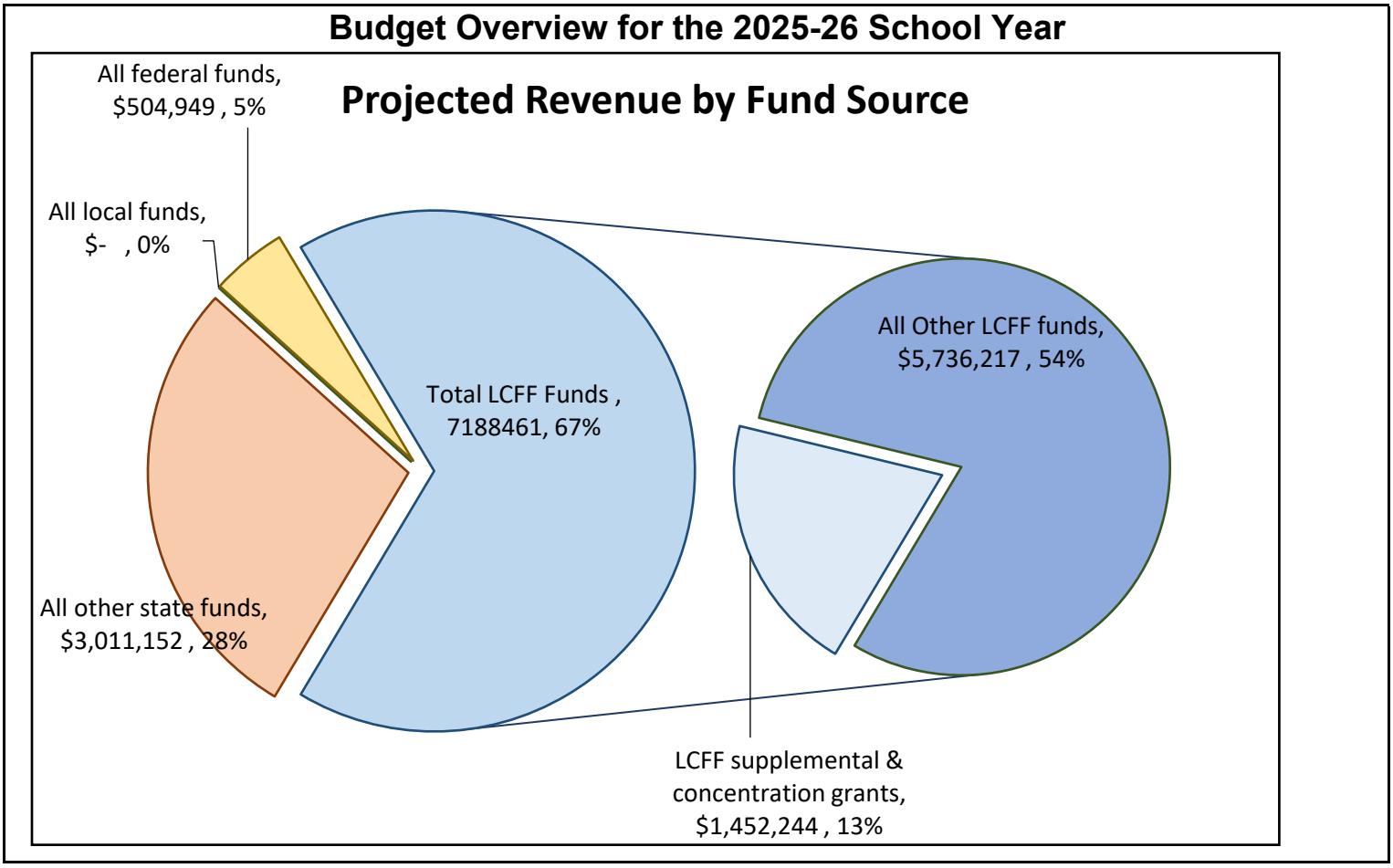
Local Educational Agency (LEA) Name: Rocketship Spark Academy

CDS Code: 43-69450-0128108

School Year: 2025-26

LEA contact information: Benjamin Carson501-258-7831bcarson@rsed.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

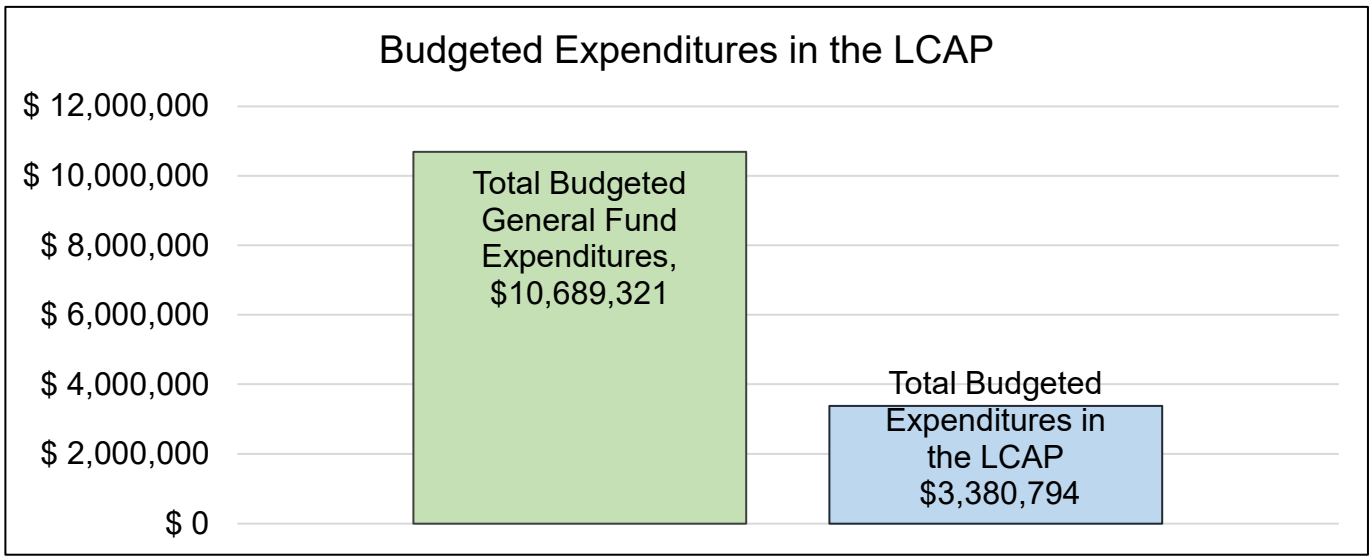


This chart shows the total general purpose revenue Rocketship Spark Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Rocketship Spark Academy is $10,704,561.61, of which $7,188,461.00 is Local Control Funding Formula (LCFF), $3,011,151.84 is other state funds, $0.00 is local funds, and $504,948.77 is federal funds. Of the $7,188,461.00 in LCFF Funds, $1,452,244.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Rocketship Spark Academy plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Rocketship Spark Academy plans to spend $10,689,321.13 for the 2025-26 school year. Of that amount, $3,380,793.98 is tied to actions/services in the LCAP and $7,308,527.15 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

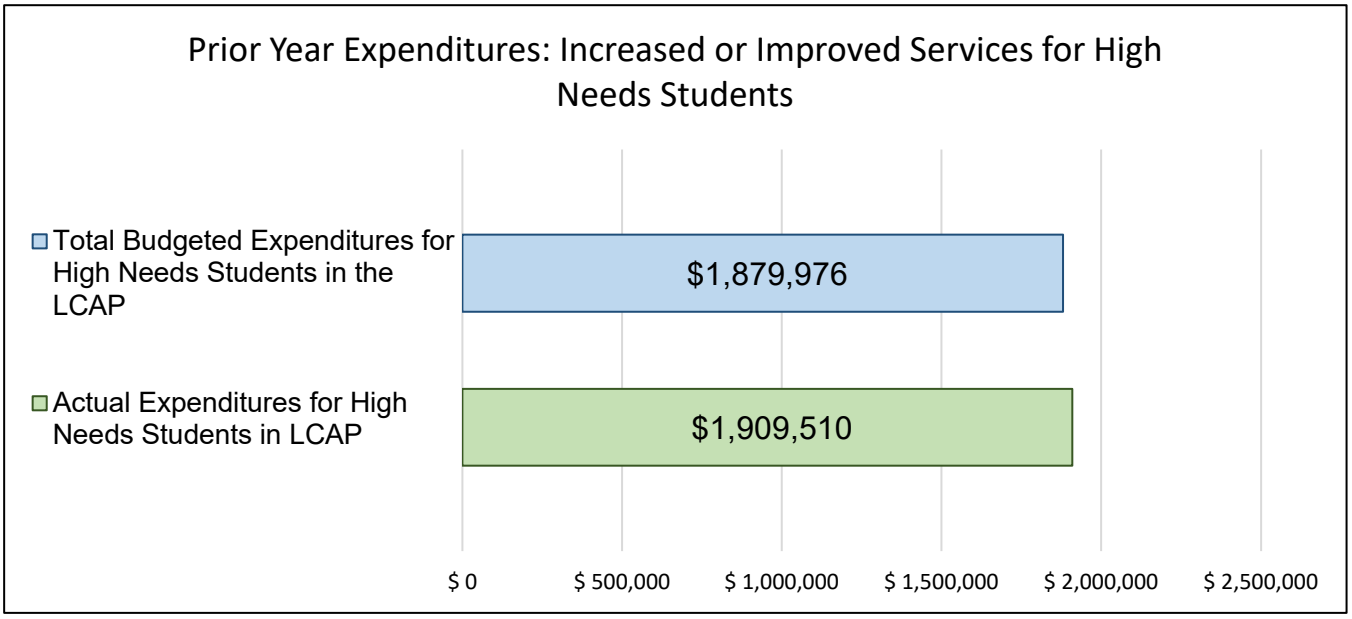
Rent, utilities, food service, district admin fees, network service fees, contracts subs, communications,insurance, travel & conferences, dues & memberships

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Rocketship Spark Academy is projecting it will receive $1,452,244.00 based on the enrollment of foster youth, English learner, and low-income students. Rocketship Spark Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Rocketship Spark Academy plans to spend $1,889,060.84 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Rocketship Spark Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Rocketship Spark Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Rocketship Spark Academy's LCAP budgeted $1,879,976.46 for planned actions to increase or improve services for high needs students. Rocketship Spark Academy actually spent $1,909,509.97 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Spark Academy	Zack Turner, Principal	spark@rsed.org; 408-622-6651

Plan Summary 2025-26

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Rocketship Spark (RSK) opened in August 2013, the eighth Rocketship campus to open in San Jose. The school serves approximately 544 students in grades TK-5. Rocketship Spark is one of our most diverse schools, with large populations of both Asian (35.5%) and Hispanic (53.7%) students. Approximately 59% of the students are socioeconomically disadvantaged, 5.7% are homeless, 46.7% are English learners, and 9.7% are students with disabilities.

Spark operates a highly personalized educational model to serve the unique needs of our students. At Rocketship, personalized learning is about reaching each student with the right content at the right time using the right method of instruction. Our teachers lead the learning process for every single student we serve in both whole group grade level instruction and differentiated instruction that meets students at their individual level. We use tutors and adaptive online learning programs to augment teacher-led instruction and provide valuable time for students to practice new concepts and develop the mastery they need to advance. Given the majority FRL and EL population, Rocketship Spark's instructional program is built around ELD principles and recognizes incoming students may be several grade levels behind. As a result, all teachers are trained in Guided Language Acquisition Design, small group instruction and differentiation to meet the needs of all students in their classrooms.

Rocketship Spark also operates under the principles that excellent teachers and leaders create transformational schools and engaged families are essential in eliminating the achievement gap. To these ends, Rocketship invests deeply in training and development to ensure teachers and leaders have a profound impact on students and communities and Rocketship families are actively engaged in our schools, from reading in the classroom to chaperoning field trips. We also develop parent leaders in our schools and communities to become powerful advocates for their children. More details regarding how we implement personalized learning, teacher development and parent engagement follow.

All Rocketship campuses share four core values – respect, responsibility, empathy and persistence – and develop a fifth core value as a community. At RSK this fifth core value is curiosity. Students at Rocketship Spark are encouraged to be life-long learners and draw on their curiosity to understand the world around them. Our talented team of educators works collaboratively with our dedicated parent community to ensure every Rocketeer on our campus receives an individualized educational experience tailored to his or her learning needs.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Rocketship Spark which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. TheThe plans included in the LCAP address these requirements compliant to include focusing on five goals: Improve Rocketeers' proficiency in key content areas, overall and for key subgroups; Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum; School environment will be safe, welcoming, joyful, and efficient for all students and families; Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members; Rocketship families are engaged in their students' education and advocate for their communities. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data as well as local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting families, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the Parent Advisory Council which will include parents of English Learners. The Parent Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Rocketship Spark based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

This school has no unexpended Learning Recovery Emergency Block Grant Funds.

This school does not qualify for Equity Multiplier Funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

2023 Dashboard Reflections

RSK has identified a success in Suspension Rate (Blue, 0%). We will build on this success by implementing 4.3 Social Emotional Learning.

RSK has identified a success in English Language Arts (Blue, 19.4 pts above standard). We will build on this success by implementing 1.1 Personalized Learning.

RSK has identified a success in Mathematics (Blue, 18.1 pts above standard). We will build on this success by implementing 1.1 Personalized Learning.

RSK has identified a need in English Learner Progress (Red, 31%). We will address this need by implementing 1.3 Services to Support Multilingual Students Required Action. RSK has identified a need in Chronic Absenteeism for the Students with Disabilities group (Red, 35.5%). We will address this need by implementing Required Action 1.3 Special Education Supports and 4.4 Care Corps.

2024 Dashboard Reflections

RSK has identified a success in Suspension Rate (Blue, 0%). We will build on this success by implementing 4.3 Social Emotional Learning.

RSK has identified a success in English Language Arts (Green, 11.7 pts above standard). We will build on this success by implementing 1.1 Personalized Learning.

RSK has identified a success in Mathematics (Green, 21.9 pts above standard). We will build on this success by implementing 1.1 Personalized Learning.

RSK has identified a success in English Learner Progress (Blue 70.1%). We will build on this success by implementing action1.3 Services to Support Multilingual Students.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Rocketship Spark Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Rocketship Spark Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Rocketship Spark Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Various	The School Site Council, which fulfills the LCAP Parent Advisory Committee role, is composed of parents and staff. The SSC and English Learner Advisory Council (ELAC) met quarterly throughout the year to reflect on data and provide input on plan development. Our School Site Council participated in a needs analysis process and identified the key successes and challenges for RSK based on the CA School Dashboard for 2024 (See Reflections: Annual Performance) and more recent data aligned to Dashboard indicators. Our SSC and ELAC committees met for LCAP consultation on 2/3/25, 3/11/25, 4/30/25. Community Members are invited to participate in any and all open community engagement, including Regional Community Advisory Board Meetings (12/17/24, 2/12/25, 5/5/25). Advocates are invited to participate in any and all open community engagement. Tribes are not applicable. We consulted our SELPA for LCAP input on 5/22/25. Our board meets quarterly as a public hearing with the opportunity for public comment. We promoted parent participation in public meetings and public hearings through website and agenda posting. Virtual meetings conducted via video conference had telephone call-in access. We provided translation as needed. The LCAP Public hearing was held on May 28, 2025. The LCAP was adopted on June 11, 2025.
Parents	Parents provided LCAP feedback throughout the year through various parent engagement opportunities. These opportunities include, but are not limited to, monthly coffee chats with the principal–Cafecitos (11/4/24, 12/16/24, 1/22/25, 2/12/25, 3/19/25, 4/16/25, 5/14/25), community meetings, and 1:1 meetings with the school leadership team. They also provided feedback through surveys (network and informal school-specific), including the Annual Parent Survey (3/4-3/21/2025).
Teachers, School Staff, Administrators	Teachers, school staff, and school administrators provided LCAP feedback throughout the year in a variety of ways--during regular staff meetings, 1:1 meetings, Brown Bag feedback meetings (11/13/24) monthly Cafecitos and staff surveys, Data Day and P.D. reflections, plus informal surveys to solicit input on specific aspects of plans.
Students	Teachers held Community Meetings with students regarding their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans. Students also provided input on the Student Survey (November 18th - December 6th).

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

In 1.1 Personalized Learning, our teachers indicated they need more training on the Bridges curriculum. We will add training for the summer of 2025. In 1.3 Services to Support Multilingual Students, staff members observed the need to focus on integrated ELD strategies. We will provide more guidance on the use of comprehensible input so that students move along the language continuum. We will have our ML

Specialists continue their support with newcomer interventions as needed and will provide them with more content knowledge development to be able to push into content classes to increase access for students. In 2.1 High Quality Research Based Curriculum, we heard from the feedback from our teachers' Brown Bag sessions that our teachers appreciate the resources and the refinements from 23-24 to 24-25, specifically the guided reading. They wanted to be able to better meet the needs of broad range of students in their classrooms, and introducing these three approaches is meeting those needs. We therefore plan to continue this model in 25-26. We also utilized leader and teacher feedback from the curriculum pilot to inform the adoption of CK Integrated for grades 3-5, and CKLA Knowledge for K-2 to pair with CKLA Skills which is already in place. In 2.2 Professional Development, we received feedback from teachers and leaders on the need for more differentiated p.d. to address teachers' levels of skill and experience. In response, we expanded our new teacher orientation. In 2.4 Instructional Coaching, across the region, the average teacher rating of coaching received was 8.2 out of 10. We therefore plan to maintain our current model of coaching. In 2.5 Teacher Credentialing, beginning in the 2024-25 school year, we launched a new program partnership with Reach University. Through this partnership, we offer a Preliminary Credential Program that provides staff with both an Early Completion option and a traditional two-year pathway to earning their Preliminary Credential. Additionally, we are collaborating with Reach University to support staff in earning their Bachelor's degree in Liberal Studies, equipping them with the necessary skills and meeting equivalency requirements for Basic Skills and Content Knowledge, further preparing them for a career in teaching. In Goal 4, we expanded our Care Corps (action 4.4) service offerings in response to feedback from families regarding their needs.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Improve Rocketeers' proficiency in key content areas, overall and for key subgroups.	Broad Goal

State Priorities addressed by this goal.

This goal addresses state priorities 2-Implementation of State Standards, 4-Pupil Achievement and 8-Other Pupil Outcomes.

An explanation of why the LEA has developed this goal.

Closing the achievement gap and creating educational equity is of the highest priority for our school. The actions in this goal are designed to develop proficiency in key content areas, combining rigorous grade level instruction with personalization and student supports. The aligned metrics support progress monitoring by capturing growth and proficiency in ELA, Math, Science, and English Language Development. We are proud of the progress of our students and must continue our actions to sustain this progress. We will measure the effectiveness of 1.1 Personalized Learning, 1.2 Special Education Supports, and 1.4 Rocketship Reads actions using the CAASPP ELA, Math, and Science metrics, as well as NWEA Reading and Math results. We will measure the effectiveness of 1.3 Services to Support Multilingual Students through English Learner Progress Indicator and EL Reclassification Rate metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1.1	CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups Data Source: Data Quest	All Students: 59.2% English Learners: 37.5% Low Income: 54.2% Students with Disabilities: 7.7% Asian: 77.8% Hispanic/Latinx: 42.0% Data Year: 2022-23	All Students: 52.4% English Learners: 28.6% Low Income: 49.6% Students with Disabilities: 9.5% Asian: 69.5% Hispanic/Latinx: 36.2% Data Year: 2023-24	[Insert outcome here]	56% Data Year: 2025-26	All Students: -6.8 English Learners: -8.9 Low Income: -4.6 Students with Disabilities: +1.8 Asian: -8.3 Hispanic/Latinx: -5.8 Data Year: 2023-24
1.2	CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups Data Source: Data Quest	All Students: 60.0% English Learners: 41.8% Low Income: 50.3% Students with Disabilities: 11.5% Asian: 82.6% Hispanic/Latinx: 40.2% Data Year: 2022-23	All Students: 60.1% English Learners: 39.6% Low Income: 54.9% Students with Disabilities: 14.3% Asian: 87.8% Hispanic/Latinx: 35.5% Data Year: 2023-24	[Insert outcome here]	65% Data Year: 2025-26	All Students: +0.1 English Learners: -2.2 Low Income: +4.6 Students with Disabilities: -2.8 Asian: +5.2 Hispanic/Latinx: -4.7 Data Year: 2023-24

1.3	CAASPP Science: % Met or Exceeded Standard for all students and all significant subgroups Data Source: Data Quest	All Students: 37.8% Low Income: 28.0% Hispanic/Latinx: 32.1% English Learners: 25.0% Data Year: 2022-23	All Students: 29.6% Low Income: 9.1% Hispanic/Latinx: 18.8% English Learners: 18.2% Data Year: 2023-24	[Insert outcome here]	35% Data Year: 2025-26	All Students: -8.2 Low Income: -16.9 Hispanic/Latinx: -13.3 English Learners: -6.8 Data Year: 2023-24
1.4	Avg Growth Years for Reading on NWEA (K-2) Data Source: NWEA MAP	.98 Years Data Year: 2023-24	1.04 Years Data Year: 2024-25		1.2 Years Data Year: 2026-27	
1.5	Avg Growth Years for Math on NWEA (K-2) Data Source: NWEA MAP	1.04 Years Data Year: 2023-24	1.08 Years Data Year: 2024-25		1.2 Years Data Year: 2026-27 Data Source: NWEA MAP	
1.6	English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4)) Data Source: CA Dashboard	31% Data Year: 2022-23	70.1% Data Year: 2023-24		75% Data Year: 2025-26	+39.1 Data Year: 2023-24

1.7	EL Reclassification Rate Data Source: SIS Demographics Data	1.6% Data Year: 2023-24 (as of 3/29/24)	8.3% Data Year: 2024-2025 (as of 4/4/25)		10% Data Year: 2026-27	

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 1 actions were implemented as planned except, In 1.2 Services to Support Multilingual Students, where our supports for newcomers increased by adding a new role, Multilingual Learner Specialists, that provided additional direct services to newcomer students. Multilingual Learner Specialists used a Newcomer curriculum to not only support with English language acquisition, but to also address the social emotional needs of students entering a new country and learning environment. Upper grade students received foundational skills instruction and practice to increase their reading skills. Specialists were also able to use students' home language (L1) to support learning the English language (L2) by providing instructions in the students home language and explicitly teaching any cross language connections. Successes and Challenges: In 1.1 Personalized Learning, we successfully implemented Tier II and utilized MTSS hubs to get the right intervention to all students. The CA team of our network also added a progress monitoring cycle across the entire region to ensure that progress is being captured for all our students. We successfully implemented a new Tier 2 math curriculum called Bridges. It was implemented in small groups within math classrooms. A challenge related to the Bridges curriculum was that although we did initial training, observations showed a need for more teacher training to implement the Bridges curriculum with full fidelity. In 1.3 Services to Support Multilingual Students, we had numerous successes. Our students continued to receive daily DELD instruction that focused on developing oral language, building academic vocabulary, and expressing ideas in speaking and writing. Instructional coaches were able to support the teachers through the use of look fors that delineated the teacher actions necessary for strong instruction. We were able to successfully implement the Interim ELPAC IA to inform instruction to better meet the individual or group needs of our students. Teachers were able to analyze domain specific data to identify the skills and knowledge students needed more practice on. Students also became more familiar with the testing platform and test structure that increased their confidence with taking the Summative ELPAC Assessment. Our schools also conducted ELAC Ambassador equity walks with new or returning representatives to continue the partnership with families of multilingual learners. Through this partnership, schools were able to find opportunities for families to support their students at home and increased family voice around the implementation of multilingual learner programs at their campuses. A challenge in 1.3 was that this year we piloted an ELA content curriculum, Amplify CKLA Integrated. While we had planned for opportunities to embed integrated supports, the implementation needed to be differentiated for the different curricula which required schools to balance the fidelity of the curricula with the supports needed for multilingual learners to access the content. It has gone well at RSK, though, and we look forward to continuing with it. In 1.4 Rocketship Reads, we had a successful partnership with “Reading is Cool” from the San Jose Sharks which provides incentives for reading. A challenge in this is that we tend to see

the same students participating every month. To bring in more students, we have been sharing participation data during parent coffees, and we plan to expand the program to include reading at home with parent participation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 1.2 we spent more than budgeted ($71,602) due to increased need for special education contractors, in part due to open roles. Contractors are more expensive than hiring internal staff. In 1.3 we spent more than budgeted ($11,207) because Rocketship hired additional ELL staff (multilingual support specialists) due to the need for additional support for ELL students. In 1.4 we spent less than budgeted (-$9,787) for Humanities teachers to support with reading. There were slightly fewer Humanities teachers hired than initially estimated in the budget.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The 1.1 Personalized Learning, 1.2 Special Education Supports, and 1.5 Rocketship Reads actions have been somewhat effective overall, as evidenced by assessment results: NWEA K-2, where we approached our target in Math and Reading; CAASPP Science, where we approached our target, and CAASPP ELA and Math, where we met our overall target in Math and approached our target in ELA. Although we see growth, there is still work to be done to achieve greater growth overall and among student groups that we will continue working to address. We began implementing new curricula for reading and math in 2023-24.

Action 1.3 Services to Support Multilingual Students was effective. In 2024, we had 70% of students making progress in the English Learner Progress Indicator. In 2024-25, we had a reclassification rate of 8.3%. Data showing the full impact of this year's LCAP goals and initiatives will be available in the summer.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In 1.1 Personalized Learning, we updated the action to include additional details on academic intervention curriculum and instruction. We updated 1.3 Services to Support Multilingual Students to include the focus for the coming year. We adjusted the targets for some metrics in response to year one data: CAASPP ELA (64% to 57%, Science (43% to 35%), ELPI (55% to 70%), and Reclassification (15% to 10%).

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Personalized Learning	RSK's key instructional practices include personalization, blended learning, data-driven instruction, Intervention and teacher specialization. The specific investments for intervention include Intervention curriculum and tutors. Our objective every day is to get the right lesson to the right child at the right time. We assume that every child, especially the children in the neighborhoods we serve, will have unique learning needs that must be addressed individually. The Rocketship model combines traditional classroom instruction with blended learning, which enables online learning programs technology, small group instruction and tutoring. All students, including our Special Education students, access and benefit from this instructional model as our school operates an inclusion model. In particular, our students in Special Education benefit from our Intervention model in which they receive additional Tier II and Tier III tutoring from the general education, special education, Learning Lab and paraprofessional staff. This personalized instruction occurs in the learning lab, making investments in Learning Lab materials and classroom libraries important so that each student has the materials to receive instruction at his or her level. In addition, our adaptive Online Learning Programs (OLPs) are able to adapt to each student's level, ensuring that all aspects of our instructional program are appropriately differentiated for our students in Special Education. We invest in Chromebooks and invest budget each year to maintain a minimum of 2:1, student to Chromebook ratio. Additionally, we provide robust technological supports to ensure that our students have consistent access to the full curriculum. In 25-26, we will be in year three of implementing a new Humanities/ELA intervention curriculum and aim to be at full fidelity of implementation by end of the year. We will also be in year two of implementing a Tier 2 Math curriculum. In both subjects, participating students are grouped based on beginning and mid-year benchmark or universal screening scores and receive the intervention either during their core class or during Learning Lab, with support from teachers and tutors in small groups of 3-6 students.	$758,738 ($110,072 Title I)	Yes

1.2	Special Education Supports	Although RSK runs an inclusion model, we realize that our students with disabilities (SWD) may require additional academic, social-emotional, and adaptive skills support to be successful learners. These additional supports include additional assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology. This action will include supports as needed to ensure regular attendance of our Students with Disabilities .	$362,074	No

1.3	Services to Support Multilingual Students	Our continued goal is that emerging bilingual students make steady progress towards English language proficiency, by growing at least one level on the ELPAC assessment and reach proficiency prior to 5th grade. This will also benefit students in their access to content instruction, as students who have been reclassified have sustained academic achievement each year. Last year 24-25, we continued to focus on EL Roadmap Principle 2 by explicitly teaching ELD during protected time of the day and focusing on higher quality Tier 1 instruction through the use of stronger integrated ELD strategies. We focused on comprehensible input such as vocabulary building, sentence frames for oral language development, and language level prompting to engage students in content. This focus was elevated by GLAD strategies through professional development and coaching support. We invested in formative assessments, by fully administering the ELPAC Interim Assessments in a standardized testing environment for all language domains to inform instruction and student practice. Newcomer supports were amplified through Multilingual Learner Specialists who provided additional direct services to students, where students engage in lessons that addressed not only their English language acquisition needs, but also their social emotional needs. Students also received foundational skills development to improve their reading skills in English. With bilingual Multilingual Learner Specialists, students received home language supports to accelerate English language acquisition. We also continue to elect ELAC Ambassadors to increase family voice in the program implementation and family partnership, and at home supports. In 25-26, we will continue to have strong DELD instruction through coaching, clear look fors, and data analysis of the Interim ELPAC IA. For integrated ELD strategies, we will provided more guidance on the use of comprehensible input so that students move along the language continuum. We will have our ML Specialists continue their support with newcomer interventions as needed and will provide them with more content knowledge development to be able to push into content classes to increase access for students.	$59,348	No
1.4	Rocketship Reads	Rocketship Spark will implement a Rocketship Reads campaign to increase student participation in reading, with the hope of improving ELA scores. This will include working with our humanities teachers on modeling reading as an everyday activity.	$106,019	Yes

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
2	Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 2-Implementation of Academic Standards.

An explanation of why the LEA has developed this goal.

Rocketship deeply values our teacher development, and the action items related to this goal are core components of teacher preparedness and development and access to standards-aligned curriculum and instruction. We will monitor progress toward this goal through implementation of adopted standards, provision of credentialed and properly assigned teachers, and access to standards aligned instructional materials. We will measure the effectiveness of 2.1 High quality, research-based curriculum, 2.2 Professional Development, 2.3 Data Driven Instructional Practices, and 2.4 Instructional Coaching through % of students with access to their own copies of standards aligned instructional materials for use at school and at home and % of adopted standards including ELD standards implemented. We will measure the effectiveness of 2.5 Teacher Credentialing through the Number/% of total and EL teachers credentialed & properly assigned.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students with access to their own copies of standards aligned instructional materials for use at school and at home Data Source: Williams' Textbook Sufficiency Report	100% Data Year: 2022-23	100% Data Year: 2023-24	[Insert outcome here]	100% Data Year: 2025-26	Maintained Data Year: 2023-24
2.2	Number/% of total and EL teachers credentialed & properly assigned Data Source: Internal Staffing Data Tracker	100% Data Year: 2022-23	100% Data Year: 2023-24	[Insert outcome here]	100% Data Year: 2025-26	Maintained Data Year: 2023-24
2.3	% of adopted standards including ELD standards implemented Data Source: Observations and Coaching Logs	100% Data Year: 2022-23	100% Data Year: 2023-24	[Insert outcome here]	100% Data Year: 2025-26	Maintained Data Year: 2023-24

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 2 actions were implemented as planned. In 2.1, we also rolled out three approaches to reading small group instruction for TK-5:1)foundational skills small group instruction, 2)applied decoding guided reading, and 3)novel studies guided reading. In 2.2, we also had a series of regional p.d. sessions where folks from multiple campuses came together and engaged in p.d. tailored to their content areas. Successes and Challenges: In 2.1 High Quality, Research Based Curriculum, we saw success in the mid-year NWEA Reading results, where across the network we had a 4% increase over the prior year of students moving into the upper third level (67th percentile and above). We saw the most growth in K and 3-5. A related challenge in 2.1 is that we are working on increasing growth for grades 1-2. We may refine our approaches to foundational skills and applied decoding guided reading. In 2.2 Professional Development, a success was that we expanded teacher orientation this year to two days from one day previously, based on teacher input. In 2.2, it has been a challenge to design network wide p.d. to meet the needs of the different schools, given the different curriculum we piloted. We are excited to move everyone to CKLA for next year. Differentiating across a range of teacher experience was also challenging. To address that, we are expanding new teacher orientation from two days to three. In 2.4 Instructional Coaching, a success was that we elevated the resources we have for in the moment coaching around the vision for the different parts of the block and our approaches to in the moment coaching. We refined the "Core Block Look Fors" We launched regional module launches where teachers get together with others from their grade level to plan upcoming units. In 2.5 Teacher Credentialing, a success is that offering staff additional study resources and PTO specifically for credentialing has enabled the region to prioritize testing requirements while ensuring dedicated time for staff to complete their program enrollment requirements. A challenge in 2.5 is that the state has recently introduced CSET exemptions, though only some of our staff qualify. These exemptions help alleviate testing pressures but are limited in availability.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 2.1 we spent more than budgeted ($19,459) because Core curriculum expenses were higher than anticipated. In 2.3 we spent less than budgeted (-$11,070) because the school was able to utilize internal staff for testing resulting in fewer expenses for external testing substitutes. In 2.4 we spent more than budgeted ($104,360). Instructional coaching is primarily conducted by Assistant Principals. This school had more AP's on staff this year vs. budget, resulting in higher instructional coaching expenses.In 2.5 we spent less than budgeted (-$7,161). A larger number of credentialed teachers were hired, resulting in lower teacher credentialing costs.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The High Quality, Research Based Curriculum, Professional Development, Assessments, Data Days, Coaching, and Culturally Responsive Pedagogy actions were highly effective as evidenced by our strong implementation of adopted standards including ELD standards, combined with excellent instructional materials provided to all students, and by our assessment results (see Goal 1) which show growth and progress

toward our targets. The Teacher Credentialing action was highly effective as evidenced by the Number/% of total and EL teachers credentialed & properly assigned: 100%.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In 2.1, we added information about curriculum adoptions for 25-26. In 2.2, we added information about our expanded new teacher orientation. In 2.3 Data Driven Instructional Practices, we updated the list of assessments to reflect current plans and expanded the description of our cycle of data analysis to provide more detail. In 2.5 Teacher Credentialing, we updated the action description to provide additional details on our efforts to support our teachers with credentialing.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

2.1	High Quality, Research-based Curriculum	The RSK curriculum follows the California adoption of the Common Core State Standards (“CCSS”) for the subject areas of: English/Language Arts (includes Writing), and Mathematics, as well as the state standards for Social Studies, Art and Music and the Next Generation Science Standards. Rocketship has established ELA and Math focus standards – the most rigorous CCSS at each grade level – as the most important markers of success in order to prioritize the focus of instruction while also ensuring that all grade-level standards are addressed in every course. RSK operates an inclusion model and therefore this core curriculum will benefit all students including students in Special Education. Rocketship teachers will use the ELD Standards and Framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition. RSK utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our classroom libraries will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that families can support reading and language acquisition efforts at home. The continued use of online learning programs (OLPs) ensures that students receive personalized instruction and appropriate supports. For 25-26, we will be adopting CK Integrated for grades 3-5, CKLA Knowledge for K-2 to pair with CKLA Skills which is already in place.	$46,339	No

2.2	Professional Development	Professional Development is a critical component of the RSK program. We will continue to implement a comprehensive program of professional development informed by data and best practices in order to continually improve and progress toward our goals. We will continue to build on the increased differentiation of professional development for teachers and leaders to better meet the adults where they are at. We will adapt the content of professional development as needed, based on the needs of our students, and we will adjust summer professional development for each subsequent year to better prepare teachers and leaders to meet the needs. Summer PD Each summer, RSK hosts an intensive three week summer training for all teachers that emphasizes foundational knowledge in culture and classroom. We provide training in classroom management and effective planning, including daily lessons, units, and yearlong plans. We also introduce foundational components of the Rocketship program, including the use of data, instructional techniques, and the scope and sequence of curricula, and family engagement. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time. New teachers attend an additional three days of orientation. Thursday PD Rocketship schools dedicate at least 200 hours throughout the school year for staff PD. We dismiss students two and a half hours early one day a week to allow for an afternoon of purposeful and customized PD and culture building for staff. The Principals and Assistant Principals at each school facilitate and organize sessions at each school, targeting the areas of development they see as most beneficial to the staff, personalizing supports for teachers. Professional Development Fund RSK has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RSK will establish a professional development fund to reward high-performing teachers with additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship where their development is made a priority.	$231,649	Yes

2.3	Data Driven Instructional Practices	Students will take a variety of internal and external assessments to determine progress and areas of weakness. Assessments include: • At least one round of STEM state test primer assessment and Science • At least one round of Humanities state test primer assessment • NWEA three times per year for K-2, NWEA three times per year for 3-5. • DIBELS at least three times per year (beginning, middle, and end) • State-mandated CAASPP • State-mandated EL Testing (ELPAC) • Alternative state assessments SANDI and CAA for students identified in their IEP as needing an alternate assessment • Initial and summative Alternative ELPAC for English Learners identified in their IEP as needing an alternate assessment Following administration of each round of end-of-unit assessments, the teachers and their school leader coach engage in a data analysis meeting to 1) identify key trends in student performance, 2) analyze root causes of student learning gaps, 3) develop targeted action steps to address areas of need and improve student outcomes. We also engage in a full-day professional development and data analysis ("Data Days") after our Fall and Winter NWEA windows 3-4 times per year, with two in September, one in January, and sometimes one in March. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. Learning how to better utilize data enables teachers to improve instructional practices and better serve all students.	$72,410	Yes
2.4	Instructional Coaching	The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. RSK teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. Teachers also engage in content-focused coaching in like content groups. This typically includes about three hours per week of support for our newest teachers or others who need extra support. This helps teachers better instruct all students, including ELs and students in Special Education.	$224,248	Yes

2.5	Teacher Credentialing	Our team will continue to ensure 100% of our teachers are in compliance. We are working diligently to communicate requirements and work with school teams to support teachers with studying and passing necessary tests.We will be providing staff with additional study resources and PTO designated for Credentialing related items. We hope this will help them feel supported in the process and will enable them to pass exams on their first attempt. We have initiated a new Program Partnership with Reach University that provides staff with an Early Completion option and a Traditional Two year route to earning their Preliminary Credential. Rocketship will continue exploring additional credential program partnerships to better support our Education Specialist and PK3 Eligible staff. Our goal is to establish similar partnerships to the one we have with Reach, expanding access to quality training through various institutions. We continue to strengthen our internal career pathway by also partnering with Reach University to allow staff to earn their Bachelor's degree in Liberal studies. The Liberal Studies BA further prepares them for the teaching profession by earning equivalency for the Basic Skills and Content knowledge requirements. We are excited to see teachers continue to pass their tests and enroll and pursue their Preliminary Credential in the 25-26 school year.	$9,356	No
2.6	Culturally Responsive Pedagogy	RSK is committed to cultural competence in honoring and welcoming our students' community and elevating our curricula to be more and more representative and culturally competent, providing windows and mirrors for Rocketeers through our classroom libraries and text selection. This includes refining our curriculum with socio-political consciousness, where we are building culturally responsive and inclusive lesson objectives and resources embedded within Humanities and SEL lessons.	$0	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
3	School environment will be safe, welcoming, joyful, and efficient for all students and families	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 6-School Climate.

An explanation of why the LEA has developed this goal.

Safety is a top priority, and we believe that a safe, welcoming, joyful and efficient environment forms a strong foundation for learning. The actions in this goal are key components of strong operations and positive school climate. We will monitor progress toward this goal through key indicators of a safe and positive environment-- facilities inspections and perceptions of safety. We will measure the effectiveness of 3.1 Operations Staffing & Development, 3.3 Safety Training, and 3.4 School-wide Operational Systems & Routines through student and family survey results on perceptions of campus safety. We will measure the effectiveness of 3.2 Facilities Maintenance through Facilities Inspections meeting the "good repair" standard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of facilities meeting the “good repair” standard Data Source: iAuditor Internal Data	100% Data Year: 2022-23	100% Data Year: 2023-24	[Insert outcome here]	100% Data Year: 2025-26	Maintained Data Year: 2023-24
3.2	% of students feel safe on campus (As measured by student survey) Data Source: Internal Survey	81% Data Year: 2023-24	79% Data Year: 2024-25	[Insert outcome here]	75% Data Year: 2026-27	-2 Data Year: 2024-25
3.3	% of families feel campus is safe (As measured by family survey) Data Source: Annual Parent Survey	86% Data Year: 2023-24	93% Data Year: 2024-25	[Insert outcome here]	85% Data Year: 2026-27	+7 Data Year: 2024-25

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 3 actions were implemented as planned. Successes and Challenges: In 3.1 Operations Staffing and Development, we were largely successful in fully staffing for Operations roles. We had a mid-year vacancy in the Business Operations Manager position that was quickly filled. In 3.2 Facilities Maintenance, we successfully completed a new coat on our parking lot. In 3.3 Safety Training, We have implemented additional controlled access on the front door of our campus. All entrants must be buzzed into the front entrance and then check in. We implemented a weekly safety walkthrough where BOM checks all security systems on campus to ensure they are working. We added an emergency survey which acts as a log for all safety incidents on campus. In 3.4 Schoolwide Operational Systems and Routines, Based on our mid-year walkthroughs, we have successfully met expectations for operations systems. Our network successfully tracked check-ins to ensure regular development of Operations Specialists. We conducted training for Operations Specialists on Excel, giving student directions, safety scenarios practice. Another success in 3.4 was that during arrival, though data tracking and family communications, we have been able to keep the process under three minutes, which is our goal.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 3.1 we spent less than budgeted (-$59,012) because of fewer Operations Specialists hired due to challenges hiring and retaining staff. In 3.2 we spent less than budgeted (-$42,965) because custodial services expenses have been lower than expected. In 3.3 we spent less than budgeted (-$5,194)because the cost of safety materials was lower than expected.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The Facilities Maintenance and Safety Training actions were effective as evidenced by the facilities meet the “good repair” standard: 100% The Operations Staffing & Development and School-wide Operational Systems & Routines actions were effective overall as evidenced by family and student survey results: % of students feel safe on campus: 79% and % of families feel campus is safe: 93%. We placed a heavy emphasis on campus safety and improving our systems for operations, and we will continue this work. Overall, our family survey results were very strong in operations.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Operations Staffing & Development	Our school employs a Business Operations Manager to manage support staff and oversee the daily operations of the school including the school breakfast and lunch program, arrival and dismissal, and the safety and cleanliness of all common spaces. Our BOM serves as safety lead for campus, planning and leading safety training for all school-based staff at the site. Our BOM is responsible for knowing the safety plan, communicating it to the team, holding the safety meetings with the school leadership team, and ensuring compliance with required safety drills. Our BOM acts as liaison to ensure safety protocols are followed with afterschool programs as well. Our BOM ensures all safety equipment and supplies are complete, current, and functioning well. Operations Specialists fulfill essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations. Operations Specialists staff arrival and dismissal and lead recess and lunch for all students. They also support daily operations tasks like copies for teachers, doing physical space walkthroughs, delivering packages to classrooms, and other functions. Operations Specialists serve as our families' daily touchpoint with the school, and are a key aspect of school safety and parent satisfaction.	$525,370	Yes

3.2	Facilities Maintenance	We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with the state Office of Public School Construction Facilities Inspection tool. As a result, we invest in necessary repairs and upgrades to ensure the school is a safe and welcoming environment for students, families and staff. Our school will invest in new furniture to replace aging furniture items. This contributes to a feeling of safety in the classroom. We will continue to update and upgrade technology that is used for instruction in the classrooms. This may include projector replacements, phasing out older models with better ones, and introducing different technology according to the needs of the site Teachers will be given a budget for purchases related to decorating their room, and/or outfitting their classroom with additional materials not covered under the instructional supply budget. In order to provide a safe and clean environment in which teachers can focus on teaching, students can focus on learning, and school leaders can focus on leading, we utilize a custodial service to ensure the daily upkeep of the campus and to identify any safety concerns or necessary repairs of the building.	$230,425	No
3.3	Safety Training	We annually update our school safety plan, including feedback from the police and fire departments. In alignment with these plans, we provide a full program of safety training and information to be shared with staff, students and parents. We conduct three annual safety audits to ensure that all safety procedures are being followed, and this feedback is provided to the BOM so they can act on it to ensure all protocols are being followed on campus, including streamlined sign-in procedures for all staff and visitors that provide for a timely understanding of who is entering our school. In our safety plans, we have requested that everyone in the community report any suspicious activities around or on campus to the principal for further investigation. We are training our staff members to use the technology and facilities around them to keep students safe during school and during our extended day programs.	$16,347	No

3.4	School-wide Operational Systems & Routines	Our operations team receives feedback on their operations systems and routines three times per year. After each cycle of feedback, they create an action plan to address the feedback. They engage in progress monitoring with their staff to improve the systems in between the cycles of feedback. In order to support our BOM in their critical functions, we provide extensive training and coaching opportunities. Professional development for BOMs includes training in the skills that make them strong and effective leaders, such as influence, collaboration, and effective communication, in addition to the concrete operations systems and tasks critical to their role.We continue to invest in the development and p.d. of our Ops Specialists, with opportunities such as network PD monthly, 2x monthly one-on-ones with BOMs, and joining whole-school p.d.s depending on the topic. We develop areas of technical expertise among our Operations Specialists, such as IT, Compliance, and Behavior Management.	$0	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
4	Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 6-School Climate; and 7-Course Access.

An explanation of why the LEA has developed this goal.

Delivering a well-rounded education builds the critical thinking, team work, character skills and values that our Rocketeers need to thrive in school and life. Actions in this goal support student development and engagement. We will monitor progress toward this goal through key indicators of climate, course access, and student engagement--suspension/expulsion rates, access to a broad course of study, and student perceptions of connectedness. Specifically, we will measure the effectiveness of 4.1 Enrichment and 4.2 Outdoor Education and Community Experiences through the % of students with access to a broad course of study, including unduplicated students and students with exceptional needs. We will use the student perceptions of connectedness, Suspension rate, and Expulsion rate metrics to measure the effectiveness of 4.3 Social Emotional Learning and 4.4 Care Corps actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of students feel connected to at least one staff member (As measured by student survey) Data Source: Internal Survey	80% Data Year: 2023-24	80% Data Year: 2024-25	[Insert outcome here]	75% Data Year: 2026-27	Maintained Data Year: 2024-25
4.2	Suspension rate for all students and all significant subgroups Data Source: SIS Discipline Reports	0% Data Year: 2023-24 (as of 3/29/24)	0% Data Year: 2024-2025 (as of 4/4/25)		All Students: 0% Data Year: 2026-27	Maintained Data Year: 2024-25
4.3	Expulsion rate for all students and all significant subgroups Data Source: SIS Discipline Reports	0% Data Year: 2023-24 (as of 3/29/24)	0% Data Year: 2024-2025 (as of 4/4/25)		All Students: 0% Data Year: 2026-27	Maintained Data Year: 2024-25

4.4	% of students with access to a broad course of study, including unduplicated students and students with exceptional needs Data Source: SIS Schedule Data	100% Data Year: 2022-23	100% Data Year: 2023-24		100% Data Year: 2025-26	Maintained Data Year: 2023-24

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 4 actions were implemented as planned. Successes and Challenges: In 4.1 Enrichment, a success was that the majority of campuses have an Enrichment Center Coordinator (ECC) to support students' exposure and learning of science. Our Science ECCs have access and support in using high quality resources and facilitate student engagement in the work of scientists anchored in activities aligned to the 5 Es (engage, explore, explain, elaborate, and evaluate). A related challenge is both the total number of students our enrichment coordinators are working with each week (at least 200 across 2+ grades) and the limited number of minutes they have to support students. In 4.2 Outdoor Education and Community Experiences,we held successful science camp trips for grades 4 and 5, as measured by early planning and completion with minimal needs to reschedule and network wide average attendance of over 80% of students. A challenge in 4.2 is the scheduling of the trips in the effort to balance availability and competing calendar events. In 4.4 Care Corps, we saw success in having Coordinators and Office Managers work closely to identify chronically absent students with the highest needs. Those students are then screened and become part of the Care Corps Coordinator caseload for 9 weeks. Across our thirteen CA schools, over 550 Tier III families have been served thanks to their strong partnership. 5,500 Rocketeers have been screened for Vision, Hearing and/or Dental. Rocketship Parent University (RPU) has conducted over 70 parent workshops. Care Closet has served 470 families. A challenge experienced in 4.4 is that implementing SART / RARB requires more additional staff training and support so it is implemented with fidelity and consistency. That is something we are working to address.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 4.2 we spent more than budgeted ($20,243) because Science camp expenses were higher than expected.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Social Emotional Learning action was effective, as evidenced by % of student feel connected to at least one staff member (As measured by student survey) (80%), by Suspension rate for all students and all significant subgroups (0%), and by Expulsion rate for all students and all significant subgroups (0%). While we are pleased with the progress made, we plan to continue to grow our practices in SEL and school mental health, in order to address the increased needs of our students. The Enrichment and Outdoor Education and Community Experiences actions were effective as evidenced by 100% of students with access to a broad course of study. The Care Corps action was effective as evidenced by 84% of parents who report feeling connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”), and the portion of parents with input into decision making (Parent survey participation rate–100%).

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In 4.4 Care Corps, we updated the action description with additional details on our Care Corps support.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

4.1	Enrichment	Enrichment is a critical component of a students' education at Rocketship. In addition to aligning with CCSS standards, time spent in the Enrichment Center provides students with fun and engaging activities that increase their focus and commitment during core instruction. The Enrichment Center Coordinators provide students with the opportunity to engage in physical education, art, science, and various other enrichment activities, so that our students, including English learners, low income students, foster youth, and students with exceptional needs, have access to a broad course of study. The Coordinators play a critical role in strengthening school culture. Importantly, enrichment also provides an opportunity for students to excel and show off talents that may not be immediately apparent in a general education setting. For our students in Special Education, this can be an especially motivating and engaging portion of their day.	$194,340	Yes
4.2	Outdoor Education and Community Experiences	Field Trips provide an important opportunity to both deepen students' learning and increase engagement. Many of the field trips taken are science and/or social studies related, enabling teachers to integrate the learning into their thematic units back in the classroom. In addition, parents often attend field trips with their students, thereby increasing parental engagement as well. The cornerstones of our field trip experience are Fourth and Fifth Grade Camp from Santa Cruz to Sebastopol. Each year, Rocketship 4th graders attend a three-day overnight Outdoor Education program, and Rocketship 5th graders go for one week of hiking, science lessons, outdoor exploration and fun. For many Rocketeers, this is one of their first experiences leaving home. Field trips and overnight trips will be held to the extent possible in consideration of public health guidelines, availability, and stakeholder input.	$59,605	Yes

4.3	Social Emotional Learning	At Rocketship Spark we look to the Collaborative for Academic, Social, and Emotional Learning (CASEL) to define and describe our intentions when developing programs and measuring students' social-emotional development, the CASEL Framework identifies 5 competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Our daily schedule reflects our value of SEL as every student begins their day with a Community Meeting that blends relationship-building elements with an SEL lesson that includes prosocial skills instruction and highlights our Rocketship Spark core values: respect, responsibility, persistence, empathy, and curiosity. Our Tier 1 SEL Curriculum (The Shortest Distance) is designed with consideration for the CASEL framework, our Rocketship core values, and culturally responsive pedagogy. The Shortest Distance provides daily lessons which include children's literature as a platform for discussion, reflection, and social skills practice. Our SEL approach also draws upon resources from RULER, Zones of Regulation, and the Kimochis curriculum. Along with our SEL lessons, we have developed a community meeting framework for teachers to ensure there are relationship building opportunities for students to connect, disengage stress, make commitments, and unite as a community. In addition to the classroom level community meeting, each Rocketship campus begins the school day with Launch, which is a period of time for the whole school to come together as a community. This usually includes one of the core values being emphasized and celebrated (i.e., a "core value of the month"). During Launch, the school may also promote a particular successful student habit, such as preparedness, going above and beyond, or kindness/bullying prevention. Schools may also teach a new feature of an incentive or behavior management system. Launch is also a time to promote school-wide academic progress. School leaders may teach everyone a word or idiom of the day or celebrate progress toward achievement goals. Finally, schools may use Launch time to foster school culture and pride, and student engagement. The whole school, including the staff, may learn a song or a dance together or celebrate a particular student or classroom's recent accomplishment.	$164,698	No

		Positive Behavioral Interventions and Supports (PBIS) is a framework for creating learning environments that are consistent, predictable, positive, and safe. Our school has a PBIS Team comprised of a cross-section of staff members, including teachers, school leaders, and operational and support staff members, who work to support positive behavior and behavior interventions at the school. We screen students for behavioral and social concerns using a universal screener and provide Tier 2 and Tier 3 social and behavioral support, as needed. We also utilize Wellness Counselors for individual student support and providing small group support working with the SEL curriculum and other evidenced-based and trauma-informed curriculum. This year we will be increasing our tiers of support. We are adding a Wellness Counselor intern program to our already existing Wellness Counseling team. We will be leveraging this program to increase our tier 2 and tier 3 support (i.e. social skills groups, counseling, check-in check-out, etc.) in order to meet the expected increased needs of our students.		

4.4	Care Corps	In order for our students to have the capacity to learn and grow--and the space to become life-long learners--they need to have their basic needs (e.g., food, shelter, safety) met. Our Care Corps staff regularly check in with families and teachers throughout the school year to identify families who may benefit from community support in making sure that their students' needs are all met. Care Corps staff are familiar with community resources, including those available to Rocketship families due to partnerships with community organizations, and can refer families to resources that will meet their needs. Care Corps staff follow up with families to make sure that they are successful in accessing those resources and that their students are able to come to school ready to learn. We have expanded our Care Corps program to be an internal wrap-around Community Schools program supporting families with accessing medical, dental, mental, financial, immigration, and other various services at each of our 13 Bay Area school sites. This program is an integrated student support program working to address out-of-school barriers to learning through partnerships with social and health service agencies and providers. We have four main initiatives: **Food Distribution:** We service 800 families every month across San Jose and East Bay. **Care Closet:** Free clothing families can access either at food distribution sites or on campus. Rocketship Parent University: Parent workshops in evenings throughout week on topics such as parenting, digital literacy, and Know Your Rights workshops (immigration, college access, housing, for example). **Health Screenings:** We conduct health screenings for all students, including vision, hearing, and dental through the Healthy Kids Foundation. We partner with Bay Area Community Health Clinics to provide Rocketeers with the CA required school immunizations. The Community Schools program also includes a program to address chronic absenteeism. **Tier I:** Sharing community resources to RPS families Promoting the Care Corps Promoting Rocketship Parent University workshops Flyering arrival and/or dismissal to promote program	$114,588	No

		Tier II: Train staff & families how to use the self referral ICARE Form Proactive outreach to families in need Partner organization referrals (HMIS- VI-SPDAT/ BACH/ Seneca) Supporting school with community attendance meetings (SART- School Attendance Review Team) Truancy support and attendance calls Support with school wide attendance and cultural celebrations **Tier III:** Chronic absenteeism 9 weeks of case management & wrap around services (weekly 1:1 parent check ins, home visits, etc) Wellness ERHMS collaboration Celebrations (attendance for T3) Student Group / Individual Check-ins RARB (Rocketship Attendance Review Board) supports and referrals		

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
5	Rocketship families are engaged in their students' education and advocate for their communities.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 3-Parent Engagement and 5-Student Engagement.

An explanation of why the LEA has developed this goal.

In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. Family involvement is a cornerstone of our school model. Actions in this goal are key components of student and family engagement. We will monitor progress toward this goal through key indicators of engagement--attendance and absenteeism rates and measures of family outreach, parent involvement, and parent perceptions of satisfaction and connectedness. Specifically, we will measure the effectiveness of

5.1 Family Engagement, 5.2 Family Advocacy and Leadership, 5.3 School-Family Partnership, and 5.4 Los Dichos through % of parents who are involved, % of home visits completed, parent satisfaction and connectedness survey results, and parent input into decision making metrics. We plan to measure the effectiveness of 5.5 Attendance Initiatives through Attendance rate and Chronic Absenteeism rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Average Daily Attendance Data Source: SIS Attendance Reports	93.4% Data Year: 2023-24 (as of 3/29/24)	93.9% Data Year: 2024-2025 (as of 4/4/25)	[Insert outcome here]	94% Data Year: 2026-27	+.5 Data Year: 2024-25

5.2	Chronic Absenteeism rate for all students and all significant subgroups Data Source: SIS Attendance Reports	All Students: 27.9% English Learners: 22.1% Low Income: 24.5% Students with Disabilities: 27.8% Homeless: 35.3% Asian: 13.3% Black: 33.3% Hispanic/Latinx: 24.8% White: 5.6% Data Year: 23-24 (as of 3/29/24)	All Students: 17.9% English Learners: 21.9% Low Income: 22.4% Students with Disabilities: 25.8% Homeless: 26.7% Asian: 11.8% Black: 6.7% Hispanic/Latinx: 21.8% White: 21.4% Data Year: 24-25 (as of 4/4/25)	[Insert outcome here]	All Students: 10% Data Year: 2026-27	-10 Data Year: 2024-25
5.3	% of parents are involved (% parents on track to complete participation hours) Data Source: Internal HelpCounter Data	93% Data Year 2022-23 (as of 5/3/24)	92% Data Year: 2024-2025 (as of 4/4/25)	[Insert outcome here]	90% Data Year 2026-27	-1 Data Year: 2024-25

5.4	% Home visits completed Data Source: Internal Data	99% Data Year 2023-24	97% Data Year: 2024-25		95% Data Year 2026-27	-2 Data Year: 2024-25
5.5	% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) Data Source: Annual Parent Survey	83% Data Year 2023-24	86% Data Year: 2024-25		90% Data Year 2026-27	+3 Data Year: 2024-25
5.6	% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”) Data Source: Annual Parent Survey	81% Data Year: 2023-24	84% Data Year: 2024-25		85% Data Year 2026-27	+3 Data Year: 2024-25

5.7	Portion of parents with input into decision making (Parent survey participation rate) Data Source: Annual Parent Survey	98% Data Year: 2023-24	100% Data Year: 2024-25		90% Data Year 2026-27	+2 Data Year: 2024-25

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 5 actions were implemented as planned. Successes and Challenges: In 5.1 Family Engagement, as part of the summer and beginning of the year, we execute the Day 0-30 plan which outlines key events and specific goals around home visits, orientation, attendance to name a few. The goal as a region for Homevisits was 50% before the first day of school and 90% by December. We were able to achieve 52% by day one of school and 94% by December. Our orientation goal was 90% of all families participating which was also exceeded by all of our schools. We firmly believe that implementing these core practices sets the foundation for a strong partnership and relationship building for families and staff. Families engaging at in person events is a challenge given the variety of families and households that we serve. A challenge in 5.2 is for our school leaders and staff to continue to diversify opportunities that can be tailored to families who may not have the flexibility to participate in person during the day or after school due to work or personal situations. We had excellent turnout at our parent coffees–the strongest ever this year. In 5.2 Family Advocacy and Leadership, we were pleased to have our network SSC presidents come together in Regional Advisory Boards--a blend of the SSC leaders and CLOC leaders to share testimony, leadership journey and path to advocacy with the national board of directors. This is an annual opportunity to meet the board, to share and ask questions. It also serves as a yearly pulse check for how we are doing in family advocacy. Our CLOC focused this year on advocating for renewal, engaging trustees on the renewal process, meeting with representatives, organizing at hearings, and leading voter registration drives. Our families in January this year engaged in immigration related topics. We also held an immigration forum on Zoom that featured local advocacy organizations to share resources and information on the topic of immigration. We had over 400 participants. After that event, many families expressed interest in doing more on this topic. We are now launching a Civic Engagement Advocacy Fellowship initiative, honing the skills of civic leadership for families, addressing the question of what does it take to become an influence in the community, a force for change. Then our participants can choose what direction to go with those new skills. In 5.3 School-Family Partnership, we were pleased to have all new to Rocketship Staff engage in professional development sessions around family engagement vision, home visit purpose and best practices, family teacher conferences, etc. This year we met our network goals around family engagement metrics such as Homevisits by December 90%+ and Family -Teacher conferences. In 5.3 one challenge we have is around the amount of families who experience hardships that prevent them

coming to school and being able to connect them with the appropriate resources. Our Care Corps coordinators do an incredible job already but the needs of our families continue to increase. To solve for this, our Care Corps teams focus on identifying new outside agencies to diversify supports for our families. In 5.5 Los Dichos, a success was how the Los Dichos training equips families with public speaking skills and reading skills to better support their child at home and in the classroom (eg. Hold the book to the side so the children can see the pictures, pause when reading and make eye contact with the students, bring the book to life when reading, ask the students questions for comprehension and to make life connections). One challenge in 5.5 that we have is reaching a spread of 7 grade levels with just two lesson plans per month. The current breakdown is TK-G1 and G2-G5. Next year, we plan to move G2 down with the lower grades to support their understanding. We also exceeded our Los Dichos goal for the number of parent readers involved. In 5.6 Attendance Initiatives, a success is how our Coordinators and Office Managers work closely to identify chronically absent students with the highest needs. Those students are then screened and become part of the Care Corps Coordinator caseload for 9 weeks. 550 Tier III families have been served thanks to their strong partnership. A challenge in 5.6 is that connecting chronically absent families to long term housing and transportation options has been challenging. Some families do not want to take public transportation. At the network level, we need more training for staff so everyone implements best practices consistently across all schools. We are pleased that we successfully reached 94% attendance monthly.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 5.5 we spent less than budgeted (-$19,883) due to fewer expenses identified compared to budget.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Parent engagement, Parent Advocacy and Leadership, and Los Dichos were effective as evidenced by % of parents are involved (% parents on track to complete participation hours) (92%). Parent Advocacy and Leadership was effective as evidenced by % Home visits completed (97%) School Family Partnership was effective as evidenced by % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) (86%). 5.6 Attendance Initiatives was effective Average Daily Attendance (94%), by Chronic Absenteeism rate for all students and all significant subgroups (18% overall).

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

We updated the action description to provide more detail on our program to address chronic absenteeism. We adjusted the targets for some metrics based on year one data: ADA (95% to 94%), Chronic Absenteeism (20% to 10%).

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

5.1	Family Engagement	We believe that families are their student's first teachers and are critical partners in student and school success. It is our responsibility to ensure all families have access to engage meaningfully with our schools, including those who speak a language other than English. Therefore, we must build and cultivate a strong sense of community where families build strong relationships with each other and with our teams to ensure families' basic needs are met. We have designed our family engagement model with particular attention to encouraging participation of parents and guardians of our low income students, English learners, foster youth, and students with exceptional needs. To accomplish this, we leverage key communication structures and core family engagement opportunities for all families, including: Communication: We keep our families informed through monthly calendars, messaging from school to families, an active social media presence, Google calendar. We seek family input through many channels, including twice annual family surveys. We conduct a smaller survey after the first 30 days of school in order to get actionable feedback which is then analyzed and addressed. We conduct a more comprehensive survey in spring to assess the impact of adjustments made and inform plans for the coming year. Relationship Building: We engage in home visits, challenging the traditional school-family power dynamic by going to our families' homes and building relationships with them. We also hold Family Conferences three times per year, and we host an annual New Family Spring Welcome Party. Cafecitos: An open forum to build relationships, share feedback, brainstorm opportunities, celebrate community/school wins, and learn about important school priorities/updates with the Principal and other school leaders. Community Meetings/Family Workshops: We hold Community Meetings/Family Workshops to increase awareness and provide skill-building opportunities for families to partner with teachers to positively impact academic student outcomes.	$108,612	Yes

		Family Events: Family events strengthen relationships between the school and at home by fostering joyful and engaging experiences for all. We also want our students to feel seen and know their whole identity is celebrated. These are meaningful experiences for the entire community to celebrate diverse cultures and build relationships in fun and engaging ways. Examples include: Día del Niño, Tet, Día de los Muertos, Lunar New Year, Black History Cultural Events, Holi, Diwali, Winter Showcase/Wonderland, Talent Show, Enrichment Fair, Art Expo, Movie Nights, Middle School Expo, or Family Reading Night. We hold summer events, such as Family Orientation and Back to School BBQ. We also hold Rocketeer Recognition Ceremonies to celebrate student growth and achievement. College Visits: We hold an annual college trip to foster a college-going culture by allowing families and Rocketeers to see themselves on a college campus. Family Partnership: We provide our families with opportunities to foster meaningful academic engagement and partnership both in and out of school, including, in addition to the above options, chaperoning camp/field trips, volunteering in class or on campus, engaging in out-of-school projects with students, and posting/sharing photos of engaging with students in extracurricular events.		

5.2	Family Advocacy and Leadership	In engaging families, we believe it is critical to partner and co-create pathways for self-advocacy and critical consciousness that families can use to navigate the educational and political systems in and outside of Rocketship. We want our families to challenge the inequities they see and seek opportunities to elevate their voices as they advocate for their student/s within Rocketship and beyond. Advocacy opportunities for all families include: School Site Council (SSC) and English Learner Advisory Committee (ELAC): SSC and ELAC Committees provide a space where parents can provide feedback on various school-related issues and provide the opportunity for our school team and parents to work collaboratively for the betterment of students and the school community. ELAC has a special focus on meeting the needs of our Multilingual Learners. Regional Advisory Board: We will continue working through our Regional Advisory Board parent group, which consists of the parent leaders of each school site council. The Regional Advisory Board meetings regularly to offer feedback to our board and regional leadership. California Leadership Organizing Committee (CLOC): The CLOC is a collective of organizing leaders, comprised of families and staff, that unite to do collaborative work advocating for educational justice and beyond in our community.	$0	No

5.3	School-Family Partnership	Rocketship's school leadership team, consisting of the principal, assistant principal, and the business operations manager (BOM) and the office manager (OM), serves as the leaders of the school community. They are responsible for ensuring that a culture where parents are partners in student achievement is realized. To this end, they train and develop staff members in the practices that ensure successful parent engagement. It is their collective responsibility to ensure that home visits are completed, parent teacher conference goals are met, and that the school is on track with all parent engagement goals and responsive to parent input. In addition to the events and volunteer opportunities, the school leadership team will provide frequent communication to parents through written, social media, and other forums. Through the Care Corps program, schools will be equipped to continue to connect families to community resources and ensure that families have access to community resources on an ongoing basis.	$54,192	No
5.4	Los Dichos	Los Dichos is a parent, family, and community engagement activity where family members read stories that represent cultural and linguistic diversity of students. The books read are multilingual and teach students about various cultures and values. Each book has a dicho, or saying, that teaches a lesson to the students and reflects the story. After reading the book, parents and program facilitators lead activities and discussion on various topics such as family pride, peaceful conflict resolution, and other values. The Los Dichos program includes outreach to families, inviting them to be a part of what is happening in their students' learning. The program helps families, especially those families who speak Spanish or Vietnamese as their primary language, find pathways to help their children to improve their academic achievement and become active participants in the education of their children. The family members begin by taking an introductory course on developmental assets by a Rocketship's Los Dichos staff. We recruit 1 family member from each school site to serve as the Los Dichos lead parent to work in collaboration with school leaders, parents, and Rocketship Coordinator to ensure the program's implementation at each school. Families, Los Dichos lead parents, and Rocketship Coordinators meet monthly as a group to review and discuss lesson plans and activities before going into the classroom.	$25,680	No

5.5	Attendance Initiatives	We work to ensure that our campuses are warm, welcoming, joyful environments that cultivate communities of deeply engaged families so that Rocketeers truly enjoy and look forward to attending school. We understand that regular student attendance is crucial to a student's academic and social progress and is an indicator of family engagement. We have learned that student attendance is impacted by many factors including unmet basic needs, transportation, etc. For this reason, we prioritize wrap-around services and resources for our families, primarily provided through our Care Corps action. In addition to providing a positive school environment and services to support basic needs of families, we have established tiered attendance systems and protocols to support regular school attendance. The Community Schools program also includes a program to address chronic absenteeism. **Tier I:** Sharing community resources to RPS families Promoting the Care Corps Promoting Rocketship Parent University workshops Flyering arrival and/or dismissal to promote program **Tier II:** Train staff & families how to use the self referral ICARE Form Proactive outreach to families in need Partner organization referrals (HMIS- VI-SPDAT/ BACH/ Seneca) Supporting school with community attendance meetings (SART- School Attendance Review Team) Truancy support and attendance calls Support with school wide attendance and cultural celebrations **Tier III:** Chronic absenteeism 9 weeks of case management & wrap around services (weekly 1:1 parent check ins, home visits, etc) Wellness ERHMS collaboration Celebrations (attendance for T3)	$	No

		Student Group / Individual Check-ins RARB (Rocketship Attendance Review Board) supports and referrals		

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,452,244	$147,258

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
25.317%	0%	$0	25.317%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

1.1 Personalized Learning 1.4 Rocketship Reads 2.1 Professional Development 2.3 Data Driven Instructional Practices 2.4 Instructional Coaching	In reviewing the 2024 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that both groups are at yellow level for ELA (EL -2, SED -4.4) and at green level in Math (EL +11.7, SED +2.7). We had blue level performance in 2023 on the English Learner Progress Indicator, with 70.1% of students making progress towards English language proficiency. In 2024-25, our EL Reclassification rate was 8.3% as of 4/4/25. Our English learners and socioeconomically disadvantaged students need teachers who can provide differentiated instruction to meet their varied needs.	Based on a review of data, we have designed the 2025-27 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. Every Rocketship Alma student is provided personalized learning. Personalized learning is about reaching each student with the right content at the right time using the right method of instruction. This process is guided by assessment data. Implementing a regular cycle of assessments ensures that our teachers have accurate data for instruction. Data Driven Instructional Practices provide high quality assessments and professional development time set aside for teachers to analyze data and plan differentiated lessons and supports. Our teachers lead the learning process for every single student we serve in both whole group grade level instruction and differentiated instruction that meets students at their individual level. We use tutors and adaptive online learning programs to augment teacher-led instruction and provide valuable time for students to practice new concepts and develop the mastery they need to advance. This is especially helpful for our unduplicated students who may have very different needs from their peer students. Every week, all teachers receive at least four hours of support outside the classroom, are observed by Assistant Principals at least twice, receive at least two hours of professional development, and have a one-on-one meeting with their coaches. This instructional coaching helps our teachers better understand how to meet the needs of their students, particularly EL, Foster Youth and low-income students. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above).	1.1 CAASPP ELA, 1.1 CAASPP Math, 1.6 English Learner Progress Indicator, 1.7 Reclassification Rate

		However, because we expect that all students struggling with ELA and/or Math will benefit, they are LEA-wide actions.	
3.1 Business Operations Manager 3.4 Operations Specialists 4.1 Enrichment 4.2 Field Trips 4.3 Social Emotional Learning	In 2024, our Socioeconomically disadvantaged students and English Learners had a 0% suspension rate. 2025 survey results showed that 79% of students feel safe on campus and 80% of students feel a sense of connectedness at school. Our English learners and socioeconomically disadvantaged students need a positive school culture and climate that is responsive to their specific needs, nurtures their social emotional well being, and provides enriching opportunities for growth.	Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically, and progress yet to be made. Operations Staffing & Development School-wide Operational Systems & Routines are actions designed to foster that positive culture and climate. Critical components of these additional efforts are operations staff positions--our Business Operations Manager who ensures a safe, clean school campus in order to ensure the best environment for learning and our Operations Specialists who ensure students can safely and efficiently transition during different times of the day. Supporting their efforts is the School-wide Operational Systems & Routines, which provides a structure for the work of operations that is informed by data and enhanced by a continuous improvement cycle and frequent professional development and coaching. We provide Enrichment opportunities and field trips to support the development of the whole child. Outdoor Education and Community Experiences provide opportunities to engage outside of the traditional classroom. Our Social Emotional Learning program provides additional support to remove any barriers to engagement and achievement. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all students struggling with engagement will benefit, they are LEA-wide actions.	3.2 % of students feel safe on campus 4.1 % of student feel connected to at least one staff member 4.2 Suspension Rate

5.1 Family Engagement	Our 2025 survey and internal data showed that 86% of parents were satisfied with their school, 92% of parents were involved in their school, 97% of families received home visits. In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. We know that families of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning, to advocate for their needs and prepare to successfully navigate the systems in high school and college. Families of English Learners benefit from additional outreach to support their students in English Language Development. We also know that in order to be successful, we need to provide additional communication, in languages other than English where needed, and that the school needs continual parent input to inform plans.	A robust Family Engagement program provides families additional avenues for communication, input, and engagement that are tailored to their needs and responsive to their feedback. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all families will benefit, they are LEA-wide actions.	5.3 % of parents are involved (% parents on track to complete participation hours) 5.4 % Home visits completed 5.5 % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)

Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of the metric(s) being used to monitor effectiveness]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]

Insert or delete rows, as necessary.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

[Provide description here]

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Rocketship Spark Academy is a single-school LEA with greater than 55% unduplicated pupils and is therefore eligible to receive the 15% concentration grant add-on. RSK does not receive enough additional concentration grant funding to hire additional staff, but instead we are using it to retain staff that provide direct services to students, specifically Operations Specialists, in alignment with Goal 3, Action 1, Operations Staffing and Development. The direct increased/improved services that this will provide to students include supporting arrival and dismissal, meal programs, daily transitions on campus, and recess and lunch for all students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-26	$ 5,736,217	$ 1,452,244	25.317%	0.000%	25.317%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,167,464	$ 750,757	$ -	$ 462,572	$ 3,380,793.98	$ 2,609,764	$ 771,030

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Personalized Learning	[Input student group(s)]	Yes	LEA-wide	All	RSK	Ongoing	$ 652,418	$ 106,320	$ 366,808	$ -	$ -	$ 391,930	$ 758,738	0.000%
1	2	Special Education Supports	Special Education	No	Limited	[Input unduplicated student group(s)]	RSK	Ongoing	$ 147,501	$ 214,573	$ -	$ 360,135	$ -	$ 1,939	$ 362,074	0.000%
1	3	Services to Support Multilingual Students	ELL	No	Limited	[Input unduplicated student group(s)]	RSK	Ongoing	$ 37,752	$ 21,596	$ -	$ -	$ -	$ 59,348	$ 59,348	0.000%
1	4	Rocketship Reads	[Input student group(s)]	Yes	LEA-wide	All	RSK	Ongoing	$ 82,776	$ 23,243	$ 106,019	$ -	$ -	$ -	$ 106,019	0.000%
2	1	High quality, research-based curriculum	All	No	LEA-wide	[Input unduplicated student group(s)]	RSK	Ongoing	$ -	$ 46,339	$ 46,339	$ -	$ -	$ -	$ 46,339	0.000%
2	2	Professional Development		Yes	LEA-wide	All	RSK	Ongoing	$ 217,616	$ 14,033	$ 231,649	$ -	$ -	$ -	$ 231,649	0.000%
2	3	Data Driven Instructional Practices		Yes	LEA-wide	All	RSK	Ongoing	$ 44,639	$ 27,771	$ 72,410	$ -	$ -	$ -	$ 72,410	0.000%
2	4	Instructional Coaching		Yes	LEA-wide	All	RSK	Ongoing	$ 224,248	$ -	$ 224,248	$ -	$ -	$ -	$ 224,248	0.000%
2	5	Teacher Credentialing	All	No	LEA-wide		RSK	Ongoing	$ -	$ 9,356	$ -	$ -	$ -	$ 9,356	$ 9,356	0.000%
2	6	Culturally Responsive Pedagogy	All	No	LEA-wide		RSK	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	1	Operations Staffing & Development		Yes	LEA-wide	All	RSK	Ongoing	$ 525,370	$ -	$ 525,370	$ -	$ -	$ -	$ 525,370	0.000%
3	2	Facilities Maintenance	All	No	LEA-wide		RSK	Ongoing	$ -	$ 230,425	$ 144,768	$ 85,657	$ -	$ -	$ 230,425	0.000%
3	3	Safety Training	All	No	LEA-wide		RSK	Ongoing	$ 6,577	$ 9,770	$ 16,347	$ -	$ -	$ -	$ 16,347	0.000%
3	4	School-wide Operational Systems & Routines	All	No	LEA-wide		RSK	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
4	1	Enrichment		Yes	LEA-wide	All	RSK	Ongoing	$ 194,340	$ -	$ 194,340	$ -	$ -	$ -	$ 194,340	0.000%
4	2	Outdoor Education and Community Experiences		Yes	LEA-wide	All	RSK	Ongoing	$ -	$ 59,605	$ 59,605	$ -	$ -	$ -	$ 59,605	0.000%
4	3	Social Emotional Learning		Yes	LEA-wide	All	RSK	Ongoing	$ 164,698	$ -	$ -	$ 164,698	$ -	$ -	$ 164,698	0.000%
4	4	Care Corps	All	No	LEA-wide		RSK	Ongoing	$ 114,588	$ -	$ -	$ 114,588	$ -	$ -	$ 114,588	0.000%
5	1	Family Engagement		Yes	LEA-wide	All	RSK	Ongoing	$ 101,112	$ 7,500	$ 108,612	$ -	$ -	$ -	$ 108,612	0.000%
5	2	Family Advocacy and Leadership	All	No	LEA-wide		RSK	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
5	3	School-Family Partnership	All	No	LEA-wide		RSK	Ongoing	$ 54,192	$ -	$ 54,192	$ -	$ -	$ -	$ 54,192	0.000%
5	4	Los Dichos	All	No	LEA-wide		RSK	Ongoing	$ 25,680	$ -	$ -	$ 25,680	$ -	$ -	$ 25,680	0.000%
5	5	Attendance Initiatives	All	No	LEA-wide		RSK	Ongoing	$ 16,258	$ 500	$ 16,758	$ -	$ -	$ -	$ 16,758	0.000%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 5,736,217	$ 1,452,244	25.317%	0.000%	25.317%	$ 1,889,061	0.000%	32.932%	**Total:**	$ 1,889,061
								LEA-wide Total:	$ 1,889,061
								Limited Total:	$ -
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Personalized Learning	Yes	LEA-wide	All	RSK	$ 366,808	0.000%
1	4	Rocketship Reads	Yes	LEA-wide	All	RSK	$ 106,019	0.000%
2	2	Professional Development	Yes	LEA-wide	All	RSK	$ 231,649	0.000%
2	3	Data Driven Instructional Practices	Yes	LEA-wide	All	RSK	$ 72,410	0.000%
2	4	Instructional Coaching	Yes	LEA-wide	All	RSK	$ 224,248	0.000%
3	1	Operations Staffing & Development	Yes	LEA-wide	All	RSK	$ 525,370	0.000%
4	1	Enrichment	Yes	LEA-wide	All	RSK	$ 194,340	0.000%
4	2	Outdoor Education and Community Experi	Yes	LEA-wide	All	RSK	$ 59,605	0.000%
4	3	Social Emotional Learning	Yes	LEA-wide	All	RSK	$ -	0.000%
5	1	Family Engagement	Yes	LEA-wide	All	RSK	$ 108,612	0.000%

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 3,441,462.97	$ 3,533,753.36

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Personalized Learning	Yes	$ 675,316	$ 708,386
1	2	Special Education Supports	No	$ 502,646	$ 574,248
1	3	Services to Support Multilingual Students	No	$ 39,216	$ 50,423
1	4	Rocketship Reads	Yes	$ 94,374	$ 84,587
2	1	High quality, research-based curriculum	No	$ 43,367	$ 62,826
2	2	Professional Development	Yes	$ 247,720	$ 226,703
2	3	Data Driven Instructional Practices	Yes	$ 75,540	$ 64,470
2	4	Instructional Coaching	Yes	$ 229,524	$ 333,884
2	5	Teacher Credentialing	No	$ 25,392	$ 18,231
2	6	Culturally Responsive Pedagogy	No	$ -	$ -
3	1	Operations Staffing & Development	Yes	$ 485,861	$ 426,849
3	2	Facilities Maintenance	No	$ 255,947	$ 212,982
3	3	Safety Training	No	$ 15,977	$ 10,783
3	4	School-wide Operational Systems & Routines	No	$ -	$ -
4	1	Enrichment	Yes	$ 224,128	$ 230,709
4	2	Outdoor Education and Community Experiences	Yes	$ 39,088	$ 59,331
4	3	Social Emotional Learning	Yes	$ 155,289	$ 162,199
4	4	Care Corps	No	$ 78,791	$ 81,185
5	1	Family Engagement	Yes	$ 111,003	$ 105,628
5	2	Family Advocacy and Leadership	No	$ -	$ -
5	3	School-Family Partnership	No	$ 65,562	$ 63,019
5	4	Los Dichos	No	$ 18,527	$ 18,999
5	5	Attendance Initiatives	No	$ 58,194	$ 38,311

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,474,739	$ 1,879,976	$ 1,909,510	$ (29,534)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Personalized Learning	Yes	$ 372,739	$377,349	0.000%	0.000%
1	4	Rocketship Reads	Yes	$ 94,374	$84,587	0.000%	0.000%
2	2	Professional Development	Yes	$ 247,720	$226,703	0.000%	0.000%
2	3	Data Driven Instructional Practices	Yes	$ 75,540	$64,470	0.000%	0.000%
2	4	Instructional Coaching	Yes	$ 229,524	$333,884	0.000%	0.000%
3	1	Operations Staffing & Development	Yes	$ 485,861	$426,849	0.000%	0.000%
4	1	Enrichment	Yes	$ 224,128	$230,709	0.000%	0.000%
4	2	Outdoor Education and Community Experiences	Yes	$ 39,088	$59,331	0.000%	0.000%
4	3	Social Emotional Learning	Yes	$ -		0.000%	0.000%
5	1	Family Engagement	Yes	$ 111,003	$105,628	0.000%	0.000%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 5,727,423	$ 1,474,739	0.000%	25.749%	$ 1,909,510	0.000%	33.340%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

    - Identify the action as an LREBG action;

    - Include an explanation of how research supports the selected action;

    - Identify the metric(s) being used to monitor the impact of the action; and

    - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal** #: Enter the LCAP Goal number for the action.
- **Action** #: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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Certificate Verification No.: 043723428 Date: 09/09/2022

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File No.: BA20220819658

Date Filed: 9/2/2022

AMENDED AND RESTATED ARTICLES OF INCORPORATION OF ROCKETSHIP EDUCATION

The undersigned hereby certify that:

1. They are the president and the secretary, respectively, of Rocketship Education, a California nonprofit public benefit corporation with California Entity Number 2853527.

2. The articles of incorporation of the corporation are amended and restated to read as follows:

I. NAME

The name of this corporation is Rocketship Education.

II. PURPOSE

A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes.

B. The specific purposes of this corporation are to manage, operate, guide, direct and promote one or more public charter or other schools, other educational or community programs, and other charitable purposes.

III. TAX-EXEMPT STATUS

A. This corporation is organized and operated exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding provision of future United States internal revenue law (hereinafter, the "Code").

B. No part of the net earnings of this corporation shall inure to the benefit of, or be distributable to, any officer, director or other private person, except that this corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make distributions in furtherance of its exempt purposes. No substantial part of the activities of this corporation is or will be the carrying on of propaganda, or otherwise attempting to influence legislation, and this corporation shall not participate in or intervene in any political campaign (including publishing or distribution of statements) on behalf of (or in opposition to) any candidate for public office.

C. Notwithstanding any other provision of these Articles, this corporation shall not carry on any other activities not permitted to be carried on by (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Code; or (b) a corporation contributions to which are deductible under Section 170(c)(2) of the Code.

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Certificate Verification No.: 043723428 Date: 09/09/2022

IV. IRREVOCABLE DEDICATION OF PROPERTY

A. The property of this corporation is irrevocably dedicated to charitable purposes, which may include educational purposes, as defined in California Revenue and Taxation Code Section 214(j), and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member hereof or to the benefit of any private person.

B. Upon dissolution or winding up of this corporation, after paying or adequately providing for the corporation's debts and obligations, its remaining assets shall be distributed to a nonprofit fund, foundation, association or corporation that is organized and operated exclusively for charitable purposes, which may include educational purposes (as such terms are used in Section 501(c)(3) of the Code), meeting the requirements of California Revenue and Taxation Code Section 214(j), and which has established its tax-exempt status under Section 501(c)(3) of the Code, as amended. For purposes of the foregoing, in the event that this corporation has contractually agreed with one or more charter school authorizers to more specific beneficiaries of remaining assets at dissolution, then the authorizer approved dissolution beneficiaries shall be required, so long as they meet the then-applicable Code requirements.

3. The foregoing amended and restated articles of incorporation have been duly approved by the corporation's board of directors.

4. The corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of their own knowledge.

Dated: August 25, 2022

Louis Jordan, President

Greg Stanger, Secretary

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FIFTH AMENDED AND RESTATED BYLAWS
OF
ROCKETSHIP EDUCATION

DBA ROCKETSHIP PUBLIC SCHOOLS

(A California Nonprofit Public Benefit Corporation)

Article I
NAME

Section 1. NAME. The name of this corporation is Rocketship Education (the "Corporation") doing business as Rocketship Public Schools.

Article II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of the Corporation is 350 Twin Dolphin Drive, Suite 109, Redwood City, State of California. The Corporation's Board of Directors (the "Board of Directors") may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to conduct its activities.

Article III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of the Corporation is to manage, operate, guide, direct and promote one or more public charter schools. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

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Article IV
CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Public Benefit Corporation Law, Cal Corp. Code Section 5110 (2001) (the "CNPBCL") shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

Article V
DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. The Corporation's assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, or association that is organized and operated exclusively for educational, public or charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3) or shall be distributed to the federal government, or to a state or local government, for a public purpose.

Article VI
CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. The Corporation shall have no members within the meaning of the CNPBCL.

Article VII
BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the CNPBCL and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the Corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors. The Board of Directors may delegate the management of the Corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board of Directors.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Article VII, Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

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a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

b. Change the principal office or the principal business office in California from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California for holding any meeting of the Board of Directors.

c. Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

d. Adopt and use a corporate seal; and alter the forms of the seal and certificates.

Section 3. DESIGNATED DIRECTORS AND TERMS. The authorized number of directors of the Corporation shall be no fewer than three (3) and no more than twenty-five (25), unless changed by amendments to these bylaws. The exact authorized number of directors shall be fixed, within the limits set forth in these bylaws, by the Board of Directors. All directors shall be designated and elected by the existing Board of Directors. All directors are to be designated and elected at a meeting of the Board of Directors. A minimum of two board seats shall be reserved for parents of current Rocketship Education students. Parents filling these board seats shall also serve on the Regional Advisory Council.

Section 4. AUTHORIZER DESIGNATED REPRESENTATIVE Per Education Code Section 47604(c), each California based authorizer of Rocketship Education is entitled to a Representative to the Board who shall serve solely in the authorizer's discretion ("Authorizer Representative"). The Authorizer Representative shall be a full voting member of the Board with all the rights and duties of any Board member with no limitations on his/her authority or responsibilities (with the exception that the Authorizer Representative shall not serve as an officer of Rocketship Education or any of its affiliates). The Authorizer Representative shall be reviewed by the Nominating Committee and all other approval protocols followed by other nominated members of the Rocketship Board. The Authorizer Representative shall comply with all duties under law, including but not limited to disclosure obligations under the Political Reform Act (Form 700), conflict of interest requirements, prohibitions and other expectations of fiduciary duty as such expectations apply to all other Board members. However, there shall be no limit on the number of consecutive or total terms the Charter Representative may serve, as long as the charter Authorizer continues to remain as an authorizer of a Rocketship Education charter school and term is renewed by the Rocketship Board, per current board practices and policy.

Section 5. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the Corporation for services rendered to it within the previous 12

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months, whether as a full-time or part-time employee, independent contractor, or otherwise; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. The Board of Directors may adopt other policies circumscribing potential conflicts of interest.

Section 6. DIRECTORS' TERM. Each director shall hold office for a term of two (2) years and until a successor director has been designated and qualified, unless such director is otherwise removed from office in accordance with these bylaws.

Section 7. NOMINATIONS BY COMMITTEE. The Board of Directors may, as it deems appropriate, create a Nominating Committee to assist the Board of Directors in the recruitment, review and nomination of potential new Directors, and to designate qualified candidates for election by the Board of Directors. The Nominating Committee shall be made up of at least two members of the Executive Committee and any additional Directors as the Board of Directors deems appropriate. The Nominating Committee shall work with the Chief Executive Officer and his/her staff to develop criteria for board membership, identify potential candidates for outreach efforts, and develop a recruiting plan for potential candidates. The Nominating Committee shall make a formal recommendation to the full Board of Directors to elect a potential candidate, and the full Board of Directors shall vote on such appointment.

Section 8. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no Corporation funds may be expended to support a nominee for director without the authorization of the Board of Directors.

Section 9. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under Chapter 2, Article 3 of the CNPBCL; (c) the increase of the authorized number of directors; or (d) the failure of the Board of Directors, at any meeting of the Board of Directors at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting.

Section 10. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board of Directors, or to the Chief Executive Officer, or the Secretary of the Board of Directors. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 11. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly elected director or directors.

Section 12. REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a

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special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) (as amended, the "Brown Act").[1] Any vacancy caused by the removal of a director shall be filled as provided in Section 11 of this Article VII.

Section 13. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the unanimous consent of the directors then in office, (b) the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with CNPBCL Section 5211, or (c) a sole remaining director.

Section 14. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. No reduction of the authorized number of directors shall have the effect of removing any director before that director's term of office expires unless the reduction also explicitly provides for the removal of that specified director in accordance with these bylaws and the CNPBCL.

Section 15. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held within the physical boundaries of the county in which the greatest number of pupils enrolled in those charter schools managed by the Corporation reside. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act. The Corporation and its Board shall comply with Education Code Section 47604.1.

Section 16. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the applicable provisions of the Brown Act and the Tennessee Open Meetings Law. All approved Board meeting minutes shall be posted on the Corporation's website.

The Board of Directors shall meet no less than annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified by resolution of the Board of Directors.

Section 17. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. The agenda shall also be posted on the Corporation's Internet Web site.

Section 18. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the Chief

[1] Rocketship Education Inc. shall operate under the terms of the Brown Act whenever it is considered to be a public agency by virtue of operating one or more California public charter schools.

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Executive Officer is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 19. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hour's notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hour notice of the special meeting. The Board of Directors shall also adhere to any additional notice requirements pursuant to California open meeting laws applicable to the Corporation.

Section 20. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote based upon the presence of a quorum. Should there be fewer than a majority of the directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 21. TELECONFERENCE MEETINGS. Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

a. At a minimum, a quorum of directors shall participate in the teleconference meeting from locations within the physical boundaries of the county in which the greatest number of pupils in those charter schools managed by the Corporation reside;

b. All votes taken during a teleconference meeting shall be by roll call;

c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

d. All locations where a director participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;

e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and

f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Section 22. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

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Section 23. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, and may only receive such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 24. CREATION OF POWERS OF COMMITTEES. The Board of Directors, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more directors, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

a. Take any final action on any matter that, under the CNPBCL, also requires approval of a majority of all directors then in office;

b. Fill vacancies on the Board of Directors or any committee of the Board;

c. Amend or repeal these bylaws or adopt new bylaws;

d. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;

e. Create any other committees of the Board of Directors or appoint the members of committees of the Board;

f. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or

g. Approve any contract or transaction to which the Corporation is a party and in which one or more of its directors has a material financial interest.

Section 25. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are not inconsistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 26. NON-LIABILITY OF DIRECTORS. No Director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

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Section 27. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. Rocketship Education, Inc. and its Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

Section 27. COMPLIANCE WITH CONFLICT OF INTEREST LAWS. The Corporation shall comply with Government Code Section 1090 and the Political Reform Act (Govt. Code § 8100 *et seq*.)

Article VIII
OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this Corporation shall be a Chairperson of the Board of Directors ("Chairman of the Board" or "Chairman"), a Chief Executive Officer, a Secretary of the Board of Directors ("Secretary"), and a Treasurer of the Board of Directors ("Treasurer"). The Corporation, at the Board's direction, may also appoint one or more Presidents, Vice-Presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article VIII, Section 4, of these bylaws. The officers in addition to the corporate duties set forth in this Article VIII shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as either the Chief Executive Officer or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The Board of Directors shall elect from its own members, a Chairman of the Board, a Secretary, and a Treasurer, who shall serve terms concurrent with their term on the Board of Directors.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may by resolution appoint and authorize the Chairman of the Board, the Chief Executive Officer, or another officer to appoint any other officers that the Corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board of Directors. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

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Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRMAN OF THE BOARD. The Chairman of the Board shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If there is no Chief Executive Officer, the Chairman of the Board shall also be the chief executive officer and shall have the powers and duties of the Chief Executive Officer of the Corporation set forth in these bylaws.

Section 9. CHIEF EXECUTIVE OFFICER. Subject to such supervisory powers as the Board of Directors may give to the Chairman of the Board, and subject to the control of the Board of Directors, and subject to Chief Executive Officer's contract of employment, the Chief Executive Officer shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification.

The Chief Executive Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Chief Executive Officer shall send or cause to be given to the directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board of Directors. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Executive Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate; (b) disburse the Corporation's funds as the Board of Directors may order; (c) render to the Chairman of the Board, and the Board of Directors, when requested, an account of all transactions and of the financial condition of the Corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

Section 10. SECRETARY. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, the minutes of all meetings, proceedings, and actions of the Board of Directors, and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings and the vote or abstention of each Board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board of Directors, and of committees of the Board of Directors that these bylaws require to be given. The

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Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. TREASURER. The Treasurer's duties shall include overseeing or causing to be completed (a) audits; (b) federal and state annual information return filings; and (c) corporate filings. The Treasurer shall also exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 12. PRESIDENTS AND VICE-PRESIDENTS. If the Chief Executive Officer is absent or disabled, the Presidents or Vice-Presidents, if any, in order of their rank as fixed by the Board of Directors, or, if not ranked, a President or Vice-President designated by the Board of Directors, shall perform all duties of the Chief Executive Officer. When so acting, a President or Vice-President shall have all powers of and be subject to all restrictions on the Chief Executive Officer. The Presidents or Vice- Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Article IX
CONTRACTS WITH DIRECTORS

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (or any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest). Pursuant to Education Code section 47604.1 (effective Jan. 1, 2020), notwithstanding Article 4 (commencing with Section 1090) of Chapter 1 of Division 4 of Title 1 of the Government Code, an employee of a charter school shall not be disqualified from serving as a member of the governing body of the charter school because of that employee's employment status. A member of the governing body of a charter school who is also an employee of the charter school shall abstain from voting on, or influencing or attempting to influence another member of the governing body regarding, all matters uniquely affecting that member's employment.

Article X
CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Rocketship Education, Inc. Conflict of Interest Code have been fulfilled.

Section 2. The limitations described in Article IX and X do not describe all limits and prohibitions on contracts with such persons, which shall also be limited by the Political Reform Act of 1974, Government Code Section 1090, et seq., and any other applicable requirements of law.

Article XI
LOANS TO DIRECTORS AND OFFICERS

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Section 1. LOANS TO DIRECTORS AND OFFICERS. This Corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Corporation.

Article XII
INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this Corporation shall indemnify its directors, officers, employees, and other persons described in CNPBCL Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the CNPBCL.

On written request to the Board of Directors by any person seeking indemnification under CNPBCL Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under CNPBCL Section 5238 (e) whether the applicable standard of conduct set forth in CNPBCL Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

Article XIII
INSURANCE

Section 1. INSURANCE. This Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer's, director's, employee's, or agent's status as such.

Article XIV
MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This Corporation shall keep:

a. Adequate and correct books and records of account;

b. Written minutes of the proceedings of the Board of Directors and committees of the Board of Directors; and

c. Such reports and records as required by law.

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Article XV
INSPECTION RIGHTS

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the Corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the Corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This Corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours. If the Corporation has no business office in California, the Secretary shall, on the written request of any director, furnish to that director a copy of the articles of incorporation and bylaws, as amended to the current date.

Article XVI
REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to the Board of Directors (i.e., itself) within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

a. The assets and liabilities, including the trust funds, of the Corporation as of the end of the fiscal year;

b. The principal changes in assets and liabilities, including trust funds;

c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;

d. The Corporation's expenses or disbursement for both general and restricted purposes;

e. Any information required under these bylaws; and

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f. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. The Corporation shall comply with Corporations Code section 6322.

Article XVII
BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter(s) of the California public charter school(s) operated by Rocketship Education, Inc., or make any provisions of these bylaws inconsistent with that/those Charter(s), the Corporation's articles of incorporation, or any laws.

The Charter School shall provide written notice to the Santa Clara County Superintendent of any proposed revisions to the Articles of Incorporation and/or Bylaws no less than three (3) weeks prior to consideration of adoption of the revision(s) by the Corporation's Board. Should the County Superintendent or designee indicate that the SCCOE considers the proposed revision(s) to be a material revision to the Corporation's governance structure or Charter(s), the Corporation may not formally adopt such revision(s) unless and until the revision(s) is first approved through the process set forth in Education Code section 47607 for material revision to the Charter. Should the Corporation adopt revision(s) to its Articles of Incorporation and/or Bylaws in accordance with these requirements, it shall provide a final copy of the revised document to the Santa Clara County Office of Education within three (3) business days of the adoption of such revision(s).

Article XVIII
FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF BOARD CHAIRPERSON

I certify that I am the duly elected and acting Chairperson of the Board of Directors of Rocketship Education, a California nonprofit public benefit corporation; that these bylaws, consisting of 13 pages, are the bylaws of this Corporation as adopted by the Board of Directors on June 10, 2021; and that these bylaws have not been amended or modified since that date.

4/18/2023

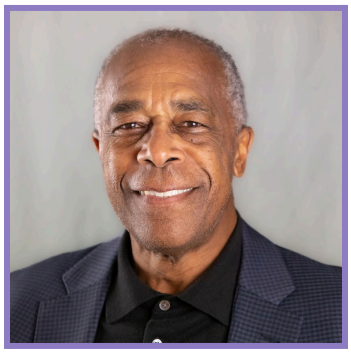
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Date Chairperson

ROCKETSHIP
PUBLIC SCHOOLS

Rocketship Public Schools National Board of Directors



Louis Jordan, Board Chair
Co-Owner, Tympany Vineyards

Louis brings more than 35 years of senior-level financial planning and analysis, strategy and operating management experience to the Rocketship board. He is also an advisor to a number of startup companies, and serves on the boards for All Across Africa (East Africa and San Diego); Someone Somewhere (Mexico City); Vega Coffee (Nicaragua/Colombia and Santa Barbara) Nemi Tea (United Kingdom); Indiana University Foundation (Black Philanthropy Circle Chair and Former Audit Committee Chair) and the Miller Center for Social Entrepreneurship at Santa Clara University (Executive Committee Member).

Louis's educational experience inspired him to help propel Rocketship's mission. He is the sixth of seven children and the first to graduate from college in his family. Louis was educated in the Philadelphia public school system; one that was plagued with very high dropout rates for people of color. College and its benefits were never more than a "passing" topic of conversation in his public school experience. Despite that, in many respects he became the exception to most of his peers. This would not have been possible without existing philanthropically supported programs that he was able to access. As he began to achieve a relatively unimaginable degree of success, he's committed to do as much as possible to give back and to help enable others with backgrounds similar to his to have unencumbered access to high quality education alternatives as he strongly believes that this is fundamental to accessing the fruits of the American dream.

He strongly believes that Rocketship has been and continues to be a critical catalyst in combining a high-quality elementary education with a parent engagement component that dramatically increases the chances that kids from neighborhoods like the one that he grew up in have the opportunity to realize their dreams.

Louis holds a Bachelor of Arts degree from Westmar College and a Master of Arts degree from Brown University. He received his MBA in Finance from the Kelley School of Business at Indiana University.



Greg Stanger, Board Secretary
Venture Partner, ICONIQ Capital

Greg Stanger brings a broad range of financial leadership experience with high-growth Internet companies. He has served as CFO for oDesk, Chegg and Expedia. He has also been a venture partner at Technology Crossover Ventures and was formerly a corporate development executive at Microsoft. Greg has served on the boards of directors of many successful companies, including Netflix, Kayak, drugstore.com, NexTag, and Expedia. He is currently a trustee of the Yosemite Conservancy. Greg holds an MBA from the University of California at Berkeley and a Bachelor of Science degree from Williams College.

ROCKETSHIP
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Alex Terman, Board Treasurer
Managing Director of Finance & Operations, Valhalla Foundation

Alex brings over two decades of leadership and management experience in the education and nonprofit sectors, including roles at the Stupski Foundation, the Learning Accelerator, and Leadership Public Schools. He previously served on the boards of CollegeSpring, Leadership Public Schools, and Design Tech High School. He also completed the Broad Residency, a two-year program that prepares participants for leadership roles in public education.

Alex supports Rocketship because he believes all families should have access to an excellent public school education, regardless of their socioeconomic background or zip code. He feels Rocketship's focus on personalized learning, talent development, and parent engagement delivers on this promise and catalyzes transformative change, both within the communities we serve and the broader education sector.

He holds a Bachelor of Arts in History from UC Berkeley and an MBA from Stanford University.



Jolene Sloter
Founding (Former) Board Chair, Rocketship Public Schools DC

Jolene brings a wealth of experience in policy and philanthropic leadership to the Rocketship board. After receiving her MBA, she worked for Corning Glass Works in strategic planning and later transitioned to the Federal Government where she gained valuable policy experience working for an independent commission charged with making recommendations to Congress about Medicare.

Jolene and her husband established the Stanley and Jolene Sloter Family Foundation to focus their philanthropy on education, specifically the need for better education opportunities in underserved communities. She is applying her policy experience to analyzing this issue and identifying concepts and organizations that improve the quality of education in low-income communities in DC so they can invest their philanthropic contributions in organizations that produce measurable results.

Jolene also serves on the board of the Teach for America DC Region, and is a member of the Trustee Council for Communities in Schools of Northern Virginia, as well as the Investment Committee for Education Forward DC. A longtime supporter of Rocketship Public Schools, she coordinated the groundbreaking for Rocketship's first school in DC, which opened in August 2016, and has been instrumental in building the RocketshipDC board of directors and finding new sources of support.

Jolene supports Rocketship's work because she believes traditional public schools have not adequately served low-income students of color for generations. Rocketship's three pillars–Personalized Learning, Talent Development, and Parent Power–provide the foundation for building schools that will provide a quality education for these communities.

She holds a Bachelor's Degree in Biology/Medical Technology from Lycoming College and a Master's in Business Administration from the University of Pittsburgh.

ROCKETSHIP
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Deborah McGriff
Retired Educator

Deborah has been committed to transforming the lives of underserved urban school students for more than four decades. In 1993, Deborah became the first public school superintendent to join EdisonLearning (formerly Edison Schools). Prior to joining EdisonLearning, Deborah served as the first female General Superintendent of Detroit Public Schools. She was a teacher and administrator in the New York City Public Schools for more than a decade. Deborah is former President of the Education Industry Association. She serves on the executive committee of the National Alliance for Public Charter Schools, Policy Innovators in Education Network, and was a founder and national board member of the Black Alliance for Educational Options. She also serves on the advisory board of the Games and Learning Publishing Council, Hechinger Report, Program on Education Policy and Governance at Harvard's John F. Kennedy School of Government and is a member of the Review Board for the Broad Prize in Urban Education. Deborah holds a bachelor's degree in education from Norfolk State University, a master's degree in education with a specialization in reading pedagogy from Queens College of the City University of New York, and a doctorate in Administration, Policy and Urban Education from Fordham University.



Dr. Raymond Raven
Orthopaedic Surgeon & CEO, Raven Orthopaedics, Inc

Dr. Raymond B. Raven is a nationally recognized orthopaedic surgeon, physician executive, entrepreneur, and healthcare innovator. He has served on the board of Rocketship Public Schools since 2015 and is also a board member of the California Orthopaedic Association, where he served as president from 2024 to 2025. His commitment to educational equity and healthcare access reflects both his personal journey and professional mission.

Dr. Raven grew up on the East Side of San Jose and attended local public schools. His mother's persistence kept him from being placed in remedial classes and instead helped him enter the gifted program. He became the first in his family to attend college, earning a Bachelor of Science in Molecular Biology and Biochemistry. He went on to receive his medical degree and complete his orthopaedic surgery residency at UC San Francisco, followed by fellowship training in Hand and Upper Extremity Surgery at Columbia University-Roosevelt Hospital. In parallel with his medical career, he earned an MBA from UC Irvine and a Master of Health Care Innovation from the University of Pennsylvania.

In addition to treating patients, Dr. Raven is a successful entrepreneur and medical device inventor. His patented innovations are used by physicians worldwide to improve surgical care and outcomes. He founded and led two medical groups and currently practices at Cedars-Sinai Medical Center in Southern California, where he also teaches orthopaedic surgery residents and fellows. Dr. Raven and his wife, Despina, support Rocketship's mission to provide high-quality early education so that every child, regardless of background, has the opportunity to succeed.

ROCKETSHIP
PUBLIC SCHOOLS



Michael Fox
Former CEO, Goodwill Industries Silicon Valley

As the former CEO of Goodwill Industries Silicon Valley, Mr. Fox led a team that took the organization from a loss from operations of 1.7 million dollars to a gain of 1.1 million dollars in one year. Previously, Mr. Fox spent almost 20 years at M.E. Fox & Company, one of the Bay Area's leading wholesale beverage distributors, including over six years as president. Mr. Fox is past Chairman of the Silicon Valley San Jose Chamber of Commerce; San Jose Chamber PAC, San Jose Mineta Airport Expansion Initiative, and West Valley Mission College bond measure. He has held numerous campaign and political positions including finance chair Jim Cunneen for Congress, finance chair Dolores Carr for District Attorney, finance chair Able Maldonado for State Senate, and Mayor Ron Gonzales's kitchen cabinet. Mr. Fox was co-founder and chair of Baseball San Jose, and currently serves as finance chair for Team San Jose. Mr. Fox received his B.A. at the University of San Diego and a Trans Global MBA at St. Mary's College.



Charmaine Detweiler
Retired Chief Financial Officer

Charmaine brings nearly 40 years of experience in financial leadership in a wide variety of financial institutions from large, multinational corporations to community banks to start-ups. She is also a founding council member of the Smith College Business Network. A long-time supporter of Renaissance Entrepreneurship Center, she serves on the Women's Leadership Council, which she founded and chaired until 2020. She is a former board member of United Way Bay Area and Garth Fagan Dance.

Charmaine supports Rocketship because she has seen the striking impact Rocketship makes on the communities and children it serves. She strongly believes education is the most precious gift we can bestow on our children, and all children should have access to the highest quality education irrespective of the community in which they reside.

She holds a Bachelor of Arts with distinction from Smith College and an MBA from University of Chicago.

ROCKETSHIP
PUBLIC SCHOOLS



Dr. Daniel Velasco
President & CEO, Ensemble Learning

Dr. Daniel Velasco (he/him/el) is President and CEO and leads Ensemble Learning's strategic vision to improve school quality and remove barriers for multilingual learners. Daniel has an EdD in Leadership and Entrepreneurship in Education from Johns Hopkins University and an EdM in Education Policy and Management from Harvard University Previously, Daniel served as the President of Latinos for Education where he scaled the organization from an annual budget of $250K and 3 employees to $9M and 30+ employees during his six year tenure. He also served as an Executive Director and later Regional Director for the Center for Social Organization of Schools at Johns Hopkins University as well as Operations Director for Teach For America. Daniel specializes in executive leadership in education, change management, and educator development.

Daniel is a Pahara Institute Fellow, an Education Leaders of Color Member, and a Leadership Jacksonville Fellow. He received a commendation for national service from NYC Mayor Bill de Blasio in 2016 and has lived in Jacksonville, Florida with his husband since 2018.



Yolanda Bernal-Samano, Parent Board Member
Deputy Property Manager, General Services Administration

Yolanda is a proud member of the Rocketship Fuerza Community Prep. Since joining Fuerza she has been an avid participant in getting other parents involved by strengthening their voice around the achievement gap and access to quality education. She was part of the Fuerza reauthorization team, an active member of the Innovates Parent leader group as well as the Santa Clara County Parent Coalition. She currently works with the federal government managing their federal properties. She has worked for General Services Administration since 2004.

She attended San Jose State University for her undergraduate degree and graduate degree. She holds a BS on Sociology concentration in Criminology, with minors in Spanish and Mexican-American Studies. Furthering her education with a Master in Counselor Education writing a thesis on how undocumented students could search for resources in their community to fund their higher educational goals. Her passions include speaking to first-generation College students and demystifying college.

Born and raised in San Jose, Yolanda and her husband, Fernando, have two sons. Their weekends are filled with sports and outdoor activities like baseball, basketball and flag football and soccer.

ROCKETSHIP
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Rajen Sheth
Co-Founder & CEO, Kyron Learning

Rajen Sheth brings more than 20 years of experience delivering innovative products to businesses and consumers. He is currently the CEO and Founder of Kyron Learning, a public benefit company focused on giving all students equitable access to high quality one-on-one teaching using AI.

Previously, Rajen was Vice President of Google Cloud AI and Industry Solution as part of a 17-year career at Google. He focused on building products that enable enterprises to transform themselves through AI, and building transformative products for Google Cloud's key industries. He also led the development of Android and Chrome for business and education, as well as Google Apps for Work and Education (now known as GSuite), which is now used by over 5 million companies.

Having focused his career on ensuring equitable access to high quality education, Rajen has always been inspired by Rocketship's innovative model and its impact on surrounding communities. He proudly supports Rocketship in taking a significant step toward its goal of equitable educational access.

Rajen is also a part of the National Leadership Council for the Society for Science, supporting STEM in all schools through the International Science and Engineering Fair, the Science Talent Search, and science publications for youth. Rajen is also a volunteer and was previously Vice President of Technology for the PTA of Almond School.
He holds both a Bachelor of Science in Electrical Engineering and a Master of Computer Science from Stanford University.



Julie Miller
Retired Vice President of Finance, Visa Inc.

Julie Miller is currently a member of the Rocketship Public Schools Audit Committee and brings decades of finance and accounting experience.

Julie most recently served as Visa's Vice President of Revenue and Client Incentive Operations and previously its Assistant Global Controller. Prior to that, she was a Divisional Controller and Senior Finance Manager at Apple, and spent 15 years at Gap in roles spanning a broad range of specialties including FP&A, Accounting, and Supply Chain.

ROCKETSHIP
PUBLIC SCHOOLS



April Taylor
Board Chair & Sr. Human Capital Leader, Mars

April L. Taylor's professional journey has led her to a variety of industries, including manufacturing, management consulting, aerospace and defense, healthcare, and finance, across 9 states. She's currently the VP, Campus and Emerging Talent Recruiting Manager with AllianceBernstein, leading a team of 4 to execute the Firm's campus recruiting strategy, along with internship and rotation program management. In this role, April is responsible for developing the Firm's national campus recruiting strategy, aligning with various business unit's talent needs, creating and enhancing process, and infrastructure, around internship and rotation programs. April is active in her community, enjoys reading, traveling, playing with her dog, Sunday, and any opportunity to relax. One of her most memorable trips was to South Africa.

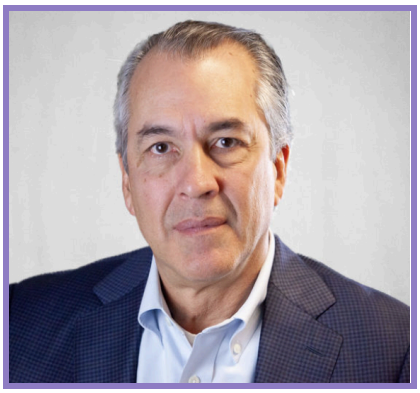
April is a native of Nashville, TN where she graduated from Tennessee State University, receiving a BS in Electrical Engineering, with a concentration in Computers. A lifelong learner, April later pursued graduate studies – Brandeis University, MS in Software Engineering, Indiana University, for her MBA, in Organizational Management, and obtained her Associate Certified Coach credential, from the International Coaching Federation. April is also a wellness advocate, most recently receiving her Yoga Teacher Certification.
April was featured in the 2014 Winter edition of US Black Engineer and Information Technology magazine, as one of the "People You Should Know", was a regular volunteer for the KY National Black MBA Chapter's Leaders of Tomorrow (LOT) program while in Louisville, a former board member for the Louisville Women's MBA chapter, serves on the Board of Governors for the Speed Museum of Art, President-emeritus of TSU's Louisville Alumni Chapter, and Alumni Trustee for the Consortium for Graduate Study in Management. She was recognized for her exceptional dedication to helping the community, through community service and personal example, as a 2017 YMCA Black Achiever. April continues to share her love of STEM, volunteering at the National Society of Black Engineers annual conference, with the NSBE Jr. FIRST Lego League competition. April's passion is developing people and it's readily demonstrated in her personal and professional commitments.



Hugo Castaneda, Parent Board Member
Design Engineer, AT&T

Hugo Castaneda is a parent of 3rd and 4th grade Rocketeers at Rocketship Brilliant Minds, as well as a parent to a former Rocketeer who is now in 6th grade. He is President of the School Site Council at Brilliant Minds and is involved in the school in many aspects. Hugo works as a Design Engineer, managing large projects and supervising staff for AT&T, and has been with the company for 23 years. He lives in San Jose where he is an involved member of his church and dedicates time coaching his children's soccer teams.

ROCKETSHIP
PUBLIC SCHOOLS



Daniel Sanchez
Director, Liberty Global

Mr. Sanchez has been a director of Warner Brothers Discovery since October 2024; a director of Liberty Global since March 2022; and a director of Liberty Latin America since December 2019 (where he chairs the Nominating and Governance Committee). He was a director of Starz from January 2013 until December 2016, when it merged with Lionsgate Entertainment Corp. He continued on the Lionsgate board and its Audit Committee until 2021. He was a common stock director of Discovery from May 2017 to April 2022, where he served on the Finance Committee.

Since December 2022, Mr. Sanchez has been a director of Rocketship Public Schools, a multi-state operator of public charter schools, where he also serves on the Business Committee. In 2024, he became a director of Ensemble Learning, which seeks to improve educational outcomes for non-English learners, where he also serves on the Strategy Committee. He was a 2022 Fellow of Latinos for Education. In June 2024, he became a director of the Malone Family Land Preservation Foundation.



Derwin Sisnett
Founder & CEO, Adaptive Commons

Derwin Sisnett has spent the last fifteen years in community development, public education, and impact investing with a particular focus on coalescing and maximizing community assets. He is the founder and CEO of Adaptive Commons, a real estate company that invests in the transformation of civic spaces for social good. His previous experience includes co-founding Maslow Development Inc. and serving as the co-founder and CEO of Gestalt Community Schools (GCS). Honored by the White House and the U.S. Department of Education, GCS grew into one of the highest-performing networks of schools in Tennessee, anchoring over 40 acres of a mixed-use development that Derwin spearheaded, including a performing arts center and affordable housing.

Derwin's work has been featured in numerous publications, including Urban Land Institute's Urban Land Magazine, The New York Times, and the Wall Street Journal. He has also lectured at various colleges and universities, including Harvard Graduate School of Design, Yale School of Management, and Berkeley's College of Environmental Design, where he is a Faculty Lecturer in Real Estate Development + Design.
Derwin holds a bachelor's degree from Emory University, a PhD from the University of Memphis, and he is an alumnus of Harvard University's Graduate School of Design, where he was a Loeb Fellow. Derwin is also a Cambiar Education Change Agent and a Pahara Fellow of the Aspen Global Leadership Network, where he was selected as a Braddock Scholar.

ROCKETSHIP
PUBLIC SCHOOLS



Michelle Mercado
Chief Program Officer, Mass Insight

Michelle Mercado brings nearly two decades of experience in education including her time as a teacher in New York City and an Academic Director in Bukoba, Tanzania. Michelle currently works as the Senior Vice President of Consulting for TNTP, a national education nonprofit focused on ensuring all students have access to a high quality education. In this role, Michelle oversees TNTP's portfolio of consulting work across the country with a focus on building thriving teams across the country and positioning TNTP to achieve impact. Michelle is also a member of Education Leaders of Color and a Latinos for Education Board Fellow.

She supports Rocketship because she believes that all students deserve an education that sets them up to meet the goals they have for themselves. She's seen how Rocketship provides a caring, engaging and community-oriented educational experience that ensures all students are thriving. She is honored to be able to contribute to Rocketship's mission and vision.

She holds a Bachelor of Arts in Political Science from Western Illinois University and a Master's in the Science of Teaching from Fordham University.



Brian Kilb
Retired Senior Executive, Investment Services

Brian began his career in small business consulting which led to top jobs in accounting, finance, administration and operations for a variety of manufacturers involved in everything from medical technology and aeronautics to disposable wipes and custom decorative lighting. But he was seeking something more fulfilling.

Before he left his last manufacturing company, Brian prepared a detailed career plan that weighed his strengths and weaknesses, listed his priorities in life, and specified what he wanted out of work.

His pursuit, Brian wrote, was a career through which he could support his family, help those around him achieve their potential, and satisfy his own intellectual curiosity.

That led to his final job and a 25 year career in the financial services industry. "I recognized the intellectual challenge of understanding markets and the economy, appreciated the opportunity to interact with and impact client lives, and enjoyed the chance to build my leadership skills."

Brian was drawn to eduction and Rocketship initially by his daughter's experience working for Rocketship in Milwaukee and San Jose. His wife was a college English professor and youngest daughter a teacher, so education is a top priority in the family. Understanding that all kids need an equal opportunity to learn is a fundamental value in the Kilb house.

Brian grew up in the Cleveland area and received a bachelor's degree in business from the University of Notre Dame. Brian and his wife, Lynn, have two daughters. He enjoys coaching, fitness, reading, music and his faith. Among his community activities, Brian has also been involved in a wide variety of other not-for-profit organizations.

ROCKETSHIP
PUBLIC SCHOOLS



Tamara Peterson, East Bay Parent Board Member
Assistant Manager for Safeguards & Security, Department of Energy/National Nuclear Security Administration

Tamara N. Peterson currently serves as the Assistant Manager for Safeguards and Security (AMSS) for the National Nuclear Security Administration (NNSA) Livermore Field Office (LFO). She is responsible for leading and managing a Federal staff of Safeguards and Security subject matter experts tasked with the oversight and evaluation of multiple contractors and National Laboratories performance of Safeguards and Security at LFO and other facilities across that accomplish the NNSA mission.

Preceding her role as the AMSS, Mrs. Peterson served as the Deputy AMSS. Prior to joining LFO, Mrs. Peterson was a law enforcement Commander and Chief of Mission Support for the Department of Homeland Security responsible for overseeing $1 Billion in contracts.

Mrs. Peterson earned a Bachelor of Science degree from Western Illinois University, a Master of Science degree from Bellevue University and a Graduate Certificate in Crime Scene Investigation from California State University – Long Beach.

ROCKETSHIP
PUBLIC SCHOOLS

Rocketship Public Schools Senior Leadership Team



Preston Smith
Co-Founder and CEO

Preston Smith co-founded Rocketship in 2006. He has held numerous roles at Rocketship, including teacher, principal, Director of Schools, and Chief Achievement Officer. He has led Rocketship's professional development, leadership development, integrated special education, and student and teacher recruitment. In 2013, he was named CEO. Prior to Rocketship, Preston was founder and Principal of L.U.C.H.A. Elementary School, part of the Alum Rock Unified School District in San Jose, CA. After its first three years of operation, L.U.C.H.A. was the fourth highest performing low-income elementary school in California. Preston began his career in education as a Teach for America Corps (TFA) member at Clyde Arbuckle Elementary School (CA). In 2003, Preston was named "Teacher of the Year" at Arbuckle and was also nominated as one of six finalists for TFA's Sue Lehmann award, given to TFA corps members with the highest classroom academic gains in the nation. Preston is also an Aspen New Schools Fellow.

Preston is a proud Rocketeer parent of Zeke and Phoenix who are alumni of Rocketship Fuerza Community Prep. He earned his Master in Educational Leadership from San Jose State University and graduated from University of North Carolina at Chapel Hill with a degree in Latin American Studies, Phi Beta Kappa.



Ben Carson
Chief Financial Officer

Benjamin Carson is the Chief Financial Officer of Rocketship Public Schools. Ben brings 15 years of experience in charter school finance, operations, and real estate to Rocketship. He previously co-founded and served as Chief Financial Officer of the Great Oaks Legacy network of charter schools in Newark, growing the organization from a single middle school to 7 campuses. He's also worked as a charter authorizer for the NYC Department of Education, as a lender with LISC, and as an independent consultant helping schools and nonprofits across the country solve real estate and finance challenges. He holds a Bachelor's degree in Economics from Trinity University in San Antonio and a Master of Public Affairs from the University of Texas at Austin.

ROCKETSHIP
PUBLIC SCHOOLS



Maricela Guerrero
Executive Director, California

Maricela Guerrero is the California Executive Director. Maricela leads our Bay Area Region – overseeing all aspects of our 13 California schools. Maricela was a founding teacher at the first Rocketship school that opened in 2007 and has served as principal at two Rocketship schools in San Jose – including as the founding principal of Rocketship Fuerza Community Prep, a California Distinguished School. Under her leadership, Rocketship's California schools routinely rank in the top 10% in the state in both math and English Language Arts performance among all districts and charter networks serving a similar student population. Guerrero's focus on equity, diversity of teachers and leaders, and parent engagement continues to push Rocketship to new heights of success.

A daughter of Mexican immigrants, Guerrero first discovered the inequity of education as a student in south central Los Angeles. Zoned to a failing school, her talent as a musician earned her a spot at a high-performing public school across the city. Her steadfast belief that students shouldn't have to leave their neighborhood to access a quality public education led her to become a teacher in 2001 in the Alum Rock Unified School District. She then joined Preston Smith as part of the founding team at L.U.C.H.A., an innovative, new elementary school in Alum Rock. In 2007, Guerrero and Smith launched Rocketship Mateo Sheedy Elementary, the first campus of Rocketship Public Schools.

Maricela received her B.A. in Latin American Studies with a minor in education from the University of California, Santa Cruz and a Master's Degree in Education from the University of Phoenix. After college, Maricela served as the executive director of the Boy Scouts of the Bay Area Peninsula – a role which further revealed the deep inequities in the Bay Area and the lack of opportunities for students of color in California.



Lamar Wade
Chief People Officer

Lamar Wade is the Chief People Officer (CPO) for Rocketship Public Schools, responsible for leading all our people functions including: Human Resources, Talent Development, Talent Recruitment, and Diversity, Equity, and Inclusion.

Lamar brings over 20 years of human resources leadership to his role at Rocketship. His experience covers an extensive range of people management functions including: employee engagement, talent acquisition, talent management, employee relations, organizational design, compensation, benefits, training, and DEI. Prior to joining Rocketship, Lamar served as Vice President of Human Resources for Compassus, a national healthcare organization with over 6,000 employees. Lamar previously served in HR leadership roles at Dell Technologies, Target Corporation, and Kroger Corporation.

Lamar is a graduate of the University of Memphis and has earned HR professional certifications from Cornell University and the Human Resources Certification Institute (SPHR). He has served on numerous

boards including Tennessee State University's Career Development Center Employer Advisory Board, the Middle Tennessee Regional Skills Panel for the Information Technology Sector, and the Tennessee State University Business Information Systems Advisory Council. He also served on the board of trustees for the Adventure Science Center in Nashville. Lamar volunteers for the Second Harvest Food Bank of Middle Tennessee and tutors for PENCIL (Public Education Needs Community Involvement and Leadership) – a non-profit partnership with Metro Nashville Public Schools.

A native of west Tennessee, Lamar has called Nashville home for over 15 years. Lamar married his high-school sweetheart, Audrika, over 20 years ago and together they are the proud parents of five children.



Maria Heredia
Chief Legal Officer

Maria Heredia serves as Chief Legal Officer, responsible for overseeing all aspects of legal, compliance, and governance operations work for the Rocketship Public Schools network.

Maria has been actively involved with K-12 schools and education nonprofits for over twenty-five years, focusing on creating, expanding, and supporting innovative and effective educational opportunities for K-12 and college students. Maria's experience includes leadership and active involvement in establishing and growing charter management operational systems as well as strategic planning, board engagement, governmental and stakeholder relations, and policy and advocacy work. Maria most recently completed her role as an Executive in Residence with the Charter School Growth Fund. There she worked across the Fund's Seed, Scale, and Structured Finance teams supporting portfolio members from various states across the country in addressing start-up, expansion, operational, and governance questions.

Maria previously served as Chief Operations Officer and General Counsel at High Tech High, a network of 16 charter schools in San Diego, and taught a graduate level course on School Law to new school leaders at High Tech High Graduate School of Education. Prior to that Maria served as Senior Vice President of Legal Advocacy and General Counsel to the California Charter Schools Association. Before fully moving into the nonprofit education sector, she served charter schools, nonprofits, and private companies at two law firms: California Counsel Group, a law firm she co- founded and as a partner at Luce Forward Hamilton and Scripps LLP.

Maria is a graduate of Stanford Law School where she focused on the Lawyering for Social Change Curriculum, and Harvard University where she earned an A.B. in American History and Literature.

ROCKETSHIP
PUBLIC SCHOOLS



Chris Murphy
Chief Communications Officer

Chris leads Marketing, Communications, and Development across the Rocketship network. He spent the first decade of his career as a strategic planner for the world's top creative advertising agencies (Fallon, Wieden + Kennedy, Ogilvy) building marketing strategies for blue-chip brands (Citibank), national non-profits (PBS), and global foundations (The Bill & Melinda Gates Foundation). His work was recognized with five EFFIEs – the industry's top honor for marketing effectiveness. While working on a voter advocacy campaign for the Gates Foundation, Chris caught the global health bug. He left the advertising world, moved to Kenya, and built a strategic communications capacity for Sub-Saharan Africa's largest HIV control program. In 2010, he moved to the Bay Area but kept one foot in East Africa as he headed up marketing and development for the pioneering social enterprise Living Goods. Chris went on to lead marketing at Common Sense Media, where he spearheaded a national campaign with Univision to help close the broadband internet access gap and directed a $30M national PSA campaign.

Born and raised in Green Bay, Wisconsin, Chris now calls northern California home. He and his wife Marisa are proud parents of boy-girl twins.

Chris earned his B.S. in Marketing and Cultural Studies from the University of Minnesota and attended graduate school at The Newhouse School of Public Communications at Syracuse University.



Eesir Kaur
Chief Academic Officer

Eesir Kaur guides the ongoing advancement of our instructional model, curriculum design, parent engagement model, and professional learning program. Eesir joined Rocketship in 2013 managing curriculum and assessment development. She then served as principal of Rocketship Discovery Prep in San Jose where she led the school to new heights of academic excellence and family engagement. Eesir then became a Director of Schools, supporting Bay Area principals, and then Senior Director of Humanities and Professional Learning, supporting our national network. Throughout her tenure at Rocketship, Eesir has built a powerful legacy of developing leaders across our network all the while maintaining her own commitment to listen, learn, and continuously push herself to grow as a leader.

Prior to Rocketship, Eesir was a teacher and coach at charter schools serving historically disadvantaged Black communities in Camden, NJ and Harlem, NY. In 2009, she was ranked as the 4th highest performing teacher in the entire state of New York while at Harlem Children's Zone. Throughout her many leadership roles in public education, Eesir has developed a deep understanding of culturally responsive pedagogy, curriculum development, and school leadership.

ROCKETSHIP
PUBLIC SCHOOLS



Kerry Flanagan
National Chief of Staff

Kerry Flanagan serves as the National Chief of Staff, guiding the ongoing advancement of Rocketship's strategy and growth, data systems, analytics, and technology solutions. As a military brat, Kerry has a mission first, people always orientation. She brings a growth mindset and over 30 years of experience in K-12 public education. During her time as a teacher in the Commonwealth of Virginia (Chesapeake and Virginia Beach Public Schools), chief of staff for San Diego City Schools and the California Charter Schools Association, and an educational consultant to traditional public school districts, charter public schools, and nonprofits, Kerry has been blessed by mentors who have opened doors to opportunities for her, and she strives to pay it forward.

Kerry resides in California. She earned her Master of Arts in Political Science from San Diego State University and graduated from Virginia Wesleyan College with a Bachelors of Arts in Secondary Education, Social Studies.

EXECUTIVE DIRECTOR, CALIFORNIA REGION

Position Description
Reporting directly to the CEO, the California Executive Director serves as the leader of the California region and is responsible for setting the strategic vision, shaping the external environment, and leading the regional teams to achieve transformational results.

The charge of the Executive Director is to 1) ensure the success of our Rocketeers; 2) cultivate the external environment for Rocketship to thrive and continue to grow the region's impact over time; and 3) manage a financially sustainable network of high-performing elementary schools serving disadvantaged communities with the excellent education they deserve.

The Executive Director is responsible for ensuring the success of our schools and the achievement of our Rocketeers. They will accomplish this through effective development and management of the Schools and Program Team (e.g., Director of Schools and regional teams). Effective management includes inspiring all school members to achieve annual goals and consistently deliver outstanding results. The ideal candidate combines the capacity for systems-level and strategic thinking with experience in the non-profit sector.

Additionally, the Executive Director is charged with directly shaping the external conditions where Rocketship schools can thrive and the California region can continue to grow its impact. This entails setting a strategic vision for external relations, directly and successfully growing and managing the regional California Board as well as partnering with the Board in recruiting new members, collaborating with network and school leaders to successfully create and refine a strategy towards growing the regions impact and number of students and families served over time, engaging and cultivating relationships with donors, champions and advocates and forging partnerships that align with our vision and serve our Rocketeers and their families. In addition, the Executive Director is responsible for ensuring that our Family Recruitment and Parent Leadership teams (part of the Growth and Community Engagement Team), which are critical pillars in regards to school health and the California region's theory of change, continue to thrive. The Executive Director is responsible for ensuring these groups continue to drive towards their goals and realizing the ambitious objectives of the California region.

Critical to the success of the Executive Director is an unwavering commitment to the community. The Executive Director is responsible for proactively addressing community needs, becoming an active participant within the California education landscape, stewarding and nurturing allies and donors, and aligning regional priorities with the broader network community. Close collaboration and partnership between the Executive Director, our school leaders, and the broader Rocketship network staff is essential.

Rocketship attracts regional leaders with ambitious aspirations. Just as we are committed to propelling student growth, we are dedicated to advancing the careers of our talented staff. The Executive Director will join a regional and national team, receive ongoing professional development in order to establish the vision and growth strategy, support in achieving community alignment and engagement, and guidance in order to ensure financial stability, As a member of a growing network regional leaders have ongoing opportunities to expand their reach, influence, and impact beyond their role.

STRATEGIC LEADERSHIP OF THE REGION:

- Building a strong, representative, inclusive organizational culture in the region and in each school that is aligned with the Rocketship organization and ensures school success and impact.
- Driving strategic vision, strategy, planning and execution for the success and sustainability of the region on student achievement and existing/new charters, charter renewals, and other opportunities.

- Implementing strong systems to lead and reinforce role clarity, goal-setting, communication, and other processes and norms for the regional team to deliver all goals successfully.
- Leveraging executive judgment to identify, assess, and communicate risks/threats and opportunities, prioritize quickly and effectively, make critical decisions, coordinate remedies/solutions.
- Engaging internal and external stakeholders for input, alignment, and support.
- Driving strong collaboration with the network teams to ensure that schools are receiving necessary instructional support as well as other critical areas of support and that priorities are being fully executed across the region.
- Continually assessing and proactively planning to improve the health of the region.
- Directing regional communications strategy and serve as a credible spokesperson, while leveraging resources and support from the marketing and communications team, to effectively manage media/press relations in the region.
- Demonstrating financial leadership to prioritize, make decisions, deliver on plan, flex where needed, driving long-term effectiveness and sustainability. Secure and maintain school facilities, including selection, acquisition, entitlement process, regulations, and on-going issues

ACADEMIC PERFORMANCE AND SCHOOL CULTURE LEADERSHIP

- Ensuring that the Schools Team is in place to regularly realize a standing of Rewards School status and the annual student achievement goals, while engaging and inspiring teams through alignment, strong communication, and ongoing feedback/coaching.
- Analyzing and action planning around student achievement data, observation, and coaching data, and schools target data to continuously improve, drive results, and increase impact.
- Working with the Director of School and Schools Team to ensure that principals continue to implement rituals and practices that deepen parent engagement and investment while also creating/sustaining a welcoming school culture for families.
- Ensuring that goals are met regarding parent engagement, especially in parents realizing goals around volunteer hours, parent conferences, and home visits.
- Continuously drive a culture rooted in inclusion of special education students and rigorous support of a Positive Behavior Interventions & Support structure and serving all students (e.g., low level of suspensions, no expulsions, and no ‘pushing out’ students).

EXTERNAL AND COMMUNITY RELATIONS/PARTNERSHIPS

- Recruiting, appointing, managing, and engaging regional Nashville board members and executing quarterly board meetings.
- Managing and leveraging important community relationships with local elected officials at all levels (e.g., School Boards to City Council to State Legislature), power-brokers, and other influencers, as well as with school board trustees or bodies, members, and superintendents/leaders of authorizing bodies.
- Forging partnerships and alliances with child and family serving non-profit organizations, public entities, community-based organizations, and civic and community organizations to provide joint advocacy, support, or services that our Rocketeers and families need.

- Planning, coordinating and facilitating collaboration with other aligned organizations within the region to advocate for common goals or defend common interests.
- Continually assessing and proactively planning to improve the health of the region and lead the regional network support.
- Lead regional fundraising and philanthropic relationship management.

PEOPLE LEADERSHIP

- Building, developing, and maintaining a rigorous culture of excellence in every interaction with stakeholders, community members, partners, and team members.
- Increasing accountability and empowering all teams to ensure success against goals.
- Establishing sustainability in school leadership and improving school performance through effective coaching, mentoring, recruitment, retention strategies, and team engagement.
- Engaging, motivating, and managing direct reports and the regional teams.
- Working with a team to establish strategy, planning, and execution related to academic achievement, school culture, family recruitment and enrollment, parent leadership, organizing, and engagement.
- Cultivating and maintaining strong relationships with neighborhood stakeholders, and community/neighborhood associations at each school.
- Working with the Director of Schools and Schools Team to align teacher professional development to strategic priorities and school data and track performance improvement across the team.

Qualifications

- Bachelor's Degree required; Master's or higher in Education, Public Administration, or a related field preferred.
- 10+ years of professional experience in nonprofit management with a proven track record of success in improving outcomes within their scope of management.
- Experience and successful track record of managing, coaching, and developing team members.
- Strong leadership skills with the ability to inspire and motivate staff and bring out the best in peers.
- Experience in partnering with nonprofit Board of Directors.
- Highly proficient in business and financial management. Possesses the skills essential to managing an enterprise, such as strategic financial planning, intelligent budgeting, development of achievable business plans and analyses, prudent expense control, and required financial reporting.
- Demonstrated success with fundraising with both private donors and government entities at the federal, state or local level.
- Keen analytic, organization and problem-solving skills which support and enable sound decision making.
- Successful experience implementing multi-year strategic action plans.
- Excellent relationship building skills with an ability to prioritize, negotiate, and work with a variety of internal and external stakeholders through engaging communication skills.
- Outstanding verbal and written communication skills and ability to communicate effectively on multiple levels ranging from the Board, to educators and staff.

- A commitment and ability to develop and maintain constructive relationships with staff, students, parents, donors, community constituents, local government entities, media, and vendors.
- Experience articulating the mission, vision, and values of an entity to the public through media engagements, public speaking, and more. Experience in effectively navigating a highly regulated governmental environment.
- Excellent analytical skills, strong ability to lead multiple complex projects under rigorous timelines and political nuances and to work in a demanding dynamic environment to meet organizational goals.
- High emotional intelligence, integrity, and interpersonal skills – and an exceptional collaborator.
- A strong sense of confidence and the wisdom and courage to make difficult choices based on available data.

CHIEF OF STAFF

Reporting to the Executive Director (ED) of the California Region, the Chief of Staff is a critical member of the regional leadership team, communicating with key stakeholders on the ED's behalf, ensuring that the ED is informed and engaged in key organizational decisions, prioritizing and managing key projects, tracking progress against goals and supporting mitigation strategies, serving as a liaison and trusted team member to the regional team, and Network, and partnering to drive the vision and goals for the region.

Essential Functions

- Regional Leadership Support
- Support the ED in the overall management of the region, managing the flow of information to leaders and teams, fostering collaboration and teamwork through multiple means, but most especially aiding the ED in the development and at time facilitation of team meetings (i.e. regional leadership team, external engagement team, schools team, etc.) .
- Manage the performance and effectiveness of the Region and support the Regional Leadership Team on the execution of key initiatives and priorities and ensure that the executive team follows through on key decisions in accordance with team agreement and the ED's direction.
- Support regional management by providing structure and support to SL teams through weekly regional meetings and priorities.
- Coordinate recurring meetings and larger stepbacks to ensure all time spent together is highly effective: the right topics are raised, facilitation supports healthy debate on the most important questions, and there is clear ownership and follow through.
- Ensure CA Board of Directors is informed and appropriately engaged. Support ED in developing agendas and materials for Board and committee meetings. Identify opportunities to engage board on strategic issues and follow-up with members as appropriate.
- Create and manage cultural rituals and positive adult culture initiatives across the region.
- Strategic Project Oversight and Change Management
- Work closely with the Executive Director to lead strategic planning and cross-functional initiatives across the region such as new school/region greenlighting, annual planning, and progress monitoring of regional objectives.
- Work with senior regional leadership and national teams to catalyze organizational performance through leadership – linking strategy to structure, building transformational change approaches and facilitating organizational redesign and continuing improvement.

- Develop and maintain tools to track progress toward academic, financial, and operational goals including dashboards to monitor key performance indicators.
- Proactively address off-track programs, teams, and metrics to achieve the objectives outlined.
- Influence organizational decision-making with the use of relevant, value-added performance management, including metrics and analysis and report on the same in a manner that aligns with and supports the organization's strategic and short- and long-term business objectives.
- Continually assess and proactively plan to improve the health of the region and lead the regional support network.
- Prepare the ED for effective decision-making conversations, anticipating and organizing key questions and data that support productive discussions to direct key priorities.
- Perform additional ad hoc duties as assigned.
- Serve as a proxy for the Executive Director to facilitate meetings and ensure clarity and organizational alignment
- Identify operational roadblocks and bring together critical people and processes to address them
- Build positive relationships with team members across the organization to influence outcomes and maintain project momentum.
- Collaborative Partnerships and Relationship Building
- Ensure cross-functional collaboration and align teams to realize efficiencies.
- Represent Rocketship before varied external partners such as government councils and commissions, business community & civic groups, legislators, etc.
- Stand-in for Ed in internal meetings, serving as a key liaison between internal teams and the ED
- Partner with internal (NST, NeST, and other regions) and external stakeholders to identify opportunities to improve and streamline processes and policies.
- Ensure that the external engagement strategy tools are being maintained and ownership of different relationships and community organizations is accurately represented and distributed while leveraging resources and support from parent leadership and advocacy teams.
- Take ownership of crisis management and other unexpected events that pose a threat to CA Schools
- Act as the Rocketship CA representative at external events when deemed necessary
- Periodically engage external stakeholders with the ED and co-lead the development and friend raising subcommittee for the CA board.
- Communications
- Maintain board member meetings agendas and next steps for meetings with ED.
- Manage regional events and tours.
- Direct regional communications strategy while leveraging resources and support from marketing and communications teams.
- Work with media consultant/or designated DC comms staff to identify earned media opportunities.
- Create strong Regional identity and brand through the creation of positive news stories about Rocketship.
- Write external communications to stakeholders (parents, board of directors, and supporters).
- Create systems for internal meetings (Task Force, Regional and Priority meetings).

Qualifications

- Bachelor's degree strongly preferred

- 5-10+ years of professional experience with a track record of success in delivering significant gains (including experience as a successful school leader/Principal, teacher, or other work within a school network, prefered)
- Strong leadership skills with the ability to inspire and motivate staff and bring out the best in peers
- Personal drive for high expectations and results orientation
- Exceptional critical-thinking skills and experience in leading data-driven practices at a systems-level, including the ability to analyze data, identify trends/ root causes, set goals, and track resources
- Innovative in ideas, methods, and solutions.
- Collaborative and able to influence and accomplish goals in cross-functional environment
- Committed to seeking out and sharing current research and evidence-based best practices.
- Adaptable and able to thrive in a dynamic, fast-paced environment
- Excellent time management, project management, and organizational skills
- Well-versed in change management and influencing multiple key stakeholders
- Strong verbal and written communication skills Spanish and/or Vietnamese language skills are a plus
- Embodies Rocketship Core Characteristics

SENIOR DIRECTOR, EXTERNAL AFFAIRS

Position Description

Rocketship Public Schools is a transformational force for education equity that creates advocacy, and External Affairs is a key pillar of how we seek to transform the communities in which we occupy space. This role will be a critical member contributing to our collective impact, communities and the California External Affairs team as a whole.

The Senior Director of External Affairs will report to the Executive Director of California and will form part of the California External Affairs Team.

They will be responsible for overseeing authorizer relationships and community engagement in certain school districts. They will work in partnership with the Executive Director to set vision for renewal, stakeholder priorities, engagement strategies, grassroots, grasstops and among other priorities for the region. This role is a key team member to the External Affairs team, partnering closely with the Community Engagement Manager, Associate Director of Parent Leadership, and Education Organizers.

The Senior Director of External Affairs has a deep understanding and commitment to the communities we serve. They are charged with being a key member of the California External Affairs team and are excited about creating the external environment where our schools and families can thrive.

The Senior Director of External Affairs will serve as the lead project manager for renewal campaigns in partnership with other Rocketship Teams. The ideal candidate has excellent written and verbal communication skills, project management experience, can plan efficiently to handle multiple projects and overall a champion for the work.

The Seniot Director of External Affairs will engage and cultivate relationships with donors, champions, allies, and advocates, forge new partnerships and alliances that align with our vision and serve our Rocketeers and their families. It may also include managing authorizer compliance and supporting Rocketship initiatives in partnership with other Rocketship teams. Additionally, this person will partner effectively with school leaders, families, community organizations and stakeholders in advocacy for educational equity.
This position asks that you be physically located in the Bay Area, preferably East Bay or Peninsula. Your primary work will vary from San Jose, the East Bay (Antioch & Concord), and the Peninsula (Redwood City).

Essential Functions

- Partner with the Executive Director to drive regional success by:
- Oversee authorizer relationships and community engagement in certain school districts.
- Partner with Sr. Director of External Affairs to set vision for renewal, stakeholder priorities, engagement strategies, grassroots, grasstops and among other priorities for the region.
- Partner, coach and lead other External Affairs Staff as needed and guided by Sr. Director.
- Oversee authorizer relationships, site visits and compliance
- Ensure their region meets key milestones in order to reach and maintain sustainable success.
- Foster a rigorous culture of excellence in every interaction with stakeholders, community members, partners, and team members
- Work effectively with other regional teams school leaders, staff and families to align on strategy, goals, plans, and processes, to achieve all regional goals
- Create broad alliances throughout the community and relentlessly work to move individuals to allies, allies to friends, and friends to champions in our collective effort to elevate educational equity in their collective community and ensure that a broad coalition is grown across their respective city or region
- Drive strategic vision, planning, and execution related for growth and external and community relations through existing and new charters, charter renewals, and other external opportunities, while properly identifying and communicating threats or potential barriers to regional success while coordinating remedies/solutions.
- Work with team to establish strategy, planning, and execution related to parent leadership, organizing and engagement
- Leveraging executive judgment to identify, assess, and communicate risks/threats and opportunities to Rocketship SLT and local board, prioritize quickly and effectively, make critical decisions, and coordinate remedies/solutions
- Manage and leverage important community relationships with local community based organizations, influencers, elected officials, power-brokers, as well as with school board trustees, members, and superintendents/leaders of authorizing bodies
- Forge partnerships with child and family serving non-profit organizations, public entities, and civic and community organizations to provide services that our Rocketeers and families need
- Plan, coordinate and facilitate collaboration with other aligned organizations within the region to advocate for common goals or defend common interests
- Secure and maintain school facilities, including site selection, real estate acquisition, the entitlement process, all local regulations, and on-going facilities issues at new and existing schools in partnership with the regional and national team (NeST)
- Engage and partner with school leaders on school-related responsibilities, such as safety, reauthorization and other charter/compliance-related meetings, neighborhood issues, and other issues as they arise

- Cultivate and maintain strong relationships with neighborhood stakeholders and community/ neighborhood associations

Required Qualifications

- Bachelor's degree from an accredited university
- 7+ years of professional experience with a track record of success in delivering significant gains (experience as a school leader, teacher, or other work within a school network preferred)
- Experience influencing others, coalition-building, and moving individuals from participants to champions
- 5 years of advocacy experience
- Experience managing, coaching, and developing team members
- Strong leadership skills with the ability to inspire and motivate staff and bring out the best in peers
- Personal drive for high expectations
- Results-oriented, using data to make decisions
- Adaptable and able to thrive in a dynamic, fast-paced environment
- Spanish and/or Vietnamese language skills are a plus (Spanish is required in the Bay Area)
- Experience building and maintaining outstanding community
- Excellent time management and organizational skills
- Project planning skills
- Scope and sequencing skills
- Commitment to advocacy
- Strong verbal and written communication skills

Preferred Qualification

Our ideal candidate:

- Aligns with our Vision, Mission, and Values/Core Characteristics
- Has a deep understanding and commitment to diversity, equity and inclusion
- Understands that eliminating the achievement gap is hard, but deeply rewarding work
- Is a collaborative leader who organizes effort and work to engage and inspire others
- Has an entrepreneurial spirit and growth mindset
- Leads with a spirit of inquiry, is a good listener, and eager to learn and receive feedback
- Is innovative and resilient, demonstrating both humility and authenticity
- Possesses exceptional strategic management, analytical, and problem-solving skills-knowing strategic reality and delivers on commitments through excellent execution
- Is deeply grounded and vastly connected in the community we serve
- Has strong presence, excellent communication and influencing skills, with a track record of "moving people" and getting things done in first-time situations
- Possesses leadership experience in non-profits, preferably education, and is eager to use that knowledge to strengthen our regional strategy and execution
- Has successfully navigated political landscapes and worked with elected officials/boards
- Has strong emotional intelligence and excellent relationship management skills working with a diverse set of stakeholders
- Is a good team player who listens first, understands perspectives, and finds shared values
- Has experienced success building coalitions and managing community and organizational stakeholders
- Easily navigates across the spectrum of RPS stakeholders and communicates effectively with all kinds of people, including board members, donors, community members, and families

- Deeply values our students, parents, teachers, and school leaders as stakeholders and partners in ensuring effective educational advocacy

VICE PRESIDENT, SCHOOLS

Position Description
Reporting directly to the Bay Area Executive Director, the Bay Area Regional VP of Schools (RVP) is a key strategic partner and serves as the organization's primary leader in executing our incredible school model towards excellent outcomes for our Rocketeers and families.

The role is also the primary leader in the Bay Area for leading Rocketship's core pillar of talent development in overseeing all aspects of professional development programs and actively fueling our parent engagement model that helps catalyze our inclusive communities and Rocketeer's achievement.

The RVP will directly manage the Director of Schools, Lead Director of Operations, and AD of Family Engagement. Over time, this role will also manage additional instructional support for schools, including but not limited to: Manager of English Language Development (ELD) instruction, AD of Integrated Special Education (ISE), Director of Wellness & Multi-Tiered Systems and Supports (MTSS), and AD of School Communities. Social and Achievement Managers.

Essential Functions

CULTURE: STRONG MANAGER, BUILDER OF TEAMS
- Attract, hire, develop, motivate and lead a high-performing team comprised of multiple academic teams in order to model and sustain a culture of high performance, partnership, and service orientation among team members consistent with the culture and mission of the organization;
- Develop an Instructional Team culture that prioritizes the collective good and is characterized by strong collaboration, relationships, and student-focused decision-making amongst adults, across schools and the region.
- Develop and manage regional staff in creating and upholding a student-focused adult culture that works together in service of Rocketship's mission and commitment to our community
- Fuel a pipeline of representative educators and leaders;
- Ensure that the team works in a highly-effective manner across multiple functions with school leaders and the Network Support Team (NeST)
- Work closely with members of a regional team and the program leadership team to maintain national strategic school management and instructional model that ensures the realization of excellent levels of student achievement in multiple areas (academic, social-emotional, parent engagement, etc.) and partnership at a school and regional level;

ACADEMIC VISION/STRATEGY
- Create and maintain communication structures, cultural rituals, and an aligned vision to support layered management (managing managers) and decision-making frameworks for 13 Bay Areas schools
- Articulate and uphold the non-negotiables of the Rocketship academic and rotational model and drive alignment across schools while ensuring continued integration with Rocketship's mission, values, and leadership principles
- Develop and managing director of schools and regional academic team towards the attainment of Rocketship's multi-year strategic priorities and annual academic goals
- Support the ED and broader team with various external projects that build Rocketship's name, brand, and presence in the community

INSTRUCTIONAL LEADERSHIP AND LEADERSHIP DEVELOPMENT

- Cultivate an outstanding team of regional and school leaders through effective coaching and supervision, designing and facilitating meaningful professional development, collaboration, and a robust support structure for Rocketship school leaders and regional team
- Partner with the VP of Talent Development to create systems to ensure the development of leadership within every member of our school communities so that Rocketship always has a robust leadership pipeline.
- Plan and lead meetings and retreats for the schools and academic team
- Be data-driven in order to monitor and rapidly, effectively pivot, and respond to key weekly, monthly, and quarterly metrics for academics, recruitment, and operational outcomes so that the Bay Area and each school perform in the Top 10% of schools with similar demographics
- Provide direct coaching and management to instructional and operational leaders that lead to excellent outcomes through an active presence at Bay Area schools and actively monitoring day-to-day execution of the core model
- Advise, create and support the management of systems, programs, curricula, and more to continue to elevate Rocketship's differentiated approach to the professional development of school-based educators (i.e. teachers, school leaders, enrichment coordinators, MTSS team members, etc.) in order to fuel career pathways and pipelines that are representative of our community and catalyze the pursuit of our network Always Important Goal regarding representation (i.e., 60%+ representative leadership); Serve as a model of leadership in differentiated adult, educator professional development especially in rapidly moving beginning teachers and leaders to highly effective results (i.e., 60-80%+ teachers in Tier III and IV of performance)
- Work to establish Rocketship Public Schools as a leader in our field for high-quality, inclusive, robust, differentiated professional development that transforms student and school outcomes for all students, especially for the communities we serve.
- Plan and Lead team collaboration and connections (i.e., School Team meetings, achievement meetings, Principal retreat)

SCHOOL COMMUNITIES: FAMILY ENGAGEMENT

- Support, innovate, and elevate Rocketship's central approach to parent/family and community engagement -- the core of our culturally responsive and personalized learning model -- relationships to ensure that our Rocketeer's first teachers - their parents - remain at the center of our work and model.
- Support and ensure that our parent engagement model is robust across all of our 13 schools (i.e., Home visits to Los Dichos, College, CareCorps, After-school program, culture responsive events, paren-family events, etc.)
- Maintain and manage that all 13 schools are sustainable by monitoring enrollment and attendance targets for all 13 Bay Area schools.

SCHOOL OPERATIONS

- Create and maintain CA regional operations visions with the Lead Director of Operations so that Bay Area schools are top performing within the network.
- Foster collaboration and connection between DOSs and RDOs to collaboratively problem solve and drive both academic and operational outcomes
- Partner with Sen. Dir Operations and Lead Operations- Bay Area on hiring decisions for BOM and RDO

NETWORK COLLABORATION

- Partner with CA External Affairs team to implement the parent advocacy goals and priorities into the school model.
- Partner with Talent/HR to elevate performance concerns and hiring decisions for DOS and Principals

- Partner with the Director of Governance and Compliance to ensure schools are in compliance with their respective charter petitions
- Partner with network National VP of Program to determine Professional Development and collaboration structures for Schools and Program.

Qualifications

- In terms of the performance and personal competencies required for the position, the ideal candidate should be a results-oriented, determined, skilled operation leader with a record of experience that includes:
- A deep belief in the mission and educational model of Rocketship Public Schools with the ability to work in a fast-paced, entrepreneurial, flexible, and autonomous environment;
- A minimum of 5 years the broad school system and instructional experience with a track record of successful instructional expertise in realizing high levels of student achievement in a complex, multi-site, layered management requirements
- Strong understanding and oversight of the achievement and school leadership functions, with the ability to strategically advise the ED and the Board on the academic and instructional pipeline strength of the organization;
- A minimum of a Bachelor's degree is required; a Master's degree and or Administrative Services Credential is preferred.
- Excellent communication, influencing, and negotiation skills to interact effectively with all levels of the organization, the school network, and any external stakeholders

ROCKETSHIP
PUBLIC SCHOOLS

Rocketship Public Schools Employee Handbook

Effective July 1, 2025

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Redwood City, CA 94065

Phone: 877-806-0920

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INTRODUCTION TO HANDBOOK

Rocketship Education, doing business as Rocketship Public Schools ("Rocketship," "RPS," or the "School"), is a charter school network committed to closing the achievement gap by helping its students reach their full potential.

Thank you for being a dedicated member of the Rocketship team who prove every day that incredible outcomes and experiences are possible when students have access to high quality educational opportunities. The power of our school communities is rooted in the incredible efforts of our staff.

The employee handbook is designed to set every staff member up for success by articulating the policies and guidelines that provide a foundation for the employer/employee relationship. Staff are required to be aware of and follow the policies including in the handbook, especially the policies that are a condition of employment.

There are several things to keep in mind about this handbook. First, it contains only general information and guidelines. It is not intended to be comprehensive or to address all possible applications of, or exceptions to, the general policies and procedures described. Be aware that in many cases, policies/procedures relating to benefits, including eligibility for any amount of benefits, are governed by benefit plan documents, insurance contracts, and other legal documents. Those legal documents supersede any summary provided in this handbook and are controlling. For these reasons, if you have any questions concerning eligibility for a particular benefit or the applicability of a policy or practice to you, you should address your specific questions to the Human Resources Department.

Note that this handbook applies to RPS school and regional staff and all national network staff and supersedes any and all prior versions of a handbook or manual and any prior inconsistent policies/procedures and description of benefits. RPS' procedures, practices, policies, and benefits may be interpreted, modified, suspended or discontinued by RPS at any time. Employees working in certain states (for instance, California, Washington, DC, Wisconsin and Tennessee) also have a state law addendum attached to this handbook setting forth the specific policies or legal requirements applicable to the state(s) in which they work. To the extent employees work in a location where state or local law provides rights that exceed the provisions in this handbook or any applicable state law addendum, RPS complies with the applicable law.

Nothing in this handbook or in any other document or policy is intended to violate any local, state or federal law. Nothing in this Handbook is intended to limit any concerted activities by employees relating to their wages, hours or working conditions, including the right to: communicate with others concerning wages, hours, benefits, and other terms or conditions of employment; self-organize, form, join or assist labor organizations; bargain collectively through representatives of the employees' choosing; engage in other concerted activities for the purpose of collective bargaining or other mutual aid or protection; refrain from engaging in such activities; or engage in any other conduct protected by Section 7 of the National Labor Relations Act. Furthermore, nothing in this handbook prohibits an employee from reporting concerns to, filing a charge or complaint with, making lawful disclosures to, providing documents or other information to or participating in an investigation or hearing conducted by the Equal Employment Opportunity Commission, National Labor Relations Board, Securities and Exchange Commission, or any other federal, state or local agency charged with the enforcement of any laws.

This Employee Handbook is not a contract and does not constitute an express or implied contract guaranteeing continued employment for any employee. The employee handbook is periodically revised to align with changes in employment laws across each of the states where Rocketship schools are located and will be interpreted and administered according to all applicable federal, state or local laws. Periodic revisions are also made to provide clarity and insight for existing policies. This Handbook supersedes all previous employee handbooks.

CONDITIONS OF EMPLOYMENT

At Will Employment

Employment with the School is at will, unless state law provides otherwise or as otherwise specified in a written employment agreement. This means employment with the School is not for any specified period and may be terminated by you or the School at any time, for any or no reason, with or without cause or advance notice. In connection with this policy, the School reserves the right to modify or alter your position, in its sole discretion, with or without cause or advance notice, through actions other than termination, including demotion, promotion, transfer, change in reporting relationships, reclassification or reassignment. In addition, the School reserves the right to exercise its managerial discretion in imposing any form of discipline it deems appropriate.

Nothing in this Handbook or any oral statement shall limit the right to terminate at-will. This at-will employment policy is the sole and entire agreement between the employee and the School regarding the fact that employment with the School is at-will. No manager or supervisor has any authority to enter into a contract of employment express or implied that changes the fact that employment with the School is at-will. The at-will nature of your employment with the School cannot be changed except in a written agreement, signed by you and the CEO of Rocketship Education, and which specifically states the parties' intention to change the at-will nature of the employment.

Equal Employment Opportunity

RPS is an equal opportunity employer. In accordance with applicable federal and state law, the School prohibits discrimination against any applicant or employee based on any legally protected characteristics, including, but not limited to:

- Race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including reproductive health decision-making, pregnancy, lactation, childbirth, and medical conditions related to such);
- Sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex);
- Sexual orientation;
- Religion or creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin, ethnicity or ancestry (including native language spoken)
- Citizenship or immigration status (including possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Uniformed service member and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

Additionally, RPS prohibits retaliation against any person by another employee or by the School for reporting prohibited discrimination or for filing, testifying, assisting or participating in any manner in any investigation, proceeding or hearing conducted by a government enforcement agency.

This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees.

RPS expects all employees to act in accordance with our equal employment opportunity policy, and to take all steps necessary to maintain a workplace free from discrimination, harassment and retaliation.

Employees can raise concerns and make reports without fear of reprisal. Employees with questions or concerns relating to equal employment opportunity, including complaints of discrimination, harassment, or retaliation, and accommodation requests, are encouraged to bring these issues to the attention of an RPS administrator, and/or Danielle Hancock Associate Director, HR Business Partners; Rocketship Public Schools; 311 Plus Park Blvd, Suite 130, Nashville, TN 37217;dhancock@rsed.org.

As required by Title IX, RPS does not (and is required not to) discriminate on the basis of sex in its educational programs or activities. This non-discrimination requirement applies to admission to and employment with RPS. Inquiries into issues related to Title IX may be referred to RPS' Title IX Compliance and Civil Rights Officer, Renita Thukral, rthukral@rsed.org, or externally to the Assistant Secretary for Civil Rights of the Department of Education, or both.

Reasonable Accommodation

In accordance with applicable laws ensuring equal employment opportunities, RPS may make reasonable accommodations upon request unless undue hardship would result for: (i) known disabilities of an otherwise qualified individual; (ii) pregnancy, childbirth or related medical conditions, including lactation; and (iii) sincerely-held religious beliefs, practices and observances.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact RPS and request such an accommodation. The individual should specify what accommodation they need to perform the job, or if unknown, what job duties the condition impairs. RPS will then review the employee's or applicant's situation and accommodation request to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform the job. RPS will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, RPS will make the accommodation.

Verification of Employment & Reference Requests

Prospective employers, financial institutions, and residential property managers routinely contact employers, including Rocketship, for information on a former or current employee's work history.

All such requests to verify employment should be referred to and handled by the Human Resources Department through the HR Ticketing system: https://rocketshipschools.atlassian.net/servicedesk/customer/portal/52/group/80/create/10177.

The Human Resources Department will respond to verification of employment with the following information only: dates of employment and job title(s) during employment. Responses to written requests for verification of employment will be made on the form provided only when the request is accompanied by a former or current employee's signed authorization to release such information. A written verification of employment form that has been completed by the Human Resources department will be returned directly to the requesting party.

All requests for employee reference checks must go through the Human Resources Department. The Human Resources Department is the only source authorized to provide information of any kind regarding current or former employees. The Human Resources Department will only confirm the employee's dates of employment and position(s) worked. No other information will be provided.

Mandated Reporting

Any RPS employee who has knowledge of, or observes, a child whom they know or reasonably suspect has been the victim of child abuse or neglect must report the known or suspected child abuse or neglect to the appropriate child protective agency immediately, or as soon as practically possible. Reporting should be made by telephone, followed by the preparation of a written report concerning the suspected abuse and/or neglect which should be sent to the child protective agency to which the report was made as required by law. See the attached Addenda for the mandated reporting policies applicable to each state in which RPS operates.

Employees are also encouraged to immediately report known or reasonably suspected abuse or neglect to the Principal so that the School may conduct an investigation as applicable and ensure any appropriate action is taken to protect the safety of the student. Employees who report suspected abuse to their Principal or other RPS employee must still file a report with the relevant state agency and cannot delegate or rely on any other employee to make this report.

RPS will provide access to annual training on the mandated reporting requirements as required by law.

Please refer to the state law addendum for the state in which you work for specific Mandated Reporter requirements.

By acknowledging receipt of this Handbook, employees acknowledge they are mandated reporters and are certifying that they have knowledge of and will comply with their state's mandated reporting laws.

Criminal Background Checks

As required by law, all individuals working or volunteering at the School will be required to submit to a criminal background investigation. All background checks will be conducted in strict conformity with the federal Fair Credit Reporting Act (FCRA), applicable state fair credit reporting laws, and state and federal anti-discrimination and privacy laws. The School is an equal opportunity employer and will comply with applicable federal, state and local laws relating to the

use of background checks for employment purposes. No condition or activity will be permitted that may compromise the School's commitment to the safety and the well-being of students taking precedence over all other considerations. Additionally, as allowed by state law, criminal history checks of employees or volunteers may be obtained at any time during employment or volunteer services. Additionally, should an employee be arrested for, charged with, or convicted of any offense during their employment with the School, the employee must immediately report as much to the Human Resources Department through the HR Ticketing system (https://rocketshipschools.atlassian.net/servicedesk/customer/portal/52) within three (3) calendar days of the arrest, charge or conviction or other event that may be a mandatory employment exclusion or otherwise disqualify the employee for employment under applicable federal, state or local background check laws or RPS Charter Authorizer requirements. Employees will be placed on administrative leave while RPS investigates and conducts an individualized assessment of the employee's situation. Information collected on an individual to comply with the requirements listed above is confidential, will be considered in full compliance with federal, state and local laws, and may not be released except as authorized by law or with the consent of the person who is the subject of the information.

Tuberculosis Testing

To the extent that it is required by law for the state in which you work with Rocketship, all individuals working at Rocketship will be required to comply with applicable state law tuberculosis testing requirements. The Human Resources Department will provide employees with all such requirements.

Immigration Compliance

RPS will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of their identity and legal authority to work in the United States. However, RPS will not check the employment authorization status of current employees or applicants who were not offered positions unless required to do so by law.

The School shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (*e.g.*, threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. The School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of the School without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant. If a search of employee obligation records are authorized by a valid subpoena or judicial warrant, RPS will give employees notice of the inspection both before and after it has occurred as required by law.

Teaching Credentials

All Rocketship teachers and instructional School Leaders will either possess or be in the process of obtaining the appropriate teaching credentials and maintain them in current, valid, unencumbered status throughout their employment, per RPS Charter Authorizer requirements. As an employee, you are responsible to be aware of applicable standards that apply to your position. Employees

must provide copies of new and/or renewal documents, as well as any documentation related to any potential disciplinary actions to be taken by a professional credentialing agency when first received or as requested within a timely matter to Human Resources. Failure to meet or uphold credentialing requirements can result in adverse employment action, up to and including termination, at the discretion of the Human Resources Department and Regional Leadership.

Professional Boundaries: Staff/Student Interaction Policy

RPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, picking up, grabbing, or physically restraining or redirecting a student as a means of control or punishment, to include any other form of rough handling;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Rocketship prohibits the use of restraint or seclusion except in an emergency circumstance. Any restraint or seclusion shall be applied only by school personnel who are trained in the appropriate use of specific authorized techniques.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family, student's family, or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, they must immediately report the matter to a School administrator. All reports shall be as confidential as possible consistent with a thorough and objective investigation, and to the extent permitted or required under applicable law. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse, including. any incident in which a student engages in improper communications with the employee. Such reports should include a summary of the student's communication, as well as the time, date, and method of communication. If abuse is suspected, employees must immediately report the suspected abuse as mandated reporters pursuant to the RPS Child Abuse & Neglect Reporting Policy.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

a. Giving gifts to an individual student that are of a personal and intimate nature.
b. Kissing of any kind between staff and students.
c. Any type of unnecessary physical contact with a student in a private situation.
d. Intentionally being alone with a student away from the school.
e. Making sexually inappropriate comments.
f. Making sexual jokes.
g. Seeking emotional involvement with a student for your benefit.
h. Telling stories that are sexually oriented.
i. Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
j. Having a personal relationship with a student so that a reasonable person may suspect inappropriate behavior.
k. Communicating with students in an inappropriate manner, including but not limited to using an aggressive/threatening tone or profanity, mocking students, or engaging in any form of name-calling or use of inappropriate nicknames.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

These behaviors should only be exercised when a staff member has parent and supervisor permission.

a. Giving students a ride to/from school or school activities.
b. Being alone in a room with a student at school with the door closed.
c. Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

a. Remarks about the physical attributes or development of anyone.
b. Excessive attention toward a particular student.
c. Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

a. Getting parents' written consent for any after-school activity.
b. Obtaining formal approval to take students off school property for activities such as field trips or competitions.
c. Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
d. Keeping the door open when alone with a student.
e. Keeping reasonable physical space between you and your students.
f. Stopping and correcting students if they cross your own personal boundaries.

g. Keeping parents informed when a significant issue develops about a student.
h. Keeping after-class discussions with a student professional and brief.
i. Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
j. Involving your supervisor if conflict arises with the student.
k. Informing the Human Resources Department about situations that have the potential to violate School policy.
l. Making detailed notes about an incident that could evolve into a more serious situation later or could violate School policy.
m. Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
n. Asking another staff member to be present if you will be alone with any type of special needs student.
o. Asking another staff member to be present when you must be alone with a student after regular school hours.
p. Giving students praise and recognition without touching them.
q. Avoiding pats on the back, high fives and handshakes.

Violations of this policy may result in disciplinary action, including immediate termination of employment.

Policy Prohibiting Harassment, Discrimination, and Retaliation

RPS is committed to providing a work and educational atmosphere that is free of harassment, discrimination, and retaliation. RPS' policy prohibits harassment, discrimination, and retaliation based upon: race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists); color; gender identity; sex (including pregnancy, childbirth, lactation, and related medical conditions); sexual orientation; religion or creed (including religious dress and grooming practices); age (forty (40) and over); national origin or ancestry; citizenship or immigration status; physical or mental disability; genetic information (including testing and characteristics); uniformed servicemember and veteran status; or any other characteristic protected under federal, state, or local laws.

This policy applies to employees, volunteers, unpaid interns, individuals in apprenticeship programs, Board members, independent contractors, vendors, visitors or anyone else doing business with RPS. Any employee or agent of RPS who violates this policy will be subject to disciplinary action, up to and including immediate termination of employment or other relationship with RPS. RPS prohibits unlawful discrimination, harassment, sexual harassment or retaliation, and prohibits conduct as defined in this policy, even if it does not rise to the level of being unlawful. This policy is not designed or intended to limit the School's authority to discipline or take remedial action for conduct that violates this policy that the School deems unacceptable, regardless of whether that conduct satisfies the definition of discrimination, harassment, sexual harassment or retaliation.

To the extent that a volunteer, unpaid intern, individual in apprenticeship programs, Board member, independent contractor, vendor, visitor or other person with whom RPS does business engages in inappropriate conduct in violation of this policy, RPS will take prompt and appropriate action to remedy the situation.

Examples of Prohibited Conduct

Prohibited discrimination, harassment and offensive conduct can be based on any of the characteristics set forth above and includes but is not limited to:

- Verbal conduct such as epithets, threats, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intimidation, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;
- Ridicule or mockery, taunting, insults, or put-downs;
- Display of graffiti, cartoons, "memes", derogatory posters, photographs, calendars, drawings, websites, social media, emails, text messages or other electronic or printed material ;
- Sharing or watching pornography or sexually demeaning depictions of people, including AI-generated and deep fake images and videos;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

All forms of discrimination, harassment and retaliation are prohibited both in the workplace and at all work-related settings, including School-sponsored events, business trips and any other location when performing School business.

The prohibitions in this policy apply not only to in-person or verbal communications, but also to communications through the use of the RPS electronic communication system, including e-mail, chats, text messages and voicemail. The prohibitions in this policy also may extend to postings on personal blogs and other forms of social media if seen by or containing messages about your colleagues or others with whom we work.

It is no defense to inappropriate behavior that there was no bad intent, it was only a "joke" or that it was not directed at any particular person.

Complaint and Investigation Procedure; Sanctions for Violations

Employees who believe they are being harassed, discriminated or retaliated against are requested to take the following actions:

- In the event you feel you are a victim of harassment, you should immediately contact your immediate supervisor and/or the Human Resources Department through the HR Ticketing system (https://rocketshipschools.atlassian.net/servicedesk/customer/portal/52) or by emailing compliance@rsed.org. In the event your immediate supervisor is the alleged harasser, you should contact the next level supervisor, the designated Compliance Coordinator, or any other leadership team member or member of management with whom you feel comfortable– reporting directly to the offending supervisor directly is not sufficient. Employees are not required to report any prohibited conduct to a supervisor or manager who may be hostile, who has engaged in such conduct, who is a close associate of the person who has engaged in such conduct, or with whom the employee is uncomfortable discussing such matters.
- Supervisors, managers or leadership team members who receive a complaint of discrimination, harassment, sexual harassment, or retaliation or receives information about such conduct must also immediately report it to the Human Resources Department.
- Any employees who are uncomfortable with face-to-face interaction may write down their complaints in a memo, and submit the memo to their immediate supervisor and/or the designated Compliance Coordinator.

- Any RPS employee who receives a report of suspected harassment or discrimination is expected to immediately contact the designated Compliance Coordinator.

Reports of prohibited conduct should be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to promptly report may impair RPS' ability to investigate and address the prohibited conduct. Any supervisor who receives a report of discrimination or harassment shall immediately notify Human Resources.

After receiving a report, the Human Resources Department shall consider whether the allegations may constitute prohibited discrimination, harassment or retaliation. If so, RPS shall promptly authorize or undertake an investigation, which shall be conducted thoroughly and objectively. If appropriate, RPS shall promptly take interim action calculated to prevent prohibited conduct or interference during the course of an investigation.

All employees are expected to cooperate with any investigation, except when voluntary compliance with an investigation is being requested. The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations. If the results of an investigation indicate that prohibited conduct occurred, RPS shall promptly respond by taking appropriate disciplinary or corrective action reasonably calculated to address the conduct. RPS may also take action based on the results of an investigation, even if the conduct did not rise to the level of prohibited or unlawful conduct.

The School will maintain confidentiality surrounding the investigation to the extent possible, consistent with a thorough and objective investigation, and to the extent permitted or required under applicable law.

RPS is committed to remediating any instances where investigation findings demonstrate prohibited harassment, discrimination, or retaliation has occurred. Anyone who, after appropriate investigation, has been found to have engaged in discrimination, harassment or retaliation and/or inappropriate behavior inconsistent with the policy (even if not unlawful) will be subject to appropriate disciplinary action, up to and including termination of employment or other relationship with RPS. An employee who intentionally makes a false claim, offers false statements, or refuses to cooperate with a RPS investigation regarding harassment or discrimination may be subject to appropriate discipline, up to and including termination. Further, any supervisor, manager or leadership team member who fails to make an immediate report of a complaint or concern raised to them to the Human Resources Department as required by this policy will be subject to corrective action, up to and including termination of employment. Exempt and nonexempt employees who violate this policy also may be suspended without pay. Exempt employees will be suspended in full day increments only.

Retaliation Prohibited

Retaliation is prohibited against any person by another employee or by the School for using the complaint procedures provided below, reporting prohibited discrimination, harassment, sexual harassment or retaliation, objecting to such conduct or filing, testifying, assisting or participating in any manner in any investigation, proceeding or hearing conducted by a governmental enforcement agency. Prohibited retaliation includes, but is not limited to, termination, demotion,

suspension, failure to hire or consider for hire, failure to give equal consideration in making employment decisions, failure to make employment recommendations impartially, adversely affecting working conditions or otherwise denying any employment benefit.

The initiation of a good faith complaint of discrimination, prohibited harassment, sexual harassment or retaliation will not be grounds for disciplinary or other retaliatory action, even if the allegations cannot be substantiated or the employee was mistaken about aspects of the complaint. Any individual who makes a complaint that is demonstrated to be intentionally false may be subject to discipline, up to and including termination.

Employees who take part in any retaliatory action will be subject to discipline, up to and including termination. Agents will be subject to termination of their engagement or relationship with RPS for engaging in retaliation.

Prohibited Sexual Harassment

RPS is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, requests for sexual favors and other verbal, visual, or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) submission to, or rejection of, such conduct is used as a basis for employment decisions affecting the individua; and/or (3) that conduct has the purpose or effect of reasonably interfering with an individual's work performance or creates an intimidating, hostile or offensive working environment, even if the individual making the report is not the intended target of such conduct.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against them or against another individual.

All supervisors of staff will receive two (2) hours of sexual harassment prevention training within six (6) months of hire or their assumption of a supervisory position and every two (2) years thereafter. All other employees will receive one (1) hour of sexual harassment prevention training within six (6) months of hire and every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of prohibited harassment.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Any individual who becomes aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual

harassment is encouraged to immediately report such harassment to the Human Resources Department. Supervisors are required to report such harassment to the Human Resources Department.

Sexual harassment includes various forms of offensive behavior based on sex. The following is a non-exhaustive list of the types of conduct prohibited by this policy:

- Physical assaults of a sexual nature, such as:
    - Rape, sexual battery, physical violence, assault, molestation or attempts to commit these assaults and

    - Intentional physical conduct that is sexual in nature, such as unwelcome or inappropriate touching, pinching, patting, grabbing, impeding or blocking normal movements, brushing against another's body, or poking another's body.

    - Unwanted sexual advances or propositions (including repeated and unwelcome requests for dates).

    - Sexually oriented or degrading gestures, notices, remarks, explicit jokes, innuendos, epithets, slurs, or comments about a person's body, dress, sexuality or sexual experience, including discussions of sexual fantasies, frustrations or the like.

    - Preferential treatment or promises of preferential treatment to an employee for submitting to a romantic relationship or sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.

    - Linking or conditioning any employment decision, benefit or other practice to a subordinate's submission, or refusal to submit, to sexual advances or conduct.

    - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.

- Hostile actions taken against an individual because of that individual's sex, sexual orientation, gender identity or the status of being transgender, such as:

    - Interfering with, destroying or damaging a person's workstation, tools or equipment, or otherwise interfering with the individual's ability to perform the job;

    - Repeated and intentional use of a name or pronoun inconsistent with an individual's known gender identity;

    - Asking intrusive questions about a person's sexual orientation, gender identity, gender transition, or intimate body parts;

    - Sabotaging an individual's work; and

    - Bullying, yelling, or name-calling

- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:

    - Displaying pictures, objects, cartoons, posters, calendars, graffiti, objections, websites, emails, text messages, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;

    - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic;

    - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

Sexual harassment can occur regardless of the gender of the person committing it or the person who is exposed to it. Harassment on the basis of sexual orientation, self-identified gender, perceived gender, or transgender status are all forms of prohibited sexual harassment.

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. If you have any question about whether behavior is inappropriate, don't do it. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the party's has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate RPS policy.

Application of Title IX

Sexual harassment is illegal and may violate Title IX. As such, any employee who experiences sexual discrimination or harassment should bring the concern to the attention of the Director of Human Resources Business Partners and/or the Title IX Civil Rights Compliance Officer.

Attn: Associate Director, Human Resources Business Partners
Rocketship Public Schools
311 Plus Park Blvd, Suite 130
Nashville, TN 37217
dhancock@rsed.org

In addition, the Equal Employment Opportunity Commission (EEOC) is an additional resource for employment discrimination claims:

EEOC Headquarters
131 M. Street, N.E.
Washington, DC 20507
202-663-4900
info@eeoc.gov

Additional regional agency resources include:

Department of Fair Employment and Housing Headquarters 2218 Kausen Drive Suite 100 Elk Grove, CA 95758 Toll Free: (800) 884-1684 Phone: (916) 478-7251 TTY: (800) 700-2320 Fax: (916) 227-2859	Tennessee Human Rights Commission 312 Rosa Parks Ave, 23rd floor Nashville, TN 37243 (800) 251-3589 ask.thrc@tn.gov	DC Office of Human Rights 441 4th Street NW, Suite 570 North, Washington, DC 20001 Phone: (202) 727-4559 Fax: (202) 727-9589 TTY: 711	Wisconsin Equal Rights Division Milwaukee Office 819 North Sixth St., Room 723 Milwaukee, WI 53203 Phone: (414) 227-4384 TDD: (414) 227-4081 Fax: (414) 227-4084

Student Discrimination and Harassment

Discrimination and harassment of students by employees are prohibited. Employees who suspect a student may have experienced prohibited harassment are obligated to report their concerns to the Principal or other appropriate RPS official. All allegations of prohibited harassment of a student by an employee or adult will be promptly investigated. An employee who knows of or suspects child abuse or neglect must also report their knowledge or suspicion to the appropriate authorities, as required by law.

RPS shall take appropriate disciplinary action against employees who have engaged in discrimination or harassment of students, up to and including termination of employment.

Retaliation against anyone involved in the complaint process is a violation of RPS policy and acts of retaliation may result in disciplinary action, up to and including termination.

Sexual Harassment of Students

Sexual harassment of students includes any unwelcome verbal or physical sexual advances, including but not limited to engaging in sexually oriented conversations; making comments about a student's potential sexual performance; requesting details of a student's sexual history; requesting a date, sexual contact, or any activity intended for the sexual gratification of the employee; engaging in conversations regarding the sexual problems, preferences, or fantasies of either party; inappropriate hugging, kissing, or excessive touching; suggestions that a romantic relationship is desired after the student graduates, including post-graduation plans for dating or marriage; telephoning or texting students at home or elsewhere to solicit unwelcome personal relationships; physical contact that would reasonably be construed as sexual in nature; threatening or enticing students to engage in sexual behavior in exchange for grades or other school-related benefit; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct when the conduct affects the student's ability to participate in or benefit from a program or activity; or conduct of a sexual nature that creates an intimidating, threatening, hostile or offensive educational environment.

Sexual harassment of students by employees will result in appropriate disciplinary action up to and including termination from employment and referral to appropriate law enforcement authorities where required by law.

RPS employees are generally encouraged to report an action or suspected action that is illegal or in violation of any adopted Board policy. Good faith reports may be made without fear of reprisal.

Any sexual or romantic relationship between a student and a RPS employee is always prohibited, even if consensual.

Electronic Recording Policy

Electronic recording may be used at Rocketship campuses where deemed necessary. The use of electronic surveillance, including either audio or visual recording or both audio and visual recording, at our schools is solely for the purposes of security and safety of Rocketship students and staff and facilitating the identification of individuals who behave in a disruptive manner or commit a crime. Audio and/or visual recording for any other purpose is prohibited where permissible under applicable law.

Prohibited Use of Electronic Recording
In accordance with applicable state laws, Rocketship will not record and does not consent to others recording any private oral conversations that occur in places where individuals would have a reasonable expectation of privacy. As just one example, in California, the consent of both parties is required before a conversation is recorded in any area where an individual would have a reasonable expectation of privacy.

Additionally, Rocketship will not install any surveillance device in areas where there is a reasonable expectation of privacy (i.e., bathrooms).

Employees may not set up hidden recording equipment in any Rocketship classroom, office or any other space on any Rocketship campus for any reason.

Employees must comply with the RPS Artificial Intelligence (AI) Acceptable Use Policy prior to using any AI technology that has the capability or is being used with the intent to record, take notes, analyze or create content during any RPS meeting, school event or other function, whether live in-person or online (e.g., Zoom, Google Meet, etc.).

Rocketship requests that other than during designated school events (such as school plays, graduation, and other events open to the Rocketship community) employees, parents and other visitors to campus refrain from taking photographs and or making audio/video recording of students and staff without first obtaining written consent from the parent of the student. In the event that a parent or campus visitor does capture an image of a student, Rocketship requests that the individual refrain from posting any such image to a personal social media account. Such electronic recording is intrusive and may be in violation of federal and state privacy laws. Furthermore, posting images of children without parent consent could raise serious privacy and security issues. Any employee who is authorized to post images to school social media accounts must do so in accordance with Rocketship's School Social Media Policy.

This policy shall not abridge any individual's rights to record Individualized Education Program ("IEP") meetings pursuant to applicable laws and regulations. Additionally, this policy shall not apply to any audio/video recording that is developed as an accommodation for an individual with a disability.

For any recording made by Rocketship that is subject to the federal Family Educational Rights and Privacy Act of 1974, parents or guardians shall have the right to:

1) Inspect and review the audio recordings;
2) Request that the audio recordings be amended if the parent or guardian believes that they contain information that is inaccurate, misleading, or in violation of the rights of privacy or other rights of an individual;
3) Challenge, in a hearing, information that the parent or guardian believes is inaccurate, misleading, or in violation of the individual's rights of privacy or other rights.

This policy is not intended to and does not supersede any applicable law that expressly allows recording in other particular circumstances. This policy in no way prohibits employee affiliations or activities that are protected under applicable state and federal laws, including but not limited to any activity that is protected under Section 7 of the National Labor Relations Act.

Notification

Rocketship will provide notice on-site if electronic surveillance equipment is installed on campus. If a visitor to a Rocketship school site has questions or concerns about the use of electronic surveillance, they should direct all questions to the school Business Operations Manager.

Whistleblower Policy

RPS requires its directors, officers, employees, and volunteers to observe high standards of business and personal ethics in the conduct of their duties and responsibilities. The purpose of this policy is to encourage and enable employees and volunteers of RPS to report any action or suspected action taken within RPS that is illegal, fraudulent, or in violation of any adopted RPS policy, to a source within RPS before turning to outside parties for resolution. This policy applies to any matter which is related to RPS' business and operations and relates only to those acts of an individual undertaken on behalf of RPS and subject to the direction of RPS. This policy is intended to supplement but not replace RPS' prohibited harassment and discrimination policies, complaint policies, and/or any other RPS employee policy or grievance procedure, or any applicable state and federal laws governing whistleblowing applicable to nonprofit organizations.

Violations; Reporting in Good Faith

All employees and volunteers of RPS are encouraged to report any action or suspected action taken within RSED that is illegal, fraudulent, or in violation of any adopted policy of RPS (each, a "Violation"). Anyone reporting a Violation must act in good faith, without malice to RPS or any individual inside RPS, and have reasonable grounds for believing that the information shared in the report indicates that a Violation has occurred. The act of making allegations that prove to be unsubstantiated, and that prove to have been made maliciously, recklessly, or with the foreknowledge that the allegations are false, will be viewed as a serious disciplinary offense that may result in discipline, up to and including termination of employment or volunteer status.

No Retaliation

No employee or volunteer who in good faith reports a Violation or cooperates in the investigation of a Violation shall suffer retaliation, or adverse employment or volunteer consequences. Any individual within RPS who retaliates against another individual who in good faith has reported a Violation or has cooperated in the investigation of a Violation is subject to discipline, up to and including termination of employment or volunteer status. If an individual believes that someone

who has made a report of a Violation or who has cooperated in the investigation of a Violation is suffering from harassment, retaliation or other adverse employment or volunteer consequences, the individual should contact the RPS Compliance Officer. Any individual who reasonably believes they have been retaliated against in violation of this policy shall follow the same procedures as for filing a complaint outlined below.

Reporting Process

If an individual reasonably believes that a Violation has occurred, the individual is encouraged to follow the procedures set forth in Rocketship's complaint policies. Reported Violations will be investigated and handled in accordance with Rocketship's complaint policies. Reports may be submitted on a confidential basis by the complainant or may be submitted anonymously by mailing the form to the Compliance Officer at: Rocketship Education, Attn: Compliance Officer, 350 Twin Dolphin Drive, Redwood City, CA 94065 or submitting an email complaint to compliance@rsed.org. The complainant may also report a violation to the Department of Human Resources through the HR Ticketing system (https://www.tfaforms.com/455487).

Confidentiality

RPS encourages anyone reporting a Violation to identify themselves when making a report in order to facilitate the investigation of the Violation. Reports of Violations or suspected Violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation, to comply with all applicable laws, and to cooperate with law enforcement authorities. Furthermore, RPS will explore anonymous allegations to the extent possible, but will weigh the prudence of continuing such investigations against the likelihood of confirming the alleged facts or circumstances from attributable sources.

Accounting and Auditing Matters

The Business Committee is responsible for addressing reported complaints of Violations relating to corporate accounting practices, internal controls or auditing. The Compliance Officer and any RPS employee in the receipt of such a complaint may elect to report the complaint to the Business Committee.

Confidential Information

All information relating to students, personal information, schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files. All employees must comply with all student confidentiality obligations under the Family Educational Rights and Privacy Act ("FERPA"), any applicable state student records laws, and as otherwise provided by RPS policies. Failure to maintain confidentiality may result in disciplinary action, up to and including termination.

Rocketship's policy is to safeguard personal employee information, such as personal health information and social security numbers, in its possession to ensure the confidentiality of the information. RPS will cooperate with and provide access to personnel records when required by law or when we determine that disclosure is necessary and in the best interest of the School, our

students or our employees. Employees who wish to inspect their personnel records may do so as is permitted by state law applicable to your work location.

Confidential Information does not include information lawfully acquired by non-management employees about wages, hours, benefits, or other terms and conditions of employment, if used by them for purposes protected by Section 7 of the National Labor Relations Act such as: communicating with others; self-organizing; joining, forming or assisting labor organizations; bargaining collectively through representatives of the employees' choosing; engaging in other concerted activity for collective bargaining or other mutual aid or protection; refraining from engaging in such activities; or any other conduct protected by Section 7 of the National Labor Relations Act.

Confidential Information also does not include: conduct that was, or that an employee reasonable believes to be, illegal; conduct that is recognized as against a clear mandate of public policy; or the existence of a non-confidential settlement involving any such conduct. Nothing in this Employee Handbook prohibits an employee from communicating with any governmental authority or making a report in good faith and with a reasonable belief of any violations of law or regulation to a governmental authority, or disclosing Confidential Information which the employee acquired through lawful means in the course of employment to a governmental authority in connection with any communication or report, or from filing, testifying or participating in a legal proceeding relating to any violations, including making other disclosures protected or required by any whistleblower law or regulation to the Securities and Exchange Commission, the Department of Labor, or any other appropriate government authority.

Further, employees are hereby notified that under the 2016 Defend Trade Secrets Act (DTSA): (1) no individual will be held criminally or civilly liable under Federal or State trade secret law for the disclosure of a trade secret (as defined in the Economic Espionage Act) that: (A) is made in confidence to a Federal, State, or local government official, either directly or indirectly, or to an attorney; and made solely for the purpose of reporting or investigating a suspected violation of law; or, (B) is made in a complaint or other document filed in a lawsuit or other proceeding, if such filing is made under seal so that it is not made public; and, (2) an individual who pursues a lawsuit for retaliation by an employer for reporting a suspected violation of the law may disclose the trade secret to the attorney of the individual and use the trade secret information in the court or arbitration proceeding, if the individual files any document containing the trade secret under seal, and does not disclose the trade secret, except as permitted by order in that proceeding.

Conflicts of Interest

All employees and members of the RPS Board must avoid situations involving actual or potential conflicts of interest.

The term "actual or potential conflict of interest" describes any circumstance that would or would appear to cast doubt on an employee's ability to act with total objectivity with regard to Rocketship's best interests. All employees and Board members are expected to avoid any action or involvement which would, or would appear to, in any way compromise their actions on behalf of RPS. Activities that constitute an actual or potential conflict of interest include, but are not limited to, the following:

- For an employee or Board member to conduct business on behalf of RPS with their family member, domestic or romantic partner, co-resident, or a business organization in which

such person has a significant association or interest, which could give rise to an actual or potential conflict of interest. (See also RPS Relationships and Nepotism Policy).
- To serve in an advisory, consultative, technical, or managerial capacity for any entity that is not affiliated with RPS which does significant work with or performs similar functions as RPS.
- Using proprietary or confidential RPS information for personal gain or to RPS' detriment.
- Using RPS property or labor for personal use.
- Acquiring any interest in property or assets of any kind for the purpose of selling or leasing it to RPS.
- Committing RPS to give its financial or other support to any outside activity or organization.

An employee involved in any relationships or situations which would, or would appear to, constitute a conflict of interest should immediately and fully disclose the relevant circumstances to their supervisor and/or the Human Resources Department for a determination about whether a potential or actual conflict exists.

The supervisor or the Human Resources Department will summarize the employee-reported conflict that may constitute a conflict of interest and will immediately and fully disclose the relevant circumstances to the RPS General Counsel and/or the RPS Chief Executive Officer where appropriate.

If an actual or potential conflict is determined, Rocketship may take whatever corrective action appears appropriate according to the circumstances. Failure to adhere to this guideline, including failure to disclose any conflicts or to seek an exception, may result in discipline, up to and including termination.

This policy in no way prohibits employee affiliations or activities that are protected under applicable state and federal laws, including but not limited to any activity that is protected under Section 7 of the National Labor Relations Act. including the right to communicate with others concerning wages, hours, benefits, and other terms or conditions of employment; to self-organize, form, join or assist labor organizations; to bargain collectively through representatives of the employees' choosing; to engage in other concerted activities for the purpose of collective bargaining or other mutual aid or protection; or to refrain from engaging in such activities.

THE WORKPLACE

Employment Status Classifications

To determine eligibility for various benefits, Rocketship employees are classified as regular full-time, regular part-time, or temporary, and as exempt or non-exempt. You will be advised of your status at the time of hire and at any change in position or status.

Regular full-time employees are those hired on a full-time basis for an indefinite or unspecified duration that are regularly scheduled to work at least thirty (30) hours per week. Regular full-time employees are eligible for all RPS-sponsored employee benefits, subject to individual plan requirements for eligibility.

Regular part-time employees are those hired on a part-time basis for an indefinite or unspecified duration that are regularly scheduled to work less than thirty (30) hours per week. Regular part-time employees are not eligible to participate in RPS-sponsored benefits, other than those required by applicable law.

Temporary employees are those hired for either a special project, on an as-needed basis, for seasonal work, or any other kind of work with the understanding that such work will be completed within a specified period of time, usually not to exceed three (3) months. Temporary employees are generally not eligible for RPS-sponsored benefits, other than those required by applicable law. Temporary employees do not become regular employees as a result of the passage of time or by working in excess of the period originally expected or designated. An employee can change from temporary to regular status only if advised of such a change in writing by the Human Resources Department.

Staffing agency workers are those who are employed by a staffing agency but perform work for RPS. Staffing agency workers are not eligible for any RPS employee benefits, although the staffing agency may provide such individuals with benefits. The term "staffing agency" refers to any third-party company that a) employs a worker who performs work for RPS, and b) is responsible for paying the worker's wages. Independent Contractors also are not employees of RPS.

Employees hired at Rocketship will be classified as exempt or nonexempt, per the definitions provided by applicable federal and state law. Most exempt employees are paid on a salary basis, and their salary is compensation for all hours worked each week, rather than for a fixed number of hours per week. Exempt employees are exempt from minimum wage and overtime requirements in accordance with applicable laws. Nonexempt employees are those who are not exempt from minimum wage and overtime requirements in accordance with applicable federal, state or local laws. Non-exempt employees will be paid at least the applicable minimum wage per hour worked and will be paid overtime wages at 1.5 times their regular rate of pay for all hours worked over 40 in a work week, or as otherwise required under applicable law. Employees will be notified of classification as exempt or nonexempt at their time of hire, at the time their job duties or position changes, or otherwise as appropriate.

These classifications do not guarantee employment for any specified period of time. Accordingly, the right to terminate the employment relationship at-will at any time is retained by both the employee and RPS.

Meal and Rest Periods

It is the School's policy to comply with all laws regarding meal and rest periods. Please refer to the state law addendum for the state in which you work for state-specific meal and rest period requirements.

Unless otherwise provided by state law, all employees working at least five (5) hours are provided with a thirty (30) minute unpaid meal period, to be taken approximately in the middle of the workday but by no later than the end of the 5th hour of work. An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and RPS mutually consent to the waiver in writing.

Nonexempt employees are also provided with a ten (10) minute rest period for every four (4) hours worked which should be scheduled towards the middle of the four (4) hour work period as practicable. Employees are prohibited from combining meal and rest period time.

Employees should take all meal periods provided under this policy. During meal periods, RPS will relieve employees of all duty and will not exercise control over employees' activities. Employees are free to spend their meal and rest period time as they choose and are free to leave the worksite. No supervisor or manager may impede or discourage employees from taking meal or rest periods provided under this policy.

An employee's supervisor must be aware of and approve scheduled meal and rest periods. Employees are expected to observe assigned working hours and the time allowed for meal and rest periods. Employees are required to document the start/end time of their meal periods, as well as certify they have taken their rest periods, on their time records each payroll period. Any employee who believes that they were not provided meal and rest periods that comply with this policy must immediately inform the Human Resources Department or another member of management.

Attendance and Tardiness

All employees, whether exempt or nonexempt, are expected to arrive at work consistently and on time. Absenteeism and tardiness negatively affect the School's ability to implement its educational program, maintain adequate and minimum staffing requirements for student safety, and disrupts consistency in students' learning.

If it is necessary to be absent or late, employees are expected to telephone their supervisor as soon as possible but no later than one-half (1/2) hour before the start of the workday (unless it is impossible to do so, in which case the employee must call as soon as possible thereafter). Unless extenuating circumstances exist, if an employee is absent from work longer than one (1) day, they are expected to keep their supervisor sufficiently informed of the situation and advise their supervisor of each and every scheduled day on which they will not report to work, unless they are on an approved leave of absence.

As noted in the section of this Handbook concerning prohibited conduct, excessive or unexcused absences or tardiness may result in disciplinary action up to and including termination. Each situation of absenteeism, tardiness or early departure will be evaluated on a case-by-case basis. Even one unexcused absence or tardiness may be considered excessive, depending upon the circumstances.

Absent extraordinary circumstances, absence for three (3) consecutive days without notifying RPS will be considered recorded as a voluntary resignation from employment due to job abandonment.

Due to the need to be fully staffed at each school campus in service of our students, with the exception of cases involving illness, no more than three (3) staff members from the same school campus should be approved for PTO for the same school day(s) . Of those three (3) approved absences on the same day, no more than two (2) requests can be from staff members from the same grade level. We believe that more than 3 staff member absences on the same day negatively affects the school's ability to implement its educational program and disrupts consistency in students' learning. If a situation arises where more than 4 staff members request PTO, the requests beyond 3 will be denied, unless otherwise approved by the Principal and direct manager.

PTO requests in this circumstance will be approved in the order in which they were received in Workday.

Timecards/Records

By law, RPS is obligated to keep accurate records of the time worked by nonexempt employees. All nonexempt employees are required to utilize the School's timecard system on a daily basis.

Nonexempt employees must accurately clock in and out of their shifts as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. The timecard indicates when the employee arrived and when the employee departed. All nonexempt employees must clock in and out for arrival and departure, and in and out for lunch and for midday absences like doctor or dentist appointments. All employees are required to keep the office advised of their departures from and returns to the school premises during the workday.

Nonexempt employees are solely responsible for ensuring accurate information on their timecards and remembering to record time worked. If an employee forgets to mark their timecard or makes an error on the timecard, the employee must contact their supervisor to make the correction and such correction must be initiated by both the employee and their supervisor. When employees receive their paychecks, they should verify immediately that their working time was recorded accurately and that they were paid correctly for all hours worked.

Nonexempt employees must report all time worked and not work any time that is not authorized by their supervisors. This means non-exempt employees must not start work early, finish work late, work during a meal or rest break, or perform any other extra or overtime work unless directed to do so.

Exempt employees are required to record their status or otherwise inform their supervisor or Human Resources whenever they are taking PTO or other paid leave available under RPS policies, or when they are absent and not performing work for a full day or more.

Employees who fail to accurately record their work hours as required under this policy will be paid for all hours worked, but may be subject to disciplinary action for repeated occurrences up to and including termination.

No one may record hours worked on another's timecard. Any employee who violates any aspect of this policy may be subject to disciplinary action up to and including possible termination.

It is a violation of the School's policy for anyone to instruct or encourage another employee to work "off the clock," to incorrectly report hours worked, or to alter another employee's time records. If any employee is directed or encouraged to incorrectly report hours worked, or to alter another employee's time records, they should report the incident immediately to the Human Resources Department.

Remote Work: (Applies to NeST staff and any other employees who have appropriate manager approval for hybrid or remote work.)

As our workforce continues to operate with some employees working at locations other than Rocketship Public Schools' campuses and offices, the following expectations for employees are being clarified to avoid issues that may cause disruption to the workday and/or during virtual meetings. The employee's previous job performance may be considered in determining whether the employee may be permitted to work remotely. The School reserves the right to withdraw approval for remote work if its use is being abused or for any other reasons as determined in the sole discretion of the School.

Note: If your role requires in-person attendance, you must obtain approval through the appropriate channel or leader before working remotely. If you have questions about the approval process, please contact your direct supervisor. Failure to obtain approval may result in disciplinary action, up to and including termination.

General Expectations

- Remote employees are expected to be available and communicative during scheduled work hours.
- Rocketship Public Schools work rules and other policies continue to apply to offsite work locations.
- Consumption of alcohol, illegal drugs or unlawful intoxicants during work hours is never acceptable.
- Employees should seek a quiet and distraction-free working space, to the extent possible.
- Employees are expected to maintain their workspace in a safe manner, free from safety hazards.

School Cancellation, Late Start, and Early Dismissal

Rocketship's School Cancellation, Late Start, and Early Dismissal Policy covers procedures for closing school due to weather conditions and other hazardous conditions; the procedure for notifying families of school closure; work requirements and compensation implications for salaried and hourly staff members during school closures; and implications of school closure on the Annual Calendar in each region. The portion of the policy addressing work requirements and compensation implications is excerpted below:

If school is closed for an entire day due to severe weather in the area, neither students nor staff will be expected to come to school unless otherwise notified by the Principal due to a critical need at the site. This includes all teachers, School Leaders, and support staff. Exempt staff members will be expected to work remotely during severe weather closures and will be compensated as usual. Nonexempt staff members who were already scheduled to work during a severe weather closure will be compensated as usual for their scheduled work hours. When practical, a nonexempt staff member's manager may assign them work to complete remotely. All staff members should check with their managers for details on where and how to complete their work during severe weather closures.

If school is closed for a reason other than severe weather (i.e., water damage at the school site), students will not be expected to come to school but staff may be asked to report to work, or to work remotely or at an alternative site. All school staff members should check with their manager for details on where and how to complete their work during non-severe weather closure. Exempt staff members will be compensated as usual, and nonexempt staff members will be compensated for their scheduled work hours or as otherwise required under applicable law.

If school remains open but an employee is unable to safely report to school due to extreme circumstances, the employee's manager has the discretion to approve an employee's request to work remotely or from another location under limited circumstances.

Staff Dress Code

Rocketship believes that employees serve as role models. They should therefore maintain professional standards of dress, grooming and personal hygiene. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress, grooming and personal hygiene.

Rocketship encourages employees, during school hours, to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. The dress at Rocketship is typically business attire and/or business casual. Accordingly, all staff shall adhere to the following standards of dress, grooming and personal hygiene:

1. Clothing and jewelry must be safe and appropriate to the educational environment. All clothing must be clean and in good repair. Slits or tears in pants or other articles of clothing are not permitted except for modest slits in dresses or skirts that are no higher than three (3) inches above the knee. Rocketship staff generally may not wear the following: flip-flops, gym shoes, denim, jogging suits. Clothes should fit properly and not be too tight or too baggy.
2. Head coverings, including hats of any kind, except those worn for cultural, religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, labs and offices. Hats may be worn outside for sun protection. All hats are to be removed upon entering school buildings. Requests for an exception to this policy require prior approval and must be granted by the Human Resources Department.
3. Slacks and shorts are to be worn on the waist with no portion of an undergarment showing. Jeans are generally not permitted, except on designated casual dress days, customarily on Fridays. Shorts should be modest in length and should be no higher than three (3) inches above the knee.
4. Skirts and dresses should be no higher than three (3) inches above the knee.
5. All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage. For example, midriffs should be covered and tops must have shoulder straps.
6. Clothing or jewelry with logos that depict and/or promote gangs, alcohol, tobacco, sex, violence, drugs, illegal activities, profanity, obscenity or otherwise violate the Policy Prohibiting Harassment, Discrimination or Retaliation are not permitted.
7. Appropriate shoes must be worn at all times. Appropriate shoes are defined as shoes that are closed toed, for safety, and shoes that you can easily stand in for prolonged amounts of time.

8. Employees should exercise good grooming and hygiene habits. Hair styles, facial hair, make-up and fingernails should reflect a clean and professional image. Facial hair should be trimmed and groomed, and nails should be cleaned.
9. Employees are asked to be sensitive to those in the workplace when it comes to fragrances and odors. Individuals may have allergies and sensitivities, therefore please be conservative as you apply fragrances and other body products and in your use of air fresheners, incense or other artificial scent products. This also includes odors left on your body, hair or clothing from smoking or use of tobacco products or off-duty use of lawful cannabis products. You may be asked to discontinue use of a product or use a milder scent or bathe or change into clothes that are not disruptive to the work environment.
10. Body odor, bad breath, and lingering cigarette or marijuana smoke may be offensive or trigger sensitivities for coworkers and do not reflect a professional image to our students and other visitors to the School. Employees should take the necessary precautions to prevent such odors with regular bathing and clothes washing (including outerwear and coats), use of deodorant, and good dental and personal hygiene.

Employees are required to observe these rules and to comply with a supervisor's directions concerning these rules. If an employee's poor hygiene or odor (whether from too much scented products or from smoking or other odors) is an issue, the supervisor should discuss the issue with the employee in private and identify the concerns to be corrected. In the event that an employee disagrees with a supervisor's direction regarding appropriate attire, grooming or hygiene under these rules, the employee is still required to obey the supervisor's direction, until such time that the disagreement is resolved by management or Human Resources.

Violation of these rules is subject to discipline, up to and including termination if the problem persists or if the clothing, grooming or personal hygiene concern is particularly inappropriate for the workplace.

Employees may consult their supervisor or the Human Resources Department if they have questions as to what constitutes appropriate attire, grooming or personal hygiene.

Religious, Medical and Disability Accommodations: Nothing in this policy is intended to prevent employees from wearing a hair or facial hair style that is consistent with their cultural, ethnic or racial heritage or identity. The School will reasonably accommodate exceptions to this personal appearance, grooming and hygiene policy if required due to an employee's sincerely held religious beliefs or practices, medical condition or disability. Employees who need such an accommodation should contact their supervisor or Human Resources. This policy will be interpreted to comply with applicable local, state or federal laws.

Staff Children at Work

To minimize workplace distraction and health/safety risks, staff members who have children who are not Rocketship students are generally prohibited from bringing their children to school campuses or other Rocketship facilities during the work day. However, Rocketship understands that there may be rare circumstances in which a staff member needs to bring their child(ren) to work.

Staff members may only bring a non-Rocketship child to work if the following conditions are met:

- The child accompanies the staff member on a very short-term basis (i.e., one or two days), not on a regular or ongoing schedule (i.e., every Tuesday, or for a two-week period).

- The child is not afflicted with a contagious illness or condition (i.e., child staying home from their own school with the flu or head lice).
- The child is school-aged.
- The staff member is able to fully perform all of their job duties.
- The staff member notifies the manager.
- The child is not causing distraction to Rocketship students or staff members.
- The staff member signs the Waiver for On-Site Employee Children, a written waiver of liability for any harm caused by or to the child while on the Rocketship premises during the workday.

If a staff member is not able to meet all of the above conditions, the Principal may, on a case-by-case basis, make an exception for that staff member's child to be at work, depending on the specific circumstances. The Principal must first obtain approval from their manager prior to making an exception to any of the above conditions.

Note that in certain cases, older children may be able to be on campus as a Rocketship volunteer. In those cases, the child must follow the requirements and procedures for becoming a Minor Volunteer as set forth in Rocketship's Volunteer Clearance Policy.

Employment of Family; Personal Relationships in the Workplace

There may be occasions when members of the same family or individuals in a romantic/sexual or platonic living relationship are concurrently employed by Rocketship. Rocketship has the right to refuse to hire or retain a person in a position in the same department, division or facility so as to avoid any potential conflict of interest. The Rocketship Human Resources Department shall have the authority and responsibility for determining if such a potential conflict exists. If RPS determines that such a problem exists, it will take appropriate steps to resolve the problem, which may include reassignment of one person (if feasible) or asking for the resignation of one of the persons. The School reserves the right to take whatever action is necessary in its discretion to address the matter.

RPS will not hire or retain individuals in familial, romantic/sexual, or platonic living relationships:

1. Where one would have the authority or practical power to supervise, appoint, remove, or discipline, or determine the compensation of the other.
2. Where one would be responsible for reviewing/evaluating the work of the other.
3. Where other circumstances exist, even if there is no professional supervisory responsibility, which would place the individuals in a situation of actual or reasonably foreseeable conflict between the employer's interest and their own or that would pose difficulties for supervision, security, safety, or morale.

Applicants who are denied employment to a particular position for one of the foregoing reasons may be considered for other vacant positions for which they may be qualified.

For purposes of these provisions, "supervisory employee" or "supervisor" means any employee, regardless of job description or title, having authority in the interest of the employer to hire, transfer, suspend, promote, discharge, assign, reward or discipline other employees using independent judgment.

An applicant for a position with Rocketship must disclose any relationship to the Human Resources Department and the position's Hiring Manager upon submitting an application. If two (2) or more employees have (or develop) a familial relationship as described above, it is the responsibility of both employees to promptly disclose this relationship to the Human Resources Department.

Employees who violate this policy, including the reporting requirement, will be subject to disciplinary action up to and including termination of employment.

Familial Relationships

Individuals who are related in the following manner are considered to have a familial relationship for the purposes of this policy: spouse, domestic partner, child or stepchild, parent or stepparent, grandparent or grandchild, brother or sister, uncle or aunt, cousins, nephew or niece, or in-laws including father, mother, daughter, son, brother or sister.

An applicant for a position with Rocketship must disclose this relationship to the Human Resources Department and the position's Hiring Manager upon submitting an application. If two (2) or more employees have (or develop) a familial relationship as described above, it is the responsibility of the employees to promptly disclose this relationship to the Human Resources Department.

Romantic and/or Sexual Relationships

This section of the policy addresses consensual romantic and/or sexual relationships between employees or involving employees and current parents.

Employees in romantic and/or sexual relationships are not permitted to be in the chain of supervision of one another. If such a relationship arises between a supervisor and an employee, the supervisor AND employee are required to disclose the relationship to the Human Resources Department so that a change in the responsibilities of the individuals involved or transfer of location within Rocketship can occur. Under no circumstance may the supervisor participate in activities or decisions that may reward or disadvantage the employee or employees with whom they are involved, including decisions related to hiring, performance appraisals, promotions, compensation, work assignments or discipline. Similarly, and to ensure Rocketship is able to effectively manage all employee interactions in the workplace, employees who enter into romantic and/or sexual relationships with co-workers who are not their supervisor are also required to disclose the relationship to the Human Resources Department and the supervisory employee's management.

Relationships between employees and parents of current students are potentially exploitative and should be avoided. They raise serious concerns about the validity of the consent, conflicts of interest, and unfair treatment or favoritism towards students. Employees must disclose any romantic and/or sexual relationships with parents of current students to the Human Resources Department and the supervisory employee's management in order to prevent any disruption to the educational environment potentially caused by the relationship.

Platonic Living Relationships

Where possible, employees in the chain of supervision of one another should not cohabitate. We recognize, however, that co-workers often engage in platonic living arrangements and that promotions into supervisory positions may occur with individuals in this arrangement.

If such a situation arises, it is the responsibility of all involved employees to disclose this situation to the Human Resources Department and the supervisory employee's management. Rocketship will work closely with the supervisor and supervisory employee's management to determine the appropriate action in this case. Under no circumstances may the supervisor participate in activities or decisions that may reward or disadvantage the employee or employees with whom they lives, including decisions related to hiring, performance appraisals, promotions, compensation, work assignments or discipline.

Failure to comply with this policy, including its disclosure obligations, will result in discipline, including immediate termination.

Rocketship Official Media Accounts

All public-facing accounts that represent Rocketship are managed and maintained by the RPS Marketing & Communications Department. Input and contributions from all Rocketship employees are encouraged. To ensure that Rocketship communicates with the media in a consistent, timely and professional manner about matters related to the School, employees should notify the RPS Marketing & Communications Department that they have been contacted by the media whenever they are asked to speak on behalf of the School so that the School knows that a media inquiry has been made. Do not respond to media inquiries on the School's behalf without authorization. This rule does not prevent employees from speaking with the media, but employees should not attempt to speak on behalf of the School unless they have specifically been authorized to do so.

Rocketship employees should not set up websites, blogs, or social media pages or identities that appear to officially represent Rocketship as an organization or any of its schools. Note that school campuses are only allowed to create and maintain school social media sites in accordance with Rocketship's School Social Media Policy.

When students enroll in Rocketship, their parents/guardian submits a signed media release that indicates whether or not they permit Rocketship to use photos of their children in official public materials. To help the Rocketship Marketing & Communications ensure that photographs used by Rocketship depict only students with signed, affirmative media releases, employees are asked to identify the students in photos they submit to the Marketing & Communications team for publication.

Social Media

Rocketship respects the rights of its employees to use social media and personal blogging sites during non-work hours. Rocketship also acknowledges the value of social media as a powerful tool to communicate about the organization and to advocate for the School's mission. With that in mind, Rocketship has adopted this social media policy to clarify the expectations and regulations employees should be aware of when using social media.

<u>Employee Behavior</u>

Rocketship employees should exercise discretion when using social media sites.

Expectations and regulations around employee behavior – including those covered in the RPS Employee Code of Conduct, RPS Policy Prohibiting Discrimination/Harassment/Retaliation, RPS Staff/Student Interaction policies, or any other School policy or procedure – apply also to an employee's online and social media behavior. In addition, employees should be mindful that their activities online can reflect negatively on the organization as a whole.

Specifically, RPS employees should all be aware of the following guidelines when using social media:

- Rocketship strongly encourages all employees to carefully review the privacy settings on their personal social media and networking sites. What is private in the digital world is often easily searchable and shareable, and has a real possibility of becoming public even without one's knowledge or consent.

    - If social media postings on behalf of RPS are part of your job, your use of social media is subject to the specific terms, conditions and restrictions established by RPS and by law, including respecting copyrights, trademarks and privacy rights of students and others, and complying with all laws and regulations governing the posting of social media content such as the Federal Trade Commission's requirements for posting "promotional content."

    - RPS owns all postings or other social media communication that you create as an approved part of your job, such as blogs, tweets, and LinkedIn posts, as well as all RPS social media accounts. Employees have no expectation of privacy when making social media postings on behalf of RPS or while using RPS' systems or accounts.

    - Employees may not participate in personal social media account postings during working hours or by using RPS' systems. This does not apply if social media postings on behalf of RPS are part of your job.

- When posting about Rocketship on personal social media sites, employees should make clear that they are not representing Rocketship. To do so, we request that employees include a phrase such as "views are my own and do not represent my employer" on their social media websites or blogs.

- Do not "friend," "follow," or otherwise create a digital relationship with a student. If a Rocketship elementary school student has an account on social media such as Facebook, Instagram or TikTok, they are most likely breaking the terms of service for that website, which generally prohibit accounts for minors under the age of 13.

- Do not post pictures/video of or identifiable information about a Rocketship student on a personal social media site unless (1) the student is related to you, or (2) you get explicit written permission from the child's parent/guardian to post this content. (Note: the RPS Media Release form does not cover posting images of students on RPS employees' personal social media accounts; separate written permission must be obtained for such usage.)

- Do not share disciplinary, academic, health-related, or any other confidential information about a student or other child on a social media website. (See also: RPS Pupil Records Notice, RPS Discipline Policy).

Any violations of this Social Media policy are subject to disciplinary action, including immediate termination.

Responsibility for School Equipment

RPS may issue employees certain equipment to assist in the performance of their job duties. Employees must keep this equipment accounted for, in working order/repair, and take all reasonable precautions to prevent loss or damage to such School equipment. Employees will be held financially responsible for the replacement cost of any item that is lost or damaged as a result of their gross negligence, willful misconduct, or dishonesty, or simply not returned, to the fullest extent permitted by applicable state law. Failure to comply with this policy may also result in disciplinary action, up to and including termination from employment.

Asset Replacement

Rocketship is not responsible and cannot be held liable for any property that is lost or stolen on school grounds. This policy applies to staff, students, families, and other visitors on campus or in School offices.

Technology and Cybersecurity Use Policy

Section One. Purpose

A. To better serve families and students and provide employees with the best tools to do their jobs, Rocketship provides to employees access to one or more forms of electronic media and services; including, without limitation, computers, email, internal electronic bulletin boards, and wireless broadband services for the Internet and/or an Intranet, related hardware and software, and all of the system's contents (the "Products").

B. Rocketship encourages the use of the Products because they can make communication more efficient and effective and because they are valuable sources of information about funders, vendors, technology, and education services. However, all Employees should remember that products provided by RPS are RPS property and their purpose is to facilitate and support RPS' business. All Products are subject to access and review by RPS at its discretion, and employees should have no expectation of privacy concerning their use of the Products. All employees have the responsibility to use the Products in a professional, ethical, and lawful manner.

C. To ensure that all employees act responsibly, this Technology and Cybersecurity Use Policy has been established to regulate use of the Products. The Policy is not intended to cover every possible situation. Instead, it is designed to express RPS' philosophy and set forth general principles when using the Products.

D. To establish clear guidelines and requirements for the secure use of mobile devices to access School data, systems, and networks. This policy aims to ensure the security and confidentiality of School information, safeguard School assets, and ensure compliance with relevant laws, regulations, and industry standards.

Section Two. Prohibited Communications

The Products must never be used for knowingly transmitting, retrieving, or storing any communication that is:

- Discriminatory or harassing
- Obscene, patently offensive, sexually explicit, or pornographic
- Defamatory or threatening
- In violation of any license governing the use of software
- Illegal or contrary to RPS' mission/policies

Section Three. Personal Use

The Products are primarily for business use to assist employees in the performance of their jobs. Limited and occasional, or incidental use of the Products for personal/nonbusiness purposes is understandable and acceptable, but all such use must be done in a manner that does not negatively affect the Products' use for their business purposes. However, employees are expected to demonstrate a sense of responsibility and not abuse this privilege.

Section Four. Access to Employee Communications

A. The following conditions should be noted:

   i. RPS may, at its sole discretion, monitor Employee communications directly for any lawful purpose and in accordance with applicable law, and will routinely do so for the following purposes
      a. Optimum technical management of RPS' information resources
      b. Detecting patterns of use that indicate employees are violating RPS policies or engaging in illegal activities.

B. Employees should not assume that any electronic communications made using the RPS Products are private. Accordingly, if they have sensitive personal information to transmit, they are advised to use other means.

C. RPS reserves the right to inspect any and all files, data, or information stored on the Rocketship network, electronic systems or on individual RPS-owned computers or other electronic storage media in order to ensure compliance with RPS policies and applicable law, for purposes of legal proceedings, to investigate misconduct, to locate information, or for any other business purpose.

D. Further, subject to applicable legal requirements, RPS has the right to inspect and provide any such files, data, or information to third parties and/or federal, state or local authorities for purposes of complying with any federal, state or local laws, and for purposes of responding to subpoenas and/or if legally required to do so by judicial or governmental order or in a judicial or governmental proceeding.

E. No employee may access another employee's computer, computer files, or electronic mail messages without prior authorization from the employee, the Chief Business Officer or legal counsel.

F. Employees should not use personal email accounts for Rocketship-related communications. Such communications should only take place via the employee's RPS email account.

Hardware and Software Requirements

- Device Compatibility: All devices must meet the minimum hardware and software requirements established by the School's IT department. These requirements include, but are not limited to, specifications for operating systems, memory, storage, and processing power.
- Operating Systems and Updates: All devices must run approved operating systems and have the latest security patches and updates installed. Users are responsible for installing updates promptly. Failure to do so may result in restricted access to School systems.
- Authorized Software: Only School-approved software may be installed on School-owned devices. No unauthorized software is permitted. BYOD users must ensure that their devices are free of malware and other security threats and must install School-approved security software as required.
- Single Sign On: The School utilizes OKTA SSO for both authentication and identity provisioning.
- Device Encryption: Full-disk encryption must be enabled on all devices to protect data in case of loss or theft. This includes, but is not limited to, School-owned and BYOD devices.
- Password Protection: Strong passwords or passphrases must be used to protect all devices and accounts from unauthorized access. Passwords must meet School complexity requirements and must be changed regularly. Biometric authentication may be used in conjunction with passwords where available, but does not replace the password requirement.
- Employees should contact the system administrator if they have any IT questions. Requests for assistance or questions should be sent to the IT ticketing system.

<u>Section Six. Security/Appropriate Use</u>

A. Employees must respect the confidentiality of other individuals' electronic communications. Except in cases in which explicit authorization has been granted by RPS management, employees are prohibited from engaging in, or attempting to engage in:

   a. Monitoring or intercepting the files or electronic communications of other employees or third parties;
   b. Hacking or obtaining access to systems or accounts they are not authorized to use;
   c. Use of other people's log-ins or passwords; or

d. Breaching, testing, or monitoring computer or network security measures.

B. No email or other electronic communications can be sent that attempt to hide the identity of the sender or represent the sender as someone else.

C. Electronic media and services are not to be used in a manner that is likely to cause network congestion or significantly hamper the ability of other people to access and use the system (e.g., downloading large video files).

Personal Business

RPS' facilities for handling mail and telephone calls are designed to accommodate School business. Employees should have personal mail and deliveries directed to their home address and limit personal telephone calls to an absolute minimum. Personal calls should not be made outside the immediate dialing area. Employees may not use School material, time or equipment for personal projects.

Solicitation and Distribution

RPS seeks to create a work environment free of unnecessary disruptions so that employees can focus on their responsibilities to students. As a result, RPS has developed reasonable rules which restrict (but do not prohibit) solicitation, collection, circulation of petitions and distribution by employees.

Employees may engage in solicitation on RPS premises only during their non-working time. Non-working time means time during meals or breaks, before or after work, or periods during which an employee legitimately is not performing services, for both the employee soliciting, collecting, circulating or distributing, as well as for the employee to whom the action is directed.

Employees may distribute or circulate non-RPS written materials only during non-working time and only in non-work areas. "Work areas" include all offices, classrooms and other student areas (gyms, lunchrooms, etc.), hallways, conference rooms or other areas where RPS business or student or School-sponsored activities are conducted. It does not include employee-only break rooms, employee-only parking areas, or other non-work areas. If an employee is not certain whether an area is a work or non-work area, they should consult their immediate supervisor for clarification.

Solicitation, circulation of petitions and distribution by non-employees are prohibited on RPS property at any time.

Any requests from outside persons or organizations to sell merchandise, solicit contributions, distribute literature, arrange displays or use RPS facilities should be referred to the Human Resources Department for enforcement of this policy.

Lactation Accommodation

For up to one year after the birth of an employee's child, RPS will provide the employee a reasonable amount of lactation break time each time the employee needs to express breast milk for their child. Employees needing breaks for lactation purposes may use ordinary paid rest breaks

or may take other reasonable break time when needed. If possible, the lactation break time should run concurrently with scheduled meal and rest breaks already provided to the employee.

If the lactation break time cannot run concurrently with meal and rest breaks already provided or additional time is needed for the employee, the lactation break time will be unpaid for non-exempt employees.

Employees will be relieved of all work-related duties during any unpaid break. Where unpaid breaks or additional time are required, employees should work with their supervisor or Human Resources regarding scheduling and reporting the extra break time.

Because exempt employees receive their full salary during weeks in which they work, all exempt employees who need lactation accommodation breaks do not need to report any extra break time as "unpaid."

For lactation breaks when an employee is working at a physical location of RPS, RPS will provide employees with the use of a room or a private area, other than a bathroom or toilet stall, that is shielded from view and free from intrusion from coworkers and the public. RPS will make a reasonable effort to identify a location within close proximity to the work area for the employee to express milk. This location may be the employee's private office, if applicable.

RPS will otherwise treat lactation as a pregnancy-related medical condition and address lactation-related needs in accordance with the PWFA and other applicable laws.

Employees should discuss with their supervisor and Human Resources regarding the location for storage of expressed milk. In addition, employees should contact their supervisor or Human Resources before their return to work following the birth of a child to identify the need for a lactation area.

Employees who believe they have not been provided lactation break time and the use of a room or private area in accordance with this policy and federal law should immediately notify their supervisor or Human Resources. RPS will not retaliate or discriminate against an employee because they file a complaint or institute any proceeding under or related to the federal Fair Labor Standards Act, testify in any such proceeding or serve on an industry committee.

For employees working in a jurisdiction that has an applicable state or local mandatory lactation accommodation law, RPS will comply with all legal requirements, including providing greater or different break time and space accommodations than those described in this policy.

Pronoun or Preferred Name Use

Employees have the right to be addressed by the name and pronoun that corresponds to the employee's gender identity upon request. It is the expectation that all RPS employees will be respectful and courteous to others' preferred pronoun or name use. The intentional or persistent refusal to respect another person's gender identity in the workplace (for example, intentionally referring to an employee by a name or pronoun that does not correspond to the employee's stated preference or gender identity) can constitute harassment and may be a violation of this policy. Violations of this policy will be subject to disciplinary action including termination. Employees

with questions about documenting a legal name change should contact Human Resources for further information.

Artificial Intelligence (AI) Acceptable Use Policy

While RPS recognizes the benefits of utilizing Artificial Intelligence (AI) and machine learning (ML) tools to assist with various work-related projects, we must prioritize and balance School, employee and student privacy, security and confidentiality obligations, as well as Student and family expectations and requirements and our responsibilities as professional educators to set an example for our students, when using such tools.

Because the degree of risk inherent in using AI/ML tools varies based on the type of work performed and the type of AI/ML tool used, RPS has adopted the following protocols to guide your use of such resources. To be clear, your use of such resources and the rules applicable to such use will depend on the specific situation and on the work being performed.

Limited use of generative AI/ML tools (such as generative AI products such as ChatGPT, GitHub, Copilot, Microsoft Copilot, Google Gemini, etc.) will be allowed while performing work for RPS with the pre-approval of [your manager/ identified leadership team member, school principal, etc.]. School email addresses, credentials or phone numbers can be used to create an account with these technologies, with the pre-approval of School and/or Regional Leadership. No RPS school data or confidential information, or student or employee personal information of any kind may be submitted (copied, typed, etc.) into these platforms.

Employees wishing to use generative AI/ML tools must inform their [manager/director/etc.] in writing] how the AI/ML tools will be used. Managers must approve or deny requests in writing prior to the employee's use of the AI/ML tool and may do so after consideration of RPS policies, legal requirements or other business or educational reasons.

All AI-generated content must be reviewed for accuracy before relying on it for work purposes. If a reliable source cannot be found to verify factual information generated by the AI/ML tool, that information cannot be used for work purposes.

A few examples of acceptable uses may include:

- For general-knowledge questions meant to enhance your understanding on a work-related topic.
- Use of prompts in the public domain or which do not include non-public information such as "articles about ___"
- To brainstorm ideas related to projects you are working on.
- To create formulas for Excel spreadsheets or similar programs.
- To develop or debug code, to be verified before deployment.
- To draft an email or letter.
- To summarize online research or to create outlines for content projects to assist in full coverage of a topic. Only content written by employees may be included in a final product.

Unacceptable uses include:

- Using any text created by an AI/ML tool in final work products of any kind.

- Copying and pasting, typing, or in any way submitting RPS or student or employee content, data or personal information of any kind into the AI/ML tool.
- Failing to properly cite an AI/ML tool when used as a resource.
- Using any AI/ML tool to record a conversation or meeting or create notes of a conversation or meeting. This rule applies whether the conversation or meeting is live in-person, on the phone, or online (Zoom, Google Meet, etc.). In order for such use to be acceptable, you must provide in advance, full disclosure of the intended recording/note-taking, and obtain full, advance, written consent to the use of the AI/MI tool from all participants in the conversation/meeting (such as via the Zoom "this meeting is recorded" sign-on acknowledgment feature).

If you have any uncertainty about whether certain information is appropriate to input into or for use of an AI/ML tool, you should default to not using such information in the prompt and to not using the AI/ML tool under the circumstances. Ask yourself: would everyone in the room consent to disclosure of this information? Would a student's parent or a competitor consider this information sensitive? Each employee is ultimately responsible for anything that they share or disclose from use of an AI/ML tool.

Any violation of this policy may result in disciplinary action, up to and including termination of employment.

SAFETY

Health and Safety

RPS is committed to providing and maintaining a healthy and safe work environment for all employees.

Employees are required to know and comply with the School's General Safety Rules and to follow safe and healthy work practices at all times. Employees are required to report immediately to the Human Resources Department any potential health or safety hazards, and all injuries or accidents.

In the event of a crisis, pandemic or natural disaster significantly affecting the health and safety of staff and students, RPS will issue supplemental policies and guidelines that staff will be expected to follow to ensure a safe work environment.

Security Protocols

RPS has developed guidelines to help maintain a secure workplace.

- Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas.
- Report any suspicious persons or activities to the Principal immediately.
- Employee desks or offices should be secured at the end of the day. When an employee is called away from their work area for an extended length of time, valuable or personal articles should not be left around a workstation that may be accessible.
- The security of facilities as well as the welfare of employees depends upon the alertness and sensitivity of every individual to potential security risks. Employees should

immediately notify the Principal when keys are missing or if security access codes or passes have been breached.

Identification Badge Requirements

All RPS Network Support employees must wear their Rocketship identification badge when visiting School campuses within the organization.

If an identification badge is lost or stolen, employees must obtain a replacement immediately. Lost or stolen cards must be reported to the Human Resources Department immediately. Failure to wear an identification badge or excessive loss or damage to identification badges can lead to disciplinary action.

Upon termination, employees will be required to return identification badges to the Human Resources Department.

Campus Access Restrictions

All visitors, including those invited by employees, are required to enter any school facility through the main entrance and sign in or report to the main office. Authorized visitors will receive directions or be escorted to their destination. Employees who observe an unauthorized individual on RPS premises should immediately direct them to the building office or contact the administrator in charge.

Employees who have been involuntarily terminated are prohibited from accessing any area of any RPS campus. Any former employee who is also a parent of a current RPS student shall have their access limited consistent with access afforded to other parents and visitors. Violations of this policy, including causing disruption on any RPS campus, shall be reported to law enforcement as applicable.

Occupational Safety

RPS is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management. To promote the concept of a safe workplace, RPS maintains Violence, Injury and Illness Prevention Programs.

The prevention of accidents is the responsibility of every School supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. RPS' management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including termination.

Accident/Incident Reporting

If an accident or injury should occur on the job, employees must immediately notify their manager or the Human Resources Department no matter how minor the incident may seem. Any manager who receives such notice shall immediately notify the Human Resources Department. Such notification will enable RPS to obtain the necessary emergency medical attention for the injured employee and also assist RPS to begin processing paperwork necessary to comply with workers' compensation laws and preserve any right an employee may have to workers' compensation benefits. Also, if any RPS property (e.g., equipment) are involved in the incident, employees must include them in their report and hold them for inspection. Failure to immediately report workplace injuries and/or accidents may result in disciplinary action, up to and including termination.

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911.

Substance Abuse

Rocketship is committed to promoting safety and employee health in the workplace and to creating a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees can adversely affect the workplace health, safety, and productivity and can damage public confidence and trust in the School.

To further its interest in avoiding accidents, to promote and maintain safe and efficient working conditions for its employees, and to protect its business, property, equipment, and operations, RPS has established this policy concerning the use of alcohol and drugs. As a condition of continued employment with RPS, each employee must abide by this policy.

<u>Definitions</u>

For purposes of this policy:

1) "Illegal drugs or other controlled substances" mean any drug or substance that (a) is not legally obtainable; (b) is legally obtainable but has not been legally obtained; or (c) has been legally obtained but is being sold or distributed unlawfully.
2) "Legal drug" means any drug, including any prescription drug or over-the-counter drug, that has been legally obtained and that is not unlawfully sold or distributed.
3) "Abuse of any legal drug" means the use of any legal drug (a) for any purpose other than the purpose for which it was prescribed or manufactured; (b) in a quantity, frequency, or manner that is contrary to the instructions or recommendations of the prescribing physician or manufacturer; or (c) by a person other than the person for whom it was prescribed.
4) "Possession" means that an employee has the substance on their person or otherwise under their control.
5) "Reasonable suspicion" includes a suspicion that is based on specific personal observations such as an employee's manner, disposition, muscular movement, appearance, behavior, speech or breathe odor; information provided to management by an employee, by law

enforcement officials, by a security service, or by other persons believed to be reliable; or a suspicion that is based on other surrounding circumstances.

Prohibited Conduct

The prohibitions of this section apply whenever the interests of RPS may be adversely affected, including any time an employee is:

1) On RPS premises, except in accordance with RPS' Alcohol on Campus Policy
2) Conducting or performing RPS business, regardless of location
3) Operating or responsible for the operation, custody, or care of RPS equipment or other property
4) Responsible for the safety of others in connection with, or while performing, RPS-related business.

Alcohol: The following acts are prohibited and will subject an employee to discipline, up to and including immediate discharge:

1) The unauthorized use, possession, purchase, sale, manufacture, distribution, transportation, or dispensation of any beverage or medicine containing alcohol
2) Being under the influence of alcohol while engaged in work for the School or on RPS premises.

Illegal Drugs: The following acts are prohibited and will subject an employee to discipline, up to and including immediate discharge:

1) The use, possession, purchase, attempted purchase, sale, attempted sale, conveyance, manufacture, distribution, transportation, transfer, cultivation or dispensation of any illegal drug or other controlled substance, including marijuana.
2) Being under the influence of any illegal drug or other controlled substance, including marijuana.

Prescription Drugs: This policy prohibits:

1) Not following the dosing directions of a legal drug.
2) The use, purchase, sale, manufacture, distribution, transportation, dispensation, or possession of any legal prescription drug in a manner inconsistent with law.
3) Working while impaired by the use of a legal drug whenever such impairment might endanger the safety of the employee or some other person, pose a risk of significant damage to RPS property or equipment; or substantially interfere with the employee's job performance or the efficient operation of the RPS' business or equipment.

Nothing in this policy is intended to prohibit the customary and ordinary purchase, sale, use, possession, or dispensation of over-the-counter drugs or other substances (including but not limited to household or workplace substances that may be used for "huffing" or as inhalants), so long as those drugs or other substances are used in accordance with the dosing instructions and that activity does not violate any law or result in an employee being impaired by the use of such drugs or substances in violation of this policy.

Drug Free Awareness Program

RPS has established a Drug-Free Awareness Program that is designed to inform employees about the dangers of drug abuse in the workplace and to help ensure that employees are familiar with this policy and with the disciplinary actions that can result from a violation of this policy. From time to time, employees will be requested to attend one of the sessions of the Drug-Free Awareness Program. During each such session, employees will be given current information about available programs offering counseling and rehabilitation.

Managers and supervisors should be attentive to the performance and conduct of those who work with them and should not permit an employee to work in an impaired condition or to otherwise engage in conduct that violates this policy. When management has reasonable suspicion to believe that an employee or employees are working in violation of this policy, prompt action will be taken.

Drug Testing

1) Reasonable Suspicion Testing: If RPS has reasonable suspicion that the employee is working in an impaired condition or otherwise engaging in conduct that violates this policy, the employee will be asked about any observed behavior and offered an opportunity to give a reasonable explanation. If the employee is unable to credibly or adequately explain the behavior, they will be asked to take a drug test in accordance with the procedures outlined below or as otherwise required under applicable law. If the employee refuses to cooperate with the administration of the drug test, the refusal will be handled in the same manner as a positive test result where permissible under applicable law.

2) Post-Accident Testing: To the extent permissible under applicable law, any employee involved in an on-the-job accident or injury under circumstances that suggest possible use or influence of drugs or alcohol in the accident or injury event may be required to submit to a drug and/or alcohol test. This includes not only the employee who was or could have been injured, but also any employee who potentially contributed to the accident or injury event in any way.

3) Procedures for Drug Testing: RPR will refer the applicant or employee to an independent, National Institute on Drug Abuse (NIDA)-certified medical clinic or laboratory, which will administer the test. RPS will pay the cost of the test and reasonable transportation costs to the testing facility. The employee will have the opportunity to alert the clinic or laboratory personnel (including a medical review officer) to any prescription or non-prescription drugs that they have taken that may affect the outcome of the test. All drug testing will be performed by urinalysis and according to all applicable laws. The clinic or laboratory will inform RPS as to whether the applicant passed or failed the drug test. If an employee fails the test, they will be considered to be in violation of this policy and will be subject to discipline including immediate termination to the extent permitted by applicable laws.

4) Acknowledgment and Consent: Any employee subject to testing under this policy will be asked to sign a form acknowledging the procedures governing testing, and consenting to (1) the collection of a urine sample for the purpose of determining the presence of alcohol or drugs, and (2) the release to RPS of medical information regarding the test results. Refusal to sign the agreement and consent form, refusal to submit to the drug test or providing a sample that is deemed by the testing clinic to be substituted, tampered with or adulterated, will result in the revocation of an applicant's job offer, or will subject an

employee to discipline up to and including termination where permissible under applicable law.

5) Confidentiality: All drug testing-records will be treated as confidential.

6) Cooperation: Employees are expected to cooperate with RPS' investigation of possible violations of this policy. To the extent permissible under applicable law, refusal to cooperate with an investigation under this policy will result in disciplinary action, up to and including termination.

7) Inspections: RPS reserves the right to inspect and/or search an employee and the employee's possessions while on School premises, if there is a reason to believe that Illegal Drugs or Alcohol may be present. This includes an employee's work area, desk, locker, personal possessions and vehicle, and any items contained therein.

Any violation of this policy may result in disciplinary action, up to and including immediate termination (or not being hired, in the case of applicants). To the extent that an individual engages in unlawful conduct on RPS premises, RPS may contact appropriate law enforcement and the person may be subject to criminal prosecution.

Alcohol on Campus

Rocketship strictly prohibits alcohol on school campuses at all times during the instructional school year. This includes times when students are not on campus (i.e., evenings, weekends, or holidays). Alcohol is not to be stored in staff rooms on campus at any time.

However, Rocketship recognizes that schools may encounter rare situations in which it would be appropriate to consume limited amounts of alcohol on campus as part of a social event (i.e., meet-and-greets with community partners).

Alcohol may be permitted on campus in very limited circumstances outside of the instructional school year (i.e., during summer break or before a new campus opens to students), provided that the following circumstances are met:

- Both the Principal and the Human Resources Department provide advance written approval of the event and the list of attendees.
- All alcohol is removed from the campus following the event.
- All staff members act responsibly and professionally and abide by all applicable school and network conduct policies and rules.

If an employee wishes to give another employee alcohol as a gift (i.e., before the holidays or a birthday) during the instructional school year, the exchange must take place off-campus.

Additionally, all Rocketship employees must abide by Rocketship's Substance Abuse Policy.

The Human Resources Department must be promptly notified of any violations of this policy. Rocketship reserves the right to prohibit any School campus from consuming alcohol under any circumstances if the campus is found to have violated this policy or otherwise engaged in conduct that would be deemed inappropriate by a reasonable person in light of the circumstances.

Smoke Free Environment

Rocketship's offices and schools are smoke-free environments. Smoking, including e-cigarettes and vapor products, is not allowed anywhere on a school campus. It is the responsibility of each staff member to adhere to this rule, and to inform all guests of the School's non-smoking policy.

OSHA Compliance

Rocketship operates in compliance with all laws and regulations promulgated by the federal Occupational Safety and Health Administration (OSHA), as well as those enacted by any pertinent state OSHA.

First Aid and CPR Certification

Rocketship recognizes the importance of taking appropriate preventive or remedial measures to minimize accidents or illness at school or during school-sponsored activities. To this end, Rocketship has taken the following steps to support student safety.

First Aid Kits

Every classroom shall have a First Aid Kit containing appropriate supplies. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

CPR

All Principals are to be certified in adult and pediatric CPR and First Aid and recertified prior to expiration of certificates. These records will be kept at the school site.

Opportunities for adult and pediatric CPR and First Aid training will be offered to all teachers and teachers will be strongly encouraged to become certified in adult and pediatric CPR and First Aid and be recertified prior to expiration of certificates. School sites may also offer training to all support staff and volunteers.

Weapons and Firearms

Rocketship prohibits any weapons, imitation firearms, and/or dangerous objects of any kind in school buildings, on school grounds, school vans, vehicles, buses, at off-campus school-related and/or school sponsored activities, and/or on any property leased and/or owned by Rocketship. Any weapon identified and/or found by the Principal or their designee will be immediately reported and turned over to the appropriate authorities. In the case of a firearm, it is irrelevant that the person has a license or permit or that the firearm has no ammunition in it.

The only exception to this policy is for law enforcement and official school security personnel actively carrying out policing duties on campus and as required by applicable state or local law.

Investigations/Searches

Rocketship reserves the right to conduct investigations, including searches for any lawful purpose, such as monitoring, compliance with rules concerning the safety of employees, security of RPS and individual property, drugs and alcohol, and possession of other prohibited items. RPS also reserves the right to conduct a routine inspection or search at any time without notice for RPS property on RPS premises. “RPS premises” includes all premises and locations owned or leased by RPS or under the control of RPS, including parking lots, lockers, and storage areas, as well as the items contained therein. Routine searches or inspections for RPS property may include an employee's office, desk, file cabinet, closet, computer files, voice mail, electronic mail, or similar places where employees may store RPS property or RPS-related information, whether or not the places are locked or protected by access codes and/or passwords. Employees do not have a reasonable expectation of privacy with respect to their access and use of any RPS-owned property. Because even a routine search for RPS property might result in the discovery of an employee's personal possessions, all employees are encouraged to refrain from bringing into the workplace any item of personal property that they do not wish to reveal to RPS. Employees are required to cooperate with such investigations.

Any employee’s consent to an interview and/or search is required as a condition of continued employment, and refusal to consent will result in discipline, up to and including termination.

All employees of RPS are subject to this policy. If any employee refuses to submit to a search request from RPS, their supervisor, superintendent, or a designee has the authority to contact law enforcement.

Violence in the Workplace

RPS is committed to providing a safe, violence-free workplace. In this regard, RPS strictly prohibits employees, consultants, students, visitors, or anyone else on RPS premises or engaging in an RPS-related activity from behaving in a violent or threatening manner. Moreover, RPS seeks to prevent workplace violence before it begins and reserves the right to address certain behaviors, even in the absence of violent behavior. RPS believes that prevention of workplace violence begins with recognition and awareness of potential early warning signs and has established procedures within the Human Resources Department for responding to any situation that presents the possibility of violence.

<u>Workplace Violence Defined</u>

Workplace violence is any intentional conduct that is sufficiently severe, abusive or intimidating to cause an individual to reasonably fear for their own personal safety or the safety of their family, friends and/or property such that employment conditions are altered or a hostile, abusive or intimidating work environment is created for one or more employees.

Workplace violence does not refer to work environment arguments or debates that are zealous or impassioned, provided there is no resort to any form of coercion. Discussions about sporting activities, popular entertainment or current events are not considered work-related violence when there is no threat of violence being directed to the work environment or any individual connected with it. Rather, workplace violence refers to behavior that demonstrates an intention to engage in violence, condones violence in our work environment, or targets any individual with acts or threats of violence.

This policy in no way prohibits employees from engaging in activities that are protected under applicable state and federal laws, including but not limited to any activity that is protected under Section 7 of the National Labor Relations Act, which includes the right of employees to speak with others, engage in debates and protest about their terms and conditions of employment.

Reporting

If any employee observes or becomes aware of any of the above-listed actions or behavior by an employee, consultant, student, visitor, or anyone else, they should notify the Human Resources Department immediately.

Further, employees should notify the Human Resources Department if any restraining order is in effect, or if a potentially violent non-work-related situation exists that could result in violence in the workplace.

Investigation

All reports of workplace violence will be taken seriously and will be investigated promptly and thoroughly. All employees are required to cooperate with such investigations. In appropriate circumstances, RPS will inform the reporting individual of the results of the investigation. To the extent possible, RPS will maintain the confidentiality of the reporting employee and of the investigation. RPS may, however, need to disclose results in appropriate circumstances, for example, in order to protect individual safety. RPS will not tolerate retaliation against any employee who reports workplace violence.

Corrective Action and Discipline

If RPS determines that workplace violence has occurred, RPS will take appropriate corrective action and will impose discipline on offending employees. The appropriate discipline will depend on the particular facts but may include written or oral warnings, probation, re-assignment of responsibilities, suspension, or termination. If the violent behavior is that of a non-employee, RPS will take appropriate action in an attempt to ensure that such behavior is not repeated.

Criminal Charge or Conviction

Employees must notify Rocketship if they are charged or convicted of any criminal offense within five days of the charge or conviction. Conditions that preclude working at the School include conviction of a sexual offense or felony. Misdemeanor convictions will be reviewed on a case by case basis.

Violation of this policy may result in disciplinary action up to and including immediate termination and possible referral to law enforcement for criminal prosecution.

EMPLOYEE WAGES AND HEALTH BENEFITS

Payroll Withholdings

As required by law, the School shall withhold Federal Income Tax, State or Local Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.

2. State or Local Income Tax Withholding: The same factors which apply to federal withholdings apply to state or local withholdings.

3. Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School.

4. State Disability Insurance (SDI): Certain states maintain funds which may be used to provide benefits to those out of work because of illness or disability.

Employees may also have deductions made to their paychecks when a wage overpayment occurs in accordance with applicable law. The School may require the employee to reimburse an overpayment through a mutually agreeable method, including through cash repayment or a deduction of the employee's payroll check, with remaining amounts withheld from a final check, or any other options as may be permitted by applicable state law. The School also reserves the right to exercise any and all other legal means to recover any additional amounts owed. The School shall provide employees with advance written notice of the deduction prior to the pay period where it will go into effect.

Every deduction from an employee's paycheck is explained on the check voucher. If an employee does not understand the deductions, they should ask the Human Resources Department to explain them.

Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to the Human Resources Department. The office maintains a supply of these forms.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the Human Resources Department and to fill out a new W-4 form.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

Overtime Pay

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis in compliance with federal and applicable state wage payment laws and will be indicated in the employee's job description. Generally, teachers and administrators are exempt. Nonexempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for nonexempt employees. RPS will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by a

supervisor. RPS provides compensation for all overtime hours worked by nonexempt employees in accordance with applicable law as follows:

State	Policy
California	Employment beyond eight (8) hours in any workday or more than six (6) days in any workweek must be compensated as overtime at not less than both of the following: ● One and one-half (1½) times the employee's regular rate of pay for all hours worked in excess of eight (8) hours up to and including twelve (12) hours in any workday, and for the first eight (8) hours worked on the seventh consecutive day of work in a workweek provided the employee has worked on all of the preceding six (6) days in the same workweek. ● Double the employee's regular rate of pay for all hours worked in excess of twelve (12) hours in any workday and for all hours worked in excess of eight on the seventh consecutive day of work in a workweek. ● Employment beyond forty (40) hours in any workweek will be compensated at not less than one and one-half (1½) times the employee's regular rate of pay.
Tennessee Texas Wisconsin Washington, DC	● Employment beyond forty (40) hours in any workweek must be compensated at not less than one and one-half (1½) times the employee's regular rate of pay.

For purposes of calculating overtime for nonexempt employees, the workweek is defined as starting at 12:00 a.m. on Sunday and ends at 11:59 p.m. the following Saturday. The workday is defined as the twenty-four (24) hour consecutive period beginning at 12:00 a.m. each day and ending twenty-four (24) hours later at 11:59 p.m.

Only those hours that are actually worked are added together to determine an employee's overtime pay. Compensated holidays, PTO, and sick leave for example, are not hours worked and, therefore, are not counted in making overtime calculations.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to exempt employees.

Paydays

Employees generally will be paid on the 15th and last day of each month. Any exceptions will be included in the state law addendum applicable to the employee's work location. Employees may elect to have their paychecks deposited directly into their own bank account, or sent to them by mail. Employees may view their paychecks online via Automatic Data Processing (ADP). When employees receive their paychecks, they should verify immediately that their working time was recorded accurately and that they were paid correctly for all hours worked.

The employee is responsible for ensuring that the Human Resources Department has their most

up-to-date address on file. RPS does not provide paycheck advances to employees.

Expense Reimbursement

All employees are eligible for expense reimbursement, provided that the expenses are consistent with this policy, documented with receipts, approved by their manager and represent a reasonable and appropriate use of Rocketship funds.

Expenses must also be in compliance with IRS, state, and/or granting/funding agency regulations.

This policy applies ONLY to employees and may differ from those expenses that consultants may charge Rocketship. In the case of consultants, expense reimbursement will be dictated by the consulting agreement. Expense reimbursement for job candidates is governed by the Interview Day Expense Reimbursement Guidelines policy.

Please refer to the full Employee Travel and Expense Reimbursement policy guidelines related to specific expenses. This list is not all-inclusive and is provided for guidance only. If employees have any questions about specific expenses, please contact the RPS Finance Department. For information on personal cell phone reimbursement, please consult the RPS Cell Phone Reimbursement Policy.

Wage and Hour Complaint Procedure and Safe Harbor

Rocketship makes every effort to ensure employees are paid correctly. Occasionally, however, inadvertent mistakes can happen. When mistakes do happen and are called to the School's attention, any necessary corrections will be promptly made. Employees should review pay stubs each pay period to make sure the pay stubs are correct. If an employee believes a mistake has occurred (including any improper deductions, under-reported hours of work, or other errors) or has questions, please speak with your direct supervisor and submit a payroll JIRA ticket immediately. Any reported concerns will be investigated and if merited, will be corrected as soon as possible.

Subject only to those deductions specifically authorized by the FLSA, most exempt employees will receive a predetermined salary each work week, without regard to the number of hours or days worked or variations in the quantity or quality of their work. It is RPS policy to comply with the salary basis requirements of the Fair Labor Standards Act (FLSA) and applicable state law. The School prohibits any deductions from pay that violate the FLSA or applicable state law.. Any exempt employee who believes that RPS has made an improper deduction or has paid you less than your full salary for any work in which you performed work (except under the limited circumstances permitted under the FLSA) should report the concern to the Human Resources Department immediately for investigation. Reports of improper deductions will be promptly investigated. If it is determined that an improper deduction has occurred, the employee will be promptly reimbursed for any improper deduction made.

If you are a supervisor, manager or other leadership team member, and any employee raises concerns with you about their pay, you must report this to Human Resources. You may not keep the concern confidential or resolve the concern on your own.

RPS will not engage in or tolerate retaliation of any kind against any employee for raising a wage payment concern. If you believe there has been a violation of this policy, contact the Human Resources Department immediately.

Pay Transparency Nondiscrimination Policy

RPS will not discharge or in any other manner discriminate against employees or applicants because they have inquired about, discussed, or disclosed their own pay or the pay of another employee or applicant. However, employees who have access to the compensation information of other employees or applicants as a part of their essential job functions cannot disclose the pay of other employees or applicants to individuals who do not otherwise have access to compensation information, unless the disclosure is (a) in response to a formal complaint or charge, (b) in furtherance of an investigation, proceeding, hearing, or action, including an investigation conducted by the employer, or (c) consistent with RPS' legal duty to furnish information.

Wage Attachments and Garnishments

Under normal circumstances, the School will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as wage garnishments, assignments, levies, wage deduction orders or judgments that require the School, by law, to respond to requests for wage information or to withhold part of an employee's earnings in their favor.

Employee Benefits

This policy applies to all Rocketship schools. This policy was written in compliance with relevant state and authorizer requirements in those regions.

RPS offers a package of employee benefit programs for its employees. These plans are specifically defined in legal documents, including insurance contracts and official plan documents that are available for review upon request to the Human Resources Department. You will also receive a Summary Plan Description which is a general summary of the eligibility requirements and other terms, conditions and restrictions as set forth in the plan documents for each benefit plan. To the extent that there are any conflicts between the summaries contained in this Handbook or elsewhere and the official plan documents, the provisions of the official plan documents will control. RPS reserves the right to modify or discontinue any of its employee benefits or plans on a prospective basis at any time without further notice. You ordinarily will be notified of any changes in benefits that may affect you.

Benefits enrollment for all new Rocketship employees will be available within the first thirty (30) days of employment and will be facilitated by the Human Resources Department.

If an employee fails to enroll within the first thirty (30) days of employment, they will not be able to receive benefits unless there has been a qualifying life event or change in status or it is an open enrollment period. Examples of a qualifying life event include birth/adoption of a child, marriage, divorce, or death of an enrolled family member.

When coverage under the School's medical and/or dental group insurance plans ends, eligible employees or their dependents may be able to elect to continue coverage for up to eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended, pursuant to the federal law known as COBRA. Once elected, to continue coverage, an employee must pay the full cost of coverage - the employee contribution and the School's previous contribution plus a possible administrative charge.

RPS will notify employees or their dependents if their elected health insurance coverage ends due to termination or a reduction in work hours and will provide information regarding COBRA continuation rights, if any. If an employee becomes eligible for Medicare, divorced or legally separated, dies, or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying the School within thirty (30) days of the event. RPS will then notify the employee or their dependents of the employee's rights.

Health coverage continuation generally must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

Employees who become eligible for COBRA continuation due to a qualifying event by RPS will be provided information about their COBRA continuation rights and obligations.

PERSONNEL EVALUATION AND RECORD KEEPING

Performance Evaluation

Rocketship believes that it is important for all employees to receive feedback on their work so that they may perform their job duties to the best of their abilities. Consistent with this belief, all Rocketship intends that employees will typically receive an evaluation of their job performance at least annually. Performance evaluations will take into account the employee's overall performance in relation to the employee's job responsibilities in addition to the conduct and demeanor of the employee. Please keep in mind that a positive performance evaluation does not guarantee a salary increase or a promotion. Any failure by Rocketship to evaluate an employee shall in no way alter/impair the at-will nature of employment.

Personnel Files and Record Keeping Protocols

At the time of employment, a personnel file is established for each employee. It is each employee's responsibility to keep the Human Resources Department advised of changes that should be reflected in their personnel file. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact an employee should the change affect their other records.

Employees have the right to inspect documents in their personnel file, in accordance with applicable law, generally in the presence of a School representative, at a mutually convenient time. Employees also have the right to obtain a copy of their personnel file as provided by applicable law. Employees may add comments to any disputed item in the file. RPS will restrict disclosure of

personnel files to authorized individuals within the School. A request for information contained in the personnel file must be directed to the Human Resources Department. Only the Human Resources Department or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required. Rocketship will comply with all State regulations regarding access to and contents of an employee's personnel file.

BREAKS/HOLIDAYS, PTO AND LEAVES

School Breaks/Holidays

There are three (3) established school breaks and a variety of regional and Federal holidays during the year in which Full Time employees may receive pay, if eligible as specified below.

School breaks and paid holidays are not considered Paid Time Off (PTO) and are not paid out upon termination of employment. These breaks are scheduled in accordance with the academic calendar and are not accrued or taken at the employee's discretion. Exempt employees who elect or are required to perform work during school breaks or holidays will not receive additional compensation, but may receive PTO at the discretion of the Human Resources Department.

In accordance with applicable state laws, including California, any unused, accrued PTO will be paid out upon termination where required by law.

Please refer to the current Annual Calendar for the most updated list of holidays approved for the current school year for your region.

The school breaks outlined below are subject to change at any time upon notice.

A. Winter Break is a limited period (the approximate length of which is shown below) during the winter when Rocketship schools are not in session. All eligible employees receive pay for the Winter Break period although the days designated as Winter Break, and for which pay is received, are different depending on staff classification.

B. Spring Break is a one (1) week period in which Rocketship schools are not in session. Only School Instructional/Non-Instructional Staff and School Administrative Staff receive pay during the Spring Break period.

C. Summer Break is a limited period during the summer when Rocketship schools are not in session. Only Exempt School Instructional Staff (during the last week of June and the month of July) and School Administrative Staff (during the first 2 weeks of July) receive pay for the Summer Break period.

D. Federal Holidays: Martin Luther King Jr. Day, President's Day, Memorial Day, Juneteenth, Independence Day, Labor Day, Thanksgiving,

<u>Religious Holidays/Observances</u>

RPS will reasonably accommodate an employee's need for time off due to known religious holidays or observances consistent with applicable law. Such accommodations will be made in a way as to not cause undue hardship to the School. Requests for accommodations must be made to the employee's supervisor and the Human Resources Department with at least two (2) weeks' notice. RPS shall determine whether it can reasonably accommodate the request given work demands and the employee's job duties at the time of the need for time off. If additional time is granted, it will be unpaid time unless an employee elects to utilize PTO.

Paid Time Off (PTO)

Eligible employees, as defined below, accrue PTO per pay period and are required to use this time to be paid for not attending work for any purpose including rest, relaxation, illness/sickness, any other personal necessity reason, or any reason covered under an applicable mandatory paid sick leave or mandatory paid time off law. Exempt employees must use PTO time off in at least two (2) hour increments unless smaller increments are permitted under applicable law. Nonexempt employees may use PTO time off in partial days as measured by hours taken. Employees may not "borrow" against time that has not yet been accrued.

A. Eligibility - Each regular, full-time employee begins earning/accruing PTO beginning on date of hire. Employees that are regularly scheduled to work a minimum of thirty (30) hours per week accrue PTO on a pro rata basis, based on the number of hours they are scheduled to work, (e.g., an employee scheduled to work 30 hours per week, at a 75% full-time basis, would earn 75% of the full-time accrual). Temporary employees, and part-time employees who are regularly scheduled to work less than thirty (30) hours per week do not accrue PTO.
B. Approval Process - PTO must be submitted through the employee's Workday portal and approved by the employee's direct manager.
C. Once an employee's PTO accrual balance runs out, absences will be deemed unexcused and will be subject to the attendance policy.
D. Termination of Employment - Upon termination of employment for any reason, all accrued but unused PTO will be paid out.
F. Policy Changes - This policy may be changed at any time upon notice.

<u>PTO for School Instructional/Non-Instructional Staff</u>

The following policies apply to PTO-eligible School Instructional/Non-Instructional Staff members only.

A. Roles - Teacher, Tutor, Enrichment Center Coordinator, Lead Server, Support Staff, and School- based ISE/SPED Staff, and School Leaders
B. PTO Accrual - Regular, full-time employees will accrue ten (10) days of PTO per year (which begins July 1) at a minimum rate of 3.34 hours per semi-monthly pay period, depending on years of service. Note: Nonexempt employees do not accrue PTO during Summer Break.
C. Maximum PTO Accrual - An employee may not have a balance of more than fifteen (15) days (or 120 hours). Once this maximum is reached, the PTO accrual will stop, and will recommence once the balance drops below maximum.
D. End of School Year PTO Balance - Any remaining accrued but unused PTO balance remaining on June 30 of each year will be paid out, as taxable compensation at the

employee's then-current hourly rate, no later than one (1) month following the end of the school year. This annual payout ensures that employees are fully compensated for earned PTO and is not considered a forfeiture of earned wages. PTO balances will reset following the payout, and employees will begin accruing PTO again in the new academic year, subject to applicable accrual limits and state law.

PTO for Network Support Staff

The following policies apply to PTO-eligible Network Support Staff members only, including both national and regional network staff.

A. PTO Accrual - Regular, full-time employees will accrue PTO at a rate based on their years of employment with Rocketship as shown below.

Calendar Year of Service	Annual Rate of Accrual
Date of hire through third year of employment	15 days (120 hours) per year, accrued at a rate of 5 hours per semi-monthly pay period.
After the third year of employment through the seventh year of employment	20 days (160 hours) per year, accrued at a rate of 6.67 hours per semi-monthly pay period
After the seventh year of employment	25 days (200 hours) per year, accrued at a rate of 8.33 hours per semi-monthly pay period

*When moving to the next tier of PTO accrual, the new accrual rate will take effect in the pay period following the 3-year anniversary date and 7-year anniversary date, respectively.

B. Maximum PTO Accrued - An employee may not have a balance of more than 1.5 times the then-current annual rate of accrual (for example, an employee with 5 full years of service may accrue a balance of up to 30 days of PTO (20 days per year times 1.5). Once this maximum is reached, the PTO accrual will stop, and will recommence in the next pay period after the balance drops below maximum.

C. End of Year PTO Balance - Employee's end of year PTO balance will be carried over to the following school year.

Black-Out Days

The regional instructional calendar designates certain days as "black-out" days. These include, but are not limited to, instructional days before or after a long weekend or holiday break, as well as key events such as Family Conferences, Data Days, Testing, and PD days. PTO requests for black-out days will be denied unless for reasons permitted under a mandatory paid sick leave or mandatory paid time off law or there is an extenuating circumstance, in which case approval will be at the Principal's discretion.

Regional RPS Scheduled Holidays

Please refer to the current Annual Calendar for the most updated version of holidays approved for the current school year.

Discretionary Leave of Absence

Rocketship recognizes that special situations may arise where an employee must leave their job temporarily. At its discretion, Rocketship may grant employees personal (or discretionary) leaves of absence upon request. Any personal (or discretionary) leaves of absence must be approved in advance by the Rocketship Director of Human Resources and the employee's manager. The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period. At the end of the leave period, the employee may be reinstated to their original or equivalent position with equivalent pay, seniority and benefits, if practicable and/or to the extent required under applicable law. However, RPS cannot guarantee job reinstatement. If an employee does not return from leave as planned, the employee may be terminated.

An employee must use all PTO available to them at the time their leave begins. Once PTO is exhausted, any remaining days of leave will be unpaid. This policy describes general unpaid leave and does not apply to FMLA/new parent or other forms of leave which are discussed in separate policies.

Eligibility

Only exempt employees are eligible for personal leave. In general, an employee must have worked at Rocketship for twelve (12) months or longer to be considered for personal leave, except in special circumstances.

Requesting and Taking Personal Leave

An employee must submit a request for personal leave no less than two (2) weeks before the intended start of the personal leave period. The employee must submit this request to their supervisor. The employee's supervisor and the Human Resources Department must approve the request for personal leave. The Human Resources Department has the right to ask the employee for supporting documentation before granting an employee a leave of absence. If the employee does not provide this supporting documentation by the established deadline, the employee's request for personal leave may be denied.

Ordinarily, personal leave shall not exceed thirty (30) calendar days in a rolling twelve (12) month period. When an employee goes on personal leave under this policy, there is no guarantee of reinstatement to the same position.

If the employee is currently covered under an RPS plan, health benefits coverage may remain in force during a personal leave of absence, provided the employee pays the appropriate premiums. If an employee fails to return from a leave and is terminated, the employee's benefits will be terminated. PTO and sick leave do not accrue during a leave of absence.

Sick Leave

A. Eligible employees, as defined below, are granted sick leave and may voluntarily elect to use this time to be paid for not attending work. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist an immediate family member (i.e., children, parents, spouses/domestic partners) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees may also take paid sick leave for any reason covered under an applicable mandatory paid sick leave law including to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking suffered by the employee or an immediate family member.
B. Eligibility - Any employee that is not eligible for PTO (e.g., temporary full-time, temporary part-time, regular part-time working less than thirty (30) hours per week), and who works at least thirty (30) days for Rocketship from the commencement of employment, is granted three (3) days (or twenty-four [24] hours) of sick leave at the beginning of each work year.
C. Probationary Period - Sick leave may not be used until at least ninety (90) days after the employee's date of hire.
D. Excess Time Off - Time off in excess of the then-existing sick leave balance will be unpaid time off.
E. Accrual/Termination of Employment - Unused sick leave does not carry over from year to year. Upon termination of employment for any reason, sick leave will not be paid out.
F. Policy Changes - This policy may be changed at any time upon notice.

Family Care and Medical Leave

This policy explains how the School complies with the federal Family and Medical Leave Act ("FMLA") which requires the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA leave in any twelve (12) month period for the purposes enumerated below. Additional state-specific family and medical leave requirements are included in the state law addendum applicable to the state in which you work.

<u>Employee Eligibility Criteria</u>

To be eligible for FMLA leave, the employee must have been employed by the School for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles, as of the date the leave is requested.

Events That May Entitle an Employee To FMLA Leave

The twelve (12) weeks (or twenty-six (26) workweeks where indicated) FMLA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they each will be entitled to a separate twelve (12) weeks of leave for this purpose, which cannot be loaned or otherwise assigned from one employee to the other.

2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of their job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School's separate pregnancy disability policy).

   a. A "serious health condition" is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.

   b. "Inpatient care" means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an "inpatient" when a health care facility formally admits them to the facility with the expectation that they will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.

   c. "Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.

   d. "Continuing treatment" means ongoing medical treatment or supervision by a health care provider.

3. To care for a spouse, child, or parent with a serious health condition.

4. When an employee is providing care to a spouse, child, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of additional FMLA leave in a single twelve (12) month period to provide said care.

5. For any "qualifying exigency" because the employee is the spouse, child, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces.

Amount of FMLA Leave Which May Be Taken

1. FMLA leave can be taken in one (1) or more periods, but may not exceed twelve
(12) workweeks total for any purpose in any twelve (12) month period, as described below, for anyone, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve (12) of the employee's normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, "twelve workweeks" means sixty (60) working days.

2. In addition to the twelve (12) workweeks of FMLA leave that may be taken, an employee who is the spouse, child, parent, or next of kin of a covered Armed Forces service member shall also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the servicemember.

3. The "twelve-month period" in which twelve (12) weeks of FMLA leave is defined as a "rolling" 12-month period measured backward from the date an employee commences FMLA leave.

4. If a holiday falls within a week taken as FMLA leave, the week is nevertheless counted as a week of FMLA leave. If, however, the School's business activity has temporarily ceased for some reason and the employee is generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School's activities have ceased do not count against the employee's FMLA leave entitlement. Similarly, if an employee uses FMLA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee's leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

Pay during FMLA Leave

1. 1. An employee on FMLA leave because of their own serious health condition must use all accrued paid sick leave and PTO at the beginning of any otherwise unpaid FMLA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA leave, the School and the employee may agree to have School-provided paid leave, (such as PTO or sick time); to be used after any partial wage replacement benefits have been exhausted or as a supplement to the partial wage replacement benefit unless otherwise prohibited by law.

2. An employee on FMLA leave for childcare or to care for a spouse, parent, or child with a serious health condition must use any or all accrued sick leave and PTO at the beginning of any otherwise unpaid FMLA leave.

3. If an employee has exhausted their sick leave and PTO, leave taken under FMLA shall be unpaid leave.

4. The receipt of sick leave, PTO, or State Disability Insurance benefits will not extend the length of the FMLA leave. Sick leave and PTO accrue during any period of unpaid FMLA leave only until the end of the month in which unpaid leave began, at which point accrual will cease.

Health Benefits

The provisions of the School's various employee benefit plans govern continuing eligibility during FMLA leave, and these provisions may change from time to time. The health benefits of employees on FMLA leave will continue during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period.

Any premiums paid by the employee will continue to be deducted from their pay where possible. If an employee is unable to pay their premiums because part or all of their leave is unpaid, then the employee will be required to reimburse the School for their portion of the premiums within 60 days of their return from leave.

Seniority

An employee on FMLA/ leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA leave will return with the same seniority they had when the leave commenced.

Medical Certifications

An employee requesting FMLA leave because of their own or a relative's serious health condition must provide medical certification from the

appropriate health care provider on a form supplied by the School or the School's third-party administrator. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the School's request for certification) may result in a delay or denial of the leave request until such certification is provided.

2. The School or its third party administrator will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The School or its third party administrator may contact the employee's health care provider to authenticate a certification as needed.

3. If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School).

4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

Procedures for Requesting and Scheduling FMLA Leave

1. 1. An employee should request FMLA leave by calling the leave experts at Tristar who handle Rocketship's leaves. Employees can call 1-844-702-2352 and choose Option 2 to speak with an Intake Specialist and begin their leave process. Tristar is available between 6AM and 6PM PST, Monday through Friday.

2. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or their qualifying family member. Failure to provide such notice may be grounds for denial of a leave request, except if the need for FMLA leave was an emergency or was otherwise unforeseeable.

3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.

4. If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's qualifying family member, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.

5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which they are qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.

Status Reports During Leave

For the duration of leave, unless informed of a different schedule, an employee is required to maintain weekly or monthly contact, as directed, with Tristar to provide updates as to the status of their circumstances. Failure to maintain contact and provide required information in a timely fashion might affect the employee's leave and/or employment status.

Return to Work

1.

1. Under most circumstances, employees will be reinstated to the same position they held at the time of the leave or to an equivalent position with equivalent pay, benefits, and other terms and conditions of employment. However, employees have no greater right to reinstatement than if they had been continuously employed rather than on leave. For example, if an employee would have been laid off if they had not gone on leave or, if the employee's position was eliminated during the leave, then the employee will not be entitled to reinstatement

2. Before an employee will be permitted to return from FMLA leave taken because of their own serious health condition, the employee must obtain a certification from their health care provider that they are able to resume work.

3. If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will reasonably accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

Employment during Leave

No employee, including employees on FMLA leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without the School's written permission will be deemed to have resigned from employment at the School.

Availability of Leave as a Reasonable Accommodation Under the ADA

No Retaliation

RPS will not interfere with, restrain, or deny the exercise of any right provided under the FMLA. RPS will also not discharge or discriminate against any person for opposing any practice made unlawful by the FMLA or for the person's involvement in any proceeding under or relating to the FMLA. If you feel that you have been retaliated or discriminated against due to your assertion of FMLA-protected rights, participation in an FMLA-related proceeding or any other reason, you are required to immediately contact your supervisor or the Human Resources Department.

An employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against an employer. The FMLA does not affect any federal or state law prohibiting discrimination, or supersede any State or local law which provides greater family or medical leave rights. For additional information: 1-866-4US-WAGE (1-866-487-9243); www.wagehour.dol.gov.

Pregnancy Disability Leave

Please refer to the state law addendum applicable to the state in which you work for state specific Pregnancy Disability Leave availability and requirements.

Rocketship Paid Parental Leave

Full-time employees will receive ten (10) days of paid time off to care for the employee's newborn child or a child placed with the employee for adoption or foster care. Receipt of pay under this policy will not be used in computing overtime pay. Any scheduled days off (including weekends, holidays and PTO) falling during the absence will be counted as both parental leave and scheduled days off.

These days may be taken consecutively or as intermittent leave but must be taken within twelve (12) months of the child's birth, adoption, or placement in foster care.

The Human Resources Department may require additional documentation for the leave.

Industrial Injury Leave (Workers' Compensation)

- RPS in accordance with applicable state laws, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:
- Medical care;
- Cash benefits, tax-free to replace lost wages; and

- Vocational rehabilitation to help qualified injured employees return to suitable employment.
- To ensure employees receive any worker's compensation benefits to which they may be entitled, employees will need to:
    - Immediately report any work-related injury no matter how minor to the Human Resources Department;
    - Seek medical treatment and follow-up care if required;
    - Complete a written Employee's Claim Form (DWC Form 1) and return it to the Human Resources Department; and
    - Provide the School with a certification from a health care provider regarding the need for workers' compensation disability leave as well as the employee's eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. RPS, with the help of its insurance carrier, has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School's operation.

- If an employee is injured on the job, they are to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems ("EMS") such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries, no matter how minor, must be immediately reported to the Human Resources Department and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of their shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by their personal physician at their own expense, but they are still required to go to the School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.

- When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.
- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.
- An employee who believes that their condition is a qualifying disability and that they are a qualified individual with a disability under the ADA may request and pursue accommodations under the ADA.

Military and Military Spousal Leave of Absence

RPS shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Reemployment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless

prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee's health benefits. For service of more than thirty (30) days, employees shall be permitted to continue their health benefits at their option through COBRA. Employees can use accrued PTO as wage replacement during time served, provided such PTO accrued prior to the leave.
The following rules apply to an employee who seeks reinstatement after completing a period of service in the uniformed services.

For uniformed service that is Less than 31 Days or fitness for duty examinations: The employee must return to work at the beginning of the first regularly scheduled work period that starts on the first full day after release from service, following reasonable travel time home, plus an eight-hour rest period.

For uniformed service that is more than 30 days, but less than 181 days: An employee must seek reinstatement within 14 days of release from uniformed service if the employee's service was greater than 30 days but less than 181 days.

For uniformed service that is more than 180 days: An employee must seek reinstatement within 90 days of release from uniformed service if the employee's service was greater than 180 days.

In case of Injury or illness: If an employee is hospitalized, convalescing, or recovering from an injury or illness incurred or aggravated during uniformed service, the periods for seeking reinstatement may be extended for a period of up to two years, unless seeking reinstatement after expiration of that period is impossible or unreasonable due to no fault of the employee.

An employee who was absent from work while fulfilling their covered service obligation under the USERRA or applicable state law shall be credited, upon their return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

RPS shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen or as otherwise required under applicable law. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation

certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

Bereavement Leave

Full Time employees may be granted up to five (5) work days per school year without loss of pay due to a death of an individual who is related to the employee by blood, marriage, adoption, or domestic partnership (parent, spouse, domestic partner, son/daughter, sister/brother, aunt/uncle, parent-in-law, son/daughter-in-law, brother/sister-in-law, grandparent, grandchild. If an employee leaves early on the day they are notified of the death, the remainder of the day is not counted as bereavement leave. Part Time employees may receive up to five (5) days of unpaid bereavement leave for the same related individuals.

The employee and their manager should agree on how much time is needed up to five (5) workdays for bereavement leave. The basis for this decision should take into account the employee's relationship to the deceased, travel distance, and involvement in funeral arrangements.

Additional time taken off beyond five (5) workdays must be approved by the employee's manager and the employee must use their PTO or take unpaid leave. Employees may be asked to provide documentation in support of their bereavement leave. Time off under this policy will run concurrently with any leave required under any applicable state or local law that also provides for paid or unpaid leave for a reason covered under this policy.

Jury Duty or Witness Leave

Unless otherwise provided by state law, Rocketship will provide employees unpaid time off as required by law to serve on a jury or to appear in court in compliance with a subpoena or court order as a witness. Exempt employees who work any portion of a workweek in which they also serve on jury duty will receive their full salary for that workweek. The School will comply with all state laws regarding pay for jury leave.

All employees are required to provide reasonable advance notice of the need for time off due to jury duty or witness leave. Employees are required to report to work each day or portion of a day they are not performing jury duty or serving as a witness. Rocketship reserves the right to request

that the employee furnish written verification from the court as proof that the employee served jury duty or as a witness. Failure to provide written verification may be grounds for disciplinary action.

Voting Time Off

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time

available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give the Principal at least two (2) days' notice. Employees also are reminded and encouraged to take advantage of the opportunities that may be available in their local jurisdiction to vote early or by mail. The School will comply with all applicable state and municipal voting time laws.

Returning from Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give the Human Resources Department thirty (30) days' notice before returning from leave. Whenever the School is notified of an employee's intent to return from a leave, the School will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If employees need further information regarding Leaves of Absence, they should be sure to consult the Human Resources Department.

DISCIPLINE AND TERMINATION OF EMPLOYMENT

Discipline and Standards of Conduct

Rocketship expects all employees to live out the School's Core Characteristics and to behave professionally and responsibly as a member of the RSED team. The following conduct is prohibited and will not be tolerated by the School. This list of prohibited conduct is illustrative only and applies to all employees of the School. This list is not intended to be comprehensive or limit RPS' right to impose discipline for other conduct it deems inappropriate. Other types of conduct that threaten security, personal safety, employee welfare and the School's operations also may be prohibited. These standards apply to all employees whenever they are on RPS property or conducting RPS business. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of the School.

Consistent with the at-will employment relationship, RPS may impose discipline whenever it determines it is necessary or appropriate. Discipline may take various forms, including but not limited to verbal counseling, written warnings, suspension, demotion, or termination. The form of discipline imposed will depend on the circumstances of each case; therefore, discipline will not necessarily be imposed in any particular sequence. Moreover, at any time RPS determines it is appropriate, an employee's employment may be terminated at any time, for any or no reason, with or without cause or prior notice. If an employee is working under a contract with the School which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

The following is an illustrative list of unacceptable conduct:

1. Failure to become familiar with and follow all RPS policies, regulations, administrative procedures, and other reasonable directions given by RPS leadership, as well as applicable law as it relates to the employee's conduct and performance of job duties.
2. Unsatisfactory job performance
3. Conviction of a criminal act including committing a sexual offense or felony.
4. Failure to immediately report (within 5 days) a criminal charge or conviction to the Human Resources Department.
5. Using profanity in front of students.
6. Using or possessing firearms, weapons or explosives of any kind on School premises where permissible under applicable law.
7. Violations of the prohibited harassment, discrimination and retaliation policy.
8. Provoking a physical fight or engaging in physical fighting on School premises.
9. Violations of the workplace violence policy.
10. Violations of the drug and alcohol policy.
11. Failure to maintain appropriate and professional relationships with students, parents and families, other Rocketship employees and contractors, visitors and community members. RPS employees are expected to act in a sensitive, tolerant, and intelligent manner to set a positive example for students.
12. Failure to properly supervise all students. Students should be under assigned adult supervision at all times during school and during any school activity.
13. Failure to protect the safety, health, and general welfare of all students.
14. Use of violent, vulgar, abusive or threatening language at any time on School premises.
15. Discourteous treatment towards employees, students, parents, or families at any time, including but not limited to engaging in condescending, inattentive, or dismissive behavior.
16. Dishonesty.
17. Involvement in situations that could prompt suspicion by parents, students, and co- workers or that could make parents, students, or co-workers uncomfortable. (See also: Student/Staff Interaction Policy)
18. Tampering with or falsifying any report or record, or submitting a falsified report or employment record, including, but not limited to, personnel, absentee, sickness/disability, or production reports or records, specifically including applications for employment and timecards.
19. Recording the timecard, when applicable, of another employee or permitting or arranging for another employee to record the timecard.
20. Insubordination, or refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority unless unsafe or contrary to School policies or procedures.
21. Refusal to speak to supervisors or other employees or failing to cooperate with an investigation, except when voluntary compliance with an investigation is being requested.
22. Failure to care for, properly use, and protect RPS property. Employees may not remove or use RPS property without authorization, and should return all RPS property upon request.
23. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.
24. Failure to keep all student/personnel records, medical information, disciplinary decisions, and other sensitive information confidential as directed by applicable law, RPS policies, and the employee's supervisor. Maintain the confidentiality of any proprietary information relative to RPS (any information developed, compiled and/or used by RPS and its employees in the course of business that is not available to the public). Do not divulge or share any confidential or

proprietary information to anyone outside of RPS who is not authorized to receive it.

25. Failure to attend all mandatory staff meetings and professional development sessions called by their School Leader and/or RPS Leadership, unless otherwise excused.
26. Failure to disclose romantic, familial, platonic living situations, and possible conflicts of interest to the RPS Director of Human Resources, per the Employment of Family/Personal Relationships in the Workplace Policy and the Conflict of Interest Policy.
27. Excessive absenteeism or tardiness.
28. Violation of the RPS staff dress code.
29. Sleeping during work hours.
30. Conducting personal business during business hours or using RPS property.
31. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on School property by non-employees and by employees.
32. Failure to possess or maintain the credential/certificate required of the position.
33. Failure to submit all required reports or paperwork at the time requested.
34. Failure to provide a medical certification as required by law and/or Rocketship policy to substantiate an absence.
35. Inefficiency, including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.
36. Any other conduct detrimental to other employees or the School's interests or its efficient operations.

Nothing in this policy or any other NPS policy shall prohibit or restrict employees from: (i) making any disclosure of relevant and necessary information or documents in any action, investigation, or proceeding as required by law or legal process, including with respect to possible violations of law; (ii) participating, cooperating, or testifying in any action, investigation, or proceeding with, or providing information to, any governmental agency or legislative body, any self-regulatory organization; or (iii) communicating about wages, work hours, or other terms and conditions of employment or otherwise engaging in activity protected by the National Labor Relations Act.

Off-Duty Conduct

While Rocketship does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect Rocketship or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform their work will not be tolerated.

While employed by Rocketship, employees are expected to devote their energies to their jobs with the School. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are prohibited to the extent permissible under applicable law:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at Rocketship.
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with Rocketship.
- Additional employment that impairs or has a detrimental effect on the employee's work performance with Rocketship.
- Additional employment that requires the employee to conduct work or related activities on the School's property during working hours or using School facilities and/or equipment

- Additional employment that directly or indirectly competes with the business or the interests of Rocketship.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to the School explaining the details of the additional employment. If the additional employment is authorized, the School assumes no responsibility for it. RPS shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

Termination of Employment

Should it become necessary for an employee to terminate their employment with the School, employees should notify the Human Resources Department regarding their intention as far in advance as possible. At least two (2) weeks' notice is requested whenever possible.

When an employee terminates their employment (voluntary or involuntary), the School will payout all earned but unused PTO pay. If an employee is participating in the medical and/or dental plan, they will be provided information on their rights under COBRA.

INTERNAL COMPLAINT REVIEW

The purpose of the "Internal Complaint Review Policy" is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns.

Specific complaints of prohibited harassment, discrimination, and retaliation are addressed in and should be followed in accordance with the School's "Policy Prohibiting Harassment, Discrimination, and Retaliation."

Open Door Policy

Rocketship understands that channels of communication should always be kept open and flexible. The Open Door Policy provides a means by which employees can discuss problems, raise concerns, and make suggestions. This means that any employee is generally permitted to meet with a member of the Human Resources Department or management at a mutually convenient time. Usually it is advisable for the employee to first meet with their immediate manager, who may be able to resolve the issue. Rocketship will make every attempt to keep all Open Door discussions confidential in the absence of employee permission to disclose specific information discussed, but cannot keep all information confidential where such confidentiality would prevent Rocketship from complying with applicable laws or RPS policies. Specific complaints of prohibited harassment, discrimination, and retaliation are addressed in and should be followed in accordance with the School's "Policy Prohibiting Harassment, Discrimination, and Retaliation."

Problem-Resolution Procedure
Purpose

Rocketship Public Schools is committed to providing favorable working conditions for its employees. Part of this commitment involves encouraging an open and honest atmosphere in which employee concerns and complaints receive a timely response.

Problem Resolution

If Rocketship Public Schools employees disagree with the implementation or enforcement of established rules of conduct, policies or practices, they can usually express their concern through the problem resolution procedure. No employee will be penalized, formally or informally, for voicing a complaint in a reasonable, business-like manner or for using the problem resolution procedure.

Procedure

If a situation occurs in which an employee believes that a condition of employment or a decision affecting them is unjust or inequitable, the employee is encouraged to make use of the following steps. **The employee may disengage with the process at any step and go directly to HR.**

1) The employee may present the problem to their immediate supervisor within 10 calendar days after it occurs. If the supervisor is unavailable to address the problem, or if the employee believes it would be inappropriate to contact their immediate supervisor, the employee may present the problem to their skip level manager (manager who sits two levels above the employee).
    a) Please note, an employee may disengage with the problem resolution procedure at any point in the process.
    b) If the problem involves leaders, employees may contact HR directly.
2) The supervisor will strive to discuss the situation with the employee within 10 calendar days after the employee brings the problem to the supervisor or their skip level manager. The supervisor must document the discussion.
3) The employee may present the problem to HR within 10 calendar days after the manager or skip level manager attempts resolution, if the employee believes that the problem is unresolved.
    a) The submission of the written complaint should include:
        i) The complainant will reduce their complaint to writing, indicating all known and relevant facts within a clear timeline. (The problem and the date(s) when the incident(s) occurred.)
        ii) Suggestions on ways to resolve the problem.
        iii) If applicable, any copy of the immediate supervisor's written response or a summary of their verbal response and the date when the employee met with the immediate supervisor. If the supervisor provided no response, the complaint should state this.

Policy for Complaints Against Employees
(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a school employee. If complaints cannot be resolved informally, complainants may file a written complaint with the Principal or Department of Human Resources by emailing compliance@rsed.org, as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, the Principal or Department of Human Resources may follow the following process:

1. The Principal or Department of Human Resources shall use their best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that the Principal or Department of Human Resources finds that a complaint against an employee is valid, they may take appropriate disciplinary action against the employee. As appropriate, they may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board shall be final.

General Requirements

1. Confidentiality: All complainants will typically be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, consistent with a thorough and objective investigation, and to the extent permitted or required under applicable law.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: Rocketship will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures intended to resolve the complaint.
4. Paid Administrative Leave: Rocketship reserves the right to place any employee on paid administrative leave during an investigation.

ACKNOWLEDGEMENT AND RECEIPT

I acknowledge that I have received and read a copy of the School's Employee Handbook ("Handbook") and, if available, the State Addendum for the state in which I work ("Addendum"). I understand that the Handbook and Addendum set forth the terms and conditions of my employment with the RPS as well as the duties, responsibilities and obligations of employment with the RPS. I understand that RPS has provided me various alternative channels to raise concerns of violations of this Handbook and RPS policies and encourages me to do so promptly so that the RPS may effectively address such situations, and I understand that nothing herein interferes with any right to report concerns, make lawful disclosures, or communicate with any governmental authority regarding potential violations of laws or regulations. I agree to abide by and be bound by the rules, policies and standards set forth in the Handbook and applicable Addendum.

I acknowledge that, except where required otherwise by applicable state law, my employment with the RPS is at-will, meaning that it is not for a specified period of time and that the employment relationship may be terminated at any time for any reason, with or without cause or notice, by me or the RPS. I further acknowledge that only the CEO of Rocketship Education or their authorized representative has the authority to enter into an agreement that alters the fact that my employment with RPS Name is at-will. Any such agreement must be in writing and signed by the CEO of Rocketship Education or their authorized representative.

I further acknowledge that the RPS reserves the right to revise, delete and add to the provisions of the Handbook and Addendum, but that all such revisions, deletions or additions must be in writing. No oral statements or representations can change the provisions of the Handbook or Addendum.

Furthermore, the RPS's policy of at-will employment can only be changed as stated in the prior paragraph.

I understand and acknowledge that nothing in this Handbook or in any other document or policy is intended to prohibit me from reporting concerns to, filing a charge or complaint with, making lawful disclosures to, providing documents or other information to or participating in an investigation or hearing conducted by the Equal Employment Opportunity Commission, National Labor Relations Board, Securities and Exchange Commission or any other federal, state or local agency charged with the enforcement of any laws.

I also understand and acknowledge that nothing about the policies and procedures set forth in this Handbook should be construed to interfere with any employee rights provided under state or federal law, including Section 7 of the National Labor Relations Act, including the right to communicate with others concerning wages, hours, benefits, and other terms or conditions of employment; to self-organize, form, join or assist labor organizations; to bargain collectively through representatives of the employees' choosing; to engage in other concerted activities for the purpose of collective bargaining or other mutual aid or protection; or to refrain from engaging in such activities.

I further acknowledge that I have received, read, and understand RPS Name's Equal Employment Opportunity ("EEO") Policy and Policy Prohibiting Harassment, Discrimination, and Retaliation and any additional policies prohibiting discrimination, harassment, and sexual harassment in the Addendum for the state in which I work. I agree to comply with these policies.

I understand that if I feel I have been subject to discrimination, sexual harassment, prohibited harassment, or retaliation for conduct that may violate the RPS's EEO Policy and Policy Prohibiting Harassment, Discrimination, and Retaliation, or any additional policies on anti-discrimination, harassment, sexual harassment, or retaliation in the State Addendum for the state in which I work, or if I am aware of such conduct, I should immediately report the matter to my immediate supervisor, the Human Resources Department, my next level supervisor, the designated Compliance Coordinator, or any other leadership team member or member of management.

I acknowledge that, if I am non-exempt employee, I was "on-the-clock" (i.e., I recorded my time or made sure I was clocked in) when reviewing the Employee Handbook and State Addenda (if applicable) and signing the Acknowledgment forms.

I have read and understand the above statements.

Signature: _____ Date: _____

Name (Printed_____

[TO BE PLACED IN EMPLOYEE'S PERSONNEL FILE]

Your Employee Rights Under the Family and Medical Leave Act

What is FMLA leave?

The Family and Medical Leave Act (FMLA) is a federal law that provides eligible employees with **job-protected leave** for qualifying family and medical reasons. The U.S. Department of Labor's Wage and Hour Division (WHD) enforces the FMLA for most employees.

Eligible employees can take **up to 12 workweeks** of FMLA leave in a 12-month period for:

- The birth, adoption or foster placement of a child with you,
- Your serious mental or physical health condition that makes you unable to work,
- To care for your spouse, child or parent with a serious mental or physical health condition, and
- Certain qualifying reasons related to the foreign deployment of your spouse, child or parent who is a military servicemember.

An eligible employee who is the spouse, child, parent or next of kin of a covered servicemember with a serious injury or illness **may take up to 26 workweeks** of FMLA leave in a single 12-month period to care for the servicemember.

You have the right to use FMLA leave in **one block of time**. When it is medically necessary or otherwise permitted, you may take FMLA leave **intermittently in separate blocks of time, or on a reduced schedule** by working less hours each day or week. Read Fact Sheet #28M(c) for more information.

FMLA leave is **not paid leave**, but you may choose, or be required by your employer, to use any employer-provided paid leave if your employer's paid leave policy covers the reason for which you need FMLA leave.

Am I eligible to take FMLA leave?

You are an **eligible employee** if **all** of the following apply:

- You work for a covered employer,
- You have worked for your employer at least 12 months,
- You have at least 1,250 hours of service for your employer during the 12 months before your leave, and
- Your employer has at least 50 employees within 75 miles of your work location.

Airline flight crew employees have different "hours of service" requirements.

You work for a **covered employer** if **one** of the following applies:

- You work for a private employer that had at least 50 employees during at least 20 workweeks in the current or previous calendar year,
- You work for an elementary or public or private secondary school, or
- You work for a public agency, such as a local, state or federal government agency. Most federal employees are covered by Title II of the FMLA, administered by the Office of Personnel Management.

How do I request FMLA leave?

Generally, **to request FMLA leave you must**:

- Follow your employer's normal policies for requesting leave,
- Give notice at least 30 days before your need for FMLA leave, or
- If advance notice is not possible, give notice as soon as possible.

You **do not have to share a medical diagnosis** but must provide enough information to your employer so they can determine whether the leave qualifies for FMLA protection. You **must also inform your employer if FMLA leave was previously taken** or approved for the same reason when requesting additional leave.

Your **employer may request certification** from a health care provider to verify medical leave and may request certification of a qualifying exigency.

The FMLA does not affect any federal or state law prohibiting discrimination or supersede any state or local law or collective bargaining agreement that provides greater family or medical leave rights.

State employees may be subject to certain limitations in pursuit of direct lawsuits regarding leave for their own serious health conditions. Most federal and certain congressional employees are also covered by the law but are subject to the jurisdiction of the U.S. Office of Personnel Management or Congress.

What does my employer need to do?

If you are eligible for FMLA leave, your **employer must**:

- Allow you to take job-protected time off work for a qualifying reason,
- Continue your group health plan coverage while you are on leave on the same basis as if you had not taken leave, and
- Allow you to return to the same job, or a virtually identical job with the same pay, benefits and other working conditions, including shift and location, at the end of your leave.

Your **employer cannot interfere with your FMLA rights** or threaten or punish you for exercising your rights under the law. For example, your employer cannot retaliate against you for requesting FMLA leave or cooperating with a WHD investigation.

After becoming aware that your need for leave is for a reason that may qualify under the FMLA, your **employer must confirm whether you are eligible** or not eligible for FMLA leave. If your employer determines that you are eligible, your **employer must notify you in writing**:

- About your FMLA rights and responsibilities, and
- How much of your requested leave, if any, will be FMLA-protected leave.

Where can I find more information?

Call **1-866-487-9243** or visit **dol.gov/fmla** to learn more.

If you believe your rights under the FMLA have been violated, you may file a complaint with WHD or file a private lawsuit against your employer in court. **Scan the QR code to learn about our WHD complaint process.**

WAGE AND HOUR DIVISION
UNITED STATES DEPARTMENT OF LABOR

SCAN ME

WH1420 REV 04/23

AMENDMENT TO EMPLOYEE HANDBOOK

State Law Addenda: Policies by State

This Employee Handbook, accompanied by the state law addenda, contains the employment policies and practices of the School in effect at the time of publication.

RPS reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook or to the state law addendum applicable to an employee's work location will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

CALIFORNIA ADDENDUM

This California Addendum ("Addendum") to the Rocketship Education d/b/a Rocketship Public Schools ("Rocketship," "RPS," or the "School") Employee Handbook is applicable to all School employees regularly working in California. The policies and/or procedures in this Addendum shall modify or supplement those set forth on the same subject matter in the Employee Handbook and shall apply as required by California or applicable local law.

Important Note: This Addendum, along with the Employee Handbook, is a general guideline and is not a contract nor intended to create an express or implied contract guaranteeing continued employment or other contractual rights of any kind. Further, neither this Addendum nor the Employee Handbook affects the at-will employment relationship described in the Employee Handbook. Just as any employee has the right to end their employment with the School at any time, for any reason or no reason, the School has the right to terminate an employee's employment at any time, for any reason or no reason, with or without notice or cause. The relationship between the School and each of its employees is at-will.

The School reserves the right, in its sole discretion, to amend, modify, change, cancel, terminate or withdraw any or all of the policies, rules, benefits, sections and provisions of this Addendum at any time and for any or no reason with or without prior notice.

Employees who have questions regarding the provisions of this Addendum or the Employee Handbook should discuss them with the Human Resources Department.

Equal Employment Opportunity

The School is an equal opportunity employer. In accordance with applicable law, we prohibit discrimination and harassment against employees, applicants for employment, individuals providing services in the workplace pursuant to a contract, unpaid interns and volunteers based on their: race (including traits associated with race, such as hair texture and protective hairstyles), religious creed, color, national origin, citizenship status, ancestry, physical disability (including HIV/AIDS) or mental disability, medical condition, genetic information, marital status (including registered domestic partnership status), sex and gender (including pregnancy, childbirth, lactation and related medical conditions), gender identity and gender expression (including transgender individuals who are transitioning, have transitioned, or are perceived to be transitioning to the gender with which they identify), age (40 and over), sexual orientation, Civil Air Patrol status, military and veteran status, an individual's reproductive health decisions and any other consideration protected by federal, state or local law (collectively referred to as "Protected Characteristics"). The School also prohibits discrimination and harassment on the basis of any combination of Protected Characteristics and on the basis of any perception that a person has or is associated with someone who has one or more Protected Characteristics.

For purposes of this policy, discrimination on the basis of "national origin" also includes discrimination against an individual because that person holds or presents the California driver's license issued to those who cannot document their lawful presence in the United States, as well as discrimination based upon any of the following: an individual's or individual's ancestors' actual or perceived physical, cultural or linguistic characteristics associated with a national origin group ; marriage to or association with individuals of a national origin group; tribal affiliation; membership in or association with an organization identified with or seeking to promote the interests of a national origin group; attendance or participation in schools, churches, temples, mosques or other religious institutions generally used by persons of a national origin group; or a name that is associated with a national

origin group. An employee's or applicant for employment's immigration status will not be considered for any employment purpose except as necessary to comply with federal, state or local law.

The School allows employees to self-identify their gender, name and/or pronoun, including gender-neutral pronouns. The School will use an employee's gender or legal name as indicated on a government-issued identification document, only as necessary to meet an obligation mandated by law. Otherwise, the School will identify the employee in accordance with the employee's current gender identity and preferred name.

The School will not tolerate discrimination or harassment based upon these characteristics or any other characteristic protected by applicable federal, state or local law. The School also does not retaliate or otherwise discriminate against applicants or employees who request a reasonable accommodation for reasons related to disability or religion. Our commitment to equal opportunity employment applies to all persons involved in our operations and prohibits unlawful discrimination and harassment by any employee, including supervisors and co-workers.

Hours of Work and Payroll Practices

Pay Periods and Paydays.

Rocketship's paydays are the 15th of each month and the last day of each month. The payroll period begins at 12:00 a.m. Sunday and ends the second Saturday thereafter at 11:59 p.m. You will be paid by check or direct deposit on the above-mentioned payday. If the regular payday falls on a School holiday, you will be paid on the last business day before the holiday.

Working Hours.

Exempt employees are paid for all hours worked, regardless of number, by their salaries. This means that when exempt employees need to work beyond their usual scheduled workday, there is no additional "overtime" compensation. Exempt full-time employees are expected to typically work at least an eight (8) hour workday, and longer, if necessary.

Nonexempt employees will be scheduled to work according to the needs of the School, which will be communicated to them in advance. Nonexempt employees will receive overtime compensation for work beyond eight (8) hours in a workday or more than six (6) days in any work week at an overtime rate will not be less than the following:

- One and one-half (1½) times the employee's regular rate of pay for all hours worked in excess of eight (8) hours up to and including twelve (12) hours in any workday, and for the first eight (8) hours worked on the seventh consecutive day of work in a workweek provided the employee has worked on all of the preceding six (6) days in the same workweek.
- Double the employee's regular rate of pay for all hours worked in excess of twelve (12) hours in any workday and for all hours worked in excess of eight on the seventh consecutive day of work in a workweek.
- Employment beyond forty (40) hours in any workweek will be compensated at not less than one and one-half (1½) times the employee's regular rate of pay.

Rest and Meal Periods.

Meal and Rest Periods: Employees working at least five (5) hours are provided with a thirty (30) minute unpaid meal period, to be taken approximately in the middle of the workday to start within the first five hours of work. An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and RPS mutually consent to the waiver in writing. Non-exempt employees who work more than ten (10) hours in a day are entitled to a second unpaid, duty-free 30-minute meal period to start within the first 10 hours of work.

Employees are also provided with a ten (10) minute rest period for every four (4) hours or major fraction thereof worked which should be scheduled towards the middle of each work period as practicable. Employees are prohibited from combining meal and rest period time. Employees may not accumulate rest periods or use rest periods as a basis for starting work late, leaving work early, or extending a meal period.

Employees are entitled, encouraged, and expected to take all meal periods provided under this policy. During meal periods, RPS will relieve employees of all duty and will not exercise control over employees' activities. Employees are free to spend their meal and rest period time as they choose and are free to leave the worksite but must be sure to return to work at the completion of the period. No supervisor or manager may impede or discourage employees from taking meal or rest periods provided under this policy.

Employees are expected to observe assigned working hours and the time allowed for meal and rest periods. Employees are required to document the start/end time of their meal periods, as well as certify they have taken their rest periods, on their time records each payroll period. Any employee who believes that they were not provided meal and rest periods that comply with this policy must immediately inform the Human Resources Department or another member of management.

Wage and Hour Complaint Procedure.

If you believe you have been compensated incorrectly or have been improperly classified as exempt or nonexempt, you must report such concerns immediately to Human Resources. Such concerns will be investigated and if merited, will be immediately corrected. The School will not retaliate against any employee for raising a concern and will not permit others to retaliate against such an employee.

Personnel Files

California employees may receive, or may authorize a third-party to view or receive, a copy of the employee's personnel file and/or payroll records by submitting a written request to your Human Resources Team. The Human Resources Team will make the contents available within the time required by law, from the date of receipt of the written request. California employees may obtain the pay scale for their current position by making a written request to Human Resources.

Anti-Harassment/Discrimination/Retaliation

(For employees working in California, this policy replaces the policy provided in the main Employee Handbook.)

The School is committed to providing a work environment free of sexual or any form of prohibited harassment, discrimination or retaliation. In furtherance of this commitment, the School provides harassment and discrimination training to its employees. Supervisors are required, as a condition of employment in such position, to complete at least two hours of sexual harassment training every two

years. New supervisors must complete the sexual harassment training within six months of assuming a supervisory position. Non-supervisory employees must complete at least one hour of sexual harassment training every two years.

Harassment or unlawful discrimination against individuals on the basis of any Protected Characteristic. The School also prohibits discrimination and harassment on the basis of any combination of Protected Characteristics and on the basis of any perception that a person has or is associated with someone who has one or more Protected Characteristics.

Prohibited Conduct.

Sexual or other prohibited harassment or discrimination includes any verbal, physical or visual conduct based on sex, race, age, national origin, disability or any other legally protected basis if:

(1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or engagement;

(2) submission to or rejection of such conduct by an individual is used as a basis for decisions concerning that individual's employment or engagement; or

(3) such conduct has the purpose or effect of unreasonably interfering with an employee's work performance or creating an intimidating, hostile or offensive working environment.

Sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors and lewd, vulgar or obscene remarks, jokes, posters or cartoons, and any unwelcome touching, pinching or other physical contact. Other forms of prohibited harassment or discrimination may include racial epithets, slurs and derogatory remarks, stereotypes, jokes, posters or cartoons based on race, national origin, age, disability, marital status or other legally protected categories. These are examples of prohibited harassment and do not describe all forms of prohibited harassment. An employee may be liable for harassment based on sex even if the alleged harassing conduct was not motivated by sexual desire. An employee who engages in unlawful harassment may be personally liable for harassment even if the School had no knowledge of such conduct.

Complaint Procedure.

Employees or contract workers who feel that they have been harassed or discriminated against, or who witness any harassment or discrimination by an employee, contract worker, customer, vendor or anyone else who does business with the School, should immediately report such conduct to their supervisor, any other member of management or Human Resources so that the matter can be promptly investigated. Employees are not required to make a complaint directly to their immediate supervisor. Supervisors must immediately report any complaints of misconduct to the Director of Human Resources who will attempt to resolve issues internally.

Do not allow an inappropriate situation to continue by not reporting it, regardless of who is creating the situation. No employee, contract worker, customer, vendor or other person who does business with this organization is exempt from the prohibitions in this policy.

All complaints of prohibited harassment or discrimination will be investigated timely, objectively, fairly and thoroughly by impartial, qualified personnel. The School expects all employees to fully cooperate with any investigation conducted by the School into a complaint of prohibited harassment,

discrimination or retaliation, or regarding the alleged violation of any other School policies. The School will maintain confidentiality surrounding the investigation to the extent possible and to the extent permitted under applicable federal and state law.. The complaint process will be documented and tracked for reasonable progress and will be closed in a timely manner. Appropriate options for remedial actions and resolutions will be considered. Upon completion of the investigation, the School will communicate its conclusion as soon as practical. If at the end of the investigation misconduct is found, appropriate remedial measures will be taken commensurate with the severity of the offense, up to and including termination of employment. If the School determines that this policy has been violated, remedial action will be taken. Appropriate action will also be taken to deter any such conduct in the future.

To the extent that an employee or contract worker is not satisfied with the School's handling of a harassment or discrimination complaint, they/they may also contact the appropriate state or federal enforcement agency for legal relief. In California, the California Civil Rights Department can be contacted by consulting the government agency listings in the telephone book or on-line at www.calcivilrights.ca.gov. **The CRD Sexual Harassment Prevention Training may be accessed here: https://calcivilrights.ca.gov/shpt** The Department will, in appropriate cases, prepare and investigate complaints of harassment or discrimination; after a hearing, individuals actually injured as a result of such conduct may be awarded damages, as well as other remedies.

Retaliation Prohibited.

Retaliation is prohibited against any person by another employee or by RPS for using the School's complaint procedure, reporting prohibited discrimination or harassment or filing, testifying, assisting or participating in any manner in any investigation, proceeding or hearing conducted by a governmental enforcement agency. Prohibited retaliation includes, but is not limited to, termination, demotion, suspension, failure to hire or consider for hire, failure to give equal consideration in making employment decisions, failure to make employment recommendations impartially, adversely affecting working conditions or otherwise denying any employment benefit.

Please contact a member of the Human Resources Department if you have any questions about this policy or require further information on the subject of sexual or other harassment or discrimination.

Reimbursement of Business-Related Expenses

Under California law, employees are entitled to be reimbursed for all expenses they necessarily incur in the performance of their work duties. If the School provides the employee with necessary equipment (for example, a cellular phone or laptop), the employee's use of their/their personal device is not reimbursable, because it was not necessary for the employee to use their/their own device. If you have a question about the use of personal property in connection with your job duties, please see Human Resources. Out-of-pocket expenses incurred by employees must be necessary and reasonable and reimbursement for such expenses should be promptly requested, using the School's expense reimbursement process. Please refer to the School's Employee Travel and Expense Reimbursement Policy and Cell Phone Reimbursement Policy for details and requirements for expense reimbursement. Such policies will be applied in full compliance with California law.

Substance Abuse—Supplement to Policy

RPS is committed to providing its employees with a safe and productive working environment. In keeping with this commitment, RPS maintains a strict policy against the use of alcohol, marijuana and the unlawful use of drugs in the workplace.

Consequently, you may not consume, use, possess, sell, purchase or transfer alcohol, marijuana or illegal drugs at any time while on RPS' premises or while using RPS vehicles or equipment, or at any location during work time. Also, you may not report to work with illegal drugs or alcohol in your bodily system. "Illegal drug" means any drug that is not legally obtainable or that is legally obtainable but has not been legally obtained. It includes prescription drugs not being used for prescribed purposes or by the person to whom it is prescribed or in prescribed amounts. It further includes any substance a person holds out to another as an illegal drug. Employees will not be in violation of this policy if they have non-psychoactive marijuana metabolites in their bodily system due to off-duty marijuana use, nor will they be tested for such non-psychoactive metabolites; however, RPS may not possess, be impaired by, or use marijuana on RPS premises or during work time.

Any violation of this policy will result in disciplinary action, up to and including immediate termination of employment.

Employees are expected to cooperate with RPS' investigation of possible violations of this substance abuse policy. As part of this cooperation, you must report to your supervisor or the Human Resources Department, or other management personnel, any known or suspected violations of this policy. Refusal to cooperate with an investigation conducted under this policy will result in disciplinary action, up to and including termination of employment. Any testing done pursuant to such an investigation will be conducted in accordance with applicable law.

If you feel you have developed an addiction to, dependence upon or problem with alcohol or drugs, legal or illegal, you are strongly encouraged to seek assistance before a violation of this policy occurs. Any employee who requests time off to participate in a rehabilitation program will be reasonably accommodated. However, you may not avoid disciplinary action, up to and including immediate termination, by entering a rehabilitation program after a violation of this policy is suspected or discovered.

Paid Time Off (PTO) Policy

In addition to the information provided in the main Employee Handbook, the following conditions apply to a California employee's use or accrual of PTO. Although the School will make reasonable efforts to accommodate requests in scheduling PTO, except as otherwise required by law, all PTO not for reasons covered by a mandatory paid sick leave or paid time off law is scheduled subject to the School's business needs and may be postponed when business needs require. With proper advance notice, the School reserves the right to require employees to use accrued PTO at times designated by the School.

No PTO is earned when you are on any unpaid leave of absence. PTO may be used only if it has been earned. Employees will be paid for PTO at their regular straight time rate of pay or base salary for the approved PTO period. PTO days are not considered hours worked for purposes of calculating overtime. Employees may elect to use PTO at the beginning of an otherwise unpaid FMLA or CFRA leave period.

If a paid holiday falls within an employee's PTO period, the day will be treated as a holiday and not a PTO day.

State Benefits for Paid Family Care and Medical Leave

If you are on an approved leave of absence or an approved reduced work schedule to care for a family member (child, spouse, registered domestic partner, parent, parent-in-law, grandparent, grandchild or sibling) who is seriously ill and requires care or to bond with a new child during the first 12 months after the child's birth or after the placement of a child for adoption or foster care with the employee, you may apply for paid family leave benefits with the California Employment Development Department (EDD).

Paid family leave benefits are provided by the State of California and if approved, provide partial income replacement to an eligible employee. The paid family leave benefit offered by the state does not guarantee that you will be eligible to take a leave of absence or reduced work schedule. You must meet any applicable criteria specific to such leaves or reduced work schedules. You must follow the procedures in the Family Care and Medical Leave or Unpaid Leave of Absence policies in the main Employee Handbook to request a leave or reduced work schedule.

You are responsible for filing your claim and other forms promptly and accurately with the EDD. A claim form may be obtained from any office of the EDD by telephone, letter or in person or you can request a form from the EDD's website – www.edd.ca.gov

If you plan an extended absence to care for a family member or bond with a new child, please notify Human Resources so that we may provide you with further information regarding this benefit.

Leaves of Absence

While regular attendance is crucial to maintain business operations, the School recognizes that, for a variety of reasons, employees may need time off from work. The School has available several types of leaves of absence. Some are governed by California law and others are discretionary. For all planned leaves, however, you must submit a request at least 30 days in advance whenever feasible; in case of an emergency, the request should be made as soon as you become aware of the need for leave. All leaves must have the approval of the School management.

All requests for a leave of absence will be considered in light of their effect on the School and its work requirements, as determined by the School management, which reserves the right to approve or deny such requests in its sole discretion, unless otherwise required by law. For disability-related leave requests, the School will engage in an interactive process with you to determine if a leave is the most appropriate accommodation. You must provide a certification from your healthcare provider to support a leave for medical reasons. Failure to provide the required certification to the School in a timely manner may result in delay or denial of leave. If you fail to return to work on the first workday following the expiration of an authorized leave and have not requested an extension, you will be deemed to have voluntarily resigned from the School. If you are requesting an extension of a leave, you must request such extension and have it approved before the expiration of the currently approved leave.

While the School will make a reasonable effort to return you to your former position or a comparable position following an approved leave of absence, there is no guarantee that you will be reinstated to your position, or any position, except as required by law.

All leaves are generally unpaid.

Use of PTO and/or paid sick leave during an otherwise unpaid leave will not extend the period of an approved leave of absence.

Holidays that fall during a leave of absence will not be paid.

Pregnancy Disability Leave and Accommodation

If you are disabled by pregnancy, childbirth or related medical conditions (including medical conditions relating to lactation), you are eligible to take a pregnancy disability leave ("PDL"). For purposes of this policy, employees are "disabled by pregnancy" when, in the opinion of their health care provider, they cannot work at all or are unable to perform any one or more of the essential functions of their job or to perform them without undue risk to themselves, the successful completion of their pregnancy or other persons as determined by a health care provider. The term "disabled" also applies to certain pregnancy-related conditions, such as severe morning sickness or the need to take time off for prenatal or postnatal care, bed rest, postpartum depression and the loss or end of pregnancy (among other pregnancy-related conditions that are considered to be disabling).

Covered employees are eligible to transfer to a less strenuous or hazardous position or to less strenuous or hazardous duties, if such a transfer is medically advisable and can be reasonably accommodated. Employees disabled by qualifying conditions may also be entitled to other reasonable accommodation where doing so is medically necessary. In addition, if it is medically advisable for the employee to take intermittent leave or work a reduced leave schedule, the School may require the employee to transfer temporarily to an alternative position with equivalent pay and benefits that can better accommodate recurring periods of leave. Employees should contact Human Resources to request leave, accommodation or transfer.

Duration of Leave: An employee is entitled to up to four months (17⅓ weeks) of PDL while the employee is disabled by pregnancy, childbirth or related medical condition. For purposes of this policy, "four months" means time off for the number of days the employee would normally work within the four calendar months following the commencement date of taking a pregnancy disability leave. For a full-time employee who works five eight-hour days per week, or 40 hours per week, "four months" means 693 hours of leave entitlement, based on 40 hours per week times 17⅓ weeks.

Employee Notice Requirements: To receive reasonable accommodation, obtain a transfer, or take a PDL, you must provide sufficient notice so the School can make appropriate plans – 30 days advance notice if the need for is foreseeable, otherwise as soon as practicable if the need is an emergency or unforeseeable.

Medical Certification: An employee is required to obtain a certification from their health care provider of their need for PDL, or the medical advisability of an accommodation or a transfer. Upon request, the Human Resources Department will provide you with a medical certification form that you can take to your doctor. As a condition of an employee's return from PDL, the School requires the employee to obtain a release to return to work from their health care provider stating she is able to resume their original job duties.

Leave is Unpaid: PDL leave is unpaid. We require the use of any available sick time during any unpaid portion of PDL. However, at the employee's option, the employee may use any accrued vacation time or other accrued paid time off as part of their PDL before taking the remainder of their leave on an unpaid basis. The use of any paid leave will not extend the duration of the employee's PDL. The School encourages employees to contact the EDD regarding eligibility for state disability insurance

for the unpaid portion of their leave.

Leave *Concurrent* with Federal Family and Medical Leave and *Consecutive* with California Family Rights Act: If an employee is eligible for leave under the federal Family and Medical Leave Act or California Family Rights Act, PDL and FMLA or CFRA leave will run concurrently. Employees should refer to the family and medical leave policies in this Handbook for additional information.

Return to Work: If an employee does not return to work on the originally scheduled return date or request in advance an extension of the agreed upon leave with appropriate medical documentation, the employee may be deemed to have voluntarily terminated their employment with the School. Failure to notify the School of their ability to return to work when it occurs, or their continued absence from work because their leave must extend beyond the maximum time allowed, may be deemed a voluntary resignation of the employee's employment with the School. Upon the employee's return from PDL, the employee will be reinstated to their same position in most instances.

Continuation of Health Insurance Benefits: Employees who participate in the School's group health insurance plan shall continue to participate in the plan while on PDL under the same terms and conditions as if they were working. Employees should make arrangements with Human Resources for payment of their share of the insurance premiums. Benefit continuation under PDL is distinct from benefit continuation for employees who also take birth bonding leave under the CFRA.

Lactation Accommodation

Employees have the right to request lactation accommodation. The School will provide a reasonable amount of break time for any employee who desires to express breast milk for as long as the employee requests an accommodation. If possible, the break time should run concurrently with the employee's normally scheduled rest or break times. Any break time to express breast milk that does not run concurrently with your normally scheduled break time is unpaid.

For lactation breaks when an employee is working at a physical location of the School, a private (shielded from view and free from intrusion from co-workers and the public) lactation location will be provided and located close to your work area. The lactation location will comply with standards in accordance with state law. In addition, a refrigerator suitable for storing milk in close proximity to your workspace will be provided. If a refrigerator cannot be provided, the School will provide another cooling device suitable for storing milk, such as an employer-provided cooler.

Employees who desire lactation accommodations should contact Human Resources to request accommodations. If the School cannot provide break time or a location that complies with this Lactation Accommodation policy, the employee requesting the accommodation will be notified in writing.

The School prohibits discrimination or retaliation against employees who exercise their rights to lactation accommodation, including those who request time to express milk at work and/or who lodge a complaint related to the right to lactation accommodation. If you believe you have been denied reasonable break time or adequate space to express milk, or have otherwise been denied your rights related to lactation accommodation, you have the right to file a complaint with the Labor Commissioner.

Family and Medical Leave

FMLA and CFRA

Eligible employees may request a family and medical leave of absence in accordance with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA") in effect at the time the leave is granted and under the circumstances described below. Eligible employees are those who have been employed by the School for at least 12 months (not necessarily consecutive), and have worked at least 1,250 hours during the 12 months immediately prior to the family and medical leave of absence. Employees requesting leave under FMLA must be employed at a worksite where there are 50 or more employees of the School within 75 miles. Leave under CFRA is applicable to employers with five or more employees without regard to work location, provided the employee meets the tenure and hours worked threshold.

You must request a planned family and medical leave at least 30 days before the leave begins. If the need for the leave is not foreseeable, you must request the leave as soon as practicable (within one to two business days of learning of the need for leave). You should use the Request for Leave of Absence form, available upon request from Human Resources.

During a family and medical leave, group health benefits will be maintained for the duration of the leave, on the same basis as when you were actively working.

If you do not return to work on the first workday following the expiration of an approved family and medical leave, and you have not requested an extension of leave in advance, with appropriate documentation, you may lose your right to reinstatement. Upon returning from such a leave, you will normally be reinstated to your original or an equivalent position and will receive pay and benefits equivalent to those you received prior to the leave, as required by law. Under FMLA, in certain circumstances, "key" employees may not be eligible for reinstatement following a family and medical leave. The School will provide written notice to any "key" employee who is not eligible for reinstatement and offer an opportunity to return from leave early.

If you have any questions concerning, or would like to submit a request for a family and medical leave of absence, please contact the Human Resources Department.

Traditional FMLA

A traditional family and medical leave may be taken for the following reasons:

(1) the birth of an employee's child or the placement of a child with the employee for foster care or adoption, so long as the leave is completed within 12 months of the birth or placement of the child;
(2) the employee is needed to care for the employee's spouse (and registered domestic partner in CA), child, or parent with a serious health condition. In addition, leave under CFRA may be used for the care of an employee's grandparent, grandchild, sibling, and parent-in-law, or another "designated person" who is related by blood or whose association with the employee is the equivalent of a family relationship (an employee may choose one "designated person" per 12-month period); or
(3) the serious health condition of the employee.

A "serious health condition" is one that requires inpatient care in a hospital or other medical care facility or continuing treatment or supervision by a healthcare provider. You may take a leave under reason # (2) above only if, due to a serious health condition, the employee's qualifying family member requires your care or assistance as certified in writing by the family member's healthcare provider. If you are seeking a leave under reason # (3) above, you must provide the School with a medical certification from your own healthcare provider establishing a qualifying reason for the leave, as well as a release to return to work from the healthcare provider before returning to work. When leave is requested, the School will notify you of the requirement for medical certification and when it is due. Failure to provide the requested medical certification in a timely manner may result in the delay or denial of leave until it is provided. Appropriate certification forms can be obtained from Human Resources.

Traditional family and medical leave may be taken for up to 12 workweeks during the designated 12-month period. The 12-month period will be calculated based on a rolling 12-month period, measured backward from the date the employee uses any family and medical leave. All time off that qualifies as family and medical leave will be counted against your state and federal family and medical leave entitlements to the fullest extent permitted by law.

Under FMLA, if two parents are employed by the School and both seek FMLA leave for baby bonding/care, the parents may be limited to take only a combined total of 12 weeks of leave during the designated 12-month period.

Family and medical leave is unpaid leave; however, you may use any accrued but unused PTO while on leave. Paid sick leave may be used during leave under sections (2) or (3) above.

Military Caregiver Leave

Employees who are eligible for Family and Medical Leave ("FMLA") may also request leave if their spouse, child, parent, or next of kin meets the definition of an injured or recovering "covered service member." "Next of kin" is defined as the closest blood relative of an injured or recovering covered service member.

"Covered service member" is defined as: (1) any member of the armed forces, including the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy; is otherwise in outpatient status; or is otherwise on the temporary-disability retired list for a serious injury or illness; or (2) a veteran who is undergoing medical treatment, recuperation or therapy, for a serious injury or illness and who was a member of the Armed Forces, (including a member of the National Guard or Reserves) at any time during the period of five (5) years preceding the date on which the veteran undergoes the medical treatment, recuperation, or therapy.

An employee seeking a leave under this policy must provide the School with a medical certification from the injured service member's healthcare provider establishing eligibility for leave. When leave is requested, the School will notify you of the requirement for medical certification and when it is due. Failure to provide the requested medical certification in a timely manner may result in the delay or denial of leave until it is provided. Appropriate certification forms can be obtained from Human Resources.

Military Caregiver Leave may be taken for up to 26 workweeks in a 12-month period. The 12-month period begins on the first day you take Military Caregiver Leave and ends 12 months after that date.

All time off that qualifies as Military Caregiver Leave or Traditional FMLA leave will be counted against your statutory family and medical leave entitlements to the fullest extent permitted by law.

If spouses are both employed by the School, the spouses are permitted to take only a combined total of 26 weeks of Military Caregiver Leave, or any combination of such leave and Traditional FMLA leave, in a 12-month period.

Military Caregiver Leave is unpaid leave; however, while on leave, you may use any accrued PTO and/or paid sick leave you have earned, in accordance with the terms of the School's policy.

Qualifying Exigency Leave (FMLA and CFRA)

This leave is available to a family member of a military member in the National Guard, Reserves, or regular armed forces.

Employees who are eligible for Traditional Family and Medical Leave under the FMLA or CFRA, may also request leave to attend to an exigency or emergency situation arising out of the fact that a spouse, and domestic partner in CA, child, or parent is on covered active duty (or has been notified of an impending call order to covered active duty) in the armed forces. The term "covered active duty" means: (1) in the case of a member of the armed forces, duty during the deployment of the member with the armed forces to a foreign country; and (2) in the case of a member of the Reserves, duty during the deployment of the member with the armed forces to a foreign country under a call or order to active duty.

Qualifying exigencies include issues arising from a covered military member's short-notice deployment (i.e., deployment on seven or fewer days of notice) for a period of seven days from the date of notification; military events and related activities that are related to the covered active duty or call-to-active-duty status of a covered military member; certain childcare and related activities; care of the military member's parent who is incapable of self-care; making financial or legal arrangements; attending counseling; taking up to fifteen calendar days of leave to spend time with a covered military member who is on short-term temporary rest and recuperation leave during deployment; and attending to certain post-deployment activities.

If you are seeking a leave under this policy, you must provide the School with a certification establishing a qualifying reason for leave. When leave is requested, the School will notify you of the requirements for certification and when it is due. Failure to provide the requested certification in a timely manner may result in denial of leave until it is provided. Appropriate certification forms can be obtained from Human Resources.

Qualifying Exigency Leave is a type of FMLA and CFRA leave and may be taken for up to 12 workweeks in the normal 12-month period established by the School for Traditional FMLA or CFRA leave. All time off that qualifies as Qualifying Exigency Leave will be counted against your state and federal family and medical leave entitlements to the fullest extent permitted by law.

California Paid Sick Leave

Eligibility: Pursuant to the Healthy Workplaces, Healthy Families Act, RPS provides paid sick leave to employees who work for the School in California for thirty (30) or more days within a year. **For employees who work in California and who are eligible for sick time under any other applicable sick time/leave law or ordinance or policy, this policy applies solely to the extent it provides greater**

benefits/rights on any specific issue or issues than any other applicable sick time/leave law or ordinance or policy.

Amount: All employees will be granted 5 workdays (40 hours or the equivalent of 5 workdays based on the employee's work schedule) of paid sick leave on January 1 of each year (or on their hire date, if after January 1). Unused paid sick leave is not carried over from year to year. Unused paid sick leave under this policy will not be paid at separation. However, if you are rehired within one year, your unused sick leave time will be reinstated.

Usage: Employees can use accrued paid sick leave beginning on the 90th day of employment. Paid sick leave may be used in a minimum increment of two (2) hours for each use. All employees may use up to five (5) workdays or forty (40) hours of paid sick leave in any year.

Paid sick leave may be used for the following reasons:

1) For diagnosis, care, or treatment of an existing health condition of, or preventive care for, an employee or an employee's family member. "Family member" is defined as a child, parent, legal guardian or ward, spouse, grandparent, grandchild, sibling, registered domestic partner, or designated person. A "designated person" is a person identified by the teammate at the time the teammate requests paid sick days. An employee may choose one "designated person" per 12-month period. The child, parent, sibling, grandparent, and grandchild relationships include not only biological relationships, but also relationships resulting from adoption; step-relationships; and foster care relationships. "Child" includes a child of a domestic partner and a child of a person standing in loco parentis.

2) For an employee or the employee's family member who is a victim of a qualifying act of violence and time off is needed to:

    a) Obtain or attempt to obtain any relief (e.g., a temporary restraining order, restraining order or other injunctive relief) to help ensure the health, safety or welfare of the victim, their child, or a family member;
    b) Seek, obtain, or assist a family member to seek or obtain, medical attention for or to recover from injuries caused by a qualifying act of violence;
    c) Seek, obtain, or assist a family member to seek or obtain, services from a domestic violence shelter, program, rape crisis center, or victim services organization as a result of a qualifying act of violence;
    d) Seek, obtain, or assist a family member to seek or obtain, psychological counseling or mental health services related to an experience of a qualifying act of violence;
    e) Participate in safety planning and take other actions to increase safety from future qualifying acts of violence;
    f) Relocate or engage in the process of securing a new residence due to the qualifying act of violence, including, but not limited to, securing temporary or permanent housing or enrolling children in a new school or daycare;
    g) Provide care to a family member who is recovering from injuries caused by a qualifying act of violence;
    h) Seek, obtain, or assist a family member to seek or obtain civil or criminal legal services in relation to the qualifying act of violence;

i) Prepare for, participate in, or attend any civil, administrative, or criminal legal proceeding related to the qualifying act of violence; or
j) Seek, obtain, or provide childcare or care to a care-dependent adult if the childcare or care is necessary to ensure the safety of the child or dependent adult as a result of the qualifying act of violence.

For purposes of this policy, a "qualifying act of violence" means any of the following, regardless of whether anyone is arrested for, prosecuted for, or convicted of committing any crime against the employee or their family member: (a) domestic violence; (b) sexual assault; (c) stalking; or (d) an act, conduct, or pattern of conduct that includes any of the following: in which an individual causes bodily injury or death to another individual; in which an individual exhibits, draws, brandishes, or uses a firearm, or other dangerous weapon, with respect to another individual; or in which an individual uses, or makes a reasonably perceived or actual threat to use, force against another individual to cause physical injury or death.

Employees will be notified of their available paid sick leave on each itemized wage statement.

Notice: Notice to your supervisor may be given orally or in writing. If the need for paid sick leave is foreseeable, the teammate must provide reasonable advance notification. If the need for paid sick leave is unforeseeable, the teammate must provide notice of the need for the leave as soon as practicable.

Payment: Eligible employees will receive payment for paid sick leave, at the same wage as the teammate normally earns during regular work hours unless otherwise required by applicable law, by next regular payroll period after the leave was taken. Use of paid sick leave is not considered hours worked for purposes of calculating overtime.

Enforcement & Retaliation: Retaliation or discrimination against an employee who requests paid sick days or uses paid sick days, or both, is prohibited, and teammates may file a complaint with the Labor Commissioner against an employer who retaliates or discriminates against the employee.

Reproductive Loss Leave

Employees with at least 30 days' service will be granted up to five (5) days of unpaid leave following a reproductive loss, which includes a failed adoption, failed surrogacy, miscarriage, stillbirth, or an unsuccessful assisted reproduction. Employees may use a maximum of twenty (20) days of leave under this policy per twelve-month period, which is determined on a calendar year (January – December). Leave under this policy must be taken within three (3) months of the day of the reproductive loss. Employees may take leave under this policy on nonconsecutive days. Leave under this policy is unpaid, but Employees may use any available paid sick leave, vacation, or PTO. Leave under this policy is available upon request to Human Resources. All information provided by an employee regarding the need for leave under this policy will be kept confidential,

Workers' Compensation Leave

Any employee who is unable to work due to a work-related injury or illness and who is eligible for Workers' Compensation benefits will be provided an unpaid leave for the period required. The first

12 weeks will be treated concurrently as a family and medical leave for eligible employees. Group health benefits will be maintained for covered employees during leave to the extent required by law.

Jury Duty

U.S. citizens have a civic obligation to provide jury duty service when called. You will be granted a leave of absence without pay for this purpose, provided you give your manager reasonable advance notice. Please bring in your jury duty notice as soon as you receive it so that appropriate arrangements can be made to cover your duties. You are required to call in or report for work on those days or parts of days when your presence in court is not required. Different compensation rules may apply to exempt employees. For further information, contact Human Resources.

Witness Duty

If you are required by law to appear in court as a witness, you may take unpaid time off for such purpose provided you give your manager reasonable advance notice. Written evidence such as a subpoena must be provided. For further information, contact Human Resources.

Leave for Victims of Violence

Unpaid time off is available to victims of a qualifying act of violence. "Qualifying act of violence" means domestic violence, sexual assault , stalking , or an act, conduct, or pattern of conduct in which a third party causes bodily injury or death to another individual; exhibits, draws, brandishes, or uses a firearm, or other dangerous weapon, with respect to another individual; or uses, or makes a reasonably perceived or actual threat to use, force against another individual to cause physical injury or death.

Employees should give the School reasonable notice of the need for leave, unless advance notice is not feasible. When an unscheduled absence occurs, the School may require the employee to provide written certification of the need for time off. Any of the following will be considered sufficient certification: a police report indicating the employee or the employee's family member was a victim; a court order protecting or separating the employee or the employee's family member from the perpetrator of the qualifying act of violence, or other evidence from a court or prosecuting attorney that the employee or the employee's family member has appeared in court; documentation from a licensed medical professional, domestic violence counselor, sexual assault counselor, victim advocate, licensed health care provider or counselor that the employee or the employee's family member was undergoing treatment or seeking or receiving services directly related to the qualifying act of violence; or any other form of documentation that reasonably verifies that the qualifying act of violence occurred, including but not limited to, a written statement signed by the employee, or an individual acting on the employee's behalf, certifying that the absence is for an authorized purpose .

Additionally, an employee who is a victim or has a family member who is a victim may take time off for any of the following reasons: (1) to seek or obtain, or assist a family member to seek or obtain, medical attention for injuries caused by a qualifying act of violence; (2) to seek or obtain, or assist a family member to seek or obtain, services from a domestic violence shelter, program, rape crisis center or victim services organization or agency as a result of a qualifying act of violence; (3) to seek or obtain, or assist a family member to seek or obtain, psychological counseling or mental health services related to an experience of a qualifying act of violence; (4) to participate in safety planning and take other actions to increase safety from future qualifying acts of violence; (5) to relocate or engage in the process of securing a new residence due to the qualifying act of violence (this includes

securing temporary or permanent housing or enrolling children in a new school or childcare); (6) to provide care to a family member who is recovering from injuries caused by a qualifying act of violence; (7) to seek or obtain, or assist a family member to seek or obtain, civil or criminal legal services in relation to the qualifying act of violence; (8) to prepare for, participate in, or attend any civil, administrative, or criminal legal proceeding related to the qualifying act of violence; and (9) to seek, obtain, or provide childcare or care to a care-dependent adult if the childcare or care is necessary to ensure the safety of the child or dependent adult as a result of the qualifying act of violence.

Bone Marrow and Organ Donation Leave

The School will provide paid time off to employees for bone marrow or organ donation. You may take up to thirty (30) business days in a one-year period for the purposes of organ donation and up to five (5) business days in a one-year period for the purposes of bone marrow donation. An additional unpaid leave of up to 30 business days in a 12-month period may be granted to an employee donating an organ.

To be eligible, employees must have been employed with the School for 90 continuous days immediately preceding the commencement of leave. You are asked to provide reasonable advance notice of the need for leave, and the School may request documentation to confirm that the leave was used for donation purposes and the donation was medically necessary. You will be required to use accrued PTO or paid sick leave during such leave, to the extent allowed by law. Upon return from leave you will generally be returned to your former position or a comparable position, as required by law. Bone marrow/organ donation leave is independent from and does not run concurrently with leave under the FMLA and CFRA leave. Employees are protected against retaliation for participating in this leave of absence.

School Visitation Leave: Family- School Partnership Act

California employees who are Parents, guardians, stepparents, foster parents, grandparents, or an employee who stands in loco parentis to a child may take off up to 40 hours each calendar year as School Visitation Leave. Such leave can be taken to participate in the school activities of the employee's child in a licensed child care facility or grades K-12. The hours that may be taken in any one calendar month to participate in school activities may not exceed eight. School Visitation Leave can also be taken to address the following child care provider or school emergencies: the school or child care provider has requested the child be picked up or has an attendance policy, excluding planned holidays, that prohibits the child from attending or requires the child be picked up; behavioral or discipline problems; natural disasters; or closure or unexpected unavailability of the school or child care provider, excluding planned holidays.

School Visitation Leave is unpaid. Employees must use available accrued PTO during this leave. Reasonable advance notice must be provided. Documentation from the school or licensed child care provider verifying your attendance may also be requested.

Parents or guardians are also entitled to unpaid time off, upon reasonable notice, when required to appear at their child's school because the child has been suspended for certain offenses related to the disruption of school activities or the use of obscenities, vulgarity or profanity.

Leave for Voluntary Emergency Workers

If you are a registered volunteer firefighter, reserve peace officer, or emergency rescue personnel who intends to perform emergency duty during work hours, please alert your supervisor so RPS is aware of the fact that the teammate may have to take time off to perform emergency duty. In the event any teammate needs to take time off for this type of emergency duty, a supervisor must be notified before leaving work. All time off for these purposes is unpaid.

Registered volunteer firefighters, reserve peace officers or emergency rescue personnel are eligible to take temporary unpaid leaves of absence for fire or law enforcement training not to exceed 14 days per calendar year.

Civil Air Patrol Leave

RPS will not discriminate against an employee for membership in the Civil Air Patrol. Additionally, RPS will not retaliate against an employee for requesting or taking Civil Air Patrol leave.

RPS will provide not less than 10 days per year of leave but no more than 3 days at a time to teammates who are volunteer members of the California Wing of the Civil Air Patrol. Employees must have been employed by the School for at least 90 days immediately preceding the commencement of leave, and must be duly directed and authorized by a political entity that has the authority to authorize an emergency operational mission of the California Wing of the Civil Air Patrol. Employees must request leave with as much notice as possible in order to respond to an emergency operational mission of the California Wing of the Civil Air Patrol.

Literacy Leave

Employees are permitted to take unpaid leave to participate in an adult education program for literacy assistance. If an employee needs time off to attend such a program, they should inform their direct supervisor or Human Resources. RPS will make reasonable accommodations for the employee by providing unpaid time off or an adjusted work schedule, provided the accommodation does not impose an undue hardship on RPS. RPS will make reasonable efforts to safeguard the privacy of the employee's enrollment in an adult education program.

Military Spouse Leave

Employees who work an average of at least 20 hours per week may take up to 10 days of unpaid leave when a spouse (or domestic partner, as defined in this Addendum) returns on leave from military duty under certain circumstances. To qualify for leave, the military spouse or domestic partner (the "military member") must be a member of the Armed Forces of the United States, the National Guard or Reserves, who is returning from deployment during a period of military conflict. If the military member is in one of the Armed Forces of the United States, then the member must also have been deployed to an area designated as a combat theater or combat zone by the President of the United States. In addition, employees must provide notice of the intention to take leave within 2 business days of receiving official notice that the military member will be returning on leave and provide written documentation certifying that the military member will be on leave from deployment.

This time off is unpaid; however, employees may use any accrued PTO during this leave. This leave does not affect any other leave-of-absence rights employees may otherwise have under other state or federal laws. Additionally, employees who take this leave are protected by law from retaliation for requesting or taking this leave.

Rehabilitation Leave
Employees who voluntarily wish to enter and participate in an alcohol or drug rehabilitation program will be provided with unpaid time off for Rehabilitation Leave, provided it does not impose an undue hardship on RPS. Any requests for Rehabilitation Leave must be prior to any violation of RPS' internal drug and alcohol policies. An employee may use accrued sick time or vacation/PTO time during Rehabilitation Leave.

RPS' support for treatment and rehabilitation does not obligate RPS to employ any person who violates RPS' drug and alcohol abuse policy or whose job performance is impaired because of substance abuse. RPS is also not obligated to reemploy any person who has participated in treatment or rehabilitation if that person's job performance remains impaired as a result of dependency.

Opportunity to Work

This policy applies to eligible employees working in RPS locations in San Jose, California. Before hiring additional employees, subcontractors, or temporary service or staffing agency employees to work in a San Jose location, RPS will offer additional available hours of work to existing non-exempt, part-time employees at the same San Jose location who, in the RPS' good faith and reasonable judgment, have the skills and experience to perform the work. RPS will use a transparent and nondiscriminatory process to distribute the hours of work among existing eligible employees. RPS is not required to offer such hours to any employee whose acceptance of such hours would require the employee to be compensated at an overtime or other premium rate of pay. RPS will administer this policy in a manner that is intended to comply with the San Jose Opportunity to Work Ordinance. RPS will not tolerate retaliation against any employee for exercising rights available under this policy.

Mandated Reporter Obligations

In California, certain professionals are required to report known or suspected child abuse. Educators, including teachers, aides, school administrators, office workers, and all other employees of public schools are considered "mandated reporters" by law. As an employee of a Rocketship school, or an employee of the Rocketship National office who has regular contact with children, you are a mandated reporter. A mandated reporter must make a report to a "child protective agency" such as the Department of Family and Children's Services and local law enforcement whenever, in their professional capacity and within the scope of employment, they has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been a victim of child abuse.

This "Mandated Reporter Policy" is intended to educate Rocketship school employees of their responsibilities and rights under the Child Abuse and Neglect Reporting Act ("Act"), as well as the procedures for complying with the Act.

When Must You Report?

The Act requires a report to be made when a mandated reporter has a "reasonable suspicion" of abuse. According to CA Penal Code § 11166(a)(1) "reasonable suspicion" means that it is "objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on their training and experience, to suspect child abuse or neglect."

The language chosen in the statute was deliberate and was drafted to ensure that a maximum number of abused children are identified and protected. As an educator, your role is not to serve as an

investigator. If you feel that an ordinary person in your position would have any reason to suspect abuse, you are required to immediately report your suspicions.

What Types of Abuse Must Be Reported?

Under applicable law, when the victim is a child (ordinarily a person under the age of eighteen [18]), the following types of abuse must be reported by all legally mandated reporters.

The perpetrator can be any adult or child, with the exception of a "mutual affray between minors" (i.e., a school yard fight).

Physical Abuse

Physical Abuse means non-accidental bodily injury that has been or is being willfully inflicted on a child. It includes willful harming or injuring of a child or endangering of the person or health of a child defined as a situation where any person willfully causes or permits any child to suffer, or inflicts thereon, unjustifiable physical pain or mental suffering, or having the care or custody of any child, willfully causes or permits the person or health of the child to be placed in a situation such that their person or health is endangered.

Severe Physical Abuse

Severe Physical Abuse includes any single act of abuse which causes physical trauma of sufficient severity that, if left untreated, would cause permanent physical disfigurement, permanent physical disability, or death; any single act of sexual abuse which causes significant bleeding, deep bruising, or significant external or internal swelling; or repeated acts of physical abuse, each of which causes bleeding, deep bruising, significant external or internal swelling, bone fracture, or unconsciousness.

Neglect

Neglect means the negligent treatment or maltreatment of a child by acts or omissions by a person responsible for the child's welfare under circumstances indicating harm or threatened harm to the child's health or welfare, including physical and/or psychological endangerment. The term includes both severe and general neglect.

Severe Neglect

Severe Neglect includes the negligent failure to protect a child from severe malnutrition or medically diagnosed non-organic failure to thrive and/or to permit the child or the child's health to be endangered by intentional failure to provide adequate food, clothing, shelter or medical care.

General Neglect

General Neglect includes the failure to provide adequate food, shelter, clothing, and/or medical care, supervision when no physical injury to the child occurs.

NOTE: A child receiving treatment by spiritual means or not receiving specified medical treatment for religious reasons, shall not for that reason alone be considered a neglected child. An informed and appropriate medical decision made by a parent or guardian after consultation with a physician or physicians who have examined the child does not constitute neglect. See Assessment of Medical Neglect.

Sexual Abuse

Sexual Abuse is the victimization of a child by sexual activities including, but not limited to sexual assault, rape (statutory rape and rape in concert), incest, sodomy, lewd and lascivious acts upon a child under fourteen (14) years of age, oral copulation, penetration of a genital or anal opening by a foreign object, child molestation and unlawful sexual intercourse. Also, please be aware that it is sexual abuse if the parent or guardian has failed to adequately protect the child from sexual abuse when the parent or guardian knew or reasonably should have known that the child was in danger of sexual abuse.

Sexual Exploitation

Sexual Exploitation involves any person or person who is responsible for a child's welfare who knowingly promotes, aids or assists, employs, uses, persuades, induces or coerces a child, or knowingly permits or encourages a child to engage in, or assists others to engage in, prostitution or live performance involving obscene sexual conduct or to either pose or model alone or with others for the purpose of preparing a film, photograph, negative, slide, drawing, painting or other pictorial depiction involving obscene sexual conduct.

NOTE: Unlawful sexual intercourse is defined as an adult who engages in an act of sexual intercourse with a minor or any person who engages in an act of unlawful sexual intercourse with a minor who is more than three (3) years younger, or a person twenty-one (21) years or older with a minor who is under sixteen (16) years old.

Non-Sexual Exploitation

Non-Sexual Exploitation involves forcing or coercing a child into performing acts which are beyond their capabilities, such as being employed for long hours and/or in a job which is dangerous or beyond their capabilities or forcing or coercing the child into illegal or degrading acts such as stealing, panhandling, and/or drug sales. Generally, these acts benefit the perpetrator in some way.

Emotional Abuse

Emotional Abuse is non-physical mistreatment, the results of which may be characterized by disturbed behavior on the part of the child, such as severe withdrawal, regression, bizarre behavior, hyperactivity, or dangerous acting-out behavior. Such disturbed behavior is not deemed, in and of itself, to be evidence of emotional abuse. Exposure to repeated violent, brutal or intimidating acts among household members (domestic violence) is emotional abuse.

Caretaker Absence

Caretaker Absence is specific to the caregiver's situation rather than to the child's and may be used in addition to general neglect or substantial risk of harm allegations. This allegation type shall be used in either of the following circumstances:

- Caretaker Absence: The child's parent has been incarcerated, hospitalized or institutionalized and cannot arrange for the care of the child; parent's whereabouts are unknown or the custodian with whom the child has been left is unable or unwilling to provide care and support for the child.

- Caretaker Incapacity: The child's parent or guardian is unable to provide adequate care for the child due to the parent or guardian's mental illness, developmental disability or substance abuse.

Procedures for Reporting

(1) The moment you have a reasonable suspicion of abuse, reports must be made immediately or as soon practically possible by phone.

(2) Reports must be made to a county welfare department, probation department (if designated by the county to receive mandated reports), or to a police or sheriff's department.

(a) In the San Jose Area, you can contact the Santa Clara County Department of Family and Children's Services twenty-four (24) hours a day by calling the: Child Abuse and Neglect Center (408) 299-2071

(b) If you are unable to make your report at the number listed above, or you are informed that the incident is one which they will not investigate, please contact the police station closest to your school site.

(3) Within thirty-six (36) hours of the initial phone call, you must mail a written report to the same agency. The written report must be submitted on a Department of Justice Form SS 8572.

(4) If you contact the Santa Clara County Department of Family and Children's Services, mail your written report to: Santa Clara County Department of Family and Children's Services Child Abuse and Neglect Center, 373 West Julian St., Second Floor, San Jose CA 95110

(5) Joint Knowledge

(a) It is the policy of Rocketship that a mandated reporter who is making a report, as required, is also to inform the Principal of the school of the suspected abuse, unless the Principal is the subject of the suspicion. You are not required to identify yourself to the Principal when you inform them. REMEMBER, reporting the information to the Principal or any other person shall not be a substitute for your making a mandated report to one of the agencies specified above.

(b) However, when two (2) or more persons who are mandated reporters jointly have knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report and written report may be made by a single member of the team. Any member of a team who has knowledge that the member designated to report failed to do so must thereafter make the report themselves.

(6) Knowledge that a report has already been made by an outside party is not a substitute for making a mandated report.
(7) After the report is made, Child Protection workers and/or law enforcement officers may contact you to gather additional information to aid in their investigation. You may have knowledge about the child and/or family which can aid the investigators in making accurate assessments and providing appropriate services. After the investigation has been completed or the matter reaches a final disposition, the investigating agency shall inform the mandated reporter of the results of the investigation and any action the agency is taking.
(8) Immunity from Liability. Mandated reporters have immunity from criminal or civil liability for reporting as required, unless the report is proven to be false and the person reporting knows it is false, or the report is made with reckless disregard of the truth or falsity of the incident. Mandated reporters and others acting at their direction are not liable civilly or criminally for photographing the victim and disseminating the photograph with the report.
(9) No supervisor or administrator may impede or inhibit a report or subject the reporting person to any sanction.
(10) The identity of the reporting party and the contents of the child abuse report are confidential and may only be disclosed to specified persons and agencies.
(11) In the event a civil action is brought against a mandated reporter as a result of a required or authorized report, they may present a claim to the State Board of Control for reasonable attorney's fees incurred in the action if they prevail in the action or the court dismisses the action.
(12) Failure to report suspected abuse is a misdemeanor punishable by imprisonment or fine or both.

Training

RPS will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code § 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

Tuberculosis Testing

All employees of the School must submit written proof from a physician of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination, at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk

assessment and, if indicated, the examination is a condition of initial employment with the School and the cost of the exam will be borne by the applicant.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

DISTRICT OF COLUMBIA ADDENDUM

This District of Columbia Addendum ("Addendum") to the Rocketship Education d/b/a Rocketship Public Schools ("Rocketship," "RPS," or the "School") Employee Handbook is applicable to all School employees regularly working in the District of Columbia. The policies and/or procedures in this Addendum shall modify or supplement those set forth on the same subject matter in the Employee Handbook and shall apply as required by District of Columbia or applicable local law.

Important Note: This Addendum, along with the Employee Handbook, is a general guideline and is not a contractor nor intended to create an express or implied contract guaranteeing continued employment or other contractual rights of any kind. Further, neither this Addendum nor the Employee Handbook affects the at-will employment relationship described in the Employee Handbook. Just as any employee has the right to end their employment with the School at any time, for any reason or no reason, the School has the right to terminate an employee's employment at any time, for any reason or no reason, with or without notice or cause. The relationship between the School and each of its employees is at-will.

The School reserves the right, in its sole discretion, to amend, modify, change, cancel, terminate or withdraw any or all of the policies, rules, benefits, sections and provisions of this Addendum at any time and for any or no reason with or without prior notice.

Employees who have questions regarding the provisions of this Addendum or the Employee Handbook should discuss them with the Human Resources Department.

Equal Employment Opportunity Policy

In addition to the categories protected under federal laws and as set forth in the Employee Handbook, it is the policy of the School to prohibit discrimination, harassment or retaliation against an employee based on all categories protected under District of Columbia laws or ordinances including race, color, religion, sex (including pregnancy, childbirth or related medical conditions, breastfeeding and reproductive health decisions), national origin, disability, age (18 and over), personal appearance, sexual orientation, gender identity or expression, marital status, family responsibilities, matriculation (e.g., being enrolled in a college or university or in a business, nursing, professional, secretarial, technical or vocational school), political affiliation, genetic information (including family medical history), lawful use of tobacco products, source of income, place of residence or business, unemployment status, homeless status or status as a victim or the family member of a victim of domestic violence, a sexual offense or stalking.

Reasonable Accommodations

An employee may request a reasonable accommodation due to pregnancy, childbirth, breastfeeding or related medical conditions related to pregnancy and/or childbirth and RPS will explore all possible means of providing the reasonable accommodation, so long as the reasonable accommodation does not impose an undue hardship on the School's operations. RPS will consider a variety of options in order to comply with a request for a reasonable accommodation including, for example: more

frequent or longer breaks; time off for pre-birth complications or to recover from childbirth; new or modified equipment or seating; temporary transfers to less strenuous or hazardous work or other job restructuring; refraining from heavy lifting; relocating the employee's work area; and providing private non-bathroom space for expressing breast milk.

If an employee seeks to exercise their right to seek an accommodation under this policy, RPS will not interfere with, restrain, deny the exercise or deny the attempt to exercise such right. Nor will RPS require an employee to accept an accommodation the employee chooses not to accept or require an employee to take leave when a reasonable accommodation can be provided.

D.C. Paid Sick and Safe Leave

RPS will comply with the requirements of the District of Columbia Accrued Sick and Safe Leave Act (the "Law") applicable to employees working in Washington, D.C. **This policy will apply to eligible employees in Washington, D.C. to the extent that they otherwise would not have paid time off in an amount that meets or exceeds the requirements of the Law.** To the extent that there are inconsistencies with the terms of RPS's PTO and Sick Leave policies, the terms of this policy will apply to the use of sick and safe leave.

In Washington, D.C., eligible employees will accrue paid sick leave benefits that may be used:

- For the employee's own illness, injury or health condition;
- To obtain a medical diagnosis or preventative care for the employee;
- To care for a family member (spouse, domestic partner, parent, child, parent-in-law, son- or daughter-in-law, sibling or sibling's spouse, person in a committed relationship with the employee and sharing the employee's residence for at least 12 months) with an illness, injury or health condition;
- To obtain a medical diagnosis or preventative care for the employee's family member; or
- For reasons related to the employee or their family member being a victim of domestic violence, sexual assault or stalking.

Eligible employees in Washington, D.C., will accrue paid sick leave at a rate of one (1) hour of paid sick leave for every 37 hours worked up to a maximum of seven (7) days of leave per calendar year. Employees begin accruing leave upon the start of employment but may not use such paid sick leave until after they have completed 90 days of employment. Accrued but unused paid sick leave will carry over from one year to the next, but will not be paid out upon termination or resignation of employment. However, if you are rehired within one year, your unused sick leave time will be reinstated.

When the need for sick leave is foreseeable, an employee requesting such leave shall provide RPS with at least 10 days' advance written notice of the intention to take leave, including the expected duration of the absence. Employees must make a reasonable effort to schedule leave in a manner that does not unduly disrupt RPS' operations. If the need for leave is unforeseeable, the employee must provide notice of their intent to take leave by the beginning of the first day of leave, or as soon as practicable, or within 24 hours of the onset of an emergency, whichever is sooner. RPS may require verification of the need for leave, consistent with applicable law.

Employees who take sick and safe leave for 3 or more consecutive days may be required to provide reasonable certification of the need for leave, including, for example, a signed document from a health

care provider, a police report, a court order or a signed statement from a victim or witness advocate or domestic violence counselor. Where RPS' existing leave policies provide different certification requirements, the requirement that is least onerous for the employee will be used.

RPS will not interfere with, restrain or deny an employee's use of leave under this policy. Further, employees are protected from retaliation for requesting or taking leave available under this policy, for raising a complaint or concern about this policy, or for filing or cooperating in the investigation of a complaint under this policy. If you believe you have been retaliated against in violation of this policy, please contact Human Resources.

Family Medical Leave

We recognize that an employee may need to be absent from work for an extended period of time for family and/or medical reasons. Accordingly, the School will grant time off to employees in accordance with the requirements of the federal Family and Medical Leave Act (Fed-FMLA) and the District of Columbia Family and Medical Leave Act (DC FMLA). Where both the Fed-FMLA and DC FMLA apply, the leave provided by each will count against the employee's entitlement under both laws and must be taken concurrently. An employee who is eligible for leave under only one of these laws will receive benefits in accordance with that law only.

The following policy addresses employee rights under the DC FMLA. Employees should refer to the National Handbook for additional detail regarding the Fed-FMLA. All questions concerning this policy should be directed to the Human Resources Department.

DC FMLA Leave Entitlement and Eligibility

Employees who have been employed by the School for at least 12 consecutive or non-consecutive months (including any holiday, sick or personal leave) in the seven years preceding a leave request, worked for at least 1,000 hours during the 12-month period immediately preceding a leave request and work in the District of Columbia are entitled to 16 workweeks of unpaid family leave and 16 workweeks of unpaid medical leave within a 24-month period.

For purposes of this policy, a "**serious health condition**" means a physical or mental illness, injury, or impairment that involves inpatient care in a hospital, hospice, or residential health care facility, or continuing treatment or supervision at home by a health care provider or other competent individual.

Terms of Family Leave

Family leave may be used for the birth of a child of the employee, the placement of a child with the employee for adoption or foster care, placement of a child with the employee for whom the employee permanently assumes and discharges parental responsibility or for the care of a family member who has a serious health condition.

For purposes of this policy, a "family member" includes: (1) a person to whom the eligible employee is related by blood, legal custody or marriage (including same-sex marriage); (2) foster child; (3) a child who lives with an eligible employee and for whom the employee permanently assumes and discharges parental responsibility; or (3) a person with whom the employee shares or has shared, within the last year, a mutual residence and with whom the employee maintains a committed relationship. A "child" includes a person under the age of 21, a person, regardless of age, who is substantially dependent on the employee due to a physical or mental disability or a person under the age of 23 who is a full-time

student at an accredited college or university. A "committed relationship" is a domestic partnership (as defined in section 2(4) of the Health Care Expansion Act of 1992; D.C. Official Code § 32-701(4)).

If two family members are employed by the School, the School may limit the total number of family leave workweeks to which the family members are entitled during the 24-month period to 16 workweeks. The School may also limit the number of workweeks to which family members may take family leave simultaneously during the 24-month period to four workweeks.

The entitlement to family leave expires 12 months after the birth or placement of the child with the employee.

Employees must provide timely notice to their supervisor, either 30 days prior to the commencement of the leave or as soon as possible prior to the date on which the employee wishes the leave to begin if the leave was not foreseeable. If an emergency prevents the employee from notifying the School until the first day of leave, the employee must notify the School no later than two business days after the absence begins. In addition, employees must make a reasonable effort to schedule planned medical treatment in a manner that does not disrupt School operations.

When an employee's covered family member has a serious health condition, leave may be taken intermittently when medically necessary. With approval, family leave may be taken on a reduced leave schedule, during which time the 16 workweeks of family leave may be taken over a period not to exceed 24 consecutive workweeks.

Family leave is unpaid unless the employee elects to substitute paid time off, including paid sick leave, if applicable. The use of paid time off or paid sick leave will count towards the employee's 16 workweeks of family leave entitlement, however, such time will not extend the leave time beyond 16 workweeks.

Terms of Medical Leave

If an employee becomes unable to perform the functions of his or her position because of a serious health condition, he or she will be entitled to medical leave for the time that he or she is unable to perform the functions, except that the leave must not exceed 16 workweeks during any 24-month period. This leave may be taken intermittently when medically necessary.

If an employee takes leave because of his or her own health condition, the School may request that the employee temporarily transfer to an available alternative position which better accommodates the recurring leave and has equivalent pay and benefits.

If the need for medical leave is foreseeable, employees must provide reasonable prior notice and make a reasonable effort to schedule planned medical treatment in a manner that will not disrupt School operations.

Medical leave is unpaid except that employees may elect to substitute paid medical or sick leave and, with approval, may substitute accrued vacation, personal or compensatory time for any part of the unpaid medical leave. The use of paid time off will count towards the employee's 16 workweeks of medical leave entitlement.

Alternative Employment in Lieu of Leave

The School may agree to allow alternative employment in lieu of leave for the duration of the employee's serious health condition. Any period of alternative employment will not count against the 16 weeks of family or medical leave to which the employee is entitled. When an employee who agreed to alternative employment becomes able to perform the duties of the original position, the employee will be restored to that original position or an equivalent position with equivalent employment benefits, pay, seniority and other terms and conditions of employment.

Medical Certification

Leave taken due to the serious health condition of an employee or covered family member must be supported by a certification from a health care provider. Employees seeking medical leave must submit the certification within 15 days of receiving an eligibility letter. If the School has reason to doubt the validity of the certification provided by the employee, the School may require a second opinion from a health care provider approved by the School and at the School expense. If the employee's health care provider and the health care provider providing the second opinion do not agree, the School may require a third opinion, also at the School's expense, performed by a mutually agreeable health care provider who will make the final determination.

The School may require recertification on a reasonable basis and, before permitting the employee to return, may require the employee to provide medical certification that he or she is able to return to work.

Benefits and Reinstatement

During family or medical leave, employees are entitled to the continuation of available group health benefits under the same terms and conditions as if the employee had not taken leave. In other words, the employee must continue to pay their portion of premium contributions during the leave. Employees are not entitled to accrue any seniority or employment benefits during leave.

Upon return from leave, an employee usually will be restored to their prior position or to an equivalent position with equivalent employment benefits, pay, and other terms and conditions of employment. An employee has no greater right to continued employment or reinstatement than if the employee had been continuously employed. For example, employment may be terminated in conjunction with a layoff or job elimination during a leave of absence the same as if the employee was not on leave.

Certain highly compensated employees may be denied reinstatement if necessary to prevent substantial economic injury to the School's operations.

Confidentiality

Documents relating to medical certifications or recertifications of employees or employees' family members will be kept confidential.

Fraudulent Use of DC FMLA Prohibited

An employee who fraudulently obtains leave under this policy may be subject to disciplinary action.

Nondiscrimination/Anti-Retaliation

The School will not interfere, restrain or deny the exercise of any rights provided under this policy. If an employee believes that their leave rights have been violated in any way, they should immediately report the matter to the Human Resources Department.

Paid Family Leave

All eligible Washington, D.C. employees (full or part-time) are entitled to take paid leave under the District of Columbia Uniform Paid Leave Act ("UPLA"). This benefit is administered by the District of Columbia Department of Employment Services ("DOES"). Eligibility and benefits are determined solely by DOES and not by RPS.

Effective, October 1, 2022, under the UPLA, an eligible employee may receive the following benefits:

- 12 weeks to bond with a new child;
- 12 weeks to care for a family member with a serious health condition; and
- 12 weeks to care for a worker's own serious health condition.
- 2 weeks prenatal leave

Pursuant to the UPLA, bonding leave includes:

- The birth of a child;
- The placement of a child from adoption or foster care into their household; or
- The placement of a child into their household that they legally assume and discharge parental responsibility over.

Some, but not all, UPLA leave also may be covered by the Family and Medical Leave Act (FMLA), if applicable. Leave that qualifies under both policies runs concurrently and will be subject to the requirements of both the FMLA and UPLA policies.

For purposes of this District of Columbia UPLA, a "family member" means: (i) a biological, adopted, foster or step child (including a child of a domestic partner); a legal ward; or someone to whom an employee acts as parent; (ii) a biological, foster or adopted parent, a parent-in-law, a stepparent, a legal guardian or other person who acted as a parent to the employee when the employee was a child; (iii) a domestic partner or spouse; (iv) a grandparent; or (v) a sibling.

If you believe you have experienced an event that may qualify for parental, family, or medical leave benefits, you can learn more about applying for benefits with the Office of Paid Family Leave at dcpaidfamilyleave.dc.gov.

Note, that the UPLA leave is not job protected leave. It is solely a benefit administered by DOES to qualifying employees. An employee may be entitled to job protected leave under other applicable law.

Voting Leave

Upon request, Washington, D.C. employees are permitted to take up to two (2) hours of paid leave from their scheduled working shift to vote. Employees must submit a request for leave in a reasonable time in advance of the date the employee wishes to vote. RPS may specify the hours during which the employee takes paid leave to vote, including requiring the employee to vote during

the early voting period instead of on Election Day or to vote at the beginning or end of the employee's working shift. RPS will not interfere with, restrain or deny any attempt to take leave under this policy, nor retaliate against any employees for requesting or taking paid leave to vote.

School Activities Leave

RPS will grant Washington, D.C. employees who are parents, guardians, aunts, uncles, grandparents, step-parents, legal guardians or custodians of school-age children up to twenty-four (24) hours of unpaid leave during any 12-month period to attend or participate in a school-related event (including a full day off to participate in school related Emancipation Day activities) in which the employee's child is a participant or a subject. When possible, ten (10) calendar days' advance notice is required. Employees may use accrued paid time off for this purpose. Leave may be denied if it would unduly disrupt RPS' business.

Jury Duty Leave

Eligible Washington, D.C. employees are entitled to up to five (5) days paid leave for grand jury or petit jury duty, less any fees received from the court. RPS will not deprive an employee of employment, threaten or otherwise coerce an employee with respect to employment because the employee receives a summons, responds to a summons, serves as a juror or attends court for prospective jury service.

Privacy of Wage or Salary Information

Employees (other than persons with regular access to information regarding the wages of other employees in the course of the employee's work, such as a human resources employee) shall not be prohibited from voluntarily inquiring about, disclosing, comparing, or otherwise discussing the employee's wages or the wages of another employee. Notwithstanding the foregoing, no employee is required to disclose wage information in response to an inquiry by another employee and RPS is not obligated to disclose the wage information of one employee to another.

Mandated Reporter Obligations

Personnel Required to Make a Report: Pursuant to DC Code §4-1321.02(b), all school officials, teachers, nurses, coaches, social service workers, mental health professionals, and other Rocketship staff members are required to report abuse and neglect in accordance with Section II of this policy. As an employee of a Rocketship Education school, or an employee of the Rocketship Network Support office who has regular contact with children, you are a Mandated Reporter.

When Must You Report?

Rocketship personnel described in the Section above must make a report when they know or suspect that a child known to them in their professional or official capacity has been or is in immediate danger of being suspected of any of the following:

Mental Injury

Harm to a child's psychological or intellectual functioning due to another individual's

acts or omissions.

Physical Abuse

Physical harm or threatened harm to a child, other than by accident, perpetrated by another individual.

Physical assault

Any physical contact with another person without their consent.

Neglect

Harm or threatened harm to a child's health or welfare due to a parent or caregiver's failure to provide adequate food, shelter, clothing, medical care, or access to education.

Sexual Abuse

Sexual contact or sexual penetration with a child.

Sexual Exploitation

Allowing, permitting, or encouraging a child to engage in prostitution or to be depicted in a sexual act.

Sexual Assault

Illegal sexual contact that usually involves force or that is inflicted upon a person who is incapable of giving consent (because of age or physical or mental incapacity).

Exposure to illegal drug-related activity

Ingestion of illegal drugs due to guardian's negligence or regular exposure to illegal drug-related activity in the home.

Exposure to domestic violence

Witnessing physical, sexual, and/or psychological abuse to an individual perpetrated by that individual's current or former intimate partner.

Additionally, personnel must make a report when they know or suspect that a student has been injured by a bullet, knife, or other sharp object. Personnel must also report any suspected corporal punishment committed by another staff member. Reports must be made immediately upon learning of the suspected abuse or neglect. Personnel must make a report when they suspect a student is being subjected to abuse or neglect, even if they are not conclusively sure. Personnel cannot be punished or disciplined for the good faith filing of a report required by the mandated reporter law or for cooperating with an investigation.

Procedures for Reporting

Reports must be made to either the D.C. Metropolitan Police Department (MPD) or the Child and Family Services Agency (CFSA) at (202)671-SAFE (7233).

After making a report to MPD or CFSA, personnel must notify the school principal so that they can fulfill their legal obligation to also file a report (described below). Personnel must refrain from investigating the suspected abuse themselves, including any questioning of the suspected victim, abuser, or witnesses. If a staff member believes that someone else has already reported the alleged abuse or neglect, they must still file a report with MDP or CFSA. Notifying the Principal or other school personnel does not satisfy a staff member's legal obligation to file a report. Pursuant to DC Code § 4-1321.02(b), both the person who initially suspects the abuse or neglect and the school principal (or a designee of the principal) must report each suspected instance of abuse or neglect.

Consequences for Failing to File a Report

The penalty under DC law for failing to make a report is a fine of up to $300 or imprisonment for up to ninety (90) days, or both.

TENNESSEE ADDENDUM

This Tennessee Addendum ("Addendum") to the Rocketship Education d/b/a Rocketship Public Schools ("Rocketship," "RPS," or the "School") Employee Handbook is applicable to all School employees regularly working in Tennessee. The policies and/or procedures in this Addendum shall modify or supplement those set forth on the same subject matter in the Employee Handbook and shall apply as required by Tennessee or applicable local law.

Important Note: This Addendum, along with the Employee Handbook, is a general guideline and is not a contractor nor intended to create an express or implied contract guaranteeing continued employment or other contractual rights of any kind. Further, neither this Addendum nor the Employee Handbook affects the at-will employment relationship described in the Employee Handbook. Just as any employee has the right to end their employment with the School at any time, for any reason or no reason, the School has the right to terminate an employee's employment at any time, for any reason or no reason, with or without cause. The relationship between the School and each of its employees is at-will.

The School reserves the right, in its sole discretion, to amend, modify, change, cancel, terminate or withdraw any or all of the policies, rules, benefits, sections and provisions of this Addendum at any time and for any or no reason with or without prior notice.

Employees who have questions regarding the provisions of this Addendum or the Employee Handbook should discuss them with Human Resources.

Meal Periods

Employees who work six (6) hours or more in a day will be provided with a thirty (30) minute unpaid duty-free meal break. Meal breaks will not be scheduled before or during the first hour of work. An exception to this policy may apply when the nature of an employee's position allows them ample opportunity to rest or take an appropriate break.

Overtime Pay

RPS provides compensation for all overtime hours worked by nonexempt employees in accordance with applicable law. Tennessee nonexempt employees will receive overtime for all hours worked beyond 40 in any work week at a rate of one and one-half (1.5) times the employee's regular rate of pay.

Lactation Accommodation

Employees who desire to express breast milk during working hours will be provided with a private place, other than a toilet stall, to do so during their regularly scheduled rest or meal periods. In the event that such an employee requires additional time other than the scheduled rest or meal periods, the School will provide the employee with additional unpaid time for expressing breast milk. The School is not required to provide such break time if doing so would unduly disrupt the School's operations.

Family Care and Medical Leave

A Tennessee employee who has been employed with the School for 12 consecutive months is eligible for up to four months of unpaid leave for adoption, pregnancy, childbirth and nursing the infant.

Employees taking leave under this policy must provide at least three months' notice of the intended date of leave, date of return and intention to return to full-time work at the end of the leave, except in emergency circumstances. The School may require verification of the need for leave under this policy. Employees taking leave under this policy must pay the School the amount of the cost of healthcare premiums for the employee for the anticipated duration of the leave. No employee will be retaliated against for taking leave available under this policy. The School will restore the employment of employees taking leave under this policy upon their return from leave in accordance with the requirements of Tennessee law. Leave available under this policy will run concurrently with any available under the federal FMLA to the fullest extent allowed under Tennessee law.

Military Leave

Tennessee employees who are called or ordered to report for military service, including annual field training, in the service of the National Guard, State Guard, or Civil Air Patrol may be eligible to take an unpaid leave of absence for the period of such service. Leave taken under this policy is unpaid; however, employees may – but are not required to – use any accrued paid time off available during this leave, if applicable. No employee will be retaliated against for taking leave available under this policy. Employees returning from this leave are eligible for reinstatement, in accordance with the requirements of Tennessee law.

Emergency Response Leave

Tennessee employees may take unpaid leave to act as a volunteer firefighter or a volunteer rescue squad worker in response to an emergency. Employees must notify the School in advance that they are emergency responders and must give notice of the need for emergency leave as soon as practicable, including the probable length or duration of such leave. The School may require employees to provide written verification of their need for such leave. Active volunteer firefighters may be eligible to take time off with pay, and without being required to use their accrued paid time off, if applicable, for their next scheduled work period within twelve (12) hours following such emergency or a fire call if the employee assisted in fighting the fire for more than four (4) hours.

Jury Duty Leave

The School will pay eligible Tennessee employees who are called to serve on a jury while they serve on and travel to jury duty. Employees employed on a temporary basis for fewer than six (6) months are not eligible to be paid for jury duty leave, but may take leave for jury duty service on an unpaid basis.

Eligible employees shall be paid their regular hourly rate of pay, minus any jury duty fees, for all time spent traveling to and from jury duty, as well as all actual time spent serving on the jury during normal work hours. To the extent that jury duty does not overlap with the employee's regularly scheduled hours of work, the employee is not eligible to be paid for jury service.

Employees who serve on a jury for over three (3) hours on a single day are not required to report to work that day. Employees scheduled to work overnight hours are not required to work the night before the first day of scheduled jury duty, or any shift occurring within 24 hours of jury duty. However, employees who decide to not report to work before or after jury duty will not be paid, unless otherwise required by applicable law.

Voting Leave

If a Tennessee employee who is a registered voter does not have sufficient time outside of their working hours within which to vote in any election, they may take up to three (3.0) hours of time off without loss of regular pay to vote. The time off shall be either at the beginning or the end of the employee's workday, as the School may designate, unless otherwise mutually agreed. An employee wishing to request this voting time leave must provide notice of their request by Noon on the day before the election. Any employee who has three hours of non-working time before or after their regular shift while the polls are open is not eligible for voting leave. Tennessee employees are reminded and encouraged to take advantage of the availability of early voting or vote-by-mail opportunities in their local jurisdiction.

Employees who serve as part-time voting machine technicians appointed by the county election commission may take unpaid leave for the time required to perform their technical voting machine duties. The School may require employees to provide written verification of the need for such leave.

Weapons and Firearms, Violence in the Workplace Policies

To the full extent permissible under law, employees are prohibited from possessing or carrying weapons while on School property, in a School-owned vehicle, while performing School business.

Abusive Conduct Prevention Policy

Statement of Commitment, Values, and Purpose

The School is firmly committed to a workplace atmosphere of respect, collaboration, openness, safety and equality, and free from abusive conduct. We strive to provide high quality education in a safe environment. All employees have the right to be treated with dignity and respect. All complaints of negative and inappropriate workplace behaviors will be taken seriously and followed through to resolution. Employees who file complaints will not suffer negative consequences for reporting others for inappropriate behavior.

This policy applies to any sponsored program, event or activity including but not limited to sponsored recreation programs and activities, as well as the performance by supervisors and employees of their employment related duties. The policy includes electronic communications by any employee as well.

Definition of Abusive Conduct

Abusive conduct includes acts or omissions that would cause a reasonable person, based on the severity, nature, and frequency of the conduct, to believe that an employee was subject to an abusive work environment, which can include but is not limited to:

- Repeated verbal abuse in the workplace, including derogatory remarks, insults, and epithets;
- Verbal, nonverbal, or physical conduct of a threatening, intimidating, or humiliating nature in the workplace; or
- The sabotage or undermining of an employee's work performance in the workplace.

A single act generally will not constitute abusive conduct, unless such conduct is determined to be severe and egregious.

Abusive conduct does **not** include:

- Disciplinary procedures in accordance with adopted policies of the School
- Routine coaching and counseling, including feedback about and correction of work performance
- Reasonable work assignments, including teaching, classroom, student supervision and overtime assignments
- Individual differences in styles of personal expression
- Passionate, loud expression with no intent to harm others
- Differences of opinion on work-related concerns
- The non-abusive exercise of managerial prerogative

Employer Responsibility

Supervisors and others in positions of authority have a particular responsibility to ensure that healthy and appropriate behaviors are exhibited at all times and that complaints to the contrary are addressed in a timely manner. Supervisors will:

- provide a working environment as safe as possible by having preventative measures in place and by dealing immediately with threatening or potentially violent situations;
- provide good examples by treating all with courtesy and respect;
- ensure that all employees have access to and are aware of the abusive conduct prevention policy and explain the procedures to be followed if a complaint of inappropriate behavior at work is made;
- be vigilant for signs of inappropriate behaviors at work through observation and information seeking, and take action to resolve the behavior before it escalates;
- respond promptly, sensitively and confidentially to all situations where abusive behavior is observed or alleged to have occurred.

Employee Responsibility

Employees shall treat all other employees with dignity and respect. No employee shall engage in threatening, violent, intimidating or other abusive conduct or behaviors. Employees are expected to assume personal responsibility to promote fairness and equity in the workplace and report any incidents of abusive conduct in accordance with this policy. Employees should cooperate with preventative measures introduced by supervisors and recognize that a finding of unacceptable behaviors at work will be dealt with through appropriate disciplinary procedures.

Retaliation

Retaliation is a violation of this policy. Retaliation is *any* act of reprisal, interference, restraint, penalty, discrimination, intimidation, or harassment against an individual or individuals exercising rights under this policy.

Complaint Process

Reporting

Employees: Any employee who feels they have been subjected to abusive conduct is encouraged to report the matter orally or in writing to a supervisor, including their supervisor, the next level of management, or to the Human Resources office. Any employee seeking to file a complaint should

ensure the complaint consists of details of each incident of abusive conduct including dates, times, locations and any witnesses.

Witnesses: An employee who witnesses or is made aware of behavior that may satisfy the definition of abusive conduct (as defined above) should report any and all incidents as set forth herein.

Supervisors: Supervisors must timely report known incidents involving workplace abuse, intimidation, or violence to Human Resources. Supervisors and appointing authorities are required to take reasonable steps to protect the complainant, including, but not limited to, separation of employees involved.

Employees should also refer to the Internal Complaint Review Policy set forth in the main Employee Handbook.

Investigation & Corrective Action

Investigations of abusive conduct shall be conducted as soon as practicable and in accordance with the policies and practices of the School. The investigation will be conducted thoroughly, objectively, with sensitivity, and with due respect for all parties. To the extent permitted by law, the School will maintain the confidentiality of each party involved in an abusive conduct investigation, complaint or charge, provided it does not interfere with the ability to investigate the allegations or to take corrective action. The person complained against will be notified that an allegation has been made against them and informed of the investigative procedure.

In the event of a finding of abusive conduct, the School will take immediate and appropriate corrective action. Remedies may be determined by weighing the severity and frequency of the incidences of abusive conduct and in accordance with existing disciplinary policies of the School.

Mandated Reporting Policy

In Tennessee, certain professionals are required to report known or suspected child abuse and neglect. School teachers, administrators, counselors and staff are legally mandated reporters. As an employee of a Rocketship Education school, or an employee of the Rocketship Network Support office who has regular contact with children, you are a Mandated Reporter.

This “Mandated Reporter Policy” is intended to inform Rocketship Education employees of their responsibilities and rights under Tennessee Code Annotated, Title 37, Chapter 1, Part 4, as well as the procedures for complying with the statute.

What Types of Abuse Must Be Reported?

Under state law, child abuse is defined as any wound, injury, disability, or physical or mental condition that is of such nature as to reasonably indicate that it has been caused by brutality, abuse, or neglect or that, on the basis of available information, reasonable appears to have been caused by such. For practical purposes, the descriptions of abuse under the California section of this handbook also apply in Tennessee.

Possible indicators of abuse or neglect may include:

- The child has repeated injuries that are not properly treated or adequately explained.
- The child begins acting in unusual ways ranging from disruptive and aggressive behaviors to passive and withdrawn behaviors.

- The child acts in the role of parent toward their brothers and sisters or even toward their own parents.
- The child may have disturbed sleep (nightmares, bed wetting, fear of sleeping alone, needing a nightlight, etc.).
- The child loses their appetite, overeats, or may report being hungry.
- There is a sudden drop in school grades or participation in activities.
- The child may act in stylized ways, such as sexual behavior that is not normal for their age group.

Procedures for Reporting:

1. The moment you have a reasonable cause to suspect abuse or neglect or the threat of abuse or neglect, you must immediately inform, by telephone or personally, the county department, a licensed child welfare agency or the police department of the facts and circumstances contributing to a suspicion of abuse.
2. In the Nashville Area, you can contact the: Department of Children's Services, Central Intake (877) 237-0004 or (877) 54ABUSE [(877) 542-2873] or Metro Nashville Police Department (615) 862-8600. If you feel that the child is in immediate danger, please dial 911.
3. Joint Knowledge
    1. It is the policy of Rocketship Education to report suspicion of abuse to the Principal of the school, unless the Principal is the subject of the suspicion. REMEMBER, reporting the information to a supervisor, principal, coworker or any other person shall not be a substitute for making a mandated report to one of the agencies specified above.
    2. All mandated reporters with knowledge should make a report.
    3. Knowledge that a report has already been made by an outside party is not a substitute for making a mandated report.
4. Reporting Abuse to Parents or Legal Guardians
    1. If a teacher, school official or other school personnel makes a report as required by this policy and has reasonable cause to assume that the abuse occurred on school grounds or while the child was under supervision or care of the school (including transportation to and from school), the Principal or Assistant Principal shall verbally notify the parent or legal guardian of the student that a report has been made. The Principal shall also provide other information relevant to the future well-being of the child while under the supervision or care of the school to the parent or legal guardian within twenty-four (24) hours. Such notice shall not be sent to any parent or legal guardian if there is reasonable cause to believe that such parent or legal guardian may be the perpetrator or in any way responsible for the child abuse or child sexual abuse. If the Principal is the suspected abuser, the reporting person shall make efforts not to involve the suspect in the conversation with the parent or guardian.
    2. Once notice is sent, the Principal shall provide to the parent or legal guardian all school information and records relevant to the alleged abuse or sexual abuse, if requested by the parent or legal guardian, provided such information is edited to protect the confidentiality and identity of the person who made the report, or other person whose life or safety may be endangered by the disclosure, and any information made confidential by federal law.
5. Within a six (6) hour period of reporting the neglect and/or abuse to the authorities, the reporting person(s) shall make a written summary of their report. One copy shall be retained in the Principal's office, unless the Principal is the suspected abuser, and the person making the report shall keep one copy. Nothing in the reporting procedures shall eliminate the staff member's legal responsibility to directly make a report to the authorities stated above.

What Should the Report Include?

A report of child abuse shall include, to the extent known, the following:

- The name, address and age of the child
- The name and address of the person(s) responsible for the care of the child
- The nature and extent of the abuse or neglect
- Any other pertinent information that may relate to the cause or extent of the abuse or neglect.

Immunity and Confidentiality

By law, the person reporting in good faith shall be immune from any civil or criminal action and their identity shall remain confidential except when the juvenile court determines otherwise.

Abuse and neglect reports are not part of the educational record and shall be maintained separately from the educational record in a secured location. They are not subject to the disclosure and other requirements of the Federal Education Rights and Privacy Act (FERPA).

Failure to Report

Any person who knowingly fails to make a report required by § 37-1-403 commits a Class A misdemeanor.

Making False Reports

Any person who either verbally or by written or printed communication knowingly and maliciously reports, or causes, encourages, aids, counsels or procures another to report a false accusation of child sexual abuse or false accusation that a child has sustained any wound, injury, disability or physical or mental condition caused by brutality, abuse or neglect commits a Class E felony.

WISCONSIN ADDENDUM

This Wisconsin Addendum ("Addendum") to the Rocketship Education d/b/a Rocketship Public Schools ("Rocketship," "RPS," or "School") Employee Handbook is applicable to all RPS employees regularly working in Wisconsin. The policies and/or procedures in this Addendum shall modify or supplement those set forth on the same subject matter in the Employee Handbook and shall apply as required by Wisconsin or applicable local law.

Important Note: This Addendum, along with the Employee Handbook, is a general guideline and is not a contract nor intended to create an express or implied contract guaranteeing continued employment or other contractual rights of any kind. Further, neither this Addendum nor the Employee Handbook affects the at-will employment relationship described in the Employee Handbook. Just as any employee has the right to end their employment with RPS at any time, for any reason or no reason, RPS has the right to terminate an employee's employment at any time, for any reason or no reason, with or without cause. The relationship between RPS and each of its employees is at-will.

RPS reserves the right, in its sole discretion, to amend, modify, change, cancel, terminate or withdraw any or all of the policies, rules, benefits, sections and provisions of this Addendum at any time and for any or no reason with or without prior notice.

Employees who have questions regarding the provisions of this Addendum or the Employee Handbook should discuss them with the Human Resources Department.

Equal Employment Opportunity

In addition to the categories listed in the Handbook, Wisconsin law prohibits discrimination and harassment against any employees or applicants for employment based on race, color, creed, national origin, ancestry, age (over 40), sex (including pregnancy, childbirth, maternity leave or related condition), marital status, sexual orientation, certain arrest or conviction records, military service, use or nonuse of lawful products outside of work, disability and genetic information. The School also prohibits discrimination against an employee or applicant because that person declines to attend a meeting or participate in any communication about religious or political matters. The School will not require an applicant or employee to submit to a lie detector test, except under limited circumstances and in accordance with applicable law .

Overtime Pay

RPS provides compensation for all overtime hours worked by nonexempt employees in accordance with applicable law. Wisconsin nonexempt employees will receive overtime for all hours worked beyond 40 in any work week at a rate of one and one-half (1.5) times the employee's regular rate of pay.

Personnel Files

Upon written request from an employee or the employee's designated representative, RPS will permit a Wisconsin employee to review information in their personnel file up to two (2) times per calendar year, subject to certain limited exceptions. Copies of the file's contents may be requested; however, RPS may charge the employee for the actual costs of duplicating the information.

If an employee disagrees with information in the personnel file and RPS and employee cannot reach an agreement about the removal or correction of the information in question, the employee may submit a written rebuttal that will be maintained in the personnel file.

Wisconsin Family Leave Act

Under the Wisconsin Family and Medical Leave Act ("WFMLA"), Wisconsin employees who have been employed for fifty-two (52) consecutive weeks and has worked at least 1,000 hours in the preceding 12-month period is eligible for leave for any of the following reasons:

- Six (6) weeks leave for the birth or adoption of a child, to be taken within sixteen (16) weeks of the child's birth or adoption
- Two (2) weeks leave to care for the employee's own serious health condition or the serious health condition of a spouse, domestic partner, child or parent of the employee

A maximum of eight (8) total weeks of leave may be taken under the WFMLA for any combination of reasons permitted in a given calendar year. Leave under the federal Family and Medical Leave Act ("FMLA") runs concurrently with leave under the WFMLA to the extent both apply. However, an employee may be eligible for leave under the WFMLA, even if the employee is not eligible for or has exhausted leave under the federal FMLA.

See the Family Care and Medical Leave policy in the main Employee Handbook for additional provisions related to leave under the FMLA and WFMLA.

Employees taking leave under this policy must provide advance notice of the intended dates of leave, except in emergency circumstances. The School may require certification of the need for leave under this policy, including written certification from a health care provider that identifies the probable duration of the leave. The School will maintain an employee's existing benefit selections while on leave under this policy on the same terms as if the employee had continued to work.

Leave under this policy is unpaid. No employee will be retaliated against for taking leave available under this policy. The School will restore the employment of employees taking leave under this policy upon their return from leave in accordance with the requirements of Wisconsin law.

Military Leave

A Wisconsin employee who is a member of the National Guard, state defense forces, the Wisconsin Laboratory of Hygiene or the U.S. Armed Forces and who is ordered to report for active duty, active state service or to assist with an emergency may take an unpaid leave of absence for this service. An employee must notify Human Resources as soon as possible after learning of the need to take leave and RPS may require documentation to support the need for leave under this policy. No employee will be retaliated against for taking leave available under this policy.

Emergency Response Leave

Wisconsin employees may take unpaid leave to act as volunteer firefighters, emergency medical technicians, first responders or ambulance drivers for a volunteer fire department in response to an emergency. Employees who are members of the Civil Air Patrol may take unpaid leave to participate in emergency service operations for up to five (5) consecutive workdays and up to fifteen (15) days total in any calendar year. Employees must notify RPS in advance that they are an emergency responder or Civil Air Patrol member and must give notice of the need for leave as soon as

practicable, including the probable length or duration of such leave. The School may require employees to provide written verification of their needed leave. No employee will be retaliated against for taking leave available under this policy.

Weapons and Firearms, Violence in the Workplace Policies

Pursuant to Wis. Stat. § 948.605, employees are prohibited from possessing or carrying firearms or dangerous weapons while on School property, in a School-owned vehicle or while performing any School business, regardless of an employee's firearm licensee status.

Witness Leave

A Wisconsin employee may take unpaid leave to testify pursuant to a subpoena in criminal, children's code or juvenile justice code proceedings related to being a witness to a crime. Exempt employees will not incur any reduction in pay for a partial week's absence due to jury duty. Leave taken under this policy will be paid leave if the subpoena to testify is in a matter against RPS or involves the employee's employment at RPS. Employees must provide notice of the need for leave under this policy on the first business day after receiving the subpoena and RPS may require verification of the need for such leave. No employee will be retaliated against for taking leave available under this policy.

Voting Leave

Wisconsin employees who are registered voters may be eligible to take up to three (3) consecutive hours of unpaid time off to vote in any election. The School reserves the right to designate what time the employee may take voting leave. The School will not retaliate against any employee who exercises any rights consistent with this policy and applicable law.

An employee who has three (3) consecutive hours of non-working time outside of their regular shift while the polls are open is not eligible for leave under this policy. Wisconsin employees are reminded and encouraged to take advantage of the availability of early voting or vote-by-mail opportunities in their local jurisdiction.

Elected Official Leave

Wisconsin employees acting as election officials may take unpaid time off for the 24-hour period of an election day in which the employee serves in an official election-related capacity. An employee seeking leave to act as an election official must provide at least seven (7) days' notice of the need for such leave and RPS may require written verification of the need for such leave. No employee will be retaliated against for taking leave available under this policy.

Bone Marrow / Organ Donation Leave

A Wisconsin employee who has worked for RPS for more than fifty-two (52) consecutive weeks and at least 1,000 hours during that period, is eligible to take up to six (6) weeks of unpaid leave in a 12-month period for the purpose of serving as a bone marrow or organ donor. The employee must provide written verification of the need for leave under this policy and the leave length permitted will be based on the period of time necessary for the employee to undergo the bone marrow or organ donation procedure to recover from the procedure. No employee will be retaliated against for taking leave available under this policy

Mandated Reporter Obligations

In Wisconsin, certain professionals are required to report known or suspected child abuse and neglect. School teachers, administrators, counselors and staff are legally mandated reporters. As an employee of a Rocketship Education school, or an employee of the Rocketship support office who has regular contact with children, you are a Mandated Reporter.
This "Mandated Reporter Policy" is intended to inform Rocketship Education employees of their responsibilities and rights under Wisconsin Statute 48.981, as well as the procedures for complying with the statute.

When Must You Report?

Wisconsin's reporting law requires a report to be made when a mandated reporter has a "reasonable cause to suspect" that a child seen by the person in the course of professional duties has been "abused or neglected," or who has reason to believe that a child "has been threatened with abuse or neglect and that abuse or neglect of the child will occur." The language chosen in the statute was deliberate and was drafted to ensure that a maximum number of abused children are identified and protected. As an educator, your role is not to serve as an investigator. If you feel that an ordinary person in your position would have any reason to suspect abuse, you are required to immediately report your suspicions.

What Types of Abuse Must Be Reported?

According to statute WI 48.981, an abused or neglected child is a child who has been subjected to:

- Physical injury that is inflicted on a child by other than accidental means
- Sexual intercourse or sexual contact
- Threatened harm
- Permitting, allowing, or encouraging a child to engage in prostitution
- Sexual exploitation through pornography
- Emotional damage defined as behaviors harmful to a child's psychological or intellectual functioning that is exhibited by severe anxiety, depression, withdrawal or outward aggressive behavior or a combination of those behaviors and that is caused by the child's parent, guardian, legal custodian, or other person exercising temporary or permanent control over the child and for which the child's parent, guardian or legal custodian has failed to obtain the treatment necessary to remedy the harm
- Methamphetamine manufacture in a child's home, on the premises of a child's home, in a motor vehicle on the premises of a child's home, or where a reasonable person should have known that the manufacture would be seen, smelled, or heard by a child is considered child abuse in Wisconsin
- Failure, refusal or inability on the part of a parent, guardian, legal custodian, or other person exercising temporary or permanent control over a child for reasons other than poverty to provide necessary care, food, clothing, medical or dental care or shelter so as to seriously endanger the physical health of the child.

Procedures for Reporting

1. The moment you have a reasonable cause to suspect abuse or neglect or the threat of abuse or neglect, you must immediately inform, by telephone or personally, the county department, a licensed child welfare agency or the police department of the facts and circumstances contributing to a suspicion of abuse.
2. In the Milwaukee Area, you can contact the: Bureau of Milwaukee Child Welfare (BMCW) (414) 220-SAFE or Milwaukee Police Department/Sensitive Crimes (MPD) (414) 935-7405. If you feel that the child is in immediate danger, please dial 911.
3. Joint Knowledge
    a. It is the policy of Rocketship Education to report suspicion of abuse to the Principal of the school, unless the Principal of the school is the subject of the suspicion. REMEMBER, reporting the information to a Principal or any other person shall not be a substitute for making a mandated report to one of the agencies specified above.
    b. All mandated reporters who know or suspect abuse or that abuse has been threatened should make a report.
    c. Knowledge that a report has already been made by an outside party is not a substitute for making a mandated report. If a child has been taken from school by the Bureau of Milwaukee Child Welfare of the Milwaukee Police Department the Principal shall obtain the name and badge number of the person taking the child. The Principal is not to notify the parent of the removal. If the administrator is contacted by the parent/legal guardian, the parent or legal guardian should be advised to contact the appropriate agency for further information, either BMCW or MPD, but shall NOT give that information to the parent or legal guardian of the child. That information is confidential and shall only be released by the BMCW or MPD.
4. In the case of peer sexual contact, the principal/designee shall NOT inform the parent or legal guardian as to the identity of the juvenile participant(s) in the incident. That information is confidential and shall be released only to the BMCW or the MPD. Parents/guardians should be referred to the appropriate agency. Protections and Immunity from Liability

- All reports of suspected abuse or neglect are confidential. With few exceptions, as delineated in statute, no information that could be used to identify the reporter (e.g., place of employment, job title) can be shared. (48.981(7)(a))
- Anyone who, in good faith, reports suspected abuse or neglect is immune from both criminal and civil liability. (48.981(4))
- No person may be discharged, disciplined or otherwise discriminated against in regard to employment, or threatened with any such treatment, for making a report of suspected abuse or neglect in good faith. (48.981(2)(e))

Consequences for Failing to File a Report

Any person who intentionally violates this section by failure to report as required may be fined or

imprisoned or both. (48.981(6)).

Rocketship Public Schools

School Safety Plan

Revised June 11, 2025

Statement of Purpose

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

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

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

This plan is to be reviewed annually.

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

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

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Mission

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

Safe School Vision

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

What does Rocketship do to promote school safety?

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

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

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

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

Safe Facilities

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

School Buildings

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

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

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

California Only: Plan Development Process

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

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

Framework for Emergency Preparedness

There are four stages of Emergency Management:

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

(1) Mitigation/Prevention

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

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

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

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

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

(2) Preparedness

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

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

(3) Response

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

(4) Recovery

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

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

Note on Emergencies Occurring During Summer or Other School Breaks:

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

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

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

Principles for Emergency Response

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

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

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

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

Step #1: Identify Type of Emergency

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

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

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

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

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

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

Emergency Response Actions- High Level Summary

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

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

Use of School Facilities

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

Safety Drills Required by State

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

California[1]

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

Tennessee[2]

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

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

Wisconsin[3]

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

Washington, D.C.[4]

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

Assisting/Evacuating Individuals with Disabilities

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

Accounting for Students During/After and Emergency

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

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

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

Emergency Procedures

Fire

Fire in the School Building

When the fire is discovered:

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

Upon hearing of a fire:

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

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

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

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

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

Tennessee Region Only - Delayed Fire Evacuation Procedure

Operational Objective

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

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

Delayed Evacuation Procedures (TN Only)

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

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

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

        i. Lining up

        ii. Designating last person in line

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

        i. Using their senses – smell, hearing, sight

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

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

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

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

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

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

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

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

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

Earthquake

What to Expect During an Earthquake

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

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

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

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

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

Emergency response procedures for earthquakes included in this Plan include:

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

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

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

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

After an Earthquake: Evacuation

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

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

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

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

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

Special Circumstance: Earthquake While Outside the Building

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

Severe Weather /Tornado

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

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

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

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

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

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

Flood

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

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

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

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

Flood Special Circumstance– Flood off site

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

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

Criminal Activity Nearby (Police Chase, Search in Neighborhood)

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

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

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

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

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

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

Upon hearing the Lockdown order, teachers should:

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

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

Reporting Dangerous, Unlawful or Violent Activities

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

Intruder With a Weapon

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

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

Note on Students With Weapons:

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

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

Hostage Situation

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

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

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

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

Shooting (Drive-by, Neighborhood)

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

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

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

Immediately after the vehicle is gone:

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

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

Air Pollution / Smog

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

Protective Actions

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

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

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

AQI Basics for Ozone and Particle Pollution

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

Orange:

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

Red or Higher:

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

Declared Emergency:

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

Power Loss

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

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

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

Upon Restoration of Heat & Power:

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

Public Safety Power Shutoff

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

Shelter-in-Place

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

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

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

Car/ Bus Accident

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

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

Threat to School

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

Person Receiving the Threat

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

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

- Call 911 and report these details.

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

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

Specific Situation: Bomb Threat

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

Specific Situation: Shooting Threat

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

Explosion

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

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

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

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

Scenario 2: Risk of Explosion on School Property

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

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

Scenario 3: Explosion or Risk of Explosion in Surrounding Area

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

Scenario 4: Nuclear Blast or Explosion Involving Radioactive Materials

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

Radiation Threat

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

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

Chemical Spills & Hazardous Substances

When a large chemical spill has occurred:

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

When a small chemical spill has occurred:

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

Hazardous Substances:

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

Gasoline	Lacquer Thinner
Solvents	Paint
Motor Oil	Agricultural Spray

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

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

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

Biological / Chemical Incident

A Biological or Chemical Release is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant.
The following indicators may suggest the release of a biological or chemical substance: (1) Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds.

Scenario 1: Substance Released Inside a Room or Building

1. The Principal/designee will initiate the EVACUATE BUILDING action. Staff will use designated routes or other alternative safe routes to an assigned Assembly Area, located upwind of the affected room or building.
2. The Principal/designee will call “911” and will provide the exact location (e.g., building, room, area) and nature of emergency.
3. The Principal/designee will notify the Regional Team of the situation.
4. The Principal/designee will instruct the Security/Utilities Team to isolate and restrict access to potentially contaminated areas.
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the building’s air handling system.
6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated “topically” by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.

7. The Assembly Area Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The Assembly Area Team will provide the list to the Principal/designee and the emergency response personnel.
8. Any affected areas will not be reopened until the Santa Clara County HazMat or appropriate agency provides clearance and the Principal/designee gives authorization to do so.

Scenario 2: Substance Released Outdoors and Localized

1. The Principal/designee will immediately direct staff to remove students from the affected areas to an area upwind from the release. The Principal/designee will, if necessary, initiate the EVACUATE BUILDING action.
2. The Traffic and Security Team (under direction of the Business Operations Manager) will establish a safe perimeter around the affected area and keep personnel from entering the area.
3. The Principal/designee will call "911" and the local emergency management agency (see Emergency Contacts List in your safety clipboard) and will provide the exact location and nature of the emergency.
4. The Principal/designee will notify the Director of Schools of the situation to initiate a crisis response.
5. The Utilities/Hazards Team (under direction of the Business Operations Manager) will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings.
6. Persons who come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid Team (led by the OM) should assess the need for medical attention.
7. The Site Communications Team (Principal, APs, BOM) should compile a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The Site Communications Team will provide this list to emergency response personnel.
8. Any affected areas will not be reopened until the appropriate agency provides clearance and the Principal/designee gives authorization to do so.

Scenario 3: Substance Released in Surrounding Community

1. If the Principal/designee or local authorities determine a potentially toxic substance has been released to the atmosphere, the Principal/designee will initiate SHELTER-IN-PLACE.
2. Upon receiving the SHELTER-IN-PLACE notification, the Utilities/Hazards Team (under direction of the BOM) will turn off local fans in the area; close and lock doors and

windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

3. Staff and students located outdoors will be directed to proceed immediately to nearby classrooms or buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers should communicate their locations to the Principal/designee, using walkie-talkies or other means without leaving the building.
4. The Principal/designee will call "911", and the local emergency management warning agency.
5. The Principal/designee will notify the Director of Schools of the situation.
6. The Principal/designee will turn on a radio or television station to monitor information concerning the incident.
7. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance, or staff is otherwise notified by the Principal/designee.

Emergency Student Release

School Leaders will communicate with families via the one call/message system. Communication will happen when it has been deemed safe to do so by the school Principal. In the event that the nature of the emergency necessitates an early release of students, families will be notified by one call/message system of the instructions, locations and time for early release. Rocketship staff will follow regular dismissal procedures by only releasing students to families with a dismissal card or who have provided an ID that matches the emergency contact list. If students have been moved to a secondary evacuation site, a release station will be set up to check dismissal cards or IDs and release students to authorized individuals.

Emergency Drill Protocols

Fire Drill

1. The **Principal or designee** should sound the fire alarm or otherwise announce the beginning of the fire drill.
2. Teachers should grab their safety clipboards, quickly count students, and lead students outside to the assembly site. Teachers should SHUT THE DOOR when leaving.
3. School Leaders should sweep the hallways and ensure proper flow of foot traffic.
4. At the assembly site, teachers should take attendance.
5. The **Principal or designee** should time the drill. Evacuation of the building should be complete within 5 minutes of the alarm sounding.

6. While staff and students are still assembled, take a moment to quickly debrief: did everyone remember to take attendance? Did staff members know where to go? Did everyone shut their door? Did they take their safety clipboards with them?
7. Remember to record the drill in the Rocketship Drill Log.

Lockdown Drill

1. Students, staff, and families should be prepared for the lockdown drill prior to the announcement. Teachers could discuss the lockdown drill with students as "learning what to do in case a burglar comes into the school."
2. The **Principal or designee (e.g. OM)** will make an announcement over the loudspeaker indicating that the lockdown drill has begun: "Staff and Students: This is the beginning of our lockdown drill. Teachers, please barricade your doors and count your students."
3. **Teachers** should follow the lockdown procedure: Bring all students into the classroom, lock the classroom door (as possible), barricade the door, turn off the lights, build interior barricades, and keep students calm and quiet in the safety triangle, a safety triangle is a location in the room where you can not be seen through the window in the door (sheltering behind interior barricades until the drill is over). Teachers should also take roll, using the roster from their safety clapboard.
4. The **Principal** and other administrators (e.g. AP, Deans) should come door to door to check on classrooms and ensure all teachers have followed the proper procedure.
5. After the drill has been completed, the **Principal or designee** should give the "All Clear" notice over the loudspeaker.
6. The Principal and staff should debrief after the drill has been conducted. Teachers and students may also want to discuss the drill after it is done.

California Only Restrictions on Lockdown Drills

1. Lockdown drills held by Rocketship in California will not be 'high-intensity" drills, meaning they will not simulate an actual active shooter scenario, by involving actors, simulating injuries or injured persons, requiring students to act out resistance, using real weapons, gunfire blanks, or explosions.
2. The design and execution of the drill will be trauma-informed, meaning it will feature age-appropriate content and terminology developed with school personnel and mental health professionals.
3. Lockdown drills shall be preceded by notice to parents and guardians of pupils, teachers, administrators, and other personnel subject to the drills to alert them to the drill's occurrence and expected length of time. Parent and guardians must have an opportunity to opt their child out.
4. Drills will be preceded by an announcement before the drill and an announcement at the conclusion of the drill. Parents shall be notified when the drill is complete.

5. Rocketship shall provide contact information for community-based resources to those negatively impacted by the drills.

Shelter-in-Place Drill

To run a shelter in place drill, staff should do the following:

1. The **Principal** should make an announcement for a Shelter-in-Place drill and clarify what staff and students are expected to do: “We are beginning our Shelter-in-Place drill. Teachers, shut and lock your classroom door and have your class gather in a part of the classroom away from the windows and doors. Lower the blinds in your classroom to cover the windows, if possible.”
2. **Teachers** should lock the door (if they can) and direct students to remain indoors in the safest part of the classroom (away from windows and doors). Windows should be shut and covered.
3. The **Business Operations Manager** should confirm that he/she understands how to turn off the gas, power, and HVAC systems.
4. The Principal should time 5 minutes total from the start of the drill to the end of the drill and should then announce that the “Shelter-in-Place” drill is over.
5. While staff and students are still assembled, take a moment to quickly debrief: did everyone remember what to do? Was it scary?
6. Remember to record the drill in the Rocketship Drill Log.

Earthquake Drills

1. The **Principal or designee** (e.g. Office Manager) will make an announcement over the loudspeaker to indicate the start of the drill.
2. Teachers should instruct their students to **DUCK, COVER, and HOLD**.
3. Students and staff members should duck or drop to the floor, take cover under a sturdy desk or table (keeping their backs to the windows), cover their heads with their hands, and hold onto the furniture for stability.
4. The Principal should wait for four minutes and then announce: “The Earthquake is over.”
5. If desired, classes can also practice evacuating after an earthquake. The Principal (or designee) should announce: “We are now evacuating to our primary assembly site.”
6. Staff and students can get out of the ducking position and prepare to evacuate:
7. Teachers should grab their safety clipboards, make sure their walkie-talkies are on, and count their students before leaving the room.
8. When leaving the room, the door should be left OPEN.

9. Students and staff should proceed to the assembly site using their predetermined evacuation route. At the assembly site, teachers should take attendance.
10. The Principal (or designee) should conduct a walkthrough of the building to make sure that all students and staff have evacuated and that doors have been left open.
11. At the assembly site, the Principal (or designee) should make sure that teachers have taken attendance.
12. While staff and students are still assembled, take a moment to quickly debrief: did everyone remember to take attendance? Did staff members know where to go? Did everyone leave their door open? Did they take their safety clipboards with them?
13. Remember to record the drill in the Rocketship Drill Log.

Severe Weather/Tornado Drill

1. The **Principal** or designee should announce the beginning of the drill over the intercom.
2. **Teachers** should quickly count their students, grab the safety clipboard, and lead students in an orderly fashion to the designated indoor safe site. Students should then be directed to assume a ducking position, facing the interior wall, and cover their heads with their hands. The teacher should take attendance if the count of students doesn't match the number in their students.
3. The **Principal or designee** should conduct a hall sweep to make sure all students and staff have followed directions to evacuate.
4. Once all students are assembled, the **Principal** or designee should wait for three minutes and then announce that the drill is over.
5. While staff and students are still assembled, take a moment to quickly debrief: did everyone remember to take attendance? Did staff members know where to go? Did they take their safety clipboards with them?
6. Remember to record the drill in the Rocketship Drill Log.

Administering Medications to Students

Parents/guardians need to notify the school (Office Manager and Principal) when their child is diagnosed with a chronic or acute medical condition. Parents and guardians should understand what school staff can and cannot do to help manage their child's condition. Please ask your school for the Rocketship Student/Staff Medication Policy.

With the Principal and Business Operations Manager, the Office Manager will manage the process for identifying students with medical conditions, documenting this condition and any

medications that need to be administered, and administering the medication. More information can be found in the Administering Medications to Students Policy, located in the appendix.

Medical Emergency Reporting Procedures

Medical emergencies and accidents can occur at any time and may involve a student or employee. Some emergencies may only require first aid care, while others may require immediate medical attention. When in doubt, it is better to err on the side of caution and dial **911**.

1. Medical emergencies involving students or employees must be reported to the School Principal or his/her designee.
2. Dial 911 or direct someone to do so, provide the following information:
    a. School name and phone number
    b. Building address including nearest cross street(s)
    c. Exact location within the building
    d. Your name and phone number
    e. Nature of the emergency
3. Do not hang up until advised to do so by dispatcher
4. Send a runner to notify the school office that an individual has been injured and an ambulance has been called.
5. Ask someone to dispatch a first aid/CPR trained employee to the victim.
6. If the victim is showing signs of cardiac arrest and is on a school site with an automatic external defibrillator (AED), procedures for retrieval and operation of the AED shall be followed and volunteers trained in the use of an AED shall be brought to the victim as soon as possible.
7. Stay calm. Keep the victim warm with a coat or blanket. Do not leave a person unattended.
8. Do not move the victim unless there is danger of further injury.
9. Do not give the victim anything to eat or drink.
10. Draft a written incident report and submit it to the School Principal, or his/her designee, before the end of the next workday. **Whenever 911 is called, you must submit and file an approved incident report (i.e. with Principal signature) within 24 hrs. of the incident**.

First Aid, CPR, and Health Screening

Rocketship recognizes the importance of taking appropriate preventive or remedial measures to minimize accidents or illness at school or during school-sponsored activities. To this end, Rocketship has taken the following steps to support student safety.

First Aid Kits
Every classroom shall have a First Aid Kit containing appropriate supplies. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

CPR
All Principals are to be certified in adult and pediatric CPR and First Aid and recertified prior to expiration of certificates. School leaders (including Business Operations Managers and Office Managers) should be certified in CPR. These records will be kept at the school site.

Opportunities for adult and pediatric CPR and First Aid training will be offered to all teachers and teachers will be strongly encouraged to become certified in adult and pediatric CPR and First Aid and be recertified prior to expiration of certificates. School sites may also offer training to all support staff and volunteers.

Rocketship expects parents/guardians to provide emergency contact information to the school and keep such information current in case of an incident at the school.

Schools shall be stocked with multiple First Aid Kits containing appropriate supplies. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

As possible/safe, students will be referred to the **Office Manager** or in some regions, the **Nurse**, for minor accidents and incidents.

Minor Accidents
For minor accidents, use the First Aid Kit located in the Front Office or the classroom.

Major Incidents
- Office Managers are trained in First Aid and can provide assistance until emergency personnel arrive
- School leaders are trained in CPR

If personnel trained in First Aid are not available, at a minimum, attempt to provide the following assistance:

- Stop wounds from bleeding with firm pressure on the wound (avoid contact with blood or other bodily fluids)
- In case of choking, clear the air passages using the Heimlich Maneuver

In case of rendering assistance to personnel exposed to hazardous materials, wear the appropriate personal protective equipment. Attempt First Aid ONLY if trained & qualified

Poisoning

If a student ingested a poisonous substance:

1. Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures based on their instructions.
2. Call 911.
3. Notify the Principal.
4. Call the child's parents.

Illness

1. If a child complains of illness, question him/her to determine severity.
2. For minor illness, the teacher should have the child rest head on desk for 10 to 15 minutes. If he/she still complains, send him/her with a note to the Office Manager (or call the office for escort).
3. If a student is too ill to walk to the office, call the Office Manager for immediate help and explain the severity of the situation. If the child feels sick after fifteen minutes, the child may be sent home.

Convulsions

If a child has convulsions:

1. Keep calm. Attempt to ease him/her to the floor so he/she will not fall and injure him/herself
2. Turn his/her head to one side so his/her tongue will not block his/her airway
3. Do not attempt to insert anything in his/her mouth
4. Send someone to the office or call the office for assistance

Chemical Burns

1. Chemical burns, especially those of the skin or eyes, should be flushed with large quantities of water at the nearest source.
2. After flushing the burn, the child can be escorted to the Front Office.
3. If a burn is severe, call 911.

Insect Bites

1. Remove stinger if possible.
2. Apply cold, wet towel
3. Call 911 if systemic symptoms occur (labored breathing, swelling of the entire body, etc.).

Playground Accidents

1. Render first aid on playground if necessary

2. If child is mobile, take to the Office Manager
3. If the child is immobile, call 911.

Bio-Waste:

1. When a student has an accident or vomits, clean carpets within the first few minutes— the more untreated exposure the carpet has to the bio-waste, the more likely that there will be a permanent and deep stain. Disposable gloves are available in the Front Office; Office Managers should also stock carpet/floor cleaner.
2. A bio bag, if necessary, should be disposed of in one of the larger cafeteria garbage bins at the earliest possible moment (may send a student if necessary).
3. Place your bio waste placard on the site of the incident before leaving for the day. This will indicate to the custodial crew the need for a more thorough carpet cleaning treatment on that

Tooth

If a Tooth is displaced by traumatic injury:

1. Wrap the tooth in moist gauze.
2. Send the tooth with the injured child to the office.
3. The Office Manager should call parents immediately.

Rescue Breathing

1. Tap and shout
2. Open airway
3. Look, listen, and feel for breathing.
4. Give 2 full breaths.
5. Check circulation
6. Rescue breathing count: (1) ADULT: 1 breath every 5 seconds; (2) CHILD: 1 breath every 3 seconds, (3) INFANT: 1 breath every 3 seconds

Nose Bleed

1. Have the child sit down and lean forward.
2. Stop bleeding with a cloth

Wounds

1. Wash the wound and apply bandage and ice, if desired.
2. If the wound is severe:
3. Have victim sit or lie down
4. Apply direct pressure to the wound
5. Treat for shock (keep them calm)
6. Do NOT move the victim unless absolutely necessary
7. Call 911

Choking

If the child is unable to breath, cough, speak, then:

1. Give thrusts (below rib cage)
2. Repeat until clear
3. Do not leave a child who is choking or having breathing problems alone

Electric Shock

If a child has suffered an electric shock, do NOT touch them. Call 911.

Resuscitation Orders

School employees are trained and expected to respond to emergency situations without discrimination. If a student needs resuscitation, staff shall make every effort to resuscitate him/her.

Staff members are prohibited from accepting or following parental or medical "do not resuscitate" orders.

School staff should not be placed in the position of determining whether such orders should be followed, and such Advance Directives shall not be communicated to staff. The Principal, or designee, shall inform parents/guardians of this policy.

Severe Allergic Reactions (Anaphylaxis)

Anaphylaxis is a severe and sudden allergic reaction. It occurs when a person is exposed to an allergen to which they are sensitive. The most common allergens or trigger substances that may cause anaphylaxis in school-aged children are: Peanuts, tree nuts, fish, shellfish, egg, cow's milk, sesame, soy, insect stings, latex, and certain medications.

*Anaphylaxis is potentially life threatening and always requires an emergency response***.**
It is therefore critical that school staff, parents and caregivers are confident about the management and treatment of students who have been diagnosed by a medical practitioner as being anaphylactic or potentially anaphylactic.

Anaphylaxis can be treated with and Epi-Pen or other adrenaline auto injector. Only trained school staff, nurses or emergency personnel should administer and Epi-Pen or other adrenaline auto injector. Schools will conduct annual Epi-Pen training for a subset of staff.

Symptoms and Signs:

The symptoms and signs of anaphylaxis, usually but not always, occur within the first 20 minutes after exposure but in some cases can be delayed up to 2 hours or more. Rapid onset and

development of potentially life-threatening clinical effects are characteristic markers of anaphylaxis.

Symptoms and signs of anaphylaxis (a severe allergic reaction) may include one or more of the following:

- Difficulty and/or noisy breathing
- Swelling of the tongue
- Swelling or tightness in the throat
- Difficulty talking or hoarse voice
- Wheeze or persistent cough
- Dizzy/light-headed
- Loss of consciousness and/or collapse
- Pale and floppy (young child)

Symptoms and signs of a mild to moderate allergic reaction may include one or more of the following:

- Tingling of the mouth
- Hives, welts or body redness
- Swelling of the face, lips, eyes
- Vomiting, abdominal pain

Students with Severe Allergies:

If a student is known to have a severe allergy, the student's parent/guardian should inform the Office Manager and submit a Medication Authorization Form signed by the child's physician for any over-the-counter or prescription medication the child needs (see also "Administering Medication to Student"). The physician should attach detailed instructions to this form; a copy of these instructions + form should be included in the plastic baggie with the student medication and the original should be kept in the Safety Binder.

Students with Physician Plan - Emergency Treatment for Anaphylaxis

1. Follow emergency response procedures as outlined in the instructions from the physician (found in the baggie, along with the student's medication, in the Front Office).
2. If the instructions indicate the use of an adrenaline auto injector (EpiPen), trained staff (e.g. Office Manager) should administer the EpiPen **(See Following Page for Detailed Instructions)**
3. Seek urgent medical assistance – call 911 and tell the dispatcher that the medical condition is anaphylaxis or a severe allergy.
4. If unconscious and no pulse is evident, commence Cardio Pulmonary Resuscitation (CPR) and continue until an ambulance arrives. (School leaders are trained in CPR, including OMs and BOMs)

5. Maintain close observation for possible relapse while waiting for ambulance or medical assistance.
6. Maintain airway, breathing and circulation at all times
7. Contact parents/caregivers.

Students WITHOUT a Physician Plan – Emergency Response to Anaphylaxis

Severe allergic reactions or anaphylaxis can occur rarely when there is no history of known allergies. This situation should be treated as an emergency. Under these circumstances there will be no Action Plan. Recognition of the symptoms and/or signs as being anaphylactic may also be a problem. The following steps should be followed:

1. Seek urgent medical assistance – call 911. (If suspected, tell the dispatcher that the medical condition is anaphylaxis or a severe allergy)
2. Lay the person flat and elevate the legs if the person is dizzy or seems confused or has a reduced level of consciousness, unless this makes it more difficult for the person to breathe
3. Follow standard resuscitation measures if there is no pulse, no breathing or loss of consciousness – if oxygen is available give it at a high flow rate.

Using an Epinephrine Auto-Injector (EpiPen)

1. Determine if anaphylaxis is suspected. Anaphylaxis usually, but not always, occurs right after exposure to an allergen. Frequently anaphylaxis occurs in individuals who have a history of a previous reaction. If there is uncertainty about the diagnosis, but there is a reasonable probability that it is anaphylaxis, then treat it as anaphylaxis.
2. If anaphylaxis symptoms occur, call 911. Stay with the victim. Have others notify the parents and Principal/designee immediately.
3. Have the victim sit down. Reassure the victim and avoid moving him or her.
4. Prepare to administer EpiPen.
    a. For students in second grade or below, or if less than 66 lbs, use White label EpiPen Jr (0.15 mg)
    b. For adults and students in third grade or above, or if more than 66 lbs, use Yellow label EpiPen (0.3 mg)
    c. The EpiPen acts immediately; however the effects last only 10 -15 minutes. *Make sure someone has called 911 for continued care.*
5. EpiPen Administration Procedure- **only by trained staff.**
    a. Grasp the EpiPen and form a fist around the unit. With the other hand, pull off the GRAY Safety Cap.
    b. Hold the black tip near the outer thigh. Never put your thumb, fingers, or hand over the black tip. (If an accidental injection occurs, go immediately to the nearest hospital emergency room.)

c. Swing and jab the black tip firmly into the OUTER BARE THIGH so that the auto-injector is perpendicular (at a 90° angle) to the thigh. You will hear a click. (The EpiPen can be injected through the victim's clothing, if necessary.)
d. Hold the EpiPen firmly in place for 10 seconds, and then remove it from the thigh. (After the injection, the victim may feel his or her heart pounding. This is a normal reaction.)
e. Remove the EpiPen and massage the injection area for several seconds.
f. Check the black tip:
    i. If the needle is exposed, the dose has been delivered
    ii. If the needle is not exposed, repeat steps b through e
g. Dispose of the EpiPen in a "sharps" container or give the expanded EpiPen to the paramedics.
h. Call 911, if not previously called.

6. If the anaphylactic reaction is due to an insect sting, remove the stinger as soon as possible after administering the EpiPen. Remove stinger quickly by scraping with a fingernail, plastic card or piece of cardboard. Apply an ice pack to sting area. Do NOT push, pinch, or squeeze, or further imbed the stinger into the skin because such action may cause more venom to be injected into the victim.
7. Observe the victim for signs of shock. Cover the victim with a blanket, as necessary, to maintain body temperature and help to prevent shock.
8. Monitor the victim's airway and breathing. Begin CPR immediately if the victim stops breathing.
9. Take the victim's vital signs (if trained to do so) and record them. Duplicate the emergency card for the paramedics. When paramedics arrive tell them the time EpiPen was administered and the dose administered. If EpiPen has not been disposed of in a sharps container, give the expanded EpiPen to the paramedics.
10. **If symptoms continue and paramedics do not arrive, use a new EpiPen and re-inject 15 to 20 minutes after initial injection.** Continue to monitor the victim's airway and breathing.
11. Follow-up medical care should be obtained at the emergency room or from the victim's physician. A second delayed reaction may occur up to 6 hours after the initial anaphylaxis.
12. Document the incident and complete the accident/incident report. Include in the documentation the date and time EpiPen was administered, the victim's response, and additional pertinent information.

DO NOT HESITATE to administer Epipen and to call 911, even if the parents cannot be reached.

- Call 911 immediately. 911 must be called if Epipen is administered.
- Advise 911 dispatch that the student is having a severe allergic reaction and Epipen is being administered.
- Students should remain quiet with a staff member at the location where the symptoms began until EMS arrives.
- Provide a copy of the Severe Allergy Plan to EMS upon arrival.
- Notify the administrator and parent/guardian.

Please also see Rocketship Education Medication Administration Policies in the Appendix.

Asthma Attack

Asthma is a chronic inflammatory disease that causes the airways of the lungs to tighten, leading to wheezing, breathlessness, chest constriction, and coughing. Schools can be full of environmental triggers for student asthma. Students with uncontrolled asthma may miss school more often and have poorer academic performance than healthy students; supporting a strong asthma management program is crucial to ensuring a child's asthma is controlled and that student is ready to learn.

Students with Asthma:

If a student is known to have asthma, the student's parent/guardian should inform the Office Manager and submit a Medication Authorization Form signed by the child's physician and Medication Administration Record for any over-the-counter or prescription medication the child needs (see also "Administering Medication to Student"). The physician should attach detailed instructions to this form; a copy of these instructions + form should be included in the plastic baggie with the student medication and the original should be kept in the Nurse's Binder.

Emergency Response Procedures for Severe Asthma Episode

NEVER leave a student with breathing problems alone, whether or not asthma has been diagnosed. Stay with the student and do not send the student with breathing problems anywhere.

Signs/Symptoms of an Asthma Attack:

1. Very fast or hard breathing.
2. Skin sucking in over the child's stomach or ribs with breathing.
3. Breathing so hard they cannot walk or speak.
4. Lips or fingernail beds turn blue.

Emergency Response:

1. Stay with the student, call for help, and have someone call 9-1-1.
2. Keep the student sitting upright.
3. Ask the student if their quick-relief medication (Albuterol) is with them, or have quick-relief medication brought to student from the Front Office (by Office Manager) and assist in immediate administration (inhaler or nebulizer), in accordance with their Asthma Action Plan.
4. Repeat quick-relief medication every 20 min or as authorized in the student's Asthma Action Plan.
5. Watch breathing and be prepared to administer CPR until paramedics arrive.
6. Have someone notify the student's parents/caregivers.

Communicable and Contagious Disease/Illness

Schools, like other workplaces, can spread communicable diseases. When faced with an outbreak of a communicable or contagious disease, the Principal of a Rocketship school will consult closely with the State Department of Health for accurate medical/outbreak management advice.

When appropriate, if stakeholders are sick with any communicable and contagious diseases, it is recommended they wear a mask.

The following are among the most common communicable diseases in school/childcare settings:

- **Chickenpox:** Chickenpox is a highly contagious disease caused by the varicella virus, a member of the herpes virus family. It is the most commonly reported childhood disease; about 75% of the population has had chickenpox by age 15 and 90% by young adulthood. Chickenpox is most common in winter and early spring. Symptoms of chickenpox commonly appear 13-17 days after infection and include the sudden onset of a low grade fever and tiredness/weakness. This is followed by an itchy blister-like rash.
- **Common Cold:** The common cold (also called viral rhinitis) is a viral infection, characterized by nasal congestion, a clear, runny nose, sneezing, scratchy throat and general malaise.
- **COVID-19:** COVID-19 is an infectious disease caused by a newly discovered coronavirus. Most people infected with the COVID-19 virus will experience mild to moderate respiratory illness and recover without requiring special treatment. (Additional information about COVID-19 policies can be found in the Policy Appendix.)
- **Fifth Disease:** Fifth disease, a mild, usually non febrile rash illness is caused by a human parvovirus (B19). While considered a mild disease Fifth disease is of concern for persons with the following conditions: pregnant, immunocompromised, undergoing chemotherapy

treatment and sickle cell. *Staff with these conditions should consult with their personal health care providers and alert the Principal and regional staff immediately. The Principal and regional staff should contact the State Department of Health if there is a case or outbreak of Fifth disease.*

- **Hepatitis B:** Hepatitis B (formerly known as serum hepatitis) is an infection of the liver caused by a blood borne virus. The disease is fairly common. Hepatitis B causes fatigue, poor appetite, fever, nausea, vomiting, diarrhea, joint pain, hives, and rash. Urine may appear dark in color and jaundice (yellowing of the skin) may result. Symptoms appear 3-6 months after exposure.
- **Influenza (Flu):** Influenza is a viral infection of the nose, throat, bronchial tubes and lungs. There are two main types of virus: influenza A and influenza B. Each type includes many different strains, which tend to change each year.
- **Measles:** Measles is a highly contagious viral disease that causes fever and a rash. Measles is more common in winter and spring. Epidemics of measles can occur. Measles can cause a very high fever, cough, runny nose, and red watery eyes. Roughly 2-4 days after initial symptoms, a rash of red spots develops on the face and spreads over the body. Little white spots (Koplik spots) may appear on the gums and inside the cheeks. A person is contagious 4 days before to 4 days after the appearance of the measles rash. Infection with measles provides lifelong immunity.
- **Meningitis (Bacterial):** Meningitis (bacterial) is a severe bacterial infection of the meninges (a thin lining covering the brain and spinal cord) caused by the bacteria called Neisseria meningitidis. Meningococcemia is the term for infections involving the bloodstream. Most people exposed to meningococcus bacteria do not become seriously ill, but some develop fever, headache, vomiting, stiff neck, and rash. This disease can be fatal. Symptoms may occur 2-10 days after exposure. *Staff with these conditions should consult with their personal health care providers and alert the Principal and regional staff immediately. The Principal and regional staff should contact the State Department of Health if there is a case or outbreak.*
- **Meningitis (Viral):** Viral meningitis is a viral infection of the lining (meninges) covering the brain and spinal cord. There are many types of viruses that can cause this disease. Some kinds of viral meningitis and others are not. Symptoms include fever, headache, stiff neck, and fatigue. Rash, sore throat, and intestinal symptoms may also occur. *St*aff *with these conditions should consult with their personal health care providers and alert the Principal and regional staff immediately. The Principal and regional staff should contact the State Department of Health if there is a case or outbreak.*
- **(MRSA) Methicillin-Resistant Staphylococcus Aureus:** MRSA stands for methicillin-resistant Staphylococcus aureus, but is shorthand for any strain of Staphylococcus bacteria which is resistant to one or more conventional antibiotics. Symptoms depend on the part of the body affected but often include redness, swelling, and tenderness at the site of the infection.

- **Mumps:** Mumps is a viral illness that causes fever and swelling of one or more glands near the jaw. Mumps is more common during winter and spring. Symptoms of mumps include fever, body aches, headaches, and the swelling of one or more of the salivary glands. The parotid gland (just below the ear) is often most affected. Complications can include pain/swelling of the testicles, deafness, arthritis, and problems of the brain and nervous system. People with mumps are contagious from 3 days before to 4 days after symptoms appear. Symptoms usually occur 16-18 days after infection.
- **Tuberculosis:** TB is spread when a person who has active, untreated TB germs in their lungs or throat coughs, sneezes, laughs, or speaks, spreading their germs into the air. A person who breathes in TB germs usually has had very close, day-to-day contact with someone who has active TB disease.
- **Whooping Cough (Pertussis):** Pertussis, also known as whooping cough, is a highly contagious bacterial illness that causes a cough lasting several weeks. Early symptoms of pertussis include a runny nose, sneezing, fever, and cough. About 1-2 weeks later, the cough worsens and patients develop bursts or rapid coughing followed by a "whoop." A person is contagious from 7 days after exposure to 3 weeks after the appearance of the coughing fits. (Adapted from: http://www.uft.org/our-rights/meningitis-viral)

Principles for Dealing with an Outbreak or Incident of Communicable/Contagious Disease on School Grounds

School staff and parents should notify the Principal ASAP of any confirmed cases of common contagious diseases (ex. influenza, pertussis, mumps, measles, chickenpox) or a single incident or a severe contagious disease (ex. TB, meningitis)

In case of an outbreak **(3 or more confirmed cases)** of a common contagious disease, the Principal should alert the Director of Schools and consult with the State Department of Health for next steps (see also: Crisis Response Plan).

In case of an incident of a severe contagious disease, the Principal should alert the Director of Schools and consult with the State Department of Health for next steps (See Crisis Response Plan).

Guidelines for Dealing with an Outbreak of a Communicable Disease:

1. The Principal reports the incident to the Director of Schools.
2. The Director of Schools and Principal report to the State Department of Health to seek guidance on managing the outbreak and to create public communications materials for families with up-to-date medical information
3. If requested, the Principal may share student vaccination information with the State Department of Health (in student cum. files)
4. The Principal will notify families of exposure to this disease by sending home a letter with information on next steps (For example, if a student at a schools is found to have TB, TB tests may be provided at the school site free of charge)

5. The Principal should exclude from school student staff members who have symptoms until it is safe for them to return, per guidelines provided by the State Department of Health (For example, kids with chickenpox may return after their rash has crusted)
6. The Principal should exclude from school student staff members who have symptoms until it is safe for them to return, per guidelines provided by the State Department of Health (For example, kids with chickenpox may return after their rash has crusted)
7. The Principal may also, per Department of Health guidance, exclude infants, *immunocompromised persons (including pregnant women) and non-compliant (unvaccinated) children* or those with *religious exemptions* to vaccination

Head Lice Policy

If a student is suspected of having head lice (i.e., constant itching or tickling feeling in the hair), the school nurse or other trained school employee may examine the hair of the suspected student for lice or nits (lice eggs). In certain circumstances, the employee may also examine other members of that student's household. If a student is positive for live head lice, the student is to be sent home at the end of the school day with information to the parents regarding treatment and control measures. Students with head lice do not need to be sent home early, they can go home at the end of the day, be treated, and return to class after appropriate treatment has begun. Any absences related to head lice will be documented and counted as an excused absence in accordance with Rocketship's Attendance and Truancy Policy.

Exposure Notice

If there are two or more students affected in any class, Rocketship will send home an exposure notice with information about head lice to all parents/guardians in that class. Rocketship will maintain the privacy of students identified as having head lice and excluded from attendance.

Returning to School

Rocketship will provide parents/guardians of affected students with instructions on how to conduct post-treatment examinations on their children. Parents/guardians may send their child back to school when they believe that the child's hair is no longer infested with head lice. Parents should not withhold the child from school for any days longer than necessary; typically, no more than three days. Any absences longer than three days require a doctor's note. If the family is unable to obtain a doctor's note, the family should arrange to have a meeting with the school to discuss the length of absence. The school has the discretion to excuse additional days if school staff determine this is necessary. The school nurse or other trained staff members may reexamine the student's hair upon return. If the student shows no trace of live head lice, the student may return to school.

Bloodborne Pathogens Safety Procedures

Rocketship Policy on Bloodborne Pathogens Safety (All Regions)

The blood borne pathogens safety procedure has been developed by Rocketship Education to promote safe work practices for employees in an effort to reduce occupational exposure to Hepatitis B Virus (HBV), Human Immunodeficiency Virus (HIV) and other blood borne pathogens.

The following are several principles that should be followed by Rocketship employees when working with, or if exposed to, bloodborne pathogens:

- Being prudent and wise in their work to minimize exposure to bloodborne pathogens
- Never underestimate the risk of exposure to bloodborne pathogens
- Rocketship shall work to institute as many engineering and work practice controls as necessary to minimize or eliminate employee exposure to bloodborne pathogens.

To keep this policy current, it will be reviewed and updated as follows:

- At least annually
- Whenever new or modified work tasks or procedures are implemented which may affect occupational exposure to employees.
- Whenever an employee is exposed to a blood borne pathogen.

Methods of Compliance

To effectively eliminate or minimize exposure to bloodborne pathogens, Rocketship has implemented the following methods of compliance.

- Universal Precautions: Rocketship observes the practice of “Universal Precautions” to prevent contact with blood and other potentially infectious materials. As a result, Rocketship employees treat all human blood and bodily fluids as if they are potentially infectious for HBV, HIV and other blood borne pathogens.
- Engineering Controls: When necessary, Rocketship shall use available engineering controls to eliminate or minimize employee exposure to bloodborne pathogens including
- Hand washing facilities (or antiseptic hand cleansers and towels or antiseptic towelettes), which are readily accessible to employees who have potential for exposure.
- Containers for contaminated sharps have the following characteristics:
    - Puncture-resistant
    - Color coded or labeled with a biohazard warning label
    - Leak-proof on the sides and bottom
    - Specimen and Secondary Containers which are:
        - Red in color
        - Puncture-resistant, when necessary
        - Color coded or labeled with a biohazard warning label

        - Leak-proof on the sides and bottom
- Workplace Controls: Work practice controls are those that have been implemented to prevent the spread of infectious diseases. Universal precautions include hand washing, gloving (and other personal protective equipment - *PPE*), clean-up and housekeeping techniques
- Hand washing: Employees must always wash their hands before eating, before handling clean equipment and utensils, before and after assisting with feeding, after toileting, or assisting in toileting, after contact with any bodily secretions or fluids, after removing disposable gloves and after completing custodial tasks.
- Gloving (and other personal protective equipment - PPE): Gloves and other PPE should be worn at a minimum under the following conditions:
    - At all times when contact is anticipated with blood or other bodily fluids.
    - When the wearer has an open sore or cut and handling bodily fluids or blood.
    - When rendering first-aid.
    - When cleaning up a spill of blood, bodily fluids, vomit, urine, fecal material or saliva
- Clean-Up of Spills: The following safe practices should be followed when cleaning up spills:
    - Always wear gloves and other PPE as necessary to prevent exposure
    - Use towels or other absorbents in conjunction with soap and water.
    - Use approved disinfectants as necessary.
    - Discard absorbents and other materials in appropriate plastic bag labeled for such items
    - Remove gloves after completing the clean-up procedure and discard them into the same plastic bag as other contaminated items.
- Housekeeping: The following housekeeping practices should be followed to aid in the elimination of potential exposure hazards.
    - Always decontaminate any contaminated surfaces immediately with the appropriate disinfectant.
    - If equipment or PPE become contaminated, immediately remove and replace them
    - Inspect and decontaminate bins, pails or other similar receptacles which may become contaminated
    - Make sure broken glassware, which may be contaminated, is cleaned up using such items as a dust pan, tong, etc. Do not pick up broken glassware directly with your hands.
    - Discard regulated waste in a manner consistent with law.
    - Discard sharps immediately in containers provided for such.
    - Always close containers. If a container is leaking, place one container in a second container. Containers for regulated waste other than sharps are red in color and labeled biohazard.

- The CEO or his/her designee is responsible for organizing the collection and handling of the school's contaminated waste with a HazMat Collection Organization. Written records of regulated waste disposal off site shall be kept by the school.

Information and Training

Employees shall be retrained annually to keep their knowledge of this area current. New employees or those who may be assigned a new task will receive this training as necessary. The CEO or his/her designee is responsible for ensuring that employees who have a potential for exposure to bloodborne pathogens receive this training. Records of the training shall be maintained by the CEO or his/her designee and include names and job titles of attendees, date of training, contents of training provided, and the names and qualifications of instructor(s). The training program shall cover at a minimum:

- Blood borne Pathogens Standard
- The location of this policy and that it is available for review.
- Appropriate methods for recognizing tasks and activities that may involve exposure to blood and other potentially infectious materials.
- Review of limitations and methods that will prevent or reduce exposure including: engineering controls, workplace practices, PPE.
- Visual warnings of biohazards including signs, labels, and color coded containers
- Information on Hepatitis B Vaccinations including efficacy, safety, method of administration, benefits of the vaccination and the District free vaccination program.
- Actions to take and persons to contact in an emergency involving blood or other potentially infectious materials. Including follow up reporting if an exposure incident occurs and post exposure evaluation including medical consultation to be provided.

Labels and Signs

The biohazard labeling system is used. These labels, which are red in color, are used in conjunction with the approved red color-coded containers to warn employees of possible exposures. The following items at the school are labeled: Containers of regulated waste, disposal containers, other containers used to store contaminated material.

Hepatitis B Vaccinations, Post Exposure and Follow up

The Principal, or designee, shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Principal, or designee, shall establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

The Board shall determine which employees have occupational exposure to bloodborne pathogens and other potentially infectious materials. In accordance with ROPS' "Exposure Control Plan," employees having occupational exposure shall be trained in accordance with applicable state regulations (8 CCR 5193) and offered the hepatitis B vaccination.
The Principal, or designee, may exempt designated first-aid providers from pre-exposure hepatitis B vaccination under the conditions specified by state regulations.

Employees not identified as having occupational exposure in ROPS' exposure determination may petition to be included in ROPS' employee in-service training and hepatitis B vaccination program. Such a petition should be submitted to the Principal, or designee, who shall evaluate the request and notify the petitioners of his/her decision. The Principal, or designee, may deny a request when there is no reasonable anticipation of contact with infectious material.

Vaccination Program

The vaccination program has been implemented for those employees who may be exposed to bloodborne pathogens during their routine work tasks. There is no cost to employees for the vaccinations. The vaccination program consists of a series of three inoculations over a six month period.

Vaccinations shall be performed under the supervision of a licensed physician or other health care professional. A list of Employees interested in taking part in the vaccination program shall be created and kept. A list of employees who decline to take part in the vaccination program shall be created and kept as well and will have signed a "vaccination declination form". The Principal or a designated employee shall notify interested employees of the time and date of the vaccination, at least 2 weeks prior to the vaccination date.

Post Exposure and Follow-Up

If an employee is accidentally exposed to bloodborne pathogens during the performance of their work, the following shall be immediately conducted:

- Employees shall receive medical consultation and if necessary, treatment.
- An investigation of the circumstance surrounding the exposure incident shall be conducted and a written report prepared within 24 hours of its occurrence. The investigation shall obtain as much information as possible including:
    - Date and time of exposure
    - Location of exposure
    - The type of potentially infectious materials (blood, urine, etc.)
    - Source of infectious materials
    - Circumstances of the exposure (type of work being conducted)

    - Cause of exposure if known (accident, equipment malfunction, etc.)
    - Was PPE being worn
    - Actions taken as a result of the exposure (clean up activities, notifications, medical attention sought, etc.)
- After the investigation, a written summary of the incident, its apparent causes and recommendations to avoid similar incidents in the future.
    - A post-exposure checklist shall be used.
    - Follow-up shall provide exposed employee with the following confidential info:
        - Documentation regarding the routes of exposures and circumstance
        - Identification, if possible, of the source individual (unless infeasible or prohibited by law).
        - If possible, source individual's blood shall be tested to determine if HBV or HIV infectivity. The information obtained here shall also be provided to the exposed employee and a discussion of the applicable laws and regulations concerning disclosure of the identity and infectious status of a source individual conducted. In addition, the exposed employee shall have blood collected and tested for HBV and HIV infectivity.
    - The process is to remain confidential.
    - The healthcare professional treating the employee shall be sent all necessary documents describing exposure, any relevant employee medical records and any other pertinent information.

Written Opinion: The healthcare professional shall provide Rocketship with a written opinion evaluating the exposed employee's situation as soon as possible. The written opinion shall contain only the following:

- Whether Hepatitis B Vaccinations are indicated for the employee.
- Whether the employee has received the Hepatitis B Vaccination
- Confirmation that the employee has been informed of the result of the evaluation
- Confirmation that the employee has been told about medical conditions resulting from the exposure incident which require further evaluation or treatment.

A copy of this opinion shall be forwarded to the employee. After completion of these procedures, the exposed employee shall meet with the qualified healthcare professional to discuss the employee's medical status. This includes the evaluation of any reported illnesses, as well as recommended treatment. Other findings and diagnoses will remain confidential and will not be included in the written report.

Medical records concerning employees are kept confidential and will not be disclosed to another party without the written consent of that employee (except as required by law).

Health Safety for Sport Programs

For schools that operate sports programs for students, it's important to take appropriate measures to reduce health risks for students who participate. Team coaches' primary responsibility is for their players' health and safety and should prioritize these when managing the team. It is recommended that all coaching staff have first aid training that covers common sport injuries and AED usage. In addition, the following guidelines are legal requirements in California and MUST be done for all California schools; they are also suggested for schools in other regions.

Training

All coaches (i.e., any adult who supports a sports team by directing players during practice and/or games) must complete concussion and head injury prevention and identification training before they begin coaching. They should then abide by the guidelines and principles shared in the training.

Rocketship will provide access to training that aligns with the Centers for Disease Control and Prevention (CDC) guidelines on concussion and head injury prevention and identification. For more information please reach out to the manager of Personalized Learning.

AED access

Each campus should have an AED available onsite for use if needed. The AED should be left in an accessible space and left in good working condition.

Anti-Bullying Procedures

Rocketship desires to provide a safe school environment that allows all students equal access and opportunities in our schools' academic and other educational programs, services, and activities. Rocketship prohibits, at any Rocketship school or activity, discrimination, harassment, intimidation, or bullying of any student based on the student's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. School personnel must take immediate steps to intervene when safe to do so when he or she witnesses an act of discrimination, harassment, intimidation or bullying ("DHIB").

These processes, including consideration of cyberbullying, are elaborated on in Rocketship's Discrimination, Harassment, Intimidation, and Bullying Policies, which can be found in the appendix.

Rules and Procedures on School Discipline

Safety, order, and student discipline are fundamental to learning at Rocketship. Rocketship expects all students to behave in a way that fosters a safe and welcoming environment for other students, Rocketship staff, and community members.

Students will be subject to disciplinary action if they engage in prohibited conduct while on school property, when attending any school-sponsored activity, or while in transit going to or coming from a Rocketship campus. Students may also be subject to disciplinary action for off-campus behavior if it creates a substantial disruption to the school environment or interferes with another student's ability to participate in the school program.

School discipline rules and procedures are elaborated on in Rocketship's Student Discipline Policies, which can be found in the appendix.

Self-Harm/Suicide Threat

Rocketship Public Schools recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, Rocketship has developed prevention strategies and intervention procedures. In compliance with Education Code section 215, this policy has been developed in consultation with Rocketship school-employed mental health professionals (e.g., school counselors, psychologists), administrators, other school staff members, the county mental health plan, and other community stakeholders in planning, implementing, and evaluating Rocketship's strategies for suicide prevention and intervention. Rocketship must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, Rocketship may appoint an individual (or team) to serve as the suicide prevention point of contact for Rocketship. The suicide prevention point of contact for Rocketship and the Principal shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Staff Development

Rocketship, along with its partners, has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members. It may also be provided, when appropriate, for other adults on campus (such as substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool staff).

Employee Qualifications and Scope of Services

Employees of Rocketship must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

Parents, Guardians, and Caregivers Participation and Education

Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, the Charter School shall share this Policy with parents/guardians/caregivers by making it easily accessible on the Rocketship Web page and included in the Parent Handbook. Parents/guardians/caregivers may also have access to suicide prevention training.

Intervention and Emergency Procedures

Rocketship designates the following administrators to act as the primary and secondary suicide prevention liaisons:

1. Mental Health Provider
2. Principal (or Assistant Principal)

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the Principal or designee, who shall then notify the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

The suicide prevention liaison shall also refer the student to mental health resources at Rocketship or in the community.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

1. Ensure the student's physical safety by one or more of the following, as appropriate:
   A. Securing immediate medical treatment if a suicide attempt has occurred
   B. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened.
   C. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
   D. Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed.
   E. Moving all other students out of the immediate area.
   F. Not sending the student away or leaving him/her alone, even to go to the restroom.
   G. Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence.
   H. Promising privacy and help, but not promising confidentiality.

2. Document the incident in writing as soon as feasible.

3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary.

4. After a referral is made, Rocketship shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, Rocketship may contact Child Protective Services.

5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at Rocketship.

6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the Rocketship campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in Rocketship's safety plan and/or Crisis Response Plan.

Supporting Students during or after a Mental Health Crisis

Students shall be encouraged through Rocketship activities to notify a teacher, the Principal, another Rocketship administrator, psychologist, Rocketship counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. Rocketship staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student, and parent/guardian, about additional resources to support the student.

Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. Rocketship shall follow its Crisis Response Plan to determine the most appropriate postvention.

Serious Injury or Death at the School

The death of a student or staff member is traumatic to school communities, whether the death was the result of a long illness or an act of violence. Principals should refer to the Rocketship Crisis Response Plan – Serious Injury or Death (Grief) protocol for actions to take following a serious injury or death at the school.

Staff members should know the following:

1. In case of serious injury or death, do not move the victim unless absolutely necessary. Do not leave an injured student alone. Send a runner to notify the Principal and Office Manager ASAP.
2. A School Leader will call 911.
3. The Office Manager should administer First Aid (See Part Four: First Aid and Medical Conditions in this Health/Safety Plan).
4. If students are in the same space as a student who is seriously injured, they should be escorted elsewhere.
5. Do not make announcements about an accident or incident over the intercom.
6. The Principal should refer to the Rocketship Crisis Response Plan for next steps to stabilize the situation and support the school community.

California - Supporting Students Impacted by Community Violence

In developing our school's safety plan, it was imperative to include comprehensive guidelines for caring for students who have witnessed a violent act at any time. First and foremost, we have prioritized creating a safe and supportive environment that encourages open communication by

having Wellness Counselors at each of our 13 schools. We identify and train staff members, including teachers and counselors, to recognize signs of trauma and distress in students who may have experienced violence every summer during our teacher and school leader professional development. We have implemented a trauma-informed approach that involves fostering a culture of empathy, understanding, and patience, where students feel comfortable sharing their experiences. We exercise this every day of school during our community meeting time which is a social-emotional learning (SEL) lesson led by teachers using our Rocketship developed SEL curriculum called The Shortest Distance (TSD).

Additionally, we have found that collaboration with mental health professionals and community resources is vital to ensure a continuum of care for affected students. This is why we have earmarked funding to both our Wellness + MTSS and Care Corps Teams who execute these services for our students and families. Establishing protocols for immediate intervention and ongoing support, such as counseling services and support groups, is crucial, and we do this three times a year by gathering social emotional and behavioral data. This data informs the creation of eight to nine week intervention cycles in Fall, Winter, and Spring each year. By providing a multi-tiered system of support, incorporating both preventative and responsive strategies, we have created resilient and compassionate school communities that prioritize the well-being of students who have witnessed violent acts, fostering healing and recovery over time.

California Assessment of Status of School Crime

Rocketship Mateo Sheedy:
From Sept 1, 2024 to Feb 1, 2025 there were no on campus crimes at Rocketship Mateo Sheedy. The reported crimes in a half mile radius of Rocketship Mateo Sheedy were:
Assault (75), Burglary (29), Disturbing the Peace (226), Drugs / Alcohol Violations (13), DUI (4), Fraud (12), Motor Vehicle Theft (53), Robbery (9), Sex Crimes (14), Theft / Larceny (24), Vandalism (30), Vehicle Break-In / Theft (21), Weapons (11).

Rocketship Si Se Puede:
From Sept 1, 2024 to Feb 1, 2025 there were no on campus crimes at Rocketship Si Se Puede. The reported crimes in a half mile radius of Rocketship Si Se Puede were:
Arson (1), Assault (78), Burglary (26), Disturbing the Peace (165), Drugs / Alcohol Violations (23), DUI (7), Fraud (7), Motor Vehicle Theft (35), Robbery (7), Sex Crimes (18), Theft / Larceny (21), Vandalism (28), Vehicle Break-In / Theft (6), Weapons (7).

Rocketship Mosaic:
From Sept 1, 2024 to Feb 1, 2025 there were no on campus crimes at Rocketship Mosaic. The reported crimes in a half mile radius of Rocketship Mosaic were:

Arson (5), Assault (72), Burglary (18), Disturbing the Peace (259), Drugs / Alcohol Violations (15), DUI (10), Fraud (10), Motor Vehicle Theft (29), Robbery (13), Sex Crimes (10), Theft / Larceny (51), Vandalism (27), Vehicle Break-In / Theft (24), Weapons (3).

Rocketship Fuerza:
From Sept 1, 2024 to Feb 1, 2025 there were no on campus crimes at Rocketship Fuerza. The reported crimes in a half mile radius of Rocketship Fuerza were:
Assault (81), Burglary (32), Disturbing the Peace (209), Drugs / Alcohol Violations (22), DUI (7), Fraud (20), Motor Vehicle Theft (40), Robbery (7), Sex Crimes (23), Theft / Larceny (44), Vandalism (35), Vehicle Break-In / Theft (13), Weapons (8).

Rocketship Spark:
From Sept 1, 2024 to Feb 1, 2025 there were no on campus crimes at Rocketship Spark. The reported crimes in a half mile radius of Rocketship Spark were:
Assault (38), Burglary (5), Disturbing the Peace (66), Drugs / Alcohol Violations (7), Fraud (6), Motor Vehicle Theft (31), Robbery (3), Sex Crimes (3), Theft / Larceny (27), Vandalism (15), Vehicle Break-In / Theft (10), Weapons (2).

Rocketship Rising Stars:
From Sept 1, 2024 to Feb 1, 2025 there was one instance of a burglary at Rocketship Rising Stars. The reported crimes in a half mile radius of Rocketship Rising Stars were:
Assault (47), Burglary (12), Disturbing the Peace (141), Drugs / Alcohol Violations (11), Fraud (9), Motor Vehicle Theft (50), Robbery (11), Sex Crimes (16), Theft / Larceny (16), Vandalism (15), Vehicle Break-In / Theft (9), Weapons (3).

Rocketship Brilliant Minds Academy:
From Sept 1, 2024 to Feb 1, 2025 there was one instance of a burglary at Rocketship Brilliant Minds. The reported crimes in a half mile radius of Rocketship Brilliant Minds were:
Assault (81), Burglary (20), Disturbing the Peace (222), Drugs / Alcohol Violations (9), DUI (5), Fraud (5), Motor Vehicle Theft (38), Robbery (9), Sex Crimes (4), Theft / Larceny (37), Vandalism (20), Vehicle Break-In / Theft (13), Weapons (5).

Rocketship Los Suenos:
From Sept 1, 2024 to Feb 1, 2025 there were no on campus crimes at Rocketship Los Suenos. The reported crimes in a half mile radius of Rocketship Los Suenos were:
Assault (64), Burglary (12), Disturbing the Peace (113), Drugs / Alcohol Violations (7), DUI (5), Fraud (7), Motor Vehicle Theft (33), Robbery (6), Sex Crimes (7), Theft / Larceny (21), Vandalism (18), Vehicle Break-In / Theft (5), Weapons (3).

Rocketship Alma Academy:

From Sept 1, 2024 to Feb 1, 2025 there were no on campus crimes at Rocketship Alma Academy. The reported crimes in a half mile radius of Rocketship Alma Academy were:
Arson (1), Assault (103), Burglary (16), Disturbing the Peace (361), Drugs / Alcohol Violations (20), DUI (5), Fraud (10), Motor Vehicle Theft (60), Robbery (11), Sex Crimes (39), Theft / Larceny (50), Vandalism (30), Vehicle Break-In / Theft (20), Weapons (4).

Rocketship Discovery Prep:
From Sept 1, 2024 to Feb 1, 2025 there were no on campus crimes at Rocketship Discovery Prep. The reported crimes in a half mile radius of Rocketship Discovery Prep were:
Arson (1), Assault (46), Burglary (16), Disturbing the Peace (78), Drugs / Alcohol Violations (16), DUI (5), Fraud (7), Motor Vehicle Theft (22), Robbery (7), Sex Crimes (8), Theft / Larceny (21), Vandalism (13), Vehicle Break-In / Theft (13), Weapons (1).

Rocketship Redwood City: There were no on campus crimes at Rocketship Redwood City.

Rocketship Delta Prep: There were no on campus crimes at Rocketship Delta Prep.

Rocketship Futuro Academy: There were no on campus crimes at Rocketship Futuro Academy.

As indicated by the data, Rocketship campuses have had only two incidents that were the subject of reporting. Rocketship's investments in positive behavioral supports and social emotional learning foster a positive environment for students, staff and the community. Rocketship's focus on safety and security of our facilities continues to minimize school crime.

California Instructional Continuity Plan

Rocketship Public Schools is committed to the safety and security of students, faculty, and staff. In the event of a natural disaster or other emergency, Rocketship Public Schools will prioritize strong family communication, access to instruction and student and staff well being. In accordance with Education Code Section 32282, Rocketship has developed and adopted this Instructional Continuity Plan ("ICP").

Communication

Rocketship uses ParentSquare as its primary communication platform to maintain consistent and inclusive engagement with families across all schools. ParentSquare is accessible via both web and mobile app, and supports two-way communication in multiple languages, ensuring that all families - regardless of device type or primary language - receive essential updates. Families receive regular communication through weekly regional and schoolwide messages, classroom updates, teacher calls, and community gatherings. In the event of an emergency, Rocketship will

continue to utilize the ParentSquare platform, and will initiate communication as soon as possible, no later than five calendar days following the emergency.

Emergency preparedness is built into the platform: each school leader has access to an “Alert” function that overrides user preferences and pushes critical messages through email, text, voice call, and app notifications. In the event of internet or power outages, staff can continue sending updates using cellular data via the mobile app, and each school maintains printed contact sheets to support manual outreach if needed. Emergency message templates are pre-drafted for quick use, and all staff are trained annually on communication protocols as part of broader safety and continuity planning.

Technology

Rocketship embeds technology throughout its school program. Students use chromebooks, online learning platforms and tools such as Google Classroom on a regular basis. Rocketship regularly provides information to families on how to access and use these programs at home. In the event of an emergency, Rocketship will distribute technology and provide support to ensure that all of our students have devices and internet connectivity. Chromebooks and chargers will be distributed to students within 48 hours of an emergency. Google Classroom will be utilized to message each cohort about classwork. Students and families will pick up their device with instructions at a designated location shared on ParentSquare. For students who require a hotspot, our Care Corps Coordinators support families by connecting them to local providers with free hotspot programs. Coordinators and school staff work with families to ensure students are able to access their classwork and teachers and troubleshoot any identified issues.

Instruction and Assessment

Following an emergency or natural disaster, instruction will resume within 10 instructional days. To ensure continuity of instruction in the wake of an emergency, Rocketship Public Schools will adapt its existing instructional frameworks to accommodate both in-person and remote learning environments. Site based learning will occur when the conditions outlined in the last section are met. Rocketship will work closely with authorizers and local agencies in making the decision to return to site based learning. Rocketship will utilize its current curriculum and instructional materials, ensuring that content remains accessible whether students are participating in-person or remotely. Our instructional plan has been designed to meet instructional standards that are equivalent to Rocketship’s Independent Study Policy. The instructional approach will incorporate:

- **Digital platforms**: Rocketship’s established online instructional platforms will be leveraged to facilitate remote learning. Teachers will provide regular and timely communication to students and families regarding assignments, learning objectives, and assessments.
- **Printed materials**: In the event that students do not have access to digital devices, printed instructional materials will be provided and available to pick up in a central location. These materials will reflect the same instructional quality as those used in the

classroom.

- **Synchronous and asynchronous instruction**: Synchronous learning sessions will be scheduled for students, while asynchronous activities will be available to accommodate diverse student needs and schedules. These sessions will ensure continuous engagement with core content areas, aligned with grade-level standards.
- **Equitable instructional resources**: Teachers will be provided with training on digital tools, ensuring that all students, regardless of their location or background, can engage meaningfully with the curriculum. Learning will be adapted for students with exceptional needs, including English learners and those requiring mental health support.
- **Real-time access to instruction**: Where possible, instructional materials will be available in real-time to support dynamic learning experiences. This includes live-streaming lessons, recorded lessons, and virtual office hours.
- **Standards-aligned objectives**: Teachers will emphasize grade-level and subject-specific standards, ensuring that students can achieve critical learning outcomes.
- **Formative assessment and feedback**: Teachers will use screening tools, quizzes, and activities to assess progress and adjust instruction accordingly. Formative assessments will be integral to gauging individual student needs and ensuring they remain on track toward meeting educational goals.
- **Differentiated support**: Teachers will tailor instruction and assessment to individual student needs, including providing academic supports such as tutoring, office hours, and virtual check-ins.

Access

Our instructional continuity plan allows us to offer individualized support for all students-including English Learners (ELs), students receiving special education services, students in foster care, and students who are experiencing homelessness--through elements such as individual communication with students and families, personalized technology, data-driven instruction, and personal feedback. Care Corps staff maintain consistent engagement with families through weekly check-ins, utilizing a digital survey to assess emerging needs. Coordinators prioritize one-on-one follow-up communication and home visits, especially for families with unique or complex circumstances. They collaborate with families to review identified needs and facilitate referrals to the appropriate community partners for targeted support.

For students receiving special education services, Rocketship will continue to support students' individualized academic goals and provide related services virtually to align with distance learning models. Included in each students' IEP is a new section titled, Emergency Circumstances Program B. This section allows for schools to develop and plan for how services will be implemented based on the individual learning needs of each student prior to an emergency event happening. It explicitly names how, when, and who will be providing key special education services for students to ensure all students receiving services are still able to access a reasonable offer of Free Appropriate Public Education (FAPE).

In addition to the Emergency Circumstances Program B section of each Rocketship IEP, outlined below is how each school will ensure an appropriate offer of FAPE is being implemented, even in emergency situations that may require distance learning.

Rocketship is committed to serving students with disabilities, including students in non-public special education school settings. Rocketship will continue to serve these students by ensuring:

- Students with disabilities have equitable access to situational distance and in-person learning opportunities.
- LEAs will ensure timely completion of IDEA procedures, including but not limited to initial and reevaluation for eligibility and IEP development and revision, in both situational distance and in-person learning models.
- LEAs will ensure that school professionals delivering IEP services to the student regularly communicate with families throughout any periods of situational distance learning. Consistent and clear communication encourages parent and student participation in situational distance learning, in-person learning, recovery service delivery and other educational opportunities.
- LEAs will ensure recovery planning and implementation includes strategies to assess students with disabilities, formally or informally, to determine a baseline measurement for recovery service delivery, as well as strategies to address any identified student regression and loss of educational benefit. These strategies will take into consideration and seek to address the achievement gap of students with disabilities in comparison to their non-disabled peers prior to loss of services due to school closure.

For English learners, we will continue to meet student needs by providing Designated English Language Development (DELD) instruction and Integrated English Language Development (IELD) strategies during content instruction that can be embedded into daily distance learning activities, synchronous and asynchronous lessons. Examples of these strategies include use of input charts in videos and online lessons and language production opportunities grounded in Guided Language Acquisition and Design (GLAD) such as Say it With me/Read it with me, Total Physical Response and Cite your Source. Students will continue to have access to Lexia English, an online learning program, where students will practice their speaking, listening, and grammar skills in various academic contexts. Additionally, families will receive access to direction and resources in their primary language so that they can best support their students at home. We will continue to encourage language-rich activities with families in their home language (e.g., Los Dichos reading program). ELs will continuously be monitored for progress and placed into services if progress and goals are not being met.

Once we are able to bring students back to campus for facilitated distance learning and/or in-person learning, students with unique needs will be given priority. For these students, we will work to make in-person learning an option as soon as possible.

Rocketship will utilize robust protocols to ensure student attendance in virtual learning. Staff will track student attendance with tiered intervention for higher attendance issues. Families of absent students receive timely notifications and are contacted in their home language by a staff member or Care Corps Coordinator. Care Corps Coordinators conduct comprehensive needs assessments for families facing significant hardships beyond the school environment. Through initial screenings and parent meetings, coordinators work to identify the root causes of challenges and develop tailored support plans to address the unique needs of each family and student.

Professional Learning

In the event of an emergency closure, Rocketship is well equipped to train our educators and leaders on the tools to support remote learning.

The existing Rocketship model invests deeply in educator training, development and support. Staff receive over five hours of development each week and regular individualized coaching, in addition to three weeks of training in the summer. All of this training can shift to a virtual format through Zoom with specialized content that supports distance learning. See specialized content below:

- *Health and Safety Procedures:* School Leaders and Teachers will be trained on health and safety procedures aligned to the specific context.
- *Social Emotional Learning:* Throughout the summer we dedicate time to prepare our teachers with strategies for social emotional learning. For instances that would prompt distance learning, we also would provide training on how to best recognize the signs of trauma as well as means to effectively support students' social-emotional needs.
- *Pedagogies and Strategies for Learning:* Throughout our summer training we have the opportunity to build in sessions to teach our school leaders and staff different distance learning approaches and equip them with new tools (such as Peardeck, Nearpod, Padlet, GoGuardian, and more). We will work to ensure that existing curricula come with virtual learning recommendations for execution in case of remote learning.
- *Supporting EL Students*: All teachers receive integrated ELD training to ensure that these strategies are available no matter how the curriculum is being taught. In addition, our programs for DELD can be executed virtually to ensure our EL students will get their content virtually no matter the format.
- *Family engagement:* Family engagement is core to our instructional model. As such, we consistently employ a number of virtual platforms to keep families in the loop with important updates from their campus. We will continue to utilize these communication and engagement tools in the event of an emergency.

Additionally, our staff continue to receive individualized coaching from school leaders who can help address any questions or professional development needs on an individualized basis. School Leaders receive training on coaching in virtual classrooms, including how to look for quality EL instruction and engagement.

Well-being

In the event of an emergency school closure, Rocketship Public Schools will launch a comprehensive Well-Being Support Protocol to address the social-emotional, mental health, academic, and physical health needs of all students. A digital survey, modeled after the CareCorps tool used during COVID-19, will be deployed within three days to assess students' well-being, access to learning resources, and overall home environment. This survey will be made available in multiple languages and distributed through SMS, email, and ParentSquare, with support from Care Corps Coordinators (CCC) to ensure broad participation. Responses will be monitored daily by a central Response Team composed of Wellness Counselors, CCCs, and

administrators, who will triage needs and prioritize support for high-risk students.

To maintain access to essential services, Rocketship will continue to provide mental health support through virtual sessions with Wellness Counselors using HIPAA-compliant platforms. Students requiring specialized services, such as IEP, OT, and speech therapy, will receive continued support via virtual platforms in alignment with their service plans. For foster youth, homeless students, and those with limited digital access, additional support will be coordinated through McKinney-Vento liaisons and community partners.

Ongoing communication will include weekly updates, wellness resources, and family support resources, all accessible in multiple languages. The Response Team will meet weekly to analyze survey data and adjust support strategies, with quarterly family feedback surveys informing continuous improvement.

Support Services

Rocketship schools are community schools. As such, Rocketship has well established partnerships with community organizations and agencies. During an emergency, Rocketship would utilize these partnerships and our Care Corps and Wellness programs to continue to provide robust support services to our students, families and community.

After School Services
In the event of emergency school closures, after school service will resume as soon as in-person instruction is deemed safe. If remote learning is still the main teaching method, and conditions allow, after school staff will support in-person learning at the school during school hours to support the students who would like to be in-person. If in-person learning has resumed, then after school care will resume as normal to support students, although the program may be smaller depending on the availability of staff. In that case, Foster and homeless youth will be prioritized.

Food Services
In the event of emergency school closures, Rocketship is committed to maintaining daily breakfast and lunch service for all students, in compliance with California Department of Education (CDE) and USDA guidelines. We will pursue all allowable flexibilities to adapt meal service methods to meet community needs and will collaborate with our food service vendor and local partners to ensure continued access during extenuating circumstances. Student meal participation, served by Rocketship staff, will be tracked to ensure ongoing access to free or reduced-price meals for eligible students. Information on meal availability will be shared through regular family communications.

Counseling Services
In the event of emergency school closures, the provision of counseling services will continue at Rocketship Schools without interruption through virtual (telehealth) counseling. Wellness Counselors will offer scheduled individual and group counseling sessions via secure video conferencing platforms, ensuring accessibility and confidentiality in compliance with FERPA and HIPAA guidelines. School counselors will maintain regular communication with students and families through secure digital platforms, phone calls, and scheduled virtual appointments.

Students and families will receive clear instructions on how to request support, including through phone, email, and designated wellness office hours. Wellness Counselors will collaborate closely with teachers and administrators to identify and reach out to students who may be struggling emotionally or socially. Regular wellness check-ins, virtual classroom visits, and digital wellness resources will be implemented to promote mental health and emotional resilience. In cases requiring additional support, Wellness Counselors will coordinate referrals to appropriate community mental health providers.

Site-based Collaboration

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

Return to Site-based Learning

In the event of an emergency, Rocketship will assess the situation frequently using the following criteria to determine the feasibility of a return to in-person learning (all must be met):

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Staff to cover those affected by the emergency
- Kitchens up and running for meals
- Safe ingress and egress routes for drop off and pick up

Rocketship will work closely with authorizers and local agencies in making the decision to return to site based learning.

Policy Appendix - All Regions

Covid-19 Health and Safety

Rocketship continues to follow local guidance, regulations and health department directions in responding to the COVID-19 pandemic. In CA, all schools have adopted the CDPH's Testing Framework for K-12 schools.

Student Discipline Policy (CA, WI, DC)

Rocketship promotes positive behavior at school and aims to create learning environments that are more consistent, predictable, positive, and safe. We clearly define behavioral expectations and consequences, create systems for recognizing and reinforcing positive behaviors, and provide our students with social-emotional learning.

Students will be subject to disciplinary action if they engage in prohibited conduct while on school property, when attending any school-sponsored activity or while in transit going to or coming from a Rocketship campus. Students may also be subject to disciplinary action for off-campus behavior if it creates a substantial disruption to the school environment or interferes with another student's ability to participate in the school program.

Rocketship classrooms also use a variety of management systems to address behavioral issues. These may include color-coded card chart systems and other tiered consequences.

If students do not respond to our positive behavior supports or classroom management systems, Rocketship may take alternative in-school disciplinary action.

In-school Disciplinary Actions

Rocketship relies on proactive, preventive supports to promote positive behavior at school. Rocketship has implemented a Positive Behavior Interventions and Supports (PBIS) framework in all schools. The fundamental purpose of PBIS is to create learning environments that are more consistent, predictable, positive, and safe. Key PBIS practices include clearly defined behavioral expectations and consequences, systems for recognizing and reinforcing positive behaviors, data-based decision making, multi-tiered systems of support, and the implementation of core social-emotional learning curricula.

Rocketship classrooms also use a variety of management systems to address behavioral issues. These may include color-coded card chart systems and other tiered consequences.

In the event that Rocketship's PBIS infrastructure and classroom management systems are insufficient to prevent disciplinary infraction, or a disciplinary infraction is serious enough to immediately warrant additional discipline, Rocketship may take alternative in-school disciplinary action. These actions depend on the circumstances of the offense and may include, but are not limited to, the following:

- Sending the student to the Principal's office.
- Excluding the student from classroom activities or privileges through a "time out" or temporary placement in another classroom.

- Calling or writing/emailing the student's parent/guardian.
- Arranging a conference with the student, parent, teacher and/or administrator.
- Implementing an individualized behavior plan for the student.
- Implementing counseling sessions with a designated staff member.
- Sending the student to a peer mediation.
- Requiring that the student complete a reflective essay or assignment.
- Requiring that the student take actions to counteract/ameliorate a problem (i.e., fixing something the student broke).
- Referring the student to a Student Support Team.
- Restricting the student's participation in after-school/extra-curricular activities or field trips.
- Holding the student for detention or additional instructional time during lunch or before/after school.
- Confiscating inappropriate items related to the disciplinary infraction.

Corporal punishment shall not be used as a disciplinary measure against any student. "Corporal punishment" includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, "corporal punishment" does not include an employee's use of force, restraint and/or seclusion that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to school property.

As described above, severe infractions that threaten the safety or health of students, staff or others, may be cause for suspension or expulsion, as outlined in Rocketship's Suspension and Expulsion Policy.

Seclusion and Restraint Policy

Rocketship is dedicated to using the Positive Behavior Intervention and Supports framework to proactively teach and reinforce positive behaviors. Additionally, Rocketship has Student Discipline and Suspension and Expulsion policies to address a spectrum of behavioral infractions. However, Rocketship recognizes the possibility that emergency situations may arise where it becomes necessary for staff to use a seclusion or restraint to protect the safety of students. This policy addresses definitions of seclusion and restraint; requirements that staff must meet when using seclusion and restraint; recordkeeping requirements; and guidelines for staff to consider when using seclusion or restraint.

I. Definitions

"Seclusion" is defined as the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. The following are *not* considered "seclusion" for the purposes of this policy:

- *Time-out from reinforcement as a form of strategic behavior modification.* Staff members may limit a student's access to reinforcement in an effort to extinguish an inappropriate behavior. When this is a part of an approved behavior modification program, the student is monitored in a non-locked setting, and as long as the student is not physically prevented from leaving the alternative space, this is not considered seclusion.

- *Students voluntarily accessing a separate space as to facilitate de-escalation or problem-solving.* Again, as long as students are monitored and not being physically prevented from leaving, this is not considered "seclusion."

"Restraint" is defined personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely. The following are *not* considered "restraint" for the purposes of this policy

- *Physical escort.* Physical escort means a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location

- *Behavioral interventions as a means of calming or comforting*. For example, proximity control, verbal soothing, or sensory inputs (such as a "squeeze") might be used as a component of an approved behavior modification program and are not considered "restraint."

"Emergency circumstance" is defined as a circumstance that meets both of the following criteria:

- Intervention is necessary to protect the student or another person from imminent, serious physical harm; and
- Other less intrusive, non-physical interventions have failed or have been determined inappropriate.

II. Requirements for Use of Seclusion and Restraint

Rocketship prohibits the use of restraint or seclusion except in an emergency circumstance. Any restraint or seclusion shall be applied only by school personnel who are trained in the appropriate use of specific authorized techniques.

In accordance with state law, Rocketship personnel may not use or authorize any seclusion or restraint intervention that does any of the following:

- Is designed to, or likely to, cause physical pain, including electric shock;
- Involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the student;
- Denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities;

- Is designed to subject, used to subject, or likely to subject the student to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma;
- Employs a device, material or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained personnel as a limited emergency intervention;
- Is a locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room;
- Precludes adequate supervision of the student;
- Deprives the student of one or more of his/her senses.

A space used for seclusion shall, at a minimum, be free of objects and fixtures with which a student could self-inflict bodily harm, shall provide school personnel an adequate view of the student from an adjacent area, and shall provide adequate lighting and ventilation. If the room does not include a window that allows school personnel to see the student at all times, then a staff member must remain in the seclusion area with the student.

The use of physical restraint shall include a degree of force and duration that do not exceed the degree and duration that are reasonable and necessary to resolve the clear, present, and imminent risk to the physical safety of the student or others. Physical restraint should not be used if there are any medical contraindications to its use.

If school staff are unable to resolve the matter with the use of seclusion or restraint in accordance with this Policy, the student shall be allowed to remain in place until local law enforcement officers can be summoned to relocate the student or take the student into custody.

III. Recordkeeping

Rocketship shall maintain written incident reports for each incident involving a restraint or seclusion. The reports shall be placed in the student's permanent file and maintained as part of his/her education record. Rocketship will promptly contact a student's parent/guardian plan if a seclusion or restraint is used on that student during the school day and will provide the parent/guardian with a copy of the incident report within one school day.

A Behavior Emergency Report Form must also be completed following the use of a physical restraint with a child with a disability. This form must be provided to the student's parent/guardian within one school day and a copy must be filed in the student's special education records.

The incident report and, when relevant, Behavior Emergency Report form will include the following information:

- Location of the incident leading to restraint/seclusion
- A description of the incident, including the names of any persons involved and details of any injuries sustained as a result of the incident
- Time and duration of restraint/seclusion
- Staff members involved
- Interventions attempted prior to restraint/seclusion

- Whether the student is currently engaged in any systematic behavioral intervention plan
- Description of attempts to de-escalate prior to restraint/seclusion
- Description of the student's behavior that promoted the need for restraint/seclusion
- Description of any injuries sustained by the student or staff during the restraint/seclusion

Rocketship will retain all reports prepared under this policy and will track the number of incidents of seclusion and restraint used during the school year, including the total number of students with disabilities who were involved in the incidents.

IV. Training

All School Leaders and ISE personnel are trained in the Nonviolent Crisis Intervention program annually. Previously-certified staff members participate in a shorter "refresher" course annually. The Nonviolent Crisis Intervention program is the worldwide standard in crisis prevention and intervention, and the program is aligned with each of the aforementioned guiding principles for the use of restraint and seclusion.

V. Guiding Principles

In addition to following the requirements and procedures for using a seclusion or restraint outlined in Sections I-IV of this policy, Rocketship staff will abide by the following 15 principles from the U.S. Department of Education to guide the use of seclusion and restraint at all Rocketship schools.

- Every effort should be made to prevent the need for the use of restraint and for the use of seclusion.

- Schools should never use mechanical restraints to restrict a child's freedom of movement, and schools should never use a chemical, drug or medication to control behavior or restrict freedom of movement (except as authorized by a licensed physician or other qualified health professional).

- Physical restraint or seclusion should not be used except in situations where the child's behavior poses imminent danger of serious physical harm to self or others and other interventions are ineffective and should be discontinued as soon as imminent danger of serious physical harm to self or others has dissipated. (See Sections I-II above.)

- Policies restricting the use of restraint and seclusion should apply to all children, not just children with disabilities.

- Any behavioral intervention must be consistent with the child's rights to be treated with dignity and to be free from abuse.

- Restraint or seclusion should never be used as punishment or discipline (i.e. placing in seclusion for out-of-seat behavior), as a means of coercion or retaliation, or as a convenience.

- Restraint or seclusion should never be used in a manner that restricts a child's breathing

or harms the child.

- The use of restraint or seclusion, particularly when there is repeated use for an individual child, multiple uses within the same classroom, or multiple uses by the same individual, should trigger a review and, if appropriate, revision of strategies currently in place to address dangerous behavior; if positive behavioral strategies are not in place, staff should consider developing them.

- Behavioral strategies to address dangerous behavior that results in the use of restraint or seclusion should address the underlying cause or purpose of the dangerous behavior.

- Teachers and other personnel should be trained regularly on the appropriate use of effective alternatives to physical restraint and seclusion, such as positive behavioral interventions and supports and, only for cases involving imminent danger of serious physical harm, on the safe use of physical restraint and seclusion.

- Every instance in which restraint or seclusion is used should be carefully and continuously and visually monitored to ensure the appropriateness of its use and safety of the child, other children, teachers, and other personnel. (See Section III above.)

- Parents should be informed of the policies on restraint and seclusion at their child's school or other educational setting, as well as applicable Federal, State, or local laws.

- Parents should be notified as soon as possible following each instance in which restraint or seclusion is used with their child. (See Section III above.)

- Policies regarding the use of restraint and seclusion should be reviewed regularly and updated as appropriate.

- Policies regarding the use of restraint and seclusion should provide that each incident involving the use of restraint or seclusion should be documented in writing and provide for the collection of specific data that would enable teachers, staff, and other personnel to understand and implement the preceding principles. (See Section V above.)

VI. Students Receiving Special Education Services

Different states have different laws that govern the use of seclusion and restraint on students receiving special education services. The legal requirements for each state in which Rocketship schools are located are addressed in turn below. *Each school is required to follow the law for the state in which it is located.*

California

Under EC § 56521.1, if a behavioral intervention report is written for a student with special needs who does not have a behavioral intervention plan, the designated administrator responsible for the student's IEP must, within two days, schedule an IEP team meeting to review the emergency report, determine the necessity for a functional behavioral assessment, and determine the necessity for an interim plan. The IEP team shall document the reasons for not conducting the functional behavioral assessment, not developing an interim plan, or both.

If a behavioral emergency report is written for a student with special needs who has a positive behavioral intervention plan, the IEP team will review the incident if it involves a previously unseen serious behavior problem or if a previously designated intervention is ineffective. The IEP team will determine whether the incident constitutes a need to modify the positive behavioral intervention plan.

D.C.
For students with disabilities, restraint and seclusion may be used only when it is included in the student's IEP, Section 504 Plan, and/or Behavior Intervention Plan. The restraint must be used to address specific behaviors under defined circumstances and must be implemented by appropriate staff.

Tennessee

Physical Holding Restraints Not Prohibited

Under T.C.A. § 49-10-1305(e)(3), the use of a physical holding restraint on a student receiving special education services is *not* prohibited in the following circumstances:

- The brief holding by an adult in order to calm or comfort;
- The minimum contact necessary to physically escort a student from one area to another;
- Assisting a student in completing a task or response if the student does not resist, or if resistance is minimal in intensity or duration; or
- Holding a student for a brief time in order to prevent any impulsive behavior that threatens the student's immediate safety.

In any of the above circumstances, Rocketship is not legally required to notify the student's parent/guardian.

Isolation Room Guidelines

Under T.C.A. § 49-10-1305(g), any space used as an isolation room for a student receiving special education services must meet the following conditions:

- Unlocked and incapable of being locked;
- Free of any condition that could be a danger to the student;
- Well-ventilated and temperature controlled;
- Sufficiently lighted;
- Where school personnel are in continuous direct visual contact with the student at all times;
- At least 40 square feet; and
- In compliance with all applicable state and local fire, health, and safety codes.

IEP

Under T.C.A. § 49-10-1304(d), individualized education programs (IEPs) that provide for the use of isolation or restraint in emergency situations shall also contain a data driven functional behavioral assessment and a plan for modification of the behavior developed and implemented by a

qualified team of professionals.

If the student's IEP does not provide for the use of isolation or restraint for the behavior precipitating such action or if school personnel are required to use isolation or restraint over an extended period of time, then an IEP meeting shall be convened within 10 days following the use of the isolation or restraint. If the behavior precipitating the action also warrants a change of placement, the child will have all rights provided under applicable federal and state law.

Wisconsin

Under Wis State. § 118.305(5), the first time that seclusion or physical restraint is used on a student with a disability, the student's IEP team must convene as soon as possible after the incident. The IEP team must review the student's IEP to ensure that it contains appropriate positive behavioral interventions and supports and other strategies to address the behavior of concern. The IEP should be revised if necessary.

Policy Appendix - California

Mandated Reporter Policy

In California, certain professionals are required to report known or suspected child abuse. Educators, including teachers, aides, school administrators, office workers, and all other employees of public schools are considered "mandated reporters" by law. As an employee of a Rocketship school, or an employee of the Rocketship National office who has regular contact with children, you are a mandated reporter. A mandated reporter must make a report to a "child protective agency" such as the Department of Family and Children's Services and local law enforcement whenever, in his/her professional capacity and within the scope of employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been a victim of child abuse.

This “Mandated Reporter Policy” is intended to educate Rocketship school employees of their responsibilities and rights under the Child Abuse and Neglect Reporting Act (“Act”), as well as the procedures for complying with the Act.

When Must You Report?

The Act requires a report to be made when a mandated reporter has a “reasonable suspicion” of abuse. According to CA Penal Code § 11166(a)(1) “reasonable suspicion” means that it is “objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect.”

The language chosen in the statute was deliberate and was drafted to ensure that a maximum number of abused children are identified and protected. As an educator, your role is not to serve as an investigator. If you feel that an ordinary person in your position would have any reason to suspect abuse, you are required to immediately report your suspicions.

What Types of Abuse Must Be Reported?

Under applicable law, when the victim is a child (ordinarily a person under the age of eighteen [18]), the following types of abuse must be reported by all legally mandated reporters.

The perpetrator can be any adult or child, with the exception of a “mutual affray between minors” (i.e., a school yard fight).

Physical Abuse

Physical Abuse means non-accidental bodily injury that has been or is being willfully inflicted on a child. It includes willful harming or injuring of a child or endangering of the person or health of a child defined as a situation where any person willfully causes or permits any child to suffer, or inflicts thereon, unjustifiable physical pain or mental suffering, or having the care or custody of any child, willfully causes or permits the person or health of the child to be placed in a situation such that his or her person or health is endangered.

Severe Physical Abuse

Severe Physical Abuse includes any single act of abuse which causes physical trauma of sufficient severity that, if left untreated, would cause permanent physical disfigurement, permanent physical disability, or death; any single act of sexual abuse which causes significant bleeding, deep bruising, or significant external or internal swelling; or repeated acts of physical

abuse, each of which causes bleeding, deep bruising, significant external or internal swelling, bone fracture, or unconsciousness.

Neglect

Neglect means the negligent treatment or maltreatment of a child by acts or omissions by a person responsible for the child's welfare under circumstances indicating harm or threatened harm to the child's health or welfare, including physical and/or psychological endangerment. The term includes both severe and general neglect.

Severe Neglect

Severe Neglect includes the negligent failure to protect a child from severe malnutrition or medically diagnosed non-organic failure to thrive and/or to permit the child or the child's health to be endangered by intentional failure to provide adequate food, clothing, shelter or medical care.

General Neglect

General Neglect includes the failure to provide adequate food, shelter, clothing, and/or medical care, supervision when no physical injury to the child occurs.

NOTE: A child receiving treatment by spiritual means or not receiving specified medical treatment for religious reasons, shall not for that reason alone be considered a neglected child. An informed and appropriate medical decision made by a parent or guardian after consultation with a physician or physicians who have examined the child does not constitute neglect. See Assessment of Medical Neglect.

Sexual Abuse

Sexual Abuse is the victimization of a child by sexual activities including, but not limited to sexual assault, rape (statutory rape and rape in concert), incest, sodomy, lewd and lascivious acts upon a child under fourteen (14) years of age, oral copulation, penetration of a genital or anal opening by a foreign object, child molestation and unlawful sexual intercourse. Also, please be aware that it is sexual abuse if the parent or guardian has failed to adequately protect the child from sexual abuse when the parent or guardian knew or reasonably should have known that the child was in danger of sexual abuse.

Sexual Exploitation

Sexual Exploitation involves any person or person who is responsible for a child's welfare who knowingly promotes, aids or assists, employs, uses, persuades, induces or coerces a child, or

knowingly permits or encourages a child to engage in, or assists others to engage in, prostitution or live performance involving obscene sexual conduct or to either pose or model alone or with others for the purpose of preparing a film, photograph, negative, slide, drawing, painting or other pictorial depiction involving obscene sexual conduct.

NOTE: Unlawful sexual intercourse is defined as an adult who engages in an act of sexual intercourse with a minor or any person who engages in an act of unlawful sexual intercourse with a minor who is more than three (3) years younger, or a person twenty-one (21) years or older with a minor who is under sixteen (16) years old.

Non-Sexual Exploitation

Non-Sexual Exploitation involves forcing or coercing a child into performing acts which are beyond his/her capabilities, such as being employed for long hours and/or in a job which is dangerous or beyond his/her capabilities or forcing or coercing the child into illegal or degrading acts such as stealing, panhandling, and/or drug sales. Generally, these acts benefit the perpetrator in some way.

Emotional Abuse

Emotional Abuse is non-physical mistreatment, the results of which may be characterized by disturbed behavior on the part of the child, such as severe withdrawal, regression, bizarre behavior, hyperactivity, or dangerous acting-out behavior. Such disturbed behavior is not deemed, in and of itself, to be evidence of emotional abuse. Exposure to repeated violent, brutal or intimidating acts among household members (domestic violence) is emotional abuse.

Caretaker Absence

Caretaker Absence is specific to the caregiver's situation rather than to the child's and may be used in addition to general neglect or substantial risk of harm allegations. This allegation type shall be used in either of the following circumstances:

- Caretaker Absence: The child's parent has been incarcerated, hospitalized or institutionalized and cannot arrange for the care of the child; parent's whereabouts are unknown or the custodian with whom the child has been left is unable or unwilling to provide care and support for the child.

- Caretaker Incapacity: The child's parent or guardian is unable to provide adequate care for the child due to the parent or guardian's mental illness, developmental disability or substance abuse.

Procedures for Reporting

(1) The moment you have a reasonable suspicion of abuse, reports must be made immediately or as soon practically possible by phone.

(2) Reports must be made to a county welfare department, probation department (if designated by the county to receive mandated reports), or to a police or sheriff's department.

(a) In the San Jose Area, you can contact the Santa Clara County Department of Family and Children's Services twenty-four (24) hours a day by calling the: Child Abuse and Neglect Center (408) 299-2071

(b) If you are unable to make your report at the number listed above, or you are informed that the incident is one which they will not investigate, please contact the police station closest to your school site.

(3) Within thirty-six (36) hours of the initial phone call, you must mail a written report to the same agency. The written report must be submitted on a Department of Justice Form SS 8572.

(4) If you contact the Santa Clara County Department of Family and Children's Services, mail your written report to: Santa Clara County Department of Family and Children's Services Child Abuse and Neglect Center, 373 West Julian St., Second Floor, San Jose CA 95110

(5) Joint Knowledge

(a) It is the policy of Rocketship that a mandated reporter who is making a report, as required, is also to inform the Principal of the school of the suspected abuse, unless the Principal is the subject of the suspicion. You are not required to identify yourself to the Principal when you inform them. REMEMBER, reporting the information to the Principal or any other person shall not be a substitute for your making a mandated report to one of the agencies specified above.

(b) However, when two (2) or more persons who are mandated reporters jointly have knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report and written report may be made

by a single member of the team. Any member of a team who has knowledge that the member designated to report failed to do so must thereafter make the report themselves.

(6) Knowledge that a report has already been made by an outside party is not a substitute for making a mandated report.

(7) After the report is made, Child Protection workers and/or law enforcement officers may contact you to gather additional information to aid in their investigation. You may have knowledge about the child and/or family which can aid the investigators in making accurate assessments and providing appropriate services. After the investigation has been completed or the matter reaches a final disposition, the investigating agency shall inform the mandated reporter of the results of the investigation and any action the agency is taking.

(8) Immunity from Liability. Mandated reporters have immunity from criminal or civil liability for reporting as required, unless the report is proven to be false and the person reporting knows it is false, or the report is made with reckless disregard of the truth or falsity of the incident. Mandated reporters and others acting at their direction are not liable civilly or criminally for photographing the victim and disseminating the photograph with the report.

(9) No supervisor or administrator may impede or inhibit a report or subject the reporting person to any sanction.

(10) The identity of the reporting party and the contents of the child abuse report are confidential and may only be disclosed to specified persons and agencies.

(11) In the event a civil action is brought against a mandated reporter as a result of a required or authorized report, he or she may present a claim to the State Board of Control for reasonable attorney's fees incurred in the action if he or she prevails in the action or the court dismisses the action.

(12) Failure to report suspected abuse is a misdemeanor punishable by imprisonment or fine or both.

Training

RPS will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code §

11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

Student Dress Code

Student uniforms help minimize disruption during the school day, promote respect for oneself and others, and foster school/community spirit.

All students are expected to wear the Rocketship uniform to school every day. The Rocketship uniform consists of a khaki bottom (pants, shorts, dress, skirt, or skorts) and **green, or dark purple collared shirt.** Students may also wear a dark purple or dark green Rocketship polo shirt or t-shirt. Sweaters & Jackets must be green, purple or black if they must wear it in school building. Shirts must be tucked in at all times, which Rocketship considers being "dressed for success."

Students should also wear closed toe shoes. Sandals, Crocs, and open toe shoes are not considered to be safe or appropriate for school. Students must wear closed-toe shoes at all times. Sneakers or tennis shoes are preferred. Shoes must stay securely on the foot. No heels or wheels on shoes.

Students should only carry backpacks provided by the school. Backpacks will be provided on the first week of school.

The following are considered to be dress code violations and are NOT permitted on any Rocketship campus:

- Dresses and shorts which are shorter than mid-thigh
- Spaghetti straps (smaller than two inches, or the width of a credit card)
- Tank tops (including white, ribbed undershirts)
- Clothing or accessories that are sexually provocative
- Clothing or accessories that identify a student with non-school clubs, profanity, obscenity, references to drugs, alcohol, tobacco, gangs (red or blue color) or prison culture name insignia
- Attire with writing that degrades individuals or groups Body piercings that create a safety hazard are not acceptable; moderate sized earrings are acceptable
- Platform shoes or high heels
- Underwear or undergarments that are visible
- Tops that show the midriff area

- Pants that sag around the waist
- Intentionally torn pants or jeans
- Untied shoelaces
- Bandanas, hairnets, headbands, doo rags, and non-Marshall hats (also includes beanies, baseball caps, etc.)
- Sunglasses or Marshall hats may not be worn in the building, but may be worn outside to protect from the sun

In addition, Rocketship may contact the student's parent/guardian to discuss the dress code violation.

Discrimination, Harassment, Intimidation, and Bullying Policy

Statement of Non-Discrimination

Rocketship is committed to equal opportunity for all individuals in education. Harassment, intimidation, bullying, and sexual harassment are all forms of discrimination and are disruptive behaviors that interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. Rocketship prohibits discrimination in all forms, inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means. It does not discriminate against any student or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic.

Rocketship adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004. Rocketship is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX (sex), Title VI (race, color, or national origin), and Section 504 and Title II of the ADA. Rocketship prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.

Rocketship does not condone or tolerate harassment of any type, including bullying, discrimination, or intimidation, by any employee, independent contractor or other person with which the Rocketship does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. To the

extent possible, Rocketship will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to respond to such behaviors in a timely manner. Rocketship school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so. Rocketship will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Harassment and Retaliation Prohibited

Harassment is a form of discrimination and Rocketship is committed to maintain a learning environment that is free from harassment. Rocketship prohibits harassment based on an individual's membership in a protected class by a student, teacher, administrator or other school personnel, by any other person who is participating in, observing, or otherwise engaged in school activities, including sexual harassment and harassment consistent with Title IX, 20 U.S.C. § 1681 et seq. and state. law. It prohibits harassment based upon race, color, religion, national origin, sex, age, personal appearance, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a complainant of an intrafamily offense, place of business or residence, credit information, gender, gender identity, gender expression, marital status, sexual orientation, pregnancy, childbirth, reproductive health decisions, or related medical conditions, or any other basis protected by applicable law.

Prohibited Harassment includes, but is not limited to the following:

- Any unwelcome physical, verbal, nonverbal, or electronic conduct based on the aforementioned protected traits.
- Prohibited stalking that involves a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others or suffer substantial emotional distress.

Prohibited Sexual Harassment includes, but is not limited to the following:

- Unwelcome sexual advances of a student by another student; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication (including electronic communication) of a sexual nature (including sexual assault) that adversely affects the student in the ways set forth above.
- Abusive or coercive behavior or dating violence against one student by another student where a dating partner uses threats of, or actually uses physical, emotional, economic, technological, or sexual abuse to exert power or control over a current or former dating partner.
- Welcome AND unwelcome sexual advances of a student by a school employee; requests for sexual favors of a student by a school employee; sexually motivated physical, verbal, or nonverbal conduct by a school employee directed at a student; or other conduct or communication (including electronic communication) of a sexual nature directed to a student by a school employee.

A hostile environment exists if the harassment is sufficiently serious that it denies or limits the complainant's ability to participate in or benefit from the school's program (e.g., skipping class, dropping out of an activity, having trouble concentrating in class).

Retaliation includes any adverse action taken against an individual because they reported sexual harassment, dating violence, or discrimination, provided information, witnesses, assisted, participated, or refused to participate in an investigation or proceedings in relation to any of those acts. Rocketship prohibits retaliation against any individual who has made a complaint pursuant to this policy in good faith, assisted in an investigation, or otherwise exercised rights protected by law. Rocketship also prohibits taking any adverse action against an individual based on an unsubstantiated allegation or rumor of harassment. Any student who is subject to retaliation in violation of this policy or who knows of another student who has been subject to retaliation is urged to report it as soon as possible to school staff or the Title IX Compliance and Civil Rights Officer.

Reporting Process

Reports of Discrimination or Harassment - General. Students, parents or staff should report a claim of discrimination or harassment and the alleged acts promptly to a teacher, counselor, or school administrator. Reports do not have to be made by the complainant. Reports can be made in person, by mail, by telephone, or by email, using the complaint form attached below. A school employee who receives a report of discrimination that may be considered harassment, sexual harassment, dating violence, stalking, or retaliation under Title IX, has knowledge or should reasonably know about the aforementioned violations should promptly notify Rocketship's Title IX Compliance and Civil Rights Officer for next steps

Reports of a Title IX Violation. Reports of alleged acts that may be considered harassment, sexual harassment, dating violence, stalking, or retaliation subject to review under Title IX should be made to the Title IX Compliance and Civil Rights Officer:

Renita Thukral
Title IX Compliance and Civil Rights Officer
350 Twin Dolphin Drive,
Suite 109 Redwood City, CA
94056 rthukral@rsed.org

The Title IX Compliance and Civil Rights Officer is the Rocketship staff member designated by Rocketship to coordinate its responsibilities under Title IX. Upon receipt of a complaint, Rocketship will provide information to the complainants about the investigation process, about their rights under Title IX and other relevant laws.

Confidentiality

To the greatest extent possible, Rocketship shall respect the privacy of individuals who report potential violations of this policy, individual(s) against whom a report is filed, and witnesses. Rocketship will notify individuals/agencies of incidents of discrimination only to the extent allowed by law. Any notifications to other parties will be made only to ensure that services are provided to the complainant(s) and respondent and to protect the complainant(s) from further or sustained victimization. The Title IX Compliance and Civil Rights Officer/designee conducting the investigation will be responsible for making determinations about confidentiality. Rocketship will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of Rocketship to provide the supportive measures.

Process for Investigating Complaints of Discrimination and Harassment

General Complaints of Discrimination and Harassment. Complaints of discrimination or harassment that do not involve allegations of Title IX violation or allegations of sexual harassment should be made under the General Complaint Procedures described under the Notification of Rights and Assurances section of this Handbook..

Complaints under Title IX. Complaints governed by Title IX of the Education Amendments of 1972 are reported to the Title IX Compliance and Civil Rights Officer and an investigation of those complaints are conducted promptly and impartially pursuant to related Title IX Complaint Procedures.

Bullying Prevention

Bullying can have a harmful social, physical, psychological, and academic impact on victims, bystanders, and bullies. Bullying at Rocketship is strictly prohibited and will not be tolerated. Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
3. Causing a reasonable student to experience a substantial interference with their academic performance.
4. Causing a reasonable student to experience a substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by Rocketship

Alleged incidents of bullying will be promptly investigated by designated Rocketship staff members. Rocketship Public School's policy and procedures for addressing bullying complaints through either the general complaint procedures or the Title IX procedures (as appropriate) are described under the Notification of Rights and Assurances in the student/parent handbook.

Suspension and Expulsion Policy

We believe that our students are best served when they are present at school every day. However, we recognize that situations may occur when a student commits a behavioral offense that is so severe that the student may become subject to suspension or expulsion.

A student may be disciplined, suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at a Rocketship school or at any other school or a school-sponsored event at any time including but not limited to: while on school grounds; while going to or coming from school; during the lunch period, whether on or off the school campus; and during, going to, or coming from a school-sponsored activity. Students may also be subject to disciplinary action for off-campus behavior if it creates a substantial disruption to the school environment or interferes with another student's ability to participate in the school program.

In-School Suspension

In-school suspension ("ISS") provides an alternative to out-of-school suspension. ISS allows students to be counted present and provides an in- school opportunity for them to complete and receive credit for class assignments. During ISS, students will complete schoolwork in a location separate from their class. ISS is not intended to be an alternative to or long-term replacement of the student's regularly scheduled class.

ISS may be used in the event that a student is engaging in prohibited conduct that is making the classroom environment physically or emotionally unsafe for other students or that severely disrupts a class or school-sponsored activity;

Only the Principal or Assistant Principal, with prior approval from his/her supervisor, shall assign a student to ISS. Students assigned to ISS must have written notification of the date and duration of the ISS assignment. Assignment to ISS and the scheduling of the days assigned are at the Principal's discretion.

Principals should place the student in ISS as soon as possible after the infraction is reported. The principal will ensure that:

- Students assigned to ISS are provided a safe, positive environment
- Students assigned to ISS are properly supervised; and

- Students assigned to ISS are allowed to complete class work assigned during his/her placement in ISS.
- All class work for students is obtained, academic assistance is provided as necessary, and completed work is returned to the student's classroom teacher.
- Activities of academic value are provided for the student when the classroom teacher's work is not provided or is insufficient for ISS time assigned.
- Additionally, classroom teachers will:
- Provide classwork commensurate to the work missed for a student in ISS.
- Record a student in ISS as present. There will be no attendance-related penalty for assignment to ISS.
- Evaluate the student's work completed in ISS and give credit for work completed in ISS.
- Ensure that students in ISS receive credit for attendance and full credit for work completed.

The student's parent/guardian must be notified of a student's assignment to ISS at the time that the ISS placement is scheduled. The Principal should contact a parent/guardian by phone or in-person meeting. If the parent/guardian cannot be reached in this manner, the Principal or his/her designee may make contact through e-mail.

Out of School Suspensions and Expulsion

When disciplinary infractions occur, our Principals are expected to respond in accordance with our Student Discipline Policy, which encourages positive behavioral interventions and supports and outlines available in-school disciplinary actions. The decision to pursue a suspension is, in most circumstances, largely at the discretion of the school leadership team in accordance with state law and should only be considered in cases of egregious behavioral infractions – and, even then, should be viewed as a last resort—as we believe that our students are best served when they are present at school every day. Recommendations for expulsion should not be pursued except in the most extreme cases, as our policy is to do whatever it takes to serve every student who enrolls in a Rocketship school.

If a situation does arise where a Principal feels that the student should be suspended or recommended for expulsion, this policy was written to guide the process. The policy has been written in accordance with relevant federal and state laws and regulations. It addresses grounds for suspension and expulsion; suspension and expulsion procedures; the maintenance of disciplinary records; student appeal rights; rehabilitation and readmission; and special procedures for the consideration of suspension and expulsion of students with disabilities.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

A student identified as an individual with disabilities or for whom Rocketship has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures.

Rocketship will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom Rocketship has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by a Rocketship school for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian, and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's, right to request a hearing to challenge the involuntary removal. If a student's parent/ guardian requests a hearing, Rocketship shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/ guardian requests a hearing, the student shall remain enrolled and shall not be removed until Rocketship issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Grounds for Suspension and Expulsion

A student may be disciplined, suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at a Rocketship school or at any other school or a school-sponsored event at any time including but not limited to: while on school grounds; while going to or coming from school; during the lunch period, whether on or off the school campus; and during, going to, or coming from a school-sponsored activity. Students may also be subject to disciplinary action for off-campus behavior if it creates a substantial disruption to the school environment or interferes with another student's ability to participate in the school program.

Enumerated Offenses

Discretionary Suspension Offenses: Students may be suspended when it is determined the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
2. Possessed, sold, or otherwise furnished any type of knife or other dangerous object or no reasonable use to the student unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal/Administrator or designee's concurrence.
3. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code§§ 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code §§ 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
7. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code § 11014.5.
11. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
12. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
13. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
14. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
15. Engaged in or attempted to engage in hazing of another. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational

institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

16. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to suspension or expulsion.

17. Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of $1000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

18. Committed sexual harassment, as defined in EC § 212.5. For the purposes of this section, the conduct described in § 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section does not apply to students in grades K-3.

19. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section does not apply to students in grades K-3.

20. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This does not apply to students in grades K-3.

21. Engaged in an act of bullying, including, but not limited to, bullying committed by

means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward student or school personnel.

a. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Rocketship.

b. “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

I. A message, text, sound, video, or image.

II. A post on a social network Internet Web site including, but not limited to:

1. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

2. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

3. Creating a false profile for the purpose of having one or more of

the effects listed in subparagraph (1) above. “False profile” means a profile of a

4. Fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

1. For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

2. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

c. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Non-Discretionary Suspension and Expellable Offenses

A student must be suspended and recommended for expulsion for any of the following acts when it is determined that the student:

1. Possessed, sold or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certified school employee, with the Principals or designee’s concurrence.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
4. Committing or attempting to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal

Code, or committed a sexual battery as defined in Penal Code Section 243.4 or committing a sexual battery as defined in Education Code Section 48900(n).

If it is determined by the Academic Affairs Committee that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required by this policy.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii)rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

Suspension Procedures

A suspension is a temporary dismissal of a student from the regular school program and school-sponsored events for the allotted time assigned by a school administrator. Suspensions can range from one to five school days, depending on the seriousness of the violation (unless followed by a recommendation for expulsion). Students are expected to complete all work assigned while they serve their suspension.

Suspensions at Rocketship will adhere to the following procedures:

Conference

In accordance with Ed Code 47605(c)(5)(J)(i), suspensions of less than 10 days will be preceded by a conference conducted by the Principal or designee with the student and his/her parent and, whenever practical, the teacher, supervisor, or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an

emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference in an emergency situation, both the parent/guardian and student shall be given the opportunity to conference within two school days.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him/her and shall be given the opportunity to present his/her version and evidence in his/her defense.

Absent an emergency situation, the conference must occur before the student is sent home on suspension.

No penalties may be imposed on a student for failure of the student's parent/guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

Notice to Parents/Guardians

At the time that the decision is made to suspend a student, the Principal or designee shall make a reasonable effort to contact the student's parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall also be notified in writing of the suspension, the reason for the suspension, the length of the suspension, the student's right to return to school at the end of the suspension, and any conditions for that return (i.e. a return conference with the parent/guardian) and the date of return following suspension. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

A copy of this notice will also be filed in the student's cumulative folder in the school.

Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five consecutive school days per suspension. In calculating days of suspension, days served will not include days when school is not in session for students, including but not limited to school closure days, school holidays, spring break, and summer break. If the student leaves school on the day that the suspension was imposed, this day will be counted as part of the suspension if the student was denied class participation prior to 12 noon of that day. The suspension shall terminate at midnight on the day listed as the last day of the suspension.

Upon a recommendation of expulsion by the Principal or Principal's designee, the student and the student's parent/guardian or representative will be invited to a second conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the School has determined a suspension period shall be extended, such

extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following determinations: (1) the student's presence will be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Students who are suspended shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension.

Homework Assignments During Suspension

In accordance with Education Code 47606.2 and 48913.5, Rocketship shall adhered to the following regarding homework assignments during suspension:

> (a) Upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the pupil, or the affected pupil, a teacher shall provide to a pupil in any of grades 1 to 12, inclusive, who has been suspended from school for two or more schooldays, the homework that the pupil would otherwise have been assigned.
>
> (b) If a homework assignment that is requested pursuant to subdivision (a) and turned into the teacher by the pupil either upon the pupil's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the pupil's overall grade in the class.

Authority to Expel

An expulsion is the permanent dismissal of a student from the Rocketship program, subject to any rehabilitation plan as further described below. If an expulsion is approved, the parent/guardian has the responsibility to place the student in another school.

In accordance with Ed Code 47605(c)(5)(J)(iii), no student will be involuntarily dis-enrolled, dismissed, or transferred by Rocketship for any reason, unless the parent or guardian has been provided written notice at least five school days before the effective date of the removal. For all involuntary removals, including expulsions and dismissals for non-disciplinary reasons, parents must be informed of their right to a hearing before the effective date of the removal. If the student's parent or guardian initiates the hearing procedures, the student must remain enrolled until Rocketship issues a final decision.

The full authority of the Rocketship governing Board of Directors ("the Board") to hear and conduct expulsions shall be granted to the Academic Affairs Committee, a committee of the Board.

The Academic Affairs Committee shall consist of three board members. The Academic Affairs Committee may expel any student found to have committed an expellable offense as listed in Section II above.

Instead of conducting the hearing itself, the Academic Affairs Committee may appoint an impartial administrative panel, as described below. The Academic Affairs Committee will pre-appoint a panel of at least five certificated Rocketship staff members, each from different Rocketship school sites. Should any of the persons appointed to the panel work at the school in which the student is enrolled, he/she will recuse him/herself from the proceedings.

Expulsion Procedures
In accordance with Ed Code 47605(c)(5)(J)(ii), for expulsions and suspensions in excess of 10 days, Rocketship shall provide timely written notice of the charges against the student and an explanation of the student's basic rights.

Hearing
In accordance with Ed Code 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The hearing shall be held within thirty (30) school days after the Principal or designee determines that the student has committed an expellable offense, unless the student requests, in writing, that the hearing be postponed.

In the event an administrative panel hears the case, it will, within 10 days of the hearing, make a recommendation to the Academic Affairs Committee for a final decision whether or not to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act "FERPA") unless the student makes a written request for a public hearing three days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

- The date and place of the expulsion hearing;
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based, along with a summary of the evidence against the student;
- A copy of Rocketship's disciplinary rules which relate to the alleged violation;

- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

Rocketship may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by Rocketship or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

I. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
II. Rocketship must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
III. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
IV. The Administrative Panel or the Academic Affairs Committee may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
V. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
VI. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Administrative Panel or the Academic Affairs Committee from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
VII. If one or both of the support persons is also a witness, Rocketship must present evidence that the witness' presence is both desired by the witness and will be helpful to Rocketship. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the

complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

VIII. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the room during that testimony.

IX. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

X. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel or Academic Affairs Committee to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Academic Affairs Committee or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery

as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Academic Affairs Committee, which will make a final determination regarding the expulsion. The final decision by the Academic Affairs Committee shall be made within ten (10) school days following the conclusion of the hearing.

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

Written Notice to Expel

The Principal or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

§ notice of the specific offense committed by the student and
§ notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Rocketship.
§ notice of the right to appeal and the process
§ information regarding rehabilitation and readmission
§ information regarding alternative education.

The Principal or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) the student's name; and (b) the specific expellable offense committed by the student.

Disciplinary Records

Rocketship shall maintain records of all student suspensions and expulsions at Rocketship. Such records shall be made available to the chartering authority upon request.

Right to Appeal

The student/family shall have the right to appeal the decision to expel the student from Rocketship to the Executive Committee of the Board. The request to appeal must be made in writing and shall be submitted to the Executive Committee within five business days of being made aware of the decision to expel the student. The appeal shall be heard by the Executive Committee within 15 days of receipt of the appeal. Any decision made on appeal shall be final.

Expelled Students/Alternative Education

With the exception of students with disabilities under IDEA, students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within their school district of residence. The Charter School shall work cooperatively with parents/guardians to assist with locating alternative placements during expulsion.

Rehabilitation and Readmission

At the time of the expulsion order, students who are expelled shall be given a rehabilitation plan, to be developed by the Academic Affairs Committee in conjunction with Rocketship staff, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may be reviewed for readmission to a Rocketship school.

The decision to readmit a pupil who has been expelled from a Rocketship school shall be in the sole discretion of the Board following a meeting with the Principal and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon RSPS's capacity at the time the student seeks readmission.

The decision to admit a pupil who has previously been expelled from another school, school district or charter school shall be in the discretion of the Principal following a meeting with the pupil and guardian or representative to determine whether the pupil poses a threat to others or will be disruptive to the school environment. Where applicable, the Principal may also consider whether the pupil has completed any rehabilitation plan or other improvement measures prescribed by the pupil's previous school. The Principal shall make a recommendation following the meeting regarding his or her determination. The pupil's admission is also contingent upon RSPS's capacity at the time the student seeks admission.

Notice to Teachers

Rocketship shall notify teachers, counselors, and other staff responsible for the direct care or instruction of any student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above. All such notifications shall be kept confidential by the staff member receiving them, and their content shall not be further disseminated to any other person.

Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within Rocketship's Board adopted Attendance Policy for truancy and only after Rocketship follows the requirements of the Attendance Policy and only in

accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

Services During Suspension

Students suspended for more than 10 school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum,

although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, a manifestation determination shall take place. “Change of Placement” includes a recommendation for expulsion or a cumulative removal of more than 10 school days in a school year.

If Rocketship, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team will (a) conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the school had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement; (b) if a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and (c) return the child to the placement from which the child was removed, unless the parent and the school agree to a change of placement as part of the modification of the behavioral intervention plan.

The conduct will be considered a manifestation of the child’s disability if it is determined that (a) the conduct in question was caused by, or had a direct and substantial relationship to, the child’s disability; or (b) the conduct in question was the direct result of the local educational agency’s failure to implement the IEP/504 Plan.

If the school, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student’s disability and that the conduct in question was not a result of the failure to implement the IEP, then the school may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the school believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the school, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the 45 day time period provided for in an interim alternative educational setting, unless the parent and the school agree otherwise. . Rocketship shall comply with 20 U.S.C. Section 1415(k)(2), which states that interim alternative educational setting shall be determined by the IEP team.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

Special Circumstances

Rocketship personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Principal or designee may remove a student to an interim alternative educational setting for not more than 45 days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student: a) carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function; (b) knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or (c) has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP team.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who

has violated the Rocketship's behavioral policies may assert the procedural safeguards granted under this administrative regulation only if Rocketship had knowledge that the student was disabled before the behavior occurred.

Rocketship shall be deemed to have knowledge that the student had a disability if one of the following conditions exists prior to the behavior at issue:

- The parent of the child expressed concern in writing to supervisory or administrative personnel of Rocketship, or a teacher of the child, that the child is in need of special education and related services;
- The parent of the child requested an evaluation of the child pursuant to §§ 300.300 through 300.311; or
- The teacher of the child, or other Rocketship personnel, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education of the agency or to other supervisory personnel of the agency.

If the school knew or should have known the student had a disability under any of the three circumstances described above, the student may assert any of the disciplinary protections available to IDEA-eligible children with disabilities. If the school had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The school shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by Rocketship pending the results of the evaluation.

Rocketship shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible. name and offenses) within 30 days of the expulsion. Please contact our office for assistance with preparing such a notice and/or if Rocketship has any questions.

Campus Access and Visitor Policy

Rocketship strives to create campuses that are welcoming to families, volunteers, and community members while maintaining a safe and secure environment for students and staff. This policy addresses management of the campus access points; prohibitions against loitering; procedures for visitor registration; procedures to follow when arranging for a campus visit; and barring an individual from campus. "Campus" in this policy is defined as the entire indoor and outdoor premises, including the school building(s), sidewalks, parking lots, driveways, playgrounds, and courtyards.

Campus Access Points

Whenever students are in the building, the front office, and controlled access points to each

Rocketship campus will be supervised by a Rocketship staff member. Visitors will also be required to undergo an ID check, a registered sex offender check, and adhere to any other security measures (i.e., sign-in/sign-out sheets) that the school has implemented. The school will inform visitors of any specific follow-up that may be required for visitors who are not able to provide proper identification or who are flagged with a sex offender offense.

All doors leading into school buildings should remain closed and locked at all times and only opened by authorized staff members.

Loitering

Parents/guardians and other visitors, including children who are not students at the school, shall not loiter on the school premises, including in the parking lot and outside school buildings. This includes children of staff members who are students at another school. The parking lot shall be used for picking up and dropping off students, and while conducting business.

Parents/guardians and other visitors are expected to leave the campus premises upon the conclusion of any business matters or after dropping their student off at school. If a parent or guardian wishes to visit the school to view the educational program, the visitor must adhere to the following procedures, which have been developed to ensure the safety of students and staff as well as to minimize interruption of the instructional program.

Visitor Registration and Passes/Badges

- All visitors (including Rocketship Public Schools regional and national staff members) must be registered and checked in via VisitU with their current government issued ID with the security guard immediately upon entering any school building or grounds at any time that students are in the building. Schools will be required to provide a sign-in sheet for any event held on campus.
- If visitors are flagged with a sex offender offense, will deny entry and connect them with school administrators. ***This will not prohibit families from picking up their student for dismissal if they are listed as an allowed pick-up person on the Powerschool pick up list.***
- The Principal, or designee, may refuse to register a visitor if he or she has a reasonable basis for concluding that the visitor is in possession of a firearm; or the visitor's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substance.
- Visitors in disguise or costume will not be allowed entrance onto campus without prior agreement with the school administration.
- After registering with the front office or security guard, visitors who are not Rocketship

employees will be issued a VisitU badge that they must display at all times while on campus. Network Support staff must display their badge on their persons at all times while at a school site. If a Network Support staff member forgets his/her badge, he/ she will need to register with VisitU and obtain a Visitor's Pass from the front office.

- All visitors must also sign out when leaving the campus.
- The Principal or designee may withdraw consent for an individual to be on campus, even if the visitor has a right to be on campus, whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.
- The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements, law enforcement may be notified and he/she may be guilty of a misdemeanor.
- While on campus, visitors are to enter and leave classrooms as quietly as possible, not converse with any student, teacher, or other instructional assistant unless permitted, and not interfere with any school activity.

Arranging for a Campus Visit

Visits during school hours by non-Network Support or other Rocketship staff members should be arranged with the teacher and Principal (or designee) in advance. Teacher conferences should be arranged by appointment in advance and must be scheduled to take place during non-instructional time. Parent/guardians who want to visit a classroom during school hours should first obtain approval from the classroom teacher and the Principal or designee. Classroom observations should be requested in advance and are approved at the Principal or designee's discretion.

No electronic listening or recording device may be used by students or visitors in a classroom without the teacher's and Principal's written permission. Failure to abide by this is a violation of this Policy and may subject a visitor to losing his/her privilege to be on campus in accordance with Section III above.

Visitor Conduct

All visitors, regardless of their reason for being on campus, are expected to act in accordance with all Rocketship rules and policies while on the school premises. Visitors are strictly prohibited from having any physical contact with any student for any reason, including touching, grabbing, or holding a student. Visitors are also strictly prohibited from scolding, disciplining, or yelling at any student. If a visitor has a concern about a student's conduct, the visitor should promptly alert a Rocketship staff member.

This policy also applies to conduct during virtual programming (i.e., virtual instruction, events, etc.). Individuals who appear at a virtual event with a Rocketship student and whose conduct violates this policy will receive consequences in accordance with Rocketship policies.

Withdrawing Consent for Individuals to be on Campus

Rocketship recognizes that situations could arise where it may become necessary for the Principal and/or the Principal's supervisor to prohibit an individual from entering or remaining on a Rocketship campus. Such situations may include an individual's possession or reasonable suspicion of an individual's possession of a firearm, an individual engaging in violence, threats of violence, harassment, or any other behavior that the Principal deems to be disruptive of the learning environment or in violation of Rocketship policy. Such actions will comply with any relevant state law requirements.

Withdrawal of consent ("ousting") is specific to each individual Rocketship campus and its related activities. Principals generally have the authority to issue an ouster notice to a disruptive individual, and to do so, they must follow Rocketship's internal protocol and comply with all applicable laws. Principals may not oust an individual beyond his/her particular campus, unless specific authorization is granted by the Director of Schools or the legal department. It is the responsibility of the Business Operations Manager, Office Manager, and school security to:

- Enforce photo identification verification 100% of the time to ensure no ousted individuals enter the building.
- Document and maintain procedures for pick-up, drop-off and any documentation related to the ouster notice at the front desk.
- Determine, at the time of the incident and in collaboration with the Principals, whether the local police must be contacted.
- Maintain an accurate and current list of individuals who have been issued an ouster notice.
- Enforce the ouster notice by escorting individuals out of the building and off school grounds in a peaceful, quiet, and orderly fashion.
- Not engage any ousted individual off school grounds using combative language, tone, or action.
- Contact the local police department in the event that an individual becomes physically confrontational or refuses to comply with the ouster notice.

Refusal to Leave Campus

Anyone who refuses to leave after being asked by the Principal, or who enters the premises (including parking lots, playground, sidewalks, and school building) without proper authorization

in accordance with this policy, may become subject to the local criminal laws regarding trespass and unlawful entry.

Further conduct of this nature by the visitor may lead to the School's pursuit of a restraining order against such visitor which would prohibit him/her from coming onto school grounds or attending School activities for any purpose for a statutorily prescribed period.

The Principal or designee may seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.

Medication Administration Policy

Rocketship is committed to supporting the health of its students and meeting the needs of students with medical conditions, in compliance with California laws and regulations. This policy addresses required documentation of student medication needs; staff administration of mediation; student self-administration of medication; the use of epinephrine and asthma inhalers; emergency situations; and documentation and training requirements.

I. Medication Authorization Form

Before medication can be kept or administered at Rocketship, a student's parent/guardian must complete and submit a Medication Authorization Form. In accordance with EC § 49423 and 5 C.C.R. § 601(a), the Medication Authorization Form must include:

- Student's name and date of birth;
- Name of the medication to be administered and the reason for administration;
- Amount or dose of the medication;
- Method of administration;
- The time the medication is to be administered at school;
- Possible side effects;
- For medication prescribed on an as-needed basis, the specific symptoms that necessitate administration of medications, the allowable frequency for administration, and indications for referral for medical evaluation;
- For medication that is to be self-administered by the student, a statement that, in the authorized health care provider's opinion, the student is competent to safely self-administer the medication according to the conditions in the provider's written statement;
- Name, address, telephone number, and signature of the California authorized health care provider.

The student's parent/guardian must also provide Rocketship with a written statement indicating their desire that the school assist the student with medication administration as set forth in the Medication Authorization Form.

Immediately following any changes regarding the health or treatment of the student, the parent/guardian must submit an amended Medication Authorization Form to Rocketship. All Medication Authorization Forms must be updated at least annually.

II. Staff Administration of Medication

Pursuant to 5 C.C.R. § 604, medication may be administered to students by Rocketship personnel designated by the Principal who are legally able and has consented to administer or assist in administering medication to students..

Parents/guardians may come to Rocketship to administer medication to their child if the parent/guardian signs an agreement identifying who will administer the medication, stating the conditions under which the medication will be administered, and releasing Rocketship from the responsibility of administering the medication.

School staff should NOT provide any over-the-counter medications or therapeutic/homeopathic remedies (i.e. cough drops, herbal teas) to students unless the student has

- a note from an authorized health care provider that prescribes the use of the remedy, including the amount or dose to be given, and the method and timing of the administration; AND
- a written statement from a parent/guardian permitting the use of the remedy at the school.

III. Self-Administration of Medication

Under Ed Code § 49423.6 and 5 C.C.R. § 605, Rocketship may allow a student to carry and self-administer medication in accordance with this policy. This includes prescription inhaled asthma medication and auto-injectable epinephrine, which are each further described below in this policy. Any self-administration of medication must be done in accordance with the Medication Authorization Form as described above.

Prior to allowing self-administration, Rocketship personnel must observe the student self-administering the medication and determine that the student is capable of adhering to standard precautions and appropriate handling of the medication.

IV. Storage of Medication

In accordance with Ed Code § 49423, Rocketship may receive medication from a student's parent/guardian to store for use in accordance with a valid Medication Authorization Form. The medication will be stored with Rocketship's school nurse or Office Manager in a location that is easily accessible during an emergency.

The medication must be labeled with the following information:

- Name of the student;
- Name of the medication;

- Dosage;
- Time of administration; and
- Duration of medication.

All medications must be in original manufacturer packaging. The labeling must be consistent with the written statement from the authorized health care provider in the Medication Authorization Form.

Rocketship will return any unused, discontinued, or outdated medication to a student's parent/guardian as soon as possible after the course of treatment is completed or the medication reaches its expiration. Any medication that cannot be returned to the student's parent/guardian will be disposed of at the end of the school year in accordance with all applicable laws.

V. Documentation Maintenance of Records

Rocketship will create and maintain a list of students with valid Medication Authorization Forms, including the emergency contact information for each student. Students who are allowed to carry and self-administer medication will be specified in this list. The Principal may distribute the list among appropriate employees or agents.

Rocketship will maintain accurate records of all its employees and agents who are certified to administer medication. Rocketship will also maintain accurate records of all incidents where medication was administered to a student at school. The log will include at least the name of the student; the name of the medication; the medication dose and route; and the time the medication was administered.

If a material or significant deviation from the authorized health care provider's written statement is discovered by Rocketship, notification of the deviation shall be given as quickly as possible to the Director of Schools, the student's parent/guardian, and the student's authorized health care provider.

VI. Emergency Situations

Designated Rocketship personnel will possess valid, up-to-date certifications in first aid and CPR. First aid will be administered whenever possible by trained staff members,

Rocketship personnel who provide life-sustaining emergency medication must receive documented training and maintain current certification in CPR from a recognized source (i.e. American Red Cross or American Heart Association).

School employees with proper training and certification are expected to respond to emergency situations without discrimination. If any student or staff member needs resuscitation, staff shall make every effort to resuscitate him/her. Staff members are prohibited from accepting or following any parental or medical "do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed, and such advance directives shall not be communicated to staff.

VII. Epinephrine Auto-Injectors

Pursuant to Ed Code § 49414, Rocketship schools in California will stock emergency epinephrine auto-injectors to be used by the school nurse or trained personnel on persons suffering or reasonably believed to be suffering from an anaphylactic reaction. A school nurse or, if the school does not have a nurse, a volunteer trained in accordance with this policy, may administer an epinephrine auto-injector to a person exhibiting potentially life-threatening symptoms or anaphylaxis at school or at a school activity when a physician is not immediately available. The training provided to school personnel shall be in compliance with the requirements of Ed Code § 49414 and any regulations promulgated thereunder.

Rocketship will store the epinephrine auto-injectors in a secure but accessible, well-marked, unlocked location.

VIII. Asthma Inhalers

Pursuant to Ed Code § 49423.1, students who are required to take, during the regular school day, inhaled asthma medication may be permitted to carry and self-administer the inhaled asthma medication or otherwise be assisted by designated school personnel, provided that Rocketship receives the appropriate written documentation, specified below:

- In order for a student to be assisted by a school nurse or other designated school personnel, Rocketship shall obtain both (1) a written statement from a physician detailing the name of the medication, method, amount, and the time schedules by which the medication is to be taken AND (2) a written statement from the parent/guardian requesting that Rocketship assist the student with the medication.
- In order for a student to carry and self-administer prescription inhaled asthma medication, Rocketship shall obtain both (1) a written statement from a physician detailing the name of the medication, method, amount, the time schedules by which the medication is to be taken, and confirming that the student is able to self-administer inhaled asthma medication AND (2) a written statement from the parent/guardian consenting to the self-administration, providing a release for the school nurse or other designated school personnel to consult with the health care provider of the student regarding any questions that may arise with regard to the medication, and releasing Rocketship Education and school personnel from civil liability if the self-administering student suffers an adverse reaction by taking the medication pursuant to this policy.

These written statements must be provided at least annually, and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.

IX. Misuse

A student who self-administers medication while at school, at a school-sponsored activity, or while on school-sponsored transportation for a purpose other than his or her own treatment will be subject to disciplinary action in accordance with Rocketship's Student Discipline Policy. Such disciplinary action shall not limit or restrict the access of a student to his or her prescribed medication. Rocketship will promptly notify the student's parent/guardian of any disciplinary action imposed.

Policy Appendix - Wisconsin

Mandated Reporter Policy

Mandated Reporter Obligations
In Wisconsin, certain professionals are required to report known or suspected child abuse and neglect. School teachers, administrators, counselors and staff are legally mandated reporters. As an employee of a Rocketship Education school, or an employee of the Rocketship support office who has regular contact with children, you are a Mandated Reporter. This “Mandated Reporter Policy” is intended to inform Rocketship Education employees of their responsibilities and rights under Wisconsin Statute 48.981, as well as the procedures for complying with the statute.

When Must You Report?
Wisconsin’s reporting law requires a report to be made when a mandated reporter has a “reasonable cause to suspect” that a child seen by the person in the course of professional duties has been “abused or neglected,” or who has reason to believe that a child “has been threatened with abuse or neglect and that abuse or neglect of the child will occur.” The language chosen in the statute was deliberate and was drafted to ensure that a maximum number of abused children are identified and protected. As an educator, your role is not to serve as an investigator. If you feel that an ordinary person in your position would have any reason to suspect abuse, you are required to immediately report your suspicions.

What Types of Abuse Must Be Reported?
According to statute WI 48.981, an abused or neglected child is a child who has been subjected to:

- Physical injury that is inflicted on a child by other than accidental means
- Sexual intercourse or sexual contact
- Threatened harm
- Permitting, allowing, or encouraging a child to engage in prostitution
- Sexual exploitation through pornography
- Emotional damage defined as behaviors harmful to a child’s psychological or intellectual functioning that is exhibited by severe anxiety, depression, withdrawal or outward

aggressive behavior or a combination of those behaviors and that is caused by the child's parent, guardian, legal custodian, or other person exercising temporary or permanent control over the child and for which the child's parent, guardian or legal custodian has failed to obtain the treatment necessary to remedy the harm

- Methamphetamine manufacture in a child's home, on the premises of a child's home, in a motor vehicle on the premises of a child's home, or where a reasonable person should have known that the manufacture would be seen, smelled, or heard by a child is considered child abuse in Wisconsin
- Failure, refusal or inability on the part of a parent, guardian, legal custodian, or other person exercising temporary or permanent control over a child for reasons other than poverty to provide necessary care, food, clothing, medical or dental care or shelter so as to seriously endanger the physical health of the child.

Procedures for Reporting

1. The moment you have a reasonable cause to suspect abuse or neglect or the threat of abuse or neglect, you must immediately inform, by telephone or personally, the county department, a licensed child welfare agency or the police department of the facts and circumstances contributing to a suspicion of abuse.
2. In the Milwaukee Area, you can contact the: Bureau of Milwaukee Child Welfare (BMCW) (414) 220-SAFE or Milwaukee Police Department/Sensitive Crimes (MPD) (414) 935-7405. If you feel that the child is in immediate danger, please dial 911.
3. Joint Knowledge
    a. It is the policy of Rocketship Education to report suspicion of abuse to the Principal ofthe school, unless the Principal of the school is the subject of the suspicion. REMEMBER, reporting the information to a Principal or any other person shall not be a substitute for making a mandated report to one of the agencies specified above.
    b. All mandated reporters who know or suspect abuse or that abuse has been threatened should make a report.
    c. Knowledge that a report has already been made by an outside party is not a substitute for making a mandated report. If a child has been taken from school by the Bureau of Milwaukee Child Welfare of the Milwaukee Police Department the Principal shall obtain the name and badge number of the person taking the child. The Principal is not to notify the parent of the removal. If the administrator is contacted by the parent/legal guardian, the parent or legal guardian should be advised to contact the appropriate agency for further information, either BMCW or MPD, but shall NOT give that information to the parent or legal guardian of the child. That information is confidential and shall only be released by the BMCW or MPD.
4. In the case of peer sexual contact, the principal/designee shall NOT inform the parent or legal guardian as to the identity of the juvenile participant(s) in the incident. That

information is confidential and shall be released only to the BMCW or the MPD. Parents/guardians should be referred to the appropriate agency.

Protections and Immunity from Liability

- All reports of suspected abuse or neglect are confidential. With few exceptions, as delineated in statute, no information that could be used to identify the reporter (e.g., place of employment, job title) can be shared. (48.981(7)(a))
- Anyone who, in good faith, reports suspected abuse or neglect is immune from both criminal and civil liability. (48.981(4))
- No person may be discharged, disciplined or otherwise discriminated against in regard to employment, or threatened with any such treatment, for making a report of suspected abuse or neglect in good faith. (48.981(2)(e))

Consequences for Failing to File a Report

Any person who intentionally violates this section by failure to report as required may be fined or imprisoned or both. (48.981(6)).

Student Dress Code

Student uniforms help minimize disruption during the school day, promote respect for oneself and others, and foster school/community spirit. Students are expected to wear the Rocketship uniform to school every day.

The Rocketship uniform consists of a khaki bottom (pants, shorts, dress, skirt, or skorts) and a dark purple collared shirt. Students may also wear a Rocketship polo shirt or t-shirt, which can be purchased from the school Office Manager. Shirts must be tucked in at all times, which Rocketship considers being “dressed for success.”

Students should also wear closed toe shoes. Sandals are not considered to be safe or appropriate for school.

The following are considered to be dress code violations and are NOT permitted on any Rocketship campus:

- Dresses and shorts which are shorter than mid-thigh
- Thin strap shirts/blouses (thinner than two inches)
- Tank tops (including white, ribbed undershirts)
- Clothing or accessories that are sexually provocative

- Clothing or accessories that identify a student with non-school clubs, profanity, obscenity, references to drugs, alcohol, tobacco, gangs (e.g., red, blue, yellow, color) or prison culture, name insignia
- Attire with writing that degrades individuals or groups
- Body piercings that create a safety hazard are not acceptable; moderate sized earrings are acceptable
- Platform shoes or high heels over 2.5 inches high
- Underwear or undergarments that are visible
- Exposed midriff areas
- Pants that sag around the waist
- Intentionally torn pants or jeans
- Untied shoelaces
- Hats, bandanas, non-religious head coverings
- Sunglasses may not be worn in the building, but may be worn outside to protect from the sun

Students who repeatedly do not come to school in uniform may lose privileges. In addition, Rocketship may contact the student's parent/guardian to discuss the dress code violation.

Discrimination, Harassment, Intimidation, and Bullying Policy

Statement of Non-Discrimination

Rocketship is committed to equal opportunity for all individuals in education. Harassment, intimidation, bullying, and sexual harassment are all forms of discrimination and are disruptive behaviors that interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. Rocketship prohibits discrimination in all forms, inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means. It does not discriminate against any student or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic.

Rocketship adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004. Rocketship is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX (sex), Title VI (race, color, or national origin), and Section 504 and Title II of the ADA. Rocketship prohibits sexual harassment and harassment based upon

pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.

Rocketship does not condone or tolerate harassment of any type, including bullying, discrimination, or intimidation, by any employee, independent contractor or other person with which the Rocketship does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. To the extent possible, Rocketship will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to respond to such behaviors in a timely manner. Rocketship school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so. Rocketship will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Harassment and Retaliation Prohibited

Harassment is a form of discrimination and Rocketship is committed to maintain a learning environment that is free from harassment. Rocketship prohibits harassment based on an individual's membership in a protected class by a student, teacher, administrator or other school personnel, by any other person who is participating in, observing, or otherwise engaged in school activities, including sexual harassment and harassment consistent with Title IX, 20 U.S.C. § 1681 et seq. and State law. It prohibits harassment based upon race, color, religion, national origin, sex, age, personal appearance, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a complainant of an intrafamily offense, place of business or residence, credit information, gender, gender identity, gender expression, marital status, sexual orientation, pregnancy, childbirth, reproductive health decisions, or related medical conditions, or any other basis protected by applicable law.

Prohibited Harassment includes, but is not limited to the following:

- Any unwelcome physical, verbal, nonverbal, or electronic conduct based on the aforementioned protected traits.
- Prohibited stalking that involves a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others or suffer substantial emotional distress.

Prohibited Sexual Harassment includes, but is not limited to the following:

- Unwelcome sexual advances of a student by another student; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or

communication (including electronic communication) of a sexual nature (including sexual assault) that adversely affects the student in the ways set forth above.

- Abusive or coercive behavior or dating violence against one student by another student where a dating partner uses threats of, or actually uses physical, emotional, economic, technological, or sexual abuse to exert power or control over a current or former dating partner.
- Welcome AND unwelcome sexual advances of a student by a school employee; requests for sexual favors of a student by a school employee; sexually motivated physical, verbal, or nonverbal conduct by a school employee directed at a student; or other conduct or communication (including electronic communication) of a sexual nature directed to a student by a school employee.

A hostile environment exists if the harassment is sufficiently serious that it denies or limits the complainant's ability to participate in or benefit from the school's program (e.g., skipping class, dropping out of an activity, having trouble concentrating in class).

Retaliation includes any adverse action taken against an individual because they reported sexual harassment, dating violence, or discrimination, provided information, witnesses, assisted, participated, or refused to participate in an investigation or proceedings in relation to any of those acts. Rocketship prohibits retaliation against any individual who has made a complaint pursuant to this policy in good faith, assisted in an investigation, or otherwise exercised rights protected by law. Rocketship also prohibits taking any adverse action against an individual based on an unsubstantiated allegation or rumor of harassment. Any student who is subject to retaliation in violation of this policy or who knows of another student who has been subject to retaliation is urged to report it as soon as possible to school staff or the Title IX Compliance and Civil Rights Officer.

Reporting Process

Reports of Discrimination or Harassment - General. Students, parents or staff should report a claim of discrimination or harassment and the alleged acts promptly to a teacher, counselor, or school administrator. Reports do not have to be made by the complainant. Reports can be made in person, by mail, by telephone, or by email, using the complaint form attached below. A school employee who receives a report of discrimination that may be considered harassment, sexual harassment, dating violence, stalking, or retaliation under Title IX, has knowledge or should reasonably know about the aforementioned violations should promptly notify Rocketship's Title IX Compliance and Civil Rights Officer for next steps.

Reports of a Title IX Violation. Reports of alleged acts that may be considered harassment, sexual harassment, dating violence, stalking, or retaliation subject to review under Title IX should be made to the Title IX Compliance and Civil Rights Officer:

Renita Thukral
Title IX Compliance and Civil Rights Officer
350 Twin Dolphin Drive, Suite 109 Redwood City, CA 94056 rthukral@rsed.org

The Title IX Compliance and Civil Rights Officer is the Rocketship staff member designated by Rocketship to coordinate its responsibilities under Title IX. Upon receipt of a complaint, Rocketship will provide information to the complainants about about the investigation process, about their rights under Title IX and other relevant laws.

Confidentiality
To the greatest extent possible, Rocketship shall respect the privacy of individuals who report potential violations of this policy, individual(s) against whom a report is filed, and witnesses. Rocketship will notify individuals/agencies of incidents of discrimination only to the extent allowed by law. Any notifications to other parties will be made only to ensure that services are provided to the complainant(s) and respondent and to protect the complainant(s) from further or sustained victimization. The Title IX Compliance and Civil Rights Officer/designee conducting the investigation will be responsible for making determinations about confidentiality. Rocketship will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of Rocketship to provide the supportive measures.

Process for Investigating Complaints of Discrimination and Harassment

General Complaints of Discrimination and Harassment. Complaints of discrimination or harassment that do not involve allegations of Title IX violation or allegations of sexual harassment should be made under the General Complaint Procedures described under the Notification of Rights and Assurances section of this Handbook..

Complaints under Title IX. Complaints governed by Title IX of the Education Amendments of 1972 are reported to the Title IX Compliance and Civil Rights Officer and an investigation of those complaints are conducted promptly and impartially pursuant to related Title IX Complaint Procedures outlined under the Notification of Rights and Assurances section of this Handbook.

Bullying Prevention

“Bullying” is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation, or harm. Bullying may be repeated behavior and involves an imbalance of power. The behavior may be motivated by an actual or perceived distinguishing characteristic, such as,

but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; physical attributes; physical or mental ability or disability; and social, economic, or family status.

Bullying behavior can be:

- Physical (e.g. assault, hitting or punching, kicking, theft, threatening behavior
- Verbal (e.g. threatening or intimidating language, teasing or name-calling, racist remarks)
- Indirect (e.g. spreading cruel rumors, intimidation through gestures, social exclusion, and sending insulting messages or pictures by mobile phone or using the internet – also known as cyber bullying)

Alleged incidents of bullying will be promptly investigated by designated Rocketship staff members. Rocketship Public School's policy and procedures for addressing bullying complaints through either the general complaint procedures or the Title IX procedures (as appropriate) are described under the Notification of Rights and Assurances section of this Handbook.

Suspension and Expulsion Policy

We believe that our students are best served when they are present at school every day. However, we recognize that situations may occur when a student commits a behavioral offense that is so severe that the student may become subject to suspension or expulsion.

A student may be disciplined, suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at a Rocketship school or at any other school or a school-sponsored event at any time including but not limited to: while on school grounds; while going to or coming from school; during the lunch period, whether on or off the school campus; and during, going to, or coming from a school-sponsored activity. Students may also be subject to disciplinary action for off-campus behavior if it creates a substantial disruption to the school environment or interferes with another student's ability to participate in the school program.

In-School Suspension

In-school suspension ("ISS") provides an alternative to out-of-school suspension. ISS allows students to be counted present and provides an in- school opportunity for them to complete and receive credit for class assignments. During ISS, students will complete schoolwork in a location separate from their class. ISS is not intended to be an alternative to or long-term replacement of the student's regularly scheduled class.

ISS may be used in the event that a student is engaging in prohibited conduct that is making the classroom environment physically or emotionally unsafe for other students or that severely disrupts a class or school-sponsored activity;

Only the Principal or Assistant Principal, with prior approval from his/her supervisor, shall assign a student to ISS. Students assigned to ISS must have written notification of the date and duration of the ISS assignment. Assignment to ISS and the scheduling of the days assigned are at the Principal's discretion.

Principals should place the student in ISS as soon as possible after the infraction is reported. The principal will ensure that:

- Students assigned to ISS are provided a safe, positive environment
- Students assigned to ISS are properly supervised; and
- Students assigned to ISS are allowed to complete class work assigned during his/her placement in ISS.
- All class work for students is obtained, academic assistance is provided as necessary, and completed work is returned to the student's classroom teacher.
- Activities of academic value are provided for the student when the classroom teacher's work is not provided or is insufficient for ISS time assigned.
- Additionally, classroom teachers will:
- Provide classwork commensurate to the work missed for a student in ISS.
- Record a student in ISS as present. There will be no attendance-related penalty for assignment to ISS.
- Evaluate the student's work completed in ISS and give credit for work completed in ISS.
- Ensure that students in ISS receive credit for attendance and full credit for work completed.

The student's parent/guardian must be notified of a student's assignment to ISS at the time that the ISS placement is scheduled. The Principal should contact a parent/guardian by phone or in-person meeting. If the parent/guardian cannot be reached in this manner, the Principal or his/her designee may make contact through e-mail.

Out of School Suspensions and Expulsion

When disciplinary infractions occur on campus, our Principals are expected to respond in accordance with our Student Discipline Policy, which encourages positive behavioral interventions and supports and outlines available in-school disciplinary actions. The decision to pursue a suspension is, in most circumstances, largely at the discretion of the school leadership team in accordance with state law and should only be considered in cases of egregious

behavioral infractions – and, even then, should be viewed as a last resort—as we believe that our students are best served when they are present at school every day. Recommendations for expulsion should not be pursued except in the most extreme cases, as our policy is to do whatever it takes to serve every student who enrolls in a Rocketship school.

If a situation does arise where a Principal feels that the student should be suspended or recommended for expulsion, this policy was written to guide the process. The policy has been written in accordance with relevant federal and state laws and regulations. It addresses grounds for suspension and expulsion; suspension and expulsion procedures; the maintenance of disciplinary records; student appeal rights; rehabilitation and readmission; and special procedures for the consideration of suspension and expulsion of students with disabilities.

I. Grounds for Suspension and Expulsion

In Wisconsin, students may, at the discretion of the Principal in consultation with his/her manager, be suspended for any of the following reasons, in accordance with Wis. Stat. § 120.13(1)(b):

A. Disobeying school rules.
B. Conveying any threat or false information concerning an attempt or alleged attempt being made to destroy school property by explosives.
C. Conduct while at school, or under the supervision of a school authority, which endangers the property, health, or safety of others.
D. Conduct while not at school, or while not under the supervision of a school authority, which endangers the property, health, or safety of others at school or under the supervision of a school authority or endangers the property, health, or safety of any Rocketship employee. Conduct that endangers a person or property includes making a threat to the health or safety of a person or making a threat to damage property.

Students may be expelled for any of the following reasons:

A. If the Board finds the student guilty of repeated refusal or neglect to obey school rules.
B. For threatening to destroy school property by explosives.
C. For engaging in conduct while at school or under the supervision of a school authority which endangered the property, health or safety of others.
D. For conduct while not at school or while not under the supervision of school authority which endangered the property, health or safety of others at school or under the supervision of a school authority or endangered the property, health or safety of any Rocketship employe
E. For conduct that endangers a person or property, including making a threat to the health or safety of a person or making a threat to damage property.

II. Suspension Procedures

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded by a conference conducted by the Principal or the Principal's designee with the student. At the conference, the student shall be informed of the reason for the disciplinary action.

Notice to Parents/Guardians

At the time of the suspension, the Principal or designee shall promptly call the parent/guardian of the minor student and give notice of the suspension and the reasons for the suspension. The Principal or designee shall also mail a copy of the suspension to the parent/guardian.

Suspension Time Limits/Recommendation for Expulsion

A student may be suspended for a period of no longer than three consecutive school days. However, if a notice of an expulsion hearing has been sent, the student may be suspended for up to 15 consecutive school days.

Right to Appeal

A parent or student may, within five school days following the commencement of a suspension, have a conference with the Vice President of Schools or his/her designee. The designee may not be the principal, staff member, or a teacher in the child's school. If the Vice President of Schools or his/her designee finds that the child was suspended unfairly or unjustly, or the suspension was inappropriate given the nature of the offense, or the child suffered undue consequences or penalties as a result of the suspension, reference to the suspension must be removed from the child's records. The finding must be made within 15 days of the conference.

Rights During Suspension

The suspended student shall not be denied the opportunity to take any quarterly, semester or grading period examinations or to complete coursework missed during the suspension period.

Disciplinary Records

RSPS shall maintain records of all student suspensions and expulsions at RSPS Schools.

III. Expulsion Procedures

Delegation of Authority

The Rocketship Public Schools Wisconsin Board (“the Board”) shall appoint an independent hearing panel (“Panel”) or independent hearing officer (“Officer”) to hear and conduct expulsions The Panel or Officer may expel any student found to have committed an expellable offense

Hearing

Prior to expelling a Rocketship student in Wisconsin, the Panel /Officer shall hold a hearing. Upon request of the student’s parent or guardian, the hearing shall be closed to the public. The student may be represented at the hearing by counsel. The board shall keep written minutes of the hearing. Upon the ordering by the Panel /Officer of the expulsion of a student, Rocketship shall mail a copy of the order to the student's parent or guardian.

No less than five days prior to the hearing, written notice of the hearing shall be sent to the student and, if the student is a minor, to the student's parent or guardian. The notice shall state all of the following:

- The specific grounds and the particulars of the student's alleged conduct upon which the expulsion proceeding is based.
- The time and place of the hearing.
- That the hearing may result in the student's expulsion.
- That, upon request of the student and, if the student is a minor, the student's parent or guardian, the hearing shall be closed.
- That the student and, if the student is a minor, the student's parent or guardian may be represented at the hearing by counsel.
- That the Committee shall keep written minutes of the hearing.
- That if the Committee orders the expulsion of the student the school district clerk shall mail a copy of the order to the student and, if the student is a minor, to the student's parent or guardian.
- That if the student is expelled by the Committee the expelled student or, if the student is a minor, the student's parent or guardian may appeal the school board's decision to the Board.
- That the state statutes related to student expulsion are §§ 119.25 and 120.13 (1).

If the Panel or Officer orders an expulsion of the student, within 30 days after the date on which the order is issued, the Board shall review the expulsion order and shall approve, reverse or modify the order. The order of the hearing officer or panel shall be enforced while the Board reviews the order.

Record of Hearing

The Officer or Panel shall keep a full record of the hearing. Each party shall be informed of the right to a complete record of the proceeding. Upon request, the Officer or Panel shall direct that a transcript of the record be prepared and that a copy of the transcript be given to the pupil's parent or guardian.

Written Notice to Expel

The Principal or designee following a decision of the Officer or Panel to expel shall send written notice of the decision to expel, including the Officer or Panel's adopted findings of fact, to the student and parent/guardian. This notice shall also include the following:

- Notice of the specific offense committed by the student.
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Rocketship.

Right to Appeal

The student's parent/guardian shall have the right to appeal the decision to expel the student to the Board. The request to appeal must be made in writing and shall be submitted to the Board within fifteen business days of being made aware of the decision to expel the student. The appeal shall be heard by the Board within thirty days of receipt of the appeal.

Admission of Expelled Students

The decision to readmit a pupil who has been expelled from a Rocketship school shall be in the sole discretion of the Board following a meeting with the Principal and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon RSPS's capacity at the time the student seeks readmission.

The decision to admit a pupil who has previously been expelled from another school, school district or charter school shall be in the discretion of the Principal following a meeting with the pupil and guardian or representative to determine whether the pupil poses a threat to others or will be disruptive to the school environment. Where applicable, the Principal may also consider whether the pupil has completed any rehabilitation plan or other improvement measures prescribed by the pupil's previous school. The Principal

shall make a recommendation following the meeting regarding his or her determination. The pupil's admission is also contingent upon RSPS's capacity at the time the student seeks admission.

IV. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

Services During Suspension

Students suspended for more than 10 school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

Within 10 school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the school, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If the school, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the school, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

1. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the school had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

2. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
3. Return the child to the placement from which the child was removed, unless the parent and the school agree to a change of placement as part of the modification of the behavioral intervention plan.

If the school, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then the school may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeal

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or RSPS believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Division of Hearings and Appeals.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the school, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the school agree otherwise.

Special Circumstances

Rocketship personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than 45 days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function;
- Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP team. Procedures for Students Not Yet Eligible for Special Education Services A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the RSPS's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the school had knowledge that the student was disabled before the behavior occurred.

The school shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to school supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- The parent has requested an evaluation of the child.
- The child's teacher, or other school personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other school supervisory personnel.

If the school knew or should have known the student had a disability under any of the three circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the school had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The school shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the school pending the results of the evaluation.

The school shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Campus Access and Visitor Policy

Rocketship strives to create campuses that are welcoming to families, volunteers, and community members while maintaining a safe and secure environment for students and staff. This policy addresses management of the campus access points; prohibitions against loitering; procedures for visitor registration; procedures to follow when arranging for a campus visit; and barring an individual from campus. “Campus” in this policy is defined as the entire indoor and outdoor premises, including the school building(s), sidewalks, parking lots, driveways, playgrounds, and courtyards.

Campus Access Points
Whenever students are in the building, the front office, and controlled access points to each Rocketship campus will be supervised by a Rocketship staff member. Visitors will also be required to undergo an ID check, a registered sex offender check, and adhere to any other security measures (i.e., sign-in/sign-out sheets) that the school has implemented. The school will inform visitors of any specific follow-up that may be required for visitors who are not able to provide proper identification or who are flagged with a sex offender offense.
All doors leading into school buildings should remain closed and locked at all times and only opened by authorized staff members.

Loitering

Parents/guardians and other visitors, including children who are not students at the school, shall not loiter on the school premises, including in the parking lot and outside school buildings. This includes children of staff members who are students at another school. The parking lot shall be used for picking up and dropping off students, and while conducting business.

Parents/guardians and other visitors are expected to leave the campus premises upon the conclusion of any business matters or after dropping their student off at school. If a parent or guardian wishes to visit the school to view the educational program, the visitor must adhere to the following procedures, which have been developed to ensure the safety of students and staff as well as to minimize interruption of the instructional program.

Visitor Registration and Passes/Badges

- All visitors (including Rocketship Public Schools regional and national staff members) must be registered and checked in via VisitU with their current government issued ID with the security guard immediately upon entering any school building or grounds at any time that students are in the building. Schools will be required to provide a sign-in sheet for any event held on campus.
- If visitors are flagged with a sex offender offense, security will deny entry and connect them with school administrators. ***This will not prohibit families from picking up their***

student for dismissal if they are listed as an allowed pick-up person on the Powerschool pick up list.

- The Principal, or designee, may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor is in possession of a firearm; or the visitor's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substance.
- Visitors in disguise or costume will not be allowed entrance onto campus without prior agreement with the school administration.
- After registering with the security guard, visitors who are not Rocketship employees will be issued a VisitU badge that they must display at all times while on campus. Rocketship regional/national staff ("Network Support") will receive a badge from the Regional Director of Operations. Network Support staff must display their badge on their persons at all times while at a school site. If a Network Support staff member forgets his/her badge, he/she will need to register with VisitU and obtain a Visitor's Pass from the front office or security.
- All visitors must also sign out when leaving the campus.
- The Principal or designee may withdraw consent for an individual to be on campus, even if the visitor has a right to be on campus, whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.
- The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements, law enforcement may be notified and he/she may be guilty of a misdemeanor.

Arranging for a Campus Visit

Visits during school hours by non-Network Support or other Rocketship staff members should be arranged with the teacher and Principal (or designee) in advance. Teacher conferences should be arranged by appointment in advance and must be scheduled to take place during non-instructional time. Parent/guardians who want to visit a classroom during school hours should first obtain approval from the classroom teacher and the Principal or designee. Classroom observations should be requested in advance and are approved at the Principal or designee's discretion.

No electronic listening or recording device may be used by students or visitors in a classroom without the teacher's and Principal's written permission. Failure to abide by this is a violation of

this Policy and may subject a visitor to losing his/her privilege to be on campus in accordance with Section III above.

Visitor Conduct
All visitors, regardless of their reason for being on campus, are expected to act in accordance with all Rocketship rules and policies while on the school premises. Visitors are strictly prohibited from having any physical contact with any student for any reason, including touching, grabbing, or holding a student. Visitors are also strictly prohibited from scolding, disciplining, or yelling at any student. If a visitor has a concern about a student's conduct, the visitor should promptly alert a Rocketship staff member.

This policy also applies to conduct during virtual programming (i.e., virtual instruction, events, etc.). Individuals who appear at a virtual event with a Rocketship student and whose conduct violates this policy will receive consequences in accordance with Rocketship policies.

Withdrawing Consent for Individuals to be on Campus

Rocketship recognizes that situations could arise where it may become necessary for the Principal and/or the Principal's supervisor to prohibit an individual from entering or remaining on a Rocketship campus. Such situations may include an individual's possession or reasonable suspicion of an individual's possession of a firearm, an individual engaging in violence, threats of violence, harassment, or any other behavior that the Principal deems to be disruptive of the learning environment or in violation of Rocketship policy. Such actions will comply with any relevant state law requirements.

Withdrawal of consent is specific to each individual Rocketship campus and its related activities. Principals generally have the authority to withdraw consent for a disruptive individual, and to do so, they must follow Rocketship's internal protocol and comply with all applicable laws. Principals may not withdraw consent for an individual beyond his/her particular campus, unless specific authorization is granted by the Director of Schools or the legal department. It is the responsibility of the Business Operations Manager, Office Manager, and school security to:

- Enforce photo identification verification 100% of the time to ensure no barred individuals enter the building.
- Document and maintain procedures for pick-up, drop-off and any documentation related to the barring notice at the front desk.
- Determine, at the time of the incident and in collaboration with the Principals, whether the local police must be contacted.
- Maintain an accurate and current list of individuals who have been issued a Withdrawal of Consent notice.

- Enforce the Withdrawal of Consent notice by escorting individuals out of the building and off school grounds in a peaceful, quiet, and orderly fashion.
- Not engage any prohibited individual off school grounds using combative language, tone, or action.
- Contact the local police department in the event that an individual becomes physically confrontational or refuses to comply with the Withdrawal of Consent notice.

Refusal to Leave Campus
Anyone who refuses to leave after being asked by the Principal, or who enters the premises (including parking lots, playground, sidewalks, and school building) without proper authorization in accordance with this policy, may become subject to the local criminal laws regarding trespass and unlawful entry.

Further conduct of this nature by the visitor may lead to the School's pursuit of a restraining order against such visitor which would prohibit him/her from coming onto school grounds or attending School activities for any purpose for a statutorily prescribed period.

The Principal or designee may seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.

Medication Administration Policy

Rocketship is committed to supporting the health of its students and meeting the needs of students with medical conditions, in compliance with Wisconsin laws. This policy addresses the requirements for students who need to take medication during the school day, including required documentation and training for staff members. The policy also addresses emergency medical situations; epinephrine auto-injectors; and asthma inhalers.

I. **Medication Information Form**
Before medication can be kept or administered at Rocketship, a student's parent/guardian must complete and submit a Medication Information Form. The Information Form must include:

- Written authorization, signed by the student's parent/guardian, that states:
    - The name of the student;
    - Emergency contact information for the student's parent/guardian;
    - Contact information for the student's licensed health practitioner;
    - The name, purpose, and prescribed dosage of the medication;
    - The frequency that the medication is to be administered;
    - The possible side effects of the medication as listed on the label;

    - Special instructions or emergency procedures;
    - In the case of self-administered medication, confirmation that the student has been instructed in the proper technique for self-administration of the medication and has demonstrated the ability to self-administer the medication effectively.
    - That an employee or agent of the school may administer medication to the student in accordance with all applicable Wisconsin laws and regulations; or
    - in the case of self-administration, the student may possess and self-administer the medication at Rocketship, at Rocketship-sponsored activities, and while on Rocketship-sponsored transportation; and
    - that the name of the student may be distributed to appropriate school staff, as determined by the Principal.
- Written acknowledgment that Rocketship Public Schools, or an employee or agent of Rocketship Public Schools shall be immune from civil liability for the good-faith performance of responsibilities in accordance with this policy.

Immediately following any changes regarding the health or treatment of the student, the parent/guardian must submit an amended Medication Information Form to Rocketship. All Medication Information Forms must be updated at least annually.

II. **Administration of Medication**

In accordance with Wis. Stat. 118.29(2), a Rocketship employee may administer or assist in the self-administration of the following:

- Prescription drug products, in compliance with the written instructions of a practitioner, with parent/guardian consent. The prescription drug must be supplied in the original package, and the package must specify the name of the pupil, the name of the prescriber, the name of the prescription drug, the dose, the effective date, and the directions in legible format.
- Nonprescription drug products which may lawfully be sold over the counter without a prescription to a pupil, in compliance with the written instructions and consent of the pupil's parent or guardian and the written approval of the pupil's licensed health care practitioner. The nonprescription drug product must be supplied in the original manufacturer's packaging, and the package must list the ingredients and recommended therapeutic dose in a legible format.
- Epinephrine and glucagon, as described in this policy.
- First aid emergency care, in accordance with Wis. Stat. § 118.29(3)

School staff should NOT provide any over-the-counter medications or therapeutic/homeopathic remedies (i.e. cough drops, herbal teas) to students unless the student has:

- a note from an authorized health care provider that prescribes the use of the remedy, including the amount or dose to be given, and the method and timing of the administration; AND

- a written statement from a parent/guardian permitting the use of the remedy at the school.

III. Epinephrine

Student Possession and Self-Administration

Pursuant to Wis. Stat. 118.292, a student may possess and use an epinephrine auto-injector if the following conditions are met:

- The student uses the epinephrine auto-injector to prevent the onset or alleviate the symptoms of an emergency situation.
- Rocketship obtains the written approval of the student's physician and the written approval of the student's parent or guardian, in accordance with the requirements in Section I above.

In accordance with Wis. Stat. 118.292(2), Rocketship Public Schools and its personnel shall not be civilly liable for any injury incurred by a student or any other individual as a result of a student using an epinephrine auto-injector under this policy.

School Administration in Emergency Situations

Pursuant to Wis. Stat. § 118.2925(1), Rocketship schools in Wisconsin may adopt a plan for the management of pupils attending the school who have life-threatening allergies. This plan shall specify the training necessary for use of epinephrine auto-injectors and must be approved by a physician. Any school that adopts this plan must make the plan available on its website.

Once a school has adopted a plan, the school may obtain a prescription for epinephrine autoinjectors in the name of the school prescribed by a physician, advanced nurse practitioner, or physician assistant.

The school may authorize the school nurse or designated school personnel to do any of the following on school premises or at a Rocketship-sponsored activity:

- Provide an epinephrine auto-injector to a student to self-administer the epinephrine auto-injector in accordance with a prescription specific to the student that is on file with the school.
- Administer an epinephrine auto-injector to a student in accordance with a prescription specific to the student that is on file with the school.
- Administer an epinephrine auto-injector to a student or other person who the school nurse or designated school personnel in good faith believes is experiencing anaphylaxis in accordance with a standing protocol from a physician, an advanced practice nurse prescriber, or a physician assistant, regardless of whether the student or other person has a prescription for an epinephrine auto-injector. If the student or other person does not

have a prescription for an epinephrine auto-injector, or the person who administers the epinephrine auto-injector does not know whether the student or other person has a prescription for an epinephrine auto-injector, the person who administers the epinephrine auto-injector shall, as soon as practicable, report the administration by dialing 911.

In accordance with Wis. Stat. 118.2925(5), Rocketship Public Schools and its designated school personnel, and a physician, advanced practice nurse prescriber, or physician assistant who provides a prescription or standing protocol for school epinephrine auto-injectors, are not liable for any injury that results from the administration or self-administration of an epinephrine auto-injector under this policy, regardless of whether authorization was given by the student's parent or guardian or by the student's physician, physician assistant, or advanced practice nurse prescriber, unless the injury is the result of an act or omission that constitutes gross negligence or willful or wanton misconduct. The immunity from liability provided under this subsection is in addition to and not in lieu of that provided under Wis. Stat. 895.48.

Pursuant to Wis. Stat 218, this section also applies to epinephrine pre-filled syringes.

IV. Asthmatic Pupils

Pursuant to Wis. Stat. § 118.291(1r), a student with asthma may possess and use a metered dose inhaler or dry powder inhaler while at school, at a Rocketship-sponsored activity, or under the supervision of a Rocketship authority, if all of the following conditions are met:

- The student uses the inhaler before exercise to prevent the onset of asthmatic symptoms or uses the inhaler to alleviate asthmatic symptoms;
- Rocketship obtains the written approval of the student's physician and the written approval of the student's parent or guardian, in accordance with the requirements in Section I above.

In accordance with Wis. Stat. § 118.291(2), Rocketship and its personnel shall not be civilly liable for injury to a student caused by a Rocketship employee who prohibits a student from using an inhaler because of the employee's good faith belief that the requirements of Wis. Stat. 11.291(1r) had not been satisfied or who allows a student to use an inhaler because of the employee's good faith belief that the requirements of sub. (1r) had been satisfied.

V. Glucagon

In accordance with Wis. Stat. § 118.2925(2), a Rocketship employee, agent, or volunteer may administer glucagon to any student who Rocketship knows is diabetic and who appears to be experiencing a severe low blood sugar event with altered consciousness. As soon as practicable, Rocketship must report this administration to an emergency medical service provider.

VI. Resuscitation

Rocketship school employees are trained and expected to respond to emergency situations without discrimination. If any student or staff member needs resuscitation, staff shall make every effort to resuscitate him/her. Staff members are prohibited from accepting or following any parental or medical"do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed, and such advance directives shall not be communicated to staff.

VII. Storage of Medication

In accordance with Wis. Stat. § 118.29, any prescription or nonprescription drug supplied by a student's parent/guardian must be in the original manufacturer's package.

Nonprescription drugs must list the ingredients and recommended therapeutic dose. Prescription drugs must specify the name of the student, the name of the prescriber, the name of the prescription drug, the dose, the effective date, and the directions in a legible format.

VIII. Training

Training is required for any Rocketship employee or volunteer before he/she administers any non-prescription or prescription drug product in the following manners: injected into a student; inhaled by a student; rectally administered to a student; or administered into a nasogastric, gastronomy, or jejunostomy tube. Any such training must be approved by the Wisconsin Department of Education.

This training requirement does not apply to health care professionals or for cases in which medication is administered orally.

IX. Maintenance of Records

Rocketship will create and maintain a list of students with valid Medication Information Forms, including the emergency contact information for each student. The Principal may distribute the list among appropriate employees or agents.

X. Misuse

A student who self-administers medication while at school, at a school-sponsored activity, or while on school-sponsored transportation for a purpose other than his or her own treatment will be subject to disciplinary action in accordance with Rocketship's Student Discipline Policy. Such disciplinary action shall not limit or restrict the access of a student to his or her prescribed medication. Rocketship will promptly notify the student's parent/guardian of any disciplinary action imposed.

XI. Limitation of Liability
Pursuant to Wis. Stat. 118.29(2)(a)(3), Rocketship Public Schools and its employees and volunteers who administer non-prescription or prescription drug products to students under this policy are immune from civil liability for their acts or omissions unless (1) the act is in violation of the training requirements in this policy or (2) the act or omission constituted a high degree of negligence. This does not apply to health care professionals.

Additionally, Rocketship principal who authorize an employee or volunteer to administer a non-prescription or prescription drug product to a student under this policy is immune from civil liability for the act of authorization unless it constitutes a high degree of negligence or the principal authorizes a person who has not completed the required training under this policy.

Policy Appendix - Tennessee

Mandated Reporter Policy

In Tennessee, certain professionals are required to report known or suspected child abuse and neglect. School teachers, administrators, counselors and staff are legally mandated reporters. As an employee of a Rocketship Education school, or an employee of the Rocketship Network Support office who has regular contact with children, you are a Mandated Reporter.

This “Mandated Reporter Policy” is intended to inform Rocketship Education employees of their responsibilities and rights under Tennessee Code Annotated, Title 37, Chapter 1, Part 4, as well as the procedures for complying with the statute.

What Types of Abuse Must Be Reported?

Under state law, child abuse is defined as any wound, injury, disability, or physical or mental condition that is of such nature as to reasonably indicate that it has been caused by brutality, abuse, or neglect or that, on the basis of available information, reasonable appears to have been caused by such. For practical purposes, the descriptions of abuse under the California section of this handbook also apply in Tennessee.

Possible indicators of abuse or neglect may include:

- The child has repeated injuries that are not properly treated or adequately explained.
- The child begins acting in unusual ways ranging from disruptive and aggressive behaviors to passive and withdrawn behaviors.
- The child acts in the role of parent toward their brothers and sisters or even toward their own parents.
- The child may have disturbed sleep (nightmares, bed wetting, fear of sleeping alone, needing a nightlight, etc.).
- The child loses his/her appetite, overeats, or may report being hungry.
- There is a sudden drop in school grades or participation in activities.
- The child may act in stylized ways, such as sexual behavior that is not normal for his/her age group.

Procedures for Reporting:

1. The moment you have a reasonable cause to suspect abuse or neglect or the threat of abuse or neglect, you must immediately inform, by telephone or personally, the county department, a licensed child welfare agency or the police department of the facts and circumstances contributing to a suspicion of abuse.

2. In the Nashville Area, you can contact the: Department of Children's Services, Central Intake (877) 237-0004 or (877) 54ABUSE [(877) 542-2873] or Metro Nashville Police Department (615) 862-8600. If you feel that the child is in immediate danger, please dial 911.
3. Joint Knowledge

    1. It is the policy of Rocketship Education to report suspicion of abuse to the Principal of the school, unless the Principal is the subject of the suspicion. REMEMBER, reporting the information to a supervisor, principal, coworker or any other person shall not be a substitute for making a mandated report to one of the agencies specified above.
    2. All mandated reporters with knowledge should make a report.

3. Knowledge that a report has already been made by an outside party is not a substitute for making a mandated report.

4. Reporting Abuse to Parents or Legal Guardians

    1. If a teacher, school official or other school personnel makes a report as required by this policy and has reasonable cause to assume that the abuse occurred on school grounds or while the child was under supervision or care of the school (including transportation to and from school), the Principal or Assistant Principal shall verbally notify the parent or legal guardian of the student that a report has been made. The Principal shall also provide other information relevant to the future well-being of the child while under the supervision or care of the school to the parent or legal guardian within twenty-four (24) hours. Such notice shall not be sent to any parent or legal guardian if there is reasonable cause to believe that such parent or legal guardian may be the perpetrator or in any way responsible for the child abuse or child sexual abuse. If the Principal is the suspected abuser, the reporting person shall make efforts not to involve the suspect in the conversation with the parent or guardian.
    2. Once notice is sent, the Principal shall provide to the parent or legal guardian all school information and records relevant to the alleged abuse or sexual abuse, if requested by the parent or legal guardian, provided such information is edited to protect the confidentiality and identity of the person who made the report, or other person whose life or safety may be endangered by the disclosure, and any information made confidential by federal law.

5. Within a six (6) hour period of reporting the neglect and/or abuse to the authorities, the reporting person(s) shall make a written summary of his/her report. One copy shall be retained in the Principal's office, unless the Principal is the suspected abuser, and the person making the report shall keep one copy. Nothing in the reporting procedures shall eliminate the staff member's legal responsibility to directly make a report to the authorities stated above.

What Should the Report Include?

A report of child abuse shall include, to the extent known, the following:

- The name, address and age of the child
- The name and address of the person(s) responsible for the care of the child
- The nature and extent of the abuse or neglect
- Any other pertinent information that may relate to the cause or extent of the abuse or Neglect.

Immunity and Confidentiality

By law, the person reporting in good faith shall be immune from any civil or criminal action and his/her identity shall remain confidential except when the juvenile court determines otherwise.

Abuse and neglect reports are not part of the educational record and shall be maintained separately from the educational record in a secured location. They are not subject to the disclosure and other requirements of the Federal Education Rights and Privacy Act (FERPA).

Failure to Report

Any person who knowingly fails to make a report required by § 37-1-403 commits a Class A misdemeanor.

Making False Reports

Any person who either verbally or by written or printed communication knowingly and maliciously reports, or causes, encourages, aids, counsels or procures another to report a false accusation of child sexual abuse or false accusation that a child has sustained any wound, injury, disability or physical or mental condition caused by brutality, abuse or neglect commits a Class E felony.

Student Dress Code

Student uniforms help minimize disruption during the school day, promote respect for oneself and others, and foster school/community spirit. Students are expected to wear the Rocketship uniform to school every day.

The Rocketship uniform consists of a khaki bottom (pants, shorts, dress, skirt, or skorts) and a dark purple collared shirt. Students may also wear a Rocketship polo shirt or t-shirt, which can be purchased from the school Office Manager. Shirts must be tucked in at all times, which Rocketship considers being “dressed for success.”

Students should also wear closed toe shoes. Sandals are not considered to be safe or appropriate for school.

The following are considered to be dress code violations and are NOT permitted on any Rocketship campus:

- Dresses and shorts which are shorter than mid-thigh
- Thin strap shirts/blouses (thinner than two inches)
- Tank tops (including white, ribbed undershirts)

- Clothing or accessories that are sexually provocative
- Clothing or accessories that identify a student with non-school clubs, profanity, obscenity, references to drugs, alcohol, tobacco, gangs (e.g., red, blue, yellow, color) or prison culture, name insignia
- Attire with writing that degrades individuals or groups
- Body piercings that create a safety hazard are not acceptable; moderate sized earrings are acceptable
- Platform shoes or high heels over 2.5 inches high
- Underwear or undergarments that are visible
- Exposed midriff areas
- Pants that sag around the waist
- Intentionally torn pants or jeans
- Untied shoelaces
- Hats, bandanas, non-religious head coverings
- Sunglasses may not be worn in the building, but may be worn outside to protect from the sun

Students who repeatedly do not come to school in uniform may lose privileges. In addition, Rocketship may contact the student's parent/guardian to discuss the dress code violation.

Discrimination, Harassment, Intimidation, and Bullying Policy

Statement of Non-Discrimination

Rocketship is committed to equal opportunity for all individuals in education. Harassment, intimidation, bullying, and sexual harassment are all forms of discrimination and are disruptive behaviors that interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. Rocketship prohibits discrimination in all forms, inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means. It does not discriminate against any student or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic.

Rocketship adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004. Rocketship is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX (sex), Title VI (race, color, or national origin), and Section 504 and Title II of the ADA. Rocketship prohibits sexual harassment and harassment based upon

pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.

Rocketship does not condone or tolerate harassment of any type, including bullying, discrimination, or intimidation, by any employee, independent contractor or other person with which the Rocketship does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. To the extent possible, Rocketship will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to respond to such behaviors in a timely manner. Rocketship school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so. Rocketship will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Harassment and Retaliation Prohibited

Harassment is a form of discrimination and Rocketship is committed to maintain a learning environment that is free from harassment. Rocketship prohibits harassment based on an individual's membership in a protected class by a student, teacher, administrator or other school personnel, by any other person who is participating in, observing, or otherwise engaged in school activities, including sexual harassment and harassment consistent with Title IX, 20 U.S.C. § 1681 et seq. and State law. It prohibits harassment based upon race, color, religion, national origin, sex, age, personal appearance, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a complainant of an intrafamily offense, place of business or residence, credit information, gender, gender identity, gender expression, marital status, sexual orientation, pregnancy, childbirth, reproductive health decisions, or related medical conditions, or any other basis protected by applicable law.

Prohibited Harassment includes, but is not limited to the following:

- Any unwelcome physical, verbal, nonverbal, or electronic conduct based on the aforementioned protected traits.
- Prohibited stalking involves a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others or suffer substantial emotional distress.

Prohibited Sexual Harassment includes, but is not limited to the following:

- Unwelcome sexual advances of a student by another student; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or

communication (including electronic communication) of a sexual nature (including sexual assault) that adversely affects the student in the ways set forth above.

- Abusive or coercive behavior or dating violence against one student by another student where a dating partner uses threats of, or actually uses physical, emotional, economic, technological, or sexual abuse to exert power or control over a current or former dating partner.
- Welcome AND unwelcome sexual advances of a student by a school employee; requests for sexual favors of a student by a school employee; sexually motivated physical, verbal, or nonverbal conduct by a school employee directed at a student; or other conduct or communication (including electronic communication) of a sexual nature directed to a student by a school employee.

A hostile environment exists if the harassment is sufficiently serious that it denies or limits the complainant's ability to participate in or benefit from the school's program (e.g., skipping class, dropping out of an activity, having trouble concentrating in class).

Retaliation includes any adverse action taken against an individual because they reported sexual harassment, dating violence, or discrimination, provided information, witnesses, assisted, participated, or refused to participate in an investigation or proceedings in relation to any of those acts. Rocketship prohibits retaliation against any individual who has made a complaint pursuant to this policy in good faith, assisted in an investigation, or otherwise exercised rights protected by law. Rocketship also prohibits taking any adverse action against an individual based on an unsubstantiated allegation or rumor of harassment. Any student who is subject to retaliation in violation of this policy or who knows of another student who has been subject to retaliation is urged to report it as soon as possible to school staff or the Title IX Compliance and Civil Rights Officer.

Reporting Process

Reports of Discrimination or Harassment - General. Students, parents or staff should report a claim of discrimination or harassment and the alleged acts promptly to a teacher, counselor, or school administrator. Reports do not have to be made by the complainant. Reports can be made in person, by mail, by telephone, or by email, using the complaint form attached below. A school employee who receives a report of discrimination that may be considered harassment, sexual harassment, dating violence, stalking, or retaliation under Title IX, has knowledge or should reasonably know about the aforementioned violations should promptly notify Rocketship's Title IX Compliance and Civil Rights Officer for next steps.

Reports of a Title IX Violation. Reports of alleged acts that may be considered harassment, sexual harassment, dating violence, stalking, or retaliation subject to review under Title IX should be made to the Title IX Compliance and Civil Rights Officer:

Renita Thukral
Title IX Compliance and Civil Rights Officer
350 Twin Dolphin Drive, Suite 109 Redwood City, CA 94056 rthukral@rsed.org

The Title IX Compliance and Civil Rights Officer is the Rocketship staff member designated by Rocketship to coordinate its responsibilities under Title IX. Upon receipt of a complaint, Rocketship will provide information to the complainants about the investigation process, about their rights under Title IX and other relevant laws.

Confidentiality

To the greatest extent possible, Rocketship shall respect the privacy of individuals who report potential violations of this policy, individual(s) against whom a report is filed, and witnesses. Rocketship will notify individuals/agencies of incidents of discrimination only to the extent allowed by law. Any notifications to other parties will be made only to ensure that services are provided to the complainant(s) and respondent and to protect the complainant(s) from further or sustained victimization. The Title IX Compliance and Civil Rights Officer/designee conducting the investigation will be responsible for making determinations about confidentiality. Rocketship will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of Rocketship to provide the supportive measures.

Process for Investigating Complaints of Discrimination and Harassment

General Complaints of Discrimination and Harassment. Complaints of discrimination or harassment that do not involve allegations of Title IX violation or allegations of sexual harassment should be made under the General Complaint Procedures described under the Notification of Rights and Assurances section of this Handbook..

Complaints under Title IX. Complaints governed by Title IX of the Education Amendments of 1972 are reported to the Title IX Compliance and Civil Rights Officer and an investigation of those complaints are conducted promptly and impartially pursuant to related Title IX Complaint Procedures outlined under the Notification of Rights and Assurances section of the Student/Parent Handbook.

Bullying Prevention

“Bullying” is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation, or harm. Bullying may be repeated behavior and involves an imbalance of power. The behavior may be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual

orientation; physical attributes; physical or mental ability or disability; and social, economic, or family status.

Bullying behavior can be:

- Physical (e.g. assault, hitting or punching, kicking, theft, threatening behavior)
- Verbal (e.g. threatening or intimidating language, teasing or name-calling, racist remarks)
- Indirect (e.g. spreading cruel rumors, intimidation through gestures, social exclusion, and sending insulting messages or pictures by mobile phone or using the internet – also known as cyber bullying)

Alleged incidents of bullying will be promptly investigated by designated Rocketship staff members. Rocketship Public School's policy and procedures for addressing bullying complaints through either the general complaint procedures or the Title IX procedures (as appropriate) are described under the Notification of Rights and Assurances section of the Student/Parent Handbook.

Suspension and Expulsion

We believe that our students are best served when they are present at school every day. However, we recognize that situations may occur when a student commits a behavioral offense that is so severe that the student may become subject to suspension or expulsion.

A student may be disciplined, suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at a Rocketship school or at any other school or a school-sponsored event at any time including but not limited to: while on school grounds; while going to or coming from school; during the lunch period, whether on or off the school campus; and during, going to, or coming from a school-sponsored activity. Students may also be subject to disciplinary action for off-campus behavior if it creates a substantial disruption to the school environment or interferes with another student's ability to participate in the school program.

When disciplinary infractions occur, our Principals are expected to respond in accordance with our Student Discipline Policy, which encourages positive behavioral interventions and supports and outlines available in-school disciplinary actions. The decision to pursue a suspension is, in most circumstances, largely at the discretion of the school leadership team in accordance with state law and should only be considered in cases of egregious behavioral infractions – and, even then, should be viewed as a last resort—as we believe that our students are best served when they are present at school every day. Recommendations for expulsion should not be pursued

except in the most extreme cases, as our policy is to do whatever it takes to serve every student who enrolls in a Rocketship school.

If a situation does arise where a Principal feels that the student should be suspended or recommended for expulsion, this policy was written to guide the process. The policy has been written in accordance with relevant federal and state laws and regulations. It addresses grounds for suspension and expulsion; suspension and expulsion procedures; the maintenance of disciplinary records; student appeal rights; rehabilitation and readmission; and special procedures for the consideration of suspension and expulsion of students with disabilities.

I.Grounds for Suspension and Expulsion

In Tennessee, students may, at the discretion of the Principal in consultation with his/her manager, be suspended for any of the following offenses. Please note that if it is determined that a student has engaged in any of the following behaviors, the decision to suspend and/or recommend for expulsion is discretionary and in the judgment of the school Principal after considering all surrounding circumstances.

- Willful and persistent violation of the rules of the school;
- Immoral or disreputable conduct or vulgar or profane language;
- Violence or threatened violence against the person of any personnel attending or assigned to any public school;
- Willful or malicious damage to real or personal property of the school, or the property of any person attending or assigned to the school;
- Inciting, advising or counseling of others to engage in any of the acts enumerated above;
- Marking, defacing or destroying school property;
- Possession of a pistol, gun or firearm on school property;
- Possession of a knife and other weapons, as defined in T.C.A. § 39-17-1301 on school property;
- Assaulting a principal, teacher, school bus driver or other school personnel with vulgar, obscene or threatening language;
- Unlawful use or possession of barbital or legend drugs, as defined in T.C.A. § 53-10-101;
- One or more students initiating a physical attack on an individual student on school property or at a school activity, including travel to and from school or a school activity;
- Making a threat, including a false report, to use a bomb, dynamite, any other deadly explosive or destructive device, including chemical weapons, on school property or at a school sponsored event;
- Any other conduct prejudicial to good order or discipline in any public school; and
- Off-campus criminal behavior that results in the student being legally charged with a felony and the student's continued presence in school poses a danger to persons or

property or disrupts the educational process.

Under Tennessee law, certain offenses are considered “zero tolerance” and will result in **mandatory expulsion**:

- A student determined to have brought to school or to be in unauthorized possession on school property of a firearm, as defined in 18 U.S.C. § 921, shall be expelled for a period of not less than one calendar year, except that the Board of Directors may modify this expulsion on a case-by- case basis.
- A student committing aggravated assault as defined in T.C.A. § 39-13-102 upon any teacher, principal, administrator, any other Rocketship employee.
- A student is unlawfully possessing any drug including any controlled substance, as defined in
  T.C.A. § 39-17-403 through § 39-17-415, controlled substance analogue, as defined by T.C.A. §
  39-17-454, or legend drug, as defined by T.C.A. § 53-10-101, shall be expelled for a period of not less than one calendar year, except that the Board of Directors may modify this expulsion on a case-by- case basis.

II. Suspension Procedures

Suspensions shall be initiated according to the following procedures:

Conference
Except in an emergency, a student shall not be suspended until that student has been advised of the nature of the student's misconduct, questioned about it, and allowed to give an explanation.

Notice to Parents/Guardians
Upon suspension of any student, other than for in-school suspension of one day or less, the principal shall, within twenty-four (24) hours, notify the parent or guardian and the director of schools or the director of schools' designee of:

- The suspension, which shall be for a period of no more than 10 days;
- The cause for the suspension; and
- The conditions for readmission, which may include, at the request of either party, a meeting of the parent or guardian, student and principal.

Suspension Time Limits

Suspension of a student should not be for more than 10 days. If the suspension is for more than five days, the principal shall develop and implement an intervention plan for improving the

behavior.

Rights During Suspension

The suspended student shall not be denied the opportunity to take any quarterly, semester or grading period examinations or to complete coursework missed during the suspension period.

III. Suspension in Excess of 10 School Days and Expulsion

10+ Day Suspension or Expulsion

If, at the time of the suspension, the Principal determines that an offense has been committed that would justify a suspension for more than 10 days or an expulsion, the person may suspend a student unconditionally for a specified period of time or upon such terms and conditions as are deemed reasonable, or recommend expulsion of the student.

Delegation of Authority

The full authority of the Rocketship Public Schools Board of Directors ("Board") to hear and conduct appeals shall be granted to the Academic Affairs Committee, a committee of the Board (the "Committee"). The Committee shall consist of three directors of the Board.

Appeal

If the principal or assistant principal determines that a student has committed an offense that requires a suspension in excess of 10 school days or an expulsion, the principal shall immediately give written or actual notice to the parent or guardian and the student of the right to appeal the decision.

All appeals must be filed, orally or in writing, within five days after receipt of the notice and may be filed by the parent or guardian, the student or any person holding a teaching license who is employed by the school system if requested by the student.

The appeal of the decision of the principal or assistant principal shall be to a disciplinary hearing panel appointed by the Academic Affairs Committee. The disciplinary hearing panel shall consist of at least one licensed employee of the charter school.

The hearing shall be held no later than 10 days after the beginning of the suspension or recommendation for expulsion. The disciplinary hearing panel shall give written notice of the time and place of the hearing to the parent or guardian, the student and the school official who

ordered the suspension. If an employee requests a hearing on behalf of the student, notice shall be sent to the employee as well.

After the hearing, the disciplinary hearing panel may affirm the decision of the principal, order removal of the suspension unconditionally or upon such terms and conditions as it deems reasonable, expel the student, or suspend the student for a specified period of time.

Record of Hearing

The hearing officer or panel shall keep a written record of the proceedings, including a summary of the facts and the reasons supporting the decision. Each party shall be informed of the right to a complete record of the proceeding.

Appeal of Decision by Disciplinary Hearing Panel

The student or Principal, within five days of the decision, requests review by the Vice President of Schools. Absent a timely appeal, the decision shall be final.

The Vice President of Schools shall review the file and, within five days of receipt of the request to review, affirm the decision of the principal or order remove of the suspension or expulsion unconditionally or upon such terms and conditions as it deems reasonable. If the Vice President of Schools chooses to affirm the decision of the Principal, the student may, within five days of the decision, request review by the Academic Affairs Committee. Absent a timely appeal, the decision shall be final.

The Academic Affairs Committee, based upon a review of the record, may grant or deny a request for a hearing and may affirm or overturn the decision of the disciplinary hearing panel with or without a hearing before the Committee; provided, that the board may not impose a more severe penalty than that imposed by the disciplinary hearing panel without first providing an opportunity for a hearing before the Committee.

If the Committee conducts a hearing as a result of a request for review by a student, then, notwithstanding any provision of the open meetings laws compiled in title 8, chapter 44, or other law to the contrary, the hearing shall be closed to the public, unless the student or student's parent or guardian requests in writing within five days after receipt of written notice of the hearing that the hearing be conducted as an open meeting. The hearing shall take place no more than 21 days after receipt of the request for review.

If the Committee conducts a hearing as a result of a request for review by a student that is closed to the public, then the Committee shall not conduct any business, discuss any subject or take a vote on any matter other than the appeal to be heard.

The action of the Academic Affairs Committee shall be final.

Disciplinary Records

Rocketship Public Schools shall maintain records of all student suspensions and expulsions at Rocketship Schools.

Rehabilitation and Readmission

At the time of the expulsion order, students who are expelled shall be given a rehabilitation plan, to be developed by the Academic Affairs Committee in conjunction with Rocketship staff, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may be reviewed for readmission to a Rocketship school.

The decision to readmit a pupil who has been expelled from a Rocketship school shall be in the sole discretion of the Board following a meeting with the Principal and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment.

The Principal shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon RSPS's capacity at the time the student seeks readmission.

The decision to admit a pupil who has previously been expelled from another school, school district or charter school shall be in the discretion of the Principal following a meeting with the pupil and guardian or representative to determine whether the pupil poses a threat to others or will be disruptive to the school environment. Where applicable, the Principal may also consider whether the pupil has completed any rehabilitation plan or other improvement measures prescribed by the pupil’s previous school. The Principal shall make a recommendation following the meeting regarding his or her determination. The pupil's admission is also contingent upon RSPS's capacity at the time the student seeks admission.

IV.Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct a manifestation determination shall take place. “Change of Placement” includes a recommendation for expulsion or a cumulative removal of more than 10 school days in a school year. Rocketship, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by ,or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If Rocketship, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If Rocketship, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

1. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the school had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

2. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

3. Return the child to the placement from which the child was removed, unless the parent and the school agree to a change of placement as part of the modification of the behavioral intervention plan.

If the school, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then the school may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the school believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the school, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the school agree otherwise.

Special Circumstances

Rocketship personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than 45 days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting
The student's interim alternative educational setting shall be determined by the student's IEP team.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if Rocketship had knowledge that the student was disabled before the behavior occurred.

Rocketship shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Rocketship supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- The parent has requested an evaluation of the child.
- The child's teacher, or other Rocketship personnel, has expressed specific concerns about a
  pattern of behavior demonstrated by the child, directly to the director of special education or to other Rocketship supervisory personnel.

If the school knew or should have known the student had a disability under any of the three circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the school had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The school shall conduct an expedited evaluation if requested by the parents, however the student shall remain in the education placement determined by Rocketship pending the results of the evaluation.

Rocketship shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Campus Access and Visitors

Rocketship strives to create campuses that are welcoming to families, volunteers, and community members while maintaining a safe and secure environment for students and staff. This policy addresses management of the campus access points; prohibitions against loitering; procedures for visitor registration; procedures to follow when arranging for a campus visit; and barring an individual from campus. “Campus” in this policy is defined as the entire indoor and outdoor premises, including the school building(s), sidewalks, parking lots, driveways, playgrounds, and courtyards.

Campus Access Points

Whenever students are in the building, the front office, and controlled access points to each Rocketship campus will be supervised by a Rocketship staff member. Visitors will also be required to undergo an ID check, a registered sex offender check, and adhere to any other security measures (i.e., sign-in/sign-out sheets) that the school has implemented. The school will inform visitors of any specific follow-up that may be required for visitors who are not able to provide proper identification or who are flagged with a sex offender offense.

All doors leading into school buildings should remain closed and locked at all times and only opened by authorized staff members.

Loitering

Parents/guardians and other visitors, including children who are not students at the school, shall not loiter on the school premises, including in the parking lot and outside school buildings. This includes children of staff members who are students at another school. The parking lot shall be used for picking up and dropping off students, and while conducting business.

Parents/guardians and other visitors are expected to leave the campus premises upon the conclusion of any business matters or after dropping their student off at school. If a parent or guardian wishes to visit the school to view the educational program, the visitor must adhere to the following procedures, which have been developed to ensure the safety of students and staff as well as to minimize interruption of the instructional program.

Visitor Registration and Passes/Badges

- All visitors (including Rocketship Public Schools regional and national staff members) must be registered and checked in via VisitU with their current government issued ID with the security guard immediately upon entering any school building or grounds at any time that students are in the building. Schools will be required to provide a sign-in sheet for any event held on campus.

- If visitors are flagged with a sex offender offense, security will deny entry and connect them with school administrators. ***This will not prohibit families from picking up their student for dismissal if they are listed as an allowed pick-up person on the Powerschool pick up list.***
- The Principal, or designee, may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor is in possession of a firearm; or the visitor's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substance.
- Visitors in disguise or costume will not be allowed entrance onto campus without prior agreement with the school administration.
- After registering with the security guard, visitors who are not Rocketship employees will be issued a VisitU badge that they must display at all times while on campus. Rocketship regional/national staff ("Network Support") will receive a badge from the Regional Director of Operations. Network Support staff must display their badge on their persons at all times while at a school site. If a Network Support staff member forgets his/her badge, he/she will need to register with VisitU and obtain a Visitor's Pass from the front office or security.
- All visitors must also sign out when leaving the campus.
- The Principal or designee may withdraw consent for an individual to be on campus, even if
  the visitor has a right to be on campus, whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.
- The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements, law enforcement may be notified and he/she may be guilty of a misdemeanor.

Arranging for a Campus Visit

Visits during school hours should be arranged with the teacher and Principal (or designee) in advance. Teacher conferences should be arranged by appointment in advance and must be scheduled to take place during non-instructional time. Parents/guardians who want to visit a classroom during school hours should first obtain approval from the classroom teacher and the Principal or designee. Classroom observations should be requested in advance and are approved at the Principal or designee's discretion.

No electronic listening or recording device may be used by students or visitors in a classroom without the teacher's and Principal's written permission. Failure to abide by this is a violation of this Policy and may subject a visitor to losing his/her privilege to be on campus in accordance with Section III above.

Visitor Conduct

All visitors, regardless of their reason for being on campus, are expected to act in accordance with all Rocketship rules and policies while on the school premises. Visitors are strictly prohibited from having any physical contact with any student for any reason, including touching, grabbing, or holding a student. Visitors are also strictly prohibited from scolding, disciplining, or yelling at any student. If a visitor has a concern about a student's conduct, the visitor should promptly alert a Rocketship staff member.

This policy also applies to conduct during virtual programming (i.e., virtual instruction, events, etc.). Individuals who appear at a virtual event with a Rocketship student and whose conduct violates this policy will receive consequences in accordance with Rocketship policies.

Withdrawing Consent for Individuals to be on Campus

Rocketship recognizes that situations could arise where it may become necessary for the Principal and/or the Principal's supervisor to prohibit an individual from entering or remaining on a Rocketship campus. Such situations may include an individual's possession or reasonable suspicion of an individual's possession of a firearm, an individual engaging in violence, threats of violence, harassment, or any other behavior that the Principal deems to be disruptive of the learning environment or in violation of Rocketship policy. Such actions will comply with any relevant state law requirements.

Withdrawal of consent is specific to each individual Rocketship campus and its related activities. Principals generally have the authority to withdraw consent for a disruptive individual, and to do so, they must follow Rocketship's internal protocol and comply with all applicable laws. Principals may not withdraw consent for an individual beyond his/her particular campus, unless specific authorization is granted by the Director of Schools or the legal department. It is the responsibility of the Business Operations Manager, Office Manager, and school security to:

- Enforce photo identification verification 100% of the time to ensure no barred individuals enter the building.
- Document and maintain procedures for pick-up, drop-off and any documentation related to the barring notice at the front desk.
- Determine, at the time of the incident and in collaboration with the Principals, whether the local police must be contacted.

- Maintain an accurate and current list of individuals who have been issued a Withdrawal of Consent notice.
- Enforce the Withdrawal of Consent notice by escorting individuals out of the building and off school grounds in a peaceful, quiet, and orderly fashion.
- Not engage any prohibited individual off school grounds using combative language, tone, or action.
- Contact the local police department in the event that an individual becomes physically confrontational or refuses to comply with the Withdrawal of Consent notice.

Refusal to Leave Campus

Anyone who refuses to leave after being asked by the Principal, or who enters the premises (including parking lots, playground, sidewalks, and school building) without proper authorization in accordance with this policy, may become subject to the local criminal laws regarding trespass and unlawful entry.

Further conduct of this nature by the visitor may lead to the School's pursuit of a restraining order against such visitor which would prohibit him/her from coming onto school grounds or attending School activities for any purpose for a statutorily prescribed period.

The Principal or designee may seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.

Medication Administration Policy

Rocketship is committed to supporting the health of its students and meeting the needs of students with medical conditions, in compliance with Tennessee laws. This policy addresses the requirements for students who need to take medication during the school day, including required documentation, storage, and training for staff members. The policy also addresses the use of medication to treat designated health conditions including asthma, life-threatening allergies, seizures, and diabetes, as well as Rocketship's response to emergency medical situations.

I. Medication Administration Form

Before medication can be kept or administered at Rocketship, a student's parent/guardian must complete and submit a Medication Administration Form. The Medication Administration Form must include:

- Written medical authorization, signed by a licensed health practitioner, that states:
    - The name of the student;
    - Emergency contact information for the student's parent/guardian;

    - Contact information for the student's licensed health practitioner;
    - The name, purpose, and prescribed dosage of the medication;
    - The frequency that the medication is to be administered;
    - The possible side effects of the medication as listed on the label;
    - The circumstances under which the medication may or must be administered;
    - Special instructions or emergency procedures;
    - In the case of self-administered medication, confirmation that the student has been instructed in the proper technique for self-administration of the medication and has demonstrated the ability to self-administer the medication effectively.
- Written authorization, signed by the student's parent/guardian, that states:
    - That a trained employee or agent of the school may administer medication to the student in accordance with all applicable Tennessee laws and regulations; or
    - in the case of self-administration, the student may possess and self-administer the medication at Rocketship, at Rocketship-sponsored activities, and while on Rocketship-sponsored transportation; and
    - that the name of the student may be distributed to appropriate school staff, as determined by the Principal.
- Written acknowledgment that any person assisting in the self-administration of medications to students or performing health care procedures, including administration of medication, shall not be liable in any court of law for any injury resulting from the reasonable and prudent assistance in the self-administration of medication or the reasonable performance of health care procedures, including administration of medications, if performed pursuant to this Policy. (T.C.A. § 49-50-1602(a)(3))

  Immediately following any changes regarding the health or treatment of the student, the parent/guardian must submit an amended Medication Administration Form to Rocketship. All Medication Administration Forms must be updated at least annually.

  Any student with chronic or long-term illnesses or severe, life-threatening allergies will have an Individual Health Plan (IHP) that is reviewed at least annually. The IHP will include all relevant information about the student's condition as well as the student's knowledge about his/her condition, the student's self-care abilities, and any modifications needed to enhance the student's learning and prevent emergencies. The IHP will be approved by a registered nurse.

II. Assistance with Student Self-Administration of Medication

With proper documentation as described in this policy, students may possess and self-administer medication on campus. This includes prescribed anaphylaxis medication and prescribed, metered dosage asthma-reliever inhalers for any student with asthma, as further described in Section IV (Special Health Conditions) below.

Pursuant to T.C.A. § 49-50-1602(a)(1), Rocketship employees may assist students with the self-administration of medication under the following conditions:

- The student must be competent to self-administer non-prescription or prescription medication with assistance;
- The student's condition, for which the medication is authorized or prescribed, must be stable;
- The self-administration of the medication must be properly documented;
- The student's parent/guardian must be give permission in writing for school personnel to assist with self-administration of medication, as further described in Section II above; and
- Assistance with self-administration shall primarily include storage and timely distribution of medication.
- The guidelines set forth in this policy must be followed.

Medications should be limited to those required during school hours and necessary to maintain the student's enrollment and attendance in school. The student should be able to identify his/her medication and articulate the reason the medication is to be used.

The individual assisting with the medication self-administration must visually observe the student self-administer the medication OR, in the case of a cognitively competent but physically challenged student, perform that portion of self-administration for which the student is physically incapable.

The parent/guardian shall be responsible at the end of the treatment regimen for removing any unused medication from the school. When the duration of the medication is complete or out-of-date, Rocketship will notify the parent/guardian and request that the medication be picked up. After proper notification, if the medication is not picked up within 14 days, the medication shall be destroyed in accordance with local environmental protocols under the supervision of the Principal, documented and witnessed by at least one other school staff member.

III. Medication Administration and Health Care Procedures

Administration of Medication
The purpose of administering medications in school is to help each child maintain an optimal state of health to enhance his or her education. Medications should be limited to those required during school hours and necessary to provide student access to the educational program.

All prescription medications given at school shall meet the following requirements:

- Be prescribed by a licensed prescriber on an individual basis as determined by the student's health status.

- Be brought to school in the original, pharmacy-labeled container displaying the child's name; prescription number; medication name and dosage; administration route or other directions; date; licensed prescriber's name; pharmacy name, address, and phone number.
- Correspond to a written Medication Administration Form (described in Section II above).
- Be renewed at least annually.
- Have written authorization from the licensed prescriber and parent when there are changes in the prescription medication (i.e. change in time, dose, addition, discontinuation).

All non-prescription medications given in school must be brought in with the original label listing the ingredients, dose schedule, and child's name. Each dosage must be documented.

School staff should NOT provide any over-the-counter medications or therapeutic/homeopathic remedies (i.e. cough drops, herbal teas) to students unless the student has

- a note from an authorized health care provider that prescribes the use of the remedy, including the amount or dose to be given, and the method and timing of the administration; AND
- a written statement from a parent/guardian permitting the use of the remedy at the school.

Procedures Done By Licensed Health Care Professional

Tennessee law requires that a licensed health care professional perform any health care procedure that a student is not capable or competent to perform. Procedures should be documented and show compliance with standard nursing guidelines. Documentation should include the name of the procedure, name of the person performing the procedure, date, time, results of the procedure or the reason the procedure was omitted. A prescriber's orders and parental authorization are required for any health care procedures performed by a licensed health care professional in the school setting.

Procedures Done by Unlicensed Assistive Personnel

Activities that are commonly deemed to be "activities of daily living" do not need to be performed by a licensed health care professional. Activities that can be performed by unlicensed assistive personnel or a teaching assistant may include, but are not limited to, the following: toileting; bathing; diapering; dressing; feeding; positioning; application and removal of protective and supportive devices; recording intake and output; vital signs.

In general, physician's orders and parental authorization are not needed for activities of daily living, although some activities may require a competency evaluation by a registered nurse or therapist.

IV. Use of Designated Medications and Emergency Procedures

In addition to the requirements listed above, Tennessee law contains certain requirements for the use of designated medications to treat certain health conditions at schools, including (as further described below, respectively) asthma inhalers, anti-seizure medication, epinephrine, and diabetes-related care.

Asthma Inhalers
Pursuant to T.C.A. 49-50-1602(c), Rocketship is required to permit possession and self-administration of a prescribed, metered dosage asthma-reliever inhaler by any asthmatic student if the student's parent or guardian (A) provides to the school written authorization for student possession and self-administration of the inhaler; and (B) provides a written statement from the prescribing health care practitioner that the student suffers from asthma and has been instructed in self-administration of the prescribed, metered dosage asthma-reliever inhaler. The statement must also contain the following information:

- The name and purpose of the medication;
- The prescribed dosage;
- The time or times the prescribed inhaler is to be regularly administered, as well as any additional special circumstances under which the inhaler is to be administered; and
- The length of time for which the inhaler is prescribed

These statements shall be kept on file in the office of the school nurse or school administrator.

Rocketship shall inform the student's parent or guardian that the school and its employees and agents shall incur no liability as a result of any injury sustained by the student or any other person from possession or self-administration of the inhaler. The student's parent or guardian shall sign a statement acknowledging that, except in cases of school or employee negligence, the school shall incur no liability and the parent or guardian shall indemnify and hold harmless the school and its employees against any claims relating to the possession or self-administration of the inhaler.

The permission for self-administration of the prescribed, metered dosage asthma-reliever inhaler shall be effective for the school year in which it is granted and must be renewed each following school year upon fulfilling the requirements of this section. Rocketship may suspend or revoke the student's possession and self-administration privileges if the student misuses the inhaler or makes the inhaler available for usage by any other person.

Anti-Seizure Medications

In accordance with T.C.A. § 49-50-1602(g), Rocketship staff members may volunteer to administer anti-seizure medications, including diazepam gel, to a student in an emergency situation in accordance with that student's IHP. Any such volunteer must be trained by a registered nurse employed or contracted by Rocketship. Rocketship will not require or coerce any staff member to serve as a volunteer.

The decision of whether to permit Rocketship staff to serve as volunteers to administer anti-seizure medication will be made annually by Principals in consultation with their supervisors. The decision will be based on the needs of the students enrolled at the campus during a given school year. The required training conducted under this policy must be done as soon as possible should Rocketship decide to allow volunteer staff to administer anti-seizure medication, and shall be repeated at least annually if the campus continues to need designated volunteers.

Prior to the administration of any anti-seizure medication to a student by volunteer school personnel or a school nurse in an emergency situation, the student's parent/guardian shall provide the school with written authorization to administer the medication at school in accordance with Section I of this policy. As required by T.C.A. § 49-50-1602(g)(10), the school nurse or Office Manager will inform the student's parent/guardian at least one month prior to the expiration date of any medication being stored at the school.

At least one school employee must serve as a witness on any occasion that a trained volunteer administers anti-seizure medication during an emergency situation, unless a witness is not available within the time limit for administration. If a school nurse is available on site, and is able to reach the student within the time limit for administration, then the nurse must administer the medication.

Pursuant to T.C.A. § 49-50-1602(g)(11), a student's parent/guardian who has given the school written authorization to administer anti-seizure medication must notify the Principal or school nurse if anti-seizure medication, or certain prescription or over-the-counter medications as specified in the student's IHP, are administered to the students at a time when the student is not present at school. The notification should be given before or at the beginning of the next school day following the administration of medication.

Epinephrine

Under T.C.A. § 49-50-1602(e)(1), a student with anaphylaxis is entitled to possess and self-administer prescription anaphylaxis medication while at school if the following conditions are met:

- The prescription anaphylaxis medication has been prescribed for the student as indicated by the prescription label on the medication;

- The self-administration is done in compliance with prescription or written instructions from the student's physician or other licensed health care provider; and
- The student's parent/guardian has provided the school with written authorization in accordance with Section I of this policy.
- The student's parent/guardian has provided the school with a written statement that releases Rocketship and its employees from liability for an injury arising from the student's self-administration while on school property or at a school-sponsored activity, except in cases of wanton or willful misconduct.
- The student's physician or other licensed health care provider provides a signed written statement that supports a diagnosis of anaphylaxis; identifies any food or other substances to which the student is allergic; describes any prior history of anaphylaxis; lists any medication prescribed to the student for the treatment of anaphylaxis details emergency treatment procedures in the event of a reaction; lists the signs and symptoms of a reaction; assesses the student's readiness for self-administration of prescription medication; and provides a list of substitute meals that may be offered by school food service personnel.

Pursuant to T.C.A. 49-50-1602(f)(2), Rocketship schools in Tennessee are authorized to maintain at the school epinephrine auto-injectors so that epinephrine may be administered to any student believed to be having a life-threatening allergic or anaphylactic reaction. A physician may prescribe epinephrine auto-injectors in the name of Rocketship Public Schools to be maintained for use in schools when necessary. In accordance with T.C.A. 49-50-1602(f)(2)(E), any physician who prescribes epinephrine to the school shall not be held responsible if a student is harmed due to the administration of epinephrine, unless the physician has issued the prescription with intentional disregard for safety.

When a student does not have an epinephrine auto-injector or prescription for an epinephrine auto-injector on file, the school nurse or other trained personnel may utilize the school supply of epinephrine auto-injectors to respond to an anaphylactic reaction. If a student is harmed due to such administration, the school nurse or trained employee shall not be held responsible for injury unless the school nurse or employee administered the epinephrine with intentional disregard for safety.

Training shall be conducted by a licensed health care professional in accordance with guidelines set forth by the Tennessee Department of Education.

The decision of whether to maintain epinephrine auto-injectors on Rocketship school campuses in Tennessee will be made by the Vice President of Operations. The decision will be reviewed at least annually.

Diabetes Care
In accordance with T.C.A. § 49-50-1602(d), Rocketship staff members may volunteer to assist with

the care of students with diabetes in accordance with that student's IHP. Such assistance can only occur if a student's parent/guardian and the student's personal health care team must have developed a medical management plan that lists the health services needed by the student at school and is signed by the student's physician, nurse practitioner, or physician assistant. Parent/guardians must also complete all required documentation under Section I of this policy.

Any volunteer who assists with diabetes care must be trained by a registered nurse employed or contracted by Rocketship. Rocketship will not require or coerce any staff member to serve as a volunteer.

The decision of whether to permit Rocketship staff to serve as volunteers to assist with diabetes care will be made annually by Principals in consultation with their supervisors. The decision will be based on the needs of the students enrolled at the campus during a given school year. The required training conducted under this policy must be done as soon as possible should Rocketship decide to allow volunteer staff to administer anti-seizure medication, and shall be repeated at least annually if the campus continues to need designated volunteers.

If a school nurse is on site and available, then the nurse must provide diabetes assistance rather than trained volunteers. Additionally, the school nurse has the primary responsibility of maintaining all student health records.

Under T.C.A. § 49-50-1602(d)(7), upon written request of a parent/guardian, and if included in the student's medical management plan and IHP, a student with diabetes may be permitted to perform blood glucose checks, administer insulin, treat hypoglycemia and hyperglycemia, and otherwise attend to the care and management of the student's diabetes at school, and shall be permitted to possess all necessary diabetes monitoring and treatment supplies on the student's person.

First-Aid Emergencies
Rocketship will maintain certain first-aid products on hand. Rocketship staff will receive first-aid training at least annually.

Resuscitation
School employees are trained and expected to respond to emergency situations without discrimination. If any student or staff member needs resuscitation, staff shall make every effort to resuscitate him/her. Staff members are prohibited from accepting or following any parental or medical"do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed, and such advance directives shall not be communicated to staff.

V. Staffing and Training

All training of school personnel providing assistance with self-administration of medications shall be done by a registered nurse employed or contracted by Rocketship. Training for school personnel in the assistance with self-administration of medication shall be repeated annually.

VI. Storage of Medication

All individual students' medications must be put in a leak proof container and stored in a secure or locked area. Medications must be kept no longer than the expiration date or end of the school year, whichever is sooner. Access to stored medication and medication cabinet keys must be limited to school personnel authorized to administer medications.

Emergency medications must be kept in a secure area readily available for timely, emergency use. In accordance with T.C.A. 49-50-1602(f), if the school keeps epinephrine auto-injectors, these must be secure areas that are unlocked.

VII. Maintenance of Records

Each dose of medication shall be documented, including the date, frequency, time, dosage, route and the signature of the person assisting the student in self-administration. In the event that a dosage is not administered as ordered (i.e. missed dose), or any other medication error occurs, a Medication Error Form must be filled out. The school nurse and the student's parent/guardian must be notified in the event of a medication error as well.

VIII. Misuse

A student who self-administers medication while at school, at a school-sponsored activity, or while on school-sponsored transportation for a purpose other than his or her own treatment will be subject to disciplinary action in accordance with Rocketship's Student Discipline Policy. Such disciplinary action shall not limit or restrict the access of a student to his or her prescribed medication. Rocketship will promptly notify the student's parent/guardian of any disciplinary action imposed.

IX. Limitation of Liability

Under Tennessee law, trained volunteer school personnel administering medication under this policy, as well as any registered nurse who provides training to administer such medications and the Board authorizing such training, shall not be liable in any court of law for injury resulting from the reasonable and prudent assistance in the administration of such medications, if performed pursuant to the policies and guidelines developed by the departments of health and education and approved by the applicable regulatory or governing boards or agencies.

Student Discipline

Rocketship promotes positive behavior at school and aims to create learning environments that are more consistent, predictable, positive, and safe. We clearly define behavioral expectations and consequences, create systems for recognizing and reinforcing positive behaviors, and provide our students with social-emotional learning.

Students will be subject to disciplinary action if they engage in prohibited conduct while on school property, when attending any school-sponsored activity or while in transit going to or coming from a Rocketship campus. Students may also be subject to disciplinary action for off-campus behavior if it creates a substantial disruption to the school environment or interferes with another student's ability to participate in the school program.

Rocketship classrooms also use a variety of management systems to address behavioral issues. These may include color-coded card chart systems and other tiered consequences.

If students do not respond to our positive behavior supports or classroom management systems, Rocketship may take alternative in-school disciplinary action.

In-school Disciplinary Actions
Rocketship relies on proactive, preventive supports to promote positive behavior at school. Rocketship has implemented a *Positive Behavior Interventions and Supports (PBIS)* framework in all schools. The fundamental purpose of PBIS is to create learning environments that are more consistent, predictable, positive, and safe. Key PBIS practices include clearly defined behavioral expectations and consequences, systems for recognizing and reinforcing positive behaviors, data-based decision making, multi-tiered systems of support, and the implementation of core social-emotional learning curricula.

Rocketship classrooms also use a variety of management systems to address behavioral issues. These may include color-coded card chart systems and other tiered consequences.

In the event that Rocketship's PBIS infrastructure and classroom management systems are insufficient to prevent disciplinary infraction, or a disciplinary infraction is serious enough to immediately warrant additional discipline, Rocketship may take alternative in-school disciplinary action. These actions depend on the circumstances of the offense and may include, but are not limited to, the following:

- Sending the student to the Principal's office.
- Excluding the student from classroom activities or privileges through a "time out" or temporary placement in another classroom.
- Calling or writing/emailing the student's parent/guardian.

- Arranging a conference with the student, parent, teacher and/or administrator.
- Implementing an individualized behavior plan for the student.
- Implementing counseling sessions with a designated staff member.
- Sending the student to a peer mediation.
- Requiring that the student complete a reflective essay or assignment.
- Requiring that the student take actions to counteract/ameliorate a problem (i.e., fixing something the student broke).
- Referring the student to a Student Support Team.
- Restricting the student's participation in after-school/extra-curricular activities or field trips.
- Holding the student for detention or additional instructional time during lunch or before/after school.
- Confiscating inappropriate items related to the disciplinary infraction.

Corporal punishment shall not be used as a disciplinary measure against any student. "Corporal punishment" includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, "corporal punishment" does not include an employee's use of force, restraint and/or seclusion that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to school property.

As described above, severe infractions that threaten the safety or health of students, staff or others, may be cause for suspension or expulsion, as outlined in Rocketship's Suspension and Expulsion Policy.

Policy Appendix - Washington, D.C.

Mandated Reporter

Mandated Reporter Obligations
Personnel Required to Make a Report: Pursuant to DC Code §4-1321.02(b), all school officials, teachers, nurses, coaches, social service workers, mental health professionals, and other Rocketship staff members are required to report abuse and neglect in accordance with Section II of this policy. As an employee of a Rocketship Education school, or an employee of the Rocketship Network Support office who has regular contact with children, you are a Mandated Reporter.

When Must You Report?
Rocketship personnel described in the Section above must make a report when they know or suspect that a child known to them in their professional or official capacity has been or is in immediate danger of being suspected of any of the following:

Mental Injury
Harm to a child's psychological or intellectual functioning due to another individual's acts or omissions.

Physical Abuse
Physical harm or threatened harm to a child, other than by accident, perpetrated by another Individual.

Physical assault
Any physical contact with another person without their consent.

Neglect
Harm or threatened harm to a child's health or welfare due to a parent or caregiver's failure to provide adequate food, shelter, clothing, medical care, or access to education.

Sexual Abuse
Sexual contact or sexual penetration with a child.

Sexual Exploitation
Allowing, permitting, or encouraging a child to engage in prostitution or to be depicted in a sexual act.

Sexual Assault
Illegal sexual contact that usually involves force or that is inflicted upon a person who is incapable of giving consent (because of age or physical or mental incapacity).

Exposure to illegal drug-related activity
Ingestion of illegal drugs due to guardian's negligence or regular exposure to illegal drug-related activity in the home.

Exposure to domestic violence
Witnessing physical, sexual, and/or psychological abuse to an individual perpetrated by that individual's current or former intimate partner.

Additionally, personnel must make a report when they know or suspect that a student has been injured by a bullet, knife, or other sharp object. Personnel must also report any suspected corporal punishment committed by another staff member. Reports must be made immediately upon learning of the suspected abuse or neglect. Personnel must make a report when they suspect a student is being subjected to abuse or neglect, even if they are not conclusively sure. Personnel cannot be punished or disciplined for the good faith filing of a report required by the mandated reporter law or for cooperating with an investigation.

Procedures for Reporting
Reports must be made to either the D.C. Metropolitan Police Department (MPD) or the Child and Family Services Agency (CFSA) at (202)671-SAFE (7233).

After making a report to MPD or CFSA, personnel must notify the school principal so that he/she can fulfill his/her legal obligation to also file a report (described below). Personnel must refrain from investigating the suspected abuse themselves, including any questioning of the suspected victim, abuser, or witnesses. If a staff member believes that someone else has already reported the alleged abuse or neglect, he/she must still file a report with MDP or CFSA. Notifying the Principal or other school personnel does not satisfy a staff member's legal obligation to file a report. Pursuant to DC Code § 4-1321.02(b), both the person who initially suspects the abuse or neglect and the school principal (or a designee of the principal) must report each suspected instance of abuse or neglect.

Consequences for Failing to File a Report
The penalty under DC law for failing to make a report is a fine of up to $300 or imprisonment for up to ninety (90) days, or both.

Student Dress Code

Student uniforms help minimize disruption during the school day, promote respect for oneself and others, and foster school/community spirit. Students are expected to wear the Rocketship uniform to school every day.

The Rocketship uniform consists of any khaki bottom (pants, shorts, dress, skirt, or skorts) and a dark purple polo shirt. Students may wear a Rocketship polo, which can be purchased from the campus' Office Manager. Shirts must be tucked in at all times, which Rocketship considers being "dressed for success."

Students should also wear closed toe shoes. Sandals are not considered to be safe or appropriate for school.

The following are considered to be dress code violations and are NOT permitted on any Rocketship campus:

- Dresses and shorts which are shorter than mid-thigh
- Spaghetti straps (smaller than two inches, or the width of a credit card)
- Tank tops (including white, ribbed undershirts)
- Clothing or accessories that are sexually provocative
- Clothing or accessories that identify a student with non-school clubs, profanity, obscenity, references to drugs, alcohol, tobacco, gangs (red or blue color) or prison culture name insignia
- Attire with writing that degrades individuals or groups
- Body piercings that create a safety hazard are not acceptable; moderate sized earrings are acceptable
- Platform shoes or high heels over 2.5 inches high
- Underwear or undergarments that are visible
- Tops that show the midriff area
- Pants that sag around the waist
- Intentionally torn pants or jeans
- Untied shoelaces
- Bandanas, hairnets, headbands, doo rags, and non-Marshall hats (also includes beanies, baseball caps, etc.)

- Sunglasses or Marshall hats may not be worn in the building, but may be worn outside to protect from the sun

Students who repeatedly do not come to school in uniform may lose privileges. In addition, Rocketship may contact the student's parent/guardian to discuss the dress code violation.

Discrimination, Harassment, Intimidation and Bullying Policy

Statement of Non-Discrimination
Rocketship is committed to equal opportunity for all individuals in education. Harassment, intimidation, bullying, and sexual harassment are all forms of discrimination and are disruptive behaviors that interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. Rocketship prohibits discrimination in all forms, inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means. It does not discriminate against any student or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic.

Rocketship adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004. Rocketship is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX (sex), Title VI (race, color, or national origin), and Section 504 and Title II of the ADA. Rocketship prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.

Rocketship does not condone or tolerate harassment of any type, including bullying, discrimination, or intimidation, by any employee, independent contractor or other person with which the Rocketship does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. To the extent possible, Rocketship will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to respond to such behaviors in a timely manner. Rocketship school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so. Rocketship

will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Harassment and Retaliation Prohibited[5]

Harassment is a form of discrimination and Rocketship is committed to maintain a learning environment that is free from harassment. Rocketship prohibits harassment based on an individual's membership in a protected class by a student, teacher, administrator or other school personnel, by any other person who is participating in, observing, or otherwise engaged in school activities, including sexual harassment and harassment consistent with Title IX, 20 U.S.C. § 1681 et seq. and D.C. law. It prohibits harassment based upon race, color, religion, national origin, sex, age, personal appearance, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a complainant of an intrafamily offense, place of business or residence, credit information, gender, gender identity, gender expression, marital status, sexual orientation, pregnancy, childbirth, reproductive health decisions, or related medical conditions, or any other basis protected by applicable law.

Prohibited Harassment includes, but is not limited to the following:

- Any unwelcome physical, verbal, nonverbal, or electronic conduct based on the aforementioned protected traits.
- Prohibited stalking that involves a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others or suffer substantial emotional distress.

Prohibited Sexual Harassment includes, but is not limited to the following:

- Unwelcome sexual advances of a student by another student; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication (including electronic communication) of a sexual nature (including sexual assault) that adversely affects the student in the ways set forth above.
- Abusive or coercive behavior or dating violence against one student by another student where a dating partner uses threats of, or actually uses physical, emotional, economic, technological, or sexual abuse to exert power or control over a current or former dating partner.
- Welcome AND unwelcome sexual advances of a student by a school employee; requests for sexual favors of a student by a school employee; sexually motivated physical, verbal, or nonverbal conduct by a school employee directed at a student; or other conduct or communication (including electronic communication) of a sexual nature directed to a student by a school employee.

[5] This policy is intended to fulfill responsibilities under the School Safety Omnibus Amendment Act of 2018 (SSOAA).

A hostile environment exists if the harassment is sufficiently serious that it denies or limits the complainant's ability to participate in or benefit from the school's program (e.g., skipping class, dropping out of an activity, having trouble concentrating in class).

Retaliation includes any adverse action taken against an individual because they reported sexual harassment, dating violence, or discrimination, provided information, witnesses, assisted, participated, or refused to participate in an investigation or proceedings in relation to any of those acts. Rocketship prohibits retaliation against any individual who has made a complaint pursuant to this policy in good faith, assisted in an investigation, or otherwise exercised rights protected by law. Rocketship also prohibits taking any adverse action against an individual based on an unsubstantiated allegation or rumor of harassment. Any student who is subject to retaliation in violation of this policy or who knows of another student who has been subject to retaliation is urged to report it as soon as possible to school staff or the Title IX Compliance and Civil Rights Officer.

Reporting Process

Reports of Discrimination or Harassment - General. Students, parents or staff should report a claim of discrimination or harassment and the alleged acts promptly to a teacher, counselor, or school administrator. Reports do not have to be made by the complainant. Reports can be made in person, by mail, by telephone, or by email, using the complaint form attached below. A school employee who receives a report of discrimination that may be considered harassment, sexual harassment, dating violence, stalking, or retaliation under Title IX, has knowledge or should reasonably know about the aforementioned violations should promptly notify Rocketship's Title IX Compliance and Civil Rights Officer for next steps.

Reports of a Title IX Violation. Reports of alleged acts that may be considered harassment, sexual harassment, dating violence, stalking, or retaliation subject to review under Title IX should be made to the Title IX Compliance and Civil Rights Officer:

Renita Thukral
Title IX Compliance and Civil Rights Officer
350 Twin Dolphin Drive,
Suite 109 Redwood City, CA
94056 rthukral@rsed.org

The Title IX Compliance and Civil Rights Officer is the Rocketship staff member designated by Rocketship to coordinate its responsibilities under Title IX. Upon receipt of a complaint, Rocketship will provide information to the complainants about the investigation process, about their rights under Title IX and other relevant laws.

Confidentiality

To the greatest extent possible, Rocketship shall respect the privacy of individuals who report potential violations of this policy, individual(s) against whom a report is filed, and witnesses. Rocketship will notify individuals/agencies of incidents of discrimination only to the extent allowed by law. Any notifications to other parties will be made only to ensure that services are provided to the complainant(s) and respondent and to protect the complainant(s) from further or sustained victimization. The Title IX Compliance and Civil Rights Officer/designee conducting the investigation will be responsible for making determinations about confidentiality. Rocketship will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of Rocketship to provide the supportive measures.

Process for Investigating Complaints of Discrimination and Harassment

General Complaints of Discrimination and Harassment. Complaints of discrimination or harassment that do not involve allegations of Title IX violation or allegations of sexual harassment should be made under the General Complaint Procedures described under the Notification of Rights and Assurances section of this Handbook..

Complaints under Title IX. Complaints governed by Title IX of the Education Amendments of 1972 are reported to the Title IX Compliance and Civil Rights Officer and an investigation of those complaints are conducted promptly and impartially pursuant to related Title IX Complaint Procedures outlined under the Notification of Rights and Assurances section of the Student/Family Handbook.

Bullying Prevention

Bullying can have a harmful social, physical, psychological, and academic impact on victims, bystanders, and bullies. Bullying at Rocketship is strictly prohibited and will not be tolerated. “Bullying” includes discrimination; harassment; intimidation; and bullying based on disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, or perceived characteristics. Alleged incidents of bullying will be promptly investigated by designated Rocketship staff members. Rocketship Public School’s policy and procedures for addressing bullying complaints through either the general complaint procedures or the Title IX procedures (as appropriate) are described under the Notification of Rights and Assurances section of the Student/Family Handbook.

Suspension and Expulsion Policy

We believe that our students are best served when they are present at school every day. However, we recognize that situations may occur when a student commits a behavioral offense that is so severe that the student may become subject to suspension or expulsion.

A student may be disciplined, suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at a Rocketship school or at any other school or a school-sponsored event at any time including but not limited to: while on school grounds; while going to or coming from school; during the lunch period, whether on or off the school campus; and during, going to, or coming from a school-sponsored activity. Students may also be subject to disciplinary action for off-campus behavior if it creates a substantial disruption to the school environment or interferes with another student's ability to participate in the school program.

In-School Suspension

In-school suspension ("ISS") provides an alternative to out-of-school suspension. ISS allows students to be counted present and provides an in- school opportunity for them to complete and receive credit for class assignments. During ISS, students will complete schoolwork in a location separate from their class. ISS is not intended to be an alternative to or long-term replacement of the student's regularly scheduled class.

ISS may be used in the event that a student is engaging in prohibited conduct that is making the classroom environment physically or emotionally unsafe for other students or that severely disrupts a class or school-sponsored activity;

Only the Principal or Assistant Principal, with prior approval from his/her supervisor, shall assign a student to ISS. Students assigned to ISS must have written notification of the date and duration of the ISS assignment. Assignment to ISS and the scheduling of the days assigned are at the Principal's discretion.

Principals should place the student in ISS as soon as possible after the infraction is reported. The principal will ensure that:

- Students assigned to ISS are provided a safe, positive environment
- Students assigned to ISS are properly supervised; and
- Students assigned to ISS are allowed to complete class work assigned during his/her placement in ISS.
- All class work for students is obtained, academic assistance is provided as necessary, and completed work is returned to the student's classroom teacher.
- Activities of academic value are provided for the student when the classroom teacher's work is not provided or is insufficient for ISS time assigned.
- Additionally, classroom teachers will:
- Provide classwork commensurate to the work missed for a student in ISS.

- Record a student in ISS as present. There will be no attendance-related penalty for assignment to ISS.
- Evaluate the student's work completed in ISS and give credit for work completed in ISS.
- Ensure that students in ISS receive credit for attendance and full credit for work completed.

The student's parent/guardian must be notified of a student's assignment to ISS at the time that the ISS placement is scheduled. The Principal should contact a parent/guardian by phone or in-person meeting. If the parent/guardian cannot be reached in this manner, the Principal or his/her designee may make contact through e-mail.

Out of School Suspensions and Expulsion

When disciplinary infractions occur on campus, our Principals are expected to respond in accordance with our Student Discipline Policy, which encourages positive behavioral interventions and supports and outlines available in-school disciplinary actions. The decision to pursue a suspension is, in most circumstances, largely at the discretion of the school leadership team in accordance with state law and should only be considered in cases of egregious behavioral infractions – and, even then, should be viewed as a last resort—as we believe that our students are best served when they are present at school every day. Recommendations for expulsion should not be pursued except in the most extreme cases, as our policy is to do whatever it takes to serve every student who enrolls in a Rocketship school.

If a situation does arise where a Principal feels that the student should be suspended or recommended for expulsion, this policy was written to guide the process. The policy has been written in accordance with relevant federal and state laws and regulations. It addresses grounds for suspension and expulsion; suspension and expulsion procedures; the maintenance of disciplinary records; student appeal rights; rehabilitation and readmission; and special procedures for the consideration of suspension and expulsion of students with disabilities.

Grounds for Suspension and Expulsion

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at a Rocketship school or at any other school or a school-sponsored event at any time including but not limited to: while on school grounds; while going to or coming from school; during the lunch period, whether on or off the school campus; and during, going to, or coming from a school-sponsored activity. Students may also be subject to suspension or expulsion for off-campus behavior if it creates a substantial disruption to the school environment or interferes with another student's ability to participate in the school program.

Pursuant to the Student Fair Access to School and Clarification Amendment of 2019, no student in grades K-5 may be subject to an out-of-school suspension or disciplinary unenrollment (i.e. expulsion), unless a school administrator determines, consistent with the procedures outlined in this policy, that the student has willfully caused, attempted to cause, or threatened to cause bodily injury or emotional distress to another person, including behavior that happens off school grounds. Please note that if it is determined that a student has engaged in any of the following behaviors, the decision to suspend and/or recommend for expulsion is discretionary and in the judgment of the school Principal after considering all surrounding circumstances.

Types of conduct that could lead to suspension or expulsion include, but are not limited to:

- Assault with a weapon;
- Assault/physical attack on student or staff
- Commission or attempted commission of any act of sexual assault or sexual aggression Fighting which results in a serious physical injury
- Inciting others to violence or disruption
- Persistent Harassment based on actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, or place of residence or business
- Use, threatened use, or transfer of any weapon
- Arson
- Any other intentional use of violence, force, coercion, threats, intimidation, or other comparable conduct which causes or attempts to cause severe physical injury, substantial disruption, or obstruction of any lawful mission, process, or function of Rocketship Public Schools

For the purposes of this policy, the following definitions apply:

"Bodily injury" means a cut, abrasion, bruise, burn, or disfigurement; physical pain; illness; impairment of the function of a bodily member, organ, or mental faculty; or any other injury to the body, no matter how temporary.

"Disciplinary unenrollment" means the expulsion or involuntary transfer of a student from a school.

"Emotional distress" means mental suffering or distress that requires more than trivial treatment or counseling.

"Expulsion" means the removal of a student from the student's school of enrollment for disciplinary reasons for the remainder of the school year or longer, in accordance with local education agency policy.

"In-school suspension" means temporarily removing a student from the student's regular class schedule as a disciplinary consequence, during which time the student remains on school grounds under the supervision of school personnel who are physically in the same location as the student.

"Involuntary dismissal" means the removal of the student from school attendance for less than 1/2 of a school day for disciplinary reasons, during which time the student is not under the supervision of school personnel and is not allowed on school grounds.

"Out-of-school suspension" means the temporary removal of a student from school attendance to another setting for disciplinary reasons, during which time the student is not under the supervision of the school's personnel and is not allowed on school grounds. The term "out-of-school suspension" includes an involuntary dismissal. For students with disabilities, the term "out-of-school suspension" includes a removal in which no individualized family service plan or individualized education plan services are provided because the removal is 10 days or fewer as well as removals in which the student continues to receive services according to the student's individualized family service plan or individualized education plan.

Out of School Suspension Procedures

A suspension is a temporary dismissal of a student from the regular school program and school-sponsored events for the allotted time assigned by a school administrator. Suspensions can range from one to five school days, depending on the seriousness of the violation. In accordance with D.C. law, students may not be suspended for more than 20 cumulative school days in an academic year. Students are expected to complete all work assigned while they serve their suspension.

Suspensions at Rocketship will adhere to the following procedures:

a) Hearing

When feasible, suspension will be preceded by a hearing conducted by the Principal or designee with the student and his/her parent and, whenever practical, the teacher, supervisor, or school employee who referred the student to the Principal. The hearing may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a

student is suspended without this hearing in an emergency situation, both the parent/guardian and student shall be given the opportunity to a hearing within two school days.

At the hearing, the student shall be informed of the reason for the disciplinary action and the evidence against him/her and shall be given the opportunity to present his/her version and evidence in his/her defense.

Absent an emergency situation, the hearing must occur before the student is sent home on suspension.

No penalties may be imposed on a student for failure of the student's parent/guardian to attend a hearing with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the hearing.

b) Notice to Parents/Guardians

At the time that the decision is made to suspend a student, the Principal or designee shall make a reasonable effort to contact the student's parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall also be notified in writing of the suspension, the reason for the suspension, the length of the suspension, the student's right to return to school at the end of the suspension, and any conditions for that return (i.e., a return conference with the parent/guardian) and the date of return following suspension. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

A copy of this notice will also be filed in the student's cumulative folder in the school.

c) Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five consecutive school days per suspension. In calculating days of suspension, days served will not include days when school is not in session for students, including but not limited to school closure days, school holidays, spring break, and summer break. If the student leaves school on the day that the suspension was imposed, this day will be counted as part of the suspension if the student was denied class participation prior to 12 noon of that day. The suspension shall terminate at midnight on the day listed as the last day of the suspension.

Upon a recommendation of expulsion by the Principal or Principal's designee, the student and the student's parent/guardian or representative will be invited to a second conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the

Principal or designee upon either of the following determinations: (1) the student's presence will be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Students who are suspended shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension.

d) Suspension Appeals

The parent/guardian of a student shall have the right to appeal any out-of-school suspension decision to the direct supervisor of the school Principal. The request to appeal must be made in writing and shall be submitted to the supervisor within one business day of the parent being made aware of the decision to suspend the student. The appeal shall be considered by the Supervisor in a timely manner. The student shall not be kept out of school while the appeal is pending, provided that the student is not considered to be a danger to others during that time. Any decision made on appeal shall be final.

Expulsion Procedures

An expulsion is the permanent dismissal of a student from the Rocketship program. If an expulsion is approved, the parent/guardian has the responsibility to place the student in another school. The full authority of the Rocketship governing Board of Directors ("the Board") to hear and conduct expulsions shall be granted to the Academic Affairs Committee, a committee of the Board. The Academic Affairs Committee shall consist of three board members. The Academic Affairs Committee may expel any student found to have committed an expellable offense as listed in Section II above. Instead of conducting the hearing itself, the Academic Affairs Committee may appoint an impartial administrative panel of three or more persons, none of whom is a member of the Board or employed on the staff of the school in which the student is enrolled.

a) Hearing
Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 20 school days after the Principal or designee determines that the student has committed an expellable offense, unless the student requests, in writing, that the hearing be postponed.

In the event an administrative panel hears the case, it will, within 10 days of the hearing, make a recommendation to the Academic Affairs Committee for a final decision whether or not to expel. The hearing shall be held in closed session unless the student makes a written request for a public hearing three days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's

parent/guardian before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

- The date and place of the expulsion hearing;
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based, along with a summary of the evidence against the student;
- A copy of Rocketship's disciplinary rules which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

b) Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

Rocketship may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of a statement from the victim or witness, which shall be examined only by Rocketship or the hearing officer. Copies of these statements, edited to delete the name and identity of the witness, shall be made available to the student.

c) Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel and decision by the Board to expel must be supported by a preponderance of the evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and written declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable

risk of physical or psychological harm.

The decision of the Administrative Panel shall be in the form of written findings of fact and shall be made within three school days following the conclusion of the hearing.

If the expulsion hearing panel decides not to recommend expulsion, the student shall be returned to his/her educational program or become subject to discipline or suspension in accordance with this policy.

d) Written Notice to Expel

The Principal or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

- notice of the specific offense committed by the student and
- notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Rocketship.

e) Right to Appeal

The student/family shall have the right to appeal the decision to expel the student from Rocketship directly to the Academic Affairs Committee. If the Academic Affairs Committee made the final decision on the expulsion, the appeal shall go directly to the Executive Committee of the Board. The request to appeal must be made in writing and shall be submitted to the Academic Affairs Committee or Executive Committee within five business days of being made aware of the decision to expel the student. The appeal shall be heard by the Academic Affairs Committee or Executive Committee within 15 days of receipt of the appeal.

f) Expelled Students/Alternative Education

With the exception of students with disabilities under IDEA, students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within their school district of residence.

g) Rehabilitation and Readmission

At the time of the expulsion order, students who are expelled shall be given a rehabilitation plan, to be developed by the Academic Affairs Committee in

conjunction with Rocketship staff, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may be reviewed for readmission to a Rocketship school.

The decision to admit a pupil who has been expelled from a Rocketship school shall be in the sole discretion of the Board following a meeting with the Principal and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon Rocketship's capacity at the time the student seeks readmission.

The decision to admit a pupil who has previously been expelled from another school, school district or charter school shall be in the discretion of the Principal following a meeting with the pupil and guardian or representative to determine whether the pupil poses a threat to others or will be disruptive to the school environment. Where applicable, the Principal may also consider whether the pupil has completed any rehabilitation plan or other improvement measures prescribed by the pupil's previous school. The Principal shall make a recommendation following the meeting regarding his or her determination. The pupil's admission is also contingent upon RSPS's capacity at the time the student seeks admission.

Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

a) Services During Suspension

Students with disabilities pursuant to the Individuals with Disabilities Act ("IDEA") suspended for more than ten school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

b) Procedural Safeguards/Manifestation Determination

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, a manifestation determination shall take place. “Change of Placement” includes a recommendation for expulsion, consecutive removal of more than ten school days, or a cumulative removal of more than ten school days in a school year. Rocketship, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or (2) the conduct in question was the direct result of the local educational agency's failure to implement the IEP.
- If Rocketship, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.
- If Rocketship, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:
- Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the school had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior;
- Return the child to the placement from which the child was removed, unless the parent and the school agree to a change of placement as part of the modification of the behavioral intervention plan.
- If the school, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student’s disability and that the conduct in question was not a result of the failure to implement the IEP, then the school may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to

students without disabilities.

c) Due Process Appeals

If the parent of a child with a disability disagrees with any decision regarding a disciplinary change in placement, or the manifestation determination, or the school believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent or school may request an expedited administrative hearing through the regional administrative hearing office.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the school, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45- day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the school agree otherwise.

d) Special Circumstances

Rocketship personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.
The Principal or designee may remove a student to an interim alternative educational setting for not more than 45 days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- Carries or possesses a weapon, as defined in 18 USC § 930, to or at school, on school premises, or to or at a school function;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- Has inflicted serious bodily injury upon a person while at school, on school premises, or at a school function.

e) Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP team.

f) Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Rocketship's behavioral policies may assert the procedural safeguards granted under this administrative regulation only if Rocketship had knowledge that the student was disabled before the behavior occurred.

g) Rocketship shall be deemed to have knowledge that the student had a disability if one of the following conditions exists prior to the behavior at issue: The parent of the child expressed concern in writing to supervisory or administrative personnel of Rocketship, or a teacher of the child, that the child is in need of special education and related services;
    - The parent of the child requested an evaluation of the child pursuant to §§ 300.300 through 300.311; or
    - The teacher of the child, or other Rocketship personnel, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education of the agency or to other supervisory personnel of the agency.

If the school knew or should have known the student had a disability under any of the three circumstances described above, the student may assert any of the disciplinary protections available to IDEA-eligible children with disabilities.

If the school had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The school shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by Rocketship pending the results of the evaluation.

Rocketship shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Campus Access and Visitor Policy

Rocketship strives to create campuses that are welcoming to families, volunteers, and community members while maintaining a safe and secure environment for students and staff. This policy addresses management of the campus access points; prohibitions against loitering; procedures for visitor registration; procedures to follow when arranging for a campus visit; and barring an

individual from campus. “Campus” in this policy is defined as the entire indoor and outdoor premises, including the school building(s), sidewalks, parking lots, driveways, playgrounds, and courtyards.

Campus Access Points

Whenever students are in the building, the front office, and controlled access points to each Rocketship campus will be supervised by a Rocketship staff member. Visitors will also be required to undergo an ID check, a registered sex offender check, and adhere to any other security measures (i.e., sign-in/sign-out sheets) that the school has implemented. The school will inform visitors of any specific follow-up that may be required for visitors who are not able to provide proper identification or who are flagged with a sex offender offense.

All doors leading into school buildings should remain closed and locked at all times and only opened by authorized staff members.

Loitering

Parents/guardians and other visitors, including children who are not students at the school, shall not loiter on the school premises, including in the parking lot and outside school buildings. This includes children of staff members who are students at another school. The parking lot shall be used for picking up and dropping off students, and while conducting business.

Parents/guardians and other visitors are expected to leave the campus premises upon the conclusion of any business matters or after dropping their student off at school. If a parent or guardian wishes to visit the school to view the educational program, the visitor must adhere to the following procedures, which have been developed to ensure the safety of students and staff as well as to minimize interruption of the instructional program.

Visitor Registration and Passes/Badges

- All visitors (including Rocketship Public Schools regional and national staff members) must be registered and checked in via VisitU with their current government issued ID with the security guard immediately upon entering any school building or grounds at any time that students are in the building. Schools will be required to provide a sign-in sheet for any event held on campus.
- If visitors are flagged with a sex offender offense, security will deny entry and connect them with school administrators. ***This will not prohibit families from picking up their student for dismissal if they are listed as an allowed pick-up person on the Powerschool pick up list.***
- The Principal, or designee, may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor is in possession of a firearm; or the

visitor's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substance.

- Visitors in disguise or costume will not be allowed entrance onto campus without prior agreement with the school administration.
- After registering with the security guard, visitors who are not Rocketship employees will be issued a VisitU badge that they must display at all times while on campus. Rocketship regional/national staff ("Network Support") will receive a badge from the Regional Director of Operations. Network Support staff must display their badge on their persons at all times while at a school site. If a Network Support staff member forgets his/her badge, he/ she will need to register with VisitU and obtain a Visitor's Pass from the front office or security.
- All visitors must also sign out when leaving the campus.
- The Principal or designee may withdraw consent for an individual to be on campus, even if the visitor has a right to be on campus, whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.
- The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements, law enforcement may be notified and he/she may be guilty of a misdemeanor.

Arranging for a Campus Visit

Visits during school hours by non-Network Support or other Rocketship staff members should be arranged with the teacher and Principal (or designee) in advance. Teacher conferences should be arranged by appointment in advance and must be scheduled to take place during non-instructional time. Parent/guardians who want to visit a classroom during school hours should first obtain approval from the classroom teacher and the Principal or designee. Classroom observations should be requested in advance and are approved at the Principal or designee's discretion.

No electronic listening or recording device may be used by students or visitors in a classroom without the teacher's and Principal's written permission. Failure to abide by this is a violation of this Policy and may subject a visitor to losing his/her privilege to be on campus in accordance with Section III above.

Visitor Conduct

All visitors, regardless of their reason for being on campus, are expected to act in accordance with all Rocketship rules and policies while on the school premises. Visitors are strictly prohibited from having any physical contact with any student for any reason, including touching, grabbing, or holding a student. Visitors are also strictly prohibited from scolding, disciplining, or yelling at any student. If a visitor has a concern about a student's conduct, the visitor should promptly alert a Rocketship staff member.

This policy also applies to conduct during virtual programming (i.e., virtual instruction, events, etc.). Individuals who appear at a virtual event with a Rocketship student and whose conduct violates this policy will receive consequences in accordance with Rocketship policies.

Barring Individuals from Campus

Rocketship recognizes that situations could arise where it may become necessary for the Principal and/or the Principal's supervisor to prohibit an individual from entering or remaining on a Rocketship campus. Such situations may include an individual's possession or reasonable suspicion of an individual's possession of a firearm, in violation of Section § 22–4502.01 of the D.C. Code (which prohibits possession of a firearm in all areas within 1000 feet of a public school), an individual engaging in violence, threats of violence, harassment, or any other behavior that the Principal deems to be disruptive of the learning environment or in violation of Rocketship policy. Such actions will comply with any relevant state law requirements.

Barring is specific to each individual Rocketship campus and its related activities. Principals generally have the authority to bar a disruptive individual, and to do so, they must follow Rocketship's internal protocol and comply with all applicable laws. Principals may not bar an individual beyond his/her particular campus, unless specific authorization is granted by the Director of Schools or the legal department. It is the responsibility of the Business Operations Manager, Office Manager, and school security to:

- Enforce photo identification verification 100% of the time to ensure no barred individuals enter the building.
- Document and maintain procedures for pick-up, drop-off and any documentation related to the barring notice at the front desk.
- Determine, at the time of the incident and in collaboration with the Principals, whether the local police must be contacted.
- Maintain an accurate and current list of individuals who have been issued a barring notice.
- Enforce the barring notice by escorting individuals out of the building and off school grounds in a peaceful, quiet, and orderly fashion.
- Not engage any barred individual off school grounds using combative language, tone, or action.

- Contact the local police department in the event that an individual becomes physically confrontational or refuses to comply with the barring notice.

Refusal to Leave Campus
Anyone who refuses to leave after being asked by the Principal, or who enters the premises (including parking lots, playground, sidewalks, and school building) without proper authorization in accordance with this policy, may become subject to the local criminal laws regarding trespass and unlawful entry.

Further conduct of this nature by the visitor may lead to the School's pursuit of a restraining order against such visitor which would prohibit him/her from coming onto school grounds or attending School activities for any purpose for a statutorily prescribed period.

The Principal or designee may seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.

Medication Administration Policy

Rocketship is committed to supporting the health of its students and meeting the needs of students with medical conditions, in compliance with DC laws. This policy addresses the requirements for students who need to take medication during the school day, including required documentation and training for staff members. The policy also addresses emergency medical situations and the use of epinephrine auto-injectors and asthma inhalers on campus.

I. Student Possession and Self-Administration of Medication
A student may possess and self-administer medication at Rocketship, at Rocketship-sponsored activities, and while on Rocketship-sponsored transportation, in order to treat asthma, anaphylaxis, or other illness; provided that the student's parent/guardian has submitted a Medication Action Plan and adheres to all other procedures and requirements, as outlined in this policy.

II. Medication Action Plan
In accordance with DC Code § 38-651.03, before medication can be kept or administered at Rocketship, a student's parent/guardian must complete and submit a Medication Action Plan. The Medication Action Plan must include:

- Written medical authorization, signed by a licensed health practitioner, that states:
    - The name of the student;
    - Emergency contact information for the student's parent/guardian;
    - Contact information for the student's licensed health practitioner;

    - The name, purpose, and prescribed dosage of the medication;
    - The frequency that the medication is to be administered;
    - The possible side effects of the medication as listed on the label;
    - Special instructions or emergency procedures;
    - In the case of self-administered medication, confirmation that the student has been instructed in the proper technique for self-administration of the medication and has demonstrated the ability to self-administer the medication effectively.
- Written authorization, signed by the student's parent/guardian, that states:
    - That a trained employee or agent of the school may administer medication to the student in accordance with all applicable DC laws and regulations; or
    - in the case of self-administration, the student may possess and self-administer the medication at Rocketship, at Rocketship-sponsored activities, and while on Rocketship-sponsored transportation; and
    - that the name of the student may be distributed to appropriate school staff, as determined by the Principal.
- Written acknowledgment that the District of Columbia, Rocketship Public Schools, or an employee or agent of Rocketship Public Schools shall be immune from civil liability for the good-faith performance of responsibilities related to this Policy; except that no immunity shall extend to criminal acts, intentional wrongdoing, gross negligence, or wanton or willful misconduct.

Immediately following any changes regarding the health or treatment of the student, the parent/guardian must submit an amended Medication Action Plan to Rocketship. All Medication Action Plans must be updated at least annually.

III. Staff Administration of Medication

Pursuant to DC Code § 38-651.05, a Rocketship employee or agent trained and certified pursuant to this policy may administer medication to a student with a valid Medication Action Plan; provided that:

- The student's parent/guardian has delivered the medication to be administered to the school;
- The employee or agent is under the general supervision of a licensed health practitioner; and
- Except in emergency circumstances, as described below, the parent/guardian has administered the initial dose of a new medication.

School staff should NOT provide any over-the-counter medications or therapeutic/homeopathic remedies (i.e. cough drops, herbal teas) to students unless the student has

- A note from an authorized health care provider that prescribes the use of the remedy, including the amount or dose to be given, and the method and timing of the administration; AND
- a written statement from a parent/guardian permitting the use of the remedy at the school.

IV. Staffing and Training

In accordance with DC Code § 38-621(a), each Rocketship school in DC will have a registered nurse and/or licensed practical nurse who is on campus a minimum of 20 hours per week.

All staff members who (1) administer medication to students with valid Medication Action Plans who are not authorized to possess that medication or are not competent to self-administer the medication; and (2) administer medication in emergency circumstances to any student experiencing an acute episode of asthma, anaphylaxis, or other illness, must complete training in accordance with DC Code § 38-651.04. All training must be conducted by a health care professional licensed in the District of Columbia. The health-care professional will provide Rocketship with written certification, which will be valid for three years, of successful completion of the training for each Rocketship employee.

V. Storage of Medication

In accordance with DC Code § 38-651.09, Rocketship may receive medication from a student's parent/guardian to store for the treatment of asthma, anaphylaxis, or other illness for a student with a valid Medication Action Plan. The medication will be stored with Rocketship's school nurse or Office Manager in a location that is easily accessible during an emergency.

The medication must be labeled with the following information:

- Name of the student;
- Name of the medication;
- Dosage;
- Time of administration; and
- Duration of medication.

Under DC Code § 38-651.09, Rocketship is not required to store more than a three-day supply of any medication.

VI. Emergency Situations

Pursuant to DC Code § 38-651.09(a), Rocketship may procure and store medication for the treatment of asthma, anaphylaxis, or other illness for use in emergency circumstances. The medication will be maintained in an easily accessible location.

School employees are trained and expected to respond to emergency situations without discrimination. Under DC Code § 38-651.06(a), no employee is allowed to administer medication in emergency situations unless that employee has been trained in accordance with DC Code § 38-651.04 (further described above). A student need not have a known diagnosis or a medication action plan to receive treatment in emergency circumstances from a trained employee or agent of the school. (§ 38-651.06(c)). Parents/guardians may also request that the school not administer medication in an emergency situation. (§ 38-651.06(d)).

If any student or staff member needs resuscitation, staff shall make every effort to resuscitate him/her. Staff members are prohibited from accepting or following any parental or medical"do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed, and such advance directives shall not be communicated to staff.

VII. Student Access to Epinephrine

Pursuant to D.C. Code § 38-651.04, OSSE is required to develop and implement an epinephrine administration training program, which shall provide training and certification of employees and agents of a public school on the storage and emergency use of an undesignated epinephrine auto-injector (UEA) on a person suffering an episode of anaphylaxis, Rocketship shall ensure that it has at least two employees certified in the use of a UEA who are available to administer epinephrine during all hours of the school day.

Under D.C. Code § 38-651.04(c), OSSE is required to procure and distribute UEAs to public schools and monitor the supply of UEAs, restocking as necessary. Rocketship must store, at all times, no fewer than two unexpired UEAs of each dosage available through OSSE's UEA Plan. UEAs shall be stored in a secure but easily accessible location in accordance with the manufacturer's instructions.

A Rocketship employee who is certified pursuant to D.C. Code § 38-651.04 may administer a UEA to a student who the employee believes in good faith to be suffering or about to suffer an anaphylactic episode.

UEAs may be used on Rocketship property, including the school building, playground, and school bus, as well as during school field trips or sanctioned excursions away from Rocketship property. The certified employee may carry an appropriate supply of the school's UEAs on field trips or excursions.

Within 24 hours of the administration of a UEA, Rocketship shall notify OSSE and the physician who prescribed the standing order for UEA. As soon as practicable following the administration of medication pursuant to D.C. Code § 38-651.04, Rocketship shall inform the student's parent/guardian that the medication was administered.

VIII. Maintenance of Records

Rocketship will create and maintain a list of students with valid Medication Action Plans, including the emergency contact information for each student. The Principal may distribute the list among appropriate employees or agents.

Rocketship will maintain accurate records of all its employees and agents who are certified to administer medication.

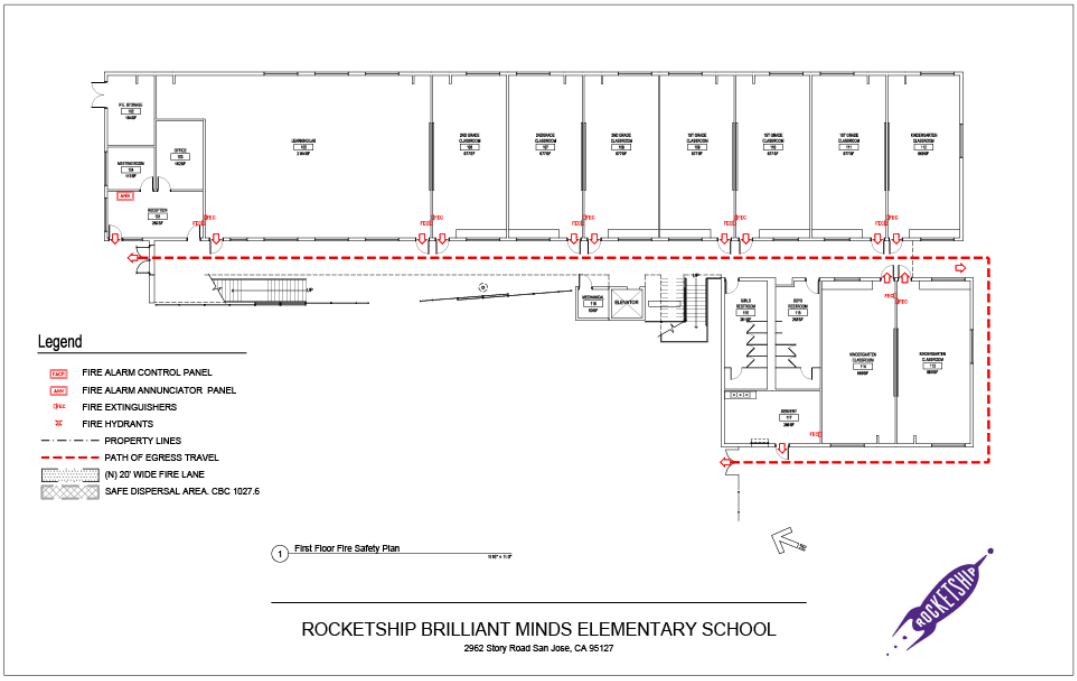
Rocketship will maintain accurate records of all incidents where medication was administered to a student in an emergency circumstance. (DC Code § 38-651.08)

IX. Misuse

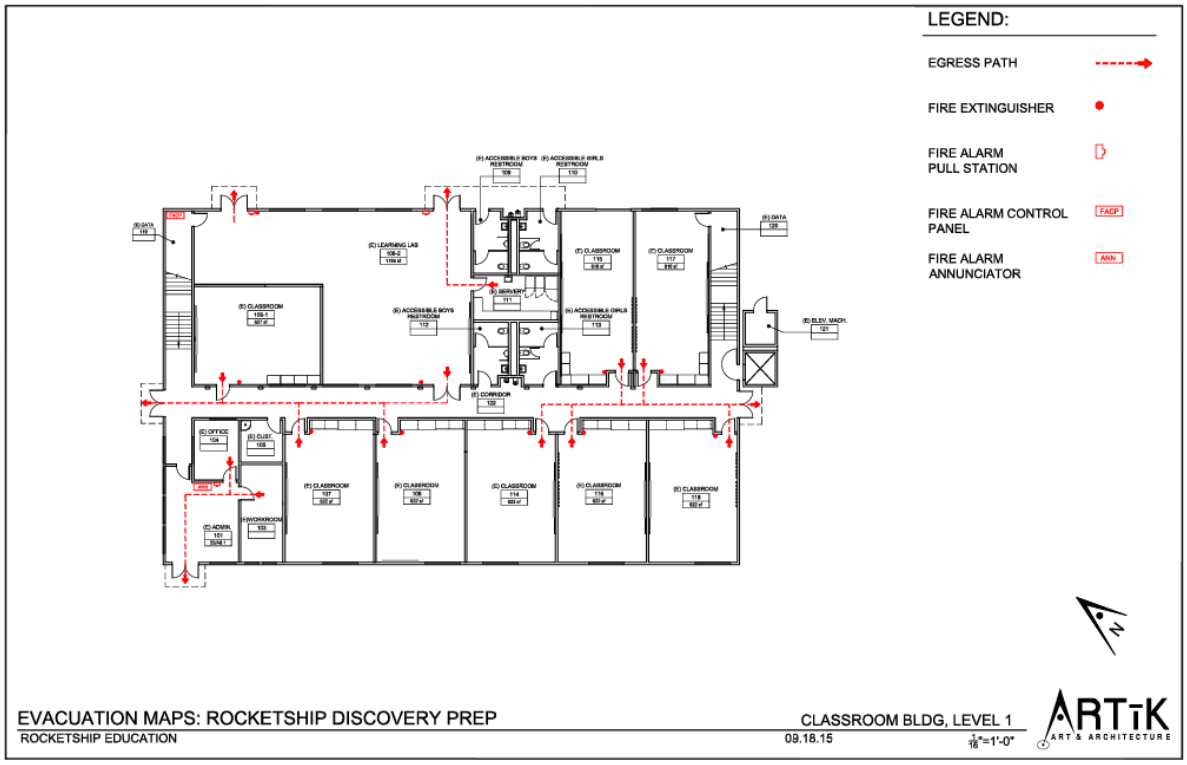
A student who self-administers medication while at school, at a school-sponsored activity, or while on school-sponsored transportation for a purpose other than his or her own treatment will be subject to disciplinary action in accordance with Rocketship's Student Discipline Policy. . Such disciplinary action shall not limit or restrict the access of a student to his or her prescribed medication. Rocketship will promptly notify the student's parent/guardian of any disciplinary action imposed. (DC Code § 38-651.10)

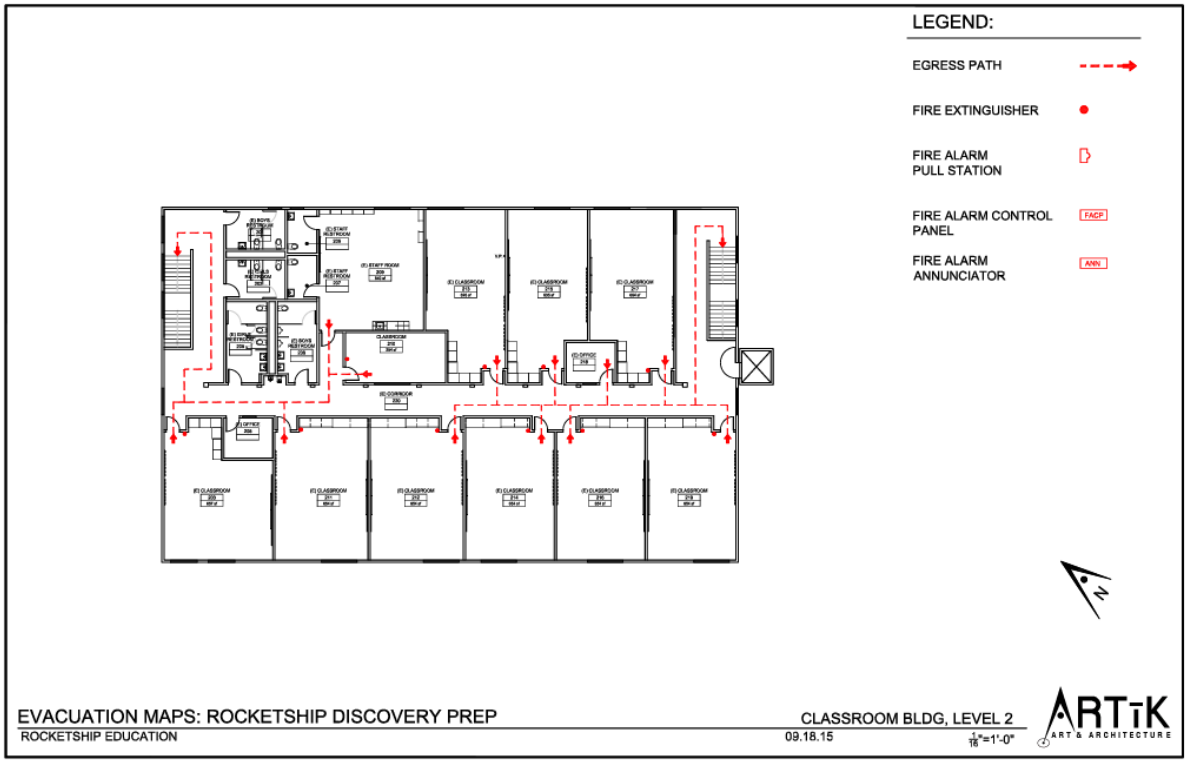
Appendix A: CA Emergency Evacuation Maps

RBM

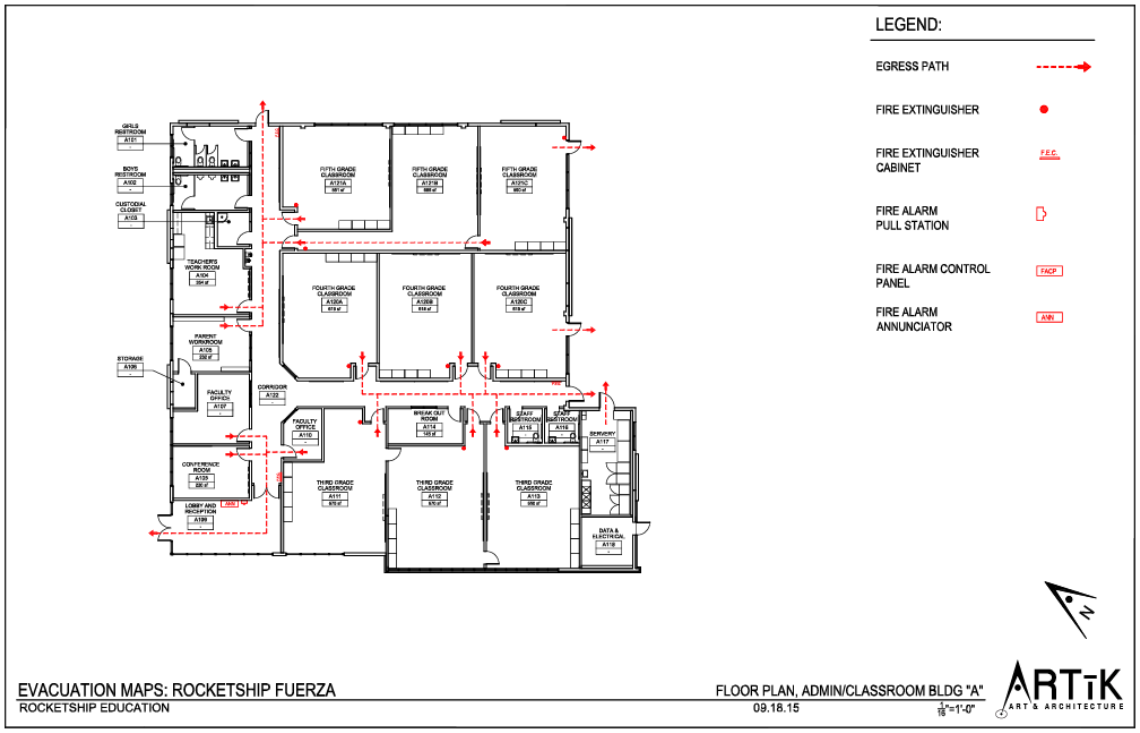


RDP

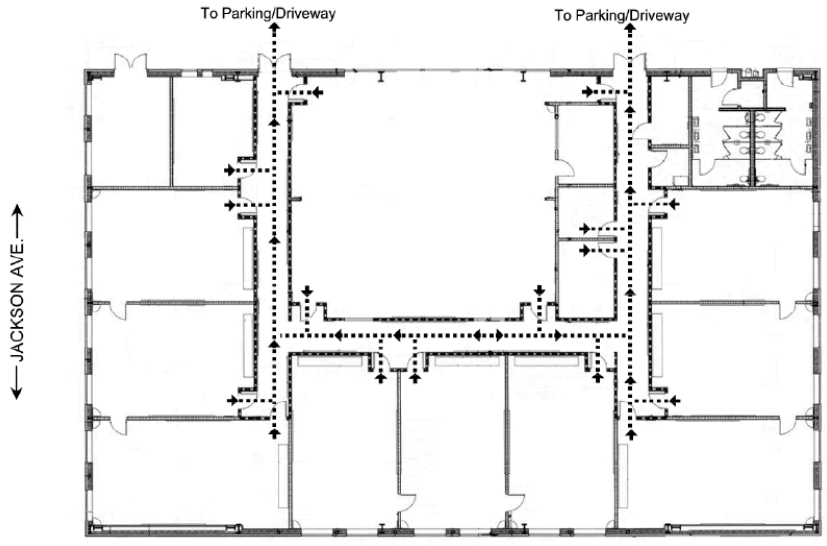

LEGEND:
EGRESS PATH
FIRE EXTINGUISHER
FIRE ALARM PULL STATION
FIRE ALARM CONTROL PANEL
FACP
FIRE ALARM ANNUNCIATOR
ANN
EVACUATION MAPS: ROCKETSHIP DISCOVERY PREP
ROCKETSHIP EDUCATION
CLASSROOM BLDG, LEVEL 1
09.18.15
1/16"=1'-0"
ARTIK
ART & ARCHITECTURE


LEGEND:
EGRESS PATH
FIRE EXTINGUISHER
FIRE ALARM PULL STATION
FIRE ALARM CONTROL PANEL
FACP
FIRE ALARM ANNUNCIATOR
ANN
EVACUATION MAPS: ROCKETSHIP DISCOVERY PREP
ROCKETSHIP EDUCATION
CLASSROOM BLDG, LEVEL 2
09.18.15
1/16"=1'-0"
ARTIK
ART & ARCHITECTURE

RFZ



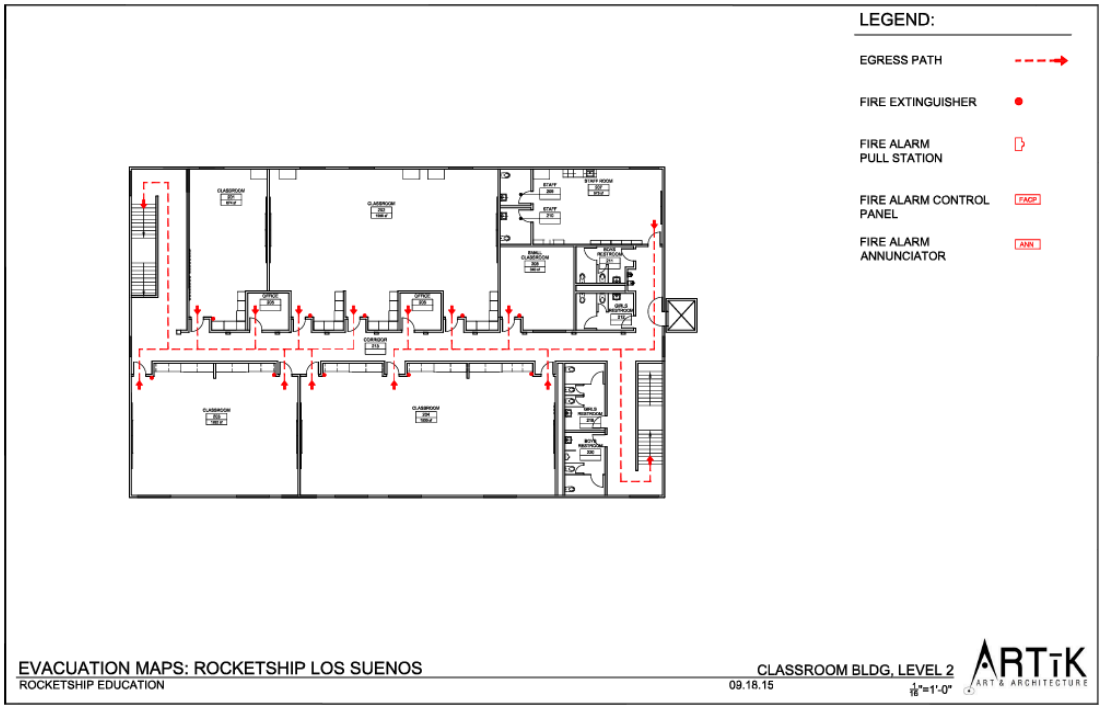
EVACUATION MAP

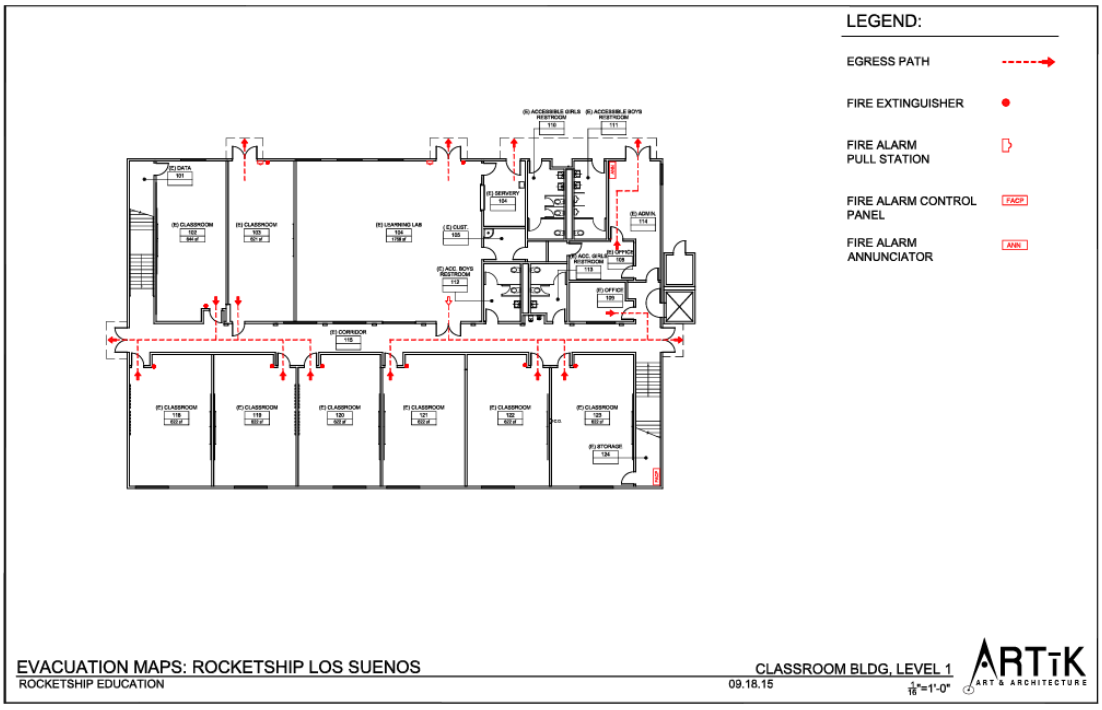


ROCKETSHIP FUERZA COMMUNITY PREP
70 S. Jackson, San Jose, CA 95116

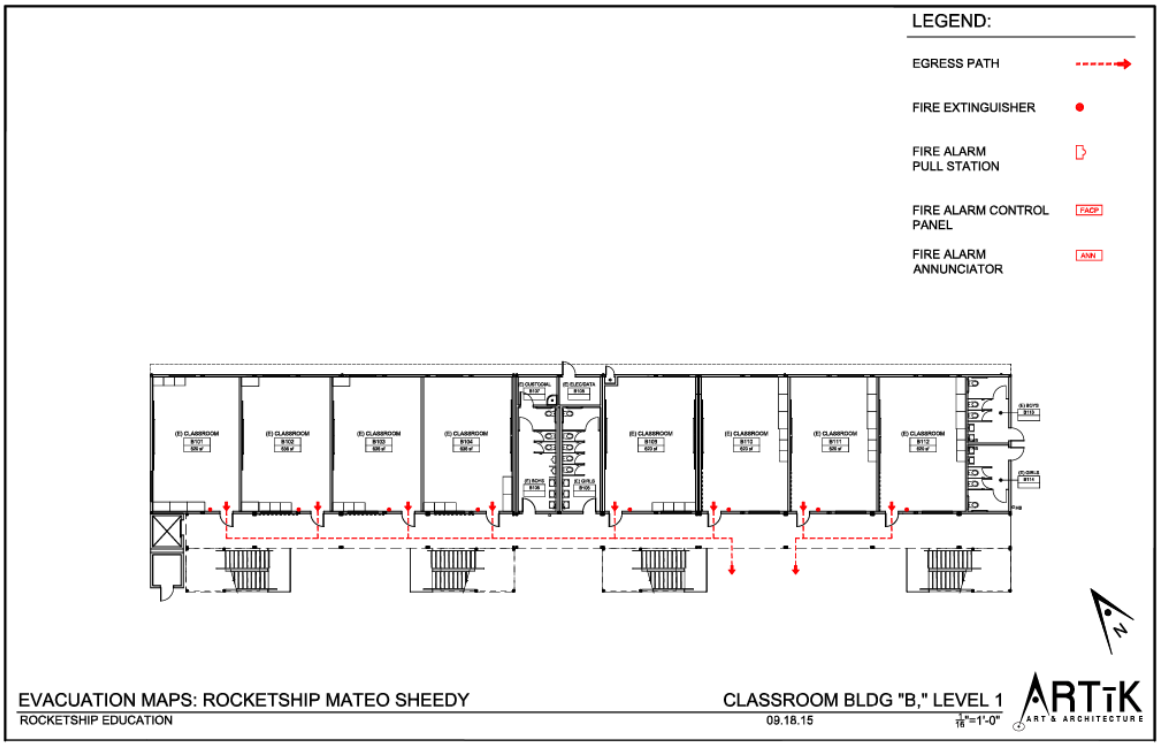
NORTH

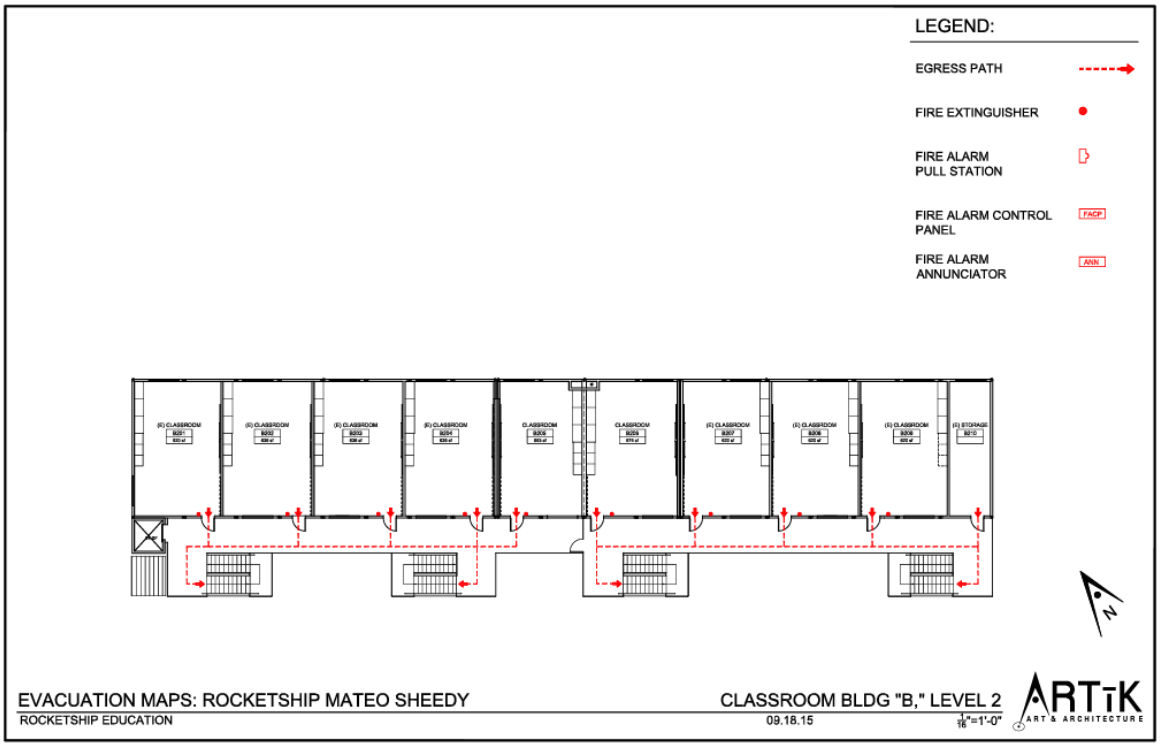
RLS

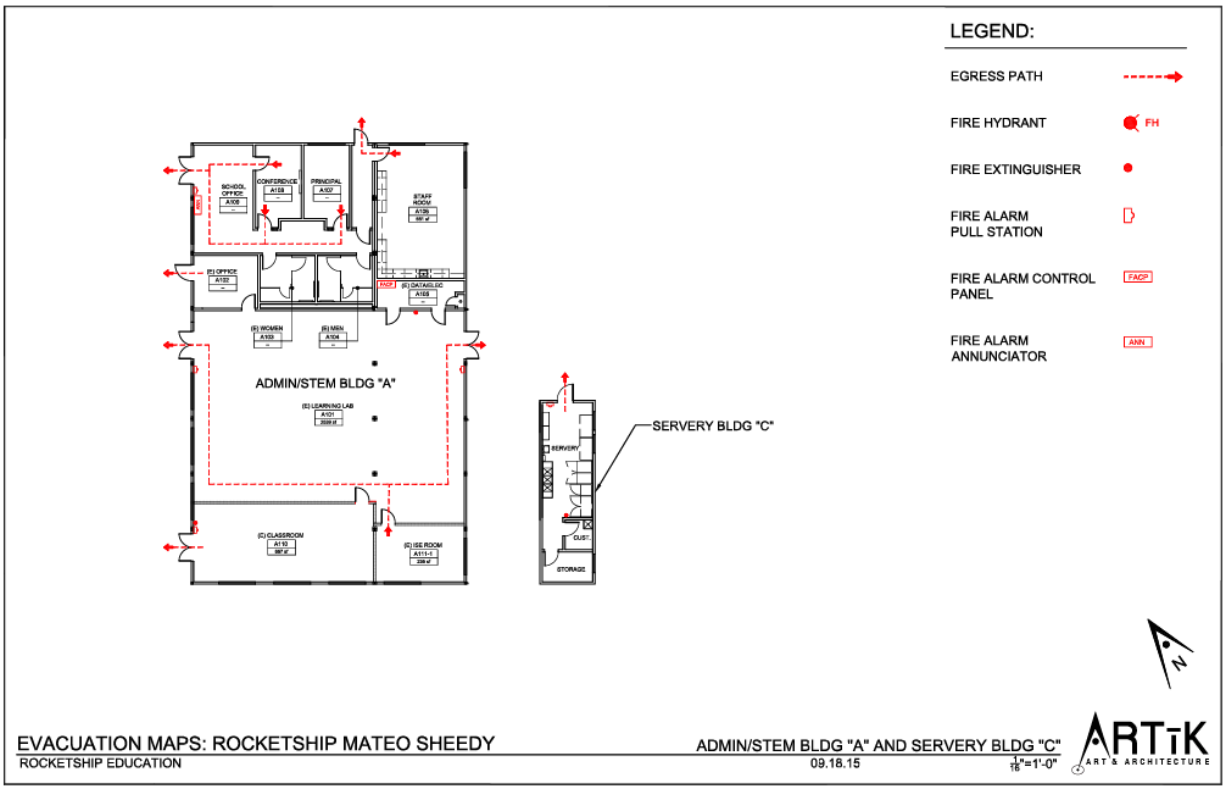

LEGEND:
EGRESS PATH
FIRE EXTINGUISHER
FIRE ALARM PULL STATION
FIRE ALARM CONTROL PANEL
FACP
FIRE ALARM ANNUNCIATOR
ANN
EVACUATION MAPS: ROCKETSHIP LOS SUENOS
ROCKETSHIP EDUCATION
CLASSROOM BLDG, LEVEL 2
09.18.15
1/16"=1'-0"
ARTIK
ART & ARCHITECTURE


LEGEND:
EGRESS PATH
FIRE EXTINGUISHER
FIRE ALARM PULL STATION
FIRE ALARM CONTROL PANEL
FACP
FIRE ALARM ANNUNCIATOR
ANN
EVACUATION MAPS: ROCKETSHIP LOS SUENOS
ROCKETSHIP EDUCATION
CLASSROOM BLDG, LEVEL 1
09.18.15
1/16"=1'-0"
ARTIK
ART & ARCHITECTURE

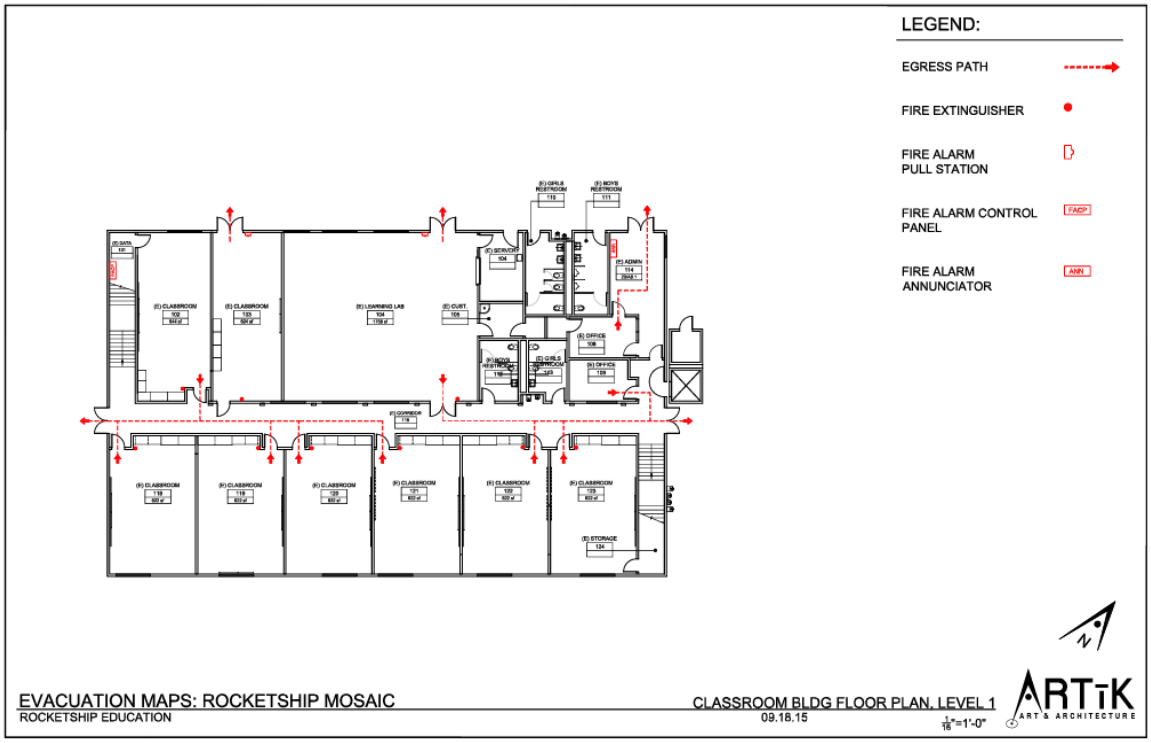
RMS

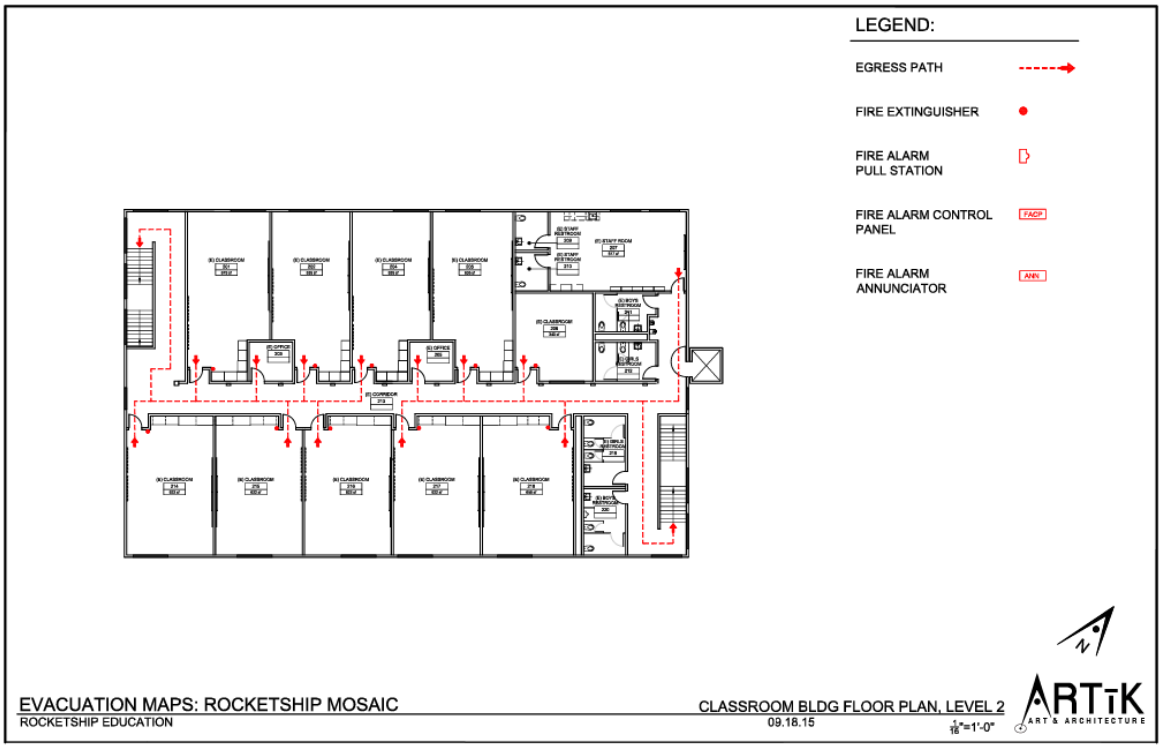

LEGEND:
EGRESS PATH
FIRE EXTINGUISHER
FIRE ALARM PULL STATION
FIRE ALARM CONTROL PANEL
FACP
FIRE ALARM ANNUNCIATOR
ANN
EVACUATION MAPS: ROCKETSHIP MATEO SHEEDY
ROCKETSHIP EDUCATION
CLASSROOM BLDG "B," LEVEL 1
09.18.15
1/16"=1'-0"
ARTIK
ART & ARCHITECTURE


LEGEND:
EGRESS PATH
FIRE EXTINGUISHER
FIRE ALARM PULL STATION
FIRE ALARM CONTROL PANEL
FACP
FIRE ALARM ANNUNCIATOR
ANN
EVACUATION MAPS: ROCKETSHIP MATEO SHEEDY
ROCKETSHIP EDUCATION
CLASSROOM BLDG "B," LEVEL 2
09.18.15
1/16"=1'-0"
ARTIK
ART & ARCHITECTURE

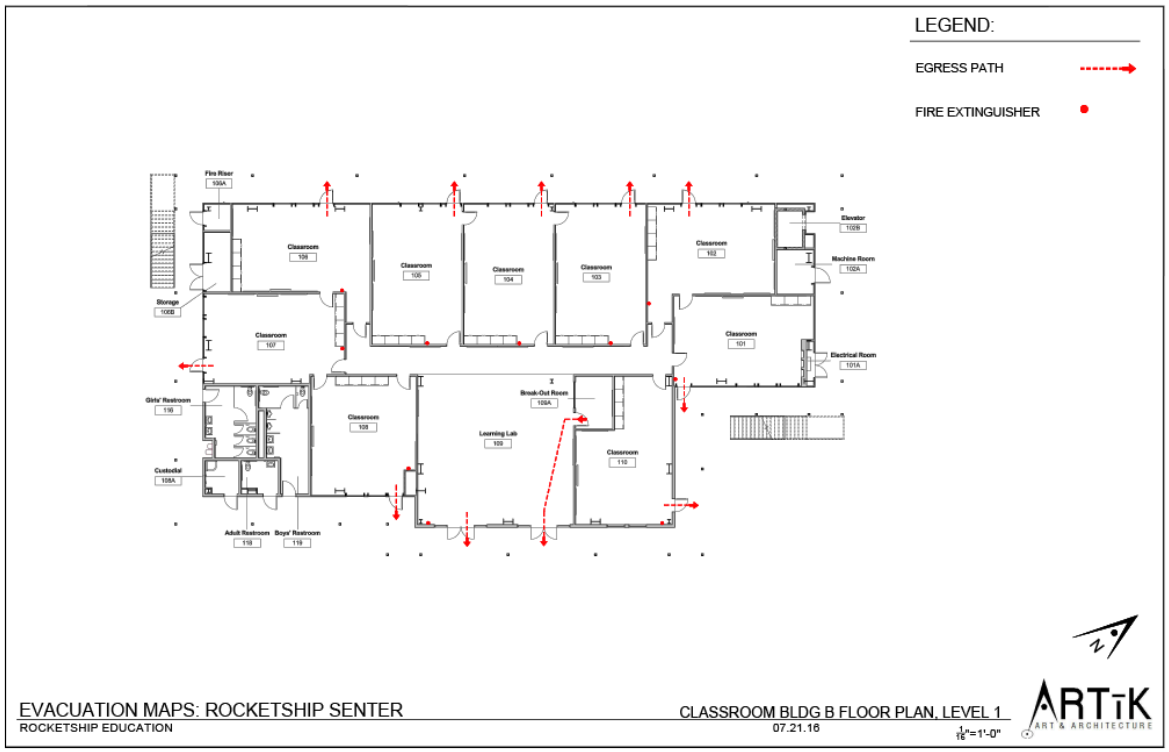

LEGEND:
EGRESS PATH
FIRE HYDRANT
FH
FIRE EXTINGUISHER
FIRE ALARM PULL STATION
FIRE ALARM CONTROL PANEL
FACP
FIRE ALARM ANNUNCIATOR
ANN
ADMIN/STEM BLDG "A"
SERVERY BLDG "C"
N
EVACUATION MAPS: ROCKETSHIP MATEO SHEEDY
ROCKETSHIP EDUCATION
ADMIN/STEM BLDG "A" AND SERVERY BLDG "C"
09.18.15
1/8"=1'-0"
ARTIK
ART & ARCHITECTURE

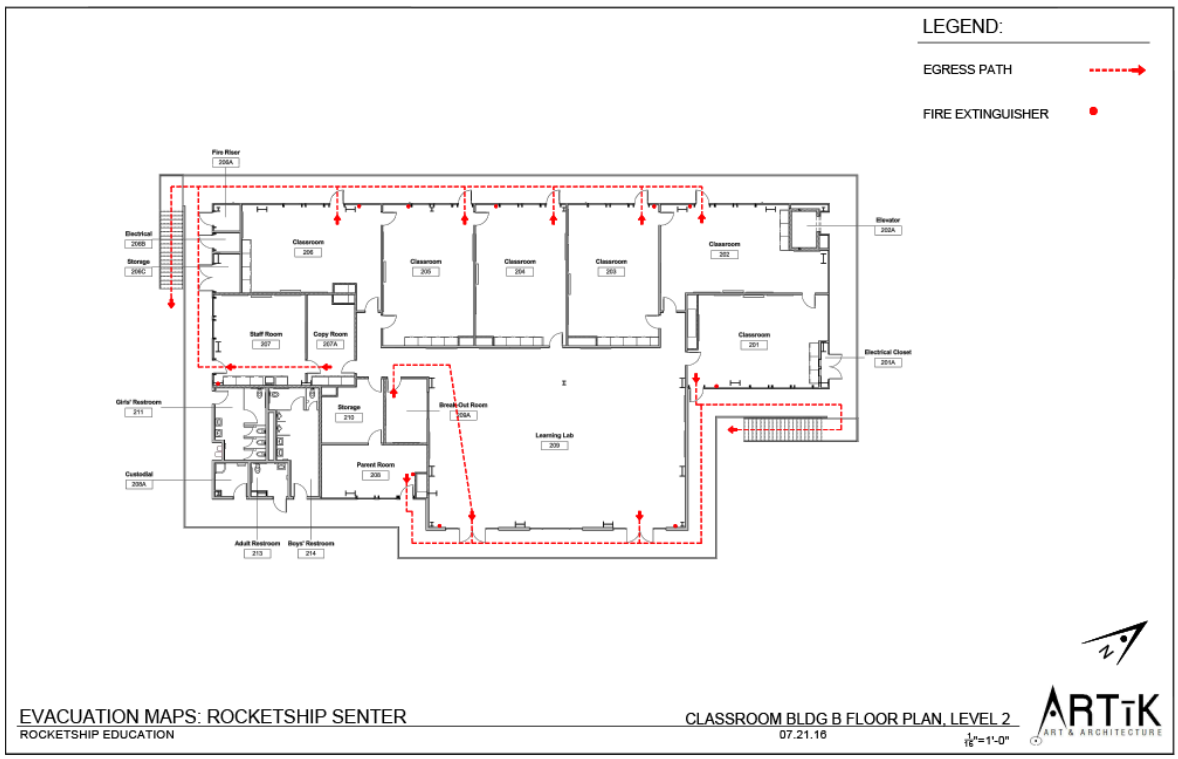
ROMO

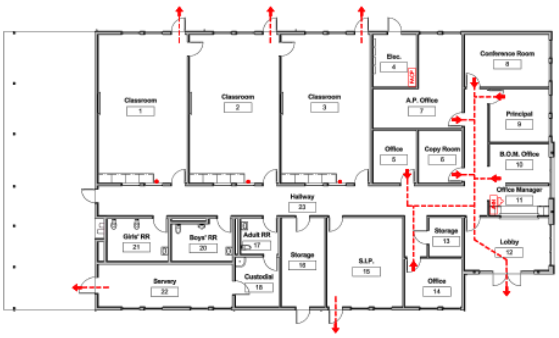

LEGEND:
EGRESS PATH
FIRE EXTINGUISHER
FIRE ALARM PULL STATION
FIRE ALARM CONTROL PANEL
FACP
FIRE ALARM ANNUNCIATOR
ANN
EVACUATION MAPS: ROCKETSHIP MOSAIC
ROCKETSHIP EDUCATION
CLASSROOM BLDG FLOOR PLAN, LEVEL 1
09.18.15
1/16"=1'-0"
ARTIK
ART & ARCHITECTURE


LEGEND:
EGRESS PATH
FIRE EXTINGUISHER
FIRE ALARM PULL STATION
FIRE ALARM CONTROL PANEL
FACP
FIRE ALARM ANNUNCIATOR
ANN
EVACUATION MAPS: ROCKETSHIP MOSAIC
ROCKETSHIP EDUCATION
CLASSROOM BLDG FLOOR PLAN, LEVEL 2
09.18.15
1/16"=1'-0"
ARTIK
ART & ARCHITECTURE

RRS


LEGEND:
EGRESS PATH
FIRE EXTINGUISHER
Fire Riser
Classroom
Storage
Elevator
Machine Room
Electrical Room
Girls' Restroom
Break-Out Room
Learning Lab
Custodial
Adult Restroom
Boys' Restroom
EVACUATION MAPS: ROCKETSHIP SENTER
ROCKETSHIP EDUCATION
CLASSROOM BLDG B FLOOR PLAN, LEVEL 1
07.21.16
1/16"=1'-0"
ARTIK
ART & ARCHITECTURE


LEGEND:
EGRESS PATH
FIRE EXTINGUISHER
Fire Riser
Electrical
Storage
Classroom
Elevator
Staff Room
Copy Room
Electrical Closet
Girls' Restroom
Storage
Break-Out Room
Learning Lab
Parent Room
Custodial
Adult Restroom
Boys' Restroom
EVACUATION MAPS: ROCKETSHIP SENTER
ROCKETSHIP EDUCATION
CLASSROOM BLDG B FLOOR PLAN, LEVEL 2
07.21.16
1/16"=1'-0"
ARTIK
ART & ARCHITECTURE



LEGEND:

EGRESS PATH

FIRE EXTINGUISHER

FIRE ALARM PULL STATION

FIRE ALARM CONTROL PANEL — FACP

FIRE ALARM ANNUNCIATOR — ANN

N

EVACUATION MAPS: ROCKETSHIP SENTER

ROCKETSHIP EDUCATION

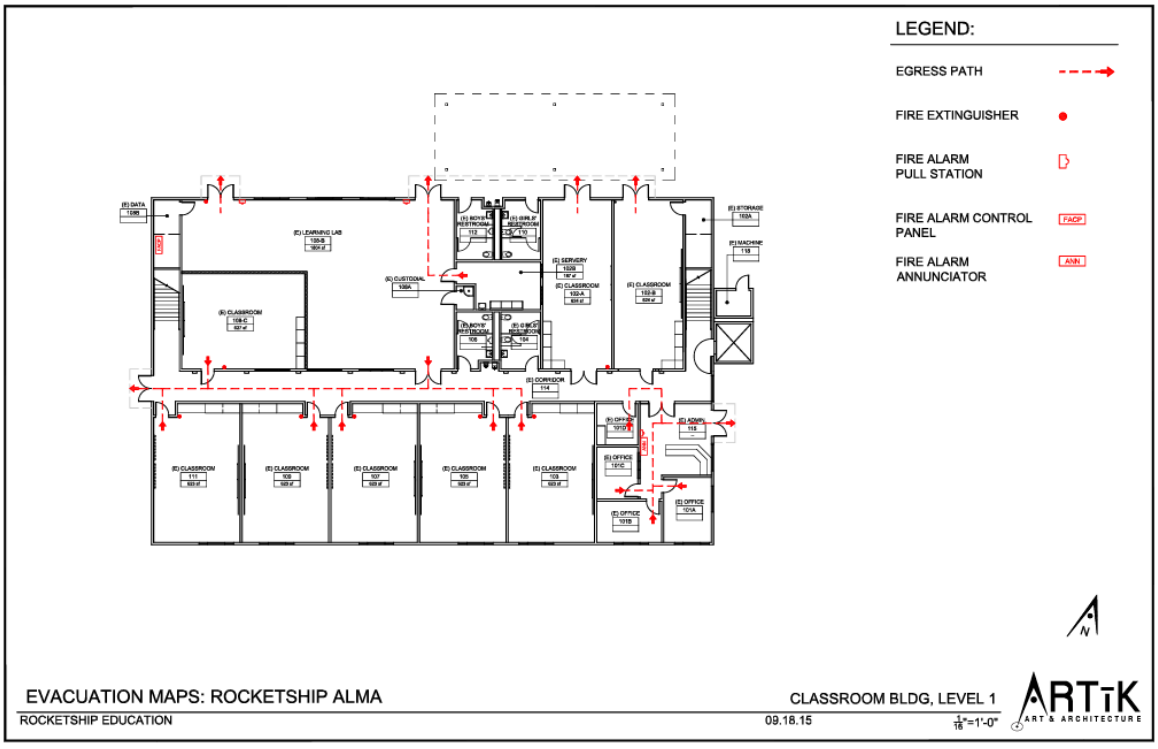
CLASSROOM BLDG A FLOOR PLAN

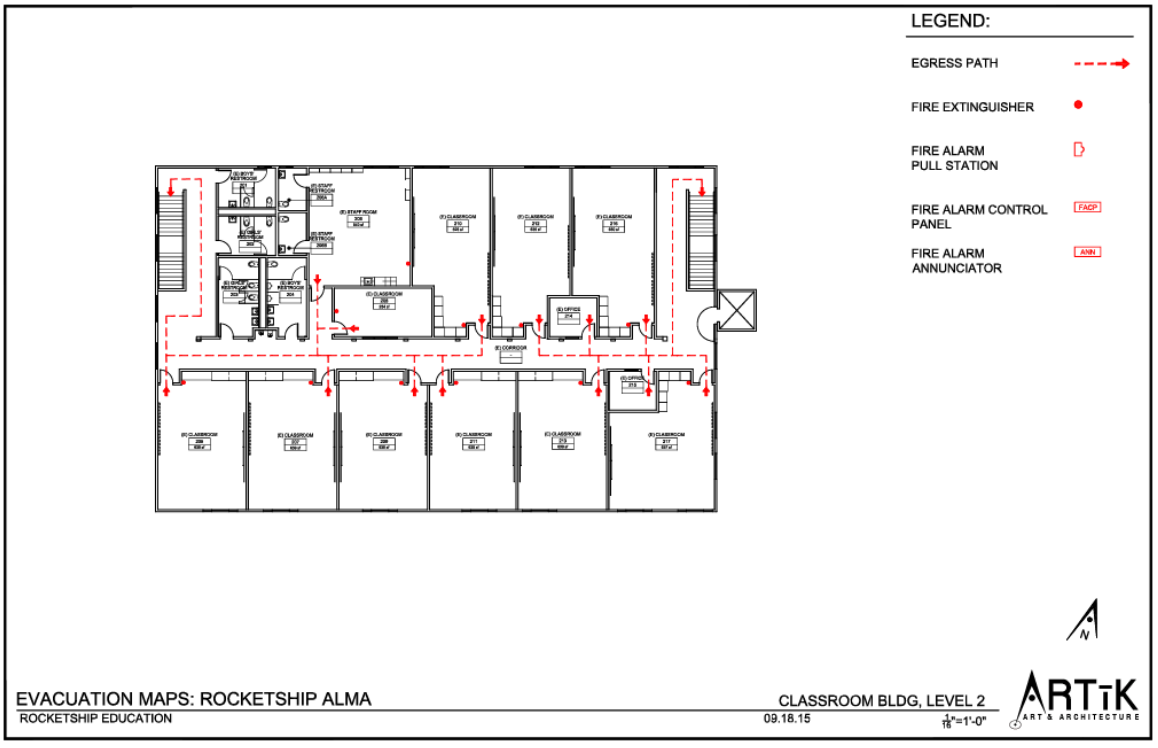
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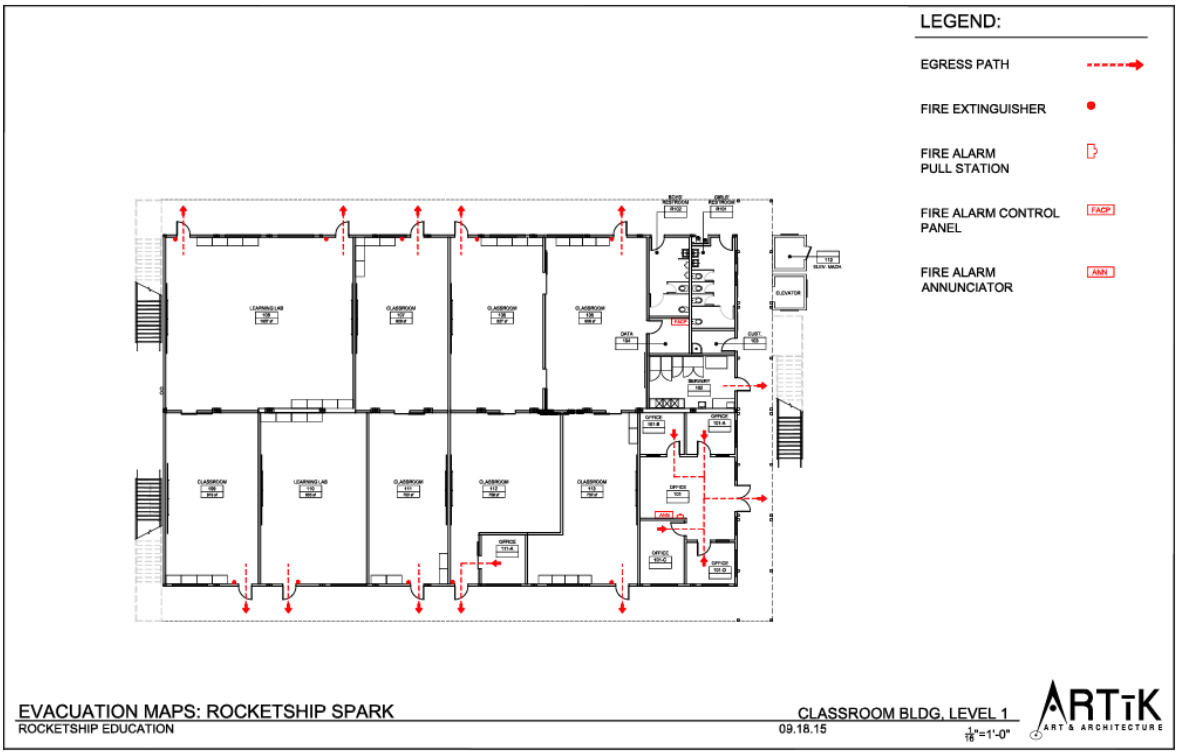
ARTIK ART & ARCHITECTURE

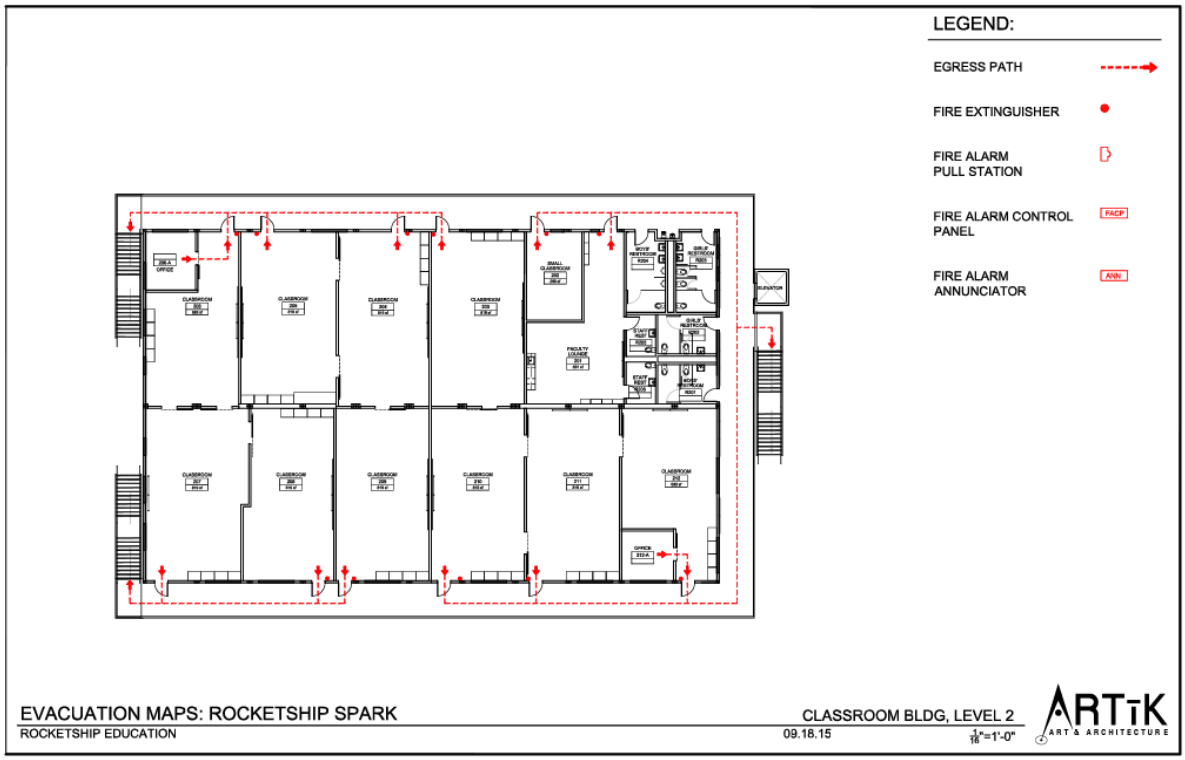
RSA

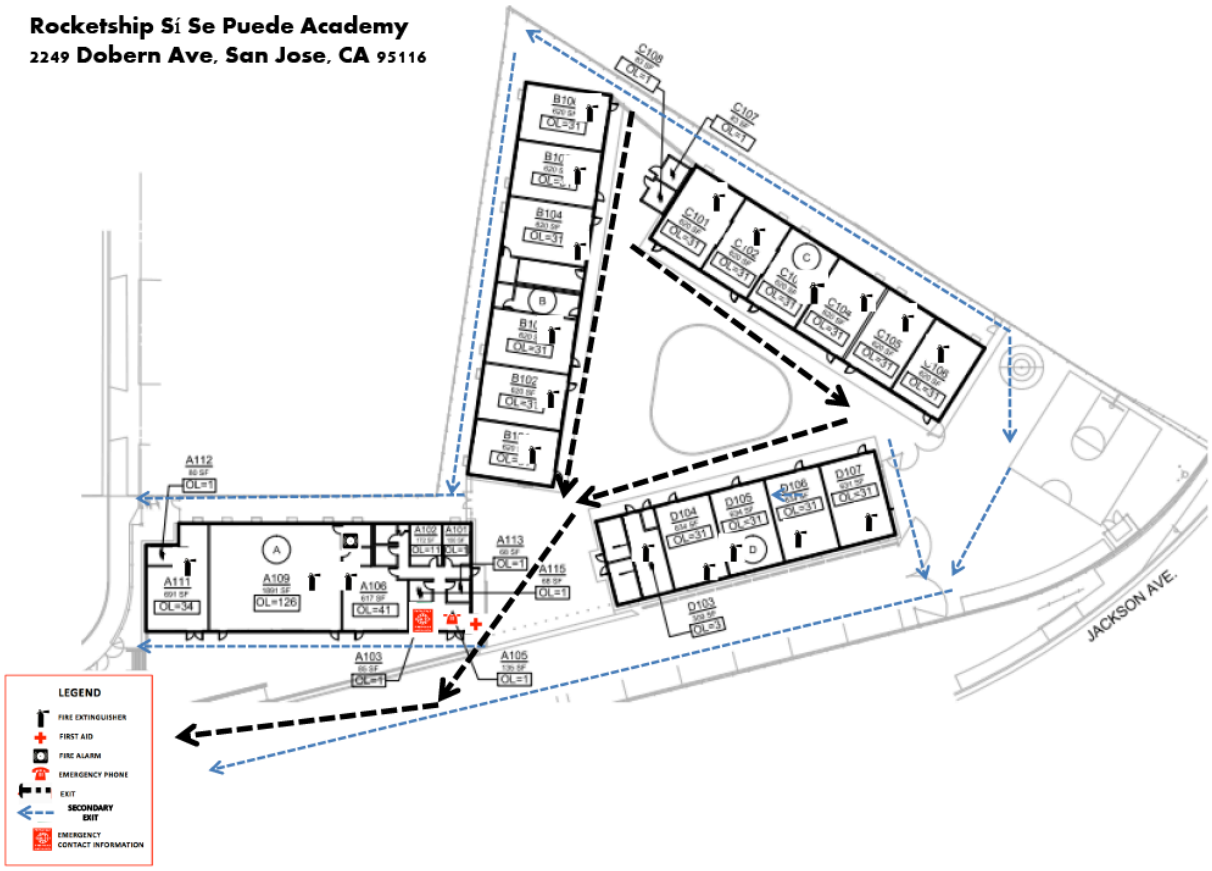

LEGEND:
EGRESS PATH
FIRE EXTINGUISHER
FIRE ALARM PULL STATION
FIRE ALARM CONTROL PANEL
FACP
FIRE ALARM ANNUNCIATOR
ANN
EVACUATION MAPS: ROCKETSHIP ALMA
ROCKETSHIP EDUCATION
CLASSROOM BLDG, LEVEL 1
09.18.15
1/16"=1'-0"
ARTIK
ART & ARCHITECTURE


LEGEND:
EGRESS PATH
FIRE EXTINGUISHER
FIRE ALARM PULL STATION
FIRE ALARM CONTROL PANEL
FACP
FIRE ALARM ANNUNCIATOR
ANN
EVACUATION MAPS: ROCKETSHIP ALMA
ROCKETSHIP EDUCATION
CLASSROOM BLDG, LEVEL 2
09.18.15
1/16"=1'-0"
ARTIK
ART & ARCHITECTURE

RSK


LEGEND:
EGRESS PATH
FIRE EXTINGUISHER
FIRE ALARM PULL STATION
FIRE ALARM CONTROL PANEL
FACP
FIRE ALARM ANNUNCIATOR
ANN
EVACUATION MAPS: ROCKETSHIP SPARK
ROCKETSHIP EDUCATION
CLASSROOM BLDG, LEVEL 1
09.18.15
1/8"=1'-0"
ARTIK
ART & ARCHITECTURE


LEGEND:
EGRESS PATH
FIRE EXTINGUISHER
FIRE ALARM PULL STATION
FIRE ALARM CONTROL PANEL
FACP
FIRE ALARM ANNUNCIATOR
ANN
EVACUATION MAPS: ROCKETSHIP SPARK
ROCKETSHIP EDUCATION
CLASSROOM BLDG, LEVEL 2
09.18.15
1/8"=1'-0"
ARTIK
ART & ARCHITECTURE


Rocketship Sí Se Puede Academy
2249 Dobern Ave, San Jose, CA 95116
JACKSON AVE.
LEGEND
FIRE EXTINGUISHER
FIRST AID
FIRE ALARM
EMERGENCY PHONE
EXIT
SECONDARY EXIT
EMERGENCY CONTACT INFORMATION

Appendix B: CA Law Enforcement Approval

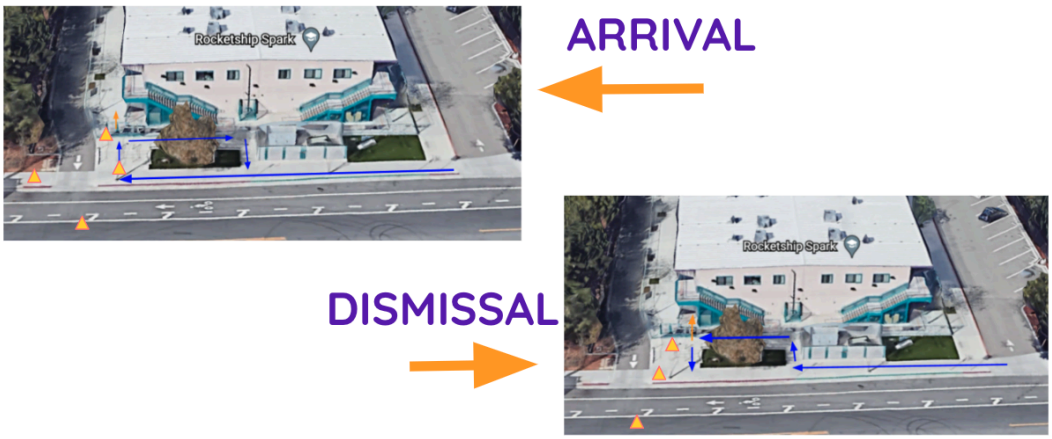
Reviewing Agency	Date of Approval	Reviewer	Badge/ID

ARRIVAL AND DISMISSAL PROCEDURES

Driveway Drop-Off and Pick-Up for Both Arrival and Dismissal



Walking Drop-Off and Pick-Up for Both Arrival and Dismissal



SCHOOL MEALS

Prohibited Foods

The following foods are not allowed on campus and may be confiscated:

- Chips (unless included in a complete lunch, i.e., along with a sandwich, fruits, vegetables, etc.)
- Home-baked Desserts (including cookies, cupcakes, brownies, donuts)
- Fast Food (Sandwich Shops like subway will be acceptable due to nutritional value)
- Gum
- Soda/Energy, Sports, or Sugary Drinks (including Starbucks, Frappes, etc.)
- Spicy Chips, candy, or other junk food
- Other food items that are deemed unhealthy might be confiscated if they are not paired with a healthy food option.

Nut Free Zone

To ensure the safety of students with severe peanut allergies, our school is a strictly tree nut and peanut-free environment. Nut products are not allowed anywhere on campus, including lunches, snacks, and classroom activities. Items containing nuts will be removed. We appreciate your cooperation in creating a safe learning environment for all students.

Birthday Parties/Celebrations

Rocketship is committed to ensuring the safety of all of our students, staff, and families. As such, we are typically unable to allow homemade food on campus for birthday parties or other family requested on-campus celebrations. Parents/Guardians may contact their school Principal for approval to host any celebration during the school day.

Please review our Birthday Celebration Guidelines which can be found at the main office and here: Spark Birthday Celebration Guidelines

ROCKETEER CORE VALUES AND CREED

Rocketship Spark Academy
Five Core Values: Respect, Responsibility, Persistence, Empathy, and Curiosity.

Creed:

I am a Rocketship Rocketeer, at home, at Spark, and in my community.
I am relentlessly curious and strive to attain knowledge about the world around me.
I am respectful of myself, others, and the environment .
I am responsible for my learning, actions, and achievement.
I am empathetic to my world and persistent in attaining excellence!
Together we're all Rocketship Rocketeers!

STUDENT DRESS CODE

The Rocketship Spark Academy uniform consists of:

- Any appropriately sized khaki bottom including pants, shorts, dress, skirt, or skorts.
- A Rocketship uniform shirt or a hunter green, or dark purple collared shirt.
- Any sweaters and jackets when worn inside must be solid colored hunter green, black, or dark purple.
- Comfortable closed toe shoes that do not restrict a student's ability to participate in physical education or other activities. Shoes without laces and/or sandals, including Crocs, are not considered to be safe or appropriate for school.

Rocketship branded uniform shirts can be purchased from the school Office Manager. We hold periodic Uniform Sale Events and parents will be able to see a list of vendors by visiting our Spark Parent Portal. Families are not required to purchase this item as long as the student otherwise complies with the dress code by wearing a hunter green or dark purple collared shirt (without the Rocketship logo).

SECTION 504

To support the coordination of services and compliance with Section 504, Rocketship designates a knowledgeable Rocketship staff member as the Section 504 Coordinator. Your school's Section 504 Coordinator is:

Vlad Vyazov
Assistant Principal
vvyazov@rsed.org

SAFETY PLANS

Our off-campus evacuation site is located at The Church of Jesus Christ of Latter-Day Saints, 3975 McLaughlin Ave, San Jose, CA 95121. If there is a disaster at the school site or the campus is unsafe for some reason, we will evacuate to this site.

During an emergency dismissal, we may ask parents to meet us at this secondary evacuation site. Please be familiar with this location so you know where to go in case of an emergency dismissal.

Charter Renewal Performance

Background

According to Board Policy 0420.4 - Charter School Authorization:

... any approved charter contains adequate processes and measures for holding the s
but not be limited to, fiscal accountability systems, multiple measures for evaluating t

Therefore, in keeping with this policy, the District asks that charter schools requestin
of key data points and information that may not be available through other sources.

Goals

- Highlight unique areas of success from the charter school's perspective beyond trac
- Provide guidance for the District for further inquiry during the renewal site visit
- Collect additional information related to District priority areas that may not be avai

Guidelines

The performance report includes requests for descriptive responses as well as data ta
comprehensive yet concise responses. If there are sections where you feel you are nc
parties (e.g. governing board president).

A draft of this report needs to be submitted to District staff via Epicenter in Word for
of the charter renewal request, whichever is earlier. **The final draft of this Performa
Petition.**

- **Measurable Pupil Outcomes (MPOs):** *Authorizer specific text*

• **Verified Data:** For the 2024-25 Renewal Cycle, schools submitting Verif
Data source. Schools will include a narrative to this data as part of the Pe
should be submitted separately via Epicenter and should be incorporated
Performance Report.

chool accountable for fulfilling the terms of its charter. These shall include, the educational program, and regular reports to the Board...

g renewal prepare and submit a performance report that includes reporting

ditional academic measures

ilable elsewhere in the petition

ables. Where descriptive responses are requested, please provide
ot in a position to respond, please elicit responses from more appropriate

mat **at least 2 weeks before** either the renewal site visit or the submission
nce Report needs to be submitted as an Appendix in the Renewal Charter

ied Data will need to submit specific data reports depending on the Verified
rformance Report (See Question 12 on sheet 1). The specific data reports
l as an Appendix in the Renewal Charter Petition, directly after the

CALPADS
California Longitudinal Pupil Achievement Data System

16.1

Academic Year:	2024-2025	**LEA:**	Rocketship Spark Academy
View:	Snapshot	**SELPA:**	ALL
Revision ID:	7676247		

SELPA Name	Education Plan Type	Total Unduplicated by Plan Count	Intellectual Disability (ID) 210	Hard of Hearing (HH) 220	Deafness (DEAF)/Hearing impairment (HI) 230	Speech or language impairment (SLI) 240	Visual impairment (VI) 250	Emotional disability (ED) 260	Orthopedic impairment (OI) 270	Other health impairment (OHI) 280	Established medical disability (EMD) 281	Specific learning disability (SLD) 290	Deaf-blindness (DB) 300	Multiple disabilities (MD) 310	Autism (AUT) 320	Traumatic brain injury (TBI) 330
El Dorado County Charter																
	SELPA Total	73	0	0	0	19	0	0	0	14	0	18	0	0	29	0
		73	0	0	0	19	0	0	0	14	0	18	0	0	29	0

All	All	**Gender:**	All
All	All	**Title I Part C Migrant:**	All
All	All	**Student Age:**	All
01-First Grade,02-Second Grade,03-			