



Thursday, June 11, 2020
Rocketship Public Schools National Board of Directors Meeting (2019-20 Q4)

Meeting Time: 12:00pm Pacific

Webinar link:<https://rocketshipschools.zoom.us/j/97379783666>

Public Comment: Members of the public can make comment on off-agenda items at the start of the meeting, and on agenda items immediately preceding the board's discussion of each item. Please use the webinar's "raise hand" feature to indicate you would like to make a comment. You will be recognized once the public comment time begins, and will be unmuted by the host and permitted to make comment for a duration of up to 3 minutes.

1. Opening Items (12:00-12:10pm)

- A. Call to Order
- B. Public Comment on Off-Agenda Items

2. Consent Items (12:10-12:15pm)

- A. Approve minutes from the May 28th, 2020 meeting of the Board of Directors
- B. Create Ad Hoc Reopening Scenario Planning Committee, with the membership of Charmaine Detweiler, Daniel Velasco, Julia Stiglitz, Ray Raven, and Yolanda Bernal Samano, to report back to the Board of Directors by December 2020 to share the committee's perspective on the 2020-21 school reopening scenarios.
- C. Appoint Greg Stanger to the Audit Committee for the remainder of his term on the Rocketship Board of Directors
- D. Reappoint Maya Martin and Malka Borrego as advisors to the Achievement Committee for a term of 2 years
- E. Approve the Rocketship Public Schools Board of Directors 2020-21 meeting calendar
- F. Approve the 2020-21 School Instructional Calendar
- G. Approve Fourth Amended and Restated By-laws of Rocketship Education

3. Agenda Items (12:15-2:30pm)

- A. Board updates: CEO, Regional, Board Chair, Committee Chair, Development, and Compliance (12:15-12:45pm)
- B. 2019-20 distance learning model update and 2020-21 reopening scenarios (12:45-1:15pm)
- C. Discuss and approve board resolution regarding designation and use of philanthropic funds to establish and maintain a Rocketship Employee Relief Fund (1:15-1:30pm)
- D. Review and approve California state COVID-19 Operations Report for all 13 CA Schools (1:30-1:45pm)
- E. Report out from Board Ad Hoc Annual Planning Committee (1:45-1:55pm)
- F. Approve Rocketship 2020-21 annual plan and budget, including all school-level budgets (1:55-2:55pm)

4. Closed Session (2:55-3:25pm)

- A. Public employee performance evaluations pursuant to California Government Code § 54957 Title: Chief Executive Officer

5. Agenda Items, Continued (3:25-3:30pm)

A. Public report on actions taken in closed session

6. Adjourn

THE ORDER OF BUSINESS AND TIMINGS MAY BE CHANGED WITHOUT NOTICE: Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice, provided that the Board takes action to effectuate such change. Timings listed on the agenda are estimates only and may change depending on the duration of public comment and discussion around prior items.

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY: Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting may request assistance by contacting Apoorva Katikaneni at akantikaneni@rsed.org.

COVID-19 Operations Written Report



Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
<i>Individual school name</i>	Rachel Heredia, Associate Director Compliance Strategy	compliance@rsed.org 877-806-0920	June 11, 2020

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

On March 17th, we launched an online distance learning program to serve our students during school closures. Three guiding principles informed our approach to distance learning: 1) Maintaining stability for our students through familiar routines; 2) Prioritizing community engagement, social emotional learning, and high-quality instruction; and 3) Ensuring daily student engagement in distance learning. Our distance learning program consists of teachers teaching synchronous and asynchronous lessons via video, resources and assignments posted on private community Facebook pages and on Google classrooms, and online learning programs (e.g., Lexia) that students have used throughout the year.

Students have individual goals for their work and progress. They are connecting with their teachers at least twice a week for 1:1 check-ins on these goals.

Our school days start with Launch and end with Landing, where our community comes together to discuss values, dance, and celebrate the day via live streams on our schools' Facebook groups. At Landing, we celebrate students who met their goals and continue to nurture those informal interactions that occur during school dismissal. This helps create stability, routines, and joy for our Rocketeers even in a virtual setting. In addition, we offer videos covering a range of topics (i.e. science, PE, cooking, robotics, dance, and more) sent to families that are recorded by our incredible teachers and teams, daily social-emotional lessons, regular calls and personal check-ins for each family (3-4x/ week), small group online interventions or social skills groups for some of our Rocketeers.

For our relatively small number of families who are not yet able to access distance learning online, we've provided instructional work packets and are working with them to find solutions so that they can access online distance learning content.

We are reaching out to parents daily through our CareCorps survey, which is used to identify any immediate needs to support their student's educational progress or to support their family in any other ways, and then connecting families with appropriate school and local resources. We have designated CareCorps staff who are focused on meeting the needs of students and families that are surfaced through surveys and

referrals. They work one on one with families to problem solve and to connect them with needed resources (e.g., local food banks, rent assistance, etc.)

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

Our distance learning strategy allows us to offer individualized support for all students, including English learners, foster youth, and low-income students, through elements such as individual communication with students and families, personalized technology, data driven instruction, and personal feedback. Additionally, our Care Corps staff members and teachers connect with each family through surveys and one on one communication to understand their needs. School leadership meets regularly to discuss students who are struggling and how to offer additional assistance.

To support teaching aligned to students' individual level of English proficiency, teachers are using various strategies, which apply at each level of proficiency, that can be integrated into daily distance learning activities, recorded and live lessons. Examples of these strategies include use of input charts in videos and online lessons and language use opportunities (Turn and Talks, Say it With me/Read it with me, Total Physical Response, Cite your source).

We have made members of our teams who are bi-lingual available to translate and support families with navigating technology, student online learning programs, and expectations sent by teachers. Additionally, Rocketship Public Schools has developed a publically-available EL Distance Learning Toolkit to support educators in designing and delivering instruction and communicating with families.

For these students, and with all our students, we are tracking engagement and continuously following up with students and families of students who have not been regularly engaging in distance learning.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

Immediately following school closures, we focused on ensuring that our families had access to technology in their homes so that they can consistently access distance learning content. Through the Distance Learning Support Survey and ongoing check-ins on families, we determined which families need devices (e.g., tablets, Chromebooks) and internet access. We have distributed, through FedEx, additional devices. Finally, for families who lack internet access, we are working with Comcast and other providers to support students getting access to affordable internet services.

We also recognized that in order to facilitate high-quality distance learning opportunities, both our teachers and parents need to understand how to offer support to students in this new context. Teachers received training on distance learning--including how to use distance learning tools--and continue to receive support and coaching from our school leaders. Parents have multiple touchpoints to learn about delivering remote coursework. In our Facebook communities, we share information with parents on the distance learning process and expectations. During teachers' weekly calls with students, students and parents have a chance to ask questions about distance learning and have their concerns addressed. Parents can reach out to our Office Managers and other School Leaders to have individual questions answered or troubleshoot technical issues.

We have ongoing tracking of student engagement as demonstrated through participation in Zoom live classrooms and teacher check-in calls, progress in online learning programs, and work submitted via Google classroom. We are using this data to engage students individually who are struggling and to iterate on the program. For example, we found that opportunities for live interaction with teachers facilitated more

engagement than pre-recorded videos. As a result, we shifted to offer more live classroom opportunities where students are connecting and engaging in discussion with their teachers and their classmates.

These actions have helped us deliver a high-quality distance learning program so far, but we're also anticipating what will come next. We are considering multiple scenarios for how we will be able to return to school in the fall, including how to run on-campus instruction with appropriate social distancing measures in place, and planning now for how to assess student needs and facilitate strong learning.

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

[RFA, RSA, RFZ]

After announcing school closures on March 13th, we began to plan for meal distribution at the school. This included working with our vendor to source to go breakfast and lunch meals, planning for staff volunteers to distribute the meals, and applying for the appropriate waivers from the state.

We began meal distribution on March 16th, the first day that we were closed, and have continued throughout the closure as we know that it's a key resource for our families. We have implemented practices to promote safety as the meals are distributed, including providing personal protective equipment for our staff, encouraging families picking up meals to stay in their cars, and not allowing anyone to consume the meals onsite.

On March 30th, we shifted from daily meal distribution (of breakfast and lunch) to twice per week distribution. Now, on Mondays and Thursdays families can come and pick up multiple days' worth of meals for their students. This allows us to minimize gathering and increase the safety of our meal distribution.

[RDL, RRWC, RLS, RSK]

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There are multiple options within a few miles of the school campus where our families can go to receive free meals for their students, including other Rocketship schools where our staff continue operating no contact meal distribution sites.

We continue to follow up with families, both routinely and by request, to share information about places where meals are available for students.

[Other CA schools]

During the initial week of school closure, our staff identified a number of Rocketship schools to set up as meal distribution sites. Site selection was intended to minimize exposure by requiring Rocketship staff to only operate distribution from a few sites and sites were selected based on proximity to Rocketship families from multiple schools. While our campus was not set up as a distribution site, our families have been able to receive meals at other Rocketship sites.

We continue to follow up with families, both routinely and by request, to share information about places where meals are available for students.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

We have provided instructions and materials for 7+ hours of student engagement and learning at home each day. Depending on a student's age and capabilities this work will require varying levels of adult supervision.

Our CareCorps staff are frequently checking in with families and have referred families to resources for local child care as needed.

California Department of Education
May 2020

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Rocketship Mateo Sheedy Elementary	Rachel Heredia, Associate Director Compliance Strategy	compliance@rsed.org 877-806-0920	June 11, 2020

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COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Rocketship Los Suenos Academy	Rachel Heredia, Associate Director Compliance Strategy	compliance@rsed.org 877-806-0920	June 11, 2020

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On March 17th, we launched an online distance learning program to serve our students during school closures. Three guiding principles informed our approach to distance learning: 1) Maintaining stability for our students through familiar routines; 2) Prioritizing community engagement, social emotional learning, and high-quality instruction; and 3) Ensuring daily student engagement in distance learning. Our distance learning program consists of teachers teaching synchronous and asynchronous lessons via video, resources and assignments posted on private community Facebook pages and on Google classrooms, and online learning programs (e.g., Lexia) that students have used throughout the year.

Students have individual goals for their work and progress. They are connecting with their teachers at least twice a week for 1:1 check-ins on these goals.

Our school days start with Launch and end with Landing, where our community comes together to discuss values, dance, and celebrate the day via live streams on our schools' Facebook groups. At Landing, we celebrate students who met their goals and continue to nurture those informal interactions that occur during school dismissal. This helps create stability, routines, and joy for our Rocketeers even in a virtual setting. In addition, we offer videos covering a range of topics (i.e. science, PE, cooking, robotics, dance, and more) sent to families that are recorded by our incredible teachers and teams, daily social-emotional lessons, regular calls and personal check-ins for each family (3-4x/ week), small group online interventions or social skills groups for some of our Rocketeers.

For our relatively small number of families who are not yet able to access distance learning online, we've provided instructional work packets and are working with them to find solutions so that they can access online distance learning content.

We are reaching out to parents daily through our CareCorps survey, which is used to identify any immediate needs to support their student's educational progress or to support their family in any other ways, and then connecting families with appropriate school and local resources. We have designated CareCorps staff who are focused on meeting the needs of students and families that are surfaced through surveys and referrals. They work one on one with families to problem solve and to connect them with needed resources (e.g., local food banks, rent assistance, etc.)

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

Our distance learning strategy allows us to offer individualized support for all students, including English learners, foster youth, and low-income students, through elements such as individual communication with students and families, personalized technology, data driven instruction, and personal feedback. Additionally, our Care Corps staff members and teachers connect with each family through surveys and one on one communication to understand their needs. School leadership meets regularly to discuss students who are struggling and how to offer additional assistance.

To support teaching aligned to students' individual level of English proficiency, teachers are using various strategies, which apply at each level of proficiency, that can be integrated into daily distance learning activities, recorded and live lessons. Examples of these strategies include use of input charts in videos and online lessons and language use opportunities (Turn and Talks, Say it With me/Read it with me, Total Physical Response, Cite your source).

We have made members of our teams who are bi-lingual available to translate and support families with navigating technology, student online learning programs, and expectations sent by teachers. Additionally, Rocketship Public Schools has developed a publically-available EL Distance Learning Toolkit to support educators in designing and delivering instruction and communicating with families.

For these students, and with all our students, we are tracking engagement and continuously following up with students and families of students who have not been regularly engaging in distance learning.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

Immediately following school closures, we focused on ensuring that our families had access to technology in their homes so that they can consistently access distance learning content. Through the Distance Learning Support Survey and ongoing check-ins on families, we determined which families need devices (e.g., tablets, Chromebooks) and internet access. We have distributed, through FedEx, additional devices. Finally, for families who lack internet access, we are working with Comcast and other providers to support students getting access to affordable internet services.

We also recognized that in order to facilitate high-quality distance learning opportunities, both our teachers and parents need to understand how to offer support to students in this new context. Teachers received training on distance learning--including how to use distance learning tools--and continue to receive support and coaching from our school leaders. Parents have multiple touchpoints to learn about delivering remote coursework. In our Facebook communities, we share information with parents on the distance learning process and expectations. During teachers' weekly calls with students, students and parents have a chance to ask questions about distance learning and have their concerns addressed. Parents can reach out to our Office Managers and other School Leaders to have individual questions answered or troubleshoot technical issues.

We have ongoing tracking of student engagement as demonstrated through participation in Zoom live classrooms and teacher check-in calls, progress in online learning programs, and work submitted via Google classroom. We are using this data to engage students individually who are struggling and to iterate on the program. For example, we found that opportunities for live interaction with teachers facilitated more engagement than pre-recorded videos. As a result, we shifted to offer more live classroom opportunities where students are connecting and engaging in discussion with their teachers and their classmates.

These actions have helped us deliver a high-quality distance learning program so far, but we're also anticipating what will come next. We are considering multiple scenarios for how we will be able to return to school in the fall, including how to run on-campus instruction with appropriate social distancing measures in place, and planning now for how to assess student needs and facilitate strong learning.

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

During the initial week of school closure, our staff identified a number of Rocketship schools to set up as meal distribution sites. Site selection was intended to minimize exposure by requiring Rocketship staff to only operate distribution from a few sites and sites were selected based on proximity to Rocketship families from multiple schools. While our campus was not set up as a distribution site, our families have been able to receive meals at other Rocketship sites.

We continue to follow up with families, both routinely and by request, to share information about places where meals are available for students.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

We have provided instructions and materials for 7+ hours of student engagement and learning at home each day. Depending on a student's age and capabilities this work will require varying levels of adult supervision.

Our CareCorps staff are frequently checking in with families and have referred families to resources for local child care as needed.

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Rocketship Brilliant Minds	Rachel Heredia, Associate Director Compliance Strategy	compliance@rsed.org 877-806-0920	June 11, 2020

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

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Students have individual goals for their work and progress. They are connecting with their teachers at least twice a week for 1:1 check-ins on these goals.

Our school days start with Launch and end with Landing, where our community comes together to discuss values, dance, and celebrate the day via live streams on our schools' Facebook groups. At Landing, we celebrate students who met their goals and continue to nurture those informal interactions that occur during school dismissal. This helps create stability, routines, and joy for our Rocketeers even in a virtual setting. In addition, we offer videos covering a range of topics (i.e. science, PE, cooking, robotics, dance, and more) sent to families that are recorded by our incredible teachers and teams, daily social-emotional lessons, regular calls and personal check-ins for each family (3-4x/ week), small group online interventions or social skills groups for some of our Rocketeers.

For our relatively small number of families who are not yet able to access distance learning online, we've provided instructional work packets and are working with them to find solutions so that they can access online distance learning content.

We are reaching out to parents daily through our CareCorps survey, which is used to identify any immediate needs to support their student's educational progress or to support their family in any other ways, and then connecting families with appropriate school and local resources. We have designated CareCorps staff who are focused on meeting the needs of students and families that are surfaced through surveys and referrals. They work one on one with families to problem solve and to connect them with needed resources (e.g., local food banks, rent assistance, etc.)

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

Our distance learning strategy allows us to offer individualized support for all students, including English learners, foster youth, and low-income students, through elements such as individual communication with students and families, personalized technology, data driven instruction, and personal feedback. Additionally, our Care Corps staff members and teachers connect with each family through surveys and one on one communication to understand their needs. School leadership meets regularly to discuss students who are struggling and how to offer additional assistance.

To support teaching aligned to students' individual level of English proficiency, teachers are using various strategies, which apply at each level of proficiency, that can be integrated into daily distance learning activities, recorded and live lessons. Examples of these strategies include use of input charts in videos and online lessons and language use opportunities (Turn and Talks, Say it With me/Read it with me, Total Physical Response, Cite your source).

We have made members of our teams who are bi-lingual available to translate and support families with navigating technology, student online learning programs, and expectations sent by teachers. Additionally, Rocketship Public Schools has developed a publically-available EL Distance Learning Toolkit to support educators in designing and delivering instruction and communicating with families.

For these students, and with all our students, we are tracking engagement and continuously following up with students and families of students who have not been regularly engaging in distance learning.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

Immediately following school closures, we focused on ensuring that our families had access to technology in their homes so that they can consistently access distance learning content. Through the Distance Learning Support Survey and ongoing check-ins on families, we determined which families need devices (e.g., tablets, Chromebooks) and internet access. We have distributed, through FedEx, additional devices. Finally, for families who lack internet access, we are working with Comcast and other providers to support students getting access to affordable internet services.

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We have ongoing tracking of student engagement as demonstrated through participation in Zoom live classrooms and teacher check-in calls, progress in online learning programs, and work submitted via Google classroom. We are using this data to engage students individually who are struggling and to iterate on the program. For example, we found that opportunities for live interaction with teachers facilitated more engagement than pre-recorded videos. As a result, we shifted to offer more live classroom opportunities where students are connecting and engaging in discussion with their teachers and their classmates.

These actions have helped us deliver a high-quality distance learning program so far, but we're also anticipating what will come next. We are considering multiple scenarios for how we will be able to return to school in the fall, including how to run on-campus instruction with appropriate social distancing measures in place, and planning now for how to assess student needs and facilitate strong learning.

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

During the initial week of school closure, our staff identified a number of Rocketship schools to set up as meal distribution sites. Site selection was intended to minimize exposure by requiring Rocketship staff to only operate distribution from a few sites and sites were selected based on proximity to Rocketship families from multiple schools. While our campus was not set up as a distribution site, our families have been able to receive meals at other Rocketship sites.

We continue to follow up with families, both routinely and by request, to share information about places where meals are available for students.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

We have provided instructions and materials for 7+ hours of student engagement and learning at home each day. Depending on a student's age and capabilities this work will require varying levels of adult supervision.

Our CareCorps staff are frequently checking in with families and have referred families to resources for local child care as needed.

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Rocketship Alma Academy	Rachel Heredia, Associate Director Compliance Strategy	compliance@rsed.org 877-806-0920	June 11, 2020

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

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Students have individual goals for their work and progress. They are connecting with their teachers at least twice a week for 1:1 check-ins on these goals.

Our school days start with Launch and end with Landing, where our community comes together to discuss values, dance, and celebrate the day via live streams on our schools' Facebook groups. At Landing, we celebrate students who met their goals and continue to nurture those informal interactions that occur during school dismissal. This helps create stability, routines, and joy for our Rocketeers even in a virtual setting. In addition, we offer videos covering a range of topics (i.e. science, PE, cooking, robotics, dance, and more) sent to families that are recorded by our incredible teachers and teams, daily social-emotional lessons, regular calls and personal check-ins for each family (3-4x/ week), small group online interventions or social skills groups for some of our Rocketeers.

For our relatively small number of families who are not yet able to access distance learning online, we've provided instructional work packets and are working with them to find solutions so that they can access online distance learning content.

We are reaching out to parents daily through our CareCorps survey, which is used to identify any immediate needs to support their student's educational progress or to support their family in any other ways, and then connecting families with appropriate school and local resources. We have designated CareCorps staff who are focused on meeting the needs of students and families that are surfaced through surveys and referrals. They work one on one with families to problem solve and to connect them with needed resources (e.g., local food banks, rent assistance, etc.)

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

Our distance learning strategy allows us to offer individualized support for all students, including English learners, foster youth, and low-income students, through elements such as individual communication with students and families, personalized technology, data driven instruction, and personal feedback. Additionally, our Care Corps staff members and teachers connect with each family through surveys and one on one communication to understand their needs. School leadership meets regularly to discuss students who are struggling and how to offer additional assistance.

To support teaching aligned to students' individual level of English proficiency, teachers are using various strategies, which apply at each level of proficiency, that can be integrated into daily distance learning activities, recorded and live lessons. Examples of these strategies include use of input charts in videos and online lessons and language use opportunities (Turn and Talks, Say it With me/Read it with me, Total Physical Response, Cite your source).

We have made members of our teams who are bi-lingual available to translate and support families with navigating technology, student online learning programs, and expectations sent by teachers. Additionally, Rocketship Public Schools has developed a publically-available EL Distance Learning Toolkit to support educators in designing and delivering instruction and communicating with families.

For these students, and with all our students, we are tracking engagement and continuously following up with students and families of students who have not been regularly engaging in distance learning.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

Immediately following school closures, we focused on ensuring that our families had access to technology in their homes so that they can consistently access distance learning content. Through the Distance Learning Support Survey and ongoing check-ins on families, we determined which families need devices (e.g., tablets, Chromebooks) and internet access. We have distributed, through FedEx, additional devices. Finally, for families who lack internet access, we are working with Comcast and other providers to support students getting access to affordable internet services.

We also recognized that in order to facilitate high-quality distance learning opportunities, both our teachers and parents need to understand how to offer support to students in this new context. Teachers received training on distance learning--including how to use distance learning tools--and continue to receive support and coaching from our school leaders. Parents have multiple touchpoints to learn about delivering remote coursework. In our Facebook communities, we share information with parents on the distance learning process and expectations. During teachers' weekly calls with students, students and parents have a chance to ask questions about distance learning and have their concerns addressed. Parents can reach out to our Office Managers and other School Leaders to have individual questions answered or troubleshoot technical issues.

We have ongoing tracking of student engagement as demonstrated through participation in Zoom live classrooms and teacher check-in calls, progress in online learning programs, and work submitted via Google classroom. We are using this data to engage students individually who are struggling and to iterate on the program. For example, we found that opportunities for live interaction with teachers facilitated more engagement than pre-recorded videos. As a result, we shifted to offer more live classroom opportunities where students are connecting and engaging in discussion with their teachers and their classmates.

These actions have helped us deliver a high-quality distance learning program so far, but we're also anticipating what will come next. We are considering multiple scenarios for how we will be able to return to school in the fall, including how to run on-campus instruction with appropriate social distancing measures in place, and planning now for how to assess student needs and facilitate strong learning.

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

After announcing school closures on March 13th, we began to plan for meal distribution at the school. This included working with our vendor to source to go breakfast and lunch meals, planning for staff volunteers to distribute the meals, and applying for the appropriate waivers from the state.

We began meal distribution on March 16th, the first day that we were closed, and have continued throughout the closure as we know that it's a key resource for our families. We have implemented practices to promote safety as the meals are distributed, including providing personal protective equipment for our staff, encouraging families picking up meals to stay in their cars, and not allowing anyone to consume the meals onsite.

On March 30th, we shifted from daily meal distribution (of breakfast and lunch) to twice per week distribution. Now, on Mondays and Thursdays families can come and pick up multiple days' worth of meals for their students. This allows us to minimize gathering and increase the safety of our meal distribution.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

We have provided instructions and materials for 7+ hours of student engagement and learning at home each day. Depending on a student's age and capabilities this work will require varying levels of adult supervision.

Our CareCorps staff are frequently checking in with families and have referred families to resources for local child care as needed.

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Rocketship Fuerza Community Prep	Rachel Heredia, Associate Director Compliance Strategy	compliance@rsed.org 877-806-0920	June 11, 2020

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

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Students have individual goals for their work and progress. They are connecting with their teachers at least twice a week for 1:1 check-ins on these goals.

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We are reaching out to parents daily through our CareCorps survey, which is used to identify any immediate needs to support their student's educational progress or to support their family in any other ways, and then connecting families with appropriate school and local resources. We have designated CareCorps staff who are focused on meeting the needs of students and families that are surfaced through surveys and referrals. They work one on one with families to problem solve and to connect them with needed resources (e.g., local food banks, rent assistance, etc.)

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

Our distance learning strategy allows us to offer individualized support for all students, including English learners, foster youth, and low-income students, through elements such as individual communication with students and families, personalized technology, data driven instruction, and personal feedback. Additionally, our Care Corps staff members and teachers connect with each family through surveys and one on one communication to understand their needs. School leadership meets regularly to discuss students who are struggling and how to offer additional assistance.

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Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

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Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

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COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Rocketship Rising Stars Academy	Rachel Heredia, Associate Director Compliance Strategy	compliance@rsed.org 877-806-0920	June 11, 2020

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We have ongoing tracking of student engagement as demonstrated through participation in Zoom live classrooms and teacher check-in calls, progress in online learning programs, and work submitted via Google classroom. We are using this data to engage students individually who are struggling and to iterate on the program. For example, we found that opportunities for live interaction with teachers facilitated more engagement than pre-recorded videos. As a result, we shifted to offer more live classroom opportunities where students are connecting and engaging in discussion with their teachers and their classmates.

These actions have helped us deliver a high-quality distance learning program so far, but we're also anticipating what will come next. We are considering multiple scenarios for how we will be able to return to school in the fall, including how to run on-campus instruction with appropriate social distancing measures in place, and planning now for how to assess student needs and facilitate strong learning.

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

During the initial week of school closure, our staff identified a number of Rocketship schools to set up as meal distribution sites. Site selection was intended to minimize exposure by requiring Rocketship staff to only operate distribution from a few sites and sites were selected based on proximity to Rocketship families from multiple schools. While our campus was not set up as a distribution site, our families have been able to receive meals at other Rocketship sites.

We continue to follow up with families, both routinely and by request, to share information about places where meals are available for students.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

We have provided instructions and materials for 7+ hours of student engagement and learning at home each day. Depending on a student's age and capabilities this work will require varying levels of adult supervision.

Our CareCorps staff are frequently checking in with families and have referred families to resources for local child care as needed.

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Rocketship Mosaic Elementary	Rachel Heredia, Associate Director Compliance Strategy	compliance@rsed.org 877-806-0920	June 11, 2020

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

On March 17th, we launched an online distance learning program to serve our students during school closures. Three guiding principles informed our approach to distance learning: 1) Maintaining stability for our students through familiar routines; 2) Prioritizing community engagement, social emotional learning, and high-quality instruction; and 3) Ensuring daily student engagement in distance learning. Our distance learning program consists of teachers teaching synchronous and asynchronous lessons via video, resources and assignments posted on private community Facebook pages and on Google classrooms, and online learning programs (e.g., Lexia) that students have used throughout the year.

Students have individual goals for their work and progress. They are connecting with their teachers at least twice a week for 1:1 check-ins on these goals.

Our school days start with Launch and end with Landing, where our community comes together to discuss values, dance, and celebrate the day via live streams on our schools' Facebook groups. At Landing, we celebrate students who met their goals and continue to nurture those informal interactions that occur during school dismissal. This helps create stability, routines, and joy for our Rocketeers even in a virtual setting. In addition, we offer videos covering a range of topics (i.e. science, PE, cooking, robotics, dance, and more) sent to families that are recorded by our incredible teachers and teams, daily social-emotional lessons, regular calls and personal check-ins for each family (3-4x/ week), small group online interventions or social skills groups for some of our Rocketeers.

For our relatively small number of families who are not yet able to access distance learning online, we've provided instructional work packets and are working with them to find solutions so that they can access online distance learning content.

We are reaching out to parents daily through our CareCorps survey, which is used to identify any immediate needs to support their student's educational progress or to support their family in any other ways, and then connecting families with appropriate school and local resources. We have designated CareCorps staff who are focused on meeting the needs of students and families that are surfaced through surveys and referrals. They work one on one with families to problem solve and to connect them with needed resources (e.g., local food banks, rent assistance, etc.)

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

Our distance learning strategy allows us to offer individualized support for all students, including English learners, foster youth, and low-income students, through elements such as individual communication with students and families, personalized technology, data driven instruction, and personal feedback. Additionally, our Care Corps staff members and teachers connect with each family through surveys and one on one communication to understand their needs. School leadership meets regularly to discuss students who are struggling and how to offer additional assistance.

To support teaching aligned to students' individual level of English proficiency, teachers are using various strategies, which apply at each level of proficiency, that can be integrated into daily distance learning activities, recorded and live lessons. Examples of these strategies include use of input charts in videos and online lessons and language use opportunities (Turn and Talks, Say it With me/Read it with me, Total Physical Response, Cite your source).

We have made members of our teams who are bi-lingual available to translate and support families with navigating technology, student online learning programs, and expectations sent by teachers. Additionally, Rocketship Public Schools has developed a publically-available EL Distance Learning Toolkit to support educators in designing and delivering instruction and communicating with families.

For these students, and with all our students, we are tracking engagement and continuously following up with students and families of students who have not been regularly engaging in distance learning.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

Immediately following school closures, we focused on ensuring that our families had access to technology in their homes so that they can consistently access distance learning content. Through the Distance Learning Support Survey and ongoing check-ins on families, we determined which families need devices (e.g., tablets, Chromebooks) and internet access. We have distributed, through FedEx, additional devices. Finally, for families who lack internet access, we are working with Comcast and other providers to support students getting access to affordable internet services.

We also recognized that in order to facilitate high-quality distance learning opportunities, both our teachers and parents need to understand how to offer support to students in this new context. Teachers received training on distance learning--including how to use distance learning tools--and continue to receive support and coaching from our school leaders. Parents have multiple touchpoints to learn about delivering remote coursework. In our Facebook communities, we share information with parents on the distance learning process and expectations. During teachers' weekly calls with students, students and parents have a chance to ask questions about distance learning and have their concerns addressed. Parents can reach out to our Office Managers and other School Leaders to have individual questions answered or troubleshoot technical issues.

We have ongoing tracking of student engagement as demonstrated through participation in Zoom live classrooms and teacher check-in calls, progress in online learning programs, and work submitted via Google classroom. We are using this data to engage students individually who are struggling and to iterate on the program. For example, we found that opportunities for live interaction with teachers facilitated more engagement than pre-recorded videos. As a result, we shifted to offer more live classroom opportunities where students are connecting and engaging in discussion with their teachers and their classmates.

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Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

During the initial week of school closure, our staff identified a number of Rocketship schools to set up as meal distribution sites. Site selection was intended to minimize exposure by requiring Rocketship staff to only operate distribution from a few sites and sites were selected based on proximity to Rocketship families from multiple schools. While our campus was not set up as a distribution site, our families have been able to receive meals at other Rocketship sites.

We continue to follow up with families, both routinely and by request, to share information about places where meals are available for students.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

We have provided instructions and materials for 7+ hours of student engagement and learning at home each day. Depending on a student's age and capabilities this work will require varying levels of adult supervision.

Our CareCorps staff are frequently checking in with families and have referred families to resources for local child care as needed.

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Rocketship Spark Academy	Rachel Heredia, Associate Director Compliance Strategy	compliance@rsed.org 877-806-0920	June 11, 2020

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

On March 17th, we launched an online distance learning program to serve our students during school closures. Three guiding principles informed our approach to distance learning: 1) Maintaining stability for our students through familiar routines; 2) Prioritizing community engagement, social emotional learning, and high-quality instruction; and 3) Ensuring daily student engagement in distance learning. Our distance learning program consists of teachers teaching synchronous and asynchronous lessons via video, resources and assignments posted on private community Facebook pages and on Google classrooms, and online learning programs (e.g., Lexia) that students have used throughout the year.

Students have individual goals for their work and progress. They are connecting with their teachers at least twice a week for 1:1 check-ins on these goals.

Our school days start with Launch and end with Landing, where our community comes together to discuss values, dance, and celebrate the day via live streams on our schools' Facebook groups. At Landing, we celebrate students who met their goals and continue to nurture those informal interactions that occur during school dismissal. This helps create stability, routines, and joy for our Rocketeers even in a virtual setting. In addition, we offer videos covering a range of topics (i.e. science, PE, cooking, robotics, dance, and more) sent to families that are recorded by our incredible teachers and teams, daily social-emotional lessons, regular calls and personal check-ins for each family (3-4x/ week), small group online interventions or social skills groups for some of our Rocketeers.

For our relatively small number of families who are not yet able to access distance learning online, we've provided instructional work packets and are working with them to find solutions so that they can access online distance learning content.

We are reaching out to parents daily through our CareCorps survey, which is used to identify any immediate needs to support their student's educational progress or to support their family in any other ways, and then connecting families with appropriate school and local resources. We have designated CareCorps staff who are focused on meeting the needs of students and families that are surfaced through surveys and referrals. They work one on one with families to problem solve and to connect them with needed resources (e.g., local food banks, rent assistance, etc.)

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

Our distance learning strategy allows us to offer individualized support for all students, including English learners, foster youth, and low-income students, through elements such as individual communication with students and families, personalized technology, data driven instruction, and personal feedback. Additionally, our Care Corps staff members and teachers connect with each family through surveys and one on one communication to understand their needs. School leadership meets regularly to discuss students who are struggling and how to offer additional assistance.

To support teaching aligned to students' individual level of English proficiency, teachers are using various strategies, which apply at each level of proficiency, that can be integrated into daily distance learning activities, recorded and live lessons. Examples of these strategies include use of input charts in videos and online lessons and language use opportunities (Turn and Talks, Say it With me/Read it with me, Total Physical Response, Cite your source).

We have made members of our teams who are bi-lingual available to translate and support families with navigating technology, student online learning programs, and expectations sent by teachers. Additionally, Rocketship Public Schools has developed a publically-available EL Distance Learning Toolkit to support educators in designing and delivering instruction and communicating with families.

For these students, and with all our students, we are tracking engagement and continuously following up with students and families of students who have not been regularly engaging in distance learning.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

Immediately following school closures, we focused on ensuring that our families had access to technology in their homes so that they can consistently access distance learning content. Through the Distance Learning Support Survey and ongoing check-ins on families, we determined which families need devices (e.g., tablets, Chromebooks) and internet access. We have distributed, through FedEx, additional devices. Finally, for families who lack internet access, we are working with Comcast and other providers to support students getting access to affordable internet services.

We also recognized that in order to facilitate high-quality distance learning opportunities, both our teachers and parents need to understand how to offer support to students in this new context. Teachers received training on distance learning--including how to use distance learning tools--and continue to receive support and coaching from our school leaders. Parents have multiple touchpoints to learn about delivering remote coursework. In our Facebook communities, we share information with parents on the distance learning process and expectations. During teachers' weekly calls with students, students and parents have a chance to ask questions about distance learning and have their concerns addressed. Parents can reach out to our Office Managers and other School Leaders to have individual questions answered or troubleshoot technical issues.

We have ongoing tracking of student engagement as demonstrated through participation in Zoom live classrooms and teacher check-in calls, progress in online learning programs, and work submitted via Google classroom. We are using this data to engage students individually who are struggling and to iterate on the program. For example, we found that opportunities for live interaction with teachers facilitated more engagement than pre-recorded videos. As a result, we shifted to offer more live classroom opportunities where students are connecting and engaging in discussion with their teachers and their classmates.

These actions have helped us deliver a high-quality distance learning program so far, but we're also anticipating what will come next. We are considering multiple scenarios for how we will be able to return to school in the fall, including how to run on-campus instruction with appropriate social distancing measures in place, and planning now for how to assess student needs and facilitate strong learning.

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

After announcing school closures on March 13th, we began to plan for meal distribution at our school. This included working with our vendor to source to go breakfast and lunch meals, planning for staff volunteers to distribute the meals, and applying for the appropriate waivers from the state. We distributed meals on March 16th, the first day of closures, but after seeing limited need from the community elected to close our campus as a distribution site and refer our families to other locations.

There are multiple options within a few miles of the school campus where our families can go to receive free meals for their students, including other Rocketship schools where our staff continue operating no contact meal distribution sites.

We continue to follow up with families, both routinely and by request, to share information about places where meals are available for students.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

We have provided instructions and materials for 7+ hours of student engagement and learning at home each day. Depending on a student's age and capabilities this work will require varying levels of adult supervision.

Our CareCorps staff are frequently checking in with families and have referred families to resources for local child care as needed.

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Rocketship Redwood City Prep	Rachel Heredia, Associate Director Compliance Strategy	compliance@rsed.org 877-806-0920	June 11, 2020

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

On March 17th, we launched an online distance learning program to serve our students during school closures. Three guiding principles informed our approach to distance learning: 1) Maintaining stability for our students through familiar routines; 2) Prioritizing community engagement, social emotional learning, and high-quality instruction; and 3) Ensuring daily student engagement in distance learning. Our distance learning program consists of teachers teaching synchronous and asynchronous lessons via video, resources and assignments posted on private community Facebook pages and on Google classrooms, and online learning programs (e.g., Lexia) that students have used throughout the year.

Students have individual goals for their work and progress. They are connecting with their teachers at least twice a week for 1:1 check-ins on these goals.

Our school days start with Launch and end with Landing, where our community comes together to discuss values, dance, and celebrate the day via live streams on our schools' Facebook groups. At Landing, we celebrate students who met their goals and continue to nurture those informal interactions that occur during school dismissal. This helps create stability, routines, and joy for our Rocketeers even in a virtual setting. In addition, we offer videos covering a range of topics (i.e. science, PE, cooking, robotics, dance, and more) sent to families that are recorded by our incredible teachers and teams, daily social-emotional lessons, regular calls and personal check-ins for each family (3-4x/ week), small group online interventions or social skills groups for some of our Rocketeers.

For our relatively small number of families who are not yet able to access distance learning online, we've provided instructional work packets and are working with them to find solutions so that they can access online distance learning content.

We are reaching out to parents daily through our CareCorps survey, which is used to identify any immediate needs to support their student's educational progress or to support their family in any other ways, and then connecting families with appropriate school and local resources. We have designated CareCorps staff who are focused on meeting the needs of students and families that are surfaced through surveys and referrals. They work one on one with families to problem solve and to connect them with needed resources (e.g., local food banks, rent assistance, etc.)

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

Our distance learning strategy allows us to offer individualized support for all students, including English learners, foster youth, and low-income students, through elements such as individual communication with students and families, personalized technology, data driven instruction, and personal feedback. Additionally, our Care Corps staff members and teachers connect with each family through surveys and one on one communication to understand their needs. School leadership meets regularly to discuss students who are struggling and how to offer additional assistance.

To support teaching aligned to students' individual level of English proficiency, teachers are using various strategies, which apply at each level of proficiency, that can be integrated into daily distance learning activities, recorded and live lessons. Examples of these strategies include use of input charts in videos and online lessons and language use opportunities (Turn and Talks, Say it With me/Read it with me, Total Physical Response, Cite your source).

We have made members of our teams who are bi-lingual available to translate and support families with navigating technology, student online learning programs, and expectations sent by teachers. Additionally, Rocketship Public Schools has developed a publically-available EL Distance Learning Toolkit to support educators in designing and delivering instruction and communicating with families.

For these students, and with all our students, we are tracking engagement and continuously following up with students and families of students who have not been regularly engaging in distance learning.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

Immediately following school closures, we focused on ensuring that our families had access to technology in their homes so that they can consistently access distance learning content. Through the Distance Learning Support Survey and ongoing check-ins on families, we determined which families need devices (e.g., tablets, Chromebooks) and internet access. We have distributed, through FedEx, additional devices. Finally, for families who lack internet access, we are working with Comcast and other providers to support students getting access to affordable internet services.

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We have ongoing tracking of student engagement as demonstrated through participation in Zoom live classrooms and teacher check-in calls, progress in online learning programs, and work submitted via Google classroom. We are using this data to engage students individually who are struggling and to iterate on the program. For example, we found that opportunities for live interaction with teachers facilitated more engagement than pre-recorded videos. As a result, we shifted to offer more live classroom opportunities where students are connecting and engaging in discussion with their teachers and their classmates.

These actions have helped us deliver a high-quality distance learning program so far, but we're also anticipating what will come next. We are considering multiple scenarios for how we will be able to return to school in the fall, including how to run on-campus instruction with appropriate social distancing measures in place, and planning now for how to assess student needs and facilitate strong learning.

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

After announcing school closures on March 13th, we began to plan for meal distribution at our school. This included working with our vendor to source to go breakfast and lunch meals, planning for staff volunteers to distribute the meals, and applying for the appropriate waivers from the state. We distributed meals on March 16th, the first day of closures, but after seeing limited need from the community elected to close our campus as a distribution site and refer our families to other locations.

There are multiple options within a few miles of the school campus where our families can go to receive free meals for their students, including other Rocketship schools where our staff continue operating no contact meal distribution sites.

We continue to follow up with families, both routinely and by request, to share information about places where meals are available for students.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

We have provided instructions and materials for 7+ hours of student engagement and learning at home each day. Depending on a student's age and capabilities this work will require varying levels of adult supervision.

Our CareCorps staff are frequently checking in with families and have referred families to resources for local child care as needed.

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Rocketship Futuro Academy	Rachel Heredia, Associate Director Compliance Strategy	compliance@rsed.org 877-806-0920	June 11, 2020

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

On March 17th, we launched an online distance learning program to serve our students during school closures. Three guiding principles informed our approach to distance learning: 1) Maintaining stability for our students through familiar routines; 2) Prioritizing community engagement, social emotional learning, and high-quality instruction; and 3) Ensuring daily student engagement in distance learning. Our distance learning program consists of teachers teaching synchronous and asynchronous lessons via video, resources and assignments posted on private community Facebook pages and on Google classrooms, and online learning programs (e.g., Lexia) that students have used throughout the year.

Students have individual goals for their work and progress. They are connecting with their teachers at least twice a week for 1:1 check-ins on these goals.

Our school days start with Launch and end with Landing, where our community comes together to discuss values, dance, and celebrate the day via live streams on our schools' Facebook groups. At Landing, we celebrate students who met their goals and continue to nurture those informal interactions that occur during school dismissal. This helps create stability, routines, and joy for our Rocketeers even in a virtual setting. In addition, we offer videos covering a range of topics (i.e. science, PE, cooking, robotics, dance, and more) sent to families that are recorded by our incredible teachers and teams, daily social-emotional lessons, regular calls and personal check-ins for each family (3-4x/ week), small group online interventions or social skills groups for some of our Rocketeers.

For our relatively small number of families who are not yet able to access distance learning online, we've provided instructional work packets and are working with them to find solutions so that they can access online distance learning content.

We are reaching out to parents daily through our CareCorps survey, which is used to identify any immediate needs to support their student's educational progress or to support their family in any other ways, and then connecting families with appropriate school and local resources. We have designated CareCorps staff who are focused on meeting the needs of students and families that are surfaced through surveys and referrals. They work one on one with families to problem solve and to connect them with needed resources (e.g., local food banks, rent assistance, etc.)

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

Our distance learning strategy allows us to offer individualized support for all students, including English learners, foster youth, and low-income students, through elements such as individual communication with students and families, personalized technology, data driven instruction, and personal feedback. Additionally, our Care Corps staff members and teachers connect with each family through surveys and one on one communication to understand their needs. School leadership meets regularly to discuss students who are struggling and how to offer additional assistance.

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We have made members of our teams who are bi-lingual available to translate and support families with navigating technology, student online learning programs, and expectations sent by teachers. Additionally, Rocketship Public Schools has developed a publically-available EL Distance Learning Toolkit to support educators in designing and delivering instruction and communicating with families.

For these students, and with all our students, we are tracking engagement and continuously following up with students and families of students who have not been regularly engaging in distance learning.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

Immediately following school closures, we focused on ensuring that our families had access to technology in their homes so that they can consistently access distance learning content. Through the Distance Learning Support Survey and ongoing check-ins on families, we determined which families need devices (e.g., tablets, Chromebooks) and internet access. We have distributed, through FedEx, additional devices. Finally, for families who lack internet access, we are working with Comcast and other providers to support students getting access to affordable internet services.

We also recognized that in order to facilitate high-quality distance learning opportunities, both our teachers and parents need to understand how to offer support to students in this new context. Teachers received training on distance learning--including how to use distance learning tools--and continue to receive support and coaching from our school leaders. Parents have multiple touchpoints to learn about delivering remote coursework. In our Facebook communities, we share information with parents on the distance learning process and expectations. During teachers' weekly calls with students, students and parents have a chance to ask questions about distance learning and have their concerns addressed. Parents can reach out to our Office Managers and other School Leaders to have individual questions answered or troubleshoot technical issues.

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Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

After announcing school closures on March 13th, we began to plan for meal distribution at the school. This included working with our vendor to source to go breakfast and lunch meals, planning for staff volunteers to distribute the meals, and applying for the appropriate waivers from the state.

We began meal distribution on March 16th, the first day that we were closed, and have continued throughout the closure as we know that it's a key resource for our families. We have implemented practices to promote safety as the meals are distributed, including providing personal protective equipment for our staff, encouraging families picking up meals to stay in their cars, and not allowing anyone to consume the meals onsite.

On March 30th, we shifted from daily meal distribution (of breakfast and lunch) to twice per week distribution. Now, on Mondays and Thursdays families can come and pick up multiple days' worth of meals for their students. This allows us to minimize gathering and increase the safety of our meal distribution.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

We have provided instructions and materials for 7+ hours of student engagement and learning at home each day. Depending on a student's age and capabilities this work will require varying levels of adult supervision.

Our CareCorps staff are frequently checking in with families and have referred families to resources for local child care as needed.

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Rocketship Delta Prep	Rachel Heredia, Associate Director Compliance Strategy	compliance@rsed.org 877-806-0920	June 11, 2020

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

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For our relatively small number of families who are not yet able to access distance learning online, we've provided instructional work packets and are working with them to find solutions so that they can access online distance learning content.

We are reaching out to parents daily through our CareCorps survey, which is used to identify any immediate needs to support their student's educational progress or to support their family in any other ways, and then connecting families with appropriate school and local resources. We have designated CareCorps staff who are focused on meeting the needs of students and families that are surfaced through surveys and referrals. They work one on one with families to problem solve and to connect them with needed resources (e.g., local food banks, rent assistance, etc.)

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

Our distance learning strategy allows us to offer individualized support for all students, including English learners, foster youth, and low-income students, through elements such as individual communication with students and families, personalized technology, data driven instruction, and personal feedback. Additionally, our Care Corps staff members and teachers connect with each family through surveys and one on one communication to understand their needs. School leadership meets regularly to discuss students who are struggling and how to offer additional assistance.

To support teaching aligned to students' individual level of English proficiency, teachers are using various strategies, which apply at each level of proficiency, that can be integrated into daily distance learning activities, recorded and live lessons. Examples of these strategies include use of input charts in videos and online lessons and language use opportunities (Turn and Talks, Say it With me/Read it with me, Total Physical Response, Cite your source).

We have made members of our teams who are bi-lingual available to translate and support families with navigating technology, student online learning programs, and expectations sent by teachers. Additionally, Rocketship Public Schools has developed a publically-available EL Distance Learning Toolkit to support educators in designing and delivering instruction and communicating with families.

For these students, and with all our students, we are tracking engagement and continuously following up with students and families of students who have not been regularly engaging in distance learning.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

Immediately following school closures, we focused on ensuring that our families had access to technology in their homes so that they can consistently access distance learning content. Through the Distance Learning Support Survey and ongoing check-ins on families, we determined which families need devices (e.g., tablets, Chromebooks) and internet access. We have distributed, through FedEx, additional devices. Finally, for families who lack internet access, we are working with Comcast and other providers to support students getting access to affordable internet services.

We also recognized that in order to facilitate high-quality distance learning opportunities, both our teachers and parents need to understand how to offer support to students in this new context. Teachers received training on distance learning--including how to use distance learning tools--and continue to receive support and coaching from our school leaders. Parents have multiple touchpoints to learn about delivering remote coursework. In our Facebook communities, we share information with parents on the distance learning process and expectations. During teachers' weekly calls with students, students and parents have a chance to ask questions about distance learning and have their concerns addressed. Parents can reach out to our Office Managers and other School Leaders to have individual questions answered or troubleshoot technical issues.

We have ongoing tracking of student engagement as demonstrated through participation in Zoom live classrooms and teacher check-in calls, progress in online learning programs, and work submitted via Google classroom. We are using this data to engage students individually who are struggling and to iterate on the program. For example, we found that opportunities for live interaction with teachers facilitated more engagement than pre-recorded videos. As a result, we shifted to offer more live classroom opportunities where students are connecting and engaging in discussion with their teachers and their classmates.

These actions have helped us deliver a high-quality distance learning program so far, but we're also anticipating what will come next. We are considering multiple scenarios for how we will be able to return to school in the fall, including how to run on-campus instruction with appropriate social distancing measures in place, and planning now for how to assess student needs and facilitate strong learning.

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

[RFA, RSA, RFZ]

After announcing school closures on March 13th, we began to plan for meal distribution at the school. This included working with our vendor to source to go breakfast and lunch meals, planning for staff volunteers to distribute the meals, and applying for the appropriate waivers from the state.

We began meal distribution on March 16th, the first day that we were closed, and have continued throughout the closure as we know that it's a key resource for our families. We have implemented practices to promote safety as the meals are distributed, including providing personal protective equipment for our staff, encouraging families picking up meals to stay in their cars, and not allowing anyone to consume the meals onsite.

On March 30th, we shifted from daily meal distribution (of breakfast and lunch) to twice per week distribution. Now, on Mondays and Thursdays families can come and pick up multiple days' worth of meals for their students. This allows us to minimize gathering and increase the safety of our meal distribution.

[RDL, RRWC, RLS, RSK]

After announcing school closures on March 13th, we began to plan for meal distribution at our school. This included working with our vendor to source to go breakfast and lunch meals, planning for staff volunteers to distribute the meals, and applying for the appropriate waivers from the state. We distributed meals on March 16th, the first day of closures, but after seeing limited need from the community elected to close our campus as a distribution site and refer our families to other locations.

There are multiple options within a few miles of the school campus where our families can go to receive free meals for their students, including other Rocketship schools where our staff continue operating no contact meal distribution sites.

We continue to follow up with families, both routinely and by request, to share information about places where meals are available for students.

[Other CA schools]

During the initial week of school closure, our staff identified a number of Rocketship schools to set up as meal distribution sites. Site selection was intended to minimize exposure by requiring Rocketship staff to only operate distribution from a few sites and sites were selected based on proximity to Rocketship families from multiple schools. While our campus was not set up as a distribution site, our families have been able to receive meals at other Rocketship sites.

We continue to follow up with families, both routinely and by request, to share information about places where meals are available for students.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

We have provided instructions and materials for 7+ hours of student engagement and learning at home each day. Depending on a student's age and capabilities this work will require varying levels of adult supervision.

Our CareCorps staff are frequently checking in with families and have referred families to resources for local child care as needed.

California Department of Education
May 2020

To: Board Members
From: Preston Smith, CEO & President
Date: June 11, 2020
Re: CEO's Update

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

QUALITY—Great schools...

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

A lot has changed since our last board meeting! At our March Board Meeting, the Coronavirus pandemic was beginning to build momentum in the United States and none of us knew it yet, but we were a little over a week away from shelter in place and all of our schools being physically closed for the remainder of the 2019-20 school year. Typically at this point in the school year we would be wrapping up state assessments, leading Kinder and 5th grade graduation ceremonies, and celebrating the end of another incredible school year. However, these gatherings and celebrations now look very different. In regards to state assessments, they have also been cancelled in each of our regions - this is deeply disappointing to our teams and Rocketeers as based on our mid-year NWEA results, we were on-track for our best year yet of student achievement results in each of our regions. That said, even during this unprecedented crisis, our Rocketeers remain engaged in their learning, our schools continue to build community, and our network continues to innovate new ways to advance our mission. This pandemic has not stopped or slowed our collective commitment to eliminate the achievement gap in our lifetime.

Our schools in the Bay Area, Milwaukee, and DC closed on Monday, March 16. On Tuesday, March 17 we reopened virtually. (Nashville was on Spring Break and followed suit a week later). It took us just 24 hours to transition to distance learning. I am incredibly proud of our schools swift transition and commitment to support our kids and communities during this crisis. We acted with urgency and agility. We knew our approach would not be perfect from the start, but we fiercely believed in the importance of staying connected to our kids and families and iterating on our approach as we navigated learning in a virtual world. Three guiding principles informed our approach to distance learning:

- Maintaining stability for our students through familiar routines
- Prioritizing community engagement, joy, social emotional learning, and support in addition to high-quality instruction
- Ensuring daily student engagement in distance learning.

I am deeply proud of our Rocketship team's incredible work to rapidly pivot and continue to provide our Rocketeers and families with a high-quality public education via distance learning. Prior to closure our team urgently distributed chromebooks to students and [partnered with local wifi providers](#) so

that they could install wifi for our families. Moreover, upon closure, we created dedicated teams of staff members focusing on assisting our parents to access this free wifi as it was a significant lift in navigating the companies, landlords, and more. Thankfully, we now have **over 90%** of our Rocketeers with a device as well as being connected.

In the first week of distance learning we realized pretty quickly that we needed to consistently engage families and determine their needs regularly. The pandemic has destabilized many of our families and created added layers of stress and uncertainty in their ability to manage basic needs for their families. Thus, every morning, our team sends a brief wellness [survey](#) to all families to ensure everyone feels safe at home and identify any essential needs. The survey is sent via text, Facebook, and email and takes about 90 seconds to complete. Before noon, every family that indicates any needs is contacted. This added layer of personal outreach is incredibly important right now. Almost 90% of our families are completing this survey daily. Based on the immense needs we saw in this daily outreach, we designed and launched Care Corps - a designated team at every school who is responsible for contacting every Rocketship family, every day that has indicated a basic need on our daily survey. Their mission is to support our most vulnerable families who are experiencing hardship due to the COVID-19 crisis.



Our [CareCorps](#) teams have identified a wide range of heartbreaking stories and essential needs among our families. Our teams are providing support by helping families access and navigate [local resources, agencies, and organizations](#) that are providing relief for specific needs. This has been a profound service to our families - helping them be more aware of resources available and providing support to access these resources. In addition, we launched the [Rocketship Family Relief Fund](#) to support our most vulnerable families. In just 6 weeks, we raised over \$400,000 to provide direct financial support to 800 of our most vulnerable Rocketship families across the network.

Our distance learning program continues to advance. On day one we launched with a model rooted in our pillars of community and joy as well as purposefully integrating social emotional learning. Our school days start with Launch and end with Landing, both streaming live in our schools' Facebook groups. At Landing, we celebrate students who met their goals and continue to nurture those informal interactions that occur during school dismissal. This was purposeful in creating stability, routines, and

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joy for our Rocketeers even in a virtual setting. In addition, we immediately launched with social-emotional video lessons, Google classroom assignments, and nightly bedtime stories being read to our Rocketeers. It was an impressive start, but after week one we realized that student engagement and achievement was not where we wanted it to be. Our Rocketship Goals platform that tracks daily and weekly online learning program (OLP) progress was significantly lagging. Thus, we rapidly iterated on our model and began to focus far more on supporting our families with 'technology literacy' and how they can track and check their child's progress and work, shifting calls to coaching calls on OLPs and daily assignments, elevating the rigour and quality of our work, and integrating live teaching. Our model now includes [daily live teaching](#) sessions for our Rocketeers, videos covering a range of topics (i.e. science, [PE](#), cooking, robotics, dance, and more) sent to families that are recorded by our incredible teachers and teams, daily social-emotional lessons, [daily launch](#) and [landing](#) via Facebook Live, regular calls and personal check-ins for each family (3-4x/ week), small group online interventions or social skills groups for some of our Rocketeers, and our online learning programs and other assignments via Google classroom, etc. Our distance learning model has purposefully integrated social emotional learning opportunities, maintained routines and daily celebrations, and worked to elevate dialogue and discussion in our live teaching modules. Moreover, we have continued to serve our [ISE \(Integrated Special Education\)](#) students throughout this pandemic and commenced services on day one, which was not the norm for many [public school systems](#). I am deeply proud that at Rocketship throughout this pandemic we have continued to ensure that we serve all students.



Rocketship Goals, which we featured in our March Board Meeting's deeper dive into personalized learning approach at Rocketship, is an integral part of our internal distance learning platform that helps Rocketeers, staff, and families remain updated on daily completion of their Rocketeer's personalized online programs. It has been a phenomenal resource in distance learning. It has given our Rocketeers, staff, and families regular goals tied to individualized curricula, which we can then

assess progress on daily as well as send families a weekly overview along with suggested next steps. Moreover, we will be able to utilize these programs and goals for end of year parent conferences to assess where our Rocketeers are at in regards to grade level norms and where they must continue to focus and work over the summer in order to return at or above grade level. It is a unique and powerful tool that few in the nation have currently and is an immense benefit to our Rocketeers and their achievement.

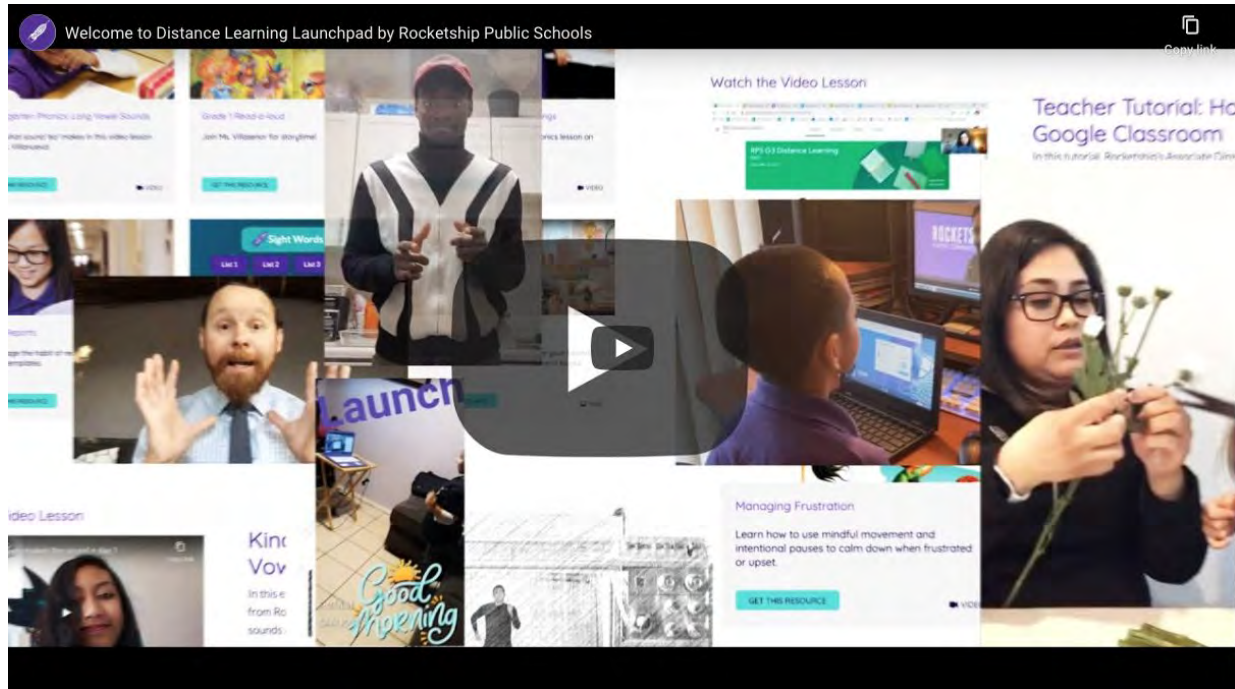
As we enter 2020-21, this is one of the most uncertain times that I have ever experienced in regards to budget clarity as well as how we will operate our schools upon re-opening. Over the past two months we have focused deeply on preparing for the impending budget cuts and subsequent adjustments, most especially working to prioritize our teams and ensure our schools are still able to be high performing in pursuit of our mission. We are also preparing for the multiple scenarios of re-opening (i.e. social distancing, sudden closures, etc.) and working to gather staff and family input to further inform our model so we are ready to open in a safe, healthy manner that also ensures our schools remain joyous and rigorous learning communities from day one of the 2020-21 school year.

SCALABILITY—Personalized learning for all...

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

Each year, Innovate Public Schools recognizes the Bay Area public schools achieving excellent results for low-income Latino and low-income African American students. Their 2020 [Top Bay Area Public Schools for Underserved Students Report](#) examines 2018-19 state assessment results to identify schools that are closing the achievement gap. Out of 1,280 schools in the Bay Area only 52 schools made the list this year. I am proud to report that 11 of these 52 schools are Rocketship Public Schools. Once again, Rocketship had the most schools of any charter network or school district across the entire Bay Area featured on the list.

In the early weeks of the Covid-19 crisis, we were receiving daily requests to share our advice and resources on distance learning. In this time of crisis, collaboration has never been more important. That is why we developed the [Distance Learning Launchpad](#) - a fully open source bank of resources for distance learning on our website. From designing routines that keep students engaged in learning to strategies that bring communities together virtually and resources for academics, whole child learning, and access and equity - the Distance Learning Launchpad is designed to help all families, students, and teachers adapt to learning from home by sharing what is working for us. In 8 weeks, nearly 30,000 users have visited the site - extending our impact far beyond the students we serve.



We surpassed our annual fundraising goal of \$5.5m for the entire network. Every region met or exceeded their fundraising goal. This does not include the \$400k that we raised for our families through the Rocketship Family Relief Fund. Especially in the uncertainty surrounding the current pandemic and future uncertainty, I am grateful for the many individuals, family foundations, and more who continue to support our collective mission and efforts at Rocketship.

IMPACT—Strong communities and families...

Serve 14,000+ Rocketeers and families by 2025

In April, Rocketship Los Sueños was reauthorized for five more years with a 5-2 vote by the Santa Clara County Office of Education Board of Trustees. It was powerful to see our Rocketship parents and community come forward to advocate for their school, [watch our school leaders present](#) authentic stories of persistence and impact, and realize five more years for Rocketship Los Sueños. We are grateful for the partnership with the Santa Clara County Office of Education and their continued commitment to elevating achievement for all students.

In Washington DC, we are excited that Rocketship Infinity Community Prep will be opening in only a couple more months. In May, our Infinity Community Prep Founding Families came together virtually and chose to name the school as well as select Integrity as the fifth core value for their school. The community was motivated by what integrity represents, both in regards to the character of being honest and doing the right thing when nobody's watching, but also how it represents the state of being

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whole and undivided. At the core of Rocketship Infinity Community prep is a vision of being unified in one of the most diverse wards in Washington DC as well as a community working together in service of their Rocketeers and larger school community. Even though the process was virtual, it was incredibly powerful to witness our families' investment and ownership in their school's founding name and vision.

Overall, I am excited that we are continuing to grow our impact and catalyze transformative outcomes for our Rocketeers and communities. I look forward to closing the 2019-20 school year strong, even if virtually, and preparing for a great 2020-21 school year. The COVID-19 crisis has reinforced Rocketship's unequivocal urgency to meet the needs of our kids and communities no matter where they are. While others waited, we acted. Now more than ever, disadvantaged communities need schools that are innovative, agile, compassionate, and responsive to the needs of their community. No matter what comes next, we will continue to confront and overcome every challenge.



2019-20 Distance Learning Update & 2020-21 Reopening Scenarios

June 11, 2020

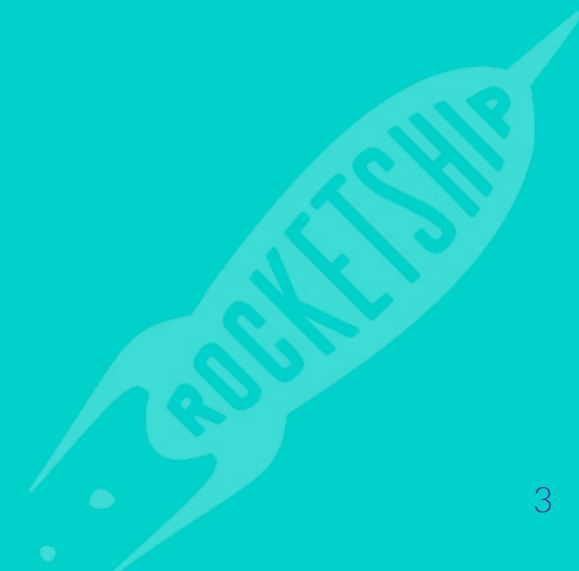


Agenda

- Distance Learning
- 2020-21 Scenario Planning
- Appendix: Glossary of terms



Distance Learning

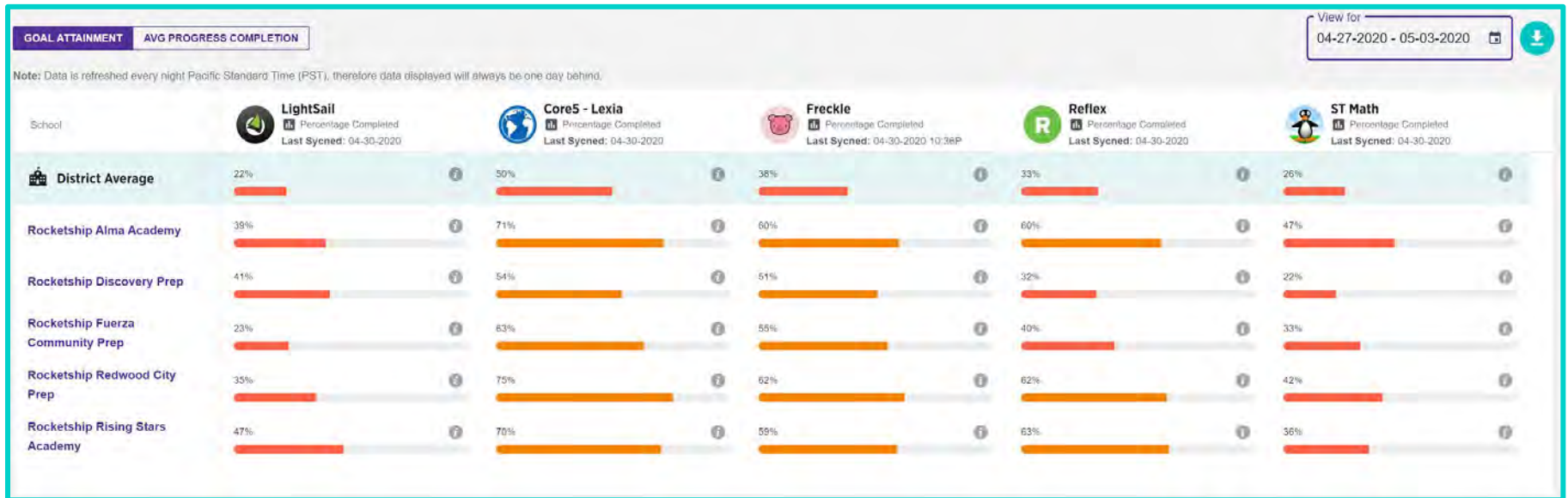


Distance Learning 1.0 to 3.0

- From day one of distance learning, we launched with a platform that provided our Rocketeers and families with a daily routine--launch, lunch, landing--as well as instructional videos, assignments, and more.
- Simultaneously worked to rapidly distribute over 3,500 chromebooks. Now **90% of Rocketeers** have a device and are connected to wifi.
- Learned that we needed a daily way to engage families and assess needs (i.e. tech connection, tech literacy, food, shelter, safety, etc.). Launched a daily survey now realizing 85-90%+ daily completion.
- Integrated live teaching (e.g.. 4th graders are reading and discussing *The Giver* on a daily basis) and small group instruction/social emotional lessons into Distance Learning model 2.0.
 - This coupled with our personalized online learning programs has led to a strong academic program for our Rocketeers.
- Currently realizing **80%+ daily engagement** and interaction with our internal platform, materials, and lesson/assignment completion. On-track for highest OLP completion all year.



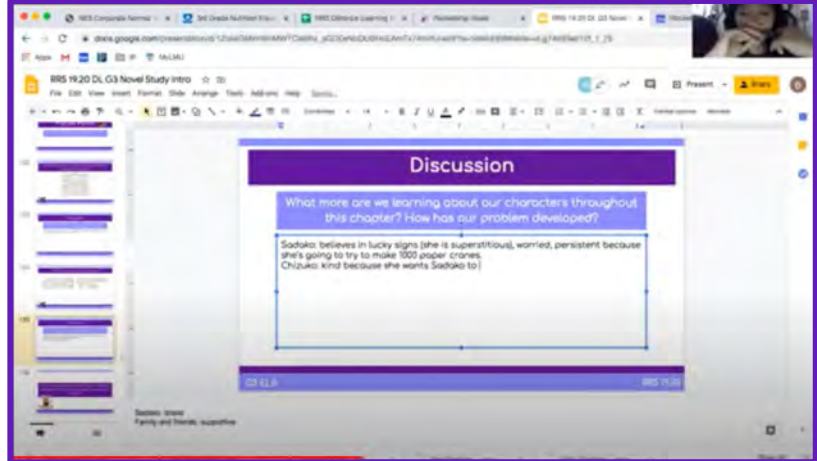
Rocketship Goals



- Week over week improvement on each campus, each program
- On track for highest OLP completion ever
- Teachers review a student's goal progress during 1:1 coaching calls (students look at their dashboard; teacher looks at student level view) → provide guidance around which program to continue working on
- OLP opt-in study hall sessions as well as goal check-ins during Live Teaching



Schools Update: Live Teaching



Live Teaching

- Pre-recorded videos (for kids to watch ahead of time)
- During live teaching, focus is on discussion, debate, shout outs
- Opportunity for teachers to check in w/ students
- 80-100% attendance on Live Teaching

Next Steps:

- Guided Reading and SGI implementation
- Capturing and institutionalizing best practices for TK-G1 Live Teaching

From **STUDENT 1** to **Everyone**:
To the people, this society seems normal, but in contrast it actually isn't

From **STUDENT 2** to **everyone**:
Jonas thought that he did something bad but instead got an important job and thinks the job is not for him

From **STUDENT 3** to **Everyone**:
Well because they want it to be perfect, it seemed utopian but when you see the unfair or unusual laws further in, or the "chills" people get from the society, it seemed dystopian

From **STUDENT 4** to **everyone**:
Jonas got a very important job and he doesn't think he has what it takes

From **STUDENT 5** to **Everyone**:
he can see color



Schools Update: Teacher and Student Schedules

1-2
8:00-8:10: I attend morning Launch (virtual assembly) with my friends, teachers and Principal! I get to dance and sing and say the Rocketship Creed!
8:10 - 8:30: I join my teacher and classmates to learn about our differences and appreciate those differences amongst us.
8:30 - 9:00: I take a snack break to nourish my body!
9:00 - 9:20: I watch the phonics lesson for today. I'm learning that "-dge" makes the sound "j." An example word is "bridge."
9:20 - 9:50: I log into Zoom to meet with my ELA teacher and classmates. We discuss the book we've been reading, "Lola Levine Is Not Mean!"
9:50-10:00: I take a stretch and self-care break.
10:00-10:20: I join my enrichment teacher to learn a cultural dance!
10:20 - 11:00: I work on my ELA online learning programs. I am trying to meet my goals in both Lexia and LightSail!
11:00 - 11:30: I eat my lunch and tell my family how my day is going!
11:30 - 11:50: I join my lunch teacher for live lunch! I get to learn how to make enchiladas today!
12:00-12:30: I join my science teacher to learn about the similarities and differences between the life cycles of different organisms.
12:30 - 1:00: I log into Zoom to meet with my math teacher and classmates. We work together to solve a word problem and discuss the different strategies we used!

HUM (2-5)
8:00-8:10: I join morning Launch with my Principal, colleagues and students. I'm looking at the comments to make sure my students are participating, and I am reminded that we are all Rocketship Rocketeers!
8:10 - 8:30: I lead a live Zoom social emotional lesson. Today's focus is on how we can all demonstrate responsibility during shelter-in-place. We'll start by reading an article, and sharing our key takeaways. I'll also create space for students to express their emotions.
8:30 - 8:45: I take a self care break and get ready for my live lesson.
8:45 - 9:30: I lead a live Zoom lesson. We are reading <i>The Giver</i> and students have read up to chapter 5 now. In breakout rooms, students have been practicing role playing a critical scene from the book. Today's group is going to perform the Ceremony of Loss scene. Students will give feedback to the group using the rubric posted on Google Classroom.
9:30 - 10:45: I take a self care break to workout.
10:45 - 11:30: I help co-lead the second live Zoom lesson of the day with my partner ELA teacher. We are reading <i>The Giver</i> and in breakout groups, students have been practicing acting out a scene (The Ceremony of Loss). One of the group's is going to present today and other students will give feedback. I will help moderate and support a small group.
11:30 - 12:30: I take my lunch break.
12:30 - 2:00: I connect with 9 of my students for an individual check-in via Zoom. I review their Rocketship goals dashboard and the work they have posted on Google Classroom. I also review the EdCite quiz and any data I have from the daily survey.

- Students have a variety of activities they are engaged in throughout the day, including movement and creativity breaks.
- Teacher schedules include live teaching, coaching calls, planning/preparation and self-care breaks
 - Includes ~4 hours or more daily for teachers prep/self-care
- Sample schedules are also provided on our Distance Learning Launchpad for external audience



Schools Update: Coaching Calls

Aggies	Joel	EA: Did RAZ phonics lesson 1 (Nan and Pap). After a warm up, Joel reads CVC words with 82% accuracy. Needed prompting for i sound, said e sound Skip counting by 5s and 10s. Will work on counting money tomorrow	EA: RAZ Phonics L4. Joel read a CVC word decodable book with 75% accuracy. Struggled with pap, pam, am. Phoneme substitution or deletion 1 more/less using a 100s chart, 40% accuracy.
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Coaching Calls:

- Every student receives a coaching call from their STEM and Humanities teacher at least 3-4x week (this is in addition to the daily CareCorp calls)
- Teachers check in on general wellness of student/ needs of family, OLP progress, practice phonics/ fact fluency, read together and set goals for the week



Next Steps:

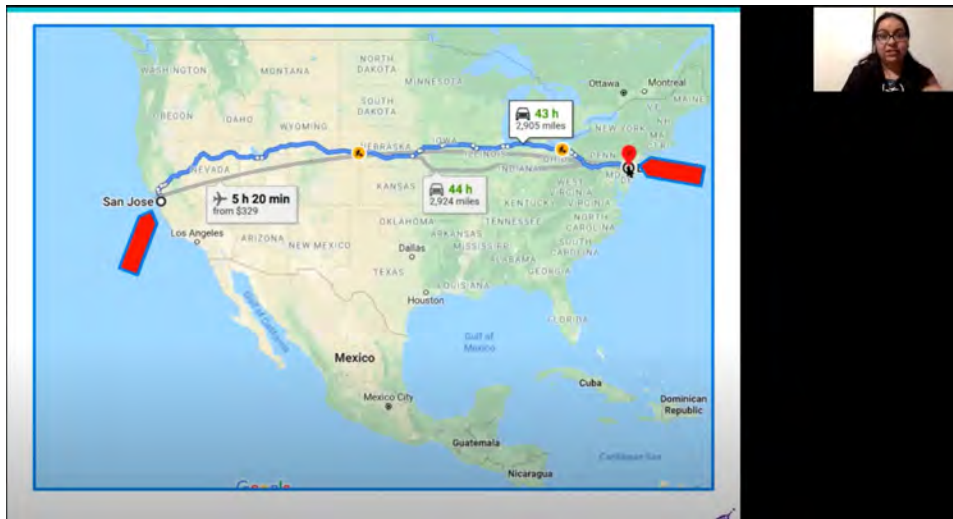
- Elevate coaching calls so that teachers can see student work
- Create additional opportunities for students to connect w/ each other in smaller clusters
- Provide coaching around effective DELD conversations with students

Distance Learning: ISE



- Launched distance learning ISE services on March 17th
- Weekly communication and partnership with families for services and other needs
- Over the course of distance learning:
 - Provided services in SAI, Speech, OT
- Average of 90%+ of students consistently engaged in ISE Distance Learning
- To the greatest extent possible:
 - Virtual IEP meetings
 - Records review for evaluations

Schools Update: ELL Students



Access for All:

This unit sets the foundation for strong discourse throughout the year. In each lesson, students will have an opportunity to practice and demonstrate speaking and listening skills. Guidance on how to support students, based on their language needs, is included in each lesson plan.

While the thematic unit is a great place to practice speaking and listening habits, these skills are transferable to all content areas. By the end of this unit, students should be able to demonstrate the following actions (with appropriate supports) during discussions.



Speaking

- Using a proud hand to show that you want to speak
- Speak Audibly
- Answer in complete sentences
- Look at peers
- Use different voice levels/zones



Listening

- Hands Down
- Track the speaker
- Use body language (ex: nodding to agree)
- Use a proud hand to show that you want to speak

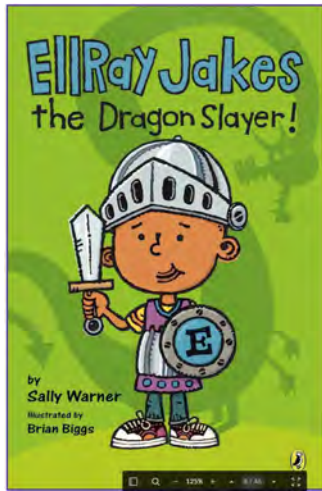
ELL Distance Learning:

- Continuing to utilize GLAD strategies during distance learning (GOIC, 10:2, CCDs)
- Access for All section now embedded in Unit 8
- Conducting DELD lessons in small groups

Next Steps:

- Provide feedback on implementation
- Coach DELD virtual teaching
- Coach DELD 1:1 coaching calls

Schools Update: Priorities



Humanities:

- Virtual Guided Reading implementation
- Diversify text offerings in thematic unit
- National Social Studies Standards now incorporated into Thematic Units
- Create PD and teaching models for 3 possible scenarios
- Adjust benchmarks and SSMs

STEM:

- Cover remaining standards in SSM via virtual teaching (upper grades) & daily video assignments (lower grades)
- Edit and publish math and science curriculum in advance of 20.21 school year
- Create PD and teaching models for 3 possible scenarios
- Adjust benchmarks and SSMs



Distance Learning: General Academic Resources



Just because schools are closed, doesn't mean learning should stop. Distance learning, especially for elementary students, introduces a wide range of challenges and opportunities our team has been working to solve. We have developed and curated resources, tools, and advice to support and advance student learning and character development from home. Our Distance Learning Launchpad is designed to help families and educators adapt to learning without schools by sharing what is working for us at Rocketship. We are innovating new approaches everyday and we will continue to expand this resource for as long as students are out of school.

Academic Resources for Elementary Students



Pre K-Kindergarten

Distance learning lessons on phonics, reading and math.

[GO TO PAGE](#)



Grades 1-2

English Language Arts and math lessons for early-grade learners.

[GO TO PAGE](#)



Grades 3-5

English Language Arts and math lessons for upper-grade elementary learners.

[GO TO PAGE](#)

Whole Child Learning

Although not our internal platform, we recognized a massive gap for parents, teachers, and school systems in need of guidance, materials, resources, and more so we created the Distance Learning Launchpad which we are updating and growing weekly.



A screenshot of a digital form titled 'Daily Wellness Check-in'. The header is teal and contains the Rocketship Care Corps logo and the text 'We are Rocketship Rocketeers! At home, at school, and in our COMMUNITIES'. Below the header, the form has several sections: a title 'Daily Wellness Check-in', a subtitle '(Registro Diario de el bienestar)', a red asterisk indicating a required field, a text input field for 'Email address *' with a placeholder 'Your email', a text input field for 'What is your name? Tu Nombre? *' with a placeholder 'Your answer', a section for multiple students with the text 'IF you have more than one student list all of their names. (First and Last Name) Si tiene más de un estudiante lista de todos sus nombres. (Nombre y Apellido)', and a text input field for 'Student(s)/ Estudiantes: *' with a placeholder 'Your answer'.

The mission of the Rocketship CareCorp is to identify and support our most vulnerable families. Whether families are in need of food, shelter, technology or other resources, it is the CareCorp’s responsibility to connect families with internal and external resources.

The Care Corp is a school level team of individuals willing to do whatever it takes to connect with our most vulnerable families on a daily basis.



Rocketship Family Relief Fund

What is the Rocketship Family Relief Fund?

We're excited to announce the launch of the Rocketship Family Relief Fund! We are NOT using any public funds for this cause, but rather it is solely through philanthropic contributions and support. Through the fund, we are directly sending resources to our most financially vulnerable families to help alleviate the toxic stress they're facing due to the COVID-19 crisis, which derails student learning and child development.

How will families be selected for the Family Relief Fund?

CareCorps and School Leaders, who best understand our families' ongoing needs and situations nominate families that are experiencing extreme hardship after assisting these families in accessing local resources and navigating processes here (i.e. food shelter, housing assistance, unemployment, etc.). Based on our total fundraise amount, a committee of Regional and NeST leaders then selected families to receive assistance.

What is the timeline for the Family Relief Fund?

We launched a targeted fundraising campaign in early April. Board members, funders, staff, and some new supporters contributed to the relief fund. By the end of April we exceeded our reach goal and are on-track to support over 750 families directly! We have already begun to distribute relief to families in May.



Choose the Community That You Want To Support!

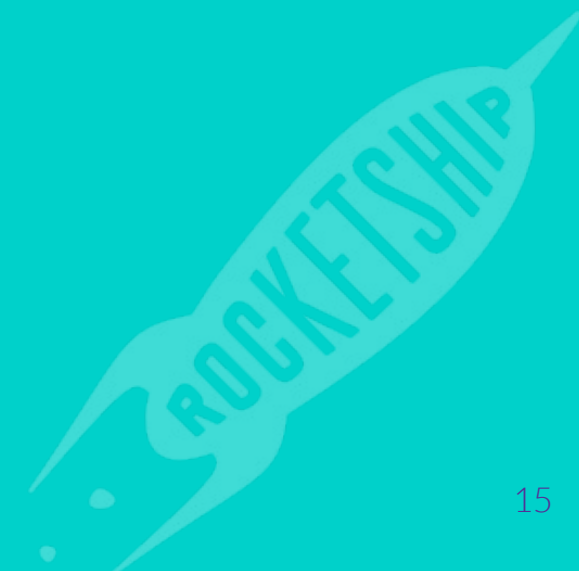
100% of your generous donation will support Rocketship families in need.

Support California families	Support Washington DC families	Support Milwaukee families	Support Nashville families
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To support a Rocketship family in any region across our national network donate here.



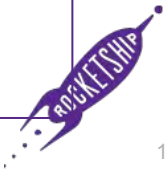
20-21 Scenario Planning



Goals of our Scenario Planning Process



- Plan and prepare for likely scenarios we may face next school year
- Most critically, protect the health and safety of our staff, students, and families in this new environment
- Meet the very different and varying expectations, norms, and guidance from local, regional health and public officials
- Re-open strong in SY20-21 with a model that honors our core pillars and works for our teams, kids, and families--whether virtual or in-person



Guiding Principles

Health & Safety

The health and safety of our staff and students is critical.

Care

Our students, families, and staff may have endured greater trauma, job, food, and housing insecurity and continued instability when we return. We need to adjust our plans to best meet these needs.

Continuity of Learning

Our students may be further behind than ever before. We must adjust our model to meet these increased academic needs and provide continuity of learning across in-person and virtual environments.

Relationships

The model still matters, and at its core are relationships. We must refine and when necessary rethink how to cultivate these critical relationships in this new environment.



We've led a cross-functional effort to plan for three different school year scenarios

School year scenarios

Different Needs Next Year

- Meet the increased needs of students, families, and staff

Scenario 1: Typical In-Person

- 100% of students served physically in school

Scenario 2: Distance Learning

- 100% of students served **virtually**

Scenario 3: A Hybrid Social Distancing School

- Approximately 50% of students served **physically** in school at any given time, and the rest **virtually**



Workstreams

Academics

Family Engagement

Operations

MTSS/Social-Emotional Learning (SEL)

School Leader & Teacher PD

Talent

Finance

We plan to open under Scenario #3 (Social Distancing), but need to remain flexible as conditions evolve

SCENARIO #3 Social Distancing

While there are many things to address in returning and preparing to reopen, we firmly believe this is an option we must make available for our students and families, especially if the local norm and guidance.

BEGINNING OF SCHOOL YEAR

- **Operating Criteria:** We will align which of our three operating scenarios we are implementing in each region to guidance from local health authorities (informed by guidance from CDC). As such, there will be variation from region to region.
- **Framework:** We are planning to open with Scenario #3 (Social Distance School) with the caveat that we may need to transition to Scenario #2 (Distance Learning) if necessary.
- **Process:** Scenario Plans developed by working groups will require input from SLT, the Ad Hoc Committee, and regional boards.

DURING THE SCHOOL YEAR

- **Constant Monitoring:** As regional infection rates change and regions enter new phases, we will shift our school-level operating scenarios in order to align.
- **Framework:** We are in the process of building out a decision-making framework that sets guidelines for:
 - Confirmed student or staff member with COVID
 - Increased infection rate leads to a new CDC or Regional phase level
 - Reduced infection rate leads to a new CDC or Regional phase level
- **Process:** Schools team will make a recommendation in line with our decision-making framework with will require sign-off from SLT and the local Board/Board Chair



However, we will need to flexibly adjust our plans to take into consideration regional differences

BAY AREA - *likely Hybrid (15:1 ratio)*
KINDER: AUG 5TH; FIRST DAY: AUG 12TH

Current COVID trajectory as of 6/2:

FLAT LAST 2 WEEKS

- Draft CA guidelines include **physical distancing, screening** everyone who enters the building, requiring teachers to wear **face coverings**, and **staggering school start times**

MILWAUKEE - *likely Hybrid (15:1 ratio) Highest probability region to start year Distance Learning*
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Current COVID trajectory as of 6/2:

RISING LAST 2 WEEKS

- MPS is considering **various scenarios** from virtual classes to hybrid instruction; keeping high schoolers online but returning younger students; and returning to the neighborhood schools model

NASHVILLE - *TBD*
KINDER: JULY 27TH; FIRST DAY: AUG 3RD

Current COVID trajectory as of 6/2:

RISING LAST 2 WEEKS

- MNPS is **leaning towards a Phase 3 reopening**
- Currently a very **uncertain** situation

DC - *likely Hybrid (9:1 ratio)*
Likely K-2 & ISE in person and 3-5 virtual
KINDER: Aug 10TH; FIRST DAY: AUG 27TH

Current COVID trajectory as of 6/2:

FALLING LAST 2 WEEKS

- OSSE 6/3 guidance requires **no more than 10 people in ANY space**
- DCPS planning a transitional return to school starting Aug 10th
- KIPP DC is preparing for a scenario where they use distance learning for the entire year



Scenario #3: Social Distancing School

Overview

Definition

- In this scenario, local health authorities allow schools to reopen by limiting how many people can congregate at one time

Key Components

- **Health and Ops:**
 - Screenings before entering building
 - Frequent handwashing and sanitizer use
 - Social distancing (6 ft) in classrooms
 - Masks and/or face shields required or recommended (TBD)
 - Disinfecting done nightly for full school and also throughout the day for “hot spots”
 - Teachers rotate rather than students
- **Academics:**
 - Students split across 2 cohorts: 50/50 in-person and virtual, rotating weekly
 - Curriculum adjusted for greater than expected content-mastery summer loss and greater knowledge gaps
 - Additional time for SEL

Challenges

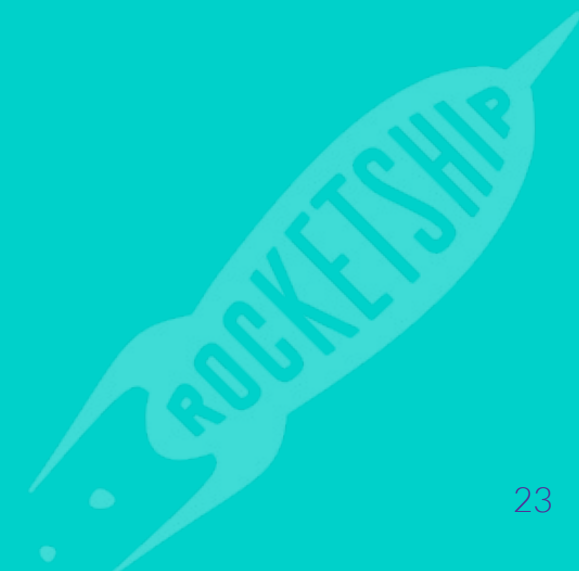
- **Change Management:** It will be a significant change management lift to help staff and families feel safe in returning and have their buy-in/investment
- **The majority of students will still be virtual:** In addition to splitting our cohorts into two groups to meet physical distancing guidelines, ~20% of our families indicated they would opt-out of in-person learning, meaning that on a daily basis the majority of our Rocketeers will be virtual. We must have a plan to engage them.
- **Retraining:** Staff needs to be retrained around systems and processes to reflect health and hygiene demands
- **Identifying best practices:** We need to identify and introduce best practices on multiple fronts, including home visits, NeST staff visiting schools, Los Dichos, etc.

Objectives of Ad-Hoc Committee Check-Ins

- Incorporate **your feedback** in our scenario planning process in a way that would not be possible under the constraints of the board meeting schedule
- **Vet and refine** our reopening plans so that we are best prepared to welcome back our families, kids and teams
- Ensure **alignment and create more predictability** for teams by understanding what the Board supports early in the process
- Collaboratively **drive towards the goal of reopening with the best, healthiest, and safest model out there!**



Appendix: Glossary of terms



Snapshot of Rocketship Schools by Region

SAN JOSE

VP of Schools: Maricela Guerrero
Directors of Schools (DOS): Eesir Kaur, Kylie Alsoform, Danny Etchverry
Regional Director (RD), South Bay: Janine Ramirez
Regional Director (RD), East Bay and Peninsula: Marie Alvarado-Gil

EAST BAY & PENINSULA

MILWAUKEE

DOS: James Robinson
RD: Brittany Kinser

NASHVILLE

DOS: James Robinson
RD: Brittany Kinser

DC

DOS: Joshua Pacos
RD: Joyanna Smith

Rocketship Mateo Sheedy Elementary (RMS)
2007; TK-5th

Rocketship Si Se Puede Academy (RSSP)
2009; TK-5th

Rocketship Futuro Academy (RFA)
2016; TK-5th

Rocketship Southside Comm. Prep (RCSP)
2013; K4-5th

Rocketship Nashville Northeast Elementary (RNNE)
2014; K5-4th

Rocketship Legacy Prep (RLP)
2016; PreK3-5th

Rocketship Los Suenos Academy (RLS)
2010; TK-5th

Rocketship Mosaic Elementary (ROMO)
2011; K-5th

Rocketship Delta Prep (RDL)
2018; TK-5th

Rocketship Transformation Prep (RTP)
2018; K4-4th

Rocketship United Academy (RUA)
2015; K5-4th

Rocketship Rise Academy (RISE)
2018; PreK3-4th

Rocketship Discovery Prep (RDP)
2011; TK-5th

Rocketship Brilliant Minds (RBM)
2012; TK-5th

Rocketship Redwood City Prep (RRWC)
2015; TK-5th

Rocketship Alma Academy (RSA)
2012; TK-5th

Rocketship Spark Academy (RSK)
2013; TK-5th

Rocketship Fuerza Community Prep (RFZ)
2014; TK-5th

Rocketship Rising Stars Academy (RRS)
2016; TK-4th

Acronyms & Commonly used terms (Page 1)

AP	Assistant Principal
ARUSD	Alum Rock Union Elementary School District
AUSD	Antioch Unified School District (Authorizer for RDL)
BET	Budgeted Enrollment Target
BOM	Business Operations Manager
BOY	Beginning of Year
CAASPP	California Assessment of Student Performance and Progress
CALPADS	This is the California state student information system. We use this to get state student numbers for our student state demographic reporting.
CDE	California Department of Education
DOS	Director of Schools
ECC	Enrichment Center Coordinator
ELA	English Language Arts
ELD / DELD	English Language Development -- Instruction designed specifically for English language learners to develop their listening, speaking, reading, and writing skills in English Designated English Language Development -- A protected time during the regular school day in which teachers focus on ELD standards
ELL	English Language Learner, a student who is still learning English and therefore guaranteed legally-mandated supports in the academic setting

Acronyms & Commonly used terms (Page 2)

ELPAC	English Language Proficiencies for California
EOY	End of Year
FMSD	Franklin McKinley School District (Authorizer for ROMO and RSK)
HUM	Humanities Block
IEP	Individualized Education Program: A written plan created for a student with disabilities by the student's teachers, parents or guardians, the school administrator, and other interested parties.
ILS	Individualized Learning Specialist (tutors in our learning labs)
ISE	Integrated Special Education
LL	Learning Lab
LLI	Leveled Literacy Intervention (guided reading intervention curricula used by our ILS)
MAP (NWEA)	Measures of Academic Progress; The online, norm referenced assessment that measures student growth throughout the year made by Northwest Evaluation Association. An assessment with grade level content that measures students proficiency level within the grade level
MDUSD	Mt. Diablo Unified School District
MKE Forward	Wisconsin State Assessment

Acronyms & Commonly used terms (Page 3)

MNPS	Metro Nashville Public Schools (Rocketship School Nashville School's Authorizer)
MPS	Milwaukee Public Schools
MTSS	Multi-Tiered Systems of Support; the process by which academic and behavioral interventions for students in need of support are documented and implemented
NWEA (MAP)	Northwest Evaluation Association; The organization that creates MAP (an online, norm referenced assessment that measures student growth throughout the year)
OLP	Online Learning Program
OM	Office Manager
OSSE	DC Office of the State Superintendent of Education
P	Principal
PARCC	DC State Assessment
PBIS	Positive Behavioural Interventions and Support
PBL	Project Based Learning
PCSB	DC Public School Charter Board
RCSD	Redwood City School District

Acronyms & Commonly used terms (Page 4)

RD	Regional Director
SBAC	Smart Balanced Assessment Consortium
SCCOE	Santa Clara County of Education
SED	Socioeconomically Disadvantaged
SEL	Social Emotional Learning
SJUSD	San Jose Unified School District
SL	School Leader (Includes Principal, Assistant Principal(s), Business Operations Manager, and Office Manager)
STEM	STEM Block
STEP	An assessment used to monitor student reading levels; stands for Strategic Teaching and Evaluation of Progress.
T	Teacher
TFA	Teach for America
TN Ready	Tennessee State Assessment
TVAAS	Tennessee Value-Added Assessment System; This measures the student progress measures student growth year over year
UWM	University of Wisconsin Milwaukee (Rocketship Milwaukee Schools Authorizer)

**BOARD OF DIRECTORS OF
ROCKETSHIP PUBLIC SCHOOLS**

**RESOLUTION AUTHORIZING THE DESIGNATION AND USE OF
PHILANTHROPIC FUNDS TO ESTABLISH AND MAINTAIN THE ROCKETSHIP
PUBLIC SCHOOLS EMPLOYEE RELIEF FUND**

WHEREAS, Rocketship Education d/b/a Rocketship Public Schools (“Rocketship”), a California nonprofit public benefit corporation organized under Section 501(c) (3) of the Internal Revenue Code, is a public elementary charter school organization based in San Jose, CA but which operates a network of public elementary schools not only in California but also in Wisconsin, District of Columbia, and Tennessee;

WHEREAS, Rocketship’s primary mission is to eliminate the achievement gap of low-income children in our lifetime;

WHEREAS, Rocketship believes that it is our responsibility and our privilege to unleash the potential inside every Rocketeer we serve;

WHEREAS, Rocketship’s non-profit network of public elementary charter schools aims to propel student achievement, develop exceptional educators, and partner with parents who enable high-quality public schools to thrive in their community;

WHEREAS, an integral part of Rocketship’s mission is to enable the development of exceptional educators and staff who will make a positive difference in the lives of our Rocketeers;

RESOLVED FURTHER, that due to the on-going impact of COVID-19 virus on our educators and staff, Rocketship would like to establish a Rocketship Employee Relief Fund to ensure that our staff and educators are supported in a way that will ensure excellent outcomes for our students;

RESOLVED FURTHER, that the Board approves the allocation of up to \$110,000¹ of philanthropic funds to be deposited into an Employee Relief Fund created in partnership with a non-profit third party entity, for use and distribution to Rocketship employees who meet certain criteria established in conjunction with the outside foundation;

RESOLVED FURTHER, that the Board finds this contribution to the non-profit third party fund is consistent with Rocketship’s charitable purposes , and the third-party fund shall be restricted to use those funds only for the following purposes: assisting Rocketship employees who meet certain criteria as established by the third-party fund and Rocketship.

¹ The Board also approves the allocation of a small amount of general funds, not to exceed \$10,000, for the creation of the third-party fund.

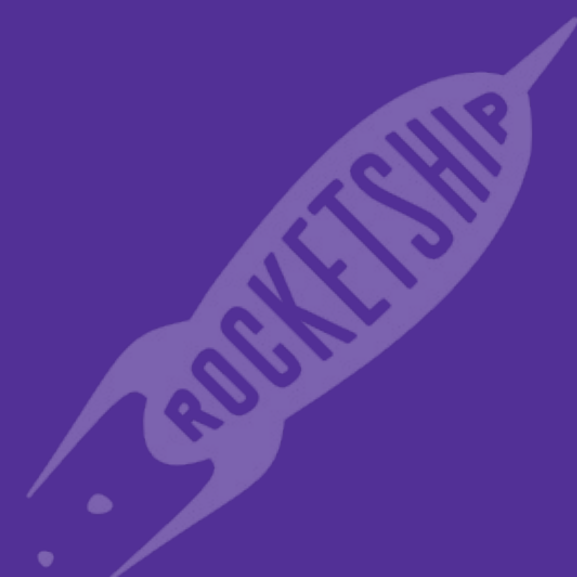
I HEREBY CERTIFY that the foregoing Resolution was adopted by the Board of Directors of Rocketship Education at its meeting held on June 11, 2020.

Louis Jordan, President and Chairman

FY21 Annual Planning

National Board

June 11, 2020



Goals of Annual Planning process

Align on goals and priorities for the upcoming year

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

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

Ultimately, receive Board budget approval at the May board meeting



Agenda for today

- 20-21 Rallying Cries
- Operating scenarios & growth considerations
- Regional financial scenarios
- FY21 Budget roll-up
- Path to sustainability



Overall Timeline

5/28 6/11

Week of 3/16

4/28

5/20

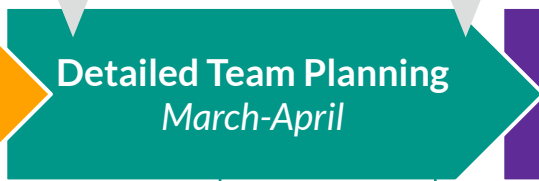
Biz Board

Ad hoc check-in

Ad hoc check-in

Ad hoc check-in

Comm approval



- ▲ **12/18 NPS:** Results
- ▲ **1/6 SLT:** Annual Planning Kick-off
- ▲ **1/13 QPR:** Defining NeST Supports: Regional listening tour
- ▲ **2/3 SLT:** 20-21 Rallying Cry & Defining Objectives
- ▲ **2/10 SLT:** Financial Overview
- ▲ **2/13 SLs:** Defining NeST Supports: Schools listening tour

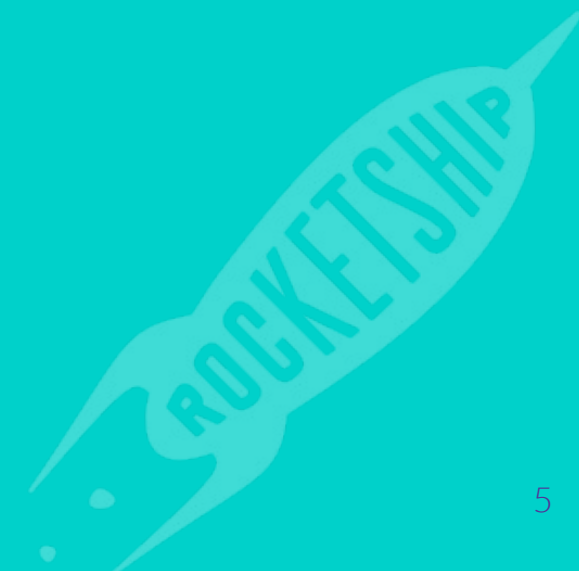
- ▲ **3/23:** Regional Rallying Cries
- ▲ **4/14 QPR:** Org financial overview

- ▲ **4/20 - 5/1:** Teams Budget Planning
- ▲ **5/4:** Regional scenarios built

- ▲ **5/15:** Roll-up & analysis complete
- ▲ **5/18 SLT:** Review budget

PRIORITY SETTING

FY21 Rallying Cry



20-21 Rallying Cry & Defining Objectives

Always
Important

Quality

Impact

Advocacy

Culture

5 Year Network
Goal (2023)

Realize national quality and catalyze impact on the public dollar

Top 10% SED

14,000
Rocketeers
Sustainability

Parent
leadership

80% staff
retained

20-21 Network
Rallying Cry

Fortify our foundation and prepare for blast off

20-21
Defining
Objectives

Clearly define and deliver critical and scalable NeST supports across all regions and schools

Solidify regional leadership structure and performance management systems

Energize our culture and continue to strengthen equity and collaboration across NeST, regions, and schools

Prepare to launch Fort Worth



Back-up: Defining Objectives

	Description	Rationale	
<p>Fortifying our foundation</p> <p>Preparing for blast off</p>	<p>NeST supports <i>Clearly define and deliver critical and scalable NeST supports across all regions and schools</i></p>	<ul style="list-style-type: none"> Extends last year's work of <u>building</u> systems to fully <u>delivering</u> core services at scale 	
	<p>Regional leadership <i>Solidify regional leadership structure and network performance management systems</i></p>	<ul style="list-style-type: none"> Enable reg. leaders to more fully lead regions Establish robust org oversight structures 	<ul style="list-style-type: none"> Local oversight improves capacity and quality of decision making Frees up central office to focus on strategic initiatives, e.g., new regions
	<p>Culture <i>Energize our culture and continue to strengthen equity and collaboration across NeST, regions, and schools</i></p>	<ul style="list-style-type: none"> Further grow our positive gains & investments in organizational culture and DEI 	<ul style="list-style-type: none"> Be responsive to survey data that indicates opportunity for growth on trust and collaboration Build on our current DEI effort Further grow inclusion and fulfilling work experience
	<p>Fort Worth <i>Prepare to launch Fort Worth</i></p>	<ul style="list-style-type: none"> Lay the groundwork for a successful launch of our next new region: Fort Worth! 	<ul style="list-style-type: none"> Drives on our mission to close the achievement gap in our lifetime Provides financial scale and support for the organization

We are enabling a more transparent, data-driven approach to evaluating organization health

What is our vision for the OHD?

The OHD provides a snapshot view of our organizational health by tracking metrics that are key indicators of our progress against our Always Important Goals:

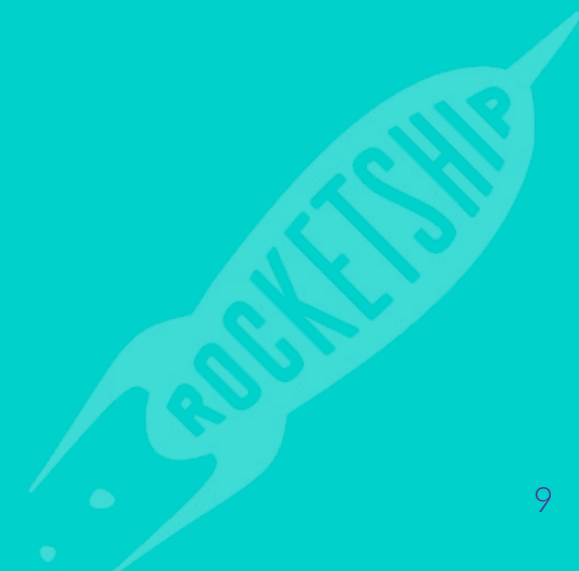
Quality
Impact
Advocacy
Culture

- **Every regional and functional team** and its work is represented, providing transparency and accountability towards our shared goals
- Metrics are high quality in that they are ***persistent*** (the outcome of a given action at one time will be similar to the outcome of the same action at another time) and they are ***predictive*** of our Always Important Goals
- Once well defined, **the metrics remain consistent YoY** (while the goalposts shift) to enable benchmarking



FY21 SCENARIO PLANNING

Operating scenarios & growth considerations



Our plans are grounded in the following guiding principles:

Health & Safety

The health and safety of our staff and students is paramount.

Care

Our students, families, and staff may have endured greater trauma, job, food, and housing insecurity and continued instability when we return. We need to adjust our plans to best meet these needs.

Continuity of Learning

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- OSSE 6/3 guidance requires **no more than 10 people in ANY space**
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- KIPP DC is preparing for a scenario where they use distance learning for the entire year



We are thinking holistically across changes and challenges across the organization

	End of year FY19-20 Spring	Next year FY20-21
Schools	<ul style="list-style-type: none"> Distance learning roll-out Connection and culture SL/T PD 	<ul style="list-style-type: none"> How prepare for virtual summer pd? How prepare for social distancing on our campuses? How should our distance learning model evolve if still occurring intermittently?
Community	<ul style="list-style-type: none"> Family support (CareCorps, Family Relief Fund) Student retention & recruitment 	<ul style="list-style-type: none"> What will home visits look like? Will staff have reservations or families with in-person? What does student recruitment look like ongoing?
Operations	<ul style="list-style-type: none"> New crisis/health processes Procurement Physical space Launch, landing, arrival, dismissal 	<ul style="list-style-type: none"> What health and safety processes should become the norm (i.e. temperature checks, masks)? How does that impact daily operations? How do we set up the school while protecting the health of our staff, if COVID continues in summer?
Talent	<ul style="list-style-type: none"> Transition to remote work Staff support & policies T/SL recruitment 	<ul style="list-style-type: none"> Will we be able to travel to regions and be in person? How do we build NeST/School staff culture remotely? Support our staff ongoing? How do we recruit top tier teachers virtually?
Growth / MarComm	<ul style="list-style-type: none"> Distance Learning Launchpad Facility construction/financing New school brand and recruitment Social media strategy critical 	<ul style="list-style-type: none"> How does this impact growth or renewal timelines? How will authorizers evaluate perf. w/o EOY data? How do we build/leverage parent power virtually?
Finance / Fundraising	<ul style="list-style-type: none"> FY19-20 ADA scenarios Manage cash, cost discipline Annual planning 	<ul style="list-style-type: none"> What will FY20-21 ADA funding look like? How will economic uncertainty impact fundraising? How do we plan for these financial scenarios? What trade-offs will we need to make?



We are delaying the opening of NSH3 to SY22-23

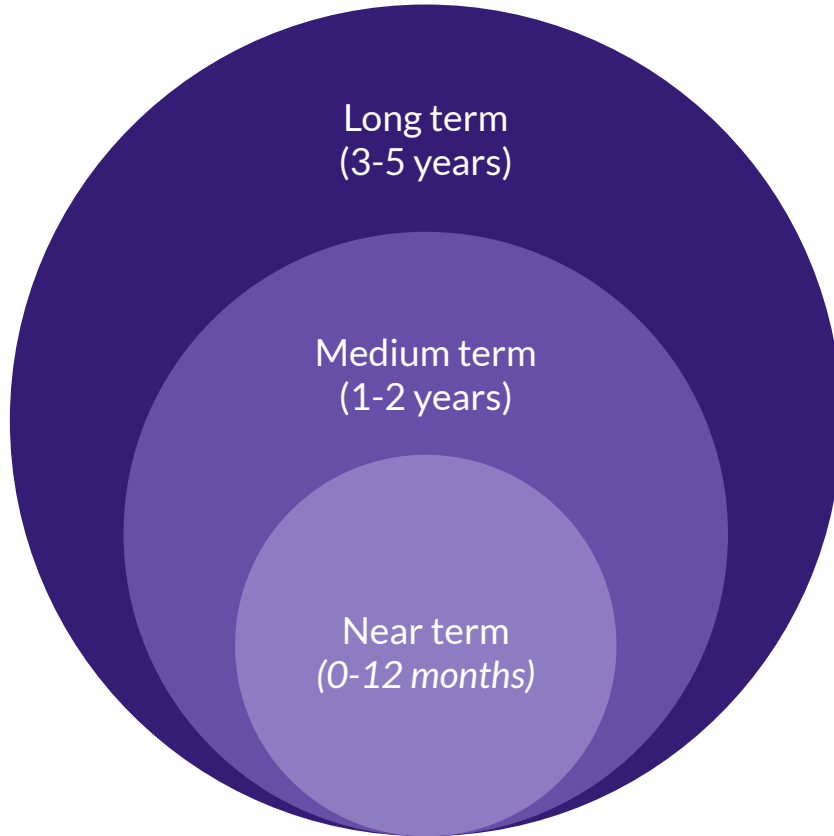
Rationale

- **Financials:** The projected state revenue declines in Nashville due to COVID-19 coupled with the higher facilities costs and potential fundraising challenges in the current environment make it fiscally prudent to delay
- **Impact on RUA:** Delaying will give us more time to gain traction in order to minimize the impact on RUA
- **Setting NSH3 up for success:** COVID-19 has impacted our facility construction timeline and recruitment efforts. Delaying enables us to start NSH3 strong with greater clarity.

Implications

- **Facilities:** Requesting options to hold onto the site, but may need to put money down to do so. Anticipate upward pressure on construction costs, but delaying will give us additional time to allow for a competitive RFP process, which could result in cost savings.
- **Financial/Fundraising:** Lower fundraising target for FY21 to \$250K feasible
- **Talent:** May lose some rising leaders to leadership opportunities in MNPS and surrounding charters.

Critically, we are also working to minimize the economic impact on Milwaukee and in turn the organization



Implement ongoing solution to make Milwaukee sustainable for Rocketship

Evaluate possible longer term solutions:

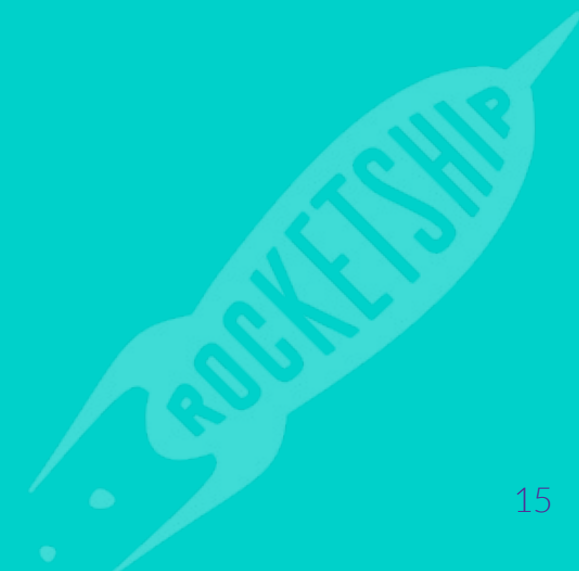
- Business as usual
- Restructuring

Our priority is to minimize economic impact on the organization

- We have always sought to minimize costs in Milwaukee and strategically invest in resources with the highest impact or financial yield
- Currently, we are collaborating with regional leaders to further reduce costs and minimize the national burden

FY21 SCENARIO PLANNING

Regional financial scenarios



Scenario review: developing response to changing school and economic environment

		Considerations	Timeline
Revenue: Per pupil funding		<ul style="list-style-type: none"> States with differing levels of information Some awaiting July tax data and more health certainty 	August expect more specific and legislature approvals (ex. CA state budget revision)
Revenue: Enrollment		<ul style="list-style-type: none"> Strong re-enrollments (ex. returning 5ths) Challenges for new recruitment (TK/K, DC3) 	Late July and August first weeks of school
Expense: School Operations		<ul style="list-style-type: none"> Form of return to school - full, distance, hybrid? Revenue and cost implications 	Late July/August return to school year
Financial Planning		<ul style="list-style-type: none"> More nimble scenario and condition responses Liquidity key focus Cost containment supports 	<p>June - Texas scenario review</p> <p>July/Aug - 3 year planning with more certainty of FY21 start</p>

With available information, state revenue outlook matrix was developed

- Basecase
- Scenario 1 - optimistic lower decline
- Scenario 3- **recommended planning scenario** conservative, for discussion and alignment

	<u>FY2021</u>					
	<u>BAU Assumptions</u>	<u>Basecase</u>	<u>Scenario 1</u>	<u>Scenario 2</u>	<u>Scenario 3</u>	<u>Scenario 4</u>
Levels						
California	+2.29%	0%	-7%	-7%	-12%	-12%
Nashville	+0%	0%	-5%	-5%	-10%	-10%
Milwaukee	+3.2%	0%	-4%	-4%	-9%	-9%
DC	+4%	0%	-2%	-4%	-4%	-9%



Our scenario planning led to by region expense reduction targets

000s	CA	MKE	NSH	DC
State Revenue % Change	-12%	-8%	-10%	-4%
Revenue Impact	-9,996	-504	-1,132	-1,257
Implied Region CINA	-5,155	-988	-477	-779
Target Regional Team Savings				
Comp	1,411	142	231	188
% Comp change	3.0%	3.0%	3.5%	1.5%
Non Comp	1,592	199	267	781
% Non Comp	7.0%	7.3%	7.0%	5.7%
Total Savings Target	3,003	341	498	969
Estimated achieved (CA prelim data)				
Comp	1,047	196	290	-904
Non Comp	3,250	447	469	901
Total Estimate	4,297	643	759	-3

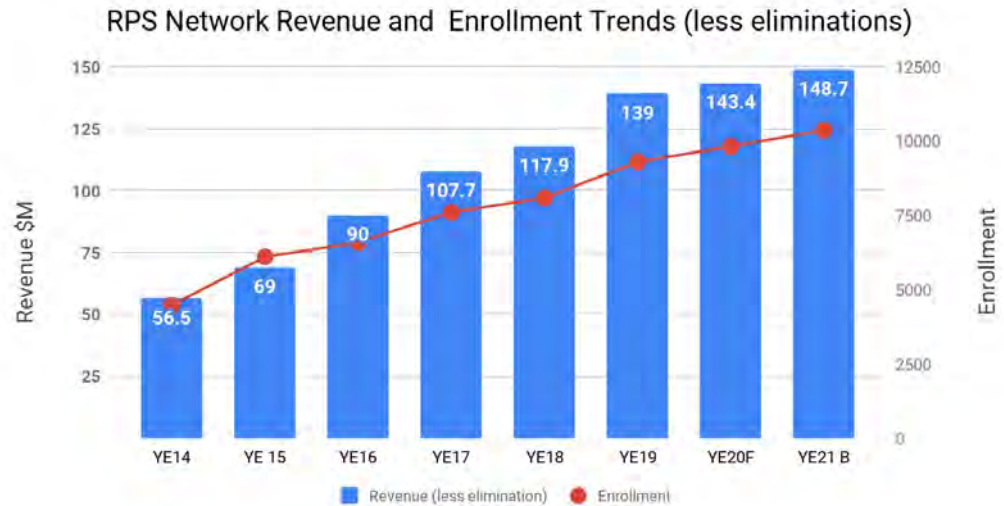
Revenue % change reflects difference versus early internal plan

- -12% CA versus original plan which had a +2% state increase (net -10%)
- DC -4%, versus original plan of 4% increase (net flat); Mayor recent conference +3%
- NSH FY20 impact -6%, and then deeper into FY21 (possibly -10%)
- MKE- uncertain, not specific yet
- All Regions actively met the goal with trade offs made on region and school basis
- Note DC comp primarily reflects staffing increase not in early plan (RLP growth, Aftercare inhouse, leadership adds)

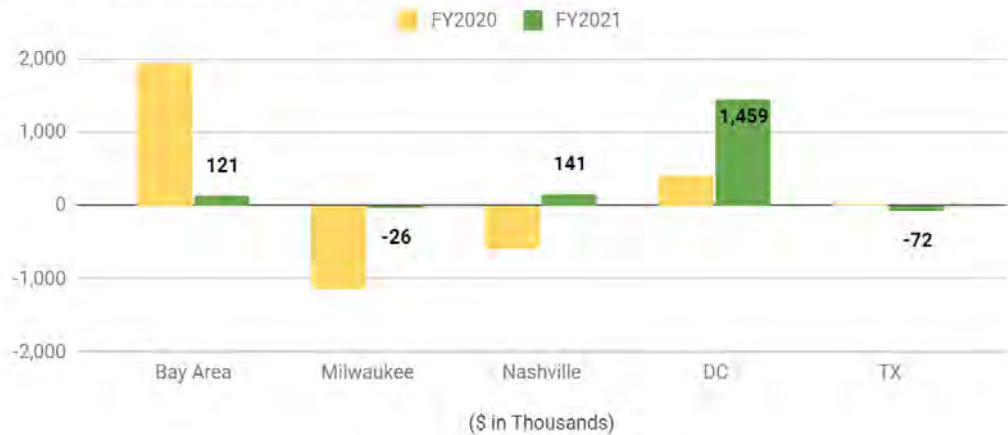


FY21 Budget Snapshot

- BET target enrollment at 10,363 in FY21 up 5.5% YoY
- Organizational revenue growth 3.6% to \$148M (less interco eliminations); Reflects state per pupil declines
- South Bay and NSH projecting close to breakeven CINA reflecting largest announced revenue declines
- Nashville narrowing deficits
- DC positive includes Yr 1 of DC3 and non cash revenue events
- Ramp up toward launch of Fort Worth planned



CINA contribution by Region -FY20 v FY21



RPS CINA FY21 Projection: \$2.6M positive

FY21 Enrollment update by region

Strengths

- Growth primarily driven by East Bay, DC3 opening
- MKE reflects further enrollment at RTP
- NSH goal of both schools above 500 enrollment

Risks

- Distance learning has changed recruiting planning and family outreach
- Health concerns may impact TK/K enrollment decisions
- Close monitoring: RTP, RNNE, DC3,

	Finance BET FY20	FY20 Sep	FY21 BET targets	Fy20 Sep vs BET Var
South Bay	5,843	5,788	5,848	60
East Bay	985	1,010	1,165	155
MKE	652	666	719	53
NSH	1,066	1,046	1,076	30
DC	1,298	1,306	1,555	249
Total	9,844	9,816	10,363	547



Enrollment detail - FY21 BET targets by school

		Finance BET FY20	FY20 Sep	FY21 BET targets	Fy20 Sep vs BET Var
RMS	Mateo Sheedy	539	526	519	-7
RSSP	Si Se Puede	416	405	373	-32
RLS	Los Suenos	463	458	461	3
ROMO	Mosaic	604	584	627	43
RDP	Discovery Prep	518	509	539	30
RBM	Brilliant Minds	620	631	624	-7
RSA	Alma	527	511	524	13
RSK	Spark	606	619	622	3
RFZ	Fuerza	638	626	619	-7
RRWC	Redwood City	297	289	312	23
RRS	Rising Stars	615	630	628	-2
RFA	Futuro	534	534	619	85
RDL	Delta Prep	451	476	546	70
RSCP	Southside Comm Prep	500	519	519	0
RTP	Transformation Prep	152	147	200	53
RNNE	Nashville Northeast	510	495	512	17
RUA	United Academy	556	551	564	13
RISE	RISE	712	710	710	0
RLP	Legacy Prep	586	596	665	69
DC3	DC 3		0	180	180
		9,844	9816	10363	547

FY21 May budgets: RSED Summary by Region

*Recommendation
Board approval*

	FY20-21 May Budget						
Revenue	CA	MKE	NSH	DC	TX	NTL	RSED Total
Public Revenue	83,028	7,536	11,705	36,037	551	72	138,929
Philanthropy and In Kind	488	250	250	500	0	5,370	6,858
Internal Transfers	4,790	512	548	1,483	1,250	12,971	21,553
Revenue	88,306	8,298	12,503	38,020	1,801	18,413	167,340
Expense							
Compensation	45,936	4,525	6,298	13,398	1,341	11,340	82,837
Non-Compensation	19,494	2,273	3,339	12,747	517	5,910	44,281
Rent	11,281	591	1,081	5,966	15	172	19,108
Network Service Fee	11,488	935	1,643	4,449	0	0	18,514
Expense	88,199	8,324	12,361	36,560	1,873	17,422	164,740
Net Income/CINA	107	-26	142	1,460	-72	991	2,600

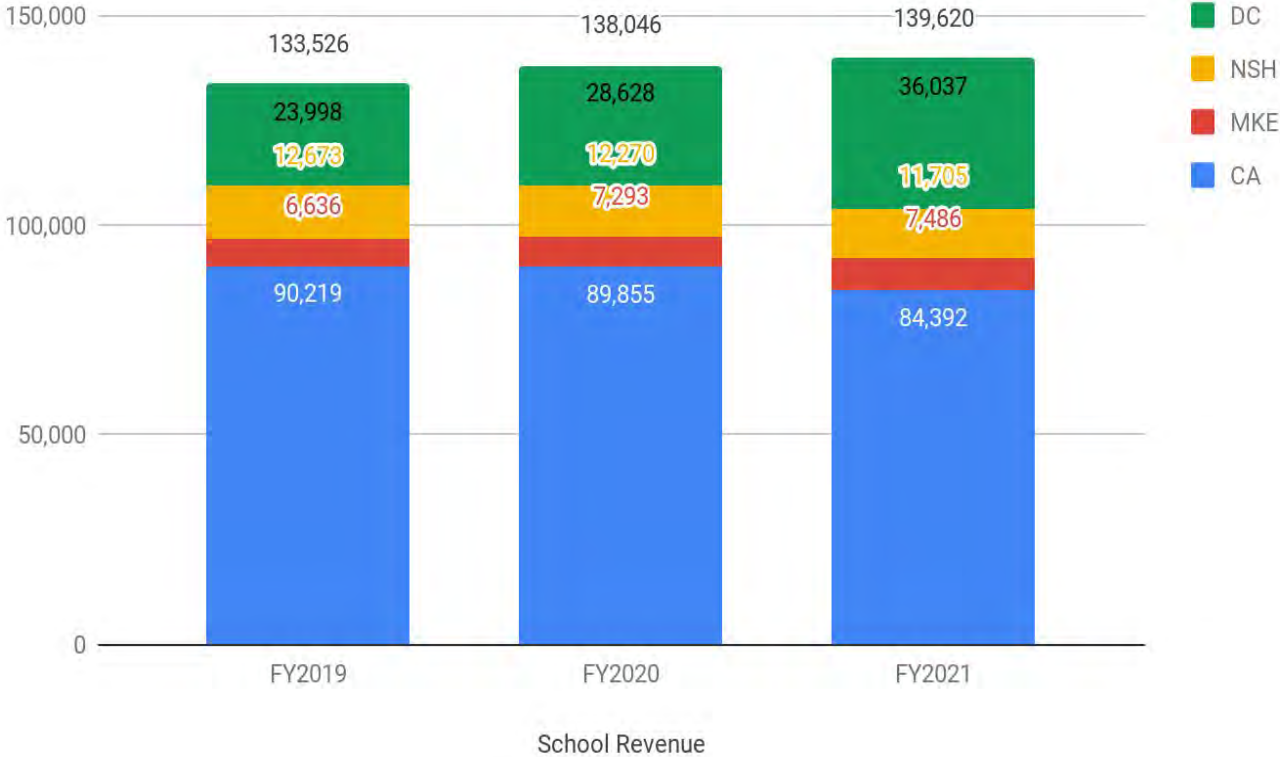
FY21 Consolidated Budget: For Review

*Recommendation
Board approval*

	FY20 Budget	FY20 Forecast	FY21 May Budget
Revenue			
Public Revenue	130,546	136,084	138,929
Philanthropy and In Kind	4,913	5,157	6,858
Internal Transfers	18,470	20,570	21,553
Revenue	153,929	161,811	167,340
Expense			
Compensation	76,814	77,614	82,837
Non-Compensation	39,963	47,724	44,281
Rent	17,463	17,563	19,108
Network Service Fee	17,600	18,346	18,514
Expense	151,840	161,247	164,740
Net Income/CINA	2,089	564	2,600

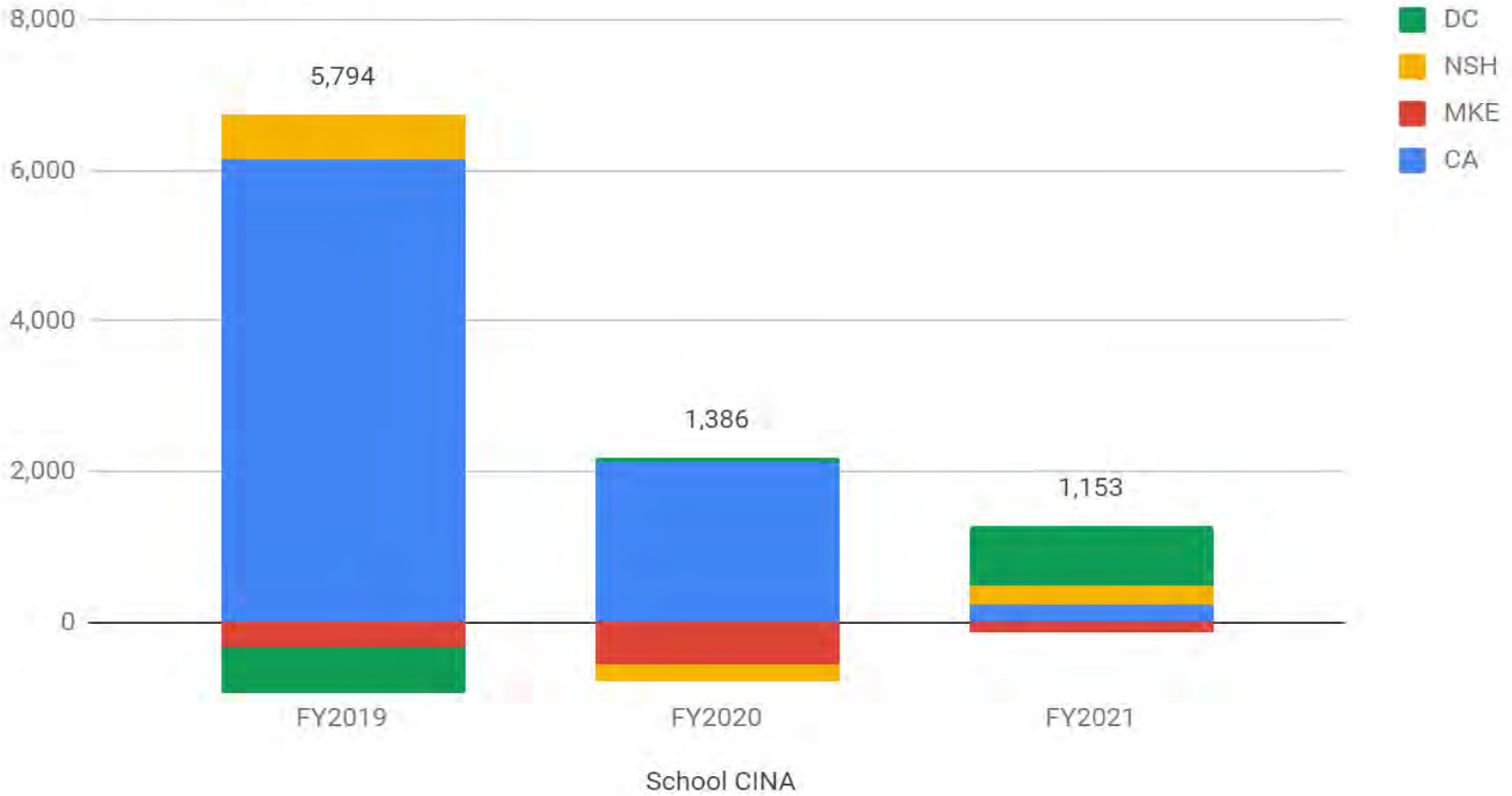
FY21 revenue growth driven by regions with lowest forecast of reduced per pupil funding impact

School Revenue Over Time



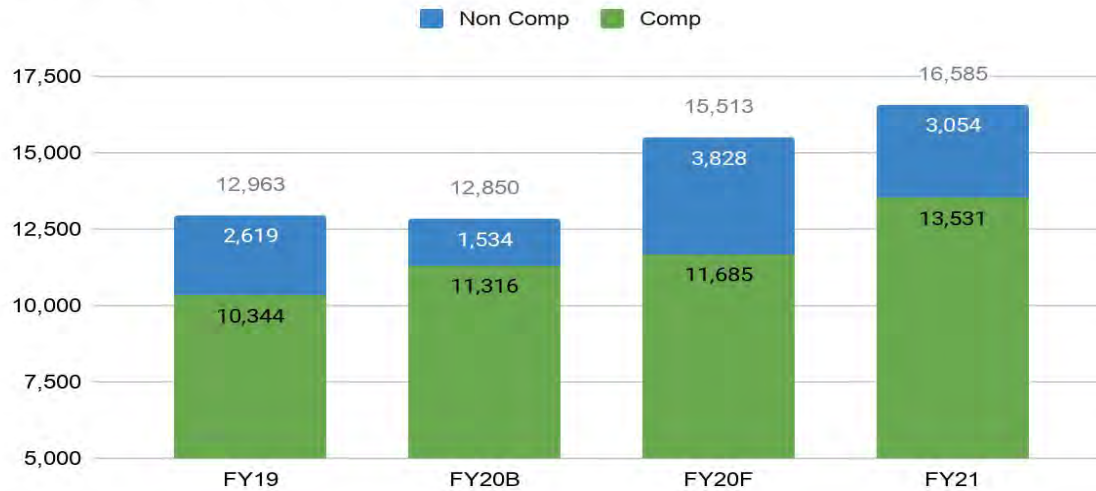
With CA funding guidance, CA schools are targeting a breakeven CINA in upcoming year

School CINA Over Time



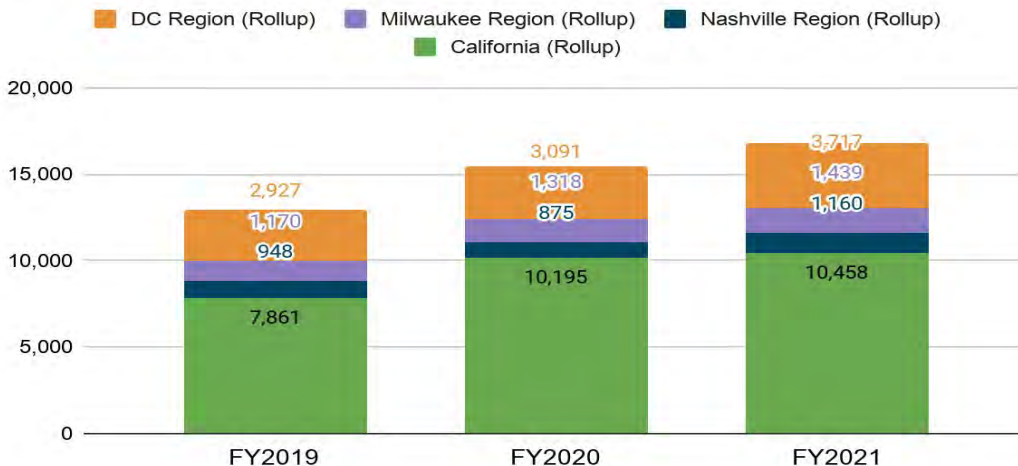
RPS continues to effectively serve an increasing percentage of ISE students; CA with highest growth level

ISE Expense over time



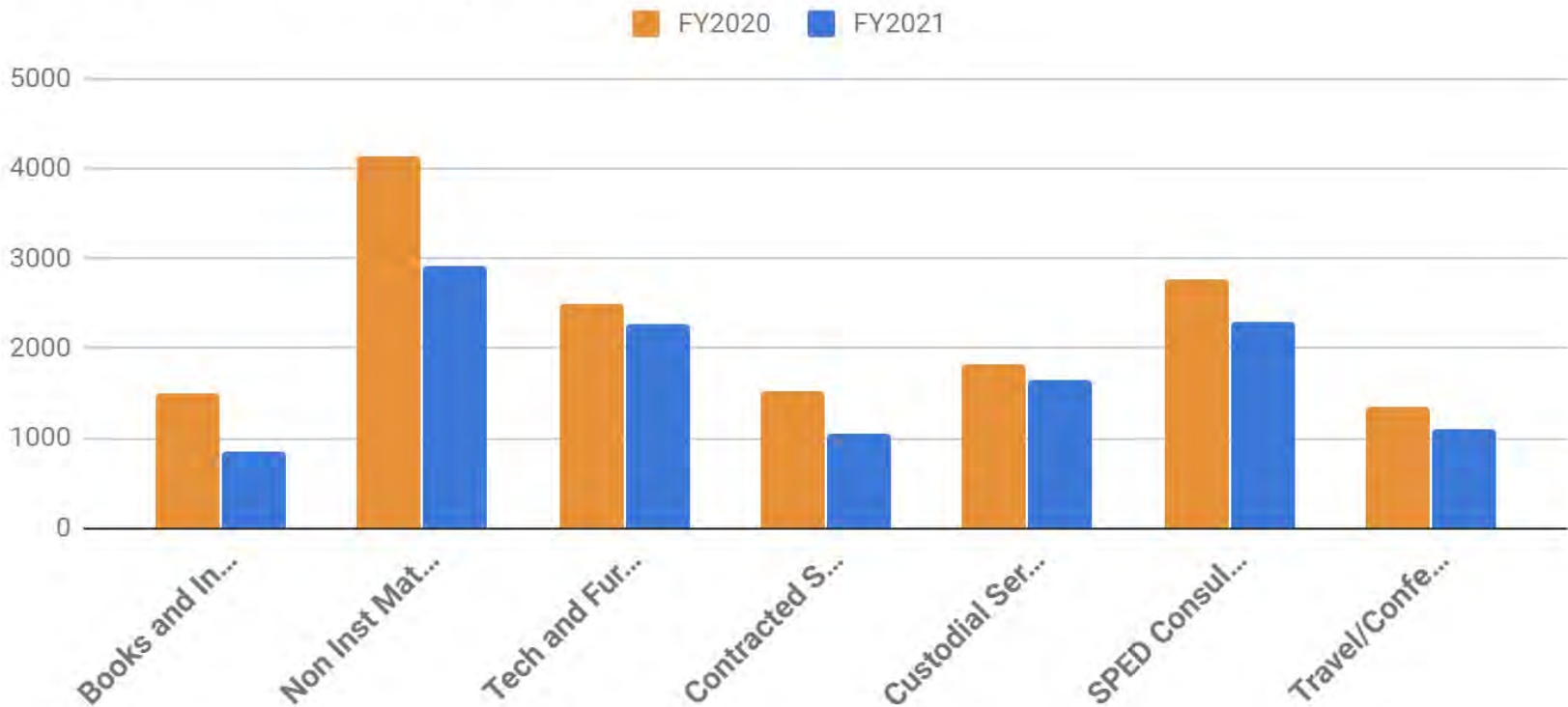
- ISE as % of enrollment grew from 8.5% to 10.2% from FY19 to FY20
- CA specific ISE % of enrollment grew from 7.7% to 9.2% of students FY19 to FY20
- FY21 will not be determined until start of year

ISE Expense by Region



In response to expected funding declines, greatest savings identified in non comp related expense

FY21 Non Comp Changes ~ \$3M+



We continue to monitor and prepare for liquidity needs

- Cash position is monitored weekly
- FY20 projection does not yet include distance learning + / - to cash, likely conservative
- Covenant is 6/30 only; The \$28M is available during year if needed
- CA deferrals were 2 months rolling in past ~ \$6M per month = **\$12M added liquidity; state has recently announced June deferral**
- **One month - all network expense -14M**
- **Line negotiation: \$5-10M capacity; Tax deferrals to YE permitted ~ \$1.5-2M**

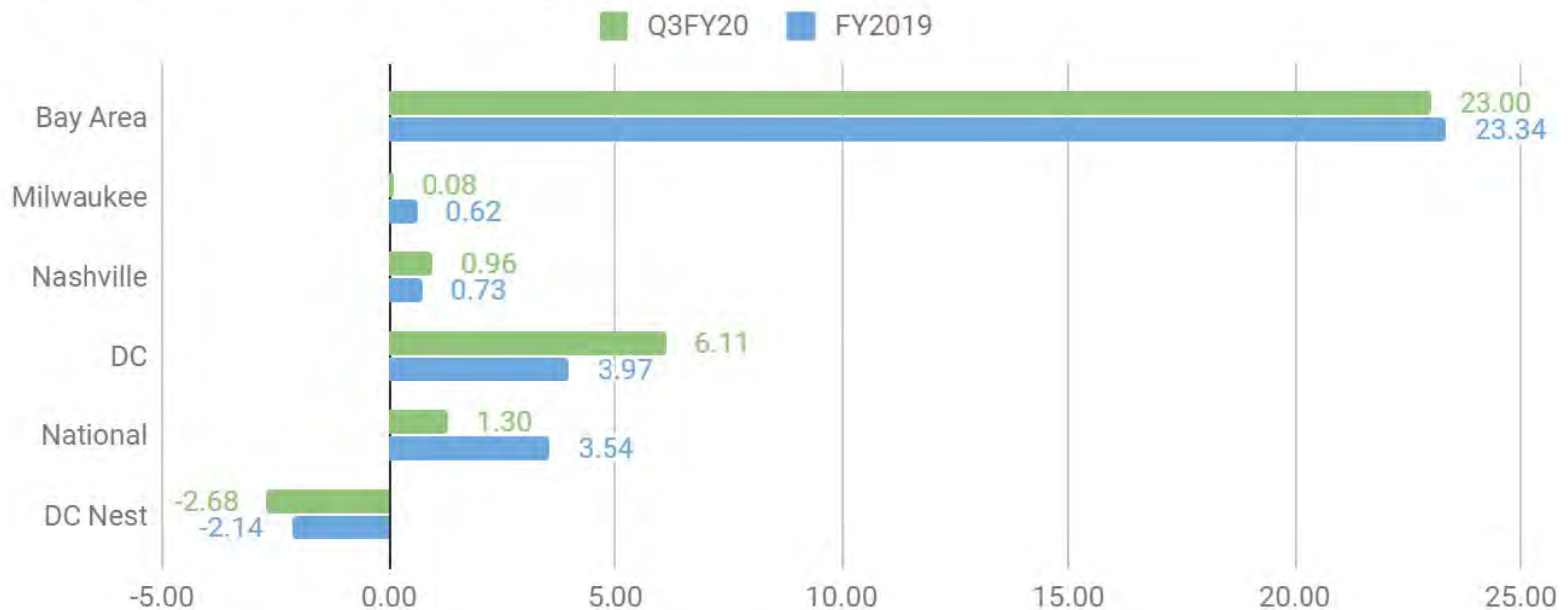
Summary	FY2019	FY2020
RPS Cash	30,059,704	28,998,410
RPS Cash less DC region w/o Nest (detail below)	26,093,596	23,998,410
Less: Covenants Oblig Group, CA bonds, RUA bond 45 day req.	10,611,481	10,853,264
Net RPS (w/o DC) after min covenant coverage	15,482,115	13,145,146
<i>DC Cash Detail</i>		
DC region w/o DC Nest	3,966,108	5,000,000
Less: DC RISE covenant at 45 days req	1,711,527	1,810,896
Net DC after RISE coverage w/o Nest	2,254,581	3,189,104
Net all RPS after covenant coverage	17,736,696	16,334,250



Regional cash update - cash management

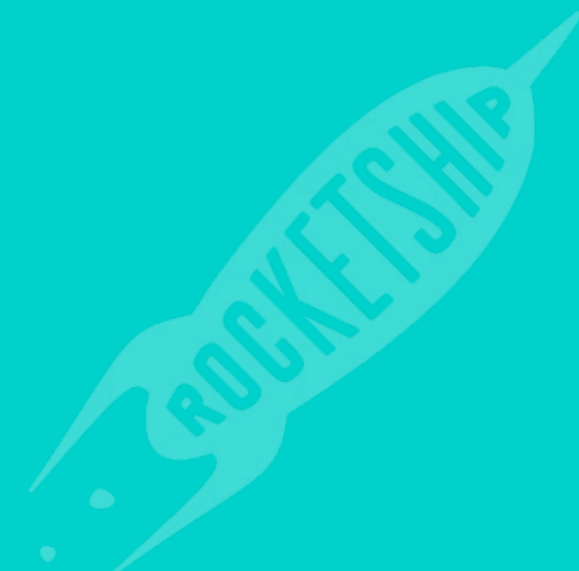
- Q3 cash \$28M vs \$21.9M Q2
- Bond reserve liquidity minimum represent ~10M of Bay area cash
- DC Mgmt fee and exp payment for Q3 to National and DC Nest, post close + \$1.1M

Q3 Cash Position vs YE2019 (\$M)



FY21 BUDGET ROLL-UP

Region & School Financials



South Bay and East Bay - FY21 Budget Review

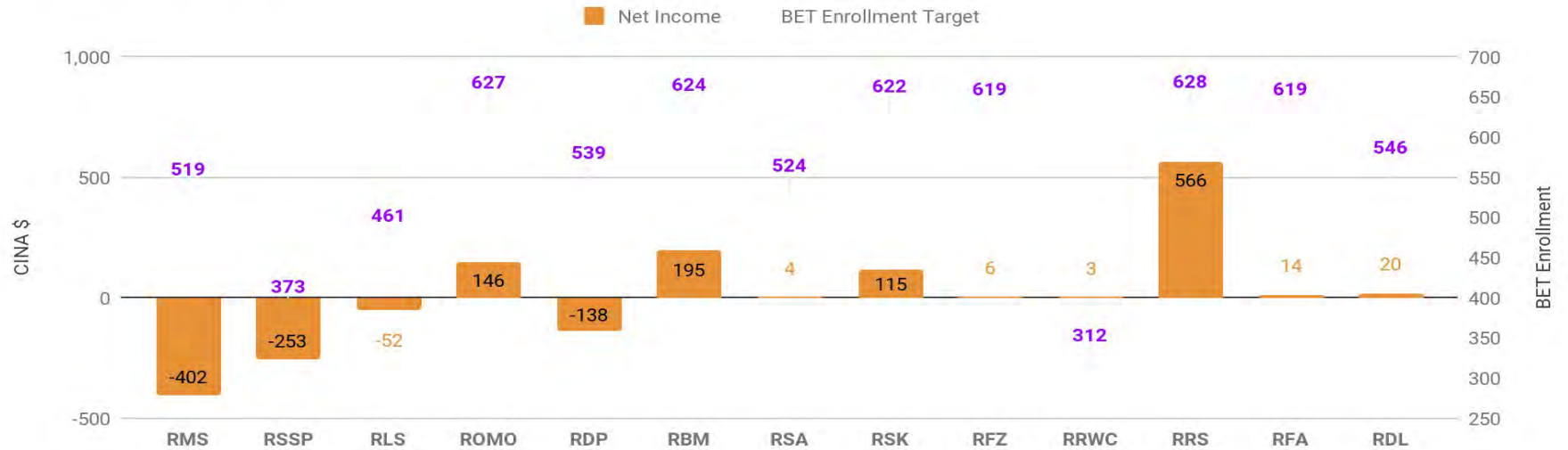
- Region wide revenue projection of \$88M includes CA state funding decline (-12% to original CA plan) of ~\$6M
 - Goal of conservative approach - further review in August
- Enrollment BET aims for slight increase vs FY20 enrollment - with growth at RFA and RDL
- Org wide effort of schools cost containment results in a breakeven CINA projection of \$0.1M
 - Staffing carefully reviewed to stay at academic model levels
 - Containment of non comp exp and overtime hours will be important
- Specific schools with more challenging CINA projections include RMS, RSSP, RRWC and RDL
 - RRWC and RSSP smaller size impacts results
 - RDL, still growing enrollment, with ISE at 12.9%, highest in CA network
 - RMS factors include ISE growth from 5.6% to 9% since FY18



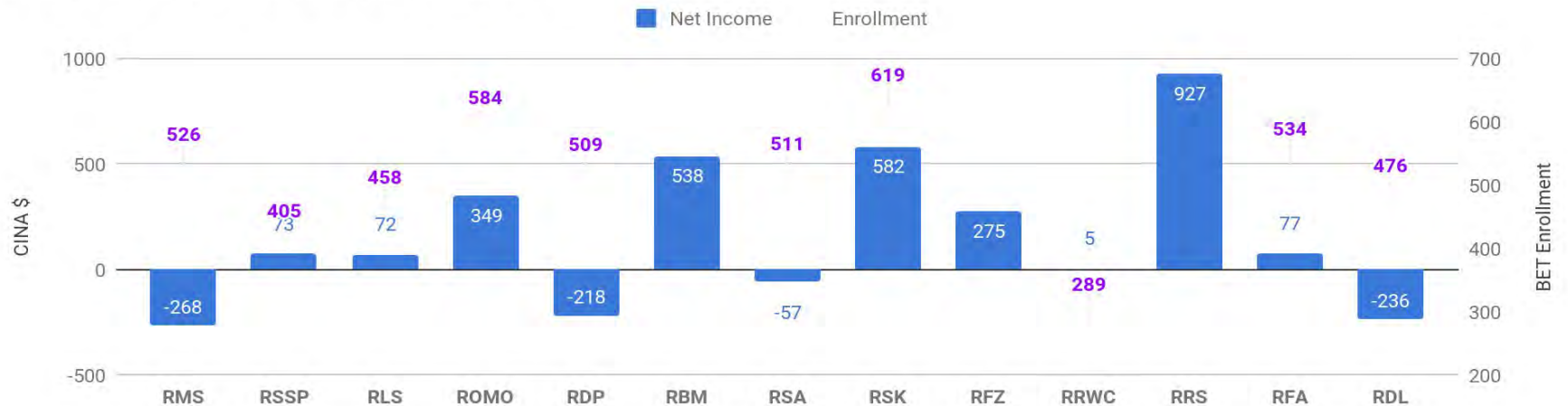
CA Schools: CINA and Enrollment

CA REGION

FY21 CINA and BET



FY20 Fcst CINA and Sept Enrollment



FY21 CA Regional Budget Summary

May 2020 FY20-21 Budget	CA Schools			CA	CA
	Bay Area	East bay	Total Schools	Nest	Region
Public / Recurring Revenues	70,548	12,482	83,028	0	83,028
Philanthropy	488	0	488	0	488
Intl/Central Fee	325	550	875	3915	4,790
Total Revenue	71,361	13,032	84,391	3,915	88,306
Compensation	36,407	7,096	43,502	2434	45,936
Non Compensation Expense	15,397	2,772	18,170	1,310	19,480
Lease Expense	9,602	1,407	11,009	272	11,281
Central Office Allocation Fee	9,766	1,722	11,488	0	11,488
Total Expenses	71,172	12,997	84,169	4,016	88,185
Change in Net Assets	189	35	222	-101	121

CA Region		
Forecast	Budget	Budget
2019-20		2020-21
88,320	86,439	83,028
396	575	488
5,299	4,883	4,790
94,015	91,897	88,306
45,201	45,537	45,936
23,096	19,840	19,480
11,371	11,151	11,281
12,416	12,038	11,488
92,084	88,566	88,185
1,931	3,331	121



FY21: CA School Budget Detail

	RMS	RSSP	RLS	ROMO	RDP	RBM	RSA
Revenue							
Federal	778	574	630	842	707	886	762
State	5,242	4,334	5,324	6,689	5,391	7,028	5,416
Internal & Grants	38	38	38	75	75	38	38
Total Revenue	6058	4946	5992	7606	6173	7952	6216
Expense							
Compensation	3,315	2,292	3,177	3,971	3,422	3,960	3,258
Non Comp	1,447	1,202	1,171	1,488	1,326	1,605	1,387
Rent	830	671	813	1,024	820	1,088	850
Network Svc Fee	868	1,032	882	977	744	1,104	716
Total Expense	6,460	5,198	6,043	7,460	6,312	7,757	6,211
CINA	-402	-252	-51	146	-139	195	5
	RSK	RFZ	RRWC	RRS	RFA	RDL	TOTAL CA
Revenue							
Federal	786	892	480	842	759	727	9,665
State	6,498	6,741	2,902	6,804	5,511	5,483	73,363
Internal & Grants	75	38	325	38	0	550	1,366
Total Revenue	7359	7671	3707	7684	6270	6760	84,394
Expense							
Compensation	3,758	3,606	2,178	3,469	3,706	3,390	43,502
Non Comp	1,580	1,524	979	1,687	1,423	1,350	18,169
Rent	1,028	1,082	465	1,096	864	858	11,489
Network Svc Fee	878	1,452	84	865	264	1,143	11,009
Total Expense	7,244	7,665	3,705	7,117	6,256	6,741	84,169
CINA	115	6	2	567	14	19	225

DC Region budget reflects enrollment growth and moderate economic climate shift

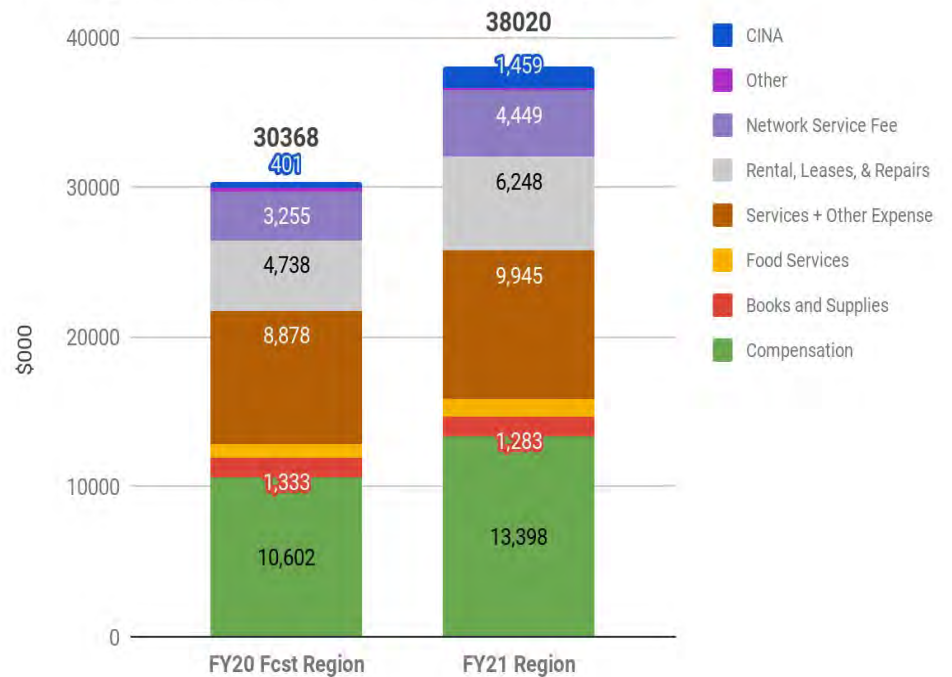
Revenue

- DC3 launching this year with yr 1 loss expected as per strategic plan of start-up and smaller, growing school
- Includes a flat District revenue assumption; can help buffer some enrollment target risk as DC indicates +3%
- Includes recent added federal support including CARES (expected use of added technology, Covid school operation adjustments)

Expense

Higher compensation and rents reflect growth at RLP and opening of DC3, as well as aftercare program internally operated

DC Region FY20 Forecast vs FY21 Budget



DC 2020-21 Proposed Budget

- At August Board meeting will review and update FY21 budget for finalization
- Budget includes \$500K philanthropy

May 2020	DC Schools					DC	DC
FY20-21 Budget	RISE	RLP	DC3	PSCB0	Total Schools	Nest	Region
Public / Recurring Revenues	16,216	15,103	4,716	0	36,037	0	36,037
Philanthropy	0	0	0	500	500	0	500
Central Office Allocation Rev	0	0	0	0	0	1483	1,483
Total Revenue	16,216	15,103	4,716	500	36,537	1,483	38,020
Compensation	5,394	5,256	1,633	0	12,282	1116	13,398
Non Compensation Expense	5,159	4,828	2,568	0	12,557	189	12,747
Lease Expense	1,882	2,684	1,400	0	5,966	0	5,966
Central Office Allocation Fee	2,186	1,619	644	0	4,449	0	4,449
Total Expenses	14,621	14,387	6,245	0	35,254	1,305	36,560
Change in Net Assets	1,595	716	-1,529	500	1,283	178	1,460

DC Region		
Forecast	Budget	Budget
2019-20		2020-21
28,423	25,815	36,037
861	350	500
1,085	1,005	1,483
30,369	27,170	38,020
10,602	9,953	13,398
11,680	9,376	12,747
4,430	4,407	5,966
3,255	3,016	4,449
29,967	26,752	36,560
402	418	1,460

Nashville: FY21 expense management will be important, NSH3 pausing

Revenue

- NSH3 opening paused for one year to better navigate uncertainty as well as high fixed costs for initial facility
- Early discussions of state revenue decline by 10% versus FY20, or per pupil \$10,722 to \$9,650
- No added federal revenue support included at this time

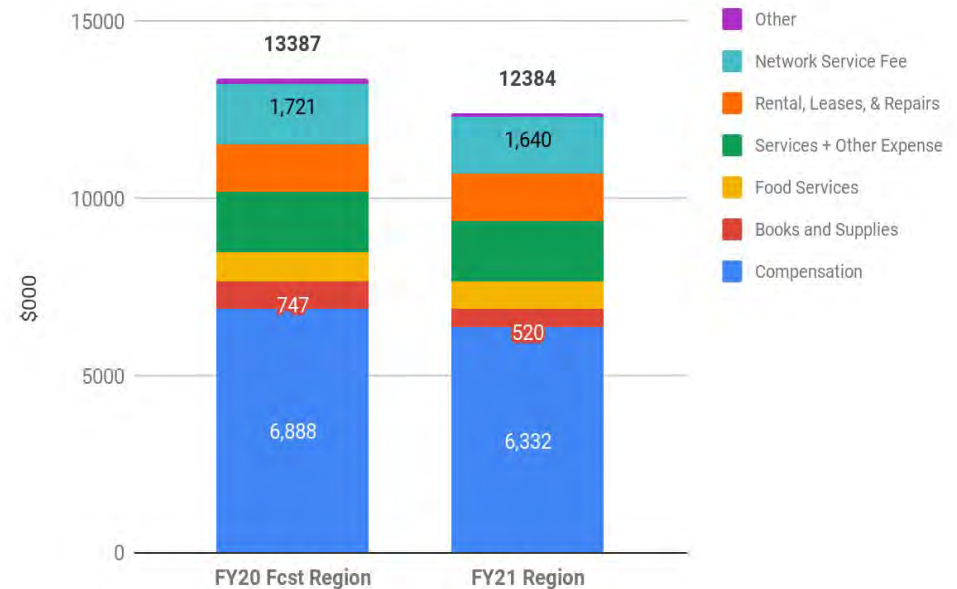
Staffing

- Difficult staffing decisions made in region to more consistent model levels- most significant expense change

Non comp

- Non compensation expenses will be more frugal in fiscal environment
 - Books, supplies - recently replenished supplies in FY20, fewer new orders
 - Travel, conference minimized
 - Management fee reduced w/revenue level

Expense FY21 Budget vs FY20 Forecast



Nashville 2020-21 Proposed Budget

- At August Board meeting will review and update FY21 budget for finalization
- Will incorporate and adjust to revenue and program changes as they develop

May 2020	NSH Schools			NSH	NSH
FY20-21 Budget	RNNE	RUA	Total Schools	Nest	Region
Public / Recurring Revenues	5,587	6,095	11,682	0	11,682
Philanthropy	0	0	0	250	250
Central Office Allocation Rev	0	0	0	547	547
Total Revenue	5,587	6,095	11,682	797	12,479
Compensation	2,772	2,741	5,513	818	6,332
Non Compensation Expense	1,656	1,544	3,197	132	3,331
Lease Expense	573	509	1,081	0	1,081
Central Office Allocation Fee	785	855	1,640	0	1,640
Total Expenses	5,786	5,649	11,431	950	12,384
Change in Net Assets	-199	446	251	-153	95

NSH Region		
Forecast	Budget	Budget
2019-20		2020-21
12,209	11,865	11,682
69	0	250
574	557	547
12,852	12,422	12,479
6,888	6,003	6,332
3,697	3,780	3,331
1,081	1,222	1,081
1,721	1,672	1,640
13,387	12,677	12,384
-535	-255	95



MKE: FY21 expense management will be important, with revenue and learning environments changing

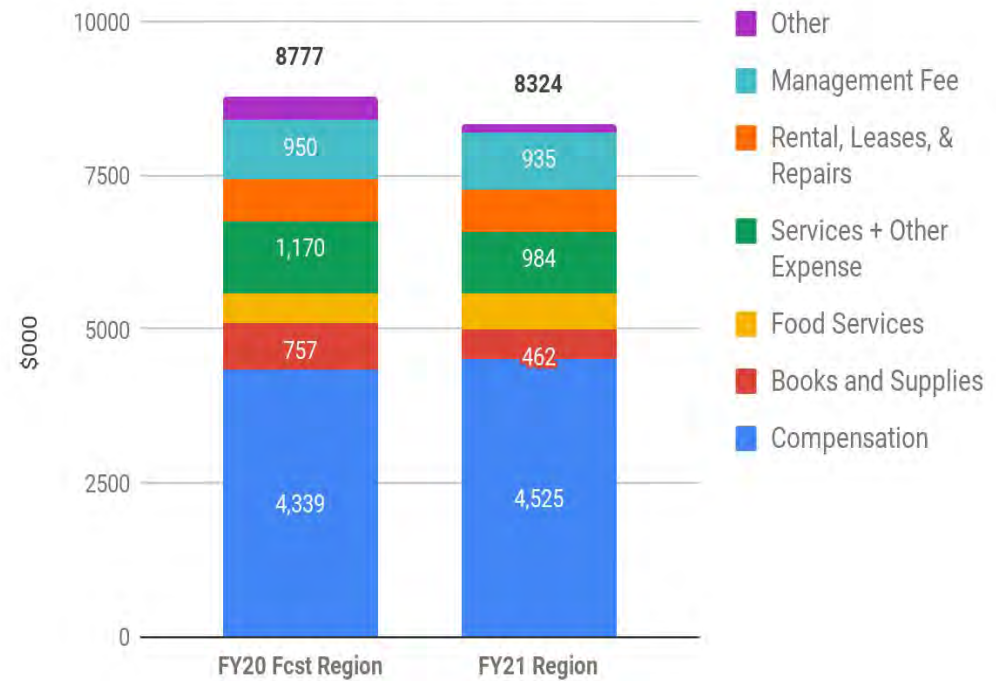
Revenue

- Included state revenue decline by 8% versus FY20, or per pupil \$9,165 to \$8,431; Not announced by state, tbd
- Federal one time support will assist region, including from CARES act

Expense: Non compensation expenses will be more frugal in fiscal environment

- Books, supplies - recently replenished supplies in FY20, fewer new orders
- Lavinia, contracted subs, consultants reduced
- Field trips and travel reduced
- Plan includes \$42k for consulting in Development

Expense FY21 Budget vs FY20 Forecast

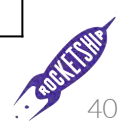


Milwaukee 2020-21 Proposed Budget

- Budget includes \$250K philanthropy
- At August Board meeting will review and update FY21 budget for finalization
- Will incorporate and adjust to state/federal revenue and program changes as they develop

May 2020 FY20-21 Budget	MKE Schools			MKE	MKE
	RSCP	RTP	Total Schools	Nest	Region
Public / Recurring Revenues	5,163	1,874	7,036	500	7,536
Philanthropy	0	250	250	0	250
Central Office Allocation Rev	0	200	200	312	512
Total Revenue	5,163	2,324	7,486	812	8,298
Compensation	2,765	1,192	3,957	568	4,525
Non Compensation Expense	1,404	725	2,129	135	2,273
Lease Expense	423	168	591	0	591
Central Office Allocation Fee	684	250	935	0	935
Total Expenses	5,276	2,335	7,612	703	8,324
Change in Net Assets	-113	-11	-126	109	-26

MKE Region		
Forecast	Budget	Budget
2019-20		2020-21
6,869	6,426	7,536
233	200	250
517	291	512
7,619	6,917	8,298
4,339	4,339	4,525
2,977	2,287	2,273
510	513	591
950	873	935
8,776	8,012	8,324
-1,157	-1,095	-26



Fort Worth 2020-21 Proposed Budget

First Fort Worth Budget includes building new Nest regional team and preparing for first two schools launch in FY21-22

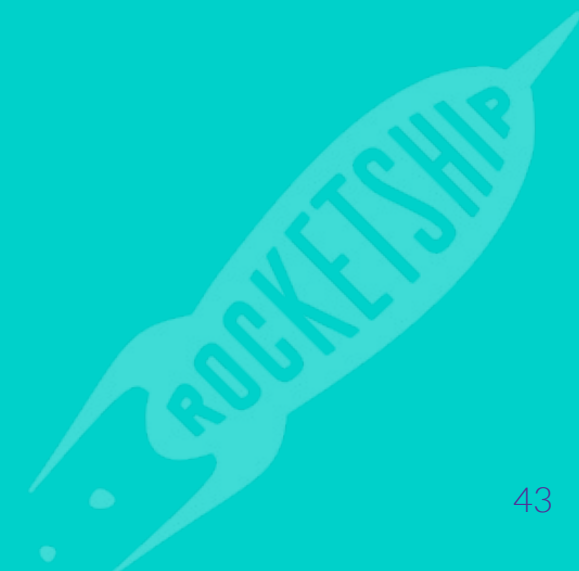
May 2020	TX Schools			TX	TX
FY20-21 Budget	TX1	TX2	Total Schools	Nest	Region
Public / Recurring Revenues	175	175	350	201	551
Philanthropy				1,250	1,250
Central Office Allocation Rev	0	0	0	0	0
Total Revenue	175	175	350	1,451	1,801
Compensation	187	187	373	968	1,342
Non Compensation Expense	23	23	46	486	532
Lease Expense	0	0	0	0	0
Central Office Allocation Fee	0	0	0	0	0
Total Expenses	210	210	419	1,454	1,874
Change in Net Assets	-35	-35	-69	-3	-73

Looking ahead, we are working to manage costs for Texas and plan for possible financial changes

	Description	Actions we are taking
Increasing financial impact	<p>Current path to 10 schools</p> <ul style="list-style-type: none"> Maintain current timeline to 10 schools but strategically manage costs before charter approval in Sept 	<ul style="list-style-type: none"> Stagger hiring and expenses Donor commitments through Sept do not need to be repaid if we do not receive charter
	<p>FY21 10% revenue decline</p> <ul style="list-style-type: none"> A short term per pupil revenue decline in FY21 due to COVID-19 	<ul style="list-style-type: none"> Cut costs, reevaluate staffing Set facility checkpoints before committing to more costs; revise agreement with Turner
	<p>Growth stops at 4 schools</p> <ul style="list-style-type: none"> Possibility of growth stopping at four schools, e.g., due to political shifts 	<ul style="list-style-type: none"> Model impact to understand how to streamline costs, offset with growth or philanthropy in other regions
	<p>Org sustainability without TX</p> <ul style="list-style-type: none"> Charter is denied in Sept and we must sustain the organization without Texas 	<ul style="list-style-type: none"> Model impact to understand how to streamline costs, offset with growth or philanthropy in other regions

FY21 BUDGET ROLL-UP

Path to Sustainability



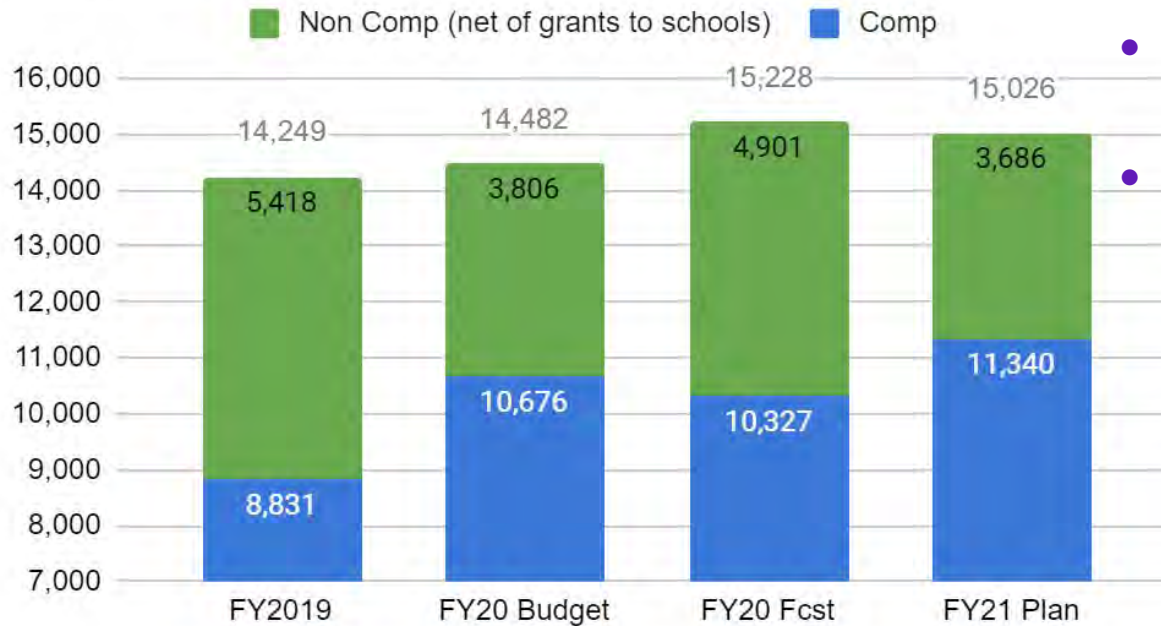
FY21 May Update - Nest Summary

	Regional Nests							FY2021
	<u>National</u>	<u>Bay Area</u>	<u>East Bay</u>	<u>MKE</u>	<u>NSH</u>	<u>DC</u>	<u>TX</u>	<u>Subtotal</u>
Internal Transfers								
Network Svc Fee Income	12,271	3,255	660	312	548	1,483	0	18,600
Grants /Intercompany	700	0	0	0	0	0	1,250	1,950
Subtotal	12,971	3,255	660	312	548	1,483	1,250	20,478
Fundraising (exclude direct school)	5,370	0	0	0	250	0	0	5,620
Other Revenue	72	0	0	500	0	0	201	773
Revenue	18,413	3,255	660	812	798	1,483	1,451	26,872
Compensation	11,340	2,059	374	568	797	1,115	968	17,222
Non-Compensation	5,910	1,176	135	135	131	190	471	8,147
Rent	172	201	71	0	0	0	15	460
Expense	17,422	3,436	580	703	928	1,305	1,454	25,828
Net Income	990	-180	80	109	-130	178	-3	1,043
NTL Mgmt Deferral	1,145							

- Deferral National cash need exceeds net income by \$155K
 - Aim to improve school budgets, or will reduce national cash balance
- Grants to schools included in expense base

National Nest Expense Year over Year change

National Nest Expense Over Time



- FY21 allocations based on projected enrollment and revenue decreases
- National Non comp expense by 4% versus early FY21 plan
- Compensation has risen YoY reflecting
 - Absolute salary levels have been frozen for year
 - Increase reflects new hires in FY20 that were part year/ new hired (now full year)
 - Conversion of contractors or cost neutral adds only in Fy21
- National 67% of all Nest expense (region growth decreases this %)

Fy21 Summary: School grants and deferrals

	<u>FY2021</u> <u>Grants</u>
RRWC	325,000
RDL	550,000
RTP	200,000
Grants to Schools	1,075,000
TX Fundraise Transfer	1,250,000
Total	2,325,000

<u>Deferrals</u>	<u>FY2021</u>
RDP	200,000
RMS	200,000
RNNE	50,000
RUA	50,000
RSCP	480,000
RTP	165,000
Total	1,145,000

FY21 May Update - Fundraise Planning

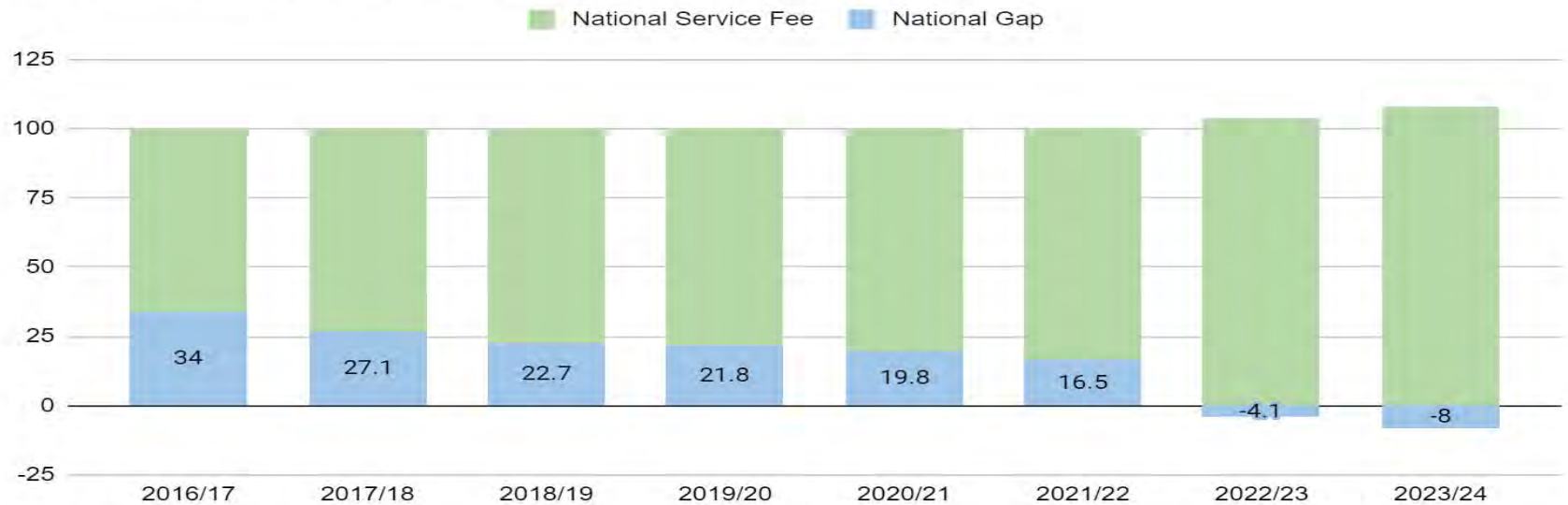
- Fundraise includes \$2.25M related to TX
- NSH and MKE will develop regional fundraise capabilities in FY21 to support NSH3 growth, RTP expansion and long term MKE sustainability

Fundraise Summary: Finance Assumptions				
Summary	FY20 B	FY20 F	FY21	
National	3,788,000	3,474,907	5,250,000	<i>*\$2.25M TX, of which \$1M employed for NTL TX related supports only</i>
CA	200,000	311,774	0	
NSH	0	66,552	250,000	
MKE	200,000	233,050	250,000	
DC	350,000	735,645	500,000	
Total	4,538,000	4,821,928	6,250,000	

On our current path, we expect to reach National NeST sustainability in FY22-3

NeST sustainability has been defined by our ability to match National NeST costs to network service fee revenue

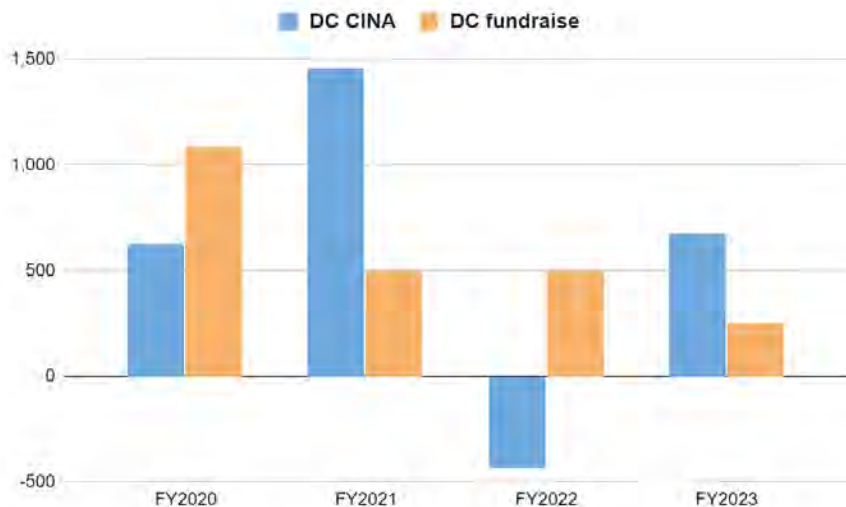
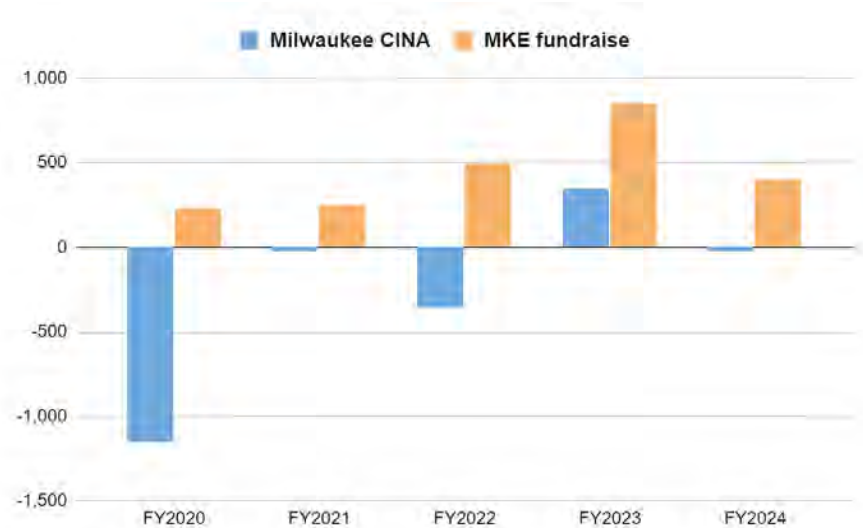
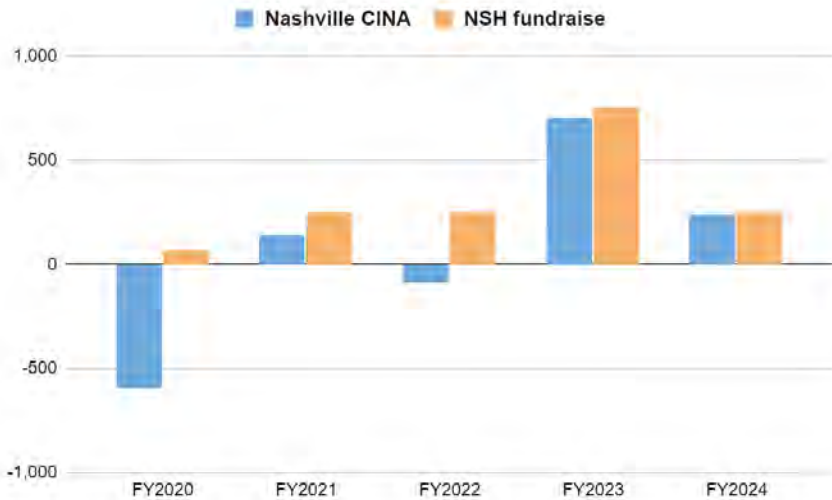
% National Gap and Service Fee (Billed)



	<u>FY2018</u>	<u>FY2019</u>	<u>FY2020</u>	<u>FY2021</u>	<u>FY2022</u>	<u>FY2023</u>	<u>FY2024</u>
Enrollment	7,166	8,303	9,816	10,282	11,260	12,582	13,420
National Mgmt Revenue	10,547	11,935	12,745	12,971	13,572	16,632	17,569
National Op Expense	14,466	15,443	16,299	16,172	16,259	15,983	16,263
Network Svc Fee gap incl School Grants	-3,919	-3,508	-3,554	-3,202	-2,687	649	1,306
% gap plan	27.1%	22.7%	21.8%	19.8%	16.5%	-4.1%	-8.0%

- Fee deferrals are excluded in this measurement, and impact cash basis sustainability;

NSH and DC moving to sustainability, while MKE will require ongoing regional fundraise support



Nashville

- Regional fundraise of 1.5M for NSH3, assumes 21/22 opening
- Sustainability possible at BAU FY20 revenue levels with 2 schools fully enrolled

Milwaukee

- Regional fundraise campaign of \$2M over 4 years; \$400K recurring regional annual campaign will bring region to break even

DC

- On path for sustainability in FY2023



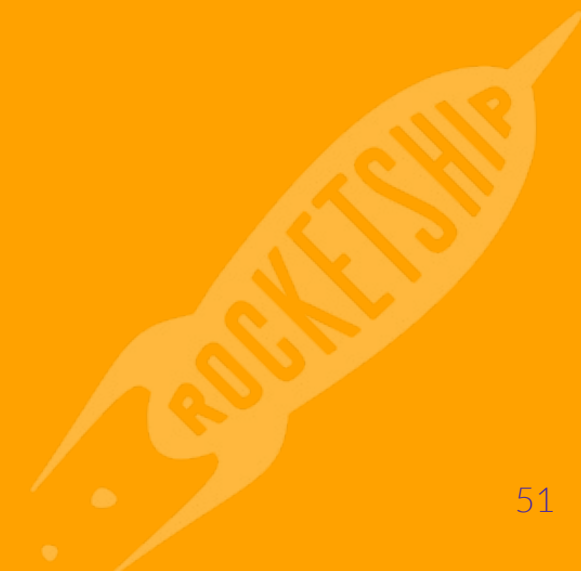
Rocketship Public Schools
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APPENDIX

Regional Rallying Cries



NSH's 20-21 Goals

Quality

Impact

Advocacy

Culture

Fortify our foundation and prepare for blast off

Coming of age for Nashville

RNNE & RUA consistently high-performing

→ Both schools performing above MNPS (top 4 in the ecosystem)

> Both Nashville Schools are performing in the top third of all RPS schools for MAP and Math CUMEs

For development we need to be able to compete with the top charter schools

Clear path to financial sustainability

→ Enrollment stability at RNNE and RUA (BETs 500) -- RNNE and RUA need to be independent in FR

→ Strategic recruitment plan for RUA

→ Sustainable spending at RNNE and RUA

→ NSH board advocating and fundraising for the region

Regional ownership of NSH3 launch

→ Partnership with national team but driven by NSH

- Recruitment strategy
- SIS/compliance systems
- External relationships
- Achievement
- Talent pipeline



MKE's 20-21 Goals

Quality

Impact

Advocacy

Culture

Fortify our foundation and prepare for blast off

The Rocketship Milwaukee Renaissance!

Brand & Fans

- Soft stories in the news cycle highlighting our schools (5 earned cycles in the media)
- Double the size of our board to 15 members, all board members are meaningful connected to students, families, and our mission and actively involved in our strategy, oversight, advocacy, and fundraising
- Families recruiting other families (51% of families who come into our schools from other families)
- Elevating Regional Leadership presence within the movers and shakers in the community

Better than Ever Results and Staff Development

- Build regional team by hiring an Associate Director of Schools who specifically focuses on achievement and coaching Principals & APs to deliver outstanding results. The ADOS is directly connected to the National Schools Team.
- Trauma-informed education and robust MTSS and ISE/SIP processes with protected coaching to ensure all students are learning.
- > Provide unique PD to cover the unique staffing and enrollment structures in MKE
- Recruit and retain more teachers and leaders of color

Financial Stability

- Staffing structure to support long-term MKE financial fundraising strategy
- Capital campaign along with annual raises to ensure we are financially sustainable
- Commitments of \$2M (\$4M in the next 2 years)
- Fully enrolled schools (over 725 students)

DC's 20-21 Goals

Quality

Impact

Advocacy

Culture

Fortify our foundation and prepare for blast off

Establish and elevate Rocketship's identity *in DC*

Building a cohesive and collaborative DC region

- 3/3 Tier 1 schools, >65 points on PMF
- Strengthen national/regional/schools collaboration and unity
- Improve organizational culture within the DC region.
- DC3 opens strong with 100 students
- Reputation management and development: Elevate strong academic performance and school community rather than negative media narrative.

School Wellness

- All 3 schools become trauma informed schools focused on student, staff, and community wellness
- We serve all students effectively and strategically
- Our highest need students are receiving the strongest, most strategic support
- Build and develop opportunities for staff wellness and wellbeing
- Staff receive strategic training to address high incidence of trauma that they regularly encounter

Talent Pipeline, Development, Retention, and Growth

- Our staff is composed of high quality leaders and staff who represent and are allies to the communities we serve
- Develop content expertise in STEM in SLs within the DC region
- Clear leadership and development trajectory with aligned professional development (rising leaders, teacher advancement, regional staff development)
- New to Rocketship staff are effectively onboarded and build skill according to role competencies (hourly role development)

TX's 20-21 Goals

Quality

Impact

Advocacy

Culture

Fortify our foundation and prepare for blast off

Initiating Liftoff!

Talent Cultivation

- High-quality talent recruited to/identified in the region
 - School Teams
 - Regional Teams
- Regional pipeline and succession plan established to cultivate talent
- Establish a capacity building and development structures to constantly grow in preparation for future regional growth.

Infrastructure Development

- Systems & Protocols-communications, operations, & engagement
- Facilities: Building schools 1 & 2 and identifying future sites
- Charter
- Fully established and engaged regional board
- Functional POC
- Academic alignment: resources, curriculum, and services adapted to TEKS and Texas SpEd, Bilingual, and other special populations.

Relationship Building

- Parents and community leaders see us as a viable option (on-track to open fully enrolled)
- Parent facilitated conversations with political & organizational leaders
- Philanthropic and organizational leaders have committed time and resources
- Plan for a successful school operation beginning 22-23 SY with FWISD

Brand Development

- Rocketship becomes a household name in SE and NW
- Partner with MarComm to generate “soft stories” for public about leaders
- Seen as a catalyst for change by organizational leaders
- Parents view us as a facilitator of a rigorous and personalized option
- Family recruitment structure and processes established in the region

SJ's 20-21 Goals

Fortify our foundation and prepare for blast off

Elevate to catalyze

Elevate SJ talent

→ Recruitment: All teaching positions filled at start of year and throughout the year

→ Development: Develop strong new teachers (move teachers in Tier 1 and 2 to Tier 3 in their first years of teaching)

→ Retention: Retain top teachers (Tier 3 and 4)

→ Culture: Glassdoor rating of 3.5; people see themselves here long-term

Position Rocketship as a key player in the education equity space

→ Presence & Partnership: Increase RPS's presence and visibility in the community through partnerships, associations and collaboration.

→ Parent Leadership: Parents as an authentic voice in the movement. Develop parent leaders across the region.

→ Develop: A local regional advisory board

→ Branding: Clearly define South Bay brand/messaging

Attain Long-Term Enrollment Sustainability through approach tailored to school-specific needs

→ Family Retention: Strong school cultures to ensure narrative is a positive one . Intent to return at least 95% TK-3 across all schools.

→ Strategy: Develop differentiated strategies responsive to neighborhood-specific population shifts across San Jose, to preserve & elevate impact

→ Build a Culture of Referrals: Families share their passion & excitement for their school with their own communities

All schools in top 10% of CA schools

→ Achievement: All schools in SJ in top 10% and increasing 10% on ELA & Math

→ Renewals: lay the foundation for 21/22, moving to green and blue where possible for a 7 year renewal (RSA, RBM, RSSP).

→ CA school dashboard: Improve Chronic Absenteeism dashboard color across all schools

-

EBP's 20-21 Goals

Fortify our foundation and prepare for blast off

Leverage the core to navigate the storm

Develop talent pipeline for EBP

- Cultivate: create a pipeline of teachers to School leadership
- Recruitment: All teaching positions filled at start of year and throughout the year
- Development: Develop strong new teachers (move teachers in Tier 1 and 2 to Tier 3 in their first years of teaching)
- Retention: Retain top teachers (Tier 3 and 4)
- Culture: Glassdoor rating of 3.5; people see themselves here long-term

Establish ourselves as collaborators / partners to reset the narrative

- Governance: Align a Regional Advisory Board with our core values
- Renewal: Build strategic alliances
- Facilities: Secure Long term agreements for RRWC and RFA
- Sustainability: Nurture state and county relationships to inform growth

Robust Family Engagement

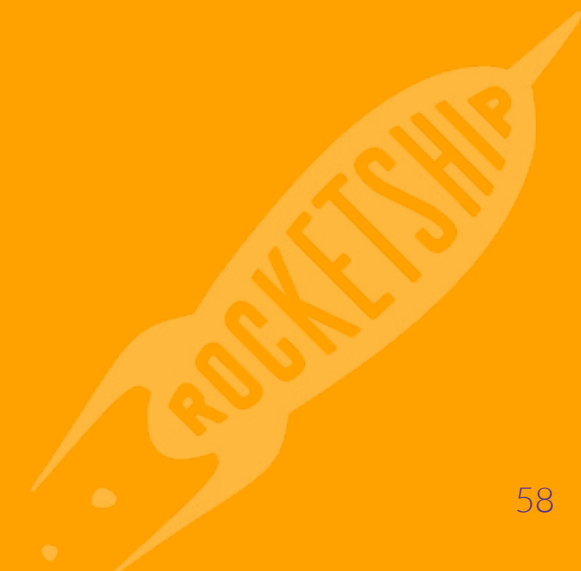
- Pitch: Increasing Parents as the voice and visibility of Rocketship
- Retention: 90% of students and families (see last year, add 5%??)
- Power: Listening campaigns to neutralize the opposition
- Advocacy: Develop strong campaigns to support local initiatives

Achievement

- Performance: 10% increase in achievement (SBAC/NWEA)
- Curriculum: Solidify an EBP focused team; HUM and STEM ambassadors has led to huge shift in instruction

APPENDIX

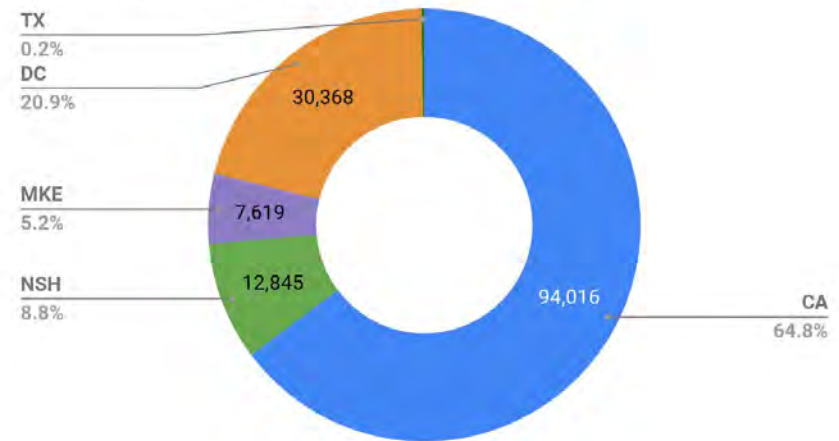
FY20 Year End - Q4 Forecast



FY20 Forecast Financial Snapshot

Consolidated (\$M)	Q4 Fcst	Annual Budget	Variance
Revenue	161.8	153.9	7.9
Expense	161.2	151.8	-9.4
CINA	0.6	2.1	-1.5
Cash	28		

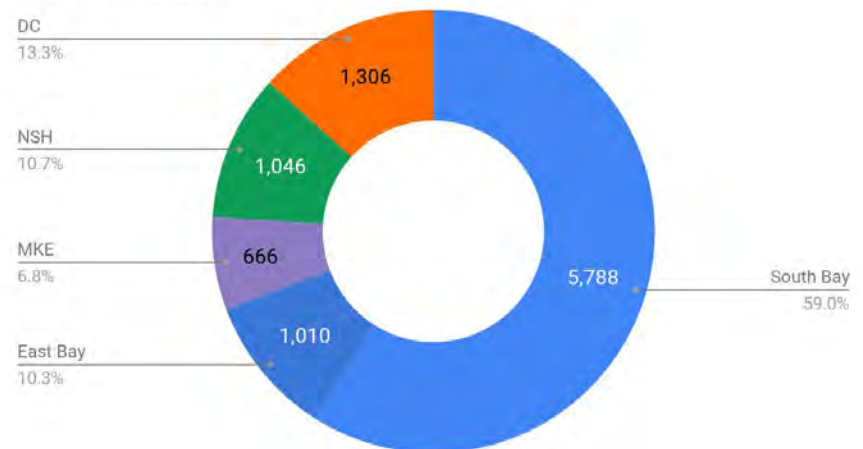
Q4 Fcst Revenue by Region (000s)



FY20 Fcst vs Budget CINA by Region (000s)



FY20 Enrollment



- CA and NSH primary drivers of difference
- Unanticipated NSH current year per pupil decline
- CA several drivers, including early P2 cutoff, ISE service cost, and consultants

FY20 Forecast Budget to Actuals: All RPS

	FY20 YE Forecast							
Revenue	CA	MKE	NSH	DC	TX	NTL	RPS Total	FY20 Budget
Public Revenue	88,320	6,869	12,203	28,423	0	267	136,084	130,546
Philanthropy and In Kind	396	233	67	861	0	3,600	5,157	4,913
Internal Transfers	5,299	517	575	1,085	350	12,745	20,570	18,470
Revenue	94,015	7,619	12,845	30,369	350	16,612	161,811	153,929
Expense								
Compensation	45,201	4,339	6,949	10,602	196	10,327	77,614	76,814
Non-Compensation	23,096	2,976	3,687	11,680	132	6,152	47,724	39,963
Rent	11,371	511	1,081	4,429	0	171	17,563	17,463
Network Service Fee	12,416	950	1,725	3,255	0	0	18,346	17,600
Expense	92,084	8,776	13,442	29,966	328	16,650	161,247	151,840
Net Income/CINA	1,931	-1,157	-597	403	22	-38	564	2,089

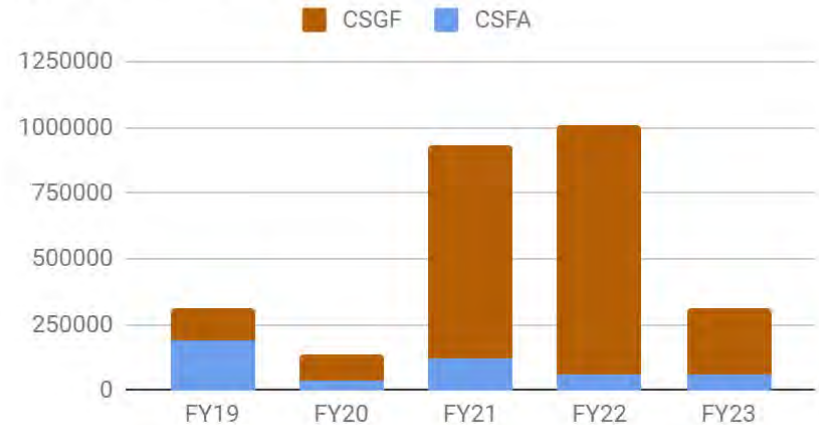
Q3 Balance sheet update

Balance Sheet 3/31/20						3/31/20	6/30/19	6/30/18
\$ Millions	Bay Area	MKE	NSH	DC	National	RPS	RPS	RPS
Assets								
Cash and cash equivalents	23.0	0.1	1.0	3.5	1.3	28.9	30.1	24.2
Accounts Receivable	8.7	0.8	1.5	3.0	1.2	15.2	17.1	16.0
Prepaid	0.7	0.1	0.1	0.1	0.4	1.4	3.0	2.4
Security Deposits	0.4	0.0	0.0	0.0	0.0	0.4	0.4	0.4
Property, plant & equipment	4.6	0.0	0.1	0.0	0.1	4.8	5.0	5.2
Note receivable	2.1	0.9	0.3	1.5	6.0	10.8	7.7	7.3
Total Assets	39.5	1.9	3.0	8.2	9.0	61.6	63.2	55.6
Liabilities								
Accounts Payable	2.4	0.3	0.5	1.1	-0.1	4.2	7.8	6.7
Accrued Liabilities	1.5	0.0	0.5	0.6	1.0	3.5	4.3	2.7
Deferred Revenue	0.0	0.6	0.8	2.9	0.0	4.3	0.9	1.3
Deferred Lease Liability	1.8	0.0	-0.1	3.9	0.0	5.6	7.7	6.1
Deferred management fee	1.0	0.6	1.3	0.4	0.0	3.2	3.3	4.2
Intercompany Loan	1.7	2.1	0.4	0.7	0.4	5.3	3.5	3.1
Long-Term Loans (inc LT def fee)	1.3	2.2	1.0	2.6	0.1	7.2	5.8	5.5
Total Liabilities	9.6	5.7	4.3	12.3	1.3	33.2	33.3	29.6
Net Assets	29.9	-3.9	-1.3	-4.1	7.7	28.3	30.0	26.0
Total Liabilities and Net Assets	39.5	1.9	3.0	8.2	9.0	61.6	63.2	55.6

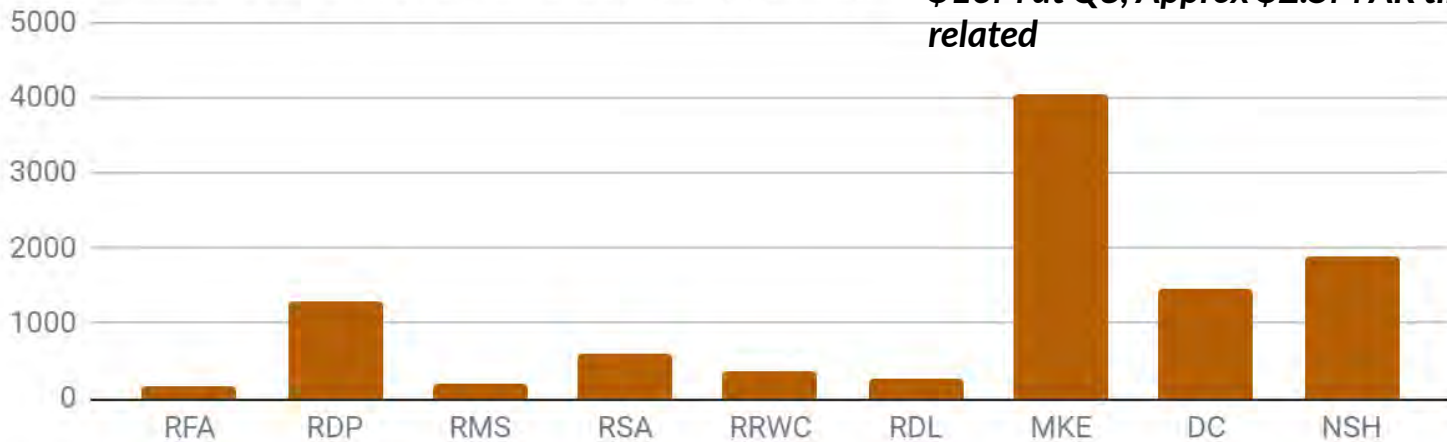
Continued monitoring of loan balances and deferrals

- CSGF early proposal to restructure debt with FY21/22 relief
- FY21 Deferrals projected to increase primarily in \$0.6 MKE; smaller additions in NSH, RMS, RDP

Loan maturities



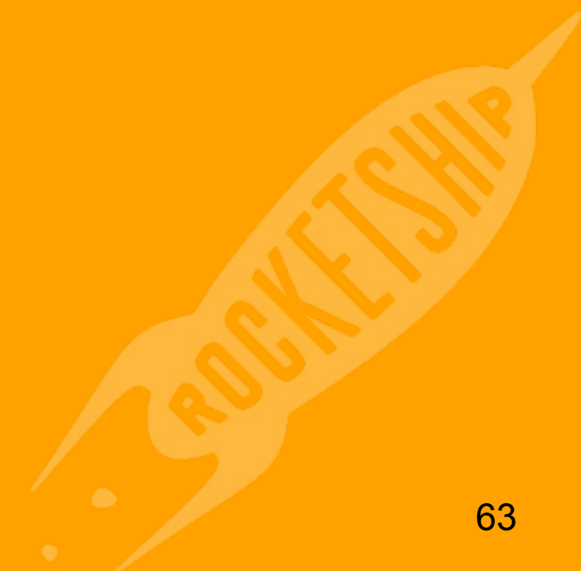
Q3 Deferred Network Svc + Intercompany (\$000)



\$10M at Q3; Approx \$2.5M AR timing related

APPENDIX

Multi year regional outlook



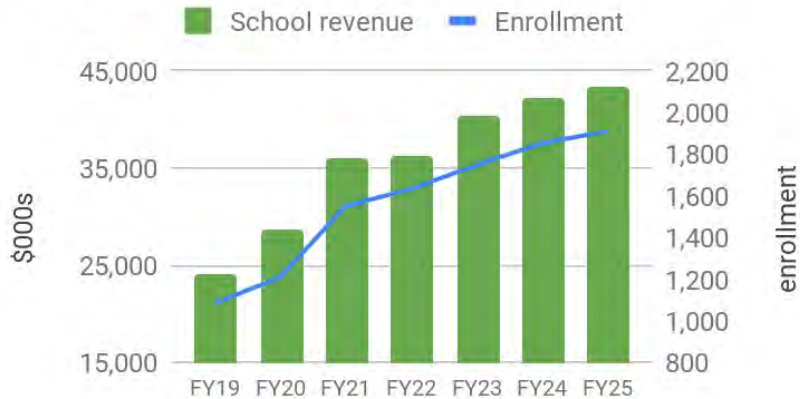
DC Region 5 year view

- 3 school perspective included; Updated 4 school version forthcoming; Prior board outlook in Appendix
- Assumes revenue returns to FY19-20 levels in FY23
- Baseline new school model has new school launch \$2.4M cash need from year 1 - 4 of operation

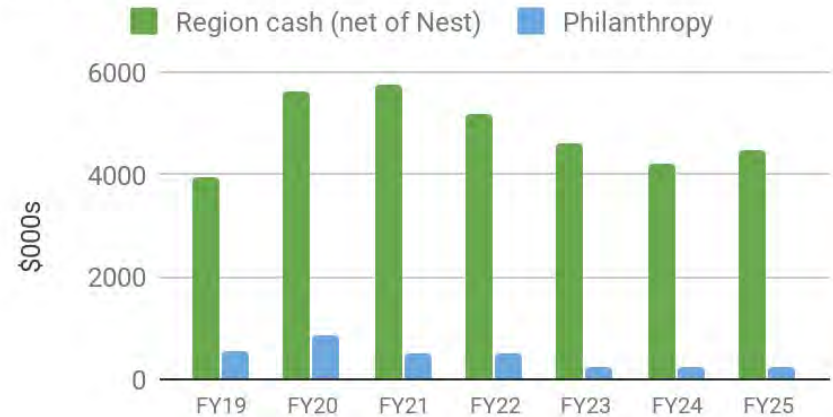
DC Region							
May 2020							
(\$ in Thousands)	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Total Schools	2	2	3	3	3	3	3
Enrollment	1,085	1,210	1,552	1,634	1,749	1,854	1,911
General							
DC Philanthropy (included below)	563	861	500	500	250	250	250
RSED-DC							
Revenues	24,528	29,087	36,537	36,860	40,598	42,413	43,617
Expenses	24,613	28,571	35,255	37,628	40,624	41,872	42,288
Change in Net Assets (CINA)	-85	516	1,282	-768	-26	541	1,329
Regional NeST							
Revenue (Mgmt fee/philan)	834	1,281	1,483	1,546	1,736	1,845	1,902
Expenses	1,079	1,396	1,305	1,277	1,304	1,315	1,327
CINA	-245	-115	178	269	432	530	575
REGION							
Revenue	25,362	30,368	38,020	38,406	42,334	44,258	45,519
Expense	26,924	29,967	36,560	38,905	41,928	43,187	43,615
CINA	-1,562	401	1,460	-499	406	1,071	1,904
EOP Cash Balance (excludes NEST)	3,966	5,632	5,778	5,164	4,601	4,231	4,460
% Reserves (non Nest)	16%	20%	16%	14%	11%	10%	11%
Liability due National	2,626	2,379	2,379	2,379	1,879	1,379	629

DC 5 year forecast: financial dashboard

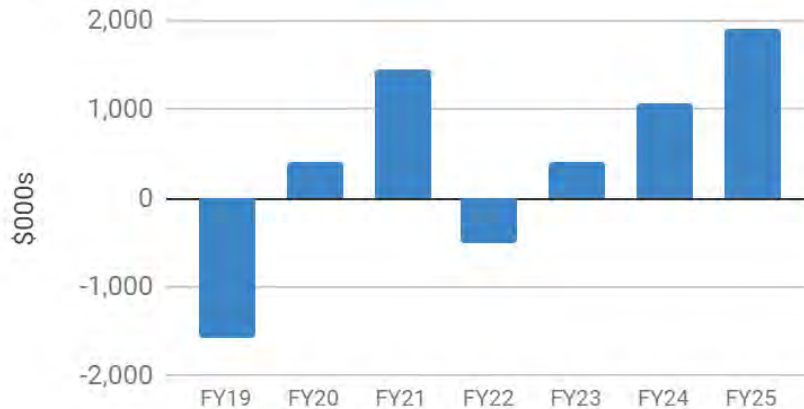
Enrollment and School Revenue



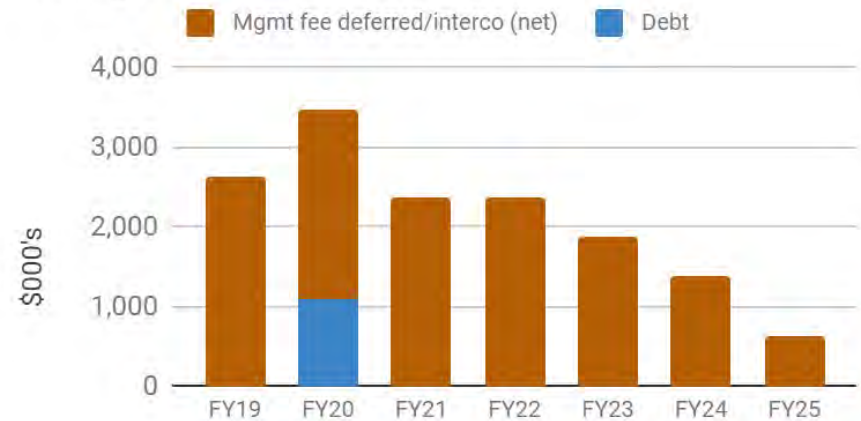
Region Cash and Philanthropy



Region CINA



Net regional debt and deferred fees



NSH Region enrollment and finance outlook

- 5 year outlook includes revenue reduction through FY22, returning to pre-recession in FY23
- Includes \$1.5M of fundraise over next 4 years; additional mgmt fee deferrals of \$600K
- Period end cash position/reserve lower by ~\$1M

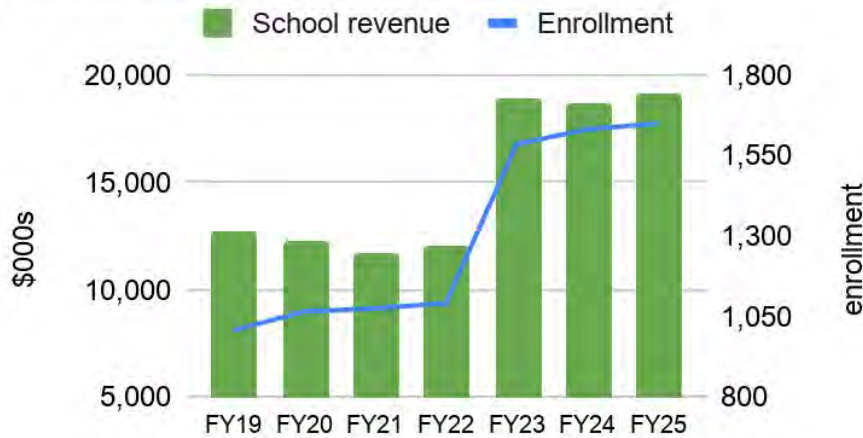
Nashville Region							
May 2020							
(\$ in Thousands)	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Total Schools	2	2	2	2	3	3	3
Enrollment	1,007	1,066	1,076	1,092	1,586	1,632	1,650
General							
NSH Philanthropy (included below)	33	69	250	250	750	250	0
RSED-NSH							
Revenues	12,682	12,279	11,682	12,066	18,925	18,710	19,123
Expenses	12,084	12,451	11,433	11,739	18,093	18,165	18,407
Change in Net Assets (CINA)	598	-172	249	327	832	545	716
Regional NeST							
Revenue (Mgmt fee/philan)	543	574	797	542	854	866	897
Expenses	1,055	937	951	1,012	1,035	1,233	1,257
CINA	-512	-363	-154	-470	-181	-367	-360
REGION							
Revenue	13,225	12,853	12,479	12,609	19,779	19,576	20,020
Expense	13,139	13,388	12,384	12,751	19,128	19,397	19,664
CINA	86	-535	95	-142	651	179	356
EOP Cash Balance	729	400	509	338	792	874	1,146
% Reserves	6%	3%	4%	3%	4%	5%	6%



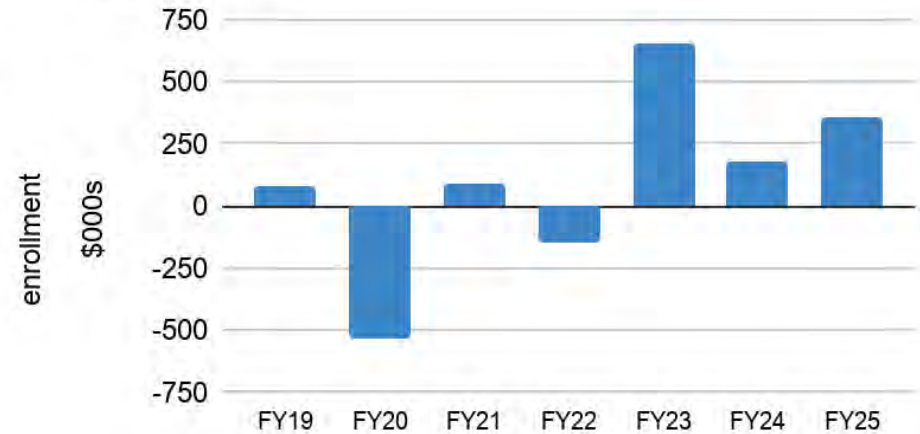
Nashville 5 year forecast financial dashboard

Assumes -10% revenue decline persists FY21, FY22; NSH3 launch and revenue to current level in FY23

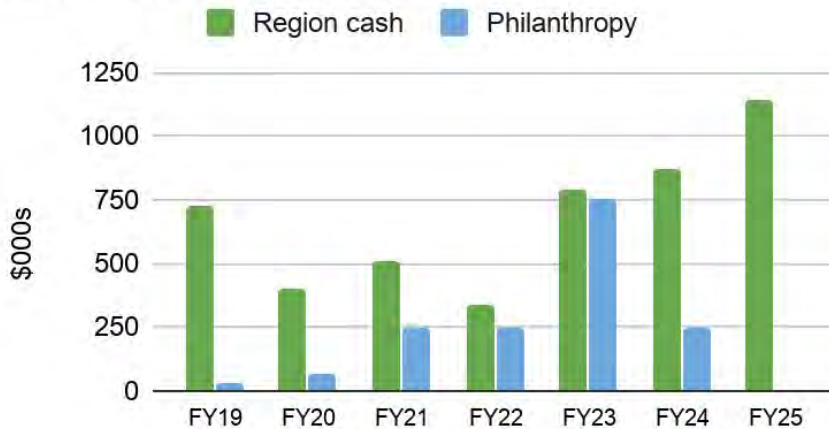
Enrollment and School Revenue



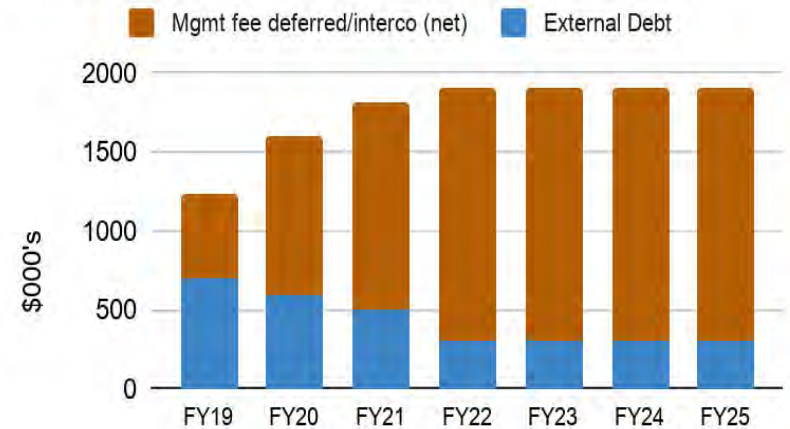
Region CINA



Region Cash and Philanthropy



Net regional debt and deferred fees



Milwaukee 5 year update: RTP delayed expansion

Assumes -8% revenue decline persists FY21, FY22; RTP expands in FY23

Milwaukee Region							
May 2020							
(\$ in Thousands)	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Total Schools	2	2	2	2	2	2	2
Enrollment	569	652	719	740	905	905	905
General							
MKE Philanthropy (included below)	247	233	250	500	850	400	400
RSED-MKE							
Revenues	6,636	7,293	7,486	7,862	10,079	9,631	9,634
Expenses	6,962	7,852	7,611	7,799	9,380	9,377	9,410
Change in Net Assets (CINA)	-326	-559	-125	63	699	254	224
Regional NeST							
Revenue (Mgmt fee/philan)	276	317	812	322	419	419	419
Expenses	730	721	703	738	757	674	683
CINA	-454	-404	109	-416	-338	-255	-264
REGION							
Revenue	7,040	7,619	8,297	8,184	10,497	10,050	10,053
Expense	8,117	8,775	8,323	8,546	10,146	10,060	10,103
CINA	-1,077	-1,156	-26	-362	351	-10	-50
EOP Cash Balance	620	241	313	522	1,132	1,163	1,083
% Reserves	8%	3%	4%	6%	11%	12%	11%

4 year
summary:

Philanthropy
campaign
\$2M

Loans/grants
\$400K

Deferrals
\$1.1M

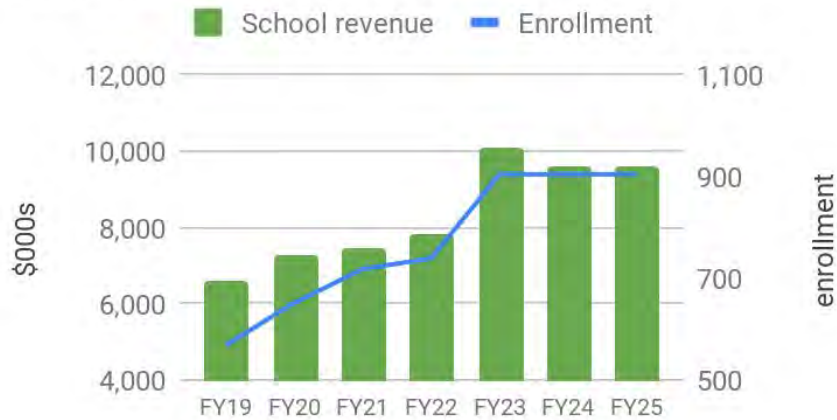
Budget
stabilized
with ~400K
philanthropy
on annual
basis



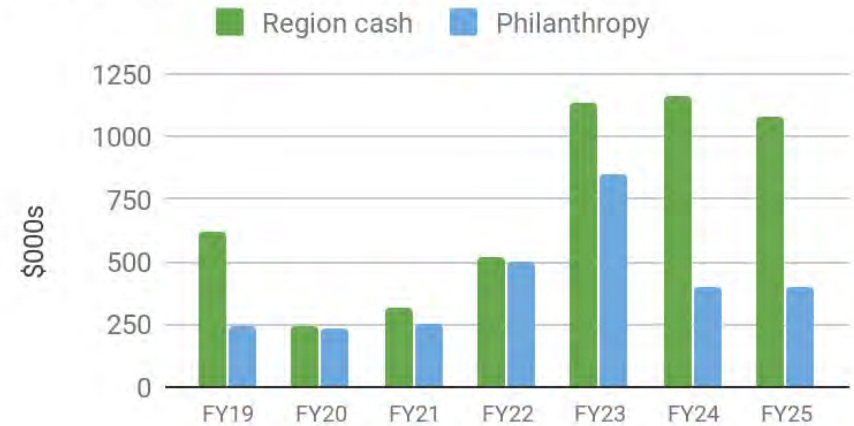
Milwaukee 5 year forecast financial dashboard

Assumes -8% revenue decline persists FY21, FY22; RTP expands in FY23

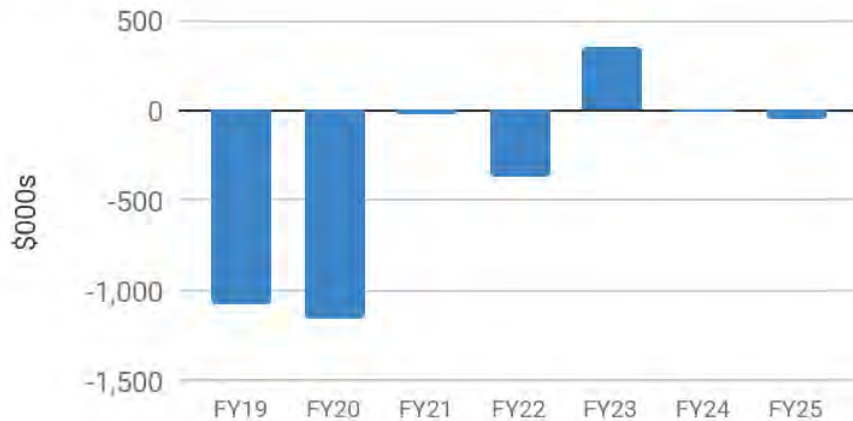
Enrollment and School Revenue



Region Cash and Philanthropy



Region CINA



Net regional debt and deferred fees

