



Thursday, June 9, 2022

## Rocketship Public Schools National Board of Directors Meeting (2021-22 Q4)

**Meeting Time: 1:00pm**

**Webinar link: <https://rocketshipschools.zoom.us/j/88476155027>**

**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**

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- A. Call to order
- B. Public comment on off-agenda items

### **2. Consent Items**

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- A. Approve minutes from the May 20, 2022 meeting of the Board of Directors
- B. Approve resolution extending emergency Brown Act procedures under AB 361
- C. Approve the 2022-23 School Instructional Calendars for Rocketship schools in California and Tennessee
- D. Approve the 2022-23 Rocketship Public Schools Employee Handbook
- E. Approve the Rocketship Public Schools Board of Directors 2022-23 meeting calendar
- F. Approve the FY 2022-23 Charter School Retirement Reporting Agreement
- G. Appoint Daniel Velasco to the Rocketship Executive Committee, through the remainder of his term on the Rocketship Board of Directors
- H. Appoint Daniel Velasco as the Achievement Committee Chair, through the remainder of his term on the Rocketship Board of Directors
- I. Approved revised Retention and Acceleration Policy for Rocketship-Tennessee schools
- J. Approve preliminary spending plan for title funds for Rocketship NSH3 (Dream Community Prep)
- K. Reappoint Maya Martin Cadogan as advisor to the Achievement Committee for a term of 2 years through June 2024

### **3. Agenda Items**

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- A. Mission Moment
- B. Board updates: CEO, Regional, Board Chair, Committee Chair, and Development
- C. Approve Resolution #22-10 to create Rocketship California Board Committee and appoint Yolanda Bernal Samano, Hugo Castaneda, Courtney Shenberg, and Ruben Solorio, with Yolanda Bernal Samano as Committee Chair
- D. Approve Rocketship 2022-23 annual plan and budget, including all school-level budgets, with a report from the Ad Hoc Annual Planning Committee

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

F. Review and approve the California School Dashboard 2021-22 Local Indicator data

G. Present Universal Prekindergarten (UPK) Plan for all Rocketship California Schools

H. Approve Resolution #22-09 to authorize an asset transfer from the Rocketship Network Support Team to Rocketship's California schools

I. Approve Rocketship Public Schools Gift Acceptance Policy

#### **4. Break**

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#### **5. Agenda Items (Contd.)**

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A. Board time with RPS DEI Council

#### **6. Closed Session**

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A. Public Employee Performance Evaluation Pursuant to Gov. Code Section 54957: CEO

#### **7. Agenda Items (Contd.)**

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A. Public report on actions taken in closed session

#### **8. Adjourn**

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THE ORDER OF BUSINESS AND TIMINGS MAY BE CHANGED WITHOUT NOTICE: Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice, provided that the Board takes action to effectuate such change.

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

SPANISH & VIETNAMESE TRANSLATION: If you need Spanish or Vietnamese audio translation in order to access the Rocketship Board meeting, please send a request to [compliance@rsed.org](mailto:compliance@rsed.org) at least 24 hours before the start of the meeting. If you would like to make a public comment in Spanish or Vietnamese and would like us to translate to English for the Board, please send a request to [compliance@rsed.org](mailto:compliance@rsed.org) at least 24 hours before the start of the meeting.

Si necesita traducción de audio al español para acceder a la reunión de la Mesa Directiva de Rocketship, envíe una solicitud a [compliance@rsed.org](mailto:compliance@rsed.org) por lo menos 24 horas antes del inicio de la reunión.

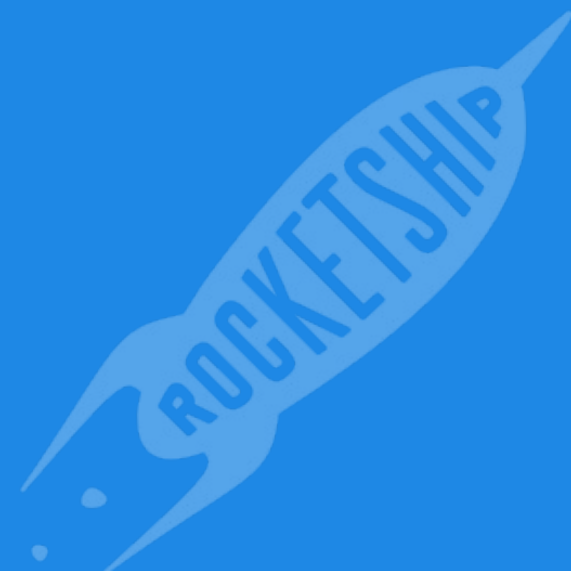
Si desea hacer un comentario público en español y desea que lo traduzcamos al inglés para la Mesa Directiva, envíe una solicitud a [compliance@rsed.org](mailto:compliance@rsed.org) por lo menos 24 horas antes del inicio de la reunión.

# Q4 Rocketship Public Schools Board of Directors Meeting

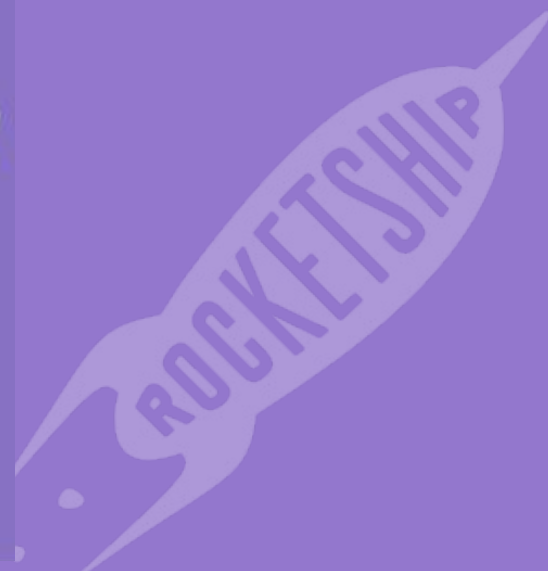
June 9, 2022



Mission Moment



# 2022 San Jose Mayoral Candidate Forum



video coming soon



On May 19, 2022, Rocketship's volunteer parent leaders hosted the San José Mayoral Candidate Forum, where more than 1,000 parents gathered to hear where their future mayor stands on critical community issues.









To: Board Members  
From: Preston Smith, Co-Founder & CEO  
Date: June 9, 2022  
Re: CEO's Update

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

## QUALITY—Great schools...

All schools in the top 10% among low-income districts (\*\*top 25% among all students)

We are near the end of the 2021-22 school year, which means that our Rocketeers are deeply engaged in Common Core and NWEA assessments. I am hopeful that our collective hard work and 2021-22 initiatives will deliver even stronger gains and outcomes for our Rocketeers this year. Despite a year full of so many challenges, variants, quarantines, and more, we are seeing a greater return to normalcy in instruction, rituals, and routines in the spring semester and are hopeful that it pays off for our Rocketeers and teams. We will know more by July (although our Spring NWEA data is looking promising!) and will dive into end of year results in our August meeting.

Each year during annual planning, we adjust our budgets to align with our overarching priorities and goals as an organization. We aim to ensure that these decisions bolster our regional success, school supports, and student achievement, while remaining on the path to achieve financial sustainability. As we enter 2021-22, we are focused on opening the next frontier of excellence as an organization. Across all our schools, we are intensifying and elevating our supports to fully address unfinished learning created by COVID's significant impact on absenteeism (staff and students). We are continuing to invest in our regional success model with stronger regional team structures and collaboration practices. In addition, we are continuing to elevate our personalized instructional model with a focus on interventions, literacy, and a robust learning lab experience across our network. Finally, we are planning on additional investments in our professional learning and talent development work by growing our National NeST team to further enable an aligned professional development experience across all roles that more rapidly unleashes the potential of our incredible team members and further elevates their collective impact and career pathways. These investments will also further enable our National Program team to pivot more deeply into coaching and professional development with a reduced focus on curricula development, which we believe will help us even more rapidly help our team address our Rocketeers' unfinished learning and needs. These areas are meaningful investments which will further improve Rocketeer outcomes in





the near-term and strengthen our regions as well for the future. I look forward to diving more deeply into these plans and content during our June board meeting.

In addition, I am excited to share that 10 Rocketship California schools won the first-ever 'Pivotal Practice' award from the California State Department of Education. Created in 2022 to honor innovative practices implemented during distance learning in the 2020-21 school year, this award is in place of the California Distinguished Schools Program. A HUGE shout-out to Rocketship Alma Academy, Rocketship Brilliant Minds, Rocketship Delta Prep, Rocketship Discovery Prep, Rocketship Futuro Academy, Rocketship Los Sueños Academy, Rocketship Mateo Sheedy Elementary, Rocketship Redwood City Prep, Rocketship Rising Stars Academy, and Rocketship Sí Se Puede Academy received this award. More Rocketship schools in Santa Clara County received the 'Pivotal Practice' award than any other district or charter network in the county. Last year, the other three Rocketship California schools (Rocketship Fuerza, Rocketship Mosaic, and Rocketship Spark) were named 'Distinguished Schools' by the California Department of Education.

Finally, I am proud to announce that the California State Department of Education awarded Rocketship California with a five year \$15M grant from the California Community Schools Partnership Program. This grant recognizes the incredible work of our schools to truly serve as community schools - taking care of our students, families, and neighborhoods outside of the classroom. Rocketship was awarded the most funding of any charter school in the state. This revolutionary program is the first of its kind to invest significant resources into transforming public schools into community resource hubs. Rocketship will use these funds to support and expand our Care Corps Program - where a full-time staff member at each school partners with our families to navigate support systems and get the resources they need. These salaried staff members personally work with community resources to make them accessible to our families, and stay with our families every step of the way to make sure they get the support they need for their families to thrive.



## **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

With declining COVID cases, we have begun to return to our full model of our learning labs, which will mean the return of our rotational station model where our Rocketeers have access to hands-on science, engineering, daily physical education, a library reading area, developmentally appropriate play opportunities (TK-1st grade), robotics, art, dance, and more depending on their school site and which enrichments their community has prioritized. We are working to scale this model across all of our learning labs nationally in order to provide an even more diverse learning

experience that further unleashes the potential of our Rocketeers through rigorous academic and non-academic learning. It is critical that we continue to push our model and school experience to more fully address the "[enrichment gap](#)," which is another example of inequity in public education.

We are also continuing to further share our innovation and personalized learning model nationally through JetpackED. We recently received grants from Charter School Growth Fund and Silicon Schools to help further fuel JetPackED's impact through the enhancement of the platform itself, as well as increased scale around the country. In the 2022-23 school year we expect over 30 schools - in addition to the current Rocketship schools - will have adopted JetPackED in order to support their student achievement. This level of adoption is exciting to see, especially as it enables JetpackED's ability to continue to innovate and elevate the platform's ability to create recommended groupings of students based on their needs as well as shifting and recommending programs in order to help students meet their year end goals.

Finally, I am proud to report that we are closing in on \$10M raised across our network this year. This includes \$2.5M of designated funding as part of the California Community Schools Grant and \$7.5M funds raised against our budgeted goal of \$6.2M. In addition, every region surpassed their fundraising goal this year! Our strength in fundraising this year is due in large part to our strong stewardship practices that generated a significant increase in upgraded gifts along with some larger grants for our expansion in Texas and Nashville getting front-loaded into this year. As we close out FY22 we are working to ensure we continue to achieve 100% board giving - a critical indicator that many grant makers include in their due diligence process. I am grateful for the board's steadfast generosity and support to ensure we meet our 100% board giving goal once again. Finally, as we look to FY23 we are planning a fundraising event on October 6 in San Jose to celebrate our 15 year anniversary. This invite-only event is designed to bring in new champions and supporters of our work. We will share more details on the event over the summer.

## IMPACT—Strong communities and families...

Serve 14,000+ Rocketeers and families by 2023

In May, after over two years of delays, we celebrated the opening of Rocketship Infinity Community Prep with their official ribbon cutting ceremony. Andre Agassi, Turner Impact Capital CEO Bobby Turner, community leaders, and local dignitaries joined with families and supporters for the inaugural celebration of Rocketship Infinity Community Prep at the Romaine Thomas Campus, in the Fort Totten Neighborhood. Rocketship Infinity Community Prep is Rocketship DC's third school and Rocketship Public Schools' 20th campus. We are so proud of this state-of-the-art facility, which is an adaptive reuse of two former warehouses near the Fort Totten Metro station, and we expect the building to earn LEED Gold certification from the U.S. Green Building Council.



We look forward to a successful opening of our inaugural school in our Texas region in Fort Worth, Texas. To reflect the rich history of excellent public educators from the Stop Six community and southeast community of Fort Worth, our founding parents recently named their new school “Rocketship [Dennis Dunkins](#) Elementary.” Dr. Dennis Dunkins was a pioneer of education in Fort Worth and beyond. For decades, he worked for the Fort Worth Independent School District and was instrumental in promoting school choice. He played a crucial role in creating magnet programs and was a champion for education excellence in the Stop Six community. As one of the founders of the Fort Worth Area Alliance of Black School Educators (FWAABSE) and the Texas Alliance of Black School Educators (TABSE), he worked tirelessly to solicit more principals of color to serve the local school district. Additionally, he single-handedly organized and chaperoned thousands of middle and high school students on the annual Historically Black Colleges and Universities tours. We are honored our families chose such a prominent figure in our community, and our school has the opportunity to continue its legacy. This new school facility will serve 400+ Rocketeers in Kinder through 3rd grade.

In Nashville, we continue to make progress towards a successful launch of our third campus located in Antioch, Tennessee. Our founding families at our newest school in Nashville recently held their naming ceremony and named their new school “Rocketship Dream Community Prep.” Serving a diverse and vibrant community, founding families see their new school as a symbolic representation of the hopes and dreams they have for their children and the greater Antioch community. The Rocketship Dream team is designing a school community, culture, and curriculum that uses music to bring learning to life and inspire our Rocketeers to pursue their dreams. This brand new, state of the art school opens in August and will serve over 400 Rocketeers in Kinder through 4th grade.



In the Bay Area and Milwaukee, our parent leaders continue to make their voices heard in their respective communities. In each city, our Parent Organizing Committees decided to organize an event



to educate our community about the importance and process of voting, especially in the upcoming mayoral and city council races. Ileshia Wiggins, RTP parent leader and one of the organizers of the mayoral forum, published an [op-ed](#) about the burgeoning parent movement Milwaukee. In San Jose, parent leaders turned out close to 1,000 community members for their Mayoral Candidates Forum. Parents leaders from Rocketship asked six mayoral candidates questions about education, housing, inequality, jobs, healthcare, immigration, and more. It was the largest grassroots organized candidate forum ever held in California.



Finally, over 100 Rocketship families from California, Texas, and Nashville traveled to DC to attend a joint day of action in opposition to the Department of Education's proposed rule changes to a long-standing federal grant program. For nearly 30 years, the Charter School Program (CSP) has provided federal grant support to help open new high-quality charter schools or expand existing ones. The Department of Education's newly proposed rules for the Charter School Program would upturn years of established federal, bi-partisan charter school policy. With essentially no stakeholder engagement from the charter school community in developing these new regulations, charter school parents across the nation descended on Washington DC to make their voices heard. In coalition with the National Charter Alliance, over 800 families attended a rally and press conference that generated [national media coverage](#) highlighting the bi-partisan backlash to the administration's proposed rule changes. In addition, Rocketship families met with Secretary Cardona's office as well as eight



Congressional offices to provide direct feedback on the proposed rule changes. It was a magnificent display of parent power across our movement.



## **DEI— Equitable and inclusive Rocketship community...**

60% or more of Rocketship leaders will reflect & represent the racial & ethnic identities of students we serve by 2023

I am looking forward to the Rocketship Board and their annual time with our DEI Council as well as our newly hired DEI Director, Nasif Rogers. After an extensive search we are thrilled to have Nasif join our Rocketship community where he will be based in our Milwaukee region. Nasif was born and raised on the south side of Chicago, attended Chicago Public Schools, and is a fierce advocate for youth and families who have been marginalized and oppressed by school systems. Nasif has a range of consulting, administrative, and teaching experiences spanning close to two decades in rural, suburban, urban, charter, and nonprofit sectors. We are excited to have Nasif on-board and to further help steward our DEI work in partnership with our DEI Council, who are important strategic partners in our continued work to continue to elevate our impact and work to build a representative, inclusive culture that enables our team, families, and Rocketeers to thrive.

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 2021-22 school year strong and preparing for a 2022-23 school year filled with even greater achievements.

**Resolution #22-10**

**RESOLUTION OF THE BOARD OF DIRECTORS  
OF ROCKETSHIP PUBLIC SCHOOLS AUTHORIZING THE FORMATION  
OF A DEDICATED BOARD COMMITTEE FOCUSED EXCLUSIVELY ON  
THE GOVERNANCE AND OPERATIONS OF CALIFORNIA SCHOOLS:  
THE ROCKETSHIP CALIFORNIA BOARD COMMITTEE**

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

**WHEREAS**, the Rocketship Education Board of Directors (“Board”) not only directly governs public charter schools, but also governs the broader Rocketship Public Schools nonprofit educational organization;

**WHEREAS**, the Board and Rocketship leadership deeply value the importance of local community representation to inform governance decisions of our public school network in California;

**WHEREAS**, the Board and Rocketship leadership seek to further increase local representation and voice in the governance of our public school network in California

**WHEREAS**, the Board and Rocketship leadership seek to further increase transparency and parent and community accessibility to public meetings noticed and held under the Brown Act, where members are engaged in discussions and decisions specifically impacting our public school network in California;

**WHEREAS**, in connection with the governance and operation of the organization’s public charter schools, the Board desires to create a Board committee called the “Rocketship California Board Committee” (“California Board Committee”) as a formal structure within the Board that will elevate the presence and representation of our local community while also increasing the organization’s ability to deeply focus on strategy, compliance, community engagement, and academic achievement for Rocketship schools in California;

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

Section 1. The formation and organization of the California Board Committee as described above is ratified and approved. The California Board Committee may also be referred to as the “Rocketship California Board”.

Section 2. The Rocketship Education Board of Directors shall appoint members of the California Board Committee in accordance with its Bylaws and this Resolution. The California Board Committee shall consist of at least two Directors and fewer than a quorum of the Directors of the Board, and other non-Director members as determined by the Board.

Section 3. The Rocketship Education Board of Directors delegates to the California Board Committee the authority to oversee and direct strategic and operational actions for

Rocketship schools and operations in California, to the greatest extent allowable by law. Those actions may include but are not limited to consideration and approval of California compliance documents, policies, school matters, and other items that are not required by law, a specific charter provision, or local authorizer requirements to be considered or approved by the full Board. To the extent full Board approval is required for any reason, the California Board Committee may serve in an advisory role in that regard, including by conducting any public hearing that may be required, to the greatest extent allowable by law. The California Board Committee may not exercise any authority prohibited by Corporations Code section 5212(a).

Section 4. The California Board Committee shall participate in the selection of and annual evaluation processes for the Rocketship California Executive Director. Further, the California Board Committee shall contribute its local and functional expertise to serve as a thought partner and sounding board for the California regional leader on topics related to student learning and achievement; family and community engagement; school operations; finance and business functions; and all other topics relevant to operating high-quality charter schools serving the California community.

Section 5. The California Board Committee may adopt bylaws for itself, subject to ratification by the Board.

Section 6. The officers of the Board and the Rocketship Chief Executive Officer, or their duly delegated representative(s), acting alone or together, are hereby authorized and directed to take or cause to be taken all such other actions as may be required to fulfill the purposes of the foregoing resolutions, aside from appointment of California Board Committee members.

# # #

#### **CERTIFICATE OF ADOPTION**

I hereby certify that the foregoing Resolution was adopted by the Board of Directors of Rocketship Education at its meeting held on \_\_\_\_\_, 2022.

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Chair of the Board of Directors  
Rocketship Education

# Rocketship Public Schools Full Board

June 9, 2022





# Goals of Annual Planning Process

Align on goals and priorities for the upcoming year

Include stakeholders (Board, NET, DEI Council, 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

- **Rallying Cries, Defining Objectives, and Org Charts**
  - National
  - Regional
- **FY23 Enrollment Projections**
- **FY23 Budget & Financial Update**
  - National
  - Regional
- **Compensation**



NATIONAL:

# Rallying Cry, Defining Objectives, and Org Chart



# 22-23 Network Priorities

<b>Quality</b>	<b>Impact</b>	<b>Advocacy</b>	<b>DEI</b>	<b>Culture</b>
Top 10% SED (~Top 25% ALL students)	14,000 Rocketeers Sustainability	100 Parent Power Meetings	60%+ leaders represent student racial & ethnic identities	Currently under revision with focus on inclusion

**Opening the next frontier of excellence**  
through equity, collaboration, and agency

**Fully close (COVID) opportunity gaps and address unfinished learning**

**Improve quality of network support** by enabling greater voice, agency and accountability across schools, regions, national

**Build a more open and inclusive culture** that is a great place to be for all Rocketeers.





# Fully close (COVID) Opportunity Gaps and Address Unfinished Learning

## SMART Goals

- % Met Tiered Growth (ELA/Math)
- <10% Chronic Absenteeism
- % Above 75th/50th/33rd percentile

## Initiatives

- **Strengthen Current Core Practices:** Increase services for implementation, minimize new resource creation, elevate and codify tools around data driven instruction and coaching, development response
- **National Curriculum Review and Pilots:** Texas success and learnings
- **Elevate Professional Learning:**
  - Competency maps for roles, starting with Directors of Schools (DOS) and Principals
  - Significantly improve onboarding quality, especially for external candidates new to their role and Rocketship
  - Year long Professional Development Scope and Sequence Maps with top 5 accessibility strategies for diverse learners embedded (Differentiated by region)
- **Cross-cutting approach to absenteeism**



# Improve Quality of Network Supports

## SMART Goals

- % of NeST teams at NPS +30 or above
- % Teachers who Met Expectations (Eval 3+)
- % Agree Network/Regional comms provide timely and relevant info
- % Agree climate of trust and teamwork

## Initiatives

- **Decision Rights:** Codify prioritized decisions.
- **System/habits** to check quality of implementation of IRDP, e.g. does recommender get input from who they need to, how well are decisions communicated?
- **Structures** that **support coordination and communication**, especially in cases where regions own decision and approaches are varied
- **Better define NeST Supports:** Clarify role of NeST (national vs regional) including variance by function.
- **RPS Model:**
  - Define what is core to RPS model, why, and key practices.
  - Systems to support **documentation and access** of core information (exemplars, curricula, content, PD, etc.)



## Build a More Open and Inclusive Culture

### SMART Goals

- 80% RPS Great Place to Work with no gaps across sub-groups
- 60% of Leaders represent student racial & ethnic identities
- # of APs in Aspiring Principals Program

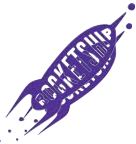
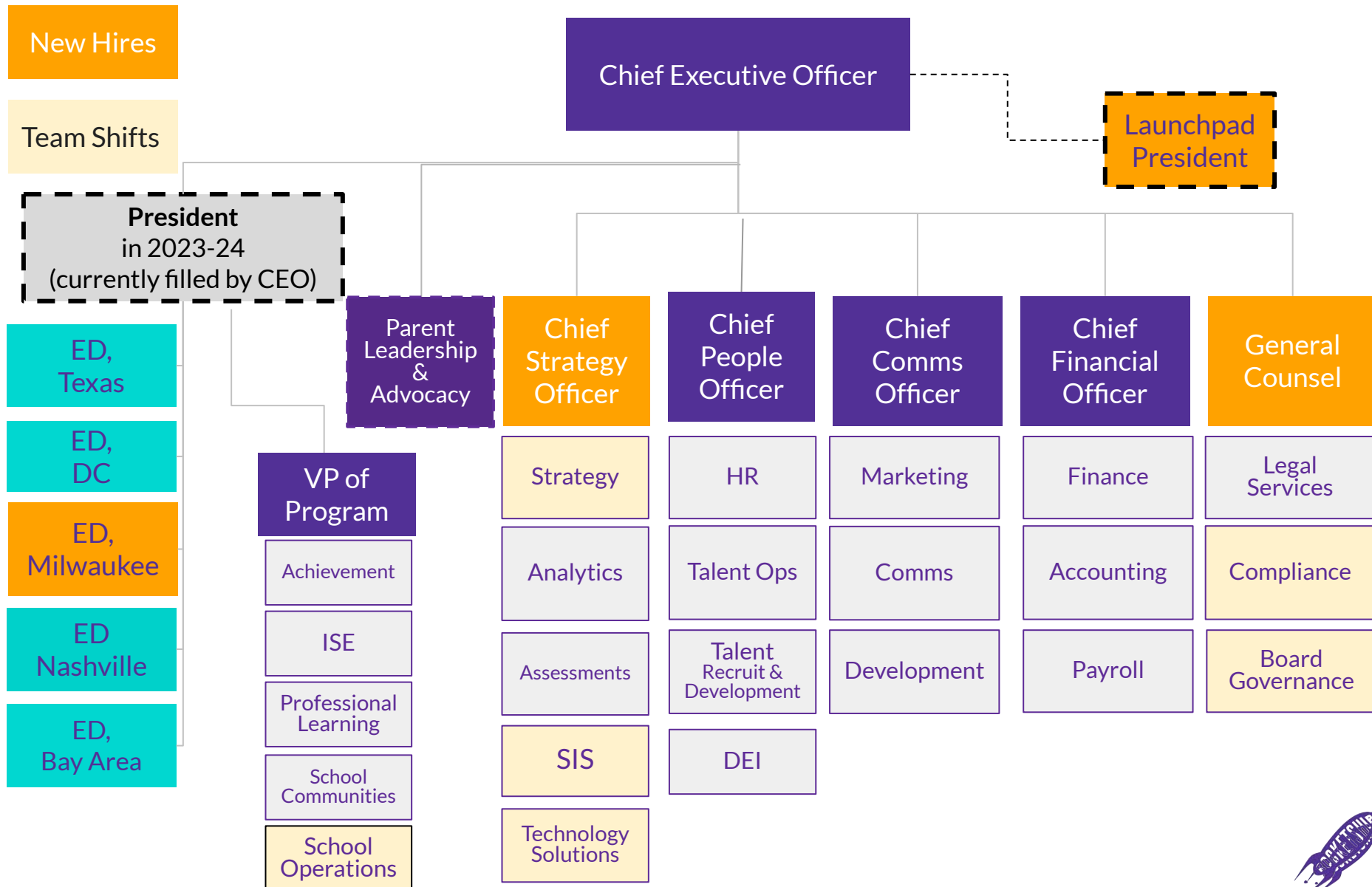
### Initiatives

- **Norm and execute to the “Rocketship Way”** survey and focus group feedback
- **Define what “great place to work”** means at RPS - culturally identity and branding
- Hire and onboard **DEI Director**
- Further define the **role of the DEI council**
- **Continue to elevate representative leadership**, especially at the AD level and above within NeST
- Continue to build **partnerships of diverse talent** in regions
- **Improve communication and accessibility** of tools, resources, and information related to career pathways (‘democratize’ access to information and resources)
- **Increase leadership development supports** including NeST Rising Leaders
- **Implement new/more wellness/self-care initiatives** based on roadshow/staff survey feedback



# Rocketship Organizational Structure

## Network Executive Team - Planned 2022-23



# Investments in National Capacity

Potential FY22-23 =   
New Roles

## Finance

**Strengthen finance team capacity and build internal bench**, e.g.: added Sr Director Finance, elevated Controller role, bringing long-term contractor roles in-house

## Program

**Build Program team leadership**, e.g. raise level of lead roles for Professional Development (to include onboarding) and Humanities (to include SEL and Multilingual Learners), **add Sr. Director Academics to lead content teams**

## Talent

**Adjust talent/HR staffing to address network focus areas**, e.g. hired DEI Director, distributing management of talent operations to current leaders, repurposing management role to hire AD compensation, **add Dir Learning and Development and HRBP (NeST/TX)**

## Strategy/Growth

**Increase capacity to address strategic opportunities for impact**, e.g. elevate General Counsel role, generate greater impact and revenue to cover roles to extend services beyond RPS (e.g. JetPackED, Parent Leadership)





REGIONAL

# Rallying Cries, Defining Objectives, and Org Charts



## 22-23 Regional Priorities

NSH

### Continuing to Open Doors for impact

- Opening Doors for Student impact
- Opening Doors for Communities
- Opening Doors to Serve More Families (Antioch & G5 at RNNE)
- Opening Doors to New Partnerships

MKE

### Strengthening our Foundation

- Build a Diverse & Inclusive Team
- Ensuring Responsive & Rigorous Schools
- Building Financially Sustainable Schools

TX

### Realizing the Mission

- Exceptional Student Achievement
- Elevated Parent Power
- Community Pride

CA

### Power up performance to eliminate the pandemic gap as a community

- Accelerate student learning by uplifting data-driven and culturally responsive instructional practices
- Build a more sustainable and inclusive culture
- Re-engage families through meaningful in-person experience and authentic partnership
- Model proactive advocacy to shape post-pandemic political landscape

DC

### Center Wellness so all can reach their highest potential

- Integrate Wellness
- Build a Safe, Supported and Connected Community
- Building Capacity



# CA Leadership Team: Roles & Functions

Executive Director	Chief of Staff	VP of Bay Area Schools <i>(4 Direct Reports: Dir Instruct/Achieve, Lead DOS, Dir. Ops, School Communities)</i>		Sr Directors of External Affairs <b>(2)</b>
Overall Regional Leadership & Mgmt <i>(incl. mgmt of reg. leadership team &amp; regional culture)</i>	Regional Team Efficacy & Efficiency	Principal Coaching, Management & Development (DOSes)	Regional Achievement (AMs)	Marketing and Communications
Strategy & Analytics	Regional Communications	School Culture & Parent Engagement	School Operations (RDOs)	External Affairs & Comm. Partnerships
Regional Finances & Accounting <i>(manage fisc health towards sustainability)</i>	Board Management	Family Recruitment	Professional Learning	Parent Leadership and Advocacy
Development	Cross Func Collab & Special Projects	School Communities <i>(moving from National in 23-24)</i>	ISE <i>(moving from National in 23-24)</i>	Development
Board Development/ Strategy	Compliance and SIS	Care Corp <i>(starting in 23-24 under School Comm)</i>	SEL & MTSS <i>(moving from National in 23-24)</i>	Care Corp <i>(moving under Sr Dir of Schools in 23-24)</i>
			ELD <i>(moving from National in 23-24)</i>	Charters & Renewals



# DC Leadership Team: Roles & Functions

Executive Director	Chief of Staff	Chief of Schools	Director of External Affairs	Director of Community Wellness
Management of CoS, DoS, DoCW, DoEA	Team Efficacy	Director of Schools-Principal Management	Marketing and Communications	Student, Staff and Family Wellness
Finance and Accounting (NeST supported)	Board Management	Regional Achievement (RST)	Family Recruitment	Diversity, Equity and Inclusion
Development	Compliance and SIS	Integrated Special Education/MTSS (ADoISE)	External Affairs	Talent Development
Strategy & Analytics	Special Projects Management	Out of School Time (Extended Learning)	Parent Leadership and Advocacy	
Team Efficacy		Professional Learning	Development	
Board Development/Strategy		School Operations (RDO) -Manage Tech Solutions		
		Parent Engagement		



# NSH/MKE/TX Leadership Teams: Roles & Functions

Executive Director	Chief of Staff (NSH & MKE)	Director of Schools	Impact and Engagement (ADs in TX & NSH, EO in MKE)
Management of regional leadership team	Regional Team Efficacy & Efficiency	Principal Management	External Affairs
Finance and Accounting (NeST supported)	Regional Communications	Regional Achievement (RST)	Family Recruitment
Development	Board Management	Integrated Special Education/MTSS (ADoISE)	Parent Leadership and Advocacy
Strategy & Analytics	Cross Func Collab & Special Projects	Out of School Time (Extended Learning)	
Team Efficacy	Crisis Management	Professional Learning	
Board Development/ Strategy	Compliance and SIS	School Operations (RDO) -Manage Tech Solutions	
		Parent Engagement	



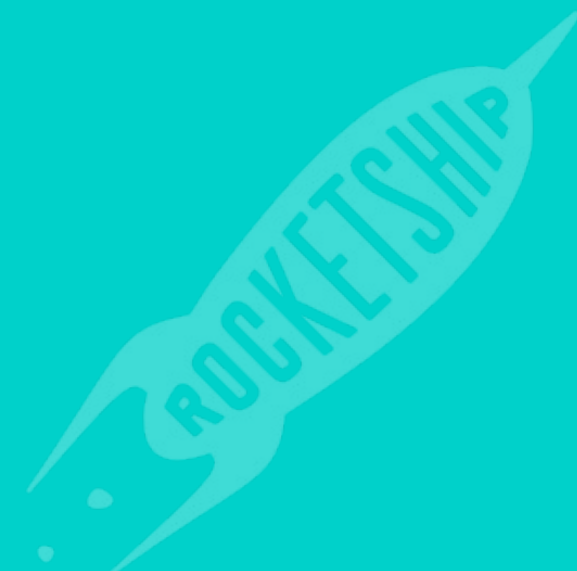


# Investments in Regional Capacity

Region(s)	Role	Rationale
CA DC NSH	<b>Chief of Staff</b>	Help optimize ED's leadership bandwidth and focus by aiding in regional team coordination, external engagement, and development
BA DC MKE	<b>VP BA Schools Chief of Schools Director of Schools (DOS)</b>	Help optimize EDs bandwidth and focus by aligning school management with critical program functions under a senior leader on their regional leadership team so EDs can better balance internal/external focus
TX	<b>DOS Dir Student Services Dir Impact and Engagement</b>	Build out TX regional team to support a strong Year 1
NSH	<b>STEM Achieve. Mgr</b>	Build instructional staff capacity and elevate student achievement in the region, balancing consistency across RPS with the unique needs of each school in the region around STEM instruction
DC	<b>Dir of Community Wellness</b>	Drive on regional vision/wellness priority
DC	<b>Dir of Compliance</b>	Ensure we are meeting all compliance deadlines and requirements given the DC-specific requirements in this area



# FY23 Enrollment Projection



# Enrollment

	FY22	FY23 Budget/Staffing Projection	Change	%Change
RMS	474	479	5	1%
RSSP	334	311	-23	-7%
RLS	398	381	-17	-4%
ROMO	561	577	16	3%
RDP	462	438	-24	-5%
RBM	520	501	-19	-4%
RSA	516	517	1	0%
RSK	565	574	9	2%
RFZ	575	564	-11	-2%
RRS	609	587	-22	-4%
RRWC	301	275	-26	-9%
RFA	649	640	-9	-1%
RDL	573	594	21	4%
<b>CA</b>	<b>6,537</b>	<b>6,438</b>	<b>-99</b>	<b>-2%</b>
RNNE	458	500	42	9%
RUA	556	518	-38	-7%
NSH3	0	388	388	
<b>NSH</b>	<b>1,014</b>	<b>1,406</b>	<b>392</b>	<b>39%</b>
RSCP	468	443	-25	-5%
RTP	258	279	21	8%
<b>MKE</b>	<b>726</b>	<b>722</b>	<b>-4</b>	<b>-1%</b>
RISE	658	600	-58	-9%
RLP	660	649	-11	-2%
RIC	235	303	68	29%
<b>DC</b>	<b>1,553</b>	<b>1,552</b>	<b>-1</b>	<b>0%</b>
TX1	0	413	413	
<b>TX</b>	<b>0</b>	<b>413</b>	<b>413</b>	
<b>Total</b>	<b>9,830</b>	<b>10,531</b>	<b>701</b>	<b>7%</b>

We shifted our approach to enrollment. The Enrollment Projection represents a conservative estimate based on historical data and trends. This number is used for both budgeting and staffing purposes. A separate Campus Target is set as an aspirational goal for each school. This approach improves transparency and clarity across teams, elevates decision-making for our school leaders and regional teams, as well as creates more authentic and accurate budgets.

For FY23 we project:

- Overall increase of 701 students or 7%
- CA enrollment down 2%
- 39% increase in NSH driven by opening RDCP (NSH 3)
- MKE shows a 1% decrease
- DC is effectively flat
- Addition of 410 students due to the launch of TX



## RPS FY23 Financial Update:

- Consolidated Rollup
- National NeST
- National and Regional NeST



# FY23 Budget Overview

The FY23 budget represents a conservative and balanced approach to furthering our FY22-23 Network Priorities in service of our Always Important Goals.

- Regional NeST staffing plans have been carefully aligned to each region's priority and vision for investing in leadership.
- The National NeST staffing plan includes a handful of new roles for FY23 to address the most strategic organizational needs.
- The budget incorporates compensation increases at all levels across regions to ensure that we meet staff needs, remain competitive and respond to inflation.
- The consolidated RPS budget generates a \$1.2M lease adjusted positive CINA
- The budget does not currently include two California programs which will generate additional positive CINA.
- TX is not included in the RPS budget rollup. The only impact that Texas has on RPS is the network support fee.
- The budget was built as part of a three year plan to ensure sustainability when the COVID relief funds end.





# RPS Financial Overview

	FY23 Preliminary RPS Budget						
(\$000)	CA	MKE	NSH	DC	NTL	Elim	RPS
Federal Income	17,297	2,455	4,424	5,850	0		30,026
State Revenue Sources	84,502	6,385	18,778	33,224	0		142,889
Other Local Revenues	184	0	1	794	72		1,051
Int Transfers/Network Support Fee	5,403	410	1,109	1,502	16,717	(24,723)	417
Grants and Fundraising	0	750	400	500	3,200		4,850
<b>Revenues</b>	<b>107,385</b>	<b>9,999</b>	<b>24,712</b>	<b>41,870</b>	<b>19,989</b>	<b>(24,723)</b>	<b>179,232</b>
Compensation	58,740	5,316	9,895	16,189	15,133		105,273
Non Compensation	23,604	3,356	7,548	14,468	5,304	(1,323)	52,957
Rent	10,704	643	1,989	7,348	171		20,854
Network Service Fee	14,339	1,229	3,327	4,505	0	(23,400)	0
<b>Expense</b>	<b>107,388</b>	<b>10,544</b>	<b>22,759</b>	<b>42,509</b>	<b>20,608</b>	<b>(24,723)</b>	<b>179,085</b>
<b>CINA</b>	<b>(3)</b>	<b>(545)</b>	<b>1,953</b>	<b>(639)</b>	<b>(619)</b>		<b>148</b>
<b>Lease Adjusted CINA</b>	<b>(3)</b>	<b>(545)</b>	<b>1,953</b>	<b>458</b>	<b>(619)</b>		<b>1,245</b>

# National FY23 Budget

National	FY2023
(\$000)	Prelim Budget
Federal Income	0
State Revenue Sources	0
Other Local Revenues	72
Int Transfers/Network Svc Fee	16,717
Grants and Fundraising	3,200
<b>Revenues</b>	<b>19,989</b>
Compensation	15,133
Non-Comp	5,304
Rent	171
<b>Expense</b>	<b>20,608</b>
<b>CINA</b>	<b>(619)</b>



# National NeST Highlights

The National NeST budget shows a \$619K negative CINA currently.

The budget includes \$600K in contingency

The budget includes 2 positions added late FY22 & 3 new positions for FY23. These positions are strategic investments to better serve the regions:

- Business Team - Sr. Director of Finance
- Program Team - Sr. Director of Academics
- Talent Team
  - Director of Learning & Development
  - Human Resources Business Partner
  - Director of DEI



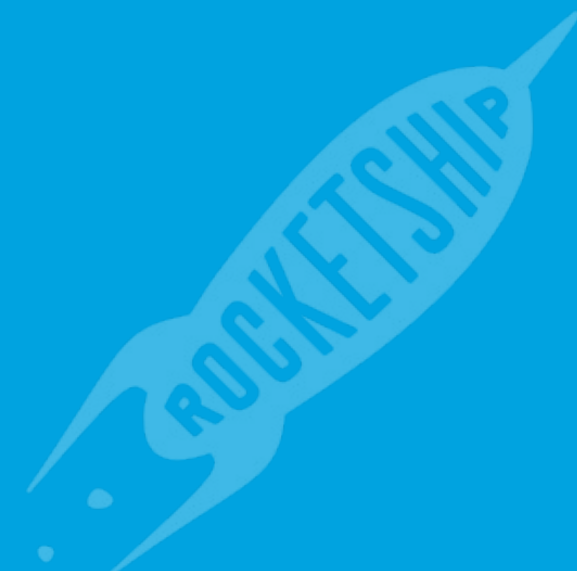
# NeST Roll up

	FY23 Preliminary NeST Budgets						
(\$000)	CA	MKE	NSH	DC	NTL	RPS	
Federal Income	0	0	0	0	0	0	0
State Revenue Sources	0	0	0	0	0	0	0
Other Local Revenues	0	0	0	0	72	72	
Int Transfers/Network Support Fee	4,903	410	1,109	1,502	16,717	24,641	
Grants and Fundraising	0	450	400	500	3,200	4,550	
<b>Revenues</b>	<b>4,903</b>	<b>860</b>	<b>1,509</b>	<b>2,002</b>	<b>19,989</b>	<b>29,263</b>	
Compensation	3,030	705	1,284	1,609	15,133	21,761	
Non Compensation	1,611	133	155	367	5,304	7,570	
Rent	292	0	0	0	171	463	
Network Service Fee	0	0	0	0	0	0	
<b>Expense</b>	<b>4,933</b>	<b>838</b>	<b>1,439</b>	<b>1,976</b>	<b>20,608</b>	<b>29,794</b>	
<b>CINA</b>	<b>(30)</b>	<b>22</b>	<b>70</b>	<b>26</b>	<b>(619)</b>	<b>(531)</b>	

- Regional NeSTs all operate close to break even.
- This includes significant shifts to regional leadership and staffing/structure as EDs have become more familiar with how to optimally lead and operate their regions towards optimal outcomes for our Rocketeers, families, and teams.
- Regional and National NeSTs are projected to operate at a combined negative \$531K CINA.



# Regional FY23 Financial Update





# Regional Budgets

## Regional budget highlights:

- The regional budgets currently all break-even with the exception of Milwaukee.
- We anticipate that the Milwaukee budget will break-even as well once we identify allowable COVID related expenses.
- The budgets do not require any grants or fee deferrals from National
- Budgets include \$16M in COVID relief funding
- The CA budget is understated:
  - New CA program for afterschool and summer school totaling \$12-15M has not been included
    - This will be an ongoing program
    - In process of developing program design
    - Funding level to be clarified finalized in June budget
  - One year Universal PreK funding of \$1M, we have not yet created a program design
  - California Community School Partnership Program Grant
    - The CDE is recommending approval of a \$15M grant to Rocketship
    - This will generate approximately \$3M for CA in FY23 (and subsequent four school years following)



# CA FY23 Budget

CA	FY2023	FY2023	FY2023
(S000)	Schools Budget	NeST Budget	Prelim Budget
Federal Income	17,297	0	17,297
State Revenue Sources	84,502	0	84,502
Other Local Revenues	184	0	184
Int Transfers/Network Support Fee	500	4,903	5,403
Grants and Fundraising	0	0	0
<b>Revenues</b>	<b>102,483</b>	<b>4,903</b>	<b>107,385</b>
Compensation	55,710	3,030	58,740
Non Compensation	21,998	1,611	23,604
Rent	10,412	292	10,704
Network Service Fee	14,339	0	14,339
<b>Expense</b>	<b>102,455</b>	<b>4,933</b>	<b>107,388</b>
<b>CINA</b>	<b>28</b>	<b>(31)</b>	<b>(3)</b>

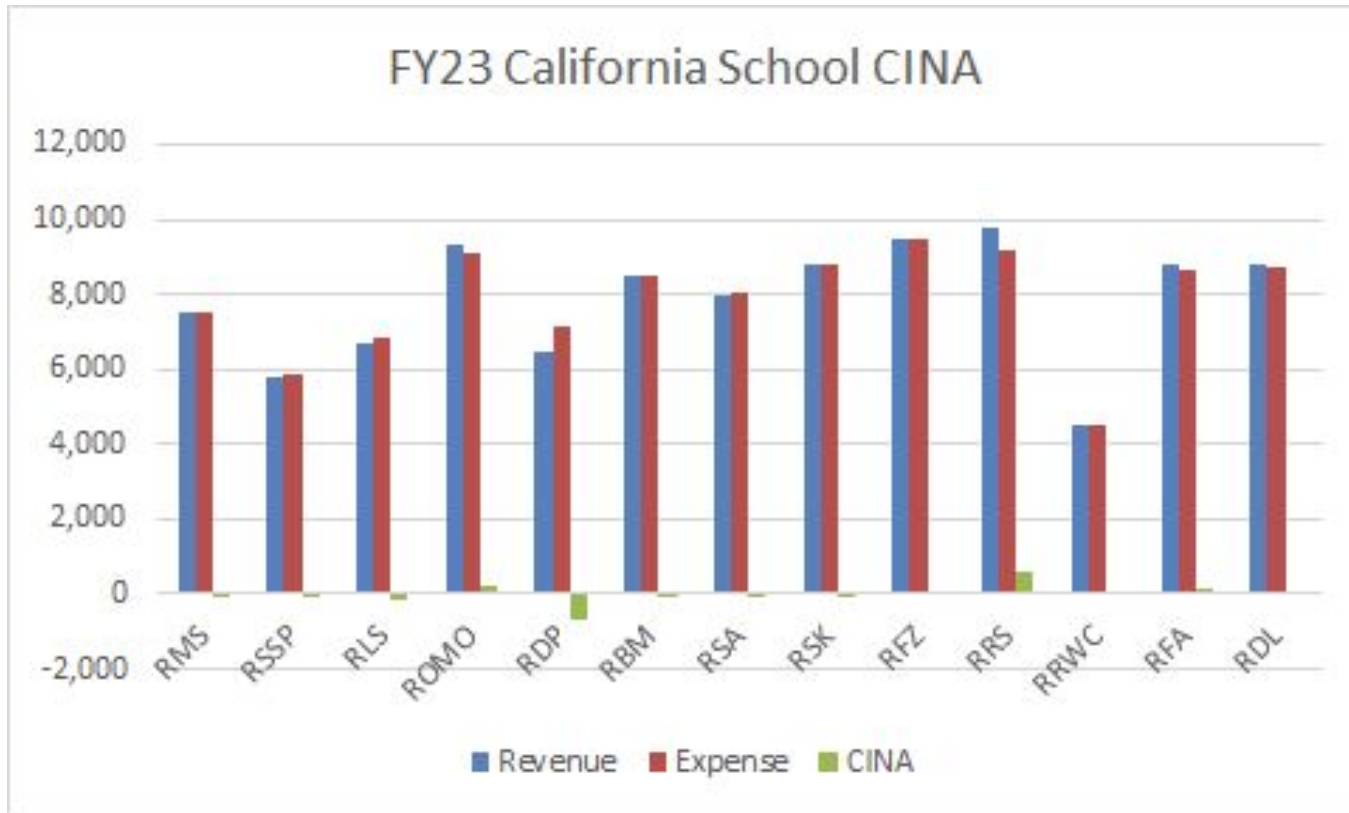
CA breaks even with conservative enrollment and ADA assumptions. We anticipate that ADA will exceed budgeted levels but will not make any associated budget modifications until late fall.

Assumes that per pupil funding will increase 5.33%. This is conservative as the current estimate is 6.56%

The CA Regional NeST will provide approximately \$1M in grants to CA schools.



# California School Level CINA



Most California schools are projected to effectively break even in FY23 with the exception of RDP.

We are exploring options to more equitably account for certain expenses such as SPED and facilities costs across the CA schools which would improve RDPs CINA.

All CA schools will see positive CINA impact from the Community Schools Grant and Expanded Learning Opportunities Program.

We also anticipate additional one-time funding to be announced with the June budget.

CINA	<b>RMS</b>	<b>RSSP</b>	<b>RLS</b>	<b>ROMO</b>	<b>RDP</b>	<b>RBM</b>	<b>RSA</b>
	-23	-19	-177	213	-721	-30	-19
CINA	<b>RSK</b>	<b>RFZ</b>	<b>RRS</b>	<b>RRWC</b>	<b>RFA</b>	<b>RDL</b>	
	-30	20	621	10	171	13	

# MKE FY23 Budget

MKE	FY2023	FY2023	FY2023
	Schools Budget	NeST Budget	Prelim Budget
(\$000)			
Federal Income	2,455	0	2,455
State Revenue Sources	6,385	0	6,385
Other Local Revenues	0	0	0
Int Transfers/Network Support Fee	0	410	410
Grants and Fundraising	300	450	750
<b>Revenues</b>	<b>9,140</b>	<b>860</b>	<b>9,999</b>
Compensation	4,611	705	5,316
Non Compensation	3,223	133	3,356
Rent	643	0	643
Network Service Fee	1,229	0	1,229
<b>Expense</b>	<b>9,706</b>	<b>838</b>	<b>10,545</b>
<b>CINA</b>	<b>(567)</b>	<b>22</b>	<b>(545)</b>

The Milwaukee budget is not shown as BE however there are \$750K in COVID funds that have been designated for next year which will likely close the gap.

The budget does not include any grant or deferred network support fee from National.

We are projecting \$750K in philanthropy.

Milwaukee making progress towards sustainability without COVID funding or grants from National.



# MKE: Updated Multi-Year Forecast

## Milwaukee Region

March-22

(\$ in Thousands)

	2022/23	2023/24	2024/25	2025/26
Total Schools	2	2	2	2
Enrollment	709	759	801	848
<b>General</b>				
MKE Philanthropy (incl below)	750	750	800	850
<b>RSED-MKE</b>				
Revenues	9,596	9,786	9,344	9,886
Expenses	9,756	9,830	8,940	9,067
<b>Change in Net Assets (CINA)</b>	<b>(160)</b>	<b>(45)</b>	404	819
<b>Regional NeST</b>				
Revenue (Mgmt fee/philan)	410	417	391	413
Expenses	800	974	979	983
<b>CINA</b>	<b>(390)</b>	<b>(557)</b>	<b>(588)</b>	<b>(570)</b>
<b>REGION</b>				
Revenue	10,006	10,203	9,735	10,299
Expense	10,556	10,804	9,919	10,051
<b>CINA</b>	<b>(550)</b>	<b>(602)</b>	<b>(184)</b>	249

## Outcomes:

- CINA is positive when schools are fully enrolled and fundraising is \$1K per pupil
- FY23 deficit pared down from \$1.3M to \$550K
- Working to eliminate FY23 deficit through ESSER funds

## Changes:

- Increased fundraising to \$1,000 per pupil
- Eliminated \$500K of expense at RSCP through staffing reductions

## Key Assumption:

- No increase in per pupil funding rates
- No increase in compensation levels



# NSH FY23 Budget

NSH	FY2023	FY2023	FY2023
	Schools	NeST	Prelim
(\$000)	Budget	Budget	Budget
Federal Income	4,424	0	4,424
State Revenue Sources	18,778	0	18,778
Other Local Revenues	1	0	1
Int Transfers/Network Support Fee	0	1,109	1,109
Grants and Fundraising	0	400	400
<b>Revenues</b>	<b>23,203</b>	<b>1,509</b>	<b>24,712</b>
Compensation	8,610	1,284	9,895
Non Compensation	7,393	155	7,548
Rent	1,989	0	1,989
Network Service Fee	3,327	0	3,327
<b>Expense</b>	<b>21,319</b>	<b>1,440</b>	<b>22,759</b>
<b>CINA</b>	<b>1,884</b>	<b>69</b>	<b>1,953</b>

Nashville per pupil funding was kept flat but is likely to increase by \$1,400 per pupil.

If per pupil funding increases, no changes will be made until late fall until enrollment levels are confirmed.



# DC

DC FY23 Budget			
(\$000)	Schools Budget	NeST Budget	Prelim Budget
Federal Income	5,850	0	5,850
State Revenue Sources	33,224	0	33,224
Other Local Revenues	794	0	794
Int Transfers/Network Support Fee	0	1,502	1,502
Grants and Fundraising	0	500	500
<b>Revenues</b>	<b>39,868</b>	<b>2,002</b>	<b>41,870</b>
Compensation	14,580	1,609	16,189
Non Compensation	14,100	367	14,468
Rent	7,348	0	7,348
Network Service Fee	4,505	0	4,505
<b>Expense</b>	<b>40,533</b>	<b>1,976</b>	<b>42,509</b>
<b>CINA</b>	<b>(665)</b>	<b>26</b>	<b>(639)</b>
<b>Lease Adjusted CINA</b>	<b>432</b>	<b>26</b>	<b>458</b>

DC per pupil funding increased by 5.5% and may increase further.





# Texas

TX FY23 Budget			
(\$000)	Schools Budget	NeST Budget	Region Budget
Federal Income	1,239	0	1,239
State Revenue Sources	4,044	0	4,044
Other Local Revenues	0	0	0
Int Transfers/Network Svc Fee	0	208	208
Grants and Fundraising	0	3,500	3,500
<b>Revenues</b>	<b>5,283</b>	<b>3,708</b>	<b>8,991</b>
Compensation	2,888	1,246	4,134
Non Compensation	2,299	242	2,541
Rent	865	18	883
Network Service Fee	625	0	625
<b>Expense</b>	<b>6,677</b>	<b>1,506</b>	<b>8,183</b>
<b>Net Income</b>	<b>(1,395)</b>	<b>2,203</b>	<b>808</b>

The Texas budget includes \$3.5M in philanthropy which both offsets the deficit and generates approximately \$800K in reserves. While \$1.83m is currently committed for TX, we're in the process of renegotiating the payment terms and are hoping for additional dollars upfront next year.

The Texas budget is not included in the RPS roll up. Its only impact on the RPS budget is the 10% network support fee.



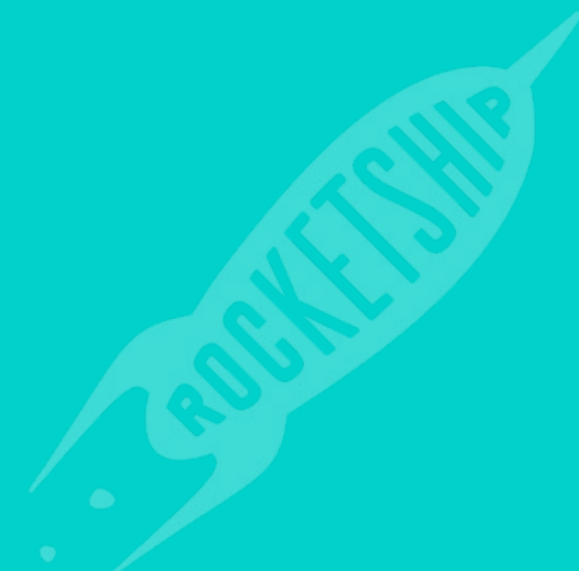
# COVID Relief Funding

COVID funding is decreasing by 28% in FY23 and another 21% in FY24. The COVID funding is only through FY24. We are actively planning for the decreases and for FY25 when this funding is no longer available.

COVID funding represents 9% of total FY23 revenue

	COVID Funding				
(\$000s)	FY21 Act	FY22	FY23	FY24	TOTAL
CA	8,199	14,951	10,105	6,904	40,159
MKE	270	1,288	1,425	733	3,716
NSH	196	2,125	1,623	1,511	5,455
DC	731	4,190	3,078	3,600	11,599
<b>Total</b>	<b>9,396</b>	<b>22,554</b>	<b>16,231</b>	<b>12,748</b>	<b>60,929</b>

# Compensation



# FY23 Compensation Increases by Region

We increased compensation across all regions to respond to staff feedback, cost of living increases and competitive hiring markets.

	<b>CA</b>	<b>DC</b>	<b>MKE</b>	<b>NSH</b>
<b>School Leader</b>	Principal - +\$10K AP - +\$8K	Culture Specialist > BOM Scale		Principal - +\$2,500 OM - +\$5K
<b>Hourly Staff</b>	+\$1.00/hr	+\$0.50/hr	+\$0.50/hr	+\$0.50/hr
<b>PE Teacher</b>	+\$20K			
<b>Mental Health Provider</b>	+\$10K			
<b>Performance</b>	2-5%	2-5%	2-5%	2-5%



# Compensation Philosophy

Our overall goal is to emphasize and encourage excellence by rewarding performance.

**WE STRIVE TO BE IN THE TOP 25% OF COMPENSATION COMPARED TO SURROUNDING DISTRICTS and Schools**

In addition, at Rocketship we recognize the art of teaching and that teachers are one of the most critical contributors to the success of students. To that end, we are deeply committed to elevating the profession of teaching on multiple levels (i.e. professional development and support, career pathways, etc.), as well as working to ensure that the teaching profession is honored and elevated through our compensation practices as well by striving to be in the top 25% of surrounding districts.



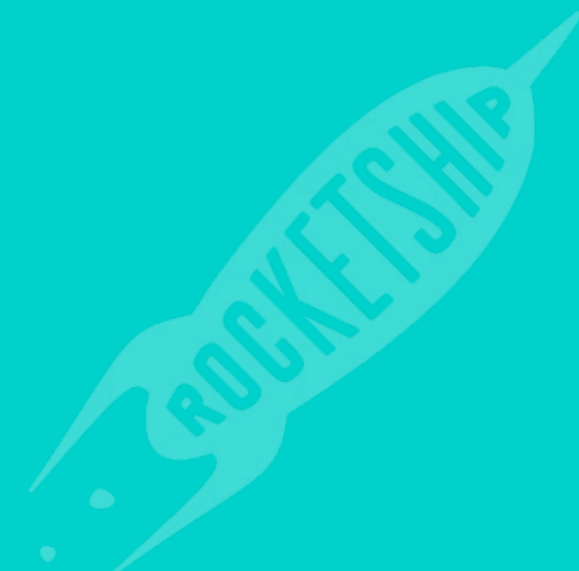
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APPENDIX:

# FY22 Year End Forecasts





# RPS FY22 Budget to Actual and Forecast

The overall RPS forecasted CINA is \$5.9M lower than budgeted. This is in line with the change to the CA budget. Other regional highlights:

- National is projected to end the year \$130K better than projected
- MKE is projected to end the year \$67K lower than budgeted
- Nashville is projected to end the year \$1.2M better than budget. This is due primarily to an increase in per pupil funding.
- DC is projected to end the year \$1.2M worse than budgeted. This is due primarily to enrollment declines.
- TX is on track to meet its budgeted CINA.



# RPS FY22 Year End Forecast

(\$000)	FY22								Aug Budget	Variance
	CA	MKE	NSH	DC	TX	NTL	Elim	RPS		
Federal Income	16,226	2,531	4,189	7,901	312	250		31,410	28,957	2,453
State Revenue Sources	86,214	6,663	13,521	32,380	0	0		138,778	148,437	(9,659)
Other Local Revenues	103	23	5	687	0	143		961	1,471	(510)
Int Transfers/Network Support Fee	5,707	678	833	1,610	0	15,988	(24,816)			
Grants and Fundraising	134	400	694	500	1,373	4,265		7,367	6,320	1,047
<b>Revenues</b>	<b>108,384</b>	<b>10,295</b>	<b>19,242</b>	<b>43,078</b>	<b>1,686</b>	<b>20,647</b>	<b>(24,816)</b>	<b>178,516</b>	<b>185,186</b>	<b>(6,669)</b>
Compensation	58,730	5,472	8,673	16,176	870	12,347		102,268	106,049	3,782
Non Compensation	26,618	3,246	5,012	16,374	665	8,007	(1,849)	58,073	55,262	(2,811)
Rent	11,321	579	1,079	7,221	26	171		20,396	20,554	158
Network Service Fee	14,354	1,285	2,499	4,830	0	0	(22,969)	0		0
<b>Expense</b>	<b>111,023</b>	<b>10,582</b>	<b>17,262</b>	<b>44,601</b>	<b>1,560</b>	<b>20,525</b>	<b>(24,818)</b>	<b>180,736</b>	<b>181,865</b>	<b>1,129</b>
<b>CINA</b>	<b>(2,639)</b>	<b>(287)</b>	<b>1,980</b>	<b>(1,523)</b>	<b>126</b>	<b>122</b>	<b>1</b>	<b>(2,220)</b>	<b>3,321</b>	<b>(5,540)</b>
<b>Lease Adjusted CINA</b>	<b>(2,639)</b>	<b>(287)</b>	<b>1,980</b>	<b>(267)</b>	<b>126</b>	<b>122</b>		<b>(965)</b>	<b>4,925</b>	<b>(5,890)</b>



# National FY22 Budget vs Forecast

National	FY22		
	Budget	Forecast	Variance
(\$000)			
Federal Income	250	250	0
State Revenue Sources	0	0	0
Other Local Revenues	72	143	71
Int Transfers/Network Svc Fee	16,643	15,988	(655)
Grants and Fundraising	3,820	4,265	445
<b>Revenues</b>	<b>20,785</b>	<b>20,647</b>	<b>(138)</b>
Compensation	13,466	12,347	1,119
Non-Comp	7,150	8,007	(857)
Rent	177	171	6
<b>Expense</b>	<b>20,793</b>	<b>20,525</b>	<b>268</b>
CINA	(8)	122	130



# CA FY22 Board Approved Budget vs Forecast

California	FY2022			FY2022			FY2022		
	Schools			NeST +			Region		
(\$000)	Budget	Forecast	Variance	Budget	Forecast	Variance	Budget	Forecast	Variance
Federal Income	14,641	16,226	1,585	0	0	0	14,641	16,226	1,585
State Revenue Sources	96,369	86,214	(10,155)	0	0	0	96,369	86,214	(10,155)
Other Local Revenues	193	103	(90)	0	0	0	193	103	(90)
Int Transfers/Network Svc Fee	5,911	5,707	(205)	5,336	4,832	(505)	5,911	5,707	(205)
Grants and Fundraising	0	134	134	0	48	48	0	134	134
<b>Revenues</b>	<b>117,115</b>	<b>108,384</b>	<b>(8,730)</b>	<b>5,336</b>	<b>4,879</b>	<b>(457)</b>	<b>117,115</b>	<b>108,384</b>	<b>(8,730)</b>
Compensation	60,722	58,730	1,992	3,260	3,153	107	60,722	58,730	1,992
Non Compensation	26,111	26,618	(507)	1,477	1,622	(145)	26,111	26,618	(507)
Rent	11,340	11,321	19	284	289	(6)	11,340	11,321	19
Network Service Fee	15,621	14,354	1,267	0	0	0	15,621	14,354	1,267
<b>Expense</b>	<b>113,794</b>	<b>111,023</b>	<b>2,771</b>	<b>5,021</b>	<b>5,064</b>	<b>(43)</b>	<b>113,794</b>	<b>111,023</b>	<b>2,771</b>
<b>Net Income</b>	<b>3,321</b>	<b>(2,639)</b>	<b>(5,960)</b>	<b>316</b>	<b>(185)</b>	<b>(501)</b>	<b>3,321</b>	<b>(2,639)</b>	<b>(5,960)</b>



# MKE FY22 Budget vs Forecast

Milwaukee Region	FY2022			FY2022			FY2022		
	Schools			NeST +			Region		
(\$000)	Budget	Forecast	Variance	Budget	Forecast	Variance	Budget	Forecast	Variance
Federal Income	2,610	2,531	(79)	0	0	0	2,610	2,531	(79)
State Revenue Sources	6,921	6,663	(257)	0	0	0	6,921	6,663	(257)
Other Local Revenues	200	23	(177)	0	0	0	200	23	(177)
Int Transfers/Network Svc Fee	100	250	150	442	428	(13)	542	678	137
Grants and Fundraising	400	395	(5)	0	5	5	400	400	0
<b>Revenues</b>	<b>10,231</b>	<b>9,862</b>	<b>(369)</b>	<b>442</b>	<b>434</b>	<b>(8)</b>	<b>10,673</b>	<b>10,295</b>	<b>(377)</b>
Compensation	5,410	4,956	454	659	515	144	6,069	5,472	598
Non Compensation	2,779	3,145	(366)	127	101	26	2,906	3,246	(340)
Rent	592	579	13	0	0	0	592	579	13
Network Service Fee	1,325	1,285	40	0	0	0	1,325	1,285	40
<b>Expense</b>	<b>10,107</b>	<b>9,965</b>	<b>141</b>	<b>786</b>	<b>617</b>	<b>169</b>	<b>10,893</b>	<b>10,582</b>	<b>311</b>
<b>Net Income</b>	<b>124</b>	<b>(104)</b>	<b>(228)</b>	<b>(344)</b>	<b>(183)</b>	<b>161</b>	<b>(220)</b>	<b>(287)</b>	<b>(67)</b>



# NSH FY22 Budget vs Forecast

Nashville Region	FY2022			FY2022			FY2022		
	Schools			NeST +			Region		
(\$000)	Budget	Forecast	Variance	Budget	Forecast	Variance	Budget	Forecast	Variance
Federal Income	4,249	4,160	(90)	71	30	(41)	4,320	4,189	(131)
State Revenue Sources	11,825	13,521	1,696	0	0	0	11,825	13,521	1,696
Other Local Revenues	0	5	5	0	0	0	0	5	5
Int Transfers/Network Svc Fee	0	0	0	757	833	76	757	833	76
Grants and Fundraising	400	23	(377)	0	671	671	400	694	294
<b>Revenues</b>	<b>16,474</b>	<b>17,709</b>	<b>1,235</b>	<b>827</b>	<b>1,534</b>	<b>706</b>	<b>17,302</b>	<b>19,242</b>	<b>1,941</b>
Compensation	7,445	7,569	(124)	1,117	1,104	13	8,561	8,673	(111)
Non Compensation	4,451	4,685	(234)	166	326	(160)	4,617	5,012	(394)
Rent	1,079	1,079	(0)	0	0	0	1,079	1,079	(0)
Network Service Fee	2,270	2,499	(229)	0	0	0	2,270	2,499	(229)
<b>Expense</b>	<b>15,245</b>	<b>15,832</b>	<b>(587)</b>	<b>1,283</b>	<b>1,430</b>	<b>(147)</b>	<b>16,528</b>	<b>17,262</b>	<b>(735)</b>
<b>Net Income</b>	<b>1,229</b>	<b>1,876</b>	<b>647</b>	<b>(456)</b>	<b>103</b>	<b>559</b>	<b>774</b>	<b>1,980</b>	<b>1,206</b>



# DC FY22 Budget vs Forecast

DC Region	FY2022			FY2022			FY2022		
	Schools			NeST +			Region		
(\$000)	Budget	Forecast	Variance	Budget	Forecast	Variance	Budget	Forecast	Variance
Federal Income	6,705	7,901	1,195	0	0	0	6,705	7,901	1,195
State Revenue Sources	33,324	32,380	(944)	0	0	0	33,324	32,380	(944)
Other Local Revenues	1,006	687	(318)	0	0	0	1,006	687	(318)
Int Transfers/Network Svc Fee	0	0	0	1,585	1,610	25	1,585	1,610	25
Grants and Fundraising	500	500	(0)	0	0	0	500	500	(0)
<b>Revenues</b>	<b>41,535</b>	<b>41,467</b>	<b>(67)</b>	<b>1,585</b>	<b>1,610</b>	<b>26</b>	<b>43,119</b>	<b>43,078</b>	<b>(41)</b>
Compensation	14,870	14,821	48	1,246	1,355	(109)	16,115	16,176	(61)
Non Compensation	15,155	15,806	(651)	429	568	(139)	15,584	16,374	(790)
Rent	7,348	7,221	127	0	0	0	7,348	7,221	127
Network Service Fee	4,754	4,830	(76)	0	0	0	4,754	4,830	(76)
<b>Expense</b>	<b>42,126</b>	<b>42,678</b>	<b>(551)</b>	<b>1,675</b>	<b>1,923</b>	<b>(249)</b>	<b>43,801</b>	<b>44,601</b>	<b>(800)</b>
<b>Net Income</b>	<b>(592)</b>	<b>(1,210)</b>	<b>(618)</b>	<b>(90)</b>	<b>(313)</b>	<b>(223)</b>	<b>(682)</b>	<b>(1,523)</b>	<b>(841)</b>
<b>Lease Adjusted CINA</b>	<b>1,013</b>	<b>45</b>	<b>(967)</b>	<b>(90)</b>	<b>(313)</b>	<b>(223)</b>	<b>923</b>	<b>(267)</b>	<b>(1,190)</b>





# Texas FY22 Budget vs Forecast

TX	FY22		
(\$000)	Budget	Forecast	Variance
Federal Income	430	313	(118)
State Revenue Sources	0	0	0
Other Local Revenues	0	0	0
Int Transfers/Network Svc Fee	18	0	(18)
Grants and Fundraising	1,200	1,373	173
<b>Revenues</b>	<b>1,648</b>	<b>1,686</b>	<b>38</b>
Compensation	1,115	870	246
Non-Comp	378	649	(271)
Rent	18	41	(23)
<b>Expense</b>	<b>1,511</b>	<b>1,560</b>	<b>(49)</b>
<b>CINA</b>	<b>136</b>	<b>126</b>	<b>(10)</b>



# Forecasted FY22 YE Loans and Deferred Network Support Fee

At present there is a total of \$11.4M due to National for loans and deferred network support fee. In an effort to ensure that our first priority is supporting our schools and regions, we have at times deferred Network Support fees. We plan to explore repayment options in FY23 if at all possible for regions, while still continuing to prioritize the needs of our schools and regions first.

National will not make and new grants, loans or network support fee deferrals in FY23.

## Current Amounts Due to National

CA	3,252
MKE	4,440
DC	2,462
Nashville	1,246
<b>Total</b>	<b>11,400</b>



## 21-22 Local Indicators Report

### What are local indicators?

For Local Control Funding Formula (LCFF) priorities where data is not collected at the state level, charters or districts are required to measure and report their progress to be displayed on the charter or district Dashboard. The indicators themselves are reported in a variety of formats, including data, self-ratings, and narratives. These will be reviewed by the state which will include in the Dashboard whether standards have been “met” or “not met”.

There are priorities that have local indicators that are applicable for Rocketship schools:

- Priority 1: *Basics: Teachers, Instructional Materials, Facilities*
- Priority 2: *Implementation of Academic Standards*
- Priority 3: *Parent and Family Engagement*
- Priority 6: *Local Climate Survey*
- Priority 7: *Access to a Broad Course of Study*

The state requires that local indicators be approved in conjunction with the school Local Control and Accountability Plans (LCAPs). The indicators will be uploaded to the dashboard in Fall 2022.

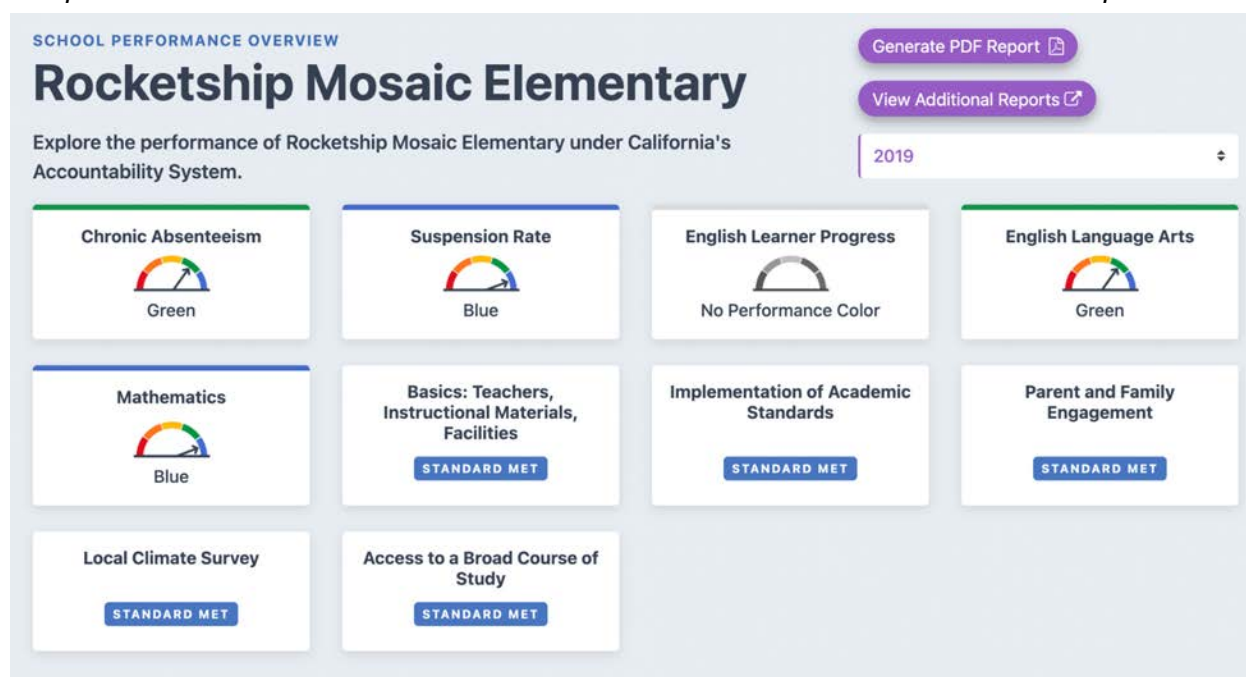
### Why do local indicators matter?

Dashboards (see below) are important ways for the public (e.g., parents, community members) to learn about schools. By presenting strong local indicators to complement our state scores we are able to share publicly about the work done in Rocketship Schools and also share a narrative to accompany the quantitative data.

Additionally, under AB 1505, charters with consistently high scores across their Dashboard will be considered “high performing” and eligible for a differentiated renewal process.

Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.

Sample dashboard -- screenshot of CDE website's 2018-19 dashboard for Rocketship Mosaic



What indicators will we report for 21-22?

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

All local indicators will be reported as met, with additional details available for each indicator. Below we've included some of the details, including some of the variance between schools that will be seen in the Dashboard.

### **Basic conditions of the school**

In this category, we will first report that all of our students had access to curriculum aligned instructional materials and that our facilities at no point failed to meet the “good repair” standards.

Additionally, we will reflect that we had no teachers misassignments (i.e., teachers instructing in a subject that they are not credentialed to teach), and only one school with a teacher vacancy over the course of the school year.

### **Implementation of Academic State Standards**

This category gives us the opportunity to reflect on our work to implement academic standards, including vis-a-vis instructional materials and professional learning for staff. Given Rocketship's deep and enduring work to develop teachers both through central sessions and ongoing observation and coaching, we plan to report we are at full implementation and sustainability (stage five of five) or full implementation (stage four of five) for most categories and subjects on several questions related to professional learning, supporting staff on identifying areas to improve, and engaging staff on their PD needs. Over the course of the last year, we have seen progress on providing professional learning for teaching to recently adopted academic standards, with both Science and History/Social Studies content areas moving from initial to full implementation. We will report full implementation and sustainability for our progress on making standards-aligned instructional materials available to students in all classrooms, and initial-to-full implementation on progress to date on implementing health, physical education, and arts standards. Academic standards for visual and performing arts moved from initial to full implementation as the curriculum was mapped to both state and national standards.

### **Parent Engagement**

In this category we are asked to report the phase of implementation for different aspects of parent engagement. We plan to report that all aspects are either at full implementation (50% of parent engagement metrics) or full implementation and sustainability (50% of parent engagement metrics). Aspects at full implementation (stage four of five) include operating a welcoming environment, providing professional learning to improve capacity to partner with families, and supporting parent advocacy and engagement in advisory groups. We plan to report that we are at full implementation and sustainability (stage five of five) for programs which allow teachers to meet with students and families since we believe that these programs are strong, have been strong for multiple years, and were sustained through distance learning and the return to in person instruction. We've seen growth in the past years (from stage four to five) in supporting staff in learning about each family's strengths, cultures and languages through increased training on culturally relevant family engagement and broadening our annual cultural

events. Additionally, we've seen growth (from stage four to five) in developing multiple opportunities to engage in two way communication between families and educators as we re-engaged families in person at each school site.

Additionally, we will reflect on Rocketship's perspective of the parent as their child's first teacher and the importance of reaching out and giving them chances to engage where they feel comfortable. We will also describe the important addition of the work of our Care Corps team in supporting and engaging families with wrap-around services, in depth connection to local organizations and parent workshops as part of the Community School initiative. Lastly, we detail family advocacy efforts, which were highlighted during a large gathering of families for the Mayoral Forum.

These reflections are largely consistent across schools but may vary a bit for schools who approached but did not meet goals related to home visits and parent participation hours.

### **Local Climate Survey**

In this category, we will reflect on the students' experience, sharing portions of the parent survey. We will focus on questions about school safety in particular and the overall student experience.

These scores vary by school but we will share one to two reasons why the school has excelled in building a safe climate, such as strong dismissal, great teacher relationships, high parent involvement, and a few ways that each school will seek to improve.

### **Access to a Broad Course of Study**

This category gives us the opportunity to provide narratives describing how we ensure all students -- regardless of demographics or special education status -- have access to a "broad course of study" across subject areas. We will report that this is successfully achieved through Rocketship's inclusion model, robust data tracking processes, and structures such as "check in check out" and extension work. We will also share how during the return to in person learning, we continued to ensure that all students accessed a broad course of study.

## **Context: California Comeback Plan**

In July 2021, the state legislature approved the California Comeback Plan, a \$100 billion stimulus package proposed by Governor Newsom. A key component of the California Comeback Plan is universal prekindergarten (UPK). Through UPK, California will eventually provide free, universal early care and education for all 4-year-olds, regardless of income.

Rocketship has two obligations under California Comeback: Lead the development of a plan to ensure that all 4-year-olds have access to early care and learning, and directly offer Transitional Kindergarten (TK) to all eligible and interested children.

Universal TK is the primary mechanism through which 4-year-olds will have access to early care and education. By 2025-26, all LEAs that offer kindergarten must serve all 4-year-olds through TK. TK was initially designed to serve children who missed the cutoff date for kindergarten, specifically children who turned 5 years old between September 1 and December 2. All LEAs must serve age-eligible children in TK. The state branded TK as the first year of a two-year kindergarten program; at the same time, TK is widely recognized as, alongside CSPP, one of California's early childhood programs.

Full implementation of TK will ramp up gradually over the next several years, where an LEA must enroll additional children based on their birthday. In 2022-23, children whose 5th birthday is between September 2 and February 2 are eligible; moving forward, the birthday cutoff extends such that by 2025-26, all children who turn 4 years old by September 1 will be eligible for TK. At that point, TK effectively becomes a universal early childhood program. Eventually, Rocketship will have to offer TK to all eligible 4-year-olds; the network currently offers TK to eligible children at 12 of its 13 California campuses.

In addition to requiring universal TK, California Comeback defines structural requirements for TK, including lower teacher-to-student ratios. California Comeback also allocates \$130 million in funding to expand the California State Preschool Program (CSPP); \$200 million to the Universal Prekindergarten Planning and Implementation Grant Program, designed to offset planning and implementation costs that LEAs will face in expanding access to care; and \$100 million to a competitive Early Education Teacher Development Grant to help increase the supply of early educators.

## **Rocketship UPK Plan**

State law requires that by June 30, 2022, all LEAs that receive funds from the UPK Planning and Implementation Grant must develop and submit to its governing board a plan articulating



how it will ensure that all eligible 4-year-olds have access to full-day learning programs. CDE released a plan template with recommended and required questions to guide LEA planning. As the purpose of this plan is not for future accountability but instead to ensure LEAs begin the planning process as well as inform CDE's own planning process, CDE has indicated that this initial LEA plan can be in its nascent stages and not reflect final decisions.

The draft UPK plan outlined below provides more detail on Rocketship's initial draft approach to UPK and initial responses to the required questions in the state's plan template. Over the coming year, the Rocketship team will refine the responses here and consider the additional recommended questions as new information and guidance surfaces.

## **Looking forward: Implementation of UPK**

Two critical factors will meaningfully affect Rocketship's ultimate implementation of UPK for all 4-year-olds. First, Rocketship's denominator for "all 4-year-olds" is unclear. For a traditional district LEA, estimates of eligible children are pulled from the geographic catchment area. As a charter school, Rocketship doesn't have a clear geographic catchment area, and CDE has not yet provided guidance clarifying how charter schools should consider their obligations.

Relatedly, regardless of how "all 4-year-olds" is defined, Rocketship is responsible for creating the plan to ensure early learning access for that population. However, the network does not necessarily need to plan to serve all children directly or through TK exclusively. Indeed, the state emphasizes the importance of aligning existing funding streams and providers. The state's priority is on ensuring all children have access, not on a specific type of provider or funding stream.

To that end, as Rocketship moves toward building out and refining its UPK plan, the network must consider 1) the current supply and demand of early care and education and 2) where and how Rocketship might fit into that landscape.

Rocketship will need to work with the existing early care and education providers, including community-based organizations and Head Start grantees, to understand the degree to which existing supply meets the needs of eligible children and families and define a path forward for ensuring universal access. At the same time, Rocketship must also engage with local families and communities to determine enrollment interest. Answering these questions will determine the content and design of Rocketship's UPK plan.

Additionally, the current supply and enrollment interest will affect the degree to which Rocketship decides to expand its services for 4-year-olds. Current CDE guidance notes that LEAs will need to offer TK to children who are eligible *and* who wish to enroll, suggesting that Rocketship does not necessarily need to offer enough TK slots for all eligible children. CDE recommends that each LEA engage with local families and communities to determine enrollment interest.

Finally, Rocketship is considering applying to participate in CSPP. As part of CSPP, the network would receive additional funding to serve 3- and/or 4-year-olds. Participating in CSPP comes with additional requirements, such as lower teacher:child ratios and mandatory assessments. At the same time, CSPP funding would give Rocketship additional resources to serve 4-year-olds and create another cadre of slots to add supply and meet the needs of children and families.

## UPK Plan: Draft Responses

### Focus Area A: Vision and Coherence

1. Which of the following model(s) of service delivery does the LEA plan to implement for UPK for all four-year-old children, including classes fully inclusive of children with disabilities, to provide access to the least restrictive environment for learning? [select all that apply]
  - a. TK offered at all sites
  - b. TK offered at some sites
  - c. TK stand-alone classes
  - d. TK and kindergarten combination classes
  - e. CSPP and TK combination classes (CSPP funding and ADA funding)
  - f. Locally-funded preschool and TK combination classes
  - g. CSPP stand-alone classes
  - h. Head Start stand-alone classes
  - i. Other: Rocketship is actively exploring the opportunity to participate in CSPP and serve children either directly or in partnership with a local CBO.
2. Does the LEA plan to implement full-day TK, part-day TK, or both? [select one]
  - a. Full Day TK
  - b. Part Day TK
  - c. Both
3. Describe how the model(s) of service delivery selected in the preceding two questions will be implemented across the LEA's sites and why. [open response]
  - a. Rocketship Public Schools currently offers TK at 12 of its 13 campuses. In support of California's UPK efforts and to better serve children and families, we plan to offer TK at all 13 of our campuses. We are considering participating in CSPP as a way to add to the supply of existing high-quality early care and education in our communities, particularly for high-need children and families. We do not have past experience with CSPP, however, and are building our familiarity with the program requirements. Additionally, we want to further explore the current supply and demand for early care and education within our communities, so that we ensure that participating in CSPP does not oversaturate the community and cause unnecessary competition with existing providers.
4. Does the LEA plan to begin operating a CSPP or expand its current CSPP contract? [select one]
  - a. Yes - the LEA applied to expand its existing CSPP contract in 2022–23
  - b. Yes - the LEA applied for a new CSPP contract in 2022–23

- c. Yes - the LEA will apply to expand its existing CSPP contract in future years (if funding is appropriated by the legislature)
  - d. Yes - the LEA plans to apply to administer a CSPP contract in future years (if funding is appropriated by the legislature) -- Note that per the above, Rocketship is actively exploring the opportunity to participate in CSPP and serve children either directly or in partnership with a local CBO.
  - e. No - the LEA has no plans to begin or expand a CSPP contract in future years
  - f. No - the LEA plans to relinquish or reduce CSPP services in future years
- 5. If the LEA answered yes in question four, what age of children does the LEA plan to serve through a CSPP contract? [select all that apply]**
- a. Three-year-old children
  - b. Four-year-old children who will not be enrolled in TK in the current school year
  - c. Four-year-old children who will be enrolled in early admittance TK on their fifth birthday but who are not yet enrolled because their birthday does not fall in the range for which LEAs are fully funded to support TK. (Note: children whose birthdays fall outside of this range can be served in TK at LEA option from the beginning of the school year, but LEAs only generate ADA after the child's fifth birthday.)
  - d. Four-year-old children who are enrolled in TK, including early admittance TK (CSPP would provide extended learning and care in addition to the TK instructional day).
- 6. Please indicate if the LEA plans to serve students eligible for early admittance TK, for children whose fifth birthday occurs after the enrollment date for the year of implementation (see implementation timeline above)?**
- a. 2022–23 (Birthdays February 3 or after) [select one]
    - i. Yes
    - ii. No
    - iii. Maybe
  - b. 2023–24 (Birthdays April 3 or after) [select one]
    - i. Yes
    - ii. No
    - iii. Maybe
  - c. 2024–25 (Birthdays June 3 or after) [select one]
    - i. Yes
    - ii. No
    - iii. Maybe

## Focus Area B: Community Engagement and Partnerships

- 1. Identify which of the following opportunities the LEA implemented to obtain public input on the UPK Plan. [Select all that apply]**
  - a. Parent Teacher Association Meetings
  - b. Family or parent surveys
  - c. English Learner Advisory Committee (ELAC)
  - d. District English Learner Advisory Committee (DELAC)
  - e. Special Education Local Plan Area (SELPA)
  - f. School Site Council
  - g. District Advisory Committee
  - h. LCAP educational partners input sessions
  - i. Tribal Community input session
  - j. Co-hosting events with community-based organizations (CBOs)
  - k. Hosting meet and greets with the early learning and care community
  - l. LPC Meetings
  - m. Local Quality Counts California (QCC) consortia meetings
  - n. First 5 County Commission meetings
  - o. Community Advisory Committee (CAC)
  - p. Head Start Policy Council meetings
  - q. Collaboration with parent engagement centers (for example, Parent Training and Information Center [PTIC], Community Parent Resource Center [CPRC], Family Empowerment Centers [FEC])
  - r. Other [describe, open response]
- 2. Select which programs the LEA plans to combine with the TK instructional day to offer a minimum of nine hours per day of programming (instructional day plus programming) for children whose families opt in for extended learning and care. [select all that apply]**
  - a. Expanded learning programs on an LEA site (ASES, 21st Century Community Learning Centers [21st CCLC], ELO-P)
  - b. Expanded learning programs at a CBO site (ASES, 21st CCLC, ELO-P)
  - c. CSPP (on an LEA site)
  - d. CSPP (at a CBO site)
  - e. LEA- or locally-funded preschool
  - f. Head Start
  - g. LEA preschool funded with Title I of the Every Student Succeeds Act funds

- h. Other CBO preschool
- i. State subsidized child care (not including CSPP)
- j. Other -- Rocketship is actively exploring the opportunity to participate in CSPP and serve children either directly or in partnership with a local CBO.

## Focus Area C: Workforce Recruitment and Professional Learning

1. Which of the following strategies does the LEA intend to use to support diverse and effective prospective TK teachers, including multilingual educators, to earn a Multiple Subject Teaching Credential? [select all that apply]
  - a. Partner with one or more local Institutions of higher education (IHEs) or the COE to help support teachers holding less than a full credential to complete requirements to earn a preliminary Multiple Subject Teaching Credential
  - b. Apply for a California Classified School Employee Teacher Credentialing Program grant (<https://www.ctc.ca.gov/educator-prep/grant-funded-programs/Classified-Sch-Emp-Teacher-Cred-Prog>) on your own, with your COE, as part of a new collaborative, or by joining an existing Classified grant program to recruit teachers
  - c. Apply for a California Teacher Residency Grant Program (<https://www.ctc.ca.gov/educator-prep/grant-funded-programs/teacher-residency-grant-program>) on your own, as part of a new collaborative, or by joining an existing Teacher Residency Grant Program to recruit and prepare individuals with a bachelor's degree who want to become teachers in your LEA
  - d. Join an existing intern preparation program to recruit and prepare teachers for your LEA
  - e. Join an existing apprenticeship cohort program to recruit and prepare teachers for your LEA
  - f. Establish a relationship with other local LEAs to establish pathways for high school students interested in a career in CSPP or in P–3 teaching through clubs, registered apprenticeships, or other such early recruitment opportunities
  - g. Partner with the California Center on Careers to contact registrants who might be interested in becoming teachers for your LEA
  - h. Provide information on scholarship and grant opportunities to CSPP and other staff interested in providing extended learning and care services

- i. Apply for workforce development funding and competitive grant opportunities from the CDE
  - j. Provide a stipend for tuition and fees for coursework leading to a Multiple Subject Teaching Credential
  - k. Provide advising on credential requirements and options for how to meet these requirements
  - l. Collaborate with IHEs to offer unit-bearing coursework at a local LEA site during times that work for teachers and other interested staff members. Current IHE partners include Loyola Marymount University and National University.
  - m. Partner with a local IHE to provide other services to candidates seeking to earn a Multiple Subject Teaching Credential
  - n. Partner with a COE to provide other services to candidates seeking to earn a multiple subject credential
  - o. Other [describe, open response]
  - p. None of the above, the LEA currently has enough Multiple Subject Teaching Credential holders to meet the need for TK educators
- 2. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective TK teachers, including multilingual educators, to meet the requirements under EC Section 48000(g)(4)? [select all that apply]**
- a. Partner with a local IHE offering eligible early childhood education or childhood development coursework
  - b. Partner with an IHE or COE to operate cohort models for LEA teachers earning 24 units
  - c. Provide information on scholarship and grant opportunities
  - d. Apply for workforce development funding and grant opportunities
  - e. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree
  - f. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit
  - g. Provide advising on requirements and how to meet the requirements
  - h. Offer unit-bearing IHE coursework at a local LEA site during times that work for teachers
  - i. Develop or work with an established mentorship program to support new TK teachers
  - j. Other [describe, open response]
  - k. None of the above; the LEA currently has enough Multiple Subject Teaching Credential holders who have at least 24 units in early childhood education, or

childhood development, or both; professional experience in a classroom setting with preschool-age children that is comparable to the 24 units of education described in subparagraph (a); or a Child Development Teacher Permit issued by the CTC

- 3. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective CSPP teachers, including multilingual educators, to obtain a Child Development Teacher Permit [select all that apply]**
- a. Partner with a local IHE offering eligible early childhood education or childhood development coursework
  - b. Partner with an IHE or COE to operate cohort models for educators working towards a Child Development Teacher Permit
  - c. Provide information on scholarship and grant opportunities
  - d. Apply for workforce development funding and grant opportunities
  - e. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree
  - f. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit
  - g. Provide advising on requirements and planning for how to meet the Child Development Teacher Permit requirements
  - h. Offer unit-bearing coursework at a local district site during times that work for teachers
  - i. Other: Rocketship is actively exploring the opportunity to participate in CSPP and serve children either directly or in partnership with a local CBO. Should we decide to offer CSPP, we plan to offer the options highlighted above.
  - j. None of the above, the LEA is not planning to support prospective CSPP educators in obtaining a Child Development Teacher Permit
- 4. On which child observational assessments does the LEA intend to offer professional learning to TK, CSPP, and other early education teachers during the 2022–23 school year? [select all that apply]**
- a. Ages & Stages Questionnaire (ASQ)
  - b. BRIGANCE Early Childhood Screen
  - c. Desired Results Developmental Profile (DRDP)
  - d. Developmental Reading Assessment (DRA)
  - e. LEA-based, grade level benchmarks and a report card
  - f. Teaching Strategies GOLD (TS GOLD)
  - g. Work Sampling System (WSS)



- h. Other: Rocketship is actively exploring the opportunity to participate in CSPP and serve children either directly or in partnership with a local CBO. Should Rocketship decide to participate in CSPP, we will offer professional learning on the required child observational assessments, including DRDP.
  - i. The LEA does not plan to offer professional learning on child observational assessments
- 5. On what topics does the LEA intend to offer professional learning regarding early childhood education to site leaders and principals? [select all that apply]**
  - a. Effective adult-child interactions
  - b. Children's literacy and language development (aligned with the Preschool Learning Foundations and Frameworks)
  - c. Children's developing math and science (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
  - d. Children's social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
  - e. Implicit bias and culturally- and linguistically-responsive practice
  - f. ACEs and trauma- and healing-informed practice
  - g. Curriculum selection and implementation
  - h. Creating developmentally-informed environments
  - i. Administration and use of child assessments to inform instruction
  - j. Support for multilingual learners, including home language development and strategies for a bilingual classroom
  - k. Serving children with disabilities in inclusive settings, including Universal Design for Learning
  - l. Engaging culturally- and linguistically-diverse families
  - m. Other: Rocketship will prioritize supporting site leaders and principals in building their early childhood education skills, competencies, and knowledge, ensuring they can serve as instructional leaders and guides for early educators. This work will be particularly important for leaders with limited experience operating early childhood programs. As part of that work, we will offer several, if not all, of the professional learning content listed above. We will particularly focus on the value and importance of adult-child interactions and developmentally appropriate instructional practices and classroom environments. We also intend to implement a teamed coaching model to support ongoing continuous learning.
  - n. Site leaders and principals will not be offered professional learning on early childhood education

## Focus Area D: Curriculum, Instruction, and Assessment

1. **Does the LEA plan to provide any of the following language model(s) for TK students? [select all that apply]**
  - a. Dual language program with a language allotment of 50/50 [open response for language offered]
  - b. Dual language program with a language allotment of 90/10 [open response for language offered]
  - c. Dual language program with a language allotment of 80/20 [open response for language offered]
  - d. Dual language program with a language allotment of 70/30 [open response for language offered]
  - e. English-only instruction with home-language support
  - f. None
  - g. Other [describe, open response]
2. **If the LEA administers CSPP, does it plan to provide any of the following language model(s) for CSPP students? [select all that apply]**
  - a. Dual language program with a language allotment of 50/50 [open response for language offered]
  - b. Dual language program with a language allotment of 90/10 [open response for language offered]
  - c. Dual language program with a language allotment of 80/20 [open response for language offered]
  - d. Dual language program with a language allotment of 70/30 [open response for language offered]
  - e. English-only instruction with home-language support
  - f. None
  - g. Other [describe, open response]
3. **Identify methods the LEA plans to use to support the development of social-emotional learning and executive function skills through specific instruction in these areas and by embedding and reinforcing this instruction in all curriculum areas. [select all that apply]**
  - a. Provide training for staff on the Center on the Social Emotional Foundations for Early Learning (CSEFEL) Pyramid Model
  - b. Implement the CSEFEL Pyramid Model in the classroom

- c. Designing developmentally-appropriate learning environments to allow for individual and group activities that promote social-emotional learning and executive function skills (for example, use students' pictures or words in daily routines, feelings charts)
  - d. Promote learning through play as a context for social and emotional development, including social play with teachers and peers in small or large group settings
  - e. Use developmental observations to identify children's emerging skills and support their development through daily interactions
  - f. Development of lesson plans or use of a curriculum that includes specific and targeted social-emotional learning and executive function activities throughout the day of instruction
  - g. Staff development opportunities encouraging reflective practice and cross-level support for instruction specific to social-emotional learning and executive function skills
  - h. Offer open-ended, self-directed learning opportunities that foster individual interests and curiosity and new learning
- 4. What instructional practices does the LEA plan to implement to support children with disabilities in UPK programming? [select all that apply]**
- a. Implement Universal Design for Learning
  - b. Provide adaptations to instructional materials
  - c. Provide specialized services (for example, occupational therapy, physiotherapy, speech and language pathology therapy) in the classroom with peer models
  - d. Implement social-emotional strategies, such as the Pyramid Model, CSEFEL, and others
  - e. Provide additional staff to support participation in instruction
  - f. Other [open response]
- 5. What assessments does the LEA plan to use in TK or kindergarten? [select all that apply]**
- a. ASQ
  - b. BRIGANCE Early Childhood Screen
  - c. DRDP
  - d. DRA
  - e. LEA-based grade level benchmarks and a report card
  - f. TS GOLD
  - g. WSS

- h. Other [describe, open response] STEP assessment tool, math cumulative assessments
- i. The LEA does not plan to use a common TK assessment
- j. Unsure

## Focus Area E: LEA Facilities, Services, and Operations

1. **To support an overall increase in UPK access, what efforts does the LEA plan to make to prevent the displacement of any early education programs on LEA campuses, including both LEA-administered and non-LEA-administered programs? [open response]**
  - a. Rocketship currently plays a relatively small part in providing early care and education to children and families in our communities. As part of California's UPK effort, we believe it is critical to build our capacity and ability to serve more children. At the same time, however, we are not deeply familiar with the existing early care and education landscape in our communities and are aware of the negative effects that dramatic expansion might have on the delicate funding environment of the early childhood sector, particularly for community-based organizations and family child child providers. We intend to thoroughly engage with existing providers, community members, and families to understand the current supply of care and enrollment demand and collaboratively develop a plan for expansion that will best meet the needs of the community and avoid disrupting the ecosystem of providers.
2. **Does the LEA have adequate classroom space to meet the Projected Enrollment of TK students listed in the Projected Enrollment and Needs Assessment section of this document, for the respective implementation year? [multiple choice]**
  - a. Yes
  - b. No
    - i. If no, how many more classrooms does the LEA need? [identify number, open response]
    - ii. If no, how might the LEA provide classrooms in the timeframe needed? [describe, open response]
3. **Does the space meet the kindergarten standards described in California Code of Regulations, Title 5, Section 14030(h)(2)? [multiple choice]**
  - a. Yes
  - b. No

- i. If no, what modifications need to be made? What resources are needed to make them? (See Facilities Grant Program Funding at <https://www.dgs.ca.gov/OPSC/Services/Page-Content/Office-of-Public-School-Construction-Services-List-Folder/Access-Full-Day-Kindergarten-Facilities-Grant-Program-Funding>) [describe, open response]
- 4. Does the space contain necessary adaptive equipment, assistive technology, or other accommodations to ensure children with disabilities have access to education in the least restrictive environment? [multiple choice]**
  - a. Yes
  - b. No
    - i. If no, what modifications need to be made? What resources are needed to provide equipment or accommodations? [describe, open response]
- 5. Does the LEA's Facilities Master Plan adequately address the need for UPK programming? [multiple choice]**
  - a. Yes
  - b. No
    - i. If no, what process will the LEA use to update the Facilities Master Plan to accommodate future TK and early education programming? [describe, open response]
- 6. In which of the following areas does the LEA intend to make updates to facilities? [select all that apply]**
  - a. Turfed area
  - b. Paved area
  - c. Apparatus area
  - d. Land required for buildings and grounds
  - e. Total square feet required
  - f. None of the above
- 7. What transportation will the LEA offer to children enrolled in TK? [select all that apply]**
  - a. Transportation to and from the TK program
  - b. Transportation from the TK program to an extended learning and care opportunity on another LEA site
  - c. Transportation from the TK program to an extended learning and care opportunity on a non-LEA site (for example, a CBO that operates a preschool program)
  - d. No transportation will be provided

8. Will the LEA offer transportation to transport TK children to extended learning and care opportunities that are at other sites than the one the child is enrolled at for TK?
  - a. Not applicable. Rocketship offers extended learning and care opportunities on site at our campuses.

# Asset Transfer



# CA FY22 Forecast

As compared to the Board Approved budget, the CA Regional forecast shows a negative CINA variance of approximately \$6M.

Enrollment was sharply lower in September than it was in the board approved budget. At that time, we right sized expenses to align with the lower enrollment. Enrollment declines are not unique to Rocketship, they have impacted districts and charter schools across the Bay Area.

State funding is expected be lower than the reforecast enrollment by approximately \$4M as a result of lower ADA. Unlike traditional school districts, Rocketship and other charter schools do not receive hold harmless protection against decreases in ADA due to unforeseen circumstances such as COVID.

The remainder of the variance is driven by increased expenses that are difficult to control such as:

- Special education expenses for services which are necessary in our efforts to effectively serve all students, especially as our special education population continues to grow due to Rocketship providing a high-quality, meaningful inclusion learning environment for students with special needs
- Building repairs and maintenance
- Leave liability expenses

We anticipate that the CA region will operate at a \$2.6M deficit but have sufficient reserves to offset the negative CINA.





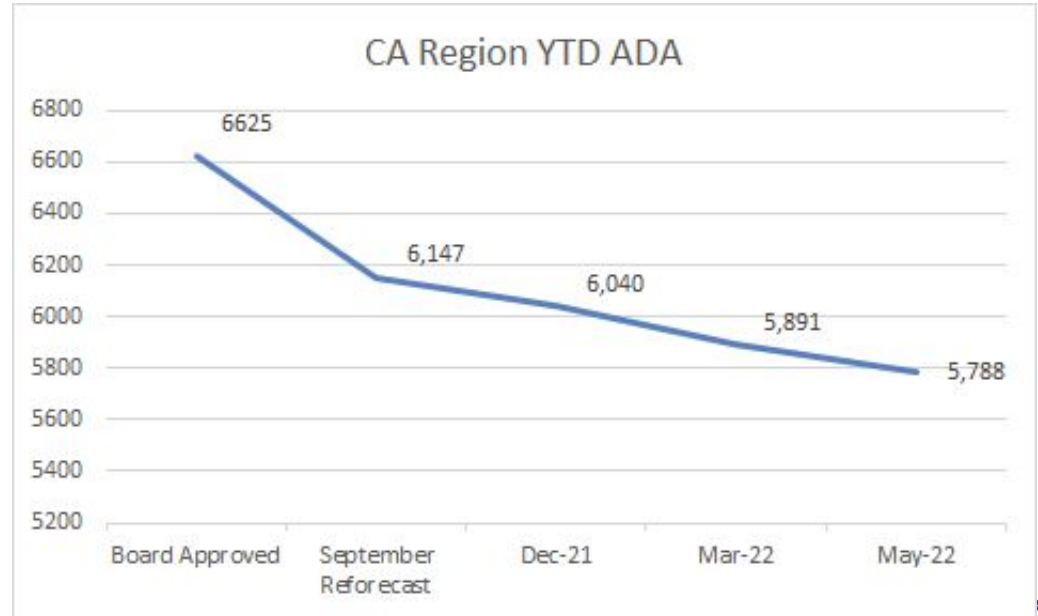
# CA FY22 Forecast

The FY22 California financial picture has shifted dramatically as a result of significant decreases in ADA (primarily attendance impact due to COVID and keeping our kids/team safe through quarantines).

ADA dropped by 837 from the board approved budget representing a decrease of approximately \$9.6M in revenue

ADA has dropped by 359 since the September reforecast due in large measure to Omicron which negatively impacted attendance and consequently revenue by approximately \$4.1M.

Across all CA schools, attendance was 74% in January. The one month dip effectively brought down the year-to-date ADA by 3%.



# CA FY22 Budget to Actual and Forecast

There are two additional areas of concern as we end out the fiscal year:

- We are currently working to resolve a potential \$1.3M loss in funding from a portion of our LCFF revenue. We believe that we will be able to book this amount as a receivable and will work with our auditor on this front.
- Our special education expenses may continue to exceed budgeted amounts so that we can continue to provide a high quality meaningful inclusion model for our special education students and continue to serve all students w/ excellence



# Asset Transfer

We will introduce a resolution for NeST to make an asset transfer to the CA schools in the form of a multi-year pledge.

- 10-year pledge which would mimic a donor's pledge
- No immediate cash impact
- Pledged revenue for the schools would be booked in FY22
- Payments from National would be made in equal installments for the next 10 years

We currently estimate that we will need to transfer \$2.5-\$4M however there are several year-end journal entries which may shift this number.

We recommend that the board authorize management to execute an asset transfer with an unspecified amount to ensure sufficient flexibility to meet all requirements.

The Governor has called for hold harmless legislation which would correct for COVID related decreases in enrollment.

**If the hold harmless legislation passes, this asset transfer will likely not be necessary.**



**Resolution #22-09**

**RESOLUTION OF THE BOARD OF DIRECTORS  
OF ROCKETSHIP PUBLIC SCHOOLS AUTHORIZING THE TRANSFER OF  
ASSETS FROM NETWORK TO CALIFORNIA SCHOOLS**

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

**WHEREAS**, the Rocketship Board of Directors (“Board”) governs public charter schools, thirteen of which are located in California;

**WHEREAS**, Rocketship employs a Network Support Team that centralizes a full range of school services, including but not limited to instructional and professional development, school operations, talent development and management, government relations, policy, finance, strategy, facilities, legal, human resources, and communications;

**WHEREAS**, the Board is legally responsible for monitoring Rocketship’s school budgets, financial processes, and overall fiscal solvency;

**WHEREAS**, average daily attendance in California has been negatively impacted by COVID;

**WHEREAS**, California traditional district schools receive hold harmless funding that has protected them from the impact of lower attendance due to COVID;

**WHEREAS**, California charter schools do not receive hold harmless funding;

**WHEREAS**, Rocketship’s California schools are projected to operate at a deficit as a result of a sharp decrease in ADA caused by the COVID pandemic and the lack of hold harmless funding;

**WHEREAS**, Rocketship Public Schools has a strong balance sheet and provides financial support to its schools as necessary;

**WHEREAS**, Rocketship’s board is committed to ensuring that our Rocketeers continue to receive a robust, high-quality public education;

**WHEREAS**, bond covenants require the obligated group to operate with a 1.2X debt service coverage ratio;

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

Section 1. The transfer of assets from the Rocketship Network Support Team to Rocketship’s California schools on or before June 30, 2022 in an amount to be determined by management and approved by the Chair of the Business Committee. The transfer would be in the form of a pledge to be paid in equal installment for each of the next ten years beginning on June 30, 2022.

# # #

## CERTIFICATE OF ADOPTION

I hereby certify that the foregoing Resolution was adopted by the Board of Directors of Rocketship Education at its meeting held on June 9, 2022.

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Chair of the Board of Directors  
Rocketship Education

## **Gift Acceptance Policy**

**Region: ALL**

### **SEC. 1. PURPOSE**

As a not-for-profit organization exempt as a public charity under Section 501(c)(3) of the Internal Revenue Code, Rocketship Public Schools encourages the solicitation and acceptance of gifts for purposes that will assist Rocketship Public Schools to further and fulfill its mission.

The purpose of this Policy is to govern the acceptance of gifts by Rocketship Public Schools and to provide guidance to the Board, the CEO, and prospective donors when making gifts to Rocketship Public Schools. The provisions of this Policy shall apply to all gifts received by Rocketship Public Schools for any of its schools, programs or services, and to the acceptance of gifts made to Rocketship Public Schools or for the benefit of any of its schools or programs.

### **SEC. 2. RESTRICTIONS ON GIFTS**

Rocketship Public Schools will accept unrestricted gifts, and gifts for specific schools, programs and purposes, provided that such gifts are consistent with Rocketship Public Schools' mission, purposes, and priorities. Rocketship Public Schools will not accept gifts that are too restrictive in purpose. Gifts that are too restrictive are those that violate the charitable and educational trust of Rocketship Public Schools, or that are accompanied by an improper economic benefit to the donor or vest the donor with inappropriate control or influence.

### **SEC. 3. USE OF LEGAL COUNSEL AND OTHER PROFESSIONAL ASSISTANCE**

Rocketship Public Schools shall seek the advice of legal counsel or other professional advisors (such as an accountant, financial advisor or professional money manager) when appropriate and as recommended in this Policy relating to the acceptance of certain types of gifts. Generally, Rocketship Public Schools shall seek the advice of legal counsel in all matters pertaining to the acceptance of any gift which may have adverse legal, ethical (including a potential conflict of interest), or other consequence of concern to Rocketship Public Schools.

All prospective donors shall be urged and encouraged by Rocketship Public Schools to seek and secure the assistance of independent legal, tax and financial advisors in matters relating to their gifts and the resulting tax and estate planning implications. Rocketship Public Schools shall not pay the legal fees or any professional fees of the donor in connection with a gift to Rocketship Public Schools. Rocketship Public Schools shall not provide any opinion, statement or recommendation to the donor as to the tax deductibility of the gift or as to any tax consequences or tax implications of the gift that may affect the donor.

It shall be the responsibility of the donor to secure an appraisal of property where required. The donor shall pay any fees associated with securing such appraisal.

**SEC. 4. TYPES OF GIFTS**

The following types of gifts are generally acceptable:

1. Cash Donations
2. Testamentary Bequests
3. Charitable Remainder Trusts
4. Charitable Lead Trusts
5. Tangible Personal Property
6. Life Insurance/Life Insurance Beneficiary Designations
7. Retirement Plan Beneficiary Designations
8. Securities
9. Real Estate

The following types of gifts are generally not acceptable:

1. Charitable gift annuities
2. Pooled income funds

**SEC. 5. VALUATION OF GIFTS**

Rocketship Public Schools shall record a gift received by Rocketship Public Schools at its valuation for gift purposes on the date of gift and in accordance with Generally Accepted Accounting Principles ("GAAP").

**SEC. 6. IRS FILING UPON SALE OF GIFT**

Rocketship Public Schools is responsible for filing IRS Form 8282 upon the sale or disposition of any asset sold by Rocketship Public Schools within two years of receipt where the charitable deduction value of the item was \$5,000.00 or greater. Rocketship Public Schools must file such form within 125 days of the date of sale or disposition of the asset. The Chief Financial Officer shall be responsible for the recordation and filing of this form to the IRS.

**SEC. 7. WRITTEN ACKNOWLEDGMENT OF GIFTS AND CONTRIBUTIONS**

Written Acknowledgement of all gifts made to Rocketship Public Schools and compliance with the current IRS requirements in acknowledgement of such gifts shall be the responsibility of the Board. The Chief Financial Officer shall be responsible for ensuring compliance with IRS requirements regarding acknowledgments.

**SEC. 8. CONFIDENTIALITY**

Rocketship Public Schools shall hold all information concerning donors or potential donors in strict confidence, subject to requests for information that Rocketship Public Schools is required by law or court order to provide. Rocketship Public Schools shall not release information about donors or the gift that is not otherwise public information unless permission from the donor is obtained. Rocketship Public Schools will respect the confidentiality of donors who do not wish to be recognized.



# 21-22 DEI Council

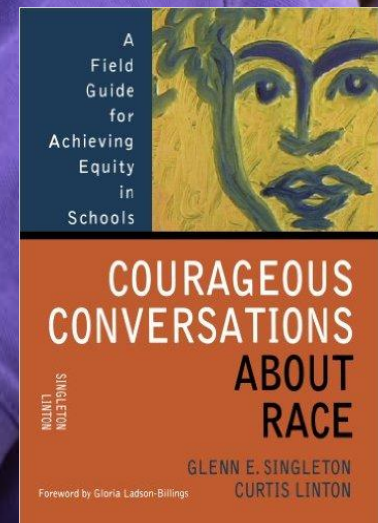
June 2022

Rocketship National Board



# NORMS

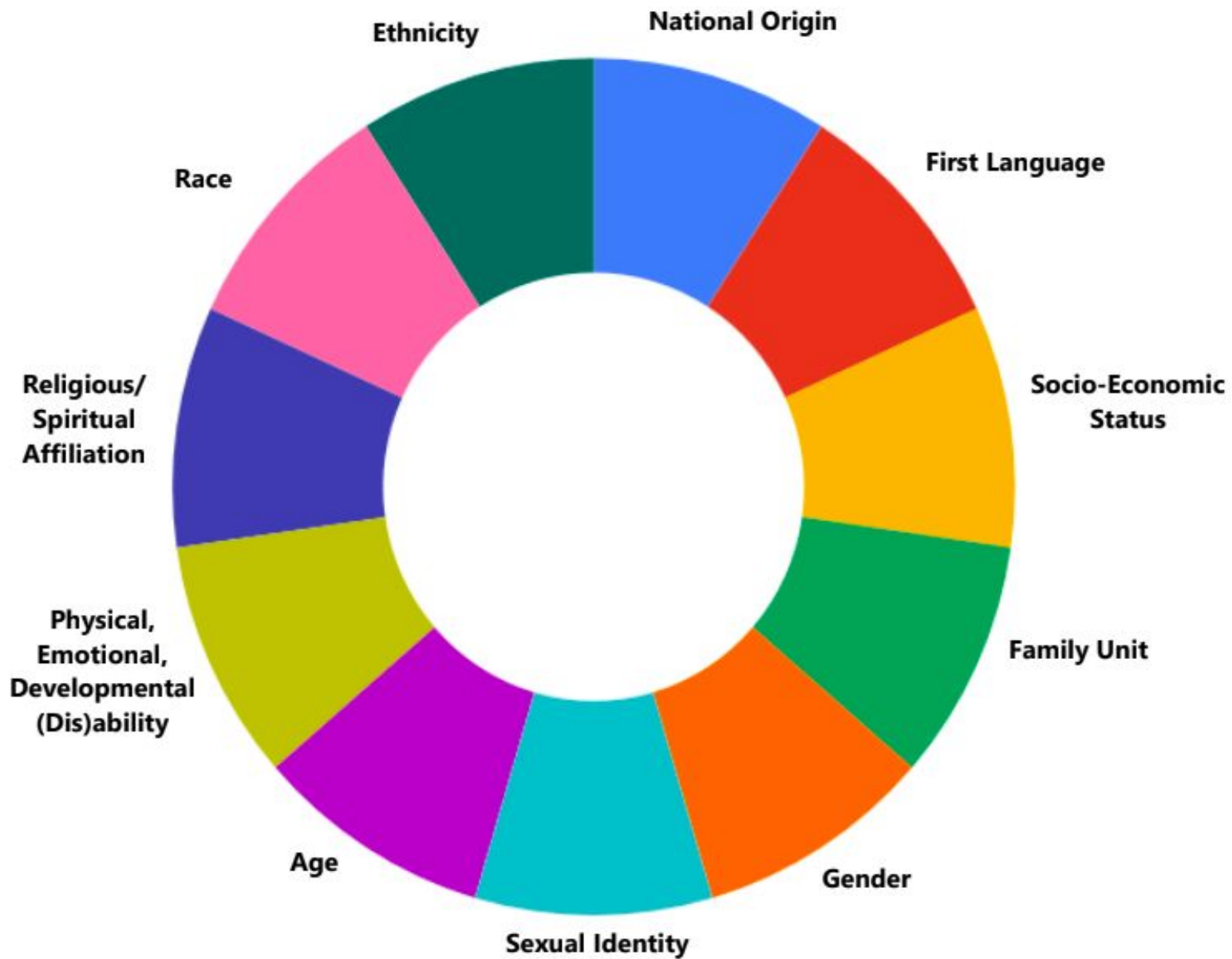
1. Own Your Learning.
  - Try on.
  - Both/and thinking.
2. Be here.
  - Confidentiality.
  - Tune into power dynamics.
3. Be flexible.
  - Lean into discomfort.
  - Expect & accept non-closure.



<b>Ethnicity</b>	a population group whose members identify with each other on the basis of common nationality, regional culture and tradition, ancestry, and language. This does not mean the individual resides in that nation(s). (Examples include Chinese, African American, Guatemalan, Jamaican, Irish, Cape Verdean...)
<b>Race</b>	concept of dividing people into populations or groups on the basis of various sets of physical characteristics. Race presumes shared biological or genetic traits, whether actual or asserted. Race is a social construct (nais.org). (Examples include Black, White, Asian, Hispanic, Native Islander...)
<b>Religious/ Spiritual Affiliation</b>	self-identified association of a person with a religion, denomination or sub-denominational religious group. <i>Religion</i> is a set of texts, practices and beliefs about the transcendent shared by a community and involves a relationship with God. <i>Spirituality</i> on the other hand is about a person's relationship with the transcendent questions that confront one as a human being. This may or may not involve relationships with God. (Muslim, Jewish, Christian, Atheist...)
<b>Physical, Emotional, Developmental (Dis)ability</b>	Possessing a sense of self based on one's physical, emotional, or mental capacity – often in solidarity with others who share similar ability traits. (able-bodied, neurotypical, person with learning and thinking differences, physically/emotionally/mentally impaired, person living with a chronic disease, living with addiction...)
<b>Age</b>	amount of time during which someone or something has lived or existed. Age identity is the age that someone <i>feels</i> like they are. Particular experiences can accelerate age identity: stress & adversity, health & well being, role transitions and off time events. (Older, younger, middle-aged...)
<b>National Origin</b>	country a person or their parents were born and/or where they hold citizenship. (Natural Born US Citizen, Naturalized US Citizen, Canadian US Resident...)
<b>First Language</b>	native language or parent tongue (also known as arterial language), is a language that a person has been exposed to from birth or within the critical period of language acquisition. Children brought up speaking more than one language can have more than one native language and be bilingual or multilingual. By contrast, a second language is any language that one speaks other than one's first language. (Spanish, Swahili, English...)
<b>Socio-Economic Status</b>	social standing based on income and/or one's position in society. There are nuances amongst socio-economic statuses and mobility to move across statuses. (Working poor, working class, upper class...)
<b>Family Unit</b>	social standards normalize a family structure that consists of a mother a father who are married with biological children, although there are many variations of what this looks like. (Biological, communal, nuclear, adopted, informal...)
<b>Gender</b>	socially prescribed and enforced roles, behaviors, and expectations that are <u>assigned</u> to us at birth. These roles determine how you are "supposed" to feel and act based on your biological body. Gender identity speaks to the development of one's self. (Male, female or non-Binary/Genderfluid...)
<b>Sexual Identity</b>	emotional, romantic, sexual, spiritual, affectional, and/or relational attraction to another person or persons. One's sexual orientation is not necessarily associated with a person's gender identity; and the two can be completely unrelated. (gay, lesbian, heterosexual, same-gender loving, bisexual, pansexual, queer, straight...)







# Discussion Questions

1. What social identity do you notice first in others?
2. What part of your identity do you think people notice first about you?



# Agenda

1. Launch/Welcome - Aaron (15 min)
2. DEI Council Overview/History- SaJade (10 min)
  - a. Intro to DEI council
  - b. Intro/ Background - Nasif
  - c. 21-22 DEI council committees
3. **Spotlight Talent : Diversity, Equity and Inclusion Data - Lamar (10 min)**
  - a. Representative Leadership
  - b. Staff Culture
4. **Spotlight : The Rocketship Way- Aaron (10 min)**
  - a. Co-creation of operating norms centering equity and inclusion
5. Next steps/questions - Lamar(5 min)



## 21-22 Diversifying RPS DEI Leadership

The DEI Council acts as a strategic advisor to the CEO, Rocketship Board, and Network Executive Team members in order to ensure we are moving forward with key DEI initiatives and priorities. This responsibility includes working alongside managers who are leading teams that are working to dismantle, (re)design, when appropriate elevate or reinforce, and implement more diverse, equitable, and inclusive systems, structures, and policies to strengthen our organization and impact for all staff, students, and families.



# Director, Diversity, Equity & Inclusion

[Nasif K. Rogers](#), born and raised on the south side of Chicago and a product of Chicago Public Schools, is a fierce advocate for youth and families who have been marginalized and oppressed by school systems. Rogers has a range of consulting, administrative, and teaching experiences spanning close to two decades in rural, suburban, urban, charter, and nonprofit sectors. Most recently, he has served as a director for equity charged with leading the district's equity work and professional learning, and supporting cross-functional teams across human resources, teaching and learning and student services departments. His other administrative experiences include principal and associate principal assignments covering grades PreK-12.

Rogers currently teaches graduate courses in Educational Leadership at the University of Wisconsin - Milwaukee, and is also vice president and a founding board member of Future Urban Leaders, a Milwaukee-based nonprofit dedicated to youth leadership development and educational support.

A life-long learner, Rogers is in the process of completing his doctoral studies in the Department of Educational Leadership and Policy Analysis at the University of Wisconsin - Madison, where his study focuses on Racial Battle Fatigue and the experiences of Black women leaders in predominantly white k-12 schools.





# 2021-2022 Rocketship DEI Council

## DEI Council Members

SaJade Miller	(TX)	Regional Superintendent of Fort Worth
Jessica Alexander	(NSH)	Founding Principal, NSH 3
Jordan Blanton	(NeST)	Director, Multilingual Learners
Aaron Colston	(NeST)	Associate Director, Talent Recruitment
Gabriela Gordon	(CA)	Principal, Rocketship Los Sueños Academy
Daiana Lambrecht	(NeST)	Senior Director, Parent Leadership & Organizing
Joyanna Smith(DC)		Regional Director of DC
Adiagha Mbonisi	(CA)	Associate Director of Operations
Khadijah Williams	(DC)	Senior Manager, Family and Community Engagement
Juan Mateos	(CA)	Director of Schools
Kristarae Flores	(NeST)	National Director of Development



# 21-22 DEI Council Committees / Priorities

## Human Resources

*Joyanna Smith and Aaron Colston, Khadijah Williams, Adiagha Mbonisi*

Evaluations | Compensation | Promotion Policies

## Talent

*SaJade Miller, Gabby Gordon, & Jordan Blanton, Adiagha Mbonisi*

Recruitment | Selection | Development

## Professional Development

*Jessica Alexander, Gabby Gordon, Becky Owens, Juan Mateos*

Culturally Responsive PD Scope and Sequence

## The Rocketship Way

*Daiana Lambrecht, Aaron Colston, & SaJade Miller, Khadijah Williams, Kristarae Flores*

Organizational Culture and Operating Norms

## Culturally Responsive Schools

*Schools and Program Functional Leaders*

## Functional Collaboration

*NET/Functional Leaders*

Committees will meet regularly in collaboration with functional and regional leaders to support DEI plans, strategies, and initiatives aligned to the identified network priority. Committees will meet with various stakeholders to monitor progress on relevant DEI measures and provide recommendations for addressing areas dignified by equity audit and supporting network DEI goals and actions. Committees chairs (underlined) will be responsible for leading advisory on the identity priority by scheduling meetings with various internal groups and presenting findings to the DEI council.



# Talent: Representative Leadership Outcomes & Initiatives Update

June 2022



Always  
Important

5 Year Network  
Goal (2023)

21-22 Network  
Rallying Cry

21-22  
Defining  
Objectives

## Quality

Schools are in top 10% for socioeconomically disadvantaged students (~ top 25% for all students)

## Impact

Serve 14,000 Rocketeers through a financial sustainably national network

## Advocacy

100 parent power meetings per year

## DEI

60%+ of leaders represent student racial & ethnic identities

## Culture

Currently under revision with focus on inclusion

**Opening the next frontier of excellence**  
through equity, collaboration, and agency

**Re-open in-person learning** with an elevated model of excellence.

**Open the power structure** of our network to create greater agency and accountability in regions and improve efficacy and focus of network support.

**Build a more open and inclusive culture** that is a great place to be for all Rocketeers.



# Representative Leadership Goal

Creating **equitable** access to opportunity across our leadership

By 2023, **60% or more of Rocketship leaders** at schools, regional and national will reflect and **represent the racial & ethnic identities** of students we serve.

Increasing **diversity** across our leadership teams at all levels

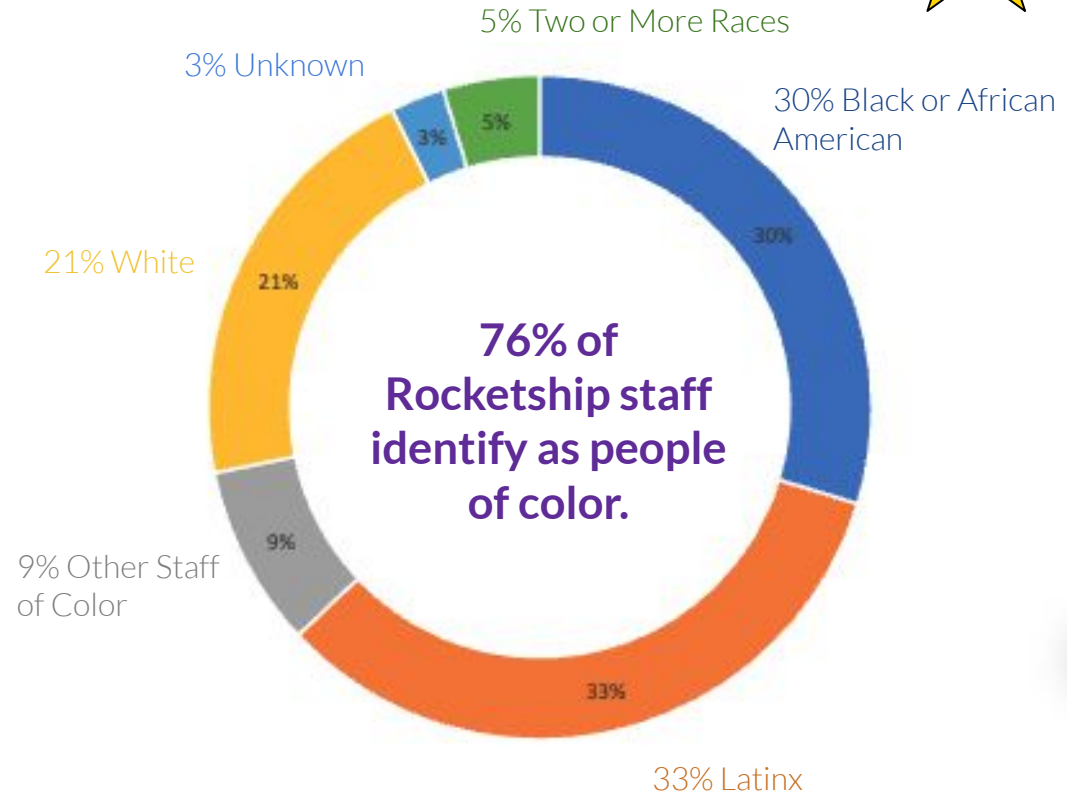


# Increasing Representative Leadership: Summary of Current Status



## Current Strengths

- Staff diversity at RPS is high overall
  - 76% of all staff are people of color (33% Latinx, 30% Black) in 21-22
  - 87% of our students are people of color (58% Latinx, 27% Black)
- Staff diversity at RPS has increased over the past six years
- Staff diversity at RPS exceeds most district and charter schools



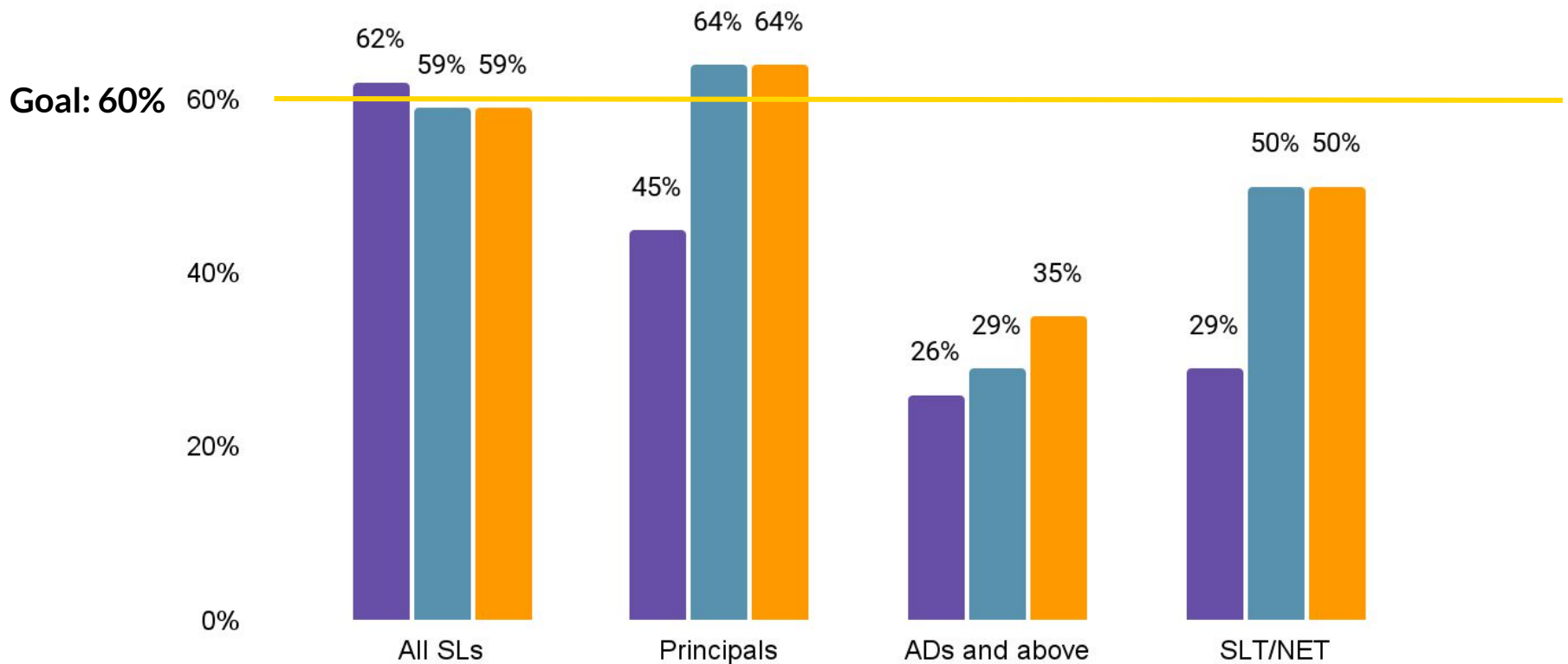
# 21-22: Progress Towards Always-Important Goals

DEI: 60% of leaders represent student ethnic & racial identities



% of Black and Latinx staff members

- SY 20-21
- SY 21-22 (Fall)
- SY 21-22 (May)



\*NOTE: May 2022 data is preliminary



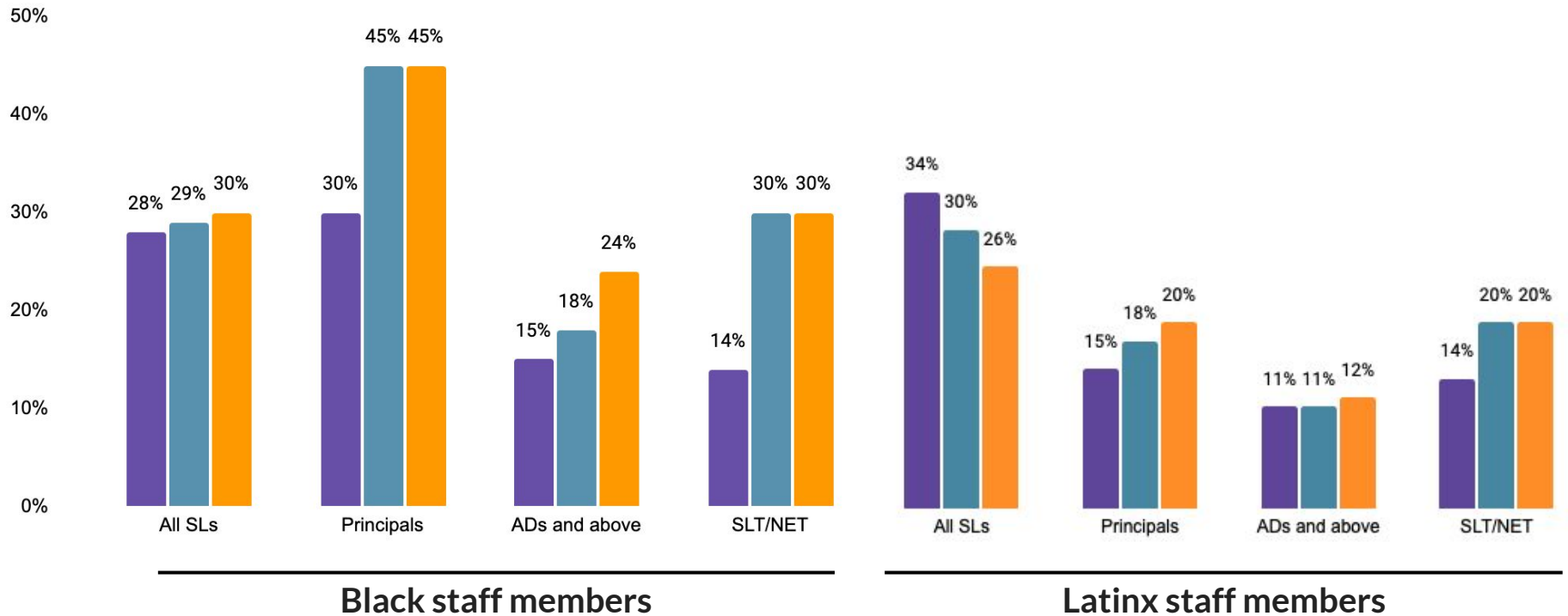
# 21-22: Progress Towards Always-Important Goals

DEI: 60% of leaders represent student ethnic & racial identities



- SY 20-21
- SY 21-22 (Fall)
- SY 21-22 (May)

### % of Black and Latinx staff members, disaggregated



\*NOTE: May 2022 data is preliminary



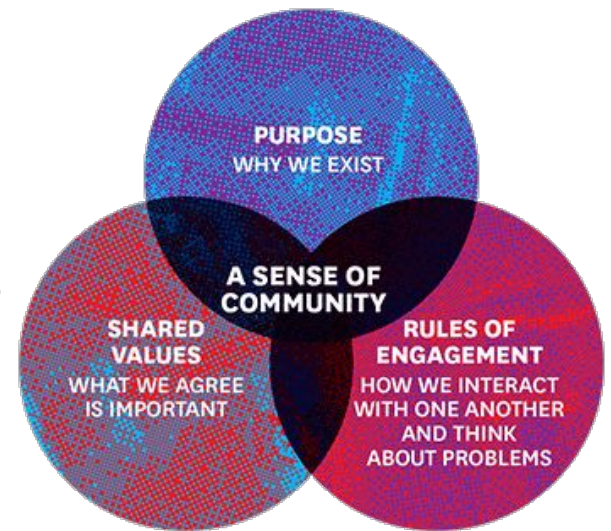
# Rocketship Way: Organizational Culture

June 2022



# Comprehensive Qualitative Research by Ahart Solutions

- Data review from previous surveys
- Over 450 audio synchronous
- Over 112 staff members interviewed in focus groups
- Literature Review across external organizations



Questions addressed practices that fostered or harmed equity and inclusion, along with suggestions on how to make RPS more equitable and inclusive!



# Redefining a Rocketship Way together that..

- Promotes a **culture of acceptance** rather than assimilation
- Ensures **all voices are heard** and there is inclusion in decision making
- Seeks to **hire leaders of color**, particularly for campus and executive leadership positions
- Ensures **work-life balance** by protecting time away from work, maximizing retention and well-being
- Exposes students, staff, parents, and community members to **multi cultural experiences**
- Embeds **DEI initiatives and activities** into the fabric and institutional identity of RPS and all its policies and procedures



# Next Steps



# 21-22 DEI Learnings

## Key Takeaways

Our organizational focus on DEI is being felt across the network:

- 87% of staff have started to reflect on how components of DEI impact their work.
- 82% of staff agree that our leaders prioritize DEI.
- 84% of staff agree that our organization respects individuals and values differences.

## Actions to Consider

- **Staff Sustainability:** Many team members expressed feeling unsustainable in your work and desire more flexibility to balance work and personal needs. This was most prevalent among school staff. Many open field comments asked for us to think of innovative ways to create more opportunities for planning time.
- **Professional Development:** Staff would like to see more differentiation in the training that we offer as part of our ongoing professional development. There is also a need for more clarity around opportunities for advancement into different roles.
- **Internal Communications:** Our internal communications structures between school staff and the network and between school leaders and school staff remain an area for improvement.
- Strong and intentional **onboarding** for Nasif



# DEI Director - Orientation/Onboarding

## Gathering, Listening and Learning

## Team & Organization

## Strategic Plan

### June/July

- Meet with and establish 1x1/staff meeting cadence with key stakeholders - Talent Team leaders and DEI council
- Review/analyze DEI metrics, equity audit, staff/DEI survey feedback
- Plan a listening tour with regions regarding DEI

### Aug/Sept

- Perform gap/SWOT analysis of DEI
- Provide input on staff survey design for next year
- Meet with recruiting/talent development team and assess recruiting and development initiatives in relation to DEI
- Establish DEI council cadence and norms

### Oct/Nov

- Propose DEI metrics/ policy updates
- Present proposals regarding DEI future state to NLT/NET
- Facilitate updates of current DEI council workstreams

### Dec/Jan

- Establish regular cadence and reporting of DEI metrics
- Determine board engagement and updates
- Determine/establish NET/NLT engagement and updates
- Establish external partnerships and engagements with DEI partners for best practices

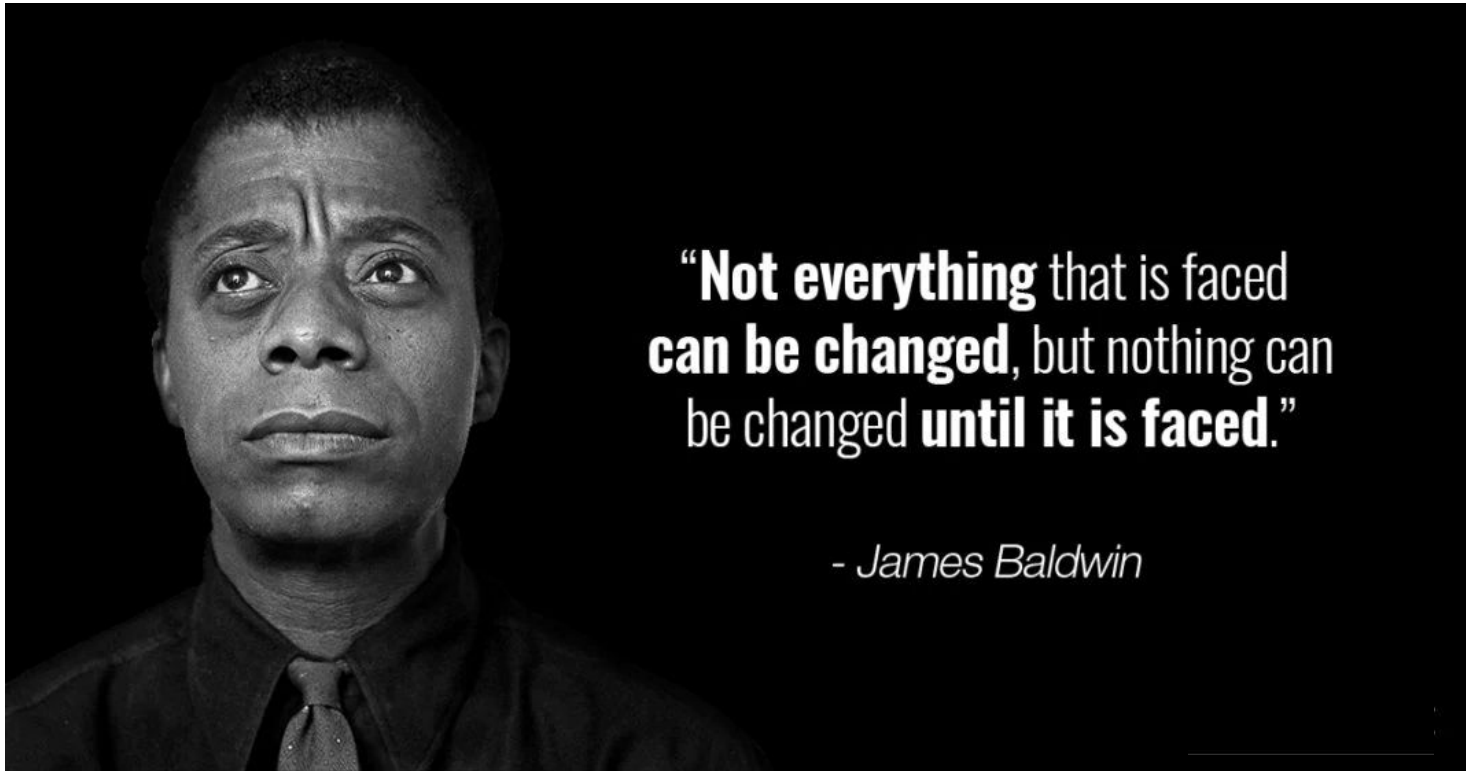
### Feb and beyond

- Establish regular cadence and reporting of DEI metrics
- Determine board engagement and updates
- Determine/establish NET/NLT engagement and updates
- Establish external partnerships and engagements with DEI partners for best practices

# Questions & Answers



## RPS Board Contributions



Thank You!

Our Rocketship Board has contributed to our DEI commitments by engaging in conversations and taking necessary steps to ensure all students and professionals are able to thrive in an equitable and inclusive organization.