ROCKETSHIP
PUBLIC SCHOOLS

Rocketship TN 5

Amended Application to Create a Public Charter School

To Open in the 2026-27 School Year

Date of Submission

May 23, 2025

Submitted To:

Metro Nashville Public Schools

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Cover Sheet

General Information

Name of Proposed Charter School	By tradition, founding parents of Rocketship Public schools name each school. Accordingly, for purposes of this application the school is using a placeholder of Rocketship TN 5 as the school will be named at a later date by the founding parent group.		
Sponsor / Sponsoring Entity	Rocketship Education Tennessee is the Sponsoring Entity in partnership and supported by its Parent Nonprofit Corporation, Rocketship Education, a California nonprofit public benefit corporation.		
Proposed Authorizer	Metro Nashville Public Schools		
Model or Focus of Proposed School *(i.e., STEAM, Montessori, Opportunity Charter, etc.)*	Personalized Learning/Rotational K-5		
Grade Structure *(i.e., K-5, 6-8, 9-12)*	**Year 1**	**Year 5**	**At Capacity**
	K - 4	K - 5	K -5
Projected Enrollment	**Year 1**	**Year 5**	**At Capacity**
	400	600	600
City, Neighborhood, and Community the School Intends to Serve	Antioch and Cane Ridge clusters of Nashville		
Projected Opening School Year	2026		

Primary Point of Contact

Name	Daimon Hardy
Role	Chief of Staff
Mailing Address	311 Plus Park Blvd. Suite 130
Mailing Address Line 2	
City, State, Zip Code	Nashville, TN 37217
Primary Telephone	404 -992-3498
Alternate Telephone	615-712-7499
Email Address	dhardy@rsed.org

Application Category

Please select **ONE** box to indicate the category type for this application.

Category			Description
1	☐	**First-time Charter Sponsor**	This category applies to sponsors that meet **all** the following criteria: • Sponsor that seeks to open no more than one (1) public charter school or opportunity charter school during this application cycle. • Sponsor that has not previously operated, opened, or sponsored a charter school, charter network, or charter management organization in Tennessee or elsewhere in the United States.
2	✔	**Multi-School or Established Sponsor**	This category applies to all sponsors that do not meet the criteria for Category 1.

Sponsor & School Design Team

Provide information for the school's leader (if named) and all people who will serve on the school's design team; add lines as needed.

Full Name	Address	Current Job Title	Current Employer	Position with Proposed School
Eric Dailey	320 Plus Park Blvd. Suite 130, Nashville, TN 37217	Executive Director (Effective January 27, 2025)	Rocketship Education Tennessee	Same
Lamar Wade	320 Plus Park Blvd. Suite 130, Nashville, TN 37217	Interim Executive Director (Serving through February 10, 2025)	Rocketship Education Tennessee	Same
Daimon Hardy	320 Plus Park Blvd. Suite 130, Nashville, TN 37217	Chief of Staff	Rocketship Education Tennessee	Same
Tygima Steele	320 Plus Park Blvd. Suite 130, Nashville, TN 37217	Director of Schools	Rocketship Education Tennessee	Same

Is the sponsor a not-for-profit organization with 501(c)(3) status?	☒ Yes ☐ No ☐ In Progress
If not already obtained, describe the steps that have been taken to obtain 501(c)(3) status:	

Sponsor History and Intent

Question 1	
Has the sponsor or proposed charter management organization[1] ever operated, opened, or managed a charter school?	☒ Yes ☐ No

Question 2					
Does this sponsor have any pending charter school applications currently under consideration by any authorizer in the United States?					☒ Yes ☐ No
If yes, complete the table below; add lines as needed.					
State	Authorizer	Proposed School Name	Application Due Date	Decision Date	Proposed Opening Year
TN	Rutherford County Schools	Rocketship TN 4	2/1/25	5/2/25	2026

Question 3		
Does the sponsor or proposed charter management organization currently operate a charter school?		☒ Yes ☐ No
If yes, complete the table below; add lines as needed.		
Name of Charter School	City and State	Authorizer
Rocketship Nashville Northeast Elementary	Nashville, Tennessee	Tennessee Public Charter Commission
Rocketship United Academy	Nashville, Tennessee	Metro Nashville Public Schools
Rocketship Dream Community Prep	Nashville, Tennessee	Tennessee Public Charter Commission

Question 4		
Will the sponsor replicate[2] a currently authorized charter school in Tennessee?		☒ Yes ☐ No
If yes, complete the table below; add lines as needed.		
Name of Charter School that was Replicated	City and State	Authorizer
Rocketship Nashville Northeast Elementary	Nashville, Tennessee	Tennessee Public Charter Commission
Rocketship United Academy	Nashville, Tennessee	Metro Nashville Public Schools
Rocketship Dream Community Prep	Nashville, Tennessee	Tennessee Public Charter Commission

Question 5	
Is this sponsor submitting an application to more than one Tennessee authorizer or proposing to open more than one charter school during this application cycle?	☒ Yes ☐ No
If yes, complete the table below; add lines as needed.	

[1] "Charter management organization" or "CMO" means a nonprofit entity that manages or operates two (2) or more public charter schools as defined in T.C.A. § 49-13-104.

[2] "Replication" means the creation of one (1) or more subsequent charter schools that utilize the same academic focus of an existing charter school operated by a sponsor or governing board.

Name of Proposed School	Submitted to Which Authorizer
Rocketship TN 4	Rutherford County Schools
Rocketship TN 5	Metro Nashville Public Schools

Question 6	
Will the sponsor contract or partner with a charter management organization (CMO) to manage or operate the proposed school?	☒ Yes ☐ No

If yes, complete the table below; add lines as needed.

Name of Charter Management Organization	City and State
Rocketship Education	San Jose, California

Question 7	
Is the sponsor proposing a new charter school with a change in academic focus[3] or grade structure from an existing Tennessee charter school they operate?	☐ Yes ☒ No

Question 8	
Is the sponsor proposing an Opportunity Public Charter School[4]?	☐ Yes ☒ No

Question 9	
If proposing an Opportunity Public Charter School, will the school provide a residential program for enrolled students pursuant to Chapter 1066 of the Public Acts of 2024?	☐ Yes ☒ No

Question 10	
Will the proposed school serve any combination of elementary grades of kindergarten through grade five (K-5)?	☒ Yes ☐ No

Question 11	
Will the proposed school serve any combination of high school grades nine through twelve (9-12)?	☐ Yes ☒ No

Question 12	
Will the sponsor convert[5] a non-charter public school to a charter school?	☐ Yes ☒ No

[3] "Academic focus" means a distinctive, thematic program such as math, science, arts, general academics, or an instructional program such as Montessori or Paideia pursuant to T.C.A. § 49-13-104 (1)

[4] "Opportunity public charter school" means a public charter school serving any of the grades six through twelve (6-12) for which at least seventy-five percent (75%) of the students enrolled in the public charter school, at the time of enrollment, are at-risk students and that provides Instruction to students in a traditional classroom setting; or a residential program for enrolled students and provides instruction to such students in a traditional classroom setting, as defined in Chapter 1066 of the Public Acts of 2024.

[5] "Conversion public charter school" means a charter school established by the conversion of an existing non-charter public school into a charter school as defined in T.C.A. § 49-13-104

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Assurances

As the authorized representative of the sponsor applying to open a charter school in Tennessee, I hereby certify that the information submitted in this application is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after award; and if awarded a charter, the school must comply with all assurances within this section, and all applicable state and federal laws and regulations related to public charter schools.

I affirm that the public charter school:

1. Will operate as a public, nonsectarian, non-religious public school, with control of instruction vested in the governing body of the school under the general supervision of the authorizer and in compliance with the charter agreement and the Tennessee Public Charter Schools Act;
2. Will follow all federal, state, and local laws and regulations that pertain to the operation of a public school, unless waived according to T.C.A. § 49-13-111(p);
3. Will provide special education services for students as provided in T.C.A. Title 49, Chapter 10, Part B of the Individuals with Disabilities Education Act, Title II of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973;
4. Will adhere to all provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;
5. Will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services;
6. Will utilize this application as a contract with the authorizer, if no other agreement is signed, pursuant to Tennessee Attorney General Opinion No. 10-45;
7. Will comply with all provisions of the Tennessee Public Charter Schools Act, including, but not limited to
    a. employing individuals to teach who hold a license to teach in a public school in Tennessee;
    b. complying with Open Meetings and Open Records laws (T.C.A. §§ 8-44-101 *et seq.*; 10- 7-503, 504) (guidance is available from the Office of Open Records Counsel);
    c. not charging tuition, except for students transferring from another district to the school pursuant to the local board's out-of-district enrollment policy and T.C.A. § 49- 6-3003;
    d. notwithstanding subdivision 7c, not charging registration fees, enrollment fees, or tuition to the students enrolled in an Opportunity Public Charter School;
    e. following state financial (budgeting and audit) procedures and reporting requirements according to T.C.A. §§ 49-13-111, 120, and 127;
    f. requiring any member of the governing body, employee, officer, or other authorized person who receives funds, has access to funds, or has authority to make expenditures from funds, to give a surety bond in the form prescribed by T.C.A. § 8-19-101; and
8. Will, at all times, maintain all necessary and appropriate insurance coverage.

Signed by:
Eric Dailey
7EDECC2B8671422...

Signature of Authorized Representative

Eric Dailey

Printed Name of Authorized Representative

Eric Dailey

Title of Authorized Representative

1/27/2025

Date

Application Completeness Checklists

Items Required for All Sponsors

General Information	
Cover Sheet	☐
Sponsor History and Intent	☐
Assurances	☐

1.1 – Academic Plan and Design	
Narrative	☐

1.2 – Academic Focus and Performance Standards	
Narrative	☐

1.3 - Assessments	
Narrative	☐

1.4 – School Calendar and Schedule	
Narrative	☐
Attachment A	☐
Attachment B	☐

1.5 – Recruitment and Enrollment	
Narrative	☐
Table 1	☐
Table 2	☐
Attachment C	☐

1.6 – Parent and Community Engagement and Support	
Narrative	☐
Attachment D	☐

1.7 – School Culture and Discipline	
Narrative	☐
Attachment E	☐
Attachment F	☐

1.8 – Special Populations	
Narrative	☐

2.1 – Governance	
Narrative	☐
Table 4	☐
Attachment G	☐
Attachment H	☐
Attachment I	☐
Attachment J	☐
Attachment K	☐
Attachment L	☐
Attachment M	☐

2.2 – Facilities	
Narrative	☐

2.3 – Start Up Plan	
Narrative	☐

2.4 – Personnel / Human Capital	
Narrative	☐
Attachment N	☐
Attachment O	☐
Attachment P	☐
Table 5	☐

2.5 – Professional Development	
Narrative	☐

2.6 – Transportation	
Narrative	☐

2.7 – Additional Operations	
Narrative	☐
Attachment Q	☐

3.1 – Operating Budget	
Attachment W	☐

3.2 – Operating Budget Narrative	
Narrative	☐
Attachment X	☐

Additional Requirements for Sponsors That Answered "Yes" to Specific Questions within the Sponsor History and Intent Section

Required for Sponsors that answered "Yes" to: **Question 1** of Sponsor History and Intent	
1.5 - Recruitment and Enrollment	
Supplementary Narrative	☐
2.9 – Network Vision, Growth Plan & Capacity	
Supplementary Narrative	☐
Attachment S	☐
4.1 – School Portfolio Summary	
Attachment Z	☐
4.2 – Academic Performance Record	
Supplementary Narrative	☐
Attachment Z	☐
4.3 – Fiscal and Operational Performance Record	
Supplementary Narrative	☐
Attachment AA	☐
Attachment BB	☐
Attachment CC	☐
Attachment DD	☐
Attachment EE	☐

Required for Sponsors that answered "Yes" to: **Question 3** of Sponsor History and Intent	
2.9 – Network Vision, Growth Plan & Capacity	
Supplementary Narrative	☐
2.10 - Network Governance	
Supplementary Narrative	☐
2.11 - Network Management and Personnel	
Supplementary Narrative	☐
Attachment T	☐
Attachment U	☐
Table 6	☐
Table 7	☐

Required for Sponsors that answered "Yes" to: **Question 3** of Sponsor History and Intent	
2.11 - Network Management and Personnel (cont.)	
Table 8	☐
Table 9	☐
3.3 – Network Financial Plan	
Supplementary Narrative	☐
Attachment Y	☐

Required for Sponsors that answered "Yes" to: **Question 4** of Sponsor History and Intent	
2.12 – School Replication	
Supplementary Narrative	☐
Attachment V	☐

Required for Sponsors that answered "Yes" to: **Question 5** of Sponsor History and Intent	
2.9 – Network Vision, Growth Plan & Capacity	
Supplementary Narrative	☐

Required for Sponsors that answered "Yes" to: **Question 6** of Sponsor History and Intent	
2.8 - Charter Management Organization	
Supplementary Narrative	☐
Attachment R	☐

Required for Sponsors that answered "Yes" to: **Question 7** of Sponsor History and Intent	
1.2 - Academic Focus and Performance Standards	
Supplementary Narrative	☐

Required for Sponsors that answered "Yes" to: **Question 8** of Sponsor History and Intent	
1.2 – Academic Focus and Performance Standards	
Supplementary Narrative	☐

Section 1.5 - Recruitment and Enrollment	
Supplementary Narrative	☐
Supplementary Table 3	☐

Required for Sponsors that answered "Yes" to: **Question 9** of Sponsor History and Intent	
2.2 – Facilities	
Supplementary Narrative	☐

Required for Sponsors that answered "Yes" to: **Question 10** of Sponsor History and Intent	
1.2 - Academic Focus and Performance Standards	
Supplementary Narrative	☐
1.3 – Assessments	
Supplementary Narrative	☐

Required for Sponsors that answered "Yes" to: **Question 11** of Sponsor History and Intent	
1.2 - Academic Focus and Performance Standards	
Supplementary Narrative	☐

Required for Sponsors that answered "Yes" to: **Question 12** of Sponsor History and Intent	
1.9 – Conversion Charter School Planning	
Narrative	☐

Section 1 – Academic Plan and Design

Section 1.1 – School Mission and Goals

(*Required for All Sponsors)*

a. Provide a mission statement for the proposed charter school.

Mission Statement

The mission of Rocketship Public Schools is to catalyze transformative change in low-income communities through a scalable and sustainable public-school model that propels student achievement, develops exceptional educators, and partners with parents who enable high-quality public schools to thrive in their community. At Rocketship Public Schools, we believe in the infinite possibility of human potential. We believe that every student deserves the right to dream, discover, and develop their unique potential, and that it is our responsibility and privilege to support every Rocketeer we serve to achieve their potential. Our vision is to create a world with "equal access to opportunity for all."

The proposed school's objectives are to accelerate academic achievement for all students, including subpopulations such as English Language Learners and students with special needs, who benefit from deeply personalized instruction and support. These gains are measured by achievement on mandated assessments like the Tennessee Comprehensive Assessment Program (TCAP) and the Tennessee Value-Added Assessment System (TVAAS), as well as by student growth on the Northwest Evaluation Association (NWEA) benchmark assessments. ***We aim to improve learning outcomes for students, while bolstering teacher performance and engaging parents as partners in this work***. Specific outcomes in academic performance include meeting or exceeding the average achievement for schools in the same geographic area on the state mandated achievement assessments and demonstrating at least 1.2 years of growth annually on the NWEA in core subjects. Gaining more than a year's worth of learning in a single school year and repeating that year after year after year is how we are ensuring our Rocketeers are on the path to college and career success. In fact, Rocketship was named a "gap busting" network by Stanford's CREDO study, which provides empirical proof that high-quality public education is possible anywhere. Teacher and parent outcomes are measured by satisfaction and retention rates, which are measured annually through internal tools and assessments. SRI International, an independent nonprofit research institute, published a study about Rocketship's family engagement work, showcasing how the network deepens parents' engagement practices so that parents learn to advocate not only for their children's educational experience, but for broader solutions to community needs. Through this approach, Rocketship centers parent voice and develops a strong family engagement culture, where teachers and parents are true partners in the educational experience of every student.

Lastly, we intend to operate as a Community School, deeply connected to the local community, focused on building partnerships with nearby providers to ensure the holistic needs of students and families are met through offering wraparound services to our students and families (e.g. mental health, employment support, and food insecurity). Rocketship believes that this approach further exemplifies the individualized nature of our educational approach in meeting the diverse and divergent needs of our students, both inside and outside of the classroom.

Through our mission and vision, Rocketship schools in Tennessee have experienced a strong track record of performance, as evidenced by our TVAAS scores:

Section 1.1 – School Mission and Goals

(*Required for All Sponsors)*

TVAAS Composite Scores for Rocketship Education Tennessee:

School	2017-18	2018-19	2021-22	2022-23
RNNE	Level 5	Level 5	Level 5	Level 4
RUA	Level 5	Level 3	Level 5	Level 5
RDCP				Level 5

This strong track record of success has also factored into multiple Reward School recognitions by the State of Tennessee. Rocketship Nashville Northeast Elementary (RNNE) was named a Reward School based on results from the 2018-19 school year, and Rocketship United Academy (RUA) has been named a Reward School three times (2017-18, 2021-22 and 2022-23).

We look forward to creating new transformative partnerships with students and families in the Antioch and Cane Ridge clusters and are pleased to submit this application for the establishment of a charter for Rocketship TN 5 (**TN 5**) in the Metro Nashville Public School district. To that end, we wanted to provide some additional information on the history of Rocketship, articulating our national and regional structures, as this section serves as the foundation for the rest of the application.

History of Rocketship Public Schools in Tennessee

Rocketship Education, d/b/a Rocketship Public Schools (**RSED-National or Rocketship Public Schools**) is a nonprofit, public benefit corporation that is exempt under Section 501(c)(3) of the Internal Revenue Code. RSED-National operates a network of public elementary charter schools across four (4) states/regions, and a division of RSED serves as the charter management organization (**CMO**) in service of each of the schools in the Rocketship Public Schools network.

In 2014, RSED-National started the first Rocketship school in Tennessee with the opening of Rocketship Nashville Northeast Elementary (**RNNE**). RNNE was authorized by the Metro Nashville Public School (**MNPS**) Board. The following year, RSED-National opened Rocketship United Academy (**RUA**), also authorized by MNPS. In 2022, RSED-National obtained a charter from Tennessee Public Charter Schools Commission (**TPCSC**) and opened Rocketship Dream Community Prep (**RDCP**). Today, both RNNE and RDCP are authorized by TPCSC, and RUA remains authorized by MNPS. These three schools currently serve nearly 1,500 Rocketeers in Tennessee.

Since RNNE, RUA, and RDCP were first authorized, they have been governed by the RSED-National Board of Directors (**National Board**).

In March 2022, RSED-National supported the incorporation of Rocketship Education Tennessee (**RSED-TN**), a Tennessee nonprofit public benefit corporation, incorporated under the laws of the State of Tennessee, having its own independent Board of Trustees (**RSED-TN Board**). As of the date of its formation, the RSED-TN Board has served in an *advisory capacity* to the Rocketship Tennessee leadership team, while also providing the National Board counsel on local matters relating to Rocketship Public Schools chartered in Tennessee.

Section 1.1 – School Mission and Goals

(*Required for All Sponsors)*

In the Fall of 2024, RSED-National and RSED-TN petitioned MNPS and TPCSC for an amendment to their charter agreements allowing for the transfer of governance of the three Rocketship Tennessee charter schools from RSED-National to RSED-TN. The primary goal was to move toward a more regional and local governance model.

This Rocketship TN 5 charter application is being submitted directly by RSED-TN with the support of RSED-National as the CMO of Rocketship public charter schools in Tennessee. RSED-TN is submitting this charter application relying on and building upon RSED-National's history of operating the Rocketship schools in Tennessee, as well as the RSED-TN Board's last two years of partnership, collaboration, and local leadership. RSED-TN believes that its experience over the last two years working with RSED-National in support of the Tennessee schools positions it as an experienced and solid charter application candidate to expand high-quality choice in Davidson County.

b. Describe the goals for the proposed school for the first five (5) years of operation. Explain how these goals align with the purposes for charter schools found in T.C.A. § 49-13-102(a), the state's accountability systems, the authorizer's performance framework, and any priorities the authorizer sets.

Rocketship Education Tennessee (RSED-TN) will operate with the following specific and measurable goals over the first five years of TN 5, ensuring alignment with the purposes of the Tennessee Charter Schools Act, as well as with both the state and authorizer accountability and performance frameworks.

In accordance with Rocketship's mission, our long-term, overarching academic goal is for all students to graduate from Rocketship at or above grade level. Below, we articulate our academic, operational, and financial goals to help us meet this goal, and the extent to which our approach aligns with applicable accountability systems.

Academic Goals:

- **Accelerate Student Achievement**
    - Ensure that Rocketeers will meet or exceed the average achievement for schools in the same geographic area on the state mandated achievement assessments (e.g. TCAP) and the Tennessee Value-Added Assessment System (TVAAS).
    - All Rocketship students, including all subpopulations (e.g. English Learners, students with special needs) will demonstrate at least 1.2 years of growth towards grade-level proficiency in *reading and language arts*, as measured by the Northwest Evaluation Association (NWEA) benchmark assessments.
    - All Rocketship students, including all subpopulations, will demonstrate at least 1.2 years of growth towards grade-level proficiency in *mathematics*, as measured by the NWEA benchmark assessments.
    - Rocketship will score a 'meets' or 'exceeds' on Model Charter School Performance Framework.
    - TN 5 will receive a B or higher each year on the state report card.
    - Provide robust family engagement opportunities so that at least 95% of parents complete 20 parent partnership hours.
- **Encourage Innovative Teaching Methods & Develop Teachers**

Section 1.1 – School Mission and Goals

(*Required for All Sponsors)*

- Implement Rocketship's signature rotational and personalized learning model, which augments teacher-led instruction with adaptive online learning programs and targeted, small-group instruction to individualize learning for each student.
- Engage teachers in over 210 hours of professional development annually, training them in differentiated, data-driven instructional practices.
- Pair each teacher with an Instructional Coach to accelerate outcomes.

- **Develop Students' College Readiness**
  - Build students' college readiness skills by ensuring that at least 50% of Rocketeers are performing at the 67th percentile, or top third, on the nationally normed NWEA in core subjects, which is predictive of college entry and completion.

Rocketship's academic goals are focused on high performance and growth on the state assessments, which strongly align with the Tennessee Model Charter School Performance Framework. The Model Charter School Performance Framework is made up of three key areas: Student Achievement (50%); Comparative Performance (30%); and School Culture (20%). As stated above, one of Rocketship's goals is to meet or exceed the local area's state assessment performance and growth. Rocketship would further aim to meet the Tennessee Model Charter School Performance Framework's absolute rating thresholds for 'meets' or 'exceeds' in each indicator.

Organizational Goals:

- **Create Professional Learning & Development Opportunities for Teachers**
  - Implement Rocketship's robust teacher development program, including over 210 hours of professional development annually through weekly real time coaching in the classroom, regular data step-backs and action planning sessions, summer programming and access to credentialing programs and stipends for external learning opportunities.
  - Retain at least 90% of Tier 3 and 4 (our most effective teachers) annually, as determined by Tennessee's TEAM evaluation framework.
- **Engage Parents as Partners in Education**
  - Complete home visits for at least 90% of enrolled Rocketeers annually to assess holistic needs of family and develop strong foundation of trust between the school and home.
  - Provide robust volunteer opportunities for parents so that at least 95% of parents complete 20 volunteer hours per year.
  - Implement Rocketship's Parent Organizing Committee to empower families as advocates for their children's education.

Rocketship believes that in order for us to achieve strong student outcomes, we must invest in and implement a strong organizational backbone to allow for this success. Developing a strong talent pipeline and base of engaged parents are the two other pillars that make up Rocketship's model, the first pillar being personalized learning. Through this approach, we know that highly effective teachers and engaged parents lead to stronger student performance, better student attendance, and a strong school culture.

Section 1.1 – School Mission and Goals

(*Required for All Sponsors)*

Financial Goals:

- **Achieve Financial Sustainability**
  - Maintain a balanced budget with an annual operating surplus equal to at least 3% of revenues.
  - Develop and implement contingency plans for financial sustainability in cases of unexpected funding shortfalls.
  - Secure and sustain diversified funding sources as needed, including public funding, private grants, and philanthropic support, to ensure long-term financial viability.

Alignment with Tennessee Charter School Purposes:

Rocketship's model directly aligns with the purposes of Tennessee charter schools:

- **Closing the Achievement Gap**: Our targeted interventions and high academic expectations aim to close the achievement gap between high- and low-performing students and by subgroup.
- **Parent Choice**: By offering a high-performing, innovative public school option, we provide parents with a meaningful choice for their children's education *and* voice in the educational journey of their children.
- **Innovative Teaching Methods**: Our rotational blended learning model exemplifies innovation, allowing for personalized instruction to meet the diverse and divergent needs of all students, coupled with robust growth opportunities for educators
- **Accountability**: Rocketship is committed to meeting or exceeding the Tennessee Charter School Performance Framework by monitoring student and teacher performance and driving continuous improvement.
- **Serving High-Needs Populations**: Our wraparound services and specialized support address the needs of students with disabilities and other at-risk populations.
- **Educational Innovation**: We serve as a laboratory for innovative practices, creating replicable models for broader implementation.

By pursuing these goals, Rocketship and TN 5 will serve as a transformative force in the local community, fostering academic excellence, operational efficiency, and meaningful community partnerships, while ensuring alignment with Tennessee's accountability systems and performance expectations.

c. Describe the process for setting, monitoring, and revising goals. Detail how progress toward the go is measured.

Rocketship employs a rigorous, evidence-based process to set, monitor, and revise goals, ensuring continuous improvement and alignment with our vision of "equal access to opportunity for all." This process involves stakeholders at all levels, from school leadership and teachers to parents and the broader community and integrates data-driven decision-making throughout.

<u>Goal Setting</u>

Each year, Rocketship's Program, Strategy, and Analytics teams (at the national level) will work with TN 5 leadership to review a school's prior year academic results to set annual school targets. A school's annual proficiency target for state assessments and NWEA MAP will be based on the difference between the school's prior year's performance and the Tennessee Model Charter School

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Performance Framework goals. If a school is below the Framework's rating thresholds of 'meets,' the school's annual target will be set to put it back on track. If a school scores a 'meets' or 'exceeds' on the thresholds, then the Rocketship team will determine the school's target for continued improvement. A school's annual growth target may be set above the 1.2 growth years goal stated above if greater growth is needed to achieve the annual absolute target. Here is a breakdown of how Rocketship reviews and sets goals on an annual basis:

Data-Driven Goal Formation

- Goals are established annually based on an in-depth analysis of performance data, including state assessments (e.g., TCAP), growth metrics (e.g., TVAAS and NWEA), attendance rates, suspension rates, and family and staff satisfaction surveys.
- Leadership teams review historical performance trends and benchmark data from similar schools to set ambitious yet attainable targets.
- Subpopulation performance, including English Learners (ELs) and students with disabilities, is prioritized to ensure equity.
- Financial and operational data, such as budget reports and teacher retention rates, are incorporated into goal-setting to ensure sustainability.

Stakeholder Collaboration

- Goals are developed in consultation with key stakeholders, including school leaders, teachers, parents, and Board Members to ensure shared ownership and alignment with community needs.
- Board Achievement Committee meetings and family meetings with the principal provide forums for collaboration and alignment with district and state accountability frameworks.
- Goals are communicated transparently to all stakeholders through parent meetings, staff development sessions, and public reports during board meetings.

Goal Monitoring Process

Rocketship has developed a series of academic metrics, which include annual and interim goals, and created data dashboards to improve data transparency and push us toward greater internal accountability to ensure that each individual school is on track to meet our annual stated goals. These dashboards are reviewed by our Achievement and Analytics teams in conjunction with school leaders and teachers. The data reviewed includes attendance, socio-emotional screeners, state standardized tests, national tests, and internal benchmark assessments (as described in Section 1.3). The frequency of data review varies depending on the data set, and a more detailed overview of our overall processes is outlined below:

- **Ongoing Performance Tracking**
  Progress toward goals is measured continuously using a combination of formative and summative assessments, operational metrics, and stakeholder feedback.
  - Academic goals are monitored using NWEA benchmarks, interim assessments, and state assessment data to track student growth and proficiency.
  - Organizational goals, such as teacher retention and family engagement, are tracked quarterly through surveys, attendance data, and retention reports.

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- **Data Review Cycles**
  Rocketship schools operate on a quarterly data cycle to ensure timely monitoring and adjustment.
    - Teachers and school leaders analyze classroom-level data in weekly data meetings to identify trends and adjust instructional strategies.
    - Regional leadership conducts quarterly performance reviews and hosts "Data Days" to evaluate progress against network-wide benchmarks and accountability metrics.
- **Real-Time Adjustments**
  Based on data findings, interventions are implemented immediately.
    - For academic gaps, teachers deploy targeted small-group instruction or adjust rotational learning models to meet specific needs.
    - For operational concerns, such as rising absenteeism, school leaders engage staff to deploy our community schools model more deeply by making daily attendance calls and connecting families with support services.

Revising Goals

As the school leadership team moves throughout the year, adjusting goals may be necessary based upon several factors, including student and family needs, curriculum changes, teacher needs, or other external factors. Goal revision often occurs at the beginning of the year in collaboration with the RSED-National team based on prior year's outcomes, but mid-year adjustments (or more frequent) are also common based on real-time data to drive instructional priorities and improve the operations of the school. Below is an overview of our approach to revising goals:

- **Annual Reflection and Adjustment:** As described above, at the end of each academic year, school leadership conducts a comprehensive review of progress toward goals.
    - Evaluation sessions incorporate quantitative data (assessment results, operational metrics) and qualitative insights (teacher and parent feedback).
    - Goals that are not met are reexamined, with an emphasis on identifying barriers and revising strategies to address challenges.
- **Evidence-Based Decision Making:** Revisions are informed by evidence-based practices and research. For example:
    - If NWEA growth targets are not met, leadership analyzes instructional practices and teacher training programs to identify areas for improvement. An example may include more individualized coaching of a teacher whose class targets are lagging behind school-wide metrics and scaffolding that teacher with more support to catch them up to progress being made in other classrooms. Additionally, school leadership may pair a high performing teacher with someone who is lower performing in teacher prep time for stronger alignment on planning.
    - If teacher retention goals fall short, leadership revises professional development offerings or teacher coaching efforts to better support educators, as described above. Additionally, school leaders may engage the Talent team to better understand the full benefits package and ensure staff are taking advantage of all available resources.
- **Transparency in Revisions:** Adjustments to goals and strategies are shared with stakeholders to ensure accountability and maintain trust.
    - Parents and families receive updates through newsletters and community meetings.

- Teachers participate in professional development sessions focused on revised instructional strategies.

To understand how this plays out real-time, here's an example of how one Rocketship school adjusted their instructional and operational approach to drive student outcomes mid-year. Last year, one of Rocketship Tennessee's schools did not meet their projected NWEA growth goals by mid-year. To address this, school leaders came together in Rocketship's Mid-Year Achievement Summit and pored over data, including interim assessment data, benchmark data, and student work for all students and subgroups. Based on findings and conversations from other school leaders about what *was* working for them, this school adopted best practices learned at the summit and initiated the *"making every minute count"* approach to close gaps and accelerate growth during the second semester. This approach capitalizes on *every single minute* in the school day, from arrival, time between classes, transitions in the hallways, and more; teachers were able to integrate learning every step of the way, from flashcard games to more reading. And from there, this school increased small group instruction, a hallmark of Rocketship's model. These adjustments led to strong gains and occurred thanks to our commitment to transparent data conversations and regional collaboration.

Rocketship's model, steeped in personalized instruction, relies heavily on real-time data to drive improvements at all levels of the school, including academic instruction, teacher efficacy, parent engagement, and school operations. Data is the driving force behind our decision-making process across these core practices. To that end, measuring success is a continuous process at Rocketship. Progress is measured using specific, evidence-based metrics that align not only with our educational model, but also with Tennessee's accountability frameworks. These key measures include:

- **Academic:** Student growth on NWEA (1.2 years or higher), TCAP proficiency rates and TVAAS scores (meet or exceed the average achievement for schools in the same geographic area)
- **Organizational:** Teacher retention (90% for top performers) and family engagement rates (90% participation in home visits).
- **Financial:** Maintain a balanced budget with an annual operating surplus equal to at least 3% of revenues.

Rocketship's leadership is committed to leveraging data, collaboration, and evidence-based strategies to meet ambitious goals and ensure exceptional outcomes for students and the community.

d. Describe any innovative or unique features of the proposed school or education model, and detail how these unique features align with the mission of the school.

The Rocketship Model is built on three foundational pillars of excellence, which we believe are the key to our continued success as we work to close the achievement gap and directly meet the needs of the target student population.

Rocketship Pillars

The Rocketship Model is built on three foundational pillars of excellence: 1) Personalized Learning - Tailoring instruction, content, learning experience, and pace to support the potential of every student; 2) Talent Development - Investing in the growth and development of every team member to unleash their full potential in the classroom and beyond; and 3) Parent Power - Supporting and fueling the

power of parents to champion their children's education, hold leaders accountable, and enable high-quality public schools to thrive.

Rocketship Model

Rocketship's model offers several unique and innovative aspects to accelerate the growth and development of our students, teachers, and parents. These key aspects include: **Personalized Learning & Rotational Model, Social Emotional Learning, Multi-Tiered System of Supports, Meaningful Inclusion, Enrichment, Community School Framework, Parent Power,** and **Talent Development.**

Personalized Learning & Rotational Model

Rocketship's personalized learning and rotational model directly supports our mission by ensuring students receive targeted, high-quality instruction. Unlike traditional elementary schools, students at Rocketship rotate between four content blocks every day: Humanities, STEM, Learning Lab, and Enrichment. This model allows us to improve student outcomes by developing teachers who specialize in either STEM or Humanities. Content specialization also means our teachers collaborate to develop classroom management strategies, create lesson plans, and engage parents. Our teachers lead the learning process for every single student we serve in both whole group grade level instruction and differentiated instruction that meets students at their individual level. Independent learning, small group tutoring, and adaptive online learning programs augment teacher-led instruction and provide valuable time for students to develop more ownership of their learning and achieve the mastery they need to advance. This carefully orchestrated combination of instructional methods is made possible through robust and regular data streams that map precisely where students need support to achieve mastery – from concept acquisition all the way through practice and repetition. This is how we ensure we are purposeful in our use of technology, targeted in our tutoring, and optimizing our teachers' talent and instructional time.

This approach addresses the needs of Tennessee students, many of whom require focused interventions in foundational subjects like math and literacy, while also fostering critical thinking and problem-solving skills essential for lifelong success.

We educate the whole child at Rocketship. We pride ourselves on creating schools that promote our core values of persistence, empathy, responsibility, and respect. We also supplement our core instruction in Humanities and STEM with daily social emotional learning and Positive Behavior Interventions and Supports (PBIS). Through this focus on social emotional learning and PBIS, we are able to support the development of healthy relationship-building, self-efficacy, and emotional regulation skills that students so desperately need.

Social Emotional Learning

At Rocketship, Social Emotional Learning (SEL) is a core component of our approach to educating the whole child. Guided by the Collaborative for Academic, Social, and Emotional Learning, we define SEL as the process through which students and adults develop healthy identities, manage emotions, build relationships, and make responsible decisions. Research has consistently shown that effective SEL programs are sequenced, active, focused, and explicit (SAFE), and our curriculum reflects these principles.

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Rocketship's internal SEL curriculum, The Shortest Distance (SDC), integrates evidence-based practices, such as developmental bibliotherapy, into daily lessons and community meetings. Bibliotherapy—a technique where stories help children process social and emotional challenges—has been shown to improve both internalizing and externalizing behaviors while fostering prosocial skills. This approach aligns with cognitive behavioral therapy principles, empowering students to reshape how they think and feel about themselves and their world.

By embedding SEL into the daily routine, we ensure every student develops essential skills for self-awareness, relationship-building, and emotional regulation. For students requiring additional support, we implement a Multi-Tiered System of Supports (see below), providing tailored small group or one-on-one interventions. This comprehensive SEL framework not only strengthens individual student outcomes, but also fosters a positive and inclusive school culture.

Multi-Tiered System of Supports

Rocketship's commitment to meeting the diverse needs of all students is exemplified by our robust Multi-Tiered System of Supports (MTSS). This school-wide approach integrates academic, social-emotional, and behavioral interventions to ensure every student receives the appropriate level of support to succeed.

At the foundational level (Tier 1), all students benefit from a strong, research-based SEL curriculum integrated into daily lessons. For students requiring additional help, Tier 2 interventions include small group sessions led by trained professionals, focusing on specific challenges in mental and behavioral health. For those with the most intensive needs, Tier 3 provides one-on-one support tailored to their individual circumstances. This tiered structure ensures that students with special needs, as well as other underserved populations, receive personalized interventions aligned with their unique requirements.

The MTSS framework is supported by research from the Urban Special Education Leadership Collaborative, which highlights its effectiveness in improving both academic and social outcomes for all learners. Moreover, MTSS fosters collaboration among schools, families, and community partners, creating a wraparound support system that addresses the whole child. At Rocketship Tennessee, we will leverage these partnerships to connect students and families with resources spanning mental health, social services, medical care, and more.

By implementing MTSS, Rocketship not only provides targeted support but also strengthens the home-school-community relationship. This inclusive approach ensures that all students, regardless of background or ability, are empowered to thrive academically, socially, and emotionally.

Meaningful Inclusion

Rocketship is proud to serve all students in our classrooms, including a full continuum of students with special needs (mild, moderate, and severe). Students with disabilities spend on average up to 80% of their day in general education classrooms, while our Integrated Special Educators (ISEs) co-teach alongside our general education teachers.

The core of our Integrated Special Education (ISE) program is providing a continuum of supports and services for our students with disabilities that is grounded in equitable access to rigorous instruction

which leads to gap closing results. Our ISE Team partners with our families to craft IEPs that are founded in meaningful inclusion and have individualized goals based on each student's academic, social emotional, and behavioral development needs. We maintain a high bar for case management to meet the state and federal guidelines as a minimum.

Enrichment

Beyond our core academic and social emotional approach, all our schools also offer a diverse array of enrichment classes, selected in partnership with our parents, such as art, robotics, music, dance, physical education, and more. Delivering a well-rounded education builds the critical thinking, teamwork, character skills, and values that our Rocketeers need to thrive in school and life. This model ensures that every Rocketeer is provided with individualized and scaffolded instruction and supports to help them thrive in the classroom by meeting and exceeding their individualized goals.

Community Schools & Parent Power

Rocketship's Community School framework and Parent Power initiatives are essential for our vision of equal access to opportunity for all. By integrating families, schools, and community partners, these strategies ensure comprehensive support for each child.

Rocketship schools emphasize family involvement in the educational process. Parents contribute to school naming, enrichment program selection, and the creation of a unique fifth core value that mirrors their community aspirations. This deep engagement fosters a sense of ownership and aligns the school with the families' cultural and priority values.

Each fall, Rocketship's educational staff visit the home of every student to strengthen trust and understanding, shifting the dynamic to one of collaborative partnership. This connection supports not only academic performance but also emotional well-being, proving particularly beneficial for underserved communities where active family engagement is crucial for student success.

Rocketship also collaborates with local organizations to offer comprehensive services like mental health, social, medical, and other supports tailored to family needs, effectively removing barriers to educational success.

Moreover, through Rocketship's focus on "Parent Power," parents are engaged as trusted partners in their child's education and learn how to advocate for their child, their school and their community to promote high-quality public education and hold leaders accountable.

Overall, Rocketship's commitment to community and parent engagement creates schools that are not just educational institutions but also community pillars that support academic, social, and emotional growth. This approach is aligned with Rocketship's mission and tailored to the specific needs of Tennessee families, creating an environment where students flourish.

Talent Development

At Rocketship, talent development is a cornerstone of our model. We believe that unleashing the full potential of our staff is critical to ensuring that our students thrive academically, socially, and emotionally. Our talent development strategy focuses on personalized growth for every team member, enabling them to deliver the highest-quality instruction and support to Tennessee's students.

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Each Rocketship campus is staffed with a dedicated leadership team, including a principal, assistant principals, a business operations manager, and an office manager. This team collaborates to foster a culture of excellence and continuous improvement. Principals and assistant principals serve as instructional leaders, providing regular classroom observations, real-time coaching, co-planning of lessons, and data-driven professional development. These activities are designed to help teachers refine their skills, improve instructional practices, and achieve measurable outcomes for students.

Rocketship's unique content-specialization model empowers teachers to focus on either Humanities or STEM, allowing them to develop expertise in their subject area. This specialization not only enhances teacher effectiveness but also supports our mission by ensuring students receive targeted, high-quality instruction in critical academic areas. In Tennessee, where students often face disparities in foundational literacy and math skills, this approach is particularly impactful.

Beyond classroom instruction, we invest in our staff's professional growth through personalized development plans. These plans are tailored to each team member's role and career aspirations, ensuring that every individual has a clear pathway for advancement. This commitment to professional growth extends to all staff members, including enrichment coordinators, tutors, and operations specialists, creating a cohesive team dedicated to student success.

Rocketship's talent development practices are designed to address the specific needs of the Tennessee education landscape. By cultivating highly skilled educators and leaders, we ensure that every student receives the personalized instruction and support needed to succeed. This alignment of staff development with our mission and student outcomes reinforces our commitment to empowering all learners to reach their full potential.

Serving the Needs of the Target Population

Through this comprehensive, personalized approach, Rocketship is poised to serve all learners well, particularly those who are considered at-risk, such as English Language Learners, socioeconomically disadvantaged students, Black/Hispanic/Native American students, and other groups of students who need intentional, scaffolded supports to meet their unique learning needs. Not only do we have experience serving populations demographically similar to the targeted communities, *we have proven success actually serving Antioch and Cane Ridge students well with our model* (as is described throughout this application and detailed in Section 1.5).

Schools	% Economically Disadvantaged	% Limited English Proficiency	% Black	% Hispanic	% Students with Disabilities
Antioch & Cane Ridge Elementary Schools	38%	52%	30%	47%	11%
Rocketship Dream Community Prep	26%	38%	52%	42%	9%

Section 1.1 – School Mission and Goals

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Rocketship United Academy	30%	53%	45%	49%	10%

Our mission is to catalyze transformative change in low-income communities through a scalable and sustainable public-school model that propels student achievement, develops exceptional educators, and partners with parents who enable high-quality public schools to thrive in their community. Our strong track record of propelling student achievement for *all students* positions us to replicate these efforts and extend a similar learning experience for more students and families in Antioch and Cane Ridge.

Section 1.2 – Academic Focus and Performance Standards

(Required for All Sponsors)

a. Describe the academic focus of the proposed school.

The academic focus of our proposed school, TN 5, is a rigorous, personalized, and holistic education designed to unleash the potential inside each and every student, as outlined in our mission. By centering our program on personalized learning, core academic excellence, and social-emotional development, we align every aspect of our educational approach with our mission and goals.

Rigorous and Personalized Learning
Our academic program is rooted in personalized learning to meet each student's unique needs and potential. Through continuous data collection and analysis, we create tailored learning experiences that support mastery of foundational skills, build critical thinking, and empower students to take ownership of their learning journey.

This individualized approach ensures that students performing below grade level receive targeted support while those excelling are challenged to reach higher levels of achievement. By addressing students at their individual starting points, we help every child achieve their full potential.

Core Academic Excellence in Literacy and STEM
Literacy and STEM form the foundation of our academic program, reflecting our goal of equipping students with essential skills for college readiness.

- **Literacy Focus:** We prioritize early and ongoing literacy development, recognizing its foundational importance for success in all academic areas. Guided by the Science of Reading—including explicit phonics instruction, guided reading, and deep engagement with diverse texts—Rocketship ensures every student develops fluency, comprehension, and critical analysis skills.
- **STEM Focus:** Our STEM curriculum is designed to cultivate problem-solving, collaboration, and innovation. Through hands-on learning and real-world applications, students build the skills they need to succeed in a technology-driven world, preparing them to excel in college and future careers.

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By emphasizing both literacy and STEM, we address key academic areas where achievement gaps persist, particularly in underserved communities.

Holistic Development Through Social-Emotional Learning (SEL)
Aligned with our mission to educate the whole child, social-emotional learning (SEL) is a central component of our academic focus. Our SEL curriculum is embedded in daily instruction and promotes values such as persistence, empathy, and respect. This emphasis ensures students are not only academically prepared, but also equipped with the emotional resilience and interpersonal skills needed to navigate challenges and build meaningful relationships.

Enrichment Opportunities for a Well-Rounded Education
To complement core academics, we offer enrichment programs such as art, music, robotics, and physical education, developed in collaboration with families. These opportunities foster creativity, critical thinking, and teamwork, ensuring that every student receives a well-rounded education aligned with their interests and talents.

Multi-Tiered System of Supports (MTSS)
To reinforce our academic focus, we implement a Multi-Tiered System of Supports (MTSS) framework to meet the diverse needs of all students. This tiered approach ensures personalized interventions for students requiring additional academic or behavioral support, further aligning our academic focus with the mission to close achievement gaps and serve every child effectively.

Alignment with Mission and Goals
Every element of our academic focus aligns with our mission to catalyze transformative change in low-income communities through a scalable and sustainable public-school model that propels student achievement, develops exceptional educators, and partners with parents who enable high-quality public schools to thrive in their community. By combining personalized learning, rigorous academics, social-emotional development, and enrichment opportunities, we address the needs of our target student population while working toward the broader goal of preparing all students for lifelong success.

b. Describe the academic plan for the proposed school. Detail how the academic plan relates to the mission and goals of the proposed school.

Rocketship's academic plan and overall educational philosophy is driven by the belief that every child deserves a high-quality education that is rigorous, equitable, and tailored to their individual needs.

The academic plan relates to the mission and goals of our proposed school by integrating innovative instructional methods, a holistic approach to education, and strong family and community partnerships. Together, these methods ***unleash the potential of every student***, close achievement gaps, and enable our Rocketeers to consistently outperform their peers in neighboring schools.

Academic Plan

As detailed in Section 1.2(f), Rocketship's educational approach is founded on the use of high-quality, evidence-based curricula and instructional materials that enhance student learning. We outline our academic strategy below, which utilizes a rotational model and individualized academic plans tailored to each student's learning pace and needs. Rocketship employs data-driven methods to optimize this

personalized learning model, which has been shown to significantly improve student outcomes in both reading and mathematics.[6]

Rotational Model and 21st-Century Learning

Unlike traditional elementary schools, students at Rocketship rotate between four content blocks every day: Humanities, STEM, Learning Lab and Enrichment. This model leverages teacher specialization, allowing educators to develop deeper expertise in specific subjects. Teachers collaborate in grade-level teams to craft lesson plans, establish effective classroom management strategies, and engage with parents, ensuring cohesive and impactful instruction. Further teachers implement high-quality instructional materials which are rooted in vetted, research based, and proven practices throughout all instructional spaces.

A cornerstone of this model is the **Learning Lab**, a purposeful, diverse learning environment that enhances classroom instruction while fostering critical 21st-century skills such as communication, collaboration, creativity, and critical thinking. In the Learning Lab, students engage in a variety of activities, including:

- **Project-Based Learning**: Students extend their engagement with classroom lessons by applying and deepening their knowledge through real-world projects.
- **Skill Centers and Tutoring**: Students receive tiered support based on their level of need. Students work in small groups and/or receive one-on-one tutoring support to address individual learning needs.
- **Online Learning Programs (OLPs)**: Students engage in adaptive online learning platforms that reinforce core academic content and allow students to work at their pace.

For example, students might be learning about how scientists lead experiments in their science classroom, and start a project in class about observing ant behavior. From science, students extend their research on this topic during the Learning Lab by going online to watch videos and conducting further research. Students can work individually or as part of a group depending on the classroom project. Learning Lab allows students to further develop their projects, applying skills in a hands-on and collaborative setting.

Rocketship's Learning Lab and Enrichment opportunities also addresses the opportunity gap for low-income students by offering experiences often accessible only through paid extracurricular programs, such as Lego robotics, coding, chess, art, and music. These in school enrichment activities not only enhance academic performance, but also foster creativity and character development, preparing students to thrive both academically and personally.

Commitment to Serving All Students with Excellence

Rocketship is committed to serving all students, regardless of background or ability, with distinction. Its innovative approach and inclusive practices set it apart from neighboring schools. Highlights of Rocketship's commitment include:

- **Meaningful Inclusion:** Rocketship is proud to serve all students in our classrooms, including

[6] Pane, J. F., Steiner, E. D., Baird, M. D., Hamilton, L. S., & Pane, J. D. 2017. *How does personalized learning affect student achievement?* RAND Corporation.

a full continuum of students with special needs. Students with disabilities spend on average up to 80% of their day in general education classrooms, while our Integrated Special Educators (ISEs) co-teach alongside our general education teachers. Not only are students with disabilities integrated into general education classrooms, they are consistently highlighted for their strengths and progress.

- **Equitable Discipline**: Rocketship has never expelled a student and maintains an average suspension rate below 1% across its schools.
- **Backfilling Admissions**: Rocketship accepts new students at all grade levels throughout the year, unlike many schools that build attrition into their models.
- **Diverse and At-Risk Populations**: Rocketship Tennessee proudly serves a variety of diverse and at-risk student populations, including English Learners (39% of student population), socioeconomically disadvantaged students (39%), Black/Hispanic/Native American students (94%), and students with special needs (12%). On average over the last two school years, Rocketship Tennessee has outperformed the local school district (MNPS) in ELA and Math in almost every category of subgroup performance, as demonstrated in the table below.

2-Year Average Success Rates in ELA & Math Among Subgroups (2022-2024)

	Economically Disadvantaged	Black/Hispanic/ Native American	EL with Transitional	Special Education
Rocketship Tennessee	18%	25%	27%	7%
MNPS (Davidson County)	16%	21%	19%	9%

Rocketship offers a full continuum of services for students with disabilities and fosters high academic growth in literacy and math for students across all proficiency levels—from those significantly below grade level to those excelling academically.

Developing the Whole Child for Lifelong Success

Rocketship's model builds the skills and experiences needed for students to become self-motivated, competent, and lifelong learners. By integrating social emotional development, enrichment opportunities, and fostering 21st-century skills across all aspects of the school day, Rocketship ensures that students are prepared to excel academically, socially, and personally. For example, collaborative projects in the Learning Lab, such as building Lego robots, challenge students to communicate, problem-solve, and execute complex tasks as a team, reinforcing the critical skills they will need to succeed beyond the classroom.

Academic Benchmarks

The academic plan - and curricula - is rigorously aligned with Tennessee's academic standards, ensuring students meet or exceed grade-level benchmarks while developing critical skills for future success. All instructional strategies and enrichment programs are designed to complement these

standards while addressing individual student needs. While students will have individualized growth goals, TN 5 will also establish school-level goals and benchmarks to ensure success at all levels.

Through this plan, TN 5 will strive to achieve the following academic benchmarks:

- Ensure that Rocketeers will meet or exceed the average achievement for schools in the same geographic area on the state mandated achievement assessments (TCAP) and TVAAS.
- All Rocketship students, including all subpopulations (e.g. English Learners, students with special needs) will demonstrate at least 1.2 years of growth towards grade-level proficiency in reading and language arts, as measured by the Northwest Evaluation Association (NWEA) benchmark assessments (administered three times per year).
- All Rocketship students, including all subpopulations, will demonstrate at least 1.2 years of growth towards grade-level proficiency in mathematics, as measured by the NWEA benchmark assessments.
- Rocketship will score a 'meets' or 'higher' on Tennessee's Academic Performance Framework as well as any local performance framework.

In alignment with Rocketship's mission and goals, the academic plan ensures equity, academic excellence, and holistic development for all students. Through personalized learning, innovative instructional models, and a focus on serving diverse student populations, Rocketship empowers students to succeed in school and beyond.

c. Detail key characteristics of the academic plan such as educational philosophy, instructional methods, and innovative teaching methods. Explain how the academic plan's characteristics support the school's mission, promote academic achievement, and align with Tennessee's academic standards.

Rocketship's Academic Plan: Proven Strategies for Closing Achievement Gaps
Rocketship's academic plan supports our mission to unleash the potential inside every student we serve by closing achievement gaps and ensuring that all students, regardless of background, are equipped to meet Tennessee's rigorous academic standards and graduate from our schools on track for college success.

Grounded in research-based practices and bolstered by data-driven decision-making, Rocketship's approach focuses on a rotational model, personalized learning, and integrated social-emotional and behavioral support. These elements are tailored to meet the unique needs of the Antioch/Cane Ridge community, including a diverse student population with significant achievement gaps. Key features of Rocketship's education program include:

Rotational Model and Content Specialization: Rocketship's rotational model allows students to engage with four distinct content blocks daily: Humanities, STEM, Learning Lab, and Enrichment. Unlike traditional models, teachers specialize in either Humanities or STEM, enabling them to develop deep expertise in their subject areas and deliver high-quality, targeted instruction. Research has shown that teacher specialization can significantly improve student outcomes by enhancing instructional quality and collaboration among educators.

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(Required for All Sponsors)

Through grade-level team collaboration, Rocketship teachers develop effective classroom management strategies, create aligned lesson plans, and engage parents to reinforce learning at home. This team-based approach ensures consistency in instruction and maximizes impact across all classrooms.

Personalized Learning to Close Gaps: Rocketship's personalized learning model provides individualized support for students, addressing the wide range of abilities often found in classrooms. Personalized strategies include:

- **Small-Group Tutoring:** Targeted interventions for students performing below grade level, allowing teachers to address specific gaps in foundational skills.
- **Project-Based Learning and Adaptive Technology:** Interactive and student-centered methods that enhance engagement and promote mastery of content.

Evidence from Rocketship schools shows that personalized learning leads to significant academic growth, particularly for historically underserved students. Our inclusion in the Stanford CREDO study substantiates this, naming Rocketship as a *gap-busting network,* enabling the equivalency of *96 additional days of learnin*g within a school year based on the strength of our model. By tailoring instruction to meet each student's unique needs, Rocketship ensures that students at all levels make measurable progress toward grade-level proficiency.

Data Driven Instruction & Continuous Improvement: Rocketship employs a robust assessment suite to track student progress and identify areas for improvement. Quarterly "Data Days" bring together teachers and school leaders to analyze student performance data and develop actionable strategies to close achievement gaps. This data-driven approach ensures that instructional time is focused on addressing the most critical learning needs. Research supports that frequent data analysis and targeted interventions are key to improving outcomes for students in high-poverty communities.

Supporting the Whole Child: Recognizing the impact of trauma and socio-emotional challenges on academic performance, Rocketship integrates social-emotional learning (SEL) into its academic plan. Programs such as Kimochis, RULER, and Positive Behavioral Interventions and Supports (PBIS) create a positive school culture, promoting persistence, empathy, and resilience. Studies indicate that SEL integration improves not only student well-being but also academic outcomes, especially for students from underserved backgrounds.

Meaningful Inclusion: Rocketship's Integrated Special Education (ISE) program is designed to provide equitable access to rigorous instruction for all students with disabilities. Key features include:

- **Co-Teaching Models**: Special education teachers co-teach and collaborate with general education teachers to ensure meaningful inclusion. Students with disabilities spend on average up to 80% of their day in general education classrooms because of this collaborative, inclusive approach.
- **IEP Alignment**: Individualized Education Programs (IEPs) focus on rigorous academic, social-emotional, and behavioral goals. Our ISE Team partners with our families to craft IEPs that are founded in meaningful inclusion and have individualized goals based on each student's

academic, social emotional, and behavioral development needs. We maintain a high bar for case management to meet the state and federal guidelines as a minimum.

- **Proven Results**: Research demonstrates that inclusive practices improve outcomes for students with disabilities while fostering a culture of diversity and equity in schools.

Multilingual Learners and Sheltered English: Rocketship's approach to serving English Learners (ELs) is rooted in creating a language-rich, inclusive environment that promotes both academic achievement and language acquisition. By embedding evidence-based strategies such as **Sheltered English Instruction** and leveraging curricular interventions like **Language Studio**, we ensure that ELs can access rigorous content while building the English language skills necessary for long-term success. More information on our approach to serving multilingual learners can be found in Section 1.8.

Parent Engagement: Rocketship families are deeply engaged in their students' academic life and our school community. Every fall, our teachers and leaders visit the home of every student we serve to learn more about their family, life, and experiences outside of school. By changing the dynamic from parent in a teacher's classroom, to teacher in a parent's house, we can develop much deeper ties with our parents that carry through the school year and beyond. This engagement persists throughout the school year, including at monthly coffees, community meetings, in the classroom as volunteers, regular parent-teacher communication, on college field trips, and more.

Targeted Strategies for Underperforming Students

The core academic model will also be augmented with these additional methods to account for the anticipated needs of TN 5, based on preliminary analyses and experience serving similar schools across the area.

Literary Mentors: For our students in grades 2 and beyond, we anticipate that many students who come to Rocketship for the first time may come to us academically behind. This is based on our experience opening new schools in Tennessee. To close these anticipated gaps, TN 5 will develop a literacy team of the highest performing educators who will mentor both new and experienced teachers, providing coaching, guidance, and support to improve their literacy teaching techniques. They will provide additional professional development and training sessions for teachers to enhance their literacy instruction skills. This team will lead the mandated Fourth Grade Tutoring Program, providing an additional opportunity to coach teachers and improve student outcomes.

Experienced Staff: Rocketship will have the opportunity to send current or incubated Rocketship Tennessee staff to the new school. Our academic program is even stronger when implemented by teachers and school leaders who have a high level of expertise in its implementation. Additionally, new staff are able to accelerate their execution of our core program as there will be strong exemplars to learn from.

Enhanced Support for English Learner (EL) Programming: Rocketship is committed to ensuring that English Learners (ELs) receive high-quality, targeted instruction that supports academic achievement and aligns with Tennessee's academic standards. Recognizing the unique needs of the growing EL population in Davidson County, Rocketship has implemented a comprehensive approach designed to foster language development, equity, and success for all learners.

Section 1.2 – Academic Focus and Performance Standards

(Required for All Sponsors)

In compliance with Tennessee state guidelines, Rocketship will screen and assess EL students using the **ELPA 21 for ELs** assessment. The screening process, conducted in collaboration with Metro Nashville Public Schools' Office of English Learners, ensures that all EL students are accurately identified and placed into services appropriate for their proficiency levels. Our plan to support EL students is explained in more detail in section 1.8, below.

Proven Results and Alignment with Standards

TVAAS	Rocketship Tennessee		Local Cluster Schools	
Composite	#	Percentage Distribution	#	Percentage Distribution
Level 5	7	58%	30	44%
Level 4	3	25%	11	16%
Level 3	1	8%	16	24%
Level 2	1	8%	6	9%
Level 1	0	0%	5	7%

Rocketship's academic model has consistently demonstrated success in closing achievement gaps among schools that serve similar students. For example, Rocketship Tennessee schools have a higher rate of earning a Level 5 or Level 4 on TVAAS compared to their local cluster schools dating back to the 2017-18 school year. By aligning our instructional strategies with Tennessee's academic standards, Rocketship ensures that students in Davidson County will meet and exceed grade-level expectations, preparing them for long-term success.

d. Provide evidence that demonstrates how the school's academic plan will improve student performance and close achievement gaps specifically for the school's target student population and students with diverse needs.

Evidence Supporting Rocketship's Academic Plan Effectiveness

Rocketship Public Schools' academic plan is a proven model designed to close achievement gaps and improve performance for all students, particularly those in underserved and high-need communities. Grounded in research-based practices and robust data-driven strategies, Rocketship's approach has consistently demonstrated success in improving outcomes for students, including those with diverse needs.

A major Stanford CREDO study of more than 3 million public school students found that students at public charter schools outperform traditional public school students. More notably, the study highlighted Rocketship Public Schools as one of the charter sector's "gap-busting" networks that are providing empirical proof that high quality public education is possible anywhere, particularly in historically underserved communities.

Proven Effectiveness with Target Student Populations

Section 1.2 – Academic Focus and Performance Standards

(Required for All Sponsors)

Rocketship's academic plan has consistently delivered strong results in similar high-need communities across Tennessee. For example:

- **Growth in Literacy and Math:** Rocketship students achieve higher growth in literacy and math compared to their peers in neighboring schools, as measured by state assessments and internal benchmarks.
- **Serving Students with Diverse Needs:** Rocketship schools in Tennessee have successfully accelerated achievement for English Learners (ELs), students with disabilities, and low-income students. For instance:
    - Among economically disadvantaged students, Rocketship Tennessee more than doubled proficiency in ELA and math from 8% in 2020/21 to 19% in 2022/23, when the local district grew proficiency by only 8 points from 7% to 15% in the same time period.
    - Among English Language (with Transitional) students, Rocketship Tennessee increased proficiency in ELA and math from 6% in 2020/21 to 31% in 2022/23, a 417% increase; the local district grew proficiency from 9% to 18% in the same period.

<u>Core Strategies for Closing Achievement Gaps</u>

1. Rotational Model and Content Specialization

Rocketship's rotational model allows students to engage deeply with Humanities, STEM, Learning Lab, and Enrichment every day. Teachers specialize in specific content areas, enabling them to develop deeper expertise and deliver more effective instruction. Research supports that teacher specialization enhances instructional quality, which directly impacts student learning.

- Collaboration and Data-Driven Planning: Grade-level teams collaborate to analyze data, create lesson plans, and develop strategies to address student needs.
- Personalized Learning: Students receive instruction tailored to their specific learning levels, ensuring all students—those performing below or above grade level—make measurable progress.

2. Data-Driven Instruction

Rocketship employs a robust assessment suite to track student performance, identify learning gaps, and inform instruction. Quarterly "Data Days" bring together teachers and school leaders to analyze student data and plan targeted interventions. Research has shown that frequent use of formative and summative assessments leads to improved student outcomes by focusing instruction on critical areas for growth.

- Adaptive Learning Programs: Students use online platforms tailored to their proficiency levels, providing immediate feedback and reinforcing foundational skills, while targeting students with programs to reinforce concepts to address gaps or propel achievement faster for students already at grade level.
- Small-Group and Individualized Support: Targeted interventions, such as small-group tutoring, address specific gaps in foundational skills for students performing below grade level.

3. Social-Emotional Learning (SEL) and Behavioral Supports
Rocketship integrates SEL into daily instruction to address the unique needs of students who may have experienced trauma or other socio-emotional challenges. Programs such as Kimochis, RULER, and Positive Behavioral Interventions and Supports (PBIS) foster a positive school culture that keeps students engaged and learning.

- Research-Based Impact: Studies show that SEL integration improves both academic performance and classroom behavior, particularly for students in underserved communities.

4. Targeted Support for Students with Diverse Needs
Rocketship is committed to serving all students, including those with disabilities and English Learners (ELs), through inclusive and specialized programming.

- Integrated Special Education (ISE): Students with disabilities are integrated into general education classrooms for 80% or more of the school day, co-taught by general and special education teachers. This approach ensures equitable access to rigorous instruction and has been shown to improve outcomes for neurodiverse students.
- English Learners and Sheltered English: Rocketship's EL programming combines comprehensible input strategies with the evidence-based Sheltered English framework. EL students receive explicit vocabulary instruction, scaffolded lessons, and frequent opportunities to practice language skills through structured peer interactions. These strategies align with Tennessee's academic standards and are proven to accelerate language acquisition while supporting mastery of academic content.

5. Addressing Underperformance and Accelerating Learning
Rocketship's academic plan includes specific strategies to address underperformance for students who enter behind grade level:

- Literacy Mentors: High-performing educators provide coaching and professional development to strengthen literacy instruction in particular and ensure alignment with state standards, addressing Tennessee's third grade reading guarantee.
- Experienced Staff: Seasoned Rocketship educators and leaders are deployed to new schools to accelerate implementation of the academic model and mentor new teachers through real-time coaching and individualized growth plan to support their professional development.

Alignment with Tennessee Academic Standards
Rocketship's curriculum is fully aligned with Tennessee's rigorous academic standards. By integrating standards-aligned instruction, personalized learning, and innovative supports, Rocketship ensures students meet or exceed grade-level expectations, preparing them for college and career readiness.

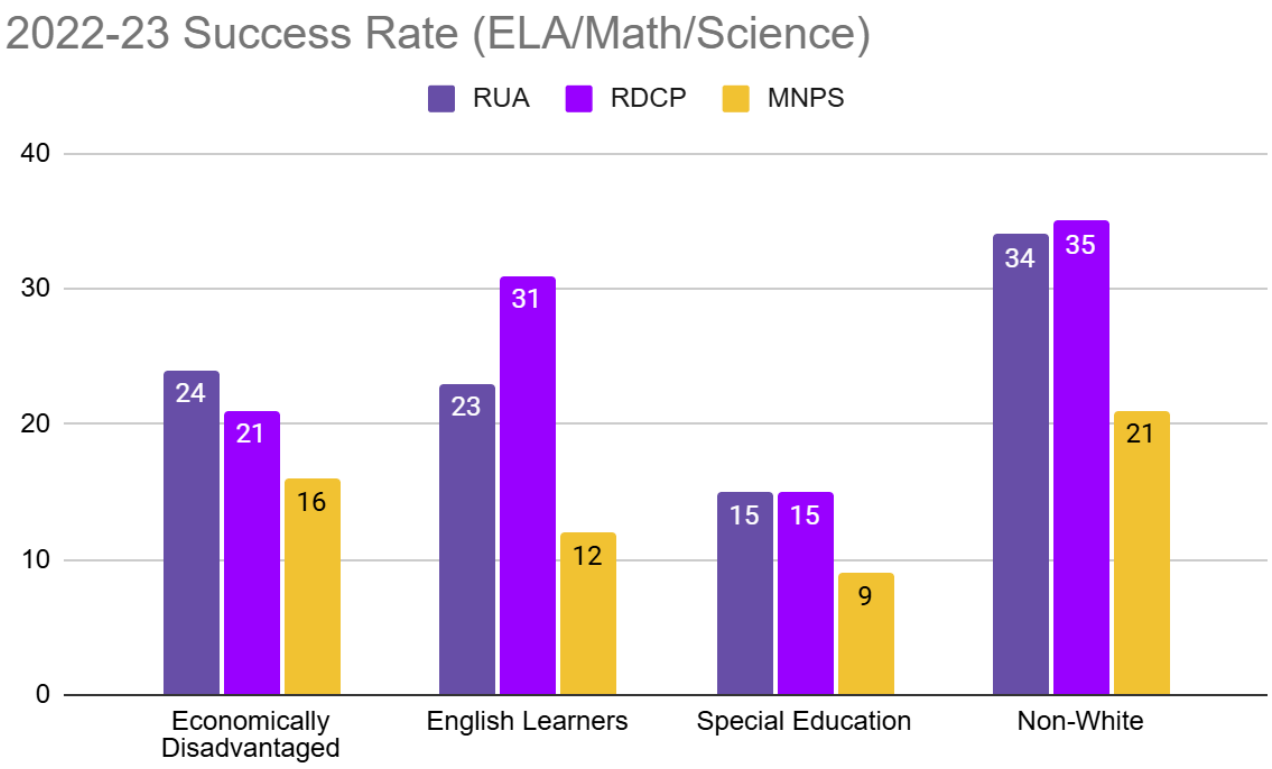
Evidence of Success
Rocketship's track record in similar communities demonstrates the effectiveness of its academic plan:

- **High Academic Growth:** In schools serving predominantly low-income and at-risk populations, our students show significant growth in math and literacy year over year. Just last year, Rocketship Tennessee led our entire national network in terms of student growth in reading. Rocketship Tennessee has demonstrated remarkable resilience in the past year, charting a strong course back toward pre-pandemic performance levels. Our students have shown exceptional academic growth, achieving 1.29 years of progress in mathematics and

1.38 years of progress in reading. This is our highest growth in three years (all post COVID) and our second-highest growth rate in our 10-year history. And at Rocketship Nashville Northeast, students grew 1.7 years on the NWEA in reading, far outpacing traditional growth of just 1 full school year.

- **Equity and Inclusion:** Rocketship consistently achieves strong outcomes for students with disabilities (12% of the total Rocketship Tennessee student population) and those from underserved backgrounds (38% ELs and 94% Black/Hispanic/Native American), closing achievement gaps, and providing equitable opportunities for success.

We have proven success serving our target populations in the same geographic area as our proposed school (South/Southeast Davidson County). At-risk student subgroups at both Rocketship Dream Community Prep and Rocketship United Academy outperformed similar peers attending MNPS schools on TNReady assessments in 2022-23:



Additional evidence of success can be found in Sections 1.2(b), 1.2(c), and 4.1.

Rocketship's academic plan is a research-based, data-driven model designed to close achievement gaps and improve performance for students with diverse needs. Through personalized instruction, SEL integration, and targeted interventions, Rocketship ensures all students receive the support they need to thrive academically, socially, and emotionally. By aligning its strategies with Tennessee's academic standards, Rocketship is poised to deliver transformative results for Davidson County's students.

Section 1.2 – Academic Focus and Performance Standards

(Required for All Sponsors)

e. Outline class sizes and structures for elementary, middle, and high school divisions, and note any significant differences among them.

Through this charter application, Rocketship is only applying to serve elementary students. As such, the information below is contained to grades K-5.

During the first year, the school will enroll grades K-2 with a total enrollment of 336 students, with up to 96 students in grades K-2, and smaller 3rd and 4th grades. Fifth grade will be added in Year 2, and the upper elementary grades will grow, with a full enrollment of up to 576 students. Class sizes and student: teacher ratios shall be approximately 25:1.

f. Provide an overview of the curriculum the school will offer. Detail how the proposed curriculum is well-suited for the targeted student population and aligned to Tennessee Academic Standards. Identify any gaps within the curriculum related to Tennessee's Academic Standards and how those gaps will be addressed.

Rocketship provides a rigorous, well-rounded curriculum fully aligned with Tennessee Academic Standards, and thus, no gaps exist within the curriculum related to Tennessee's Academic Standards. The curriculum is also designed to meet the diverse needs of the targeted student population. By integrating research-based instructional methods, engaging resources, and targeted professional development, Rocketship ensures all students receive equitable access to a high-quality education, closing achievement gaps and preparing them for lifelong success.

STEM at Rocketship Public Schools
Rocketship's STEM curriculum reflects our commitment to equipping students with 21st-century skills and content knowledge necessary for academic and career success. Recognizing disparities in STEM representation among Black and Hispanic workers, Rocketship prioritizes math and science instruction to address these gaps and prepare students for high-value careers.

<u>Mathematics Instruction & Curriculum</u>

Alignment to Tennessee Math Standards:
Rocketship's mathematics instruction is fully aligned with the revised Tennessee Math Academic Standards implemented in the 2023-24 school year. These standards emphasize conceptual understanding, procedural fluency, and application, ensuring students build a robust mathematical foundation.

Eureka Math2 (EM2):
Rocketship Tennessee campuses leverage the state-endorsed EM2 curriculum, known for its rigor and accessibility. EM2 integrates visual supports, simplified language, and responsive instruction to meet the needs of diverse learners, including English Learners (ELs) and students with disabilities.

Section 1.2 – Academic Focus and Performance Standards

(Required for All Sponsors)

Research shows that rigorous, standards-aligned curricula like EM2 lead to improved academic outcomes for all student groups[7].

Key Features of Rocketship Math Instruction:

- **Spiral Review and Fluency Practice:** Daily routines ensure students retain skills and deepen their understanding of foundational concepts.
- **Small-Group Responsive Instruction:** Teachers use formative and summative assessments to provide differentiated instruction, reteaching or extending content based on individual student needs.
- **Online Learning Integration:** Programs like Zearn complement live instruction, reinforcing math concepts and providing additional practice tailored to student proficiency levels.
- **Data-Driven Decision Making:** Regular analysis of assessment data informs instructional adjustments, ensuring students are consistently progressing toward grade-level standards.

Science Instruction & Curriculum

Alignment to Tennessee Science Standards:
Rocketship's science curriculum reflects the Framework for K-12 Science Education and aligns with Tennessee Academic Standards for Science, emphasizing inquiry, application, and hands-on learning.

Curricular Resources:

- **Discovery Education Science Techbook:** Focuses on application-based learning, fostering critical thinking and problem-solving skills.
- **Mystery Science:** Encourages curiosity and experiential learning with hands-on activities tailored to Tennessee standards. Multilingual learners benefit from built-in Spanish narration, increasing access to content.

Key Features of Rocketship Science Instruction:

- **Experiential Learning:** Hands-on investigations enable students to apply math and humanities concepts to real-world phenomena.
- **Cross-Curricular Connections:** Science instruction reinforces literacy and math skills, ensuring a cohesive learning experience.
- **Professional Development:** Teachers receive extensive training in disciplinary core ideas, vertical alignment, and crosscutting concepts, ensuring effective curriculum implementation.

Personalized Learning to Address Diverse Needs
Rocketship's curriculum incorporates personalized learning strategies to meet the unique needs of its targeted student population, including students who enter below grade level, English Learners, and students with disabilities.
Key Strategies:

- **Small-Group and Individualized Support:** Responsive instruction ensures students receive "just-right" challenges, whether for intervention or enrichment.
- **Bridges Intervention Program:** Provides Tier II math interventions with embedded progress

[7] Campbell, A. R., Bowman-Perrott, L., Burke, M. D., & Sallese, M. R. (2018). Reading, writing, math, and content-area interventions for improving behavioral and academic outcomes of students with emotional and behavioral disorders. *Learning Disabilities: A Contemporary Journal, 16*(2), 119-138.

monitoring to track student growth.

- **Explicit Vocabulary Instruction for ELs:** Teachers use strategies like cognitive content dictionaries to enhance Tier II and Tier III vocabulary acquisition, ensuring ELs can access grade-level content.
- **Integrated Special Education (ISE):** Students with disabilities spend up to 80% of their day in general education classrooms, supported by co-teaching models and individualized IEPs.

Curriculum's Impact on Academic Outcomes

Rocketship's curriculum is designed to close achievement gaps and address underperformance. Evidence from Rocketship's schools nationwide demonstrates its effectiveness:

- **Math and Literacy Growth:** Rocketship students consistently outperform peers in neighboring schools, demonstrating higher growth in state assessments.
- **Increased Accessibility:** EM2's revisions make grade-level content accessible to a greater share of students, particularly those in special populations.
- **STEM Representation:** Rocketship's emphasis on STEM prepares students for advanced studies and future careers, addressing disparities in representation and earnings for historically underserved populations.

Alignment with Tennessee Academic Standards

Rocketship's curriculum aligns seamlessly with Tennessee Academic Standards across all subjects. Math instruction emphasizes both the Standards for Mathematical Practice and literacy standards in mathematics, while science instruction reflects the three-dimensional approach recommended by the Framework for K-12 Science Education. This alignment ensures students meet or exceed grade-level expectations and are prepared for future academic and professional opportunities.

<u>Humanities Instruction & Curriculum</u>

Rocketship's humanities curriculum is designed to foster literacy, critical thinking, and communication skills, equipping students for academic success and lifelong learning. Grounded in the Science of Reading and aligned with the Tennessee Academic Standards, Rocketship's approach ensures that students develop foundational literacy skills while building content knowledge, comprehension, and a passion for reading.

Early Literacy Foundations (K-2): Students in grades K-2 receive explicit instruction in foundational skills, including phonemic awareness, phonics, fluency, and comprehension. Using Amplify CKLA Skills, a Tennessee-approved curriculum, instruction follows a logical, systematic sequence that supports skill mastery. Students practice decoding, fluency, and word recognition while engaging with decodable readers and targeted lessons tailored to individual needs. The mCLASS Dibels 8 assessment, approved by the Tennessee Department of Education, guides student grouping and progress monitoring to ensure growth**.**

Thematic Units and Content Knowledge (K-5): To build critical thinking and vocabulary, students explore knowledge-based units spanning history, cultures, science, and literature. Leveraging Rocketship's K-5 Thematic Units, students read topically aligned texts, participate in discussions, and engage in project-based lessons. This approach emphasizes cross-curricular connections, reinforcing literacy through meaningful, real-world applications. Further engagement in these thematic units occurs during Learning Lab, where students work in small groups and on their own to complete projects.

Section 1.2 – Academic Focus and Performance Standards

(Required for All Sponsors)

Close Reading and Small Group Instruction (3-5): Students in grades 3-5 refine their skills through close reading of books and materials that reflect student interests and cultures, engaging in rich discussions to uncover meaning and authorial intent. They deepen understanding by writing about texts, fostering critical thinking and comprehension. Small-group instruction targets specific learning needs, allowing teachers to provide individualized coaching in fluency, decoding, and comprehension, ensuring all students achieve proficiency.

Alignment with Tennessee Standards:
The humanities curriculum aligns seamlessly with Tennessee standards, emphasizing:

- **Foundational Literacy:** Developing skills in print concepts, phonological awareness, phonics, and fluency.
- **Text Complexity:** Preparing students for college and career readiness by advancing their ability to analyze increasingly complex texts.
- **Integrated Skills:** Teaching listening, speaking, reading, and writing in an interconnected way to support holistic literacy development.

Addressing Diverse Needs:
The curriculum incorporates materials that reflect students' interests and culture, scaffolds for English Learners, and targeted interventions like Phonics for Reading and Language Studio (our literacy intervention curriculum, part of Amplify CKLA) to close gaps for students performing below grade level. This comprehensive approach ensures all students, including those with diverse needs, can access rigorous content and achieve academic success.

By blending foundational literacy with engaging thematic units and close reading practices, Rocketship's humanities program empowers students to become confident communicators, critical thinkers, and lifelong learners.

Instructional Planning and Preparation Across Science, Math, and Humanities
Rocketship Public Schools prioritizes robust instructional planning and preparation to ensure high-quality, standards-aligned instruction in science, math, and humanities. Comprehensive professional development, tailored resources, and ongoing coaching empower teachers to deliver effective and engaging lessons that meet the diverse needs of all students.

Humanities: Humanities instruction at Rocketship emphasizes literacy as the foundation for critical thinking, communication, and lifelong learning. Teachers use resources like **CKLA K-2 Skills** from Amplify, which provides scripted lessons, unit assessments, student workbooks, and decodable readers. To support instructional planning, the **Humanities Resource Hub** offers a curated library of materials for thematic units and close reading, while **pacing guides** developed in partnership with Rocketship Tennessee align instruction with grade-level standards. Teachers engage in **planning and coaching sessions** to internalize lessons, analyze data, and refine their practice, ensuring literacy instruction is effective and equitable.

Section 1.2 – Academic Focus and Performance Standards

(Required for All Sponsors)

By supporting teachers with tailored resources, professional learning, and personalized coaching, Rocketship ensures high-quality instruction across subjects, driving academic achievement for all students.

g. Outline the school's strategies to address academic underperformance. Include plans for Response to Instruction and Intervention (RTI²) that align with Tennessee guidelines pursuant to SBE Rule 0520-01-03-.03.

Rocketship employs a comprehensive Response to Instruction and Intervention (RTI²) program aligned with Tennessee's RTI² Vision and SBE Rule 0520-01-03-.03 to address academic underperformance and ensure all students achieve foundational literacy and grade-level standards.

Screening and Data-Driven Interventions
All students are screened three times annually using the Tennessee-approved DIBELS 8th Edition Universal Screener. Data from these screenings identifies students requiring additional support, who are then placed into Tier II or Tier III interventions based on their specific needs. Bi-weekly progress monitoring allows school-based RTI² teams to analyze student growth and adjust intervention plans as needed. Quarterly RTI² meetings further evaluate the fidelity of implementation and determine movement between tiers or out of intervention entirely.

Tiered Interventions and Instructional Strategies

- **Tier I Core Instruction:** Core instruction is delivered via the **Amplify CKLA Curriculum Suite**, which aligns with Tennessee's foundational literacy standards. In grades K-2, the Skills strand provides explicit instruction in phonemic awareness, phonics, fluency, and comprehension. In grades 3-5, foundational skills extend into advanced grammar, close reading, and extended writing projects, ensuring continuity and rigor in core instruction.
- **Tier II Interventions:** Students receive 60 minutes of small-group instruction tailored to their individual needs, including decoding, phonics, high-frequency words, and comprehension using the **Phonics for Reading** curriculum, an approved dyslexia intervention. Progress monitoring every five weeks ensures instruction remains targeted and effective.
- **Tier III Interventions:** High-dosage, low-ratio daily tutoring programs (that occur most often in Learning Lab) provide intensive support for students significantly below grade level. Instruction focuses on either foundational literacy skills or comprehension standards based on the DIBELS 8th Edition Universal Screener data, with monthly progress monitoring to inform adjustments.

Professional Development and Fidelity Monitoring
Teachers receive 20 hours of professional development annually on small-group instruction, intervention planning, and data analysis. RTI² fidelity is maintained through bi-weekly Rocketship RTI² team meetings, which analyze progress-monitoring data to ensure quality instruction and compliance with Tennessee guidelines.

High-Quality Tutoring for TCAP Pathway
Students identified through the TCAP Pathway receive targeted, teacher-led tutoring. These sessions take place daily during the Learning Lab interventions, as well as during small group reading instruction. Teachers use differentiated instruction based on the DIBELS 8th Edition Universal

Screener data to close gaps in foundational literacy or comprehension skills, supporting sustained academic growth.

h. N/A

i. N/A

j. Describe how the school will ensure that 3rd, 4th, and 5th grade students receive tutoring, remediation, support, and/or summer school as required by T.C.A. § 49-6-3115.

Rocketship has a comprehensive plan to ensure all eligible 3rd, 4th, and 5th-grade students receive the required tutoring, remediation, and support, including summer school, as mandated by T.C.A. § 49-6-3115. Our approach is designed to identify and address individual student needs, ensuring they meet grade-level standards and achieve academic success.

Identification and Support
As previously mentioned, Rocketship uses a robust Response to Intervention (RTI) program to systematically identify students requiring additional support. Universal screening occurs three times annually, and progress monitoring is conducted bi-weekly to assess the effectiveness of interventions. Based on the data, supports such as small group instruction and tutoring may be provided for students.

Tutoring and Summer Support
Students identified through the TCAP Pathway will participate in a high-quality tutoring program led by Rocketship teachers with proven results. Groups are formed based on Universal Screener data, and monthly progress monitoring ensures instruction remains targeted and effective. Tutoring is provided at a high dosage with a low student-to-teacher ratio to maximize impact.

For students requiring summer remediation, Rocketship will offer a **state-approved summer learning program**. This program will be structured to reinforce foundational skills, address specific gaps, and prepare students for success in the upcoming academic year. Over 50% of students who attended last year's summer learning program moved up a TCAP proficiency level in reading by the end of the program.

Accountability and Monitoring
School-based RTI teams and leadership work collaboratively to ensure all eligible students are identified and served. Quarterly meetings assess student progress, intervention effectiveness, and compliance with T.C.A. § 49-6-3115. Additionally, Rocketship's regional team oversees fidelity of implementation, providing coaching, professional development, and data-driven adjustments to interventions.

This comprehensive plan ensures that every eligible student receives the tutoring, remediation, and summer support necessary to meet academic expectations and thrive.

Section 1.2 – Academic Focus and Performance Standards

(Required for All Sponsors)

k. Explain how the school will incorporate foundational literacy instruction in accordance with T.C.A. § 49-1-905.

Rocketship is committed to ensuring that all students develop foundational literacy skills in alignment with T.C.A. § 49-1-905. Our approach is grounded in evidence-based practices, aligned to the **Tennessee Foundational Literacy Standards**, and implemented using state-approved curricula. Rocketship will develop and submit a foundational literacy skills plan to the state to ensure that our approach, materials, family engagement practices, and professional development opportunities align with state standards to promote literacy for all students in grades K-5.

Core Curriculum Aligned with Tennessee Standards
Rocketship's foundational literacy instruction leverages the Amplify CKLA Curriculum Suite, a Tennessee Department of Education-approved resource. This curriculum is grounded in the Science of Reading and incorporates explicit, systematic instruction in foundational skills such as:

- **Phonemic Awareness**: Students learn to distinguish, segment, and blend individual sounds in words through activities like oral blending and segmenting.
- **Phonics and Word Recognition**: Instruction follows a logical progression from basic to advanced spelling patterns, ensuring mastery of the 44 sounds and their 150 spellings.
- **Fluency**: Teachers build fluency by modeling phrased and expressive reading, providing opportunities for guided practice, and focusing on automaticity and prosody.

In grades K-2, foundational literacy instruction occurs daily for 60 minutes as part of the **Skills strand** of Amplify CKLA. Students progress from mastering basic decoding skills to applying them in independent reading. In grades 3-5, foundational skills are reinforced through grammar instruction, close reading, and extended writing projects, ensuring sustained growth.

Evidence-Based Practices
Rocketship's literacy instruction incorporates research-based strategies, including:

- **Small-Group Instruction**: Guided reading and intervention groups target specific student needs, as identified through **mCLASS Dibels 8**, an approved Universal Screener and progress monitoring tool.
- **Phonics for Reading**: For students requiring Tier II or Tier III interventions, this state-approved dyslexia curriculum provides explicit instruction in decoding, comprehension, and fluency.

Monitoring and Continuous Improvement
Rocketship conducts universal screening three times per year and progress monitoring every five weeks. RTI² teams analyze data to adjust instruction and interventions, ensuring all students meet grade-level expectations.

By implementing a comprehensive, standards-aligned approach with approved materials and evidence-based practices, Rocketship ensures foundational literacy instruction meets the requirements of T.C.A. § 49-1-905 and supports all students in developing essential reading skills.

l. – p. N/A

Section 1.3 – Assessments

(Required for All Sponsors)

a. Detail formative and/or summative assessments the school will utilize to determine the academic needs of individual students and student sub-groups. Explain how these assessments align with the school's academic plan and state standards. Detail the frequency and cadence of these assessments and identify the faculty and staff responsible for administering them.

Rocketship employs a robust suite of formative and summative assessments to identify and address the academic needs of individual students and sub-groups. These assessments are fully aligned with Tennessee state standards and Rocketship's academic plan, ensuring data-driven instruction and targeted interventions to support student success.

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

Formative assessments will be frequent and will include formal and informal performance-based assessments in the context of classroom activities and daily learning.

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

Summative assessments will be administered at the conclusion of an instructional period, typically at the end of a project, unit, course, semester, or school year. These assessments are designed to give a clear, cumulative indication of student progress and proficiency in relation to specific learning standards.

Assessment - Math

Rocketship employs a comprehensive suite of assessments to track student progress toward mastery in math, supporting data-driven instructional practices tailored to individual needs. Key assessments include:

- **EM2 Module Assessments:** Administered six times annually, these summative assessments evaluate mastery of grade-level standards for each module. Kindergarten assessments are developmentally appropriate, with significant portions conducted orally one-on-one.
- **Topic Quizzes/Tickets:** Weekly assessments provide insight into student understanding of interconnected lessons, guiding responsive corrective instruction. In kindergarten, observational assessments are used instead, supported by EM2 and internal resources.
- **Exit Tickets:** Daily formative assessments at the conclusion of each lesson (grades 1-5) measure student mastery of specific objectives, informing immediate instructional adjustments.
- **Bridges Placement Assessments:** Used for students in Tier II and Tier III interventions, these identify the appropriate starting point within foundational math content.
- **NWEA MAP Growth:** Administered three times a year, this adaptive benchmark assessment evaluates student growth and proficiency across above- and below-grade-level content,

offering a comprehensive view of performance.

Assessment - Science

Rocketship will leverage both formative assessments embedded within the Techbook and Mystery Science curricula and larger summative assessments to measure progress towards end-of-year goals. These summative assessments are created using questions from existing Techbook beginning- and end-of-year assessments to ensure alignment to end-of-year testing expectations, and are given twice a year and help us evaluate mastery and growth across the year in grades 3-5.

Assessment - Social Studies

Rocketship will leverage the Tennessee Academic Social Studies Standards using a variety of formal and informal assessments such as responses to academic prompts, informal checks for understanding, and assessment of presentations or projects.

Assessment - Humanities

Rocketship employs a comprehensive assessment framework aligned to CKLA curricular resources and research-based systems, ensuring students receive high-quality, standards-aligned instruction.

- **mCLASS DIBELS 8 Benchmark Assessment:** DIBELS measures students' acquisition of early literacy skills and monitors risk throughout kindergarten through eighth grade. Using Amplify mCLASS, assessments are administered as a universal screener and benchmark three times a year. Progress monitoring occurs between cycles to track growth and ensure steady progress toward end-of-year goals.
- **CKLA End-of-Unit Summative Assessments:** These assessments evaluate students' mastery of content and skills aligned to Tennessee standards. Data from these summative assessments is used during teacher and leader data analysis meetings to guide reteach opportunities and differentiation.
- **Formative Assessments:** CKLA includes formative assessment activities embedded in most lessons. These serve as daily exit tickets, providing teachers with actionable data to address specific learning needs and deliver targeted feedback.
- **NWEA MAP Growth:** Administered three times a year, this adaptive assessment evaluates literacy progress across grade levels and provides data on above- and below-grade-level performance. It offers an additional layer of insight to triangulate with other data sources for informed instructional planning.

By combining formative, summative, and benchmark assessments, Rocketship ensures consistent progress monitoring and actionable data for personalized instruction. This approach supports all learners, including sub-groups, by identifying gaps, driving interventions, and promoting academic success.

Assessments - All Subjects

- State-mandated Assessments (summative)—Students will be expected to meet statewide standards for academic achievement. Specifically, students will take the Tennessee Comprehensive Assessment Program (TCAP) tests as applicable each spring. These tests will help monitor progress on grade level content and skill development, and will be reflected in meeting state measurements. ELPA21, or any other state-mandated assessment, will be administered to English Learners annually.

Section 1.3 – Assessments

(Required for All Sponsors)

- Social Emotional Learning Assessments (formative, summative)—Teachers will complete a social-emotional and behavioral screener (created internally at Rocketship) three times a year to determine which students would benefit from additional supports, such as social skills groups, and to track growth over the course of the year.

Frequency and Cadence of Assessments

- **Daily:** Exit tickets, observations, and formative assessments.
- **Weekly:** Topic quizzes and small-group instruction reviews.
- **Bi-Weekly:** Progress monitoring for Tier II and Tier III students.
- **Three Times Per Year:** NWEA MAP Growth, DIBELS 8 benchmark, and Social Emotional Learning assessments.
- **End-of-Unit:** Summative assessments aligned to CKLA and EM2 curricula, as well as TCAP each spring.

Alignment with State Standards and Academic Plan

Rocketship's assessments are aligned with the Tennessee Academic Standards, ensuring that data reflects students' progress toward meeting grade-level expectations. Curricula like Amplify CKLA, EM2, and Mystery Science are state-approved and standards-based, providing consistency in assessment and instruction.

- **State Assessment Administration:** TN 5 will assign a Building Test Coordinator (BTC) to manage state assessment administration. BTCs will attend all required training and ensure that the school's assessment operations are meeting compliance requirements. The staff member assigned as BTC will be determined each year based on staffing capacity and with consideration of other workload responsibilities. The BTC will likely be a member of the school leadership team (e.g. Principal, Assistant Principal, etc.) but another senior school staff could be assigned under the supervision of their school leader manager.

Support for Sub-Groups

Rocketship's assessment strategy is designed to meet the diverse needs of all learners:

- **English Learners (ELs):** Use of text that reflect student culture and interests and tools like mCLASS DIBELS 8 ensures that ELs are supported in foundational literacy. Progress monitoring and formative assessments help identify language-specific needs for tailored support.
- **Tier II and Tier III Students:** Targeted small-group instruction and high-dosage tutoring leveraging Phonics for Reading and Bridges Intervention to address gaps in foundational literacy and math.
- **Advanced Learners:** Adaptive tools like NWEA MAP Growth assess above-grade-level content, providing enrichment opportunities for high-achieving students.

Roles and Responsibilities

- **Teachers:** Administer daily, weekly, and unit assessments, analyze data, and adjust instruction to meet student needs.
- **RTI Teams:** Monitor progress for Tier II and Tier III students, ensure fidelity of interventions, and oversee bi-weekly progress reviews.
- **School Leaders:** Facilitate data-driven meetings, support instructional planning, and ensure

alignment with state standards.

By leveraging a comprehensive assessment framework, Rocketship ensures timely identification of individual and sub-group academic needs, driving targeted interventions and equitable outcomes.

b. Describe the plan to collect and analyze academic data to ensure individual students make academic progress throughout the year. Explain how these plans will drive professional development for faculty and staff.

Rocketship employs a robust system for collecting and analyzing academic data to ensure all students make consistent progress toward academic goals. This data-driven approach is integrated into instructional practices and professional development, fostering a culture of continuous improvement for both students and staff.

Rocketship's cloud-based data warehouse and reporting system collects and organizes student achievement, enrollment, and attendance data. The data warehouse incorporates data from a broad set of data systems across the organization and various external platforms which the Rocketship Analytics team (at RSED-National) uses to build reports, visualizations, and dashboards for educators and school leaders. Most reports are built in Tableau, a visual analytics platform, to allow educators to access and understand the needs of their students in real time. Through the use of data dashboards, a teacher can quickly gain an understanding of which students have mastered a particular standard and the tool provides educators with both high-level and detailed comparisons of student achievement. Comparisons can be made by school, by grade, and by standard. This robust system allows Rocketship staff to track individual student goals and drive professional development to lead to strong academic gains for all students.

Data Collection Plan
As described in Section 1.3a, Rocketship uses a comprehensive suite of assessments which form the basis of our data collection efforts, to include:

- **Baseline Assessments:** Administered at the start of the year, **NWEA MAP Growth** and **mCLASS DIBELS 8** establish students' proficiency in foundational literacy and mathematics.
- **Formative Assessments:** Daily and weekly measures, such as **CKLA exit tickets** and **EM2 topic quizzes**, provide real-time insights into individual lesson and topic mastery.
- **Interim and Summative Assessments:** Benchmarks such as **NWEA MAP Growth** and **CKLA End-of-Unit Assessments** are administered three times a year to measure growth, while **state-mandated tests** (e.g., TCAP) provide summative evaluations of grade-level mastery.
- **Progress Monitoring:** For students in Tier II and Tier III interventions, bi-weekly progress monitoring assesses the effectiveness of targeted supports.

Data Analysis Plan
Data is analyzed regularly at multiple levels to ensure timely interventions and instructional adjustments:

- **Daily and Weekly:** Teachers review formative assessment data to refine lesson plans and provide targeted small-group instruction.

Section 1.3 – Assessments

(Required for All Sponsors)

- **Bi-Weekly:** RTI teams analyze progress monitoring data to evaluate intervention effectiveness and adjust Tier II and Tier III supports.
- **Quarterly:** School leaders and teachers participate in **Data Days** to review benchmark assessments and develop action plans for reteaching, differentiation, and individual student support.
- **Annually:** Comprehensive data reviews of NWEA MAP Growth, DIBELS 8, and TCAP results guide school-wide planning, curriculum adjustments, and instructional strategies for the following year.

Driving Professional Development
Rocketship uses assessment data to inform and tailor professional development (PD) for faculty and staff:

- **Focus Areas:** Data analysis identifies trends in student performance, guiding PD on specific areas such as reteach strategies, small-group instruction, and addressing skill gaps for sub-groups like English Learners.
- **Coaching and Collaboration:** Teachers receive one-on-one coaching sessions to implement data-informed practices. Collaborative data meetings allow teams to share insights and strategies.
- **Instructional Planning:** PD supports teachers in leveraging curricular resources like **CKLA** and **EM2**, focusing on lesson internalization and responsive instruction based on assessment outcomes.

Rocketship's integrated approach to data collection, analysis, and PD ensures that students make measurable academic progress while empowering educators to continuously refine their instructional practices. This approach also leads to better retention rates among teachers; when teachers improve their practice and achieve stronger outcomes, they are more likely to stay and grow in their career. Rocketship consistently *retains over 90% of our highest performing teachers* year over year.

c. Describe the training and support that school leadership and teachers will receive to analyze, interpret, and use performance data to improve instruction.

RSED-National provides comprehensive and ongoing training to school leadership and teachers to analyze, interpret, and use performance data effectively. These efforts ensure data-driven decision-making that improves instruction and drives student achievement across all sub-groups

School leaders and teachers receive ongoing professional development and individualized support to interpret, analyze and action-plan from a variety of data sets, including:

- **Daily and Weekly:** Teachers review formative assessment data, in partnership with their instructional coach, to refine lesson plans and provide targeted small-group instruction.
- **Bi-Weekly:** RTI teams receive 1:1 support to analyze and monitor data to evaluate intervention effectiveness and adjust Tier II and Tier III supports.
- **Quarterly:** School leaders and teachers participate in **Data Days** to review benchmark assessments and develop action plans for reteaching, differentiation, and individual student support.

Section 1.3 – Assessments

(Required for All Sponsors)

- **Annually:** Comprehensive data reviews of NWEA MAP Growth, DIBELS 8, and TCAP results guide school-wide planning, curriculum adjustments, and instructional strategies for the following year.

Comprehensive Data Training and Support

Quarterly Data Days anchor Rocketship's data-driven approach. These full-day sessions are attended by principals, assistant principals, and teachers and focus on in-depth data analysis and actionable planning:

- **Data Analysis and 'Focus Student' Identification:** Teachers review diagnostic and interim assessments such as **NWEA MAP Growth** and **DIBELS 8** to identify trends, gaps, and sub-group performance. They highlight three to five "focus" students requiring targeted intervention and set measurable four- and eight-week academic goals. Instructional plans are developed for these students, which also guide instruction for other students with similar needs, ensuring group-wide impact.
- **Instructional Strategy Development:** Leaders facilitate discussions on evidence-based strategies to close achievement gaps, with special emphasis on equitable support for sub-groups such as English Learners and students needing intervention.
- **Leadership Coaching:** Principals and assistant principals receive targeted training in coaching teachers from both RSED-National staff and Regional Director of Schools to implement data-driven practices effectively and adjust instruction based on ongoing progress.

Ongoing Collaboration and Accountability

Rocketship integrates data analysis into daily practices, fostering collaboration among students, teachers, and families:

- **Conferences:** Teachers conduct three in-person family conferences annually to discuss student progress, goals, and strategies for improvement. These meetings help align school and home efforts to support student success.
- **Classroom Goal Tracking:** Teachers use visible progress trackers, like a token/sticker chart in the room, to reward good behavior, to motivate students, and monitor benchmarks.
- **School-Wide Recognition:** Daily assemblies celebrate individual and classroom achievements, reinforcing a culture of growth and accountability.

Advanced Data Tools and Real-Time Insights

Rocketship equips educators with tools to analyze data efficiently:

- **Tableau Dashboards:** Updated every 24 hours, these dashboards allow teachers and leaders to track mastery, compare performance across sub-groups, and adjust plans in real time.
- **JetPackEd:** Tracks individualized Online Learning Program (OLP) goals and provides biweekly progress updates to families and Individualized Learning Specialists (ILSs).

Driving Professional Development

Data analysis informs ongoing professional development. Teachers receive targeted support on small-group instruction, differentiation, and reteaching strategies based on assessment data. Leaders also use data trends to plan school-wide initiatives and improve instructional alignment with student needs.

Section 1.3 – Assessments

(Required for All Sponsors)

By combining structured training, collaborative goal setting, and advanced data tools, Rocketship ensures that school leaders and teachers can effectively use performance data to improve instruction and advance equitable student achievement.

d. Identify the universal reading screener the school will use in accordance with T.C.A. § 49-1-905. Charter schools must select a universal reading screener from the list of nationally normed universal reading screeners identified by the Department and approved by the State Board pursuant to State Board Policy 3.302.

Rocketship schools within the Tennessee region currently use **Amplify's Dibels 8th edition** assessment as our universal reading screener. We propose that TN 5 will use this tool as well for all students. This assessment is a nationally normed universal reading screener and has been identified by the Department and approved by the State Board pursuant to State Board Policy 3.302.

Section 1.4 – School Calendar and Schedule

(Required for All Sponsors)

a. Provide the annual academic calendar for the proposed school as Attachment A.

Please see the School's Draft Annual Academic Calendar for 2026-27, included as **Attachment A**.

b. Provide the proposed school's detailed daily schedule by grade as Attachment B. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies.

Please see the School's Proposed Detailed Daily Schedule by Grade for 2026-27, included as **Attachment B**.

c. Explain why the academic calendar and schedule will be optimal for student learning. Summarize plans to provide time within the daily schedule for tiered interventions, enrichment, tutoring, and other academic activities.

The academic calendar and daily schedule at Rocketship are purposefully designed to maximize student learning, ensure equitable access to support, and provide ample time for core instruction, enrichment, and interventions. By embedding opportunities for individualized support and diverse learning experiences directly into the school day, we ensure that all students have the resources they need to succeed. Furthermore, professional development and 'Data Days' are intentionally designed around student assessments throughout the year to allow for real-time progress monitoring and instructional adjustments based on student achievement. Each week, Rocketship teachers engage in professional development sessions after school on Thursdays. Flex Thursdays are the days when teachers do not have professional development, yet the school day remains the same for students.

Daily Instructional Time

Section 1.4 – School Calendar and Schedule

(Required for All Sponsors)

Rocketship's proposed schedule for TN 5 meets and exceeds state requirements for instructional time, with **1,152 hours** annually and structured daily blocks that prioritize core subjects:

- **Humanities (Reading and Writing):** 170 minutes daily, including foundational literacy for K-2 and thematic units or close reading for grades 3-5.
- **Mathematics:** 90 minutes daily, encompassing fluency, new content instruction, and time for responsive small-group instruction.
- **Science and Social Studies:** Integrated into the enrichment block and thematic Humanities units, totaling 45-90 minutes weekly to meet Tennessee standards.
- **Enrichment:** 45 minutes daily for activities such as art, music, and robotics, ensuring a well-rounded education.

Tiered Interventions and Tutoring
Rocketship integrates Response to Intervention (RTI) and high-dosage tutoring directly into the daily schedule:

- **Tier II and III Interventions:** Students receive 60 minutes of targeted support in small groups daily, tailored to foundational literacy and math needs identified through data-driven progress monitoring.
- **Tutoring:** High-dosage, low-ratio tutoring sessions are embedded during the Learning Lab block, focusing on individualized learning goals for students requiring additional assistance.

Enrichment and Student Engagement
Daily enrichment activities, embedded into the daily schedule, provide students with opportunities to explore interests, develop new skills, and apply learning in engaging, real-world contexts. Programs like robotics, art, and music build critical thinking, creativity, and collaboration skills.

Balanced Structure to Support Learning
The schedule ensures a balance between rigorous academics, interventions, and enrichment, promoting both mastery of standards and holistic development. With built-in collaboration time for teachers to analyze data and adjust instruction, Rocketship ensures all students, including those in sub-groups, are progressing toward proficiency.

This intentional design of our proposed calendar and schedule optimizes learning by providing sufficient instructional time, individualized support, and enrichment, creating a well-rounded schedule that meets the diverse needs of all students.

d. Describe any proposed extra-curricular or co-curricular activities or any other student-focused programming the proposed school will offer. Detail when these activities will start, their frequency, and their funding sources.

TN 5 is committed to providing a holistic educational experience that extends beyond core academics. Our extra-curricular and co-curricular programming is designed to nurture students' interests, foster their talents, and enhance their social-emotional development. These activities will not only support academic growth but also encourage our students to develop important life skills, such as leadership,

teamwork, and resilience. Proposed activities, included below, change by semester, and are driven by student and parent choice and voice, ensuring strong participation.

After-School Enrichment Programs: Students will have the opportunity to participate in a variety of enrichment activities, including art, music, theater, and STEM clubs (e.g. Legos).

- Start Date: Programs begin about 4-6 weeks after the start of each semester (late September/early February) to allow students and families time to adjust to the new school environment and schedule.
- Frequency: Sessions will be held once to twice a week, often during the hour directly following dismissal.
- Funding Sources: These programs will be funded through a combination of grant, and community partnerships/donations.

Sports and Physical Fitness Clubs: We will offer sports activities such as basketball, soccer, and cheer to promote physical fitness, teamwork, and discipline.

- Start Date: Sports clubs will begin about 4-6 weeks after the start of each semester (late September/early February), once students have settled into their routines.
- Frequency: Practices will be held once a week with opportunities for inter-school competitions.
- Funding Sources: Funding will come from local sponsorships and fundraising events.

Student Leadership Programs: Student council and leadership clubs empower students to take an active role in their school community. This will include organizing events, participating in community service projects, and developing leadership skills. Student council is a year-long commitment with elections being held for leaders in grades 3-5 in October of each school year. Other clubs change by semester like the other activities.

- Start Date: Leadership programs will commence in October of the academic year.
- Frequency: Meetings will occur bi-weekly or once a month during lunch breaks or after school, lasting between 30-60 minutes.
- Funding Sources: These programs will be supported through school budget allocations and donations from community partners.

These activities are thoughtfully scheduled throughout the school year to align with academic priorities and ensure that students have access to enriching experiences that complement their classroom learning. By leveraging a mix of school resources, community partnerships, and grants, we can sustain a diverse range of activities that enhance the educational experience for all students.

For all activities described above, staff will prioritize recruitment efforts of students who may need additional support or who are experiencing hardship outside of school, to bolster their confidence and build a stronger sense of community. For example, staff at Rocketship United Academy specifically target students experiencing homelessness to engage them more deeply in the school community.

e. Describe any additional academic programs that the school will offer such as Saturday school, summer school, extra remediation, and student acceleration programs pursuant to T.C.A. § 49- 6-1503. For each program, provide the following:

- ***State the duration and list the hours it will be available each week to identified students.***
- ***Detail the anticipated number of students and the method used to identify them.***

Section 1.4 – School Calendar and Schedule

(Required for All Sponsors)

- ***State whether the program is mandatory for identified students.***
- ***Outline anticipated resources and staffing needs.***

Rocketship Tennessee plans to offer two additional academic programs to support student outcomes: Summer School and our 4th Grade Tutoring Program. Information on both programs is outlined below:

Summer School Program

Duration and Weekly Availability: The summer school program is conducted over 6 weeks, with classes running 5 days per week from 8 AM to 2 PM. Bus transportation is provided to enrolled students.

Anticipated Enrollment and Identification Method: We typically enroll about 100 students per campus, and open the opportunity up to all students. However, we focus enrollment on a subset of 3rd-grade students based on their TCAP scores. These students are mandated to attend based on their pathway scores, as part of a state requirement to enhance their proficiency levels in reading.

Resources and Staffing: The program has been staffed internally for the past two years, paying teachers with stipends from the school budget. We utilize existing school staff to manage and teach during this program.

The end-of-summer TCAP results have historically shown that over 50% of participating students advanced a proficiency level in reading, validating the effectiveness of our current resource and staffing model.

4th Grade Tutoring Program

Duration and Weekly Availability: This tutoring program is designed for the 4th-grade students, taking place 2 days per week for 12 weeks each semester, totaling 24 weeks across the school year. Each session lasts for one hour after school.

Anticipated Enrollment and Identification Method: Roughly 55% of our student population is projected to enroll in this tutoring program. Eligibility is determined based on TN Ready scores; students scoring in the 1-2 range on these assessments are required to participate. We also have the flexibility to invite additional students if there is demand and capacity.

Resources and Staffing: Each tutoring session maintains a 1:3 staff-to-student ratio. Instructors are internal staff members and selected annually based on the number of students requiring tutoring, and are compensated with a stipend funded through our school budget. Adequate funding is crucial to sustain this program and continue providing personalized support to students who need it most.

Both programs are structured to address specific academic needs within our student body, ensuring that all students have the opportunity to succeed and excel in their educational endeavors.

Section 1.5 - Recruitment and Enrollment

(Required for All Sponsors)

a. Describe the community from which the proposed school intends to draw students. Include demographic profiles, existing schools within the community (including other charter schools in the area), and targeted zip codes. Discuss the academic performance and enrollment trends of these schools (e.g., TCAP, TVAAS, Ready Graduate, etc.).

Intended Community and Demographic Profile

The proposed Rocketship school intends to serve families in the Antioch and Cane Ridge communities. This area of Southeast Nashville is one of the most diverse regions of the city both culturally and economically, and is home to predominantly working-class families, with a growing multilingual population.

Economic Status: According to the US Census, approximately 10% of households in Cane Ridge and 15% of households in Antioch live below the poverty line. Approximately 38% of MNPS students in the area are classified as economically disadvantaged.

Language Diversity: In the Antioch and Cane Ridge clusters, more than 50% of MNPS students are English Language Learners, reflecting the area's linguistic diversity.

Racial and Ethnic Composition: Antioch's population is approximately 38% white, 32% Black or African American, and 26% Hispanic. Cane Ridge's population is approximately 38% white, 32% Black or African American, and 22% Hispanic.

Rocketship's programs, including individualized academic support, will directly address these demographic needs.

Existing Schools

Rocketship Dream Community Prep (RDCP) is the existing Rocketship school in the Antioch/Cane Ridge area. Like other public schools in the clusters, RDCP's enrollment is diverse and consists of a sizable proportion of English language learners and economically disadvantaged students. Located not far from the Antioch and Cane Ridge clusters in South Nashville, Rocketship United Academy (RUA) has very similar demographics to the collection of schools in Antioch and Cane Ridge. Beginning in the 25 – 26 school year, both RDCP and RUA will expand to serve students in grades K–5. Currently both serve grades K–4.

Based on enrollment trends and waitlists, we expect to see continued strong demand and enthusiasm for the Rocketship program in the area. By opening a new campus in Antioch/Cane Ridge, we expect to expand access to a high-quality, student-centered education for more students of color, economically disadvantaged students, English learners, and students with disabilities – ensuring they receive the support and opportunities they need to thrive.

Schools	% Economically Disadvantaged	% Limited English Proficiency	% Black	% Hispanic	% Students with Disabilities

Antioch & Cane Ridge Elementary Schools	38%	52%	30%	47%	11%
Rocketship Dream Community Prep	26%	38%	52%	42%	9%
Rocketship United Academy	30%	53%	45%	49%	10%

Academic performance

Given the similarities in demographics, we can see how existing Rocketship Tennessee schools that serve similar demographics perform compared to Antioch/Cane Ridge elementaries. The table below is a roll up of student performance from the 2022-23 school year (the most recent complete data set available at the time of preparing this application). Included is the math and ELA achievement score, a growth score (TVAAS) and the overall letter grade. As seen in the table below, Rocketship Dream Community Prep and Rocketship United Academy achieved stronger results while serving a higher percentage of students of color — a student subgroup that suffers from historic and chronic achievement gaps in public education.

School	Math Prof. (22-23)	ELA Prof. (22-23)	TVAAS Comp. (22-23)	Letter Grade (22-23)
Una Elementary School	21.7%	17.6%	2	D
Lakeview Elementary School	29.2%	24.6%	3	C
J. E. Moss Elementary School	22.0%	16.3%	5	C
Thomas A. Edison Elementary School	20.1%	23.4%	5	C
Mt. View Elementary School	22.1%	18.8%	4	C
Smith Springs Elementary School	26.5%	25.5%	3	C
Henry C. Maxwell Elementary School	20.8%	24.3%	5	C
A. Z. Kelley Elementary School	27.8%	22.7%	5	C
Cole Elementary School	18.8%	17.4%	3	D
Cane Ridge Elementary School	25.5%	26.3%	5	C
Eagle View Elementary School	17.7%	24.3%	3	C
KIPP Antioch College Prep	47.6	42.1	4	B

Section 1.5 - Recruitment and Enrollment

(Required for All Sponsors)

Rocketship Dream Community Prep	43.9%	31.6%	5	B
Rocketship United Academy	30.7%	38.7%	5	B

Enrollment trends
In the Antioch and Cane Ridge clusters, there are approximately 9,675 students served in grades K–5 by Metro Nashville Public Schools and charter schools authorized by the state.

Among the MNPS schools, K–4 enrollment has remained relatively steady over the past 5 years, though many schools have added a 5th grade recently, increasing overall enrollment substantially resulting in greater than 100% capacity (as seen below).

b. Describe the community's demand and need for the school and detail how this demand or need was identified. Describe how the proposed school's educational options differ from those available in the geographic region.

Community Demand and Need
Rocketship Tennessee proposes to expand in Tennessee, specifically targeting underserved communities that experience persistent educational inequities. To do so, we will partner with the Antioch and Cane Ridge communities to address the region's growing demand for high-quality educational options. The proposed school will help alleviate challenges associated with the school overcrowding, particularly among underserved student populations, by offering a proven model that meets the needs of all learners. Data from the Tennessee Department of Education highlights a significant achievement gap among economically disadvantaged students, English learners, and students of color—groups that constitute the majority of Rocketship's student demographic.

Overcrowding at Elementary Schools: A recent decision by MNPS to move 5th grade from middle to elementary school has resulted in capacity challenges in Antioch and Cane Ridge elementary schools. Collectively, both clusters exceed 100% elementary school utilization.

	23 - 24	24 - 25	Capacity*	24 - 25 Utilization
Antioch and Cane Ridge Elementary School Enrollment	8,568	9,675	9,235	105%

* Capacity includes charter schools approved but yet to open.

Diverse and Underserved Populations: The region's Black, Hispanic, and economically disadvantaged student populations are growing rapidly, mirroring the demographics Rocketship Tennessee has historically served well. Our data demonstrates consistent success in closing achievement gaps for these subgroups. For example, Rocketship students who are economically disadvantaged or English Learners achieve 1.4 years of growth in reading and 1.3 years in math annually, far exceeding national averages.

Section 1.5 - Recruitment and Enrollment

(Required for All Sponsors)

Identifying Community Demand and Need

Through our relationships with families, educators, and community leaders in Antioch and Cane Ridge, we are acutely aware of the strong desire for innovative educational models that personalize learning and engage families deeply. We know families are interested in expanded school options that provide smaller class sizes, individualized instruction, and a strong focus on social-emotional development.

Rocketship's deep understanding of the demand for education options in the Antioch and Cane Ridge clusters has been informed by:

- **Community Engagement Activities:** Rocketship regularly participates in community presentations, local popup events, and meetings with local leaders, as well as leading community events like our Cultural Fair at Rocketship Dream Community Prep. Parents have consistently emphasized the need for stronger support for their multilingual learners.
- **Enrollment Trends:** Rocketship's current schools in Nashville are operating at near-full capacity, with strong year-over-year enrollment growth and ongoing waitlists, including a waitlist of 130 families at the start of the 2023-24 school year for our existing school serving Antioch and Cane Ridge. Rocketship projects an initial enrollment of 336 students in Year 1, expanding to 528 students by Year 5 and 576 at capacity to meet growing demand.

How Rocketship Differs from Existing Options

Rocketship Tennessee offers a distinctive and proven elementary school model that directly addresses the challenges and opportunities in the Antioch and Cane Ridge clusters. In comparison to existing options in the geographic area, Rocketship Tennessee provides a distinct emphasis on family engagement and community involvement. Rocketship Tennessee's proposed school complements the region's solid performance by providing innovative solutions that address unmet needs. Our elementary model alleviates overcrowding while ensuring students return to the district better prepared for middle and high school.

The model is built on three foundational pillars:

- **Personalized Learning:** Rocketship integrates technology and innovative instructional strategies to tailor instruction to individual student needs, ensuring that every child, regardless of background, achieves mastery in core subjects.
- **Parent Power:** Rocketship fosters community-driven advocacy, empowering parents to influence local educational policies. Rocketship actively trains and engages parents as leaders in their child's education and the broader school community. This approach not only boosts student outcomes but also strengthens community advocacy for equity and excellence in education. Weekly progress updates, family workshops, and home visits encouraging parents to become active participants in their children's education. Rocketship also prioritizes fostering a holistic approach to education that prepares students for lifelong success.
- **Talent Development:** Rocketship invests in its educators through professional development aligned with advanced curriculum tools like Amplify CKLA and Eureka Math. These resources were carefully selected to enhance outcomes and reduce teacher burnout.

Rocketship is committed to serving socioeconomically disadvantaged students and English learners, as evidenced by its current student demographics—over 33% of our Tennessee students qualify as

socioeconomically disadvantaged, and 37% are English learners. Rocketship's collaborative approach with community partners further distinguishes it from local schools. Planned collaborations include partnerships detailed below, in section 1.6.

Innovative Features Not Available Locally

A longitudinal study by SRI International demonstrated that Rocketship students consistently outperformed peers in reading and math, achieving outcomes one year ahead of grade level two years after leaving Rocketship.

RSED-TN's proposed school will address critical gaps in academic achievement while offering an innovative, community-centered educational model. By doing so, it will meet the community's expressed needs for higher-quality educational options and create a foundation for long-term academic and social success.

Rocketship's proven track record in similar communities reinforces its capacity to meet the unique needs of Antioch and Cane Ridge families. Rocketship Dream Community Prep, already located in this very area, achieved a TVAAS growth score of 5 in the 2022-23 academic year and outperformed the local school average in both math and ELA proficiency by over 20 percentage points. This success demonstrates Rocketship's ability to close achievement gaps and drive academic excellence for historically underserved populations.

Rocketship's proposed school addresses these gaps by offering a unique and innovative educational experience that combines rigorous academics, targeted interventions, and robust family partnerships. The Rocketship model integrates teacher-led instruction with adaptive technology to meet students at their individual academic levels, ensuring accelerated progress for those performing below grade level. Additionally, Rocketship's focus on data-driven instruction and Response to Intervention (RTI) practices ensures that all students receive the support they need to succeed.

c. Complete the provided templates for Enrollment Summary (Table 1) and Anticipated Demographics (Table 2). Describe the data, factors, and methodology used to determine initial enrollment projections. The information provided on these tables must match that provided on the operating budget template.

Rocketship projects an initial enrollment of 336 students in Year 1 across grades K-2. Enrollment is expected to grow annually, reaching 528 students by Year 5 and 576 at capacity. These projections account for anticipated population growth, ongoing community interest, and Rocketship's proven ability to attract and retain students in similar communities. Our proposed enrollment growth plan is detailed in **Table 1**.

Please note that while the model here is based around a maximum enrollment of at least 576 students (96 per cohort), the budget detailed later in this application carries substantial contingency in the form of reduced enrollment assumptions (88 students per cohort funded) and operating net income at full scale. This margin enables the school to operate at a reduced enrollment, as few as 450 students at scale or 215 students in year 1, before changes to expenses must be made.

Rocketship's program is designed to serve students who are or may be at-risk of achieving below grade level. The average Rocketship student arrives between one and two years behind grade level upon entry.

Section 1.5 - Recruitment and Enrollment

(Required for All Sponsors)

Although all Rocketship schools are open to all students, and we do not discriminate on the basis of race, ethnicity, or any other actual or perceived characteristic, we do primary outreach to students from predominantly low-income neighborhoods where access to high-quality, high-performing schools is limited. We believe that these students will derive the most benefit from our model, which is further described in our application.

Determining Initial Enrollment Projections

Rocketship utilized a comprehensive and data-driven approach to determine initial enrollment projections for the proposed school in the Antioch and Cane Ridge clusters of MNPS. These projections are informed by demographic analysis, community feedback, and historical enrollment trends at Rocketship campuses serving similar communities.

To translate this data into actionable projections, Rocketship employed the following methodology: Population data was cross-referenced with local school capacity and demographic profiles to estimate the number of families seeking alternative education options; Enrollment patterns at other Rocketship schools were used as benchmarks, with adjustments made to account for the specific needs and characteristics of the Antioch and Cane Ridge area; Initial projections were aligned with facility capacity and staffing plans to ensure a smooth launch and sustainable growth trajectory.

d. Provide as Attachment C the proposed school's Enrollment Policy, which should include and align with the following: • Tentative dates related to the school's application period and enrollment deadlines and procedures; • Non-discriminatory admission policies, pursuant to T.C.A. § 49-13-107; • Any proposed articulation agreements, pursuant to T.C.A. § 49-13-113; and • Policies and procedures for student waitlists, withdrawals, re-enrollment, and transfers.

As an open-enrollment public charter school, Rocketship is committed to serving all students who choose to attend our school. Rocketship will not administer any test or assessment to students prior to acceptance and enrollment into Rocketship. Rocketship will not limit enrollment based on a student's race, color, religion, national origin, language spoken, intellectual or athletic ability, measures of achievement or aptitude, or status as a student with special needs.

Please see **Attachment C** for a draft Enrollment Policy for TN5. Final policy is subject to review and approval of the Rocketship Education Tennessee Board of Trustees.

e. Explain how the school will receive and process enrollment applications and detail the school's plan to conduct an enrollment lottery if the number of applications exceeds the capacity of a program, class, grade level, or building. Enrollment lottery plans must align with T.C.A. § 49-13-113, T.C.A. §49-13-106, and SBE Rule 0520-14-01-.04.

Receiving and Processing Enrollment Applications

TN 5 will receive and process enrollment applications via SchoolMint, an online enrollment system platform designed for K-12 schools. SchoolMint is chosen for its user-friendly interface, multilingual support, and capacity to handle high volumes of applications efficiently. To ensure equitable access, Rocketship provides on-site enrollment assistance and multilingual application support for families who may face technology or language barriers. Parents are directed to create an account on SchoolMint to

complete an application and are informed about deadlines through emails, flyers, and community outreach events.

Parents are encouraged to complete and submit an application before our lottery is run, which typically occurs at the end of February. Before running the lottery, the recruitment team will "clean up the data" and perform an address check of families that have submitted an application. Only families residing in Davidson County will have their applications move on to the lottery. Families that reside outside of Davidson County will be notified that they will not be able to attend TN 5.

Enrollment Lottery Plan

Rocketship's lottery process is conducted in full compliance with T.C.A. § 49-13-113, T.C.A. §49-13-106, and SBE Rule 0520-14-01-.04. During the lottery, completed applications are selected randomly through an algorithm that ensures a fair and unbiased selection process. An external attorney oversees the lottery to ensure compliance with all state regulations and transparency. If the number of applications received exceeds the capacity of a grade level, students who do not receive a spot at the school will be placed on a waitlist in an order determined by the lottery algorithm. The waitlist is maintained throughout the school year, and families are notified of their position and updated regularly through SchoolMint and other communication channels. As spots in a class become available—either by current families informing the school that they will not be returning or families with a spot from the lottery declining their seat—the school moves sequentially through the waitlist to extend offers of enrollment. Rocketship provides consistent updates to families on their waitlist status and ensures they are well-informed about the enrollment process.

Rocketship's communication strategy for the lottery process includes multilingual notifications through email, phone calls, and in-person meetings. Additionally, detailed FAQs and support are available online and during in-person information sessions to address any family concerns. These measures ensure transparency, accessibility, and alignment with state and local requirements.

f. Describe the plan to recruit students in the year prior to opening. Identify which staff position will oversee these student recruitment campaigns and detail any marketing strategies, targeted community organizations, activities, events, responsible parties, and timelines that will be integral to student recruitment.

Student Recruitment Plan Prior to Opening

Our plan to recruit students in the year prior to opening includes building awareness of our campus and supporting families through a cohesive outreach and marketing plan that is reflective of the community.

All Rocketship schools strive to enroll a student population that is representative of the unique community that each school has the privilege to serve. To do so, we operate a robust, community-focused approach to student recruitment. We earnestly believe that all parents should have the right to choose an excellent school. Our goal is that all families have the information they need to make an informed decision on the right school for their child, whether that means they choose to enroll with us or another public school that best meets their needs. We are proud to serve all students at Rocketship and we work to ensure that all families in our community understand their public school options.

Student Recruitment Team

Section 1.5 - Recruitment and Enrollment

(Required for All Sponsors)

The staff position, at the regional level, that will oversee these student recruitment efforts is the Rocketship Tennessee Chief of Staff. The Chief of Staff oversees a local team at Rocketship Tennessee and partners with the RSED-National at Rocketship Public Schools to lead our student and family recruitment work.

Rocketship Tennessee's Chief of Staff is responsible for driving the overall strategy, goal setting, implementation of our student recruitment plan, and progress monitoring performance against key milestones for leads, applications, and enrollments. Rocketship Tennessee's Manager of Family Recruitment reports directly to the Chief of Staff and is responsible for managing the team of field recruiters. The Manager builds canvassing maps, assigns field recruiters to specific locations, ensures all leads are captured and tracked in our relationship management system (Hubspot), and manages the cultivation of all interested families through direct outreach, school tours, information sessions, and more. The Manager schedules and drives attendance at information sessions and school tours, while School Leaders lead the session/tour directly.

The Director of Marketing and Enrollment on the RSED-National team is a key partner in our ability to successfully achieve our enrollment goals. This leader supports Rocketship Tennessee in the development of our annual recruitment strategy and plan. The Director of Marketing and Enrollment analyzes recruitment and enrollment data across the entire enrollment funnel and identifies areas of strength and areas of improvement to guide local decisions on how to deploy the right resources, at the right time, with the right content to reach our enrollment goals. The Director of Marketing and Enrollment conducts a monthly "enrollment leader community of practice" professional development series, where our enrollment leaders in each Rocketship region come together to analyze data, share best practices, solve key challenges, and collectively build their expertise. The RSED-National team also manages the website, social media, media buying, marketing collateral production, and marketing analytics as well as our relationship management system (Hubspot) and application management system (SchoolMint). The support Rocketship Tennessee receives as part of the Rocketship Public Schools national network helps us leverage their expertise and creates valuable efficiencies to support our work.

Marketing Strategies and Community Events

All our marketing materials reflect the diverse community we are proud to serve and are produced in the languages that reflect the community. Members of our community outreach team are often parents or, more recently, alumni of our schools. They serve as families' primary point of contact throughout the application and enrollment process. They conduct outreach throughout the year to inform families of what we offer at our schools and they support interested families by scheduling school tours and guiding families through our application, lottery, and enrollment processes. Key elements of our outreach and marketing plan include:

- **Neighborhood canvassing.** Our bilingual team will canvas all neighborhoods surrounding our proposed school site on evenings and weekends when more families are home. We leave behind our multilingual flyers when families are not home.
- **Partnering with local preschools**. We regularly present at Kinder readiness programs and info sessions for families attending nearby preschools, and will continue to do so. Examples include Susan Gray Head Start, Bell Road KinderCare, Reach Early Learning, Infants R Us, Sunshine and Broccoli Preschool, La Petite Academy, and Trinity Child Care.
- **Partnering with local faith-based organizations.** We have built and will continue relationships with local faith leaders to identify opportunities to engage their congregation and share information

about our school and academic program. We have existing relationships with Antioch United Methodist Church, Hamilton United Methodist Church, Antioch First Baptist Church and Simeon Baptist Church, and have engaged with the Islamic Center of Nashville as part of our work to support the opening of this proposed school.

- **Targeted digital marketing.** We will employ a targeted social media marketing campaign to build awareness of our public charter school with families with children ages 0-10 who reside in Davidson County. Our social media advertising is focused on generating leads of interested families who sign up to learn more about our school. A member of our community engagement team then directly follows up with any family who signs up to learn more via phone, email, and/or text. All families are given the opportunity to tour our school if they choose.
- **Monthly information sessions.** We will invite all interested families to a series of monthly information sessions to share information, answer questions, and support families through the application and enrollment process. We commonly hold these information sessions at community centers, places of worship, libraries, and at our school sites or regional office.
- **Tabling at local business and community events.** We will be an active member of our local community and establish a presence at local community events alongside other mission driven organizations serving the needs of the community. We will also build relationships with local businesses (e.g., grocery stores, laundromats) and identify opportunities to inform their customers about our school. Examples of community events include the Back to School Backpack Giveaway and the Family Center Reunion.

Student Recruitment Timeline
Student recruitment is a year-round endeavor at Rocketship built around key phases as follows:

Phase 1: Community Listening, Goal Setting, & Resource Planning (April 2025 - August 2025). As part of our plan to recruit students in the year prior to opening, we will build upon the data we gathered to assess community need and demand and seek to deepen our understanding of how to most effectively engage the community we aim to serve. Community listening will include one-on-one conversations with local families and community leaders as well as facilitated focus groups. The insights generated during our community listening will inform the goals we set for key stages of our recruitment and enrollment funnel as well as the resources required to fully execute our plan.

Phase 2: Awareness Building (August 2025 - October 2025). One year prior to school opening, we will launch our awareness-building campaign leveraging both online and offline marketing placements. We will also continue building relationships with community members, focusing on faith-based, preschool, and community center leaders.

Phase 3: Lead Generation & Applications (October 2025 - January 2026): Our application will open in October 2025. We will focus our field recruiting efforts and digital marketing campaigns on generating leads of families who are interested to learn more about our school. As this phase progresses, our family recruitment team will increasingly focus on cultivating our interested families to submit an application in advance of our lottery.

Our tactics to generate leads and applications include engaging families at day care centers and head starts, tabling at local community events and businesses, launching referral campaigns to current families, and canvassing door to door at local apartment complexes and single family home

communities. We use data to inform our approach and to help us discern which areas to target our recruitment efforts with the goal that TN 5's student body is reflective of the diversity of the surrounding communities and neighborhoods.

Phase 4: Enroll & Engage (February 2026 - May 2026): The student application will close to the public for the lottery in February (specific date TBD). The application will reopen after lottery results are made public for any interested families to apply and, if there are no spots available, to have a space on the waitlist. If, after the lottery, there are still any open spaces, we will continue to recruit while also engaging our newly enrolled families for referrals.

Phase 5: Onboarding & Attendance (Jun 2026 - August 2026): As part of our plan to recruit students in the year prior to opening, our attention will turn to onboarding our new families at orientation, building community with fun events, starting our annual home visits with every enrolled family, and driving strong attendance to start the school year.

Rocketship will monitor recruitment efforts through monthly progress reviews, using data collected during earlier phases to adjust strategies in real-time. For example, underperforming areas may receive additional field recruitment efforts or focused digital marketing campaigns to ensure goals are met efficiently.

g. Describe student recruitment after the proposed school has opened. Detail how ongoing recruitment will differ from pre-opening recruitment.

After the proposed Rocketship school opens, student recruitment efforts will transition to focus on maintaining a strong enrollment pipeline, cultivating community relationships and leveraging the school's success to drive interest.

Ongoing Recruitment Strategies

Upon full enrollment across all grade levels, Rocketship's primary strategy for maintaining enrollment is to ensure that current families remain engaged, committed, and satisfied with their school. We strive for 90% retention of eligible returning students every school year. In addition to all the ways we engage families throughout the year (e.g., home visits, three parent teacher conferences, community meetings, cultural events), we use our annual family satisfaction survey and intent to return survey to ensure our families remain deeply satisfied with their school experience and plan to return year after year. Referrals and positive word of mouth become a primary source for enrolling Kindergarten students every year, along with the strong relationships we establish with early learning centers in our communities. In previous years, we have worked with our Head Start partners to plan field trips to our schools and provide both students and families with an opportunity to experience our campus first hand. Finally, we continue enrolling students in all grades and throughout the school year whenever we have an open seat. Every year a student spends in an underperforming school is another year they fall further behind their college-bound peers. If we have an open-seat and there is a family that wants to enroll their student at any point of the school year, we gladly welcome them to our school community.

Key Differences Between Pre-opening and Ongoing Recruitment

Pre-opening recruitment primarily focuses on generating awareness and building a foundational student base. Ongoing recruitment will shift to sustaining enrollment and leveraging the school's established reputation and academic results to attract new families. Additionally, with the school now operating,

ongoing recruitment efforts will emphasize deeper integration into the local community through events, partnerships, and ongoing collaborations.

Ongoing recruitment will utilize enrollment data, parent feedback, and community insights to refine strategies and address specific recruitment challenges. Existing families and students will play a larger role in ongoing recruitment through ambassador programs, testimonials, and word-of-mouth referrals.

h. Describe how students will be given an equal opportunity to attend the proposed school. Specifically describe any plans for outreach to economically disadvantaged families, academically low-achieving students, students with disabilities, English learners, and other students at risk of academic failure.

As an open-enrollment public charter school we are proud to welcome and serve all students. More importantly, our vision of "equal access to opportunity for all" compels us to ensure that all students are given the opportunity to choose to attend our school. Our family recruitment team makes extra effort to reach families living in poverty, experiencing homelessness, and our non-English speaking and New American families.

For example, we will translate materials into multiple languages and ensure a translator is available during our recruitment events and meetings. We will market in places where we know families frequent, such as grocery stores, community centers, and libraries. Additionally, through relationships with local day care centers and exposure at community events, we will ensure we reach all students including economically disadvantaged students, academically low-achieving students, students with disabilities, English learners, and other at-risk students. Our marketing materials will also highlight how our model can benefit all students, including special populations.

i. Describe how the student recruitment and enrollment practices, processes, and policies of the proposed school will differ from those at charter schools the sponsor operates or has operated.

The student recruitment and enrollment practices, processes, and policies of TN 5 will be consistent with those at existing Rocketship schools.

j. Detail the similarities and differences between the community of the proposed school and the communities served by other charter school(s) that the sponsor operates or has operated.

Rocketship operates three successful charter schools in Davidson County, Tennessee, serving predominantly economically disadvantaged and diverse communities. One of these schools, Rocketship Dream Community Prep, serves the Antioch and Cane Ridge clusters intended to be further served by TN 5, so we expect the school communities to be very similar while also presenting unique opportunities and challenges that align with Rocketship's mission to close the achievement gap for underserved students.

Community Similarities and Differences

The proposed community is predominantly working-class families. Over 38% of students are economically disadvantaged, highlighting a shared need for equitable access to high-quality education. These communities are racially and ethnically diverse, with significant Black, Hispanic, and

multilingual populations. For example, over 50% of students are English learners, reflecting a need for robust language acquisition programs.

Academic Challenges: Schools in our community face academic hurdles, including low proficiency rates in math and ELA and significant growth needs as measured by TVAAS scores. Rocketship's existing Tennessee schools have demonstrated success in addressing these challenges through data-driven instruction and targeted interventions, making the proposed school well-positioned to replicate these results in our own community.

Parent Engagement Needs: Parents express a strong desire for schools that provide individualized support and actively engage families. Rocketship's family engagement programs, including home visits and parent workshops, are already proven strategies in Antioch and Cane Ridge that we hope to expand with an additional school community.

Leveraging Our Experience in the Community
Rocketship will build on the successes by replicating its effective instructional model, family engagement strategies, and data-driven interventions. At the same time, we will continue to adapt our recruitment efforts to changing demographics and improve our efforts to reach families in less centralized locations by collaborating with community organizations to provide localized support services.

By employing proven strategies and remaining committed to the ongoing improvement of these strategies, Rocketship is confident in its ability to deliver transformative educational outcomes for even more students in the Antioch and Cane Ridge communities.

k. Describe the plan to ensure that at-risk students constitute at least 75 percent of the school's enrolled student population. Detail how the school plans to verify a student's "at-risk" status upon enrollment.

N/A. Rocketship is not proposing an Opportunity Public Charter School.

Table 1: Enrollment Summary

(Required for All Sponsors)

Student Enrollment Growth Over Years of Operation

Year of Operation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Full Capacity
School Year	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	2035-36	
K	96	96	96	96	96	96	96	96	96	96	96
1	96	96	96	96	96	96	96	96	96	96	96
2	96	96	96	96	96	96	96	96	96	96	96
3	24	48	48	96	96	96	96	96	96	96	96
4	24	24	48	48	96	96	96	96	96	96	96
5	0	24	24	48	48	96	96	96	96	96	96

Table 2: Anticipated Demographics

(Required for All Sponsors)

Note: These data are available from the TN State Report Card	Estimated % within Proposed School	Current % within Nearest Public School Serving the Same Grade Band *(Applicable only If sponsor has identified a location for the proposed school)*
% of Economically Disadvantaged Students	38%	38%
% of Students with Disabilities	12%	12%
% of English Learners	56%	68%

Table 3: Anticipated Demographics (Required for Sponsors that indicated "yes" on Sponsor History and Intent Question 8)

Not Applicable	Estimated % within Proposed School
% of At-Risk students[11]	Not Applicable

Section 1.6 - Parent and Community Engagement and Support

(Required for All Sponsors)

a. Describe community feedback and parental interest regarding the proposed charter school. Explain how this feedback was collected and provide a rationale for its validity. Detail how this feedback was incorporated into the application.

Community Feedback and Parental Interest

Community feedback and parental involvement are foundational to the Rocketship Model. Rocketship Tennessee seeks to authentically serve the unique needs of the Antioch/Cane Ridge community in a way that is respectful and responsive to all families.

Metro Nashville Public Schools currently serves 6,858 K-4 students across 11 elementary schools in the Antioch and Cane Ridge clusters. This enrollment has remained relatively steady over the past 5 years, but a recent decision by MNPS to move 5th grade from middle to elementary school has resulted in capacity challenges in Antioch and Cane Ridge elementary schools, all of which are over 100% utilization for 2024-25. Our proposed school aims to ease the current overcrowding by providing much-needed additional capacity.

Collecting Community Feedback and Demand

Rocketship Tennessee conducts comprehensive community engagement processes to ensure that our proposed charter school reflects the needs, aspirations, and priorities of the community we currently serve - and hope to more fully serve with TN 5. Rocketship employs multiple strategies to ensure inclusive and representative feedback on its current and future programming. Through canvassing, community information sessions, and stakeholder interviews, Rocketship gathers input that highlights strong support for its educational model and its emphasis on family empowerment. Further, we analyzed waitlists and parent satisfaction surveys from Rocketship's three existing schools in Tennessee. Rocketship schools in Nashville have maintained an annual waitlist. In particular, at the start of the 2023-24 school year, our existing school serving Antioch and Cane Ridge had a waitlist of 130 families.

Incorporating of Community Feedback into Application

Community feedback directly has informed several aspects of the proposed school's design:

- **Family Engagement Programs:** Rocketship plans to expand its family leadership training and advocacy workshops to ensure parents have the tools to engage in their children's education meaningfully.
- **Support for Special Populations:** To address the community's desire for better support for English learners, the school's staffing plan includes hiring additional ESL-certified educators and providing targeted professional development.
- **Better Communication:** In response to family desire for more comprehensive and timely communication, Rocketship is committed to fostering strong partnerships with families by implementing proactive and transparent communication strategies, ensuring that parents and guardians are consistently informed, engaged, and empowered in their child's education.
- **Transportation and Accessibility:** Community concerns about transportation barriers informed plans for subsidized bus routes and carpool networks, ensuring equitable access for all students.

Section 1.6 - Parent and Community Engagement and Support

(Required for All Sponsors)

Rocketship Tennessee's robust engagement process highlights its commitment to listening and responding to the voices of current and future families and stakeholders. By incorporating this feedback into every aspect of its proposed school design—academic programming, family engagement, and operational planning—Rocketship is positioned to meet the unique needs of the community it serves. This partnership-driven approach ensures the proposed school will not only address existing gaps but also build a foundation for sustained community empowerment and student success.

b. Describe planned strategies to engage parents and community members from school approval through its operation. Detail strategies to establish buy-in and interest from the community during the pre-opening period.

Parent and Community Engagement

Rocketship recognizes that meaningful parent and community engagement is essential to the success of the proposed school. From school approval through its operation, Rocketship will implement a comprehensive engagement strategy that prioritizes building trust, fostering collaboration, and ensuring that the voices of parents and community members are central to the school's development and success.

Pre-Opening Phase: Building Community Interest and Buy-In

From the moment a school is approved, we prioritize building relationships, trust, and investment from families and community members to ensure a successful launch. From the initiation of charter application through the Summer leading to the first day of school families are engaged through meetings and home visits to build deep relationships and provide feedback to Rocketship leaders as to how we can best serve their communities.

It is paramount to Rocketship to build a community and sense of belonging well before our school doors open. Families provide various opportunities in the Summer to engage with school leaders and each other. To build community interest and generate ongoing applications, the founding leaders and opening team organize weekly information sessions and monthly community events. For families that have already expressed intent to enroll or have applied, the team organizes monthly engagement events to discuss key topics named above (school vision, core value, enrichment, teacher hiring, etc.)

Community Visioning

Building strong relationships with our families starts with the founding of each school. In the months prior to opening, the founding Principal and the founding leadership team engages in a series of community meetings with families to discuss the vision of the new school and to learn of the hopes and dreams of families for their children.

One of the final community meetings concludes with our parents naming the school in a manner aligned with a shared vision (hence why the school is currently identified as "TN 5" in this application and each of our existing schools has a different name). Founding families also engage in ideating and ultimately voting for the school's fifth core value and enrichment offering.

Home Visits for Founding Families

Importantly, the founding leadership team also participates in home visits with founding families during pre-opening. The intent of the home visits is to build a relationship and to listen to families tell

their stories about education and their own lives. By doing these home visits, the power dynamic is reversed and the dialogue becomes open, authentic, and relational. Furthermore, it is an opportunity for school leaders to learn more about the community.

Family Welcome Events

Additionally, there are several welcome parties for new families to celebrate their choice. TN 5 will host launch experiences, welcome parties, and orientation sessions to celebrate families' school choice and introduce them to the Rocketship community in a low-pressure, engaging environment. Food, childcare, and translation services are provided to ensure inclusivity and accessibility.

Community Outreach

The school will forge partnerships with local organizations to provide wraparound services such as mental health support, food pantries, and housing assistance. It will also implement targeted outreach through local early learning centers, community events, and faith-based organizations to engage families. Additionally, information sessions and engagement events will be held to provide updates and gather feedback.

School Operation Phase: *Sustaining Deep Family and Community Engagement*

Once the school doors open, family engagement remains the cornerstone of our model, with intentional systems to cultivate long-term partnerships. At Rocketship, we believe families are the first teachers of their children. Consequently, a strong partnership between families and schools is essential to our Rocketeers' success. As such, it is our responsibility to amplify the voices of our families in the operations of our schools. This partnership ensures that our Rocketeers thrive at school and beyond, enabling and encouraging families to advocate for their children in the years to come and ensure they remain on track for college while also further transforming their home communities. We engage families in establishing school priorities, academic progress of students, qualifications and interviews of instructional and administrative staff. Additionally, as a regular practice we solicit feedback from our families by administering a fall satisfaction survey and spring satisfaction survey. Beyond surveys, families have opportunities to engage with the school leadership team via monthly family-leader coffee chats, board meetings, and schoolwide community meetings. Family Engagement is the lifeblood of our campuses. We have established core practices and rituals to continue to cultivate and increase family engagement across our schools

Home Visits

Teachers conduct home visits for every student between summer and November to build strong, trust-based relationships. Home Visits are designed for teachers to build connections with families outside of the classroom. Teachers are encouraged to learn about family values, traditions, and dreams for their children, helping set the foundation for true personalized learning experiences. Our goal every year is to complete 100% of home visits for enrolled families by December. Rocketship data shows that students who receive a home visit tend to achieve 3% more growth on the NWEA MAP test than their peers who do not, and are 13% less likely to be chronically absent.

Family Partnership Hours

Throughout the school year, families are encouraged (but not required) to contribute 20 hours annually through flexible options like attending family-teacher conferences, school-based and home-based volunteering, or at-home academic activities (e.g., reading with their child). We provide food,

childcare, and translation at our school events. Rocketship data shows that students whose families complete at least 10 partnership hours showed 11% more growth on the NWEA Map assessment.

Ongoing Communication and Feedback

To foster strong partnerships with families and ensure their voices are heard, Rocketship maintains regular channels for communication and feedback. These efforts prioritize transparency, collaboration, and continuous improvement in the school community.

- **Monthly Parent Coffees:** Open dialogues with school leadership to discuss progress, initiatives, and concerns.
- **Family Satisfaction Surveys:** Administered twice a year to collect actionable feedback from families.

Additionally, we are deeply committed to ensuring that all printed materials (homework, newsletters, etc.) created and distributed by the school are translated into the predominant languages of our school community. Translation services are also provided and prioritized at all Home Visits and Family-Teacher Conferences. We ensure that we hire school team members who are bilingual and able to meet the language needs of our community. Further, through our ongoing communication with parents and commitment to building strong family partnerships, we will ensure they are informed about school policies, commitments (like parent partnership hours), and volunteer opportunities.

Parent Leadership and Advocacy

We will launch a **Parent Organizing Committee** to train parents as civic leaders, equipping them with the tools to advocate for school and community improvements. Parents at our schools have led campaigns for school safety enhancements, enrollment expansions, and policy reforms.

We know that parents and families who organize demand and drive the enduring change in their community need to improve educational equity and excellence. We have a signature year-long parent leadership program where parents learn to become civic leaders in the community. Parents meet once a month, and depending on their campaign, they might meet bi-weekly and one-to-one with their education organizer.

Community Resources on Campus

We believe our schools have a duty to go beyond a referral. We intentionally have moved towards a model of seeking out community partnerships based on the needs of our parents. We will partner with community resources to provide deeper support and services to our families, including ESL classes, job training, and mental health support directly at school sites. Rocketship has also secured partnerships with local counseling services, mental health services, community food pantries, and community-based organizations. If awarded a charter, we will continue to secure these partnerships with social and community resources.

The following table illustrates additional family engagement experiences over the course of the school year:

Summer Family Engagement		
Engagement	Frequency	Topics
Orientation	Orientation happens in July. The intent is to build relationships while providing key information.	All families expected to attend. Key sessions and info shared: ❏ Parent handbook ❏ Attendance and truancy expectations ❏ Parent engagement expectations ❏ Parent volunteers and the Parent role in academics ❏ Operations ❏ Parent/ teacher partnership in school culture ❏ Sign the parent compact
Launch Experience and Welcome Party for New Students	Joining a new school community or attending Kindergarten for the first time can be daunting. The launch experience is to welcome families into the school community in a non-intimidating way. Less about logistics, more about building relationships.	Available to new Rocketship Families Attended by teachers and school leaders.
During the School Year		
Engagement	Frequency	Topics
Back to school BBQ		Builds relationships in a welcoming, celebratory setting
Community Meetings	At least 4x a year	Focus on key topics like: ● Title I Meeting

Section 1.6 - Parent and Community Engagement and Support

(Required for All Sponsors)

		• Literacy • Attendance • Science Night • College Trips • Parent Survey Results • Middle School Fair
Parent Conferences	3x a year	Schools close down classes for two days to have parent teacher conferences. Parents come to the school to receive a report card and to collectively set goals for the student.
Sports and Enrichment Assemblies	Throughout the year and as available.	Provide equitable enrichment experiences to all students, fostering teamwork, cultural appreciation, and joy. Rocketship tries to provide families with a variety of enrichment assemblies, including the Arts and Athletics (we have talent shows, plays, choir performances, art shows, basketball games, dances, soccer games) We recognize that these experiences are required so that our Rocketeers can acquire important vocabulary and knowledge, gain robust teamwork experiences and to experience enrichment that peers in more affluent communities experience.

To inform and refine our approach, we will prioritize data tracking and analysis of various family engagement metrics. Rocketship has demonstrated a direct correlation between family engagement and student success. By implementing proven strategies, fostering trust, and amplifying family voices, Rocketship Tennessee will create a thriving community of learners and advocates, ensuring every child has the opportunity to succeed.

Section 1.6 - Parent and Community Engagement and Support

(Required for All Sponsors)

c. Provide any of the following documents that show support from the proposed school's targeted community as Attachment D

Please see the Support Documentation, included here as **Attachment D**.

d. Outline partnerships with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of these partnerships, including any fee-based or in-kind commitments to enhance student learning opportunities.

Partnerships

Rocketship collaborates with a variety of community organizations, businesses, and educational institutions to enhance student learning opportunities. Those partnerships are outlined below.

Name	Nature/Purpose	Terms/Scope	Fee-based/In-Kind/Other
Susan Gray Head Start and Berry International Head Start Center	Head Start promotes the school readiness of young children from low income families.	The partnership supports family engagement and outreach to identify students for enrollment at RSED-TN schools.	N/A
Bell Road KinderCare	KinderCare takes a whole-child approach to early education, while providing a safe environment for learning.	The partnership supports family engagement and outreach to identify students for enrollment at RSED-TN schools.	N/A
Southeast Community Center	Offers a variety of fitness and enrichment activities.	The partnership deepens our presence in the community and increases awareness of community resources for our families.	N/A
Moves and Grooves	Moves and Grooves enriches the lives of youth by empowering them to discover	The partnership deepens our presence in the community and increases awareness of community	N/A

Section 1.6 - Parent and Community Engagement and Support

(Required for All Sponsors)

	their potential through academic achievement and the arts.	resources for our families.	

Section 1.7 - School Culture and Discipline

(Required for All Sponsors)

a. Provide as Attachment E the Student Handbook and/or forms that will be provided to or required of students and families.

Please see the 2024-2025 SY Student/Parent Handbook, included here as **Attachment E**. The Student/Parent Handbook is updated for each new school year to conform to changes in law and policy.

b. Describe the desired school culture or ethos of the proposed school and how it will promote a positive academic environment and reinforce the school's mission, goals, and objectives.

At Rocketship, we believe that a strong, intentional school culture is the foundation for student success and our mission to create equal access to opportunity for all. Research affirms that students thrive in environments where they feel safe, valued, and supported. Our school culture will promote a positive academic environment by prioritizing core values, emotional well-being, and high expectations, ensuring every child achieves academic excellence.

In order to create this kind of safe learning environment we:

- Weave joy into all aspects of the student experience at Rocketship, including regular celebrations of student achievement, growth, and core values,
- Have a classroom management system that is aligned across the whole school and includes a visual way for students to see feedback and clear ways to recover from disciplinary or emotionally challenging experiences. The goal of our system is to help students develop self-regulation and self-efficacy skills to successfully navigate various cultural environments now and, in the future,
- Establish clear expectations and provide time for students to learn and practice appropriate behavior, as we believe that behavior is learned,
- Convene a Positive Behavioral Interventions and Supports (PBIS) committee biweekly, made up of team members in a diversity of roles, to reflect on school culture and plan incentives, celebrations for students, families, and team
- Plan regular celebrations for students and families,
- Prioritize Social-Emotional Learning (SEL) lessons at the start of every day, which prioritize

daily classroom community meetings, relationship building routines, and practicing expressing a variety of situational emotions, awareness and regulation.
- Create Recognizing, Understanding, Labeling, Expressing, and Regulating (RULER) Aligned Emotional Intelligence Charters in all classrooms,
- Teach our Core Values daily aligned to SEL and PBIS + Launch Focus (morning school-wide community meeting),
- Ensure structures to support teacher social-emotional wellness.

Below, we further describe the school culture and how we intend to promote a positive academic environment, as well as reinforce the school's mission, goals and objectives.

Core Values and Shared Ethos

Our school culture will be anchored in Rocketship's core values—Respect, Responsibility, Empathy, and Persistence—with a fifth core value chosen by each campus to reflect community priorities. Culture will be baked into everything we do, from our beliefs and norms to our attitudes and relationships. Our relentless pursuit of strong school culture will shape and influence every aspect of how our campuses function.

Core Values in Action: Our core values will guide behavior expectations, classroom interactions, and celebrations of student success. development of character, behavioral instruction, and management systems. At the start of the year, teachers will explicitly teach core values through daily lessons, SEL activities, and guided discussions. Values will also be reinforced through celebrations, student incentives (Core Value Rockets), and visible recognition (e.g., Student of the Month).

Morning Launch: Each school day will begin with a joyful, community-centered **Launch**, fostering unity, pride, and focus on core values or positive habits like preparedness and discourse. This will also be a time for the campus to foster school culture, pride, student engagement, and community.

Promoting a Positive Academic Environment

Community Meetings: Just after Launch, each grade will participate in a Community Meeting in their classroom. This is dedicated time set aside to engage in social-emotional lessons where students build emotional intelligence, self-regulation skills, and positive relationships and where students and teachers create a cohesive classroom and school culture. Teachers will be provided with read-alouds, videos, and guided discussion questions that target how students can connect their thoughts, feelings and actions across a variety of situations. All classrooms will implement **RULER-aligned Emotional Intelligence Charters** to establish norms for emotional safety and mutual respect.

Positive Behavioral Interventions and Supports (PBIS): PBIS is our framework for creating learning environments that are consistent, predictable, positive, and safe. We believe that students need to be taught how to behave and struggling students must be taught replacement behaviors. Each campus will have a PBIS Team comprised of a wide cross-section of staff members with each member of the team tasked with overseeing a different PBIS component:

- PBIS Lead: Leads the PBIS team and is the point of contact with the entire school leadership team to make sure Tier 1 stays top of mind.
- Data Lead: Enters information on negative behaviors that occur at school into an online system

to analyze trends and make data-based decisions about how to shift behaviors.

- Reinforcements Lead: In charge of school-wide reinforcement programs such as Core Value of the Month and Student of the Month and ensuring consequences are given fairly.
- Staff Lead: Oversees staff culture and designs programs to promote staff enjoyment, wellness, and ensure a positive environment.
- Character Education Lead: Oversees the fidelity of implementation of the social-emotional learning curricula described in Curriculum and Instruction.

Behavior Approach and Safety: Safety, order, and student discipline are fundamental to learning. We expect all students will behave and act in a way fostering a safe and welcoming environment for their peers, staff, and community members. We believe Rocketship's deep implementation of Multi-Tiered System of Supports (MTSS) in the domains of behavior and social-emotional development has been a key differentiator for Rocketship and its successful service to all students. For many years, Rocketship has been implementing key Tier I initiatives with PBIS and daily Social-Emotional Learning (SEL) lessons. In addition, it has implemented universal screens for behavior and combined that with multiple behavior and social-emotional interventions at both the Tier II level--Check In, Check Out; Social Skills Groups, Peer Mentorship, Lunch Bunches--and the Tier III level--Behavior contracts with individual students, Behavior plans for individual students, Individual Counseling.

The system is successful because Rocketship has made the commensurate investments in time and money to implement MTSS at a high level. RPS staff provide daily SEL lessons combined with the flexibility for teachers to pause academic instruction to leverage a teachable moment or facilitate a restorative conversation whether class-wide or between two students. RPS has active PBIS teams who faithfully meet monthly to improve its systems for reinforcing positive behavior. Each of its grade level teams meet weekly to review each of the three tiers of interventions for their grade level students. During the course of the week, grade level teams hold as many student huddles and Student Study Team meetings as student-need demands. Rocketship has full-time mental health providers in each of its schools to fully implement our tiered interventions for all students who may need it, coordinate the full MTSS system, and coach teachers in implementing our student's behavior plans. Rocketship has invested in outside experts to provide regular training throughout the school year for all staff--school leaders, teachers, paras, operational staff--to learn about behavior, how to effectively respond to the cycle of escalation, as well as how to implement trauma informed education.

Rocketship's success in the domain of behavior is further supported by its function-based approach. The purpose of a behavior is also called the function. If we understand why a behavior is occurring, then we can be more likely to provide an intervention that is effective. With a function-based approach, Rocketship has the related five beliefs about behavior, which we will embrace at Rocketship TN 5:

1. Behavior Communicates a Need: We not only need to teach and modify behavior, but we also need to determine what the need is that the student is trying to communicate as behavior is a form of communication.
2. Behavior is Learned: Behavior needs to be taught just like we teach academics. Just like we would never expect a student who is unable to currently read to be able to read without being taught, we would not expect a student who is unable to follow the rules of behavior to be able to make appropriate choices without being first taught the necessary behavior.

3. Behavior Can Be Changed Through an Instructional Approach: Just as we need to differentiate our instruction to meet students where they are, we need to do the same for student behavior. Our behavior systems--both our approaches to reinforcement and modification--which often work for the vast majority of students need to be differentiated in order to work for a subset of our students.
4. Behavior is Predictable: Once we determine the need students are trying to communicate, we need to help them find a better way to meet their need in a way that is least disruptive.
5. Behavior is Increased through Successive Interactions (Practice): We believe students need prompting to learn the new skill/behavior we are trying to teach. We believe just as we reinforce academic progress and growth, we must also reinforce behavior progress and growth. We must communicate what we want students to continue to do for a new behavior to be learned. We know and understand that behavior takes time and must remain consistent.

If students do engage in prohibited conduct while on campus, when attending any school-sponsored activity, or while in transit going to or coming from one of our campuses, they will be subject to disciplinary action. In accordance with our code of conduct, we will also have jurisdiction over students for off-campus behavior if it creates a substantial disruption to the school environment or interferes with another student's ability to participate in the school program. Some disciplinary infractions may be so harmful or serious that they will subject the student to either suspension or expulsion. A list of these infractions along with the procedures that we will take when considering suspension or expulsion can be found in **Attachment E**. This Policy outlines the Rocketeer Code of Conduct that we expect students to follow; expectations for students; examples of prohibited conduct that will subject a student to in-school disciplinary action; and disciplinary actions that we may take in order to effectively respond to behavioral infractions, including In-School Suspension. The policy also includes how we appropriately support students with disabilities. While Rocketship does have a suspension and expulsion policy that outlines what we may do, because of Rocketship's mindset and approach to behavior, its suspensions average less <1% network-wide and it has never expelled a student.

Communication of Discipline Policy

Through summer professional development, teachers will be trained in the school's discipline policy. All teachers will receive a handbook outlined with the school's discipline policy. Before school starts, parents attend an orientation, where they receive a parent handbook including the discipline policy and where the principal and school staff discuss the school's discipline policy. The school's handbook will be available for parents in their native language if requested and there are opportunities for ongoing training throughout the year. In the first weeks of school, students will be taught the school's behavior expectations through explicit lessons.

Student Uniforms: Student uniforms help minimize disruption during the school day, promote respect for oneself and others, and foster school/community spirit. All students will be expected to wear the Rocketship uniform to school every day, which consists of a khaki bottom (shorts, dress, skirt, pants, or skorts) and either a green, or dark purple shirt with a collar. Students may also wear a Rocketship polo, which can be obtained from a designated vendor. Each Principal will have the discretion to set more detailed dress codes on his/her campus that align with this policy.

Section 1.7 - School Culture and Discipline

(Required for All Sponsors)

Reinforcing the Schools' Mission, Goals, and Objectives

Rocketship's culture directly aligns with our mission and objectives by fostering an environment where **academic excellence** is achievable for all students. Students receive explicit instruction on behavioral expectations, ensuring all children—regardless of background—understand how to succeed in a structured, positive environment. We know from experience that strong relationships and structured support systems lead to measurable results. For example, students who receive a home visit achieve **3% more growth on the NWEA MAP test** and are **13% less likely to be chronically absent**. Families who engage in our partnership programs also report high satisfaction and contribute to a school culture that celebrates learning, growth, and shared achievement. Schools with strong SEL systems report improved classroom focus, fewer behavioral incidents, and stronger teacher-student relationships.

Ultimately, Rocketship Tennessee's desired school culture will promote a joyful, positive academic environment where students, staff, and families work together to achieve a common goal: ensuring every child has the opportunity to thrive. By embedding our core values, fostering emotional well-being, and providing structured systems of support, we will create schools where students are not only successful today but prepared for a lifetime of achievement.

c. Explain how you will create, implement, and sustain this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for acculturating students who enter mid-year.

At Rocketship, we believe that building and sustaining a strong, positive school culture is foundational to achieving our mission to create equal access to opportunity for all. Our approach ensures that students, teachers, administrators, and families feel deeply connected to the school's ethos of joy, safety, high expectations, and community partnership from day one. We have developed clear, intentional systems to create, implement, and sustain this culture and to support students entering mid-year, ensuring they are quickly acculturated into our community.

Creating and Implementing Culture: Starting on Day One

Creating culture begins **before students ever enter the building**. Through robust summer professional development, teachers, administrators, and staff are trained to internalize and lead Rocketship's core values—**Respect, Responsibility, Empathy, and Persistence**—alongside campus-specific priorities.

Staff and Teacher Preparation

Staff participate in intensive workshops focused on Rocketship's behavioral expectations, PBIS, SEL, and trauma-informed practices. Teachers also practice classroom routines, role-play scenarios, and set plans to proactively build a positive, predictable classroom culture. Additionally, teachers engage in restorative practices and learn to recognize student needs based on the function-based approach to behavior. And a staff Culture Charter is created during training to ensure alignment around expectations, norms, and staff well-being.

Student Acculturation: The First Days of School

The first days of school are intentionally structured to establish culture, routines, and relationships.

- **Launch and Core Values Focus**: Every day begins with **Launch**, where students and staff

come together to celebrate the school community, focus on a core value, and set a positive tone for the day. For the first two weeks, Launch prioritizes modeling and teaching Rocketship's culture explicitly.

- **Community Meetings and SEL**: Teachers lead **Community Meetings** that focus on relationship-building, emotional intelligence, and behavioral expectations. Students are given clear, tangible examples of how to embody core values and interact positively with peers and adults.
- **Behavior and Expectations**: Teachers provide explicit instruction on behavioral expectations through engaging lessons, read-alouds, and role-playing. Behavioral systems like Core Value Rockets and other incentives are introduced to create a culture of celebration and positive reinforcement.
- **Home Visits**: Teachers conduct home visits during the summer and early fall to establish trust with families and invite them into the school culture as partners. Families are introduced to key values and expectations, ensuring their critical role in sustaining the school culture.

Sustaining Culture Throughout the Year

Throughout the school year, to ensure our culture remains strong and vibrant, we use systems, traditions, and accountability measures to reinforce expectations and celebrate progress:

- ***Ongoing Professional Development***: Teachers and staff engage in **weekly collaboration meetings** where they discuss student behavior trends, share strategies, and reflect on classroom culture.
- **Regular Reinforcement**: Core Values are integrated into daily classroom lessons, Launch, and SEL activities. Teachers use visuals, incentives, and celebrations to sustain positive behavior and character development.
- **PBIS and MTSS Implementation**:
    - PBIS Teams meet biweekly to assess behavior data, plan school-wide incentives, and address any emerging challenges.
    - Students needing additional support access tiered interventions like Check-In/Check-Out or small group SEL sessions.
- **Family Engagement**: Sustaining culture requires strong family partnerships. We hold monthly **Parent Coffees**, conduct biannual family surveys, and encourage families to participate in 20 Family Partnership Hours through events, volunteering, and at-home academic activities.
- **Joyful Celebrations**: Students and families are celebrated through Core Value awards, student-of-the-month recognition, and family events like literacy nights, talent shows, and school-wide assemblies. These traditions strengthen community bonds and ensure a culture of joy.

Acculturing Students Who Enter Mid-year

Rocketship Tennessee is committed to ensuring that every child who enters mid-year quickly feels welcomed, supported, and integrated into the school community.

Welcome and Orientation*:* New students and their families are greeted by a designated staff member on their first day. Families are provided with a school handbook, behavioral expectations, and an overview of core values. Teachers conduct a small-group orientation for new students during their first week, explicitly teaching classroom routines, core values, and behavioral expectations.

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(Required for All Sponsors)

Peer Support System: New students are paired with a Student Ambassador—a peer who models behavior, introduces them to friends, and helps them navigate the school day.
Student Ambassadors provide support and encouragement while promoting a sense of belonging for new students.

Teacher Check-Ins: Classroom teachers conduct daily check-ins with new students to assess their understanding of routines, expectations, and culture. Teachers provide individualized support to help students build confidence and connection.

Family Outreach: Teachers prioritize conducting a home visit within the first month of a new student's arrival, building trust and ensuring families understand the culture and expectations of the school. Families are invited to attend an upcoming Parent Coffee or community event to connect with staff and other families.

Ongoing Monitoring and Support: The PBIS Team and grade-level teachers monitor the progress of new students through weekly data reviews. If additional support is needed, students may be referred for targeted SEL or behavioral interventions.

d. Explain how the school culture will embrace special populations, including students with disabilities, English Learners, and students at risk of academic failure or dropping out.

At Rocketship, we are deeply committed to creating an inclusive school culture where all students—regardless of background, ability, or learning needs—are embraced, supported, and celebrated. Our school culture is intentionally designed to embrace special populations—including students with disabilities, English Learners (ELs), and students at risk of academic failure —through a combination of personalized support, inclusive practices, and targeted interventions. By building a culture grounded in equity, empathy, and high expectations, we ensure that all students have the opportunity to thrive academically, socially, and emotionally.

Embracing Students with Disabilities
Rocketship Tennessee embraces a fully inclusive approach to supporting students with disabilities, ensuring they are integral members of our community. Our school culture is rooted in the belief that all students can succeed when provided with the right supports, accommodations, and relationships.

Inclusive Practices
At Rocketship, we run a Meaningful Inclusion model. This means that students with disabilities are educated in the general education environment, alongside their l non-disabled peers, to the greatest extent possible and appropriate for each individual student. In this model, it is essential that the general education program is scaffolded and differentiated to meet the needs of students with disabilities. Special education and general education staff closely collaborate in order to identify and design needed scaffolds and supports. We couple our inclusion model with pull-out services for individual supports when appropriate including small group co-teaching during our Guided Reading hour within our Humanities block.

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(Required for All Sponsors)

Teachers make content accessible for all learners through multiple means of engagement, representation, and expression. Special education staff, including paraprofessionals, collaborate closely with general education teachers to provide push-in support and co-teaching models that meet diverse learning needs.

Individualized Support:
Each student with an Individualized Education Program (IEP) or 504 Plan receives personalized support aligned with their specific goals. Progress is carefully monitored, and families are engaged as key partners in developing and implementing these plans. Teachers prioritize building relationships with families through home visits and ongoing communication, ensuring trust and collaboration in supporting student success.

Rocketship's **Multi-Tiered System of Supports (MTSS)** ensures that students needing additional behavioral, social-emotional, or academic interventions receive tailored support.

Building Relationships and Advocacy:
Students are taught to advocate for their learning needs and are celebrated for their strengths and progress. School-wide events, like **Core Value Celebrations**, highlight achievements for all students, ensuring students with disabilities feel seen, valued, and celebrated.

Social Support:
Daily lessons provide students with tools to develop self-awareness, emotional regulation, and resilience. Full-time **mental health providers** are available to support students' emotional and behavioral needs through counseling and restorative practices.

Embracing English Learners
Rocketship Tennessee values the diverse linguistic and cultural assets that English Learners (EL) bring to our school community. We embrace EL students through a culture of inclusion, respect, and tailored instruction that enables them to succeed academically while maintaining pride in their cultural and linguistic identities.

Language and Academic Support:
EL students receive targeted English language development through **push-in** and **pull-out services** delivered by certified EL teachers. These supports are integrated into general education classrooms to ensure EL students have equitable access to grade-level content. Teachers use **sheltered instruction strategies** such as visuals, modeling, sentence stems, and interactive discussions to make content accessible to EL students.

Bilingual and Inclusive School Culture:
Teachers and staff prioritize **cultural inclusivity**, ensuring EL students see their home languages and cultures reflected in the school community. For example, key materials (newsletters, homework, communications) are translated into students' home languages. Additionally, bilingual staff members, including administrators and paraprofessionals, provide additional support for EL students and their families, fostering trust and communication.

Section 1.7 - School Culture and Discipline

(Required for All Sponsors)

Parent Engagement and Partnerships:
EL families receive individualized support through **home visits** and ongoing school communication in their preferred language. Programs like **ESL family workshops** empower parents to engage in their children's learning and strengthen their connection to the school.

Embracing Students at Risk of Academic Failure
Rocketship Tennessee is committed to identifying and supporting students who may be at risk of falling behind academically or disengaging from school. Through early identification, targeted interventions, and strong relationships, we ensure these students receive the support they need to succeed.

Our approach begins with early identification of students at risk. Teachers and school leaders regularly analyze academic, attendance, and behavioral data to identify students who may need additional support. Tools like the NWEA MAP assessment and behavior screeners help us pinpoint challenges early, enabling timely interventions.

Students identified as at risk receive personalized support through Rocketship's Multi-Tiered System of Supports (MTSS) framework. Teachers and interventionists provide small-group instruction, tutoring, and one-on-one support to address academic gaps. Programs like Check-In/Check-Out, peer mentoring, and restorative conversations ensure students' social-emotional needs are addressed alongside their academic challenges.

At Rocketship, we know that strong relationships are key to re-engaging students who may feel disconnected from school. Teachers conduct home visits to build trust with families, learn about students' strengths and challenges, and collaborate on strategies for success. Within the classroom, positive reinforcement systems, such as Core Value Rockets and goal-setting activities, celebrate students' growth and progress, fostering a sense of motivation and accomplishment.

Family and community partnerships also play a critical role in supporting at-risk students. Rocketship collaborates with local organizations to provide wraparound services, such as mental health support, counseling, and access to basic needs like food and housing. These partnerships ensure that students' barriers to success are addressed holistically, creating a foundation for academic achievement.

e. Provide the student discipline policy as Attachment F.

Please see pages 38-46 of the 2024-2025 SY Student/Parent Handbook (Attachment E), included here as **Attachment F**.

f. If not addressed in the student discipline policy, describe the philosophy for student discipline that supports the proposed school's model, including:

- ***Practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior;***
- ***A list and definitions of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively; procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ***

for students facing expulsion;

- *An explanation of how the school will protect the rights of students with disabilities in disciplinary actions and proceedings;*
- *The job description and qualifications of the administrative individuals responsible for carrying out the school's discipline policies; and*
- *How students and parents will be informed of the school's discipline policy.*

The Rocketship Code of Conduct and student discipline policy address these topics. Please refer to pages 38-46 of **Attachments E and F**.

g. Detail any goals related to student attendance and describe the plan to collaborate with families and the community to address and combat chronic absenteeism.

To address and reduce chronic absenteeism, our primary goal is to restore student attendance to pre-pandemic levels, **targeting an average attendance rate of 95%.**

Plan to Address Chronic Absenteeism

We have developed a comprehensive plan to collaborate with families and the community, ensuring that students are consistently present in school to maximize their learning potential. Through proactive communication, structured interventions, positive reinforcement, and family collaborations, we aim to address and combat chronic absenteeism.

Proactive Communication and Early Intervention

We prioritize early identification and intervention to address absenteeism before it becomes chronic. Whenever a student is absent, our school promptly calls home to understand the reason for the absence and identify any challenges the family may be facing. This approach emphasizes the importance of regular attendance and helps us explore solutions to overcome obstacles preventing students from attending school. Our team also reviews **weekly attendance reports** to identify patterns and trends. Students with two consecutive absences or three unexcused absences trigger additional outreach to determine root causes and barriers to attendance.

Structured Interventions

When attendance concerns persist, we implement a structured, tiered intervention plan to partner with families. For students with three unexcused absences, parents are invited to meet with a school leader to discuss strategies to improve attendance and to identify challenges such as transportation, health issues, or family obligations. If the student reaches five unexcused absences, the principal meets directly with the parent/guardian and together they create a formal attendance contract. This contract includes clear expectations, action steps, and resources to support improved attendance. Families are also reminded of Tennessee state reporting obligations. These interventions are handled with empathy, focusing on building trust and identifying the supports families need to ensure their children are in school consistently.

Positive Reinforcement

To foster a culture of consistent attendance, we celebrate students who demonstrate strong attendance during our weekly assemblies. Students with outstanding attendance receive recognition and incentives, reinforcing the value of being present in school. By celebrating successes, we build a joyful culture where attendance becomes a source of pride for students and families alike.

Section 1.7 - School Culture and Discipline

(Required for All Sponsors)

Collaboration with Families and Community Partners
We know that addressing chronic absenteeism requires a collaborative, community-driven approach. At Rocketship Tennessee, we engage families as partners, leverage community partnerships, and support special populations. Teachers and school leaders conduct **home visits** to build relationships with families and better understand their unique circumstances. Through **monthly Parent Coffees**, we provide updates on attendance, share resources, and gather feedback on challenges families may be facing. We collaborate with **local organizations and service providers** to address barriers such as transportation, healthcare, and housing instability that often contribute to absenteeism. For example: **Healthcare Providers**: Offering access to local clinics for preventive care and treatment of illnesses; **Transportation Services**: Partnering with local agencies to identify resources for families with transportation challenges; **Community Centers**: Connecting families to programs for food assistance, housing support, and after-school care.

Supporting Special Populations
For **English Learners**, bilingual staff ensure that families receive attendance communications in their preferred language. Home visits and parent workshops help families understand attendance policies and access supports. For **students with disabilities**, attendance is closely monitored to ensure they are receiving consistent services. Case managers collaborate with families to remove barriers and provide necessary accommodations.

Rocketship Tennessee is committed to partnering with families and the community to combat chronic absenteeism and ensure that every student is consistently present and engaged in learning. By combining **proactive communication, structured interventions, positive reinforcement, and community collaboration**, we will build a strong foundation for student success and restore attendance to levels that reflect our unwavering belief in the potential of every child.

Section 1.8 - Special Populations

(Required for All Sponsors)

a. Describe the school leadership team's experience supporting students with disabilities, English learners, at-risk students, and intellectually gifted students. Explain the plan to ensure the school is appropriately staffed to meet these student groups' needs.

We look forward to continuing to serve students reflective of the unique demographics in Davidson County, and specifically the Antioch and Cane Ridge clusters. As detailed in the enrollment summary, we projected the demographics of our first campus based on those of surrounding elementary schools and elementary schools located in our primary attendance boundary. Based on these projections, we expect to serve 12% students with disabilities, 56% English Learners (ELs), and 38% economically-disadvantaged students.

School Leadership Experience
Our **regional leadership team has over 18 years of experience supporting students with a diversity of needs**, including students with IEPs, multilingual learners, at-risk students, and intellectually gifted students. The team is dedicated to providing equitable, high-quality education for all students, with specialized strategies tailored to meet the unique needs of these populations.

Section 1.8 - Special Populations

(Required for All Sponsors)

Leadership Team Experience

The regional leadership team includes a **Director of Schools** and an **Associate Director of Exceptional Education and Multilingual Learners**, both of whom have demonstrated success in driving academic achievement and growth for special populations.

Director of Schools – Tygima Steele, a Nashville native with 18 years of educational experience, has spent the last 9 years in leadership roles at Rocketship Tennessee. She has served as an Integrated Special Education Specialist, Assistant Principal, and Principal, ensuring that students with disabilities and multilingual learners receive high-quality, individualized support. In these roles, she has implemented data-driven interventions to close achievement gaps for students with IEPs and Els, established inclusive practices through co-teaching models and Universal Design for Learning (UDL), and led professional development for teachers on differentiated instruction and culturally responsive teaching.

Associate Director of Exceptional Education and Multilingual Learners - Erin Lynn, - With a specialized focus on serving students with disabilities and ELs, the Associate Director provides expertise in compliance, intervention strategies, and program development. In this role, Erin oversees the implementation of Individualized Education Programs (IEPs); coaches school leaders and teachers on evidence-based practices for special populations; and analyzes academic and behavioral data to design targeted supports for at-risk students.

Staffing Plan

To ensure the school is appropriately staffed to meet the needs of our students with disabilities and language barriers, we will find leaders and staff who have experience and a deep commitment to our approach to supporting all students. Additionally, we will continue to invest in their development and provide robust resources to ensure we can meet the needs of every student.

As such, our school staffing plan includes hiring school leaders with experience and demonstrated success with supporting all students' access, growth and mastery for academics in conjunction with developing the social emotional well-being of every student.

The vision for the School Leadership Team is a Principal with experience supporting students who are neuro and linguistically diverse and leading instructional practices for the campus. The Principal works with the two Assistant Principals, one who will serve as the exceptional education lead and one who will serve as the Multilingual lead, ideally with both having had experience as a Special Education or ESL-certified teacher. Integrated into the school leadership practices will be collaborative coaching and data review to ensure each school leader supports teacher practice. The school teams will also have wellness counselors and social workers, related service providers, and school psychologists to support student social emotional and behavioral development on campus.

Our school team staffing model will be highly qualified and certified Special Education Teachers to meet the needs of the special education population and ESL-Certified or Endorsed ML Specialists and Humanities teachers to meet the needs of the multilingual learners population. These teachers will provide specialized services for students with IEPs, ILPs, and those identified as gifted and talented. Our school team staffing model will also consist of Paraprofessionals, Speech and

Section 1.8 - Special Populations

(Required for All Sponsors)

Language Pathologists, Occupational Therapist, and other specialists, such as a Behavior Support Specialist, and Mental Health/Wellness provider as might be required by a student's IEP.

Additionally, all service providers will have the appropriate credentialing and/or licensing to meet all of Tennessee's educator credentialing requirements. We will directly hire most of our related service providers, including speech language pathologists, school psychologists, physical therapists, and occupational therapists. Other low incidence related services, including vision services and deaf/hard of hearing services are provided by contracted providers. Our special education staffing model will be integrated throughout school-based structures and development to have all team members collaboratively supporting the needs of all students. The vision for each of these is cultivated through professional development, intellectual prep, collaboration across team members and coaching.

To support this work, we prioritize observations, coaching and professional development to support all school teams to reach the academic and social emotional learning the instructional and wellness goals for every student.

Professional Development: We launch the school year with understanding the needs of the diversity of learners, for exceptional education, multilingual learners and students with 504 Plans. This includes the process and procedures to continue to be in compliance with Tennessee requirements. We talk through our core practices for instruction, collaboration and coaching that we have throughout the year to support the access of all learners. Throughout the year, the school team will provide professional development based on student data delivered by school leaders or the regional team as well as quarterly professional development days across Rocketship Nashville schools for cross collaboration specific to their role and content.

Intellectual Preparation: Our goal is to develop lessons that are accessible for each student and maximize the impact of instruction with general education teachers, exceptional education teachers, and multilingual (ML) specialists. This is accomplished by all team members planning accommodations that are outlined for students with IEPs, language levels and as applicable 504 Plans. School Leaders will provide weekly feedback on lessons for the overall content as well accessibility features like differentiation, accommodations, modification and use of small group instruction. Once a week the general education teachers, exceptional education (EE) teachers and multilingual specialists, meet to collaboratively plan their co-teaching models, roles and supports like the accommodations and strategies for total physical response (TPR) to expand academic access to all students. During this time, data is reviewed to ensure weekly progress monitoring for IEP and ILP goals and academic content alignment with IEP and ILP goals.

Collaborative structures: The support for diverse learners is based on the collaboration we have together to plan, teach and review our supports for each student. In addition to the weekly intellectual prep between general education teachers, exception education teachers and multilingual specialists, we also have monthly cross collaboration. Our EE Huddles or MLL monthly collabs dive into student data to review and ensure that students are making academic gains based on our instruction then planning lessons together and implementing next steps as needed, holding IEP meetings or Individualized Language Plans (ILPs) to review student's programs. On a bi-weekly basis, and more as needed, the grade level teams meet with related service providers to review the

progress of students with IEPs in that grade level. The areas of growth and strengths as well are discussed for both IEP meeting preparation as well as instructional practices and access. Special Education Teachers will meet with related service providers for collaboration on increased frequency, to collaborate on the services in the IEP.

Coaching: Each school team member has weekly 1:1 coaching meetings that focus on student data reviewed through the lens of diverse learners to drive a teacher's development that is followed up by school leaders coaching during the instructional block. During coaching meetings the EE team will utilize the Instructionally Appropriate Individual Education Plan (IAIEP), aligned weekly progress monitoring for IEP goals, and core content data sources. The ML team will likewise utilize ILPs, aligned progress monitoring for ILP goals, and core content data sources. All team members are coached on their planning of lessons, instructional execution and for Special Education Teachers and Multilingual Specialists, the writing of IEPs and ILPs and core case management practices to maintain compliance. For our MLL, we utilize the ELPA21 results to identify student needs and use that to further inform instruction to support our students' language development.

b. Describe the process and methods by which the school will properly identify students with disabilities in compliance with Title 49, Chapter 10, of the Tennessee Code, Part B of the Individuals with Disabilities Education Act, and Section 504 of the Rehabilitation Act of 1973.

Process for Identifying Students with Disabilities

In compliance with Title 49, Chapter 10, of the Tennessee Code, Part B of the Individuals with Disabilities Education Act, and Section 504 of the Rehabilitation Act of 1973, we will properly identify students with disabilities through proactive identification and collaboration with families, staff, and specialized teams. We will ensure that all children with disabilities receive the supports and services they need to thrive.

At Rocketship, we understand our responsibility to ensure that all children with disabilities potentially needing special education and related services are identified and evaluated. As such, we are committed to ensuring full compliance with Title 49, Chapter 10 of the Tennessee Code, Part B of the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1973.

Proactive Identification: In alignment with Child Find requirements, Rocketship takes a proactive and continuous approach to identifying students with disabilities who may require special education services or accommodations. Prior to the start of each school year, all campus staff—including teachers, Office Managers (OMs), and Business Operations Managers (BOMs)—will be trained on the Child Find mandate and the referral process.

In order to proactively identify students who have already been found eligible to receive accommodations and/or services via an Individualized Education Program (IEP) or Section 504 plan, families are asked to complete a “Child Find Supplement” as part of the enrollment packet. This form allows families to indicate if the enrolling student has a current IEP or 504 plan, has recently undergone recent evaluations, or if the family has concerns regarding their child’s development or learning needs. This information will be entered into our student information system, and our special education staff will work with office managers and families to secure copies of IEPs, 504 plans, and/or evaluation reports in order to ensure that a student’s identified supports and services are in

place at the start of the school year. We will ensure students who meet the criteria for IEP or Section 504 services in addition to English Language Development services are served through both processes.

Parent and Staff Referrals for Evaluation: Rocketship adheres to federal and state guidelines for processing referrals for special education evaluations. As such, we will respond formally and urgently to all parent and staff requests for special education evaluation. If a parent or staff member makes a verbal request for a special education evaluation, those verbal requests are immediately documented. Staff also assist parents in putting requests in writing to ensure clarity. All written requests are date- and time-stamped by the receiving staff member and immediately shared with the special education team, which includes: a special education teacher, a school leader and a licensed psychologist. Within **10 calendar days** of receiving a request for evaluation, parents are formally notified in writing if the school will proceed with an evaluation or if the request is being denied. At this time, we will provide the parent with a Notice of Procedural Safeguards. If we are proposing to move forward with an evaluation, we will provide the parent with the opportunity to complete a written consent for evaluation. The school team will then schedule a formal Response to Instruction and Intervention (RTI2) meeting, which includes the parent, to respond to the formal request for evaluation. The RTI2 team reviews existing data and determines next steps, including the need for a **Full and Individual Evaluation (FIE)**.

Evaluation Process and Timelines

Upon receipt of parental consent, we will complete the evaluation within 60 calendar days as required by Tennessee law. Once a student's eligibility is determined, the IEP team will develop an IEP within 30 days. The IEP will be implemented immediately unless there is disagreement, in which case the required process to resolve the issue will occur.

Ensuring Continuity of Services for Transfer Students

Rocketship will also support students transferring with an existing IEP or 504 plan. If a valid IEP and Full and Individual Evaluation (FIE) are available, Rocketship can adopt the current IEP or implement a transfer agreement, ensuring seamless support. If records are not immediately available, a **30-day interim IEP** is developed based on available information. After 30 days, the IEP team reconvenes to determine appropriate services and the least restrictive environment and range of Special Education services.

Rocketship is committed to ensuring every student is identified, evaluated, and supported in alignment with state and federal laws. Through **proactive identification, robust referral systems, and strong collaboration with families**, we uphold our mission to provide a high-quality education to all students, regardless of need.

c. Explain how the school will offer a continuum of services, ensure appropriate access to the general education program, and support academic success for students with disabilities and students with low incident disabilities. Describe specifically how the school plans to integrate special education services into the school's daily schedule.

At Rocketship Tennessee we serve all students. The **core of our Integrated Special Education (ISE) program is providing a continuum of supports and services for Rocketeers** that is grounded in equitable access to rigorous instruction leading to gap-closing results. We partner as regional leaders, school teams, and with our families to craft IEPs that are founded in meaningful inclusion and have individualized goals based on each student's academic, social emotional, and behavioral development

needs. The core of our ISE Program is high-quality, rigorous, and inclusive instruction for the growth and absolute achievement of our Rocketeers.

Offering a Continuum of Services

Rocketship provides a comprehensive continuum of services tailored to meet the diverse needs of students with disabilities and low-incidence disabilities. The continuum of supports is based on each student's individual need and in response to student data, which may include services individually or in groups. These services range from co-teaching and paraprofessional support in general education classrooms (push-in) to targeted small-group and one-on-one interventions (pull-out). Within that continuum of services, we support a spectrum of student needs.

Push-in Supports

Our continuum of services starts with inclusion in general education with supports, co-teaching in the general education classroom with two instructional educators, and small group instruction.

Co-Teaching & Meaningful Inclusion: We approach the support of each Rocketeer with disabilities and language needs as our collective responsibility. Rocketship's co-teaching model ensures meaningful inclusion of neurodiverse learners in general education settings. Through our co-teaching model, general education, special education, and Multilingual Learner specialists and teachers collaborate to deliver instruction, ensure that students remain in the **least restrictive environment** while receiving tailored scaffolds, accommodations and modifications.

All neurologically diverse learners are included throughout the school day with general education peers in general education classrooms. All educators collectively plan and instruct to provide every student access through accommodations and modifications that support a Rocketeer's growth and mastery of grade level content. This happens through:

- Inclusive Intellectual Prep Practices that have universal strategies and accommodations integrated throughout each lesson
- Co-Teaching of key blocks with two instructional leaders utilizing data drive models
- Relevant classwork related to the content:
    - Mild/Mod: Accommodations & Modifications
    - Mod/Severe: Accommodations, Modifications and focus on adaptive skills

Paraprofessionals also provide in-class assistance, helping students access the curriculum and engage with their peers in a meaningful way.

Pull-Out Services

Students receive small-group or one-on-one instruction in a separate setting for targeted intervention aligned with IEP and ILP goals. This includes support for academic needs, speech and language development, Direct ESL services, and social-emotional growth to address academic, social-emotional, and therapeutic needs as outlined in IEPs and ILPs.

Small Group Instruction: Our ISE Teams (Specialists, Paras and Related Service Providers) and ML Specialists provide targeted small group and one-on-one instruction to master foundational skills and Direct ESL services on their pathway to being on grade level/English proficient. Each student's IEP and ILP outlines the academic, language, social emotional and behavioral needs to ensure their growth and absolute achievement.

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Supports for Students with Moderate to Severe Learning Needs

Students with moderate to severe disabilities are supported by teachers with low student-to-staff ratios and access to specialized curricula, such as STAR (Strategies for Teaching Based on Autism Research). STAR supports functional communication, adaptive skills, and academics.

Rocketship's flexible and supportive approach to special education reduces the need for separate special day class "SDC" placements for many students, and it has historically found that the vast majority of students who enter Rocketship from an SDC placement are able to be successful in an inclusive model with the appropriate supports and collaboration between special and general educators. Our moderate to severe teaching staff have access to ongoing professional development opportunities uniquely designed for the student needs. Rocketship has adopted a suite of curricular resources specifically designed to support students with more severe needs that covers academics, functional communication, and adaptive needs to support students across the school day. STAR (Strategies for Teaching Based on Autism Research) is a foundational curriculum tool used to support our moderate to severe students. Our moderate-to-severe teaching staff will weave support and instruction in adaptive and communication skills throughout the day for these learners. Rocketship has been utilizing the STAR Program to provide exceptional instructional systems and structures to our students with the highest level of need and will continue to do so.

Support for Low-Incidence Disabilities

Rocketship partners with licensed specialists, such as vision and hearing consultants, to provide services for students with low-incidence disabilities. Assistive technology, braille materials, and adaptive equipment are seamlessly integrated into the classroom environment.

Ensuring Access to the General Education Program

The foundation of Rocketship's special education approach is meaningful inclusion in general education. By leveraging research-based instructional strategies, differentiated instruction, and rigorous planning, we ensure that students with disabilities thrive in grade-level classrooms.

Instructionally Appropriate IEPs: Every IEP is collaboratively developed with families focusing on academic, social-emotional, and behavioral goals to include data-driven, measurable goals that prioritize access to the general education curriculum. Goals are aligned with Tennessee state standards to promote grade-level mastery while addressing individual needs.

High-Quality Instructional Practices: Teachers use universal design for learning strategies, integrating accommodations (e.g., extended time, modified assignments) and assistive technology to ensure access for all learners. Tiered instruction (RTI2 framework) ensures that students receive differentiated support in core content areas. RTI2 Integration: Small groups and reteaching opportunities are planned based on ongoing data analysis, ensuring students make progress toward grade-level standards.

Professional Collaboration: General education, special education, and multilingual specialists collaborate on lesson planning to include accommodations and modifications. There are opportunities for co-teaching throughout core content blocks and specified time to provide small group instruction.

Inclusive Environments*:* Students with disabilities are consistently included in core academic subjects, enrichment activities, and social interactions, fostering peer relationships and reducing stigma.

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Integrating Special Education Services into the School's Daily Schedule

Rocketship integrates special education services seamlessly into students' daily schedules to preserve access to general education while ensuring students receive the supports they need. Pull-out services are scheduled during non-core instructional blocks, while push-in services—such as co-teaching and paraprofessional support—ensure students remain engaged in grade-level instruction.

Push-in Supports During Core Instruction: Push-in supports allow students to engage in grade-level content with tailored assistance. Co-teaching models are employed during math and ELA blocks, with two teachers (general education and special education) collaboratively delivering instruction using data-driven methods, such as parallel and team teaching.

Pull-Out Supports During Core Instruction: Small-group sessions, speech therapy, and other related services are scheduled during elective periods or personalized learning lab time to minimize disruption to core instruction. Pull-out services are scheduled during non-core instructional time.

Personalized Learning Lab: Rocketship's learning lab provides an opportunity for small-group instruction, skill reinforcement, and personalized interventions. This time is used to address IEP goals while maintaining access to general education peers.

Flexible Schedules: Schedules are tailored to accommodate both academic and therapeutic needs, with students receiving interventions in a way that supports holistic development without compromising grade-level learning.

Supporting Academic Success

At Rocketship, we support academic success for students with disabilities through:

- **Data-Driven Decision Making:** Student progress toward IEP goals is monitored using formative assessments, with regular data reviews to adjust interventions and strategies.
- **Family Partnerships:** Families are key partners in the IEP process. Monthly updates and workshops empower parents to support their child's learning at home.
- **High-Quality Staff and Professional Development:** Special education teachers, paraprofessionals, and related service providers are trained in evidence-based practices through ongoing professional development, including Tennessee's Instructional Practice Guide (IPG).
- **Equity-Focused Outcomes:** By prioritizing inclusion and individualized support, Rocketship ensures that students with disabilities make progress in closing achievement gaps while fostering independence and confidence.

Rocketship Tennessee is dedicated to providing an equitable and inclusive educational experience for students with disabilities and low-incidence disabilities. Through a comprehensive continuum of services, intentional access to the general education program, and seamless integration of supports into the school day, Rocketship empowers every student to achieve their fullest potential.

d. Explain the school's plan to monitor and evaluate the progress and success of students with disabilities. Detail how this plan coordinates with the authorizer's monitoring and evaluation plans.

At Rocketship Tennessee, we are committed to ensuring that all students with disabilities achieve academic and social-emotional success.

Plan to Monitor and Evaluate Success of Students with Disabilities

Our plan to monitor and evaluate the progress of students with disabilities is grounded in data-driven

decision-making, collaboration with families and staff, and alignment with the authorizer's monitoring and evaluation framework.

We maintain a high bar for case management to meet the state and federal guidelines as a minimum. Our focus is rigorous IEP goal development and progress monitoring coupled with our family partnership.

- **Family Partnership:** Our connection with families goes beyond the annual meeting. We create transparency about services and a Rocketeer's progress through IEP Goal Progress Monitoring and reports to communicate with families in their preferred method of contact.
- **IEP Goals**: Our IEP goals are aligned to grade level standards. Goal achievement is supported by objectives/benchmarks that build up to the overall goal. We monitor IEP goals to make data based instructional decisions. Goals are monitored as noted in the IEP.

Coordination with Authorizers Evaluation Plans

Rocketship aligns its monitoring and evaluation plan with the authorizer's framework:

- **Data Sharing and Compliance Reporting:** Quarterly reports include progress on IEP compliance, service delivery minutes, and student outcomes.
- **Site Visits:** During site visits, Rocketship provides access to IEPs, progress reports, and observation records, demonstrating program fidelity and transparency.
- **Collaborative Reviews**: Rocketship incorporates the authorizer's benchmarks into its internal evaluations to ensure consistency.

e. If serving high school grades, describe how the school will determine which diploma type is appropriate for individual students with a disability. Detail how the school will ensure that students with a disability are not precluded from earning a traditional high school diploma.

N/A, Rocketship Tennessee is not serving high school grades.

f. Describe the process and methods for identifying English learners (EL) in compliance with SBE Rule 0520-01-19-.03. Describe the plan to ensure the school is appropriately staffed to maintain Individualized Learning Plans (ILPs) and support EL students' academic success. Detail the plan to monitor and track the ratio of ESL-licensed staff to maintain one licensed ESL teacher for every 35 EL students.

Identifying English Learners (ELS)

Rocketship Tennessee, in compliance with SBE Rule 0520-01-19-.03, will follow the latest policy, State Board Policy 3.207 of 2021 and T.C.A. § 49-1-302; 42 U.S.C. § 2000d; the English as a second language (ESL) policy, to identify and serve non-English language background (NELB) students who are also limited English proficient (LEP). Elsewhere in this application these students are referred to as English Learners (ELs). The process is outlined below.

Home Language Survey

Upon enrollment, in our enrollment packet, the school will identify whether a student is a NELB learner by first checking the student's registration information regarding non-English home

language, if applicable. Each parent enrolling his or her child will be given the home language survey to determine the predominant language spoken in the home. Our administration of the Home Language Survey (HLS) will comply with all applicable laws and regulations. The HLS will be administered within thirty (30) days of enrollment in English, Spanish, and other languages as needed.

Language Proficiency Screening

If the Home Language Survey assessment indicates that there is a language being used other than English, the child will then be identified as a potential English Learner and assessed for English Language Proficiency using the ELPA21 Dynamic Screener or ALT ELPA Screener (K-5)—all students identified as Limited English Proficiency/English Learners will also sit for the ELPA21 Summative or ALT ELPA Summative exam annually to assess English Language Proficiency progress. Families will be notified of program placement and their right to opt out or waive services.

Documentation from Previous Districts

If a student is found to be an active EL in another district, Rocketship will not readminister the HLS or re- assess them with the language proficiency assessment. The previous district provides documentation and assessment data. Rocketship will then refer the family to complete the ELPA21 Dynamic Screener (K-5) or ALT ELPA Screener. Unless an NELB student enters our school with documentation of having achieved Fluent English Proficiency (FEP) in all four domains of language (reading, writing, listening, and speaking) in a previous district, Rocketship must assess the student for English proficiency using a state approved assessment within 30 days of enrollment. Currently, the initial screening instrument is the ELPA21 Dynamic Screener and ALT ELPA Screener. Those NELB students who score below 4.5 on composite or 4.0 or below on any domain shall be entered into the ESL program, and ESL services will be provided. ESL programs are those "especially designed for speakers of other languages" [Tennessee Rules and Regulations, Rule 0520-1-3-.056. a. 1 and 2 ii.].

Individualized Learning Plans (ILPs)

Rocketship ensures that each EL student has an ILP tailored to their language proficiency, academic strengths, and areas of growth. ILPs will be created collaboratively by MLL specialists, general education teachers, and families using TN Pulse. ILPs are reviewed every 4.5 weeks, with progress tracked through formative assessments, ELPA21 and internal assessments. The ILP team (MLL specialists and general education teachers) revises accommodations and goals based on student progress and feedback.

Staffing Plan to Support EL students

RSED-TN's plan to ensure the school is appropriately staffed to maintain Individualized Learning Plans (ILPs) and support English Learners' (EL) academic success involves strategic hiring, professional development, and data-driven interventions, ensuring every student receives the personalized support they need to thrive. RSED-TN will monitor and track a 1:35 ratio of ESL-licensed teachers to EL students, in compliance with state requirements (process is detailed later in this section). Based on a projected 56% EL population, Year 1 staffing will include at least 5 ESL-certified teachers, with additional staff hired as enrollment grows.

Our staffing plan includes:

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- **ML Specialists:** TN 5 will employ ESL-certified or endorsed instructors who provide both co-taught and explicit, small- group and one-on-one services. These co-taught and pull-out Direct ESL services sessions are designed to accelerate language acquisition and reinforce academic skills, enabling ELs to thrive in core content areas.
- **ESL-Certified Teachers:** Every grade level at TN 5 will include at least one ESL-certified Humanities teacher. These educators integrate language acquisition strategies into daily lessons, helping students build the academic vocabulary and critical thinking skills required to meet Tennessee's rigorous standards in literacy and other subjects.

EL services and support relies on collaboration between the ESL-certified learning specialist (Multilingual Learner Specialist) and the content teachers. Our existing campuses have promising data from the 2022-2023 school year, the most recent available data at time of preparing this application, that supports the effectiveness of the English as a Second Language (ESL) delivery model used at those campuses, and we aim to employ strategic staffing up front to mitigate the challenges those campuses have faced.

ESL-Certified Teachers

We will hire Multilingual Learner Specialists (MLL Specialists) that have an ESL certification or endorsement and who can manage ILPs and provide direct services to students based on their ILPs. While elementary courses will have a lead teacher and an MLL Specialist to lead individual and small group instruction or interventions based on expertise and experience, in the case of EL students' service delivery, we will ensure that these services are delivered by a teacher who maintains a current ESL certification or endorsement. MLL specialists will provide direct instruction through co-taught instruction and pull-out Direct ESL Services models as defined in TN 0520-01-19-.01b, while general education teachers will integrate ILP goals into classroom instruction with MLL Specialist support. We will support teachers in continued professional learning to acquire this certification to maintain an adequate balance of EL certified/endorsed teachers to support our ELs.

ML Specialists collaborate with general education teachers to incorporate best practices for students receiving EL services in classrooms, such as: Picture vocabulary around the classroom, Word walls, Visual schedules.

Professional Development (PD):

All teachers receive annual training on ELPA21 standards, proficiency level descriptors, implementing ILPs in the classroom, and best instructional practices for students receiving EL services or who have transitioned out of EL services. Throughout the school year, teachers will receive targeted PD sessions addressing differentiating instruction and integrating ILPs into core curriculum. PD is determined through administrative walkthroughs and analyzing multilingual student data to identify program trends. This PD could include school specific sessions to make instruction more accessible to English Learners across all subjects and content-based sessions that target how to differentiate instruction in a particular content area.

<u>Maintaining and Implementing Individualized Learning Plans (ILPs)</u>

ILPs are central to Rocketship's approach to supporting EL students. Students receiving EL services not only work towards mastering the same standards as native English-speaking students, but also work towards mastering their individual ELPA21 standards and their ELPA21 goals as set through

their ILP. ILPs are reviewed by the ILP team every 4.5 weeks to assess student progress towards language goals. Student progress is tracked and documented in TNPulse. EL teachers use ELPA21 data from the previous year or the screener for newly enrolled students to set individual, specific goals on reading, writing, speaking and listening for and tailor EL services around those needs. ML Specialists implement instruction through a variety of service models, including co-taught instruction and Direct ESL Services via pull-out small group instructional models.
Additionally, transitional EL students are monitored quarterly to ensure they are academically on- track with their monolingual peers. If a transitional student is struggling academically, the ILP team will come together to determine what interventions are necessary to ensure the student has access to grade level content. In addition to the weekly, unit, and quarterly exams, NWEA MAP, and quarterly literacy assessments given to each student annually to measure academic growth, students receiving EL services will take the ELPA21 Summative or ALT ELPA Summative each spring until they can exit the program by demonstrating Fluent English Proficiency on the assessment. ESL-certified or endorsed teachers will use informal assessment/checkpoints related to ELPA21 goals throughout the year. All of this information will be used to track progress on ILPS. Data on internal assessments will be disaggregated for students receiving EL services by the ESL-certified ML Specialists during data days to measure the longitudinal progress of students receiving EL Services against that of their native English-speaking peers.

We will provide co-taught ESL instruction and Direct ESL instructional pull-out services to meet the minimum 60 minutes of direct support for each EL student. For example, the school implements a high-quality instructional materials aligned curriculum, Amplify CKLA, that has an aligned supplementary English Language Development companion curricular program, Language Studio, that we will use to provide direct English Language Development aligned to language standards while supporting content learning.

An ESL-certified or endorsed teacher or MLL Specialist will be responsible for delivering content-based ESL services implementing best practices described below. Tennessee requires pre-functional, beginning, and intermediate ELs (ELPA21 levels 1-3) receive direct service for one to two hours per day, and advanced EL students (ELPA21 levels 4-5) may have programs more tailored to their needs, including, but not limited to, co-taught instruction in which the ESL-certified or endorsed ML Specialist works inside the regular classroom alongside the content teacher with ELs for subjects for which they are most proficient to receive up to one hour of direct service each day until these transitions begin to take place, and Direct ESL pull-out service in which an ESL-certified or endorsed teacher or MLL specialist pulls small groups of students, typical group sizes are 4-8, with similar proficiency levels when possible, to provide targeted English language development and acquisition for up to 60 minutes. ELs work toward mastering the language standards alongside the same academic standards as native English- speaking students.

Plan to Monitor and Track ESL Ratio

Rocketship Tennessee is committed to maintaining a **1:35 ratio of ESL-licensed teachers to English Learner (EL) students**, in full compliance with state requirements. This staffing ratio ensures that all EL students receive high-quality, targeted support aligned with their Individual Learning Plans (ILPs). Rocketship will implement a robust system to monitor and track the ESL-licensed teacher-to-student ratio, ensuring compliance with state standards and alignment with our mission to serve all learners equitably.

Enrollment Projections and Staffing Adjustments

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Enrollment data is reviewed quarterly to monitor the ratio of EL students to ESL-certified or endorsed staff. Adjustments to staffing are made as enrollment changes, ensuring the 1:35 ratio is maintained. Based on a projected 56% EL population, Rocketship's Year 1 staffing will include at least 5 ESL-certified or endorsed teachers for an anticipated enrollment of 336 students. As enrollment grows, additional ESL-certified or endorsed teachers will be hired to maintain the required ratio.

Annual Reviews

Student enrollment data and EL designations will be reviewed during the summer to determine staffing needs for the upcoming year. Quarterly internal audit reviews during the school year will ensure that any changes in EL enrollment are addressed promptly, with adjustments made to staffing as needed. Reports are shared with school leaders and the Executive Director to ensure proactive staffing decisions. Rocketship submits annual reports to the authorizer detailing EL enrollment, staffing ratios, and student outcomes to ensure transparency and compliance.

Data Systems

Rocketship's centralized student information system will track EL student enrollment, proficiency levels, and service delivery to monitor compliance with the 1:35 ratio.

Principals and Multilingual Learner (MLL) Specialists will receive reports on EL student data to align service delivery with staffing needs.

g. Describe the plan to ensure EL students receive supports as outlined in their ILPs and these supports are integrated into the school's daily schedule. Detail the process and methods for monitoring and evaluating EL students' progress toward completing the EL program

Plan to Ensure EL Students Receive Supports as Outlined in Their ILPs

Rocketship Tennessee's plan to ensure that EL students receive the supports outlined in their Individual Learning Plans (ILPs) is rooted in collaboration, continuous monitoring, and tailored instruction. ILPs are designed to address each student's unique language proficiency needs while ensuring access to grade-level content. Our comprehensive approach ensures that every EL student progresses academically and linguistically, in alignment with their ILP goals.

RSED-TN schools utilize comprehensible input strategies to ensure that all instruction is accessible to ELs, even when students are still developing their English proficiency. These strategies include:

- **Co-Teaching & Co-Planning:** Rocketship general education and specialized ESL-certified or endorsed staff work together to co-plan and co-teach multilingual learners to ensure they receive individualized lessons and support tailored to their mastery of foundational literacy skills and scaffolded supports as necessary across all content areas.
- **Input Charts and Visual Supports:** Teachers incorporate comprehensible input and output supports including, but not limited to, visual aids such as charts, pictures, and realia to make academic content tangible and understandable.
- **Gestures and Total-Physical Response (TPR)**: Physical actions help students connect language to meaning, reinforcing vocabulary and concepts.
- **Songs, Chants, and Repetition:** Engaging and interactive practices that aid memory and reinforce new language structures.

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This comprehensive approach creates a dynamic and engaging environment where ELs can meaningfully engage in content instruction, particularly in listening and reading activities. Frequent opportunities to participate in partner, small group, and class discussions provide students with the chance to practice and produce language, accelerating their acquisition of English. Our approach aligns with Metro Nashville Public Schools strategic plan in *advancing equitable access to educational opportunities for English learners* to improve their academic achievement, language outcomes, and overall self-efficacy.

Rocketship emphasizes the importance of habits of discourse, fostering meaningful peer-to-peer interactions during partner work, group discussions, and classroom dialogues. These structured opportunities to communicate enhance both content understanding and language development. During instruction, students benefit from:

- **Explicit Academic Vocabulary Instruction**: Focused lessons that build the specialized language needed for success in academic contexts.
- **Scaffolded Speaking and Writing Activities:** Strategies that guide students to use academic language accurately and confidently in their responses.
- In recognition of the projected sizable English Learner population at TN 5, all Rocketship teachers will be trained on **Sheltered English instructional strategies.** This evidence-based framework is aligned with Tennessee standards and equips teachers with the skills and strategies to effectively integrate language acquisition into core content instruction.

Sheltered English emphasizes:

- **Content-based instruction and accessibility:** Teachers make grade-level content accessible to students. Lessons simultaneously focus on content knowledge and language acquisition.
- **Simple language:** Teachers use clear, direct, and simple English.
- **Scaffolding:** Teachers use scaffolding strategies to connect new learning to prior learning, such as modeling, visual aids, sentence frames, and graphic organizers to bridge language gaps.
- **Interactive Learning and Collaboration:** Teachers provide opportunities for collaboration and cooperative learning, via peer interactions, and hands-on activities to encourage active participation and language practice.
- **Differentiation:** Students are grouped based on their English proficiency levels and learning needs. Teachers provide individualized support through differentiated tasks, small-group instruction, and targeted interventions.

Students receiving EL services not only work towards mastering the same standards as native English-speaking students, but also work towards mastering their individual ELPA21 standards and their ELPA21 goals as set through their ILP. ILPs are collaboratively developed for each EL student, taking into account their language proficiency, academic strengths, and areas of growth. Generally, ILPs will be developed by ESL-certified or endorsed teachers in collaboration with other content areas and general education teachers, school leaders, ML Leads, MLL Specialists, counselors, parents, and/or the student. Parents or guardians shall be included in the ILP process. The ILP team shall meet with parents/guardians once per school year to review the ILP. If the student is at a level to provide meaningful information to the process, the ILP will be shared with the EL to ensure that the student

understands his or her goals and growth targets. Student feedback on accommodations, goals, and growth will be collected as needed throughout the academic year and used to revise accommodations and ILPs.

ILPs are reviewed by the ILP team every quarter to assess student progress towards language goals. Student progress is tracked and documented in TNPulse. EL teachers use data from the previous year or the most recent ELPA assessment or screener to set individual, specific goals on reading, writing, speaking and listening for and tailor EL services around those needs. MLL Specialists implement instruction through a variety of service models, including co-taught instruction, Direct ESL pull-out small group instructional services and SIOP models. ESL teachers and ML Specialists also use TNPulse to track linguistic growth and prepare for testing. Additionally, transitional EL students are monitored quarterly to ensure they are academically on-track with their monolingual peers. If a transitional student is struggling academically, the ILP team will come together to determine what interventions are necessary to ensure the student has access to grade level content.

If an EL student also has an Individualized Education Program (IEP) as a result of a disability as categorized under the Individuals with Disabilities Education Act (IDEA), the student will be assessed using the ALT ELPA Summative as appropriate, and the student's needs from that disability shall be met through accommodations on the IEP. Any accommodations indicated on the student's ILP will be implemented and monitored throughout the year to determine effectiveness and need. ILPs are regularly reviewed, and adjustments are made based on ongoing assessment data and student progress. ILPs are dynamic documents that reflect the evolving needs of EL students.

ILPs Integration into Student's Daily Schedules

Rocketship Tennessee ensures that the supports outlined in Individual Learning Plans (ILPs) for EL students are fully integrated into the school's daily schedule, allowing for seamless alignment between language development and core academic instruction. This integration ensures that EL students receive consistent and meaningful support throughout the school day while progressing toward both their ILP and grade-level goals. Service delivery includes:

- **Co-Taught Instruction:** Rocketship general education and specialized ESL-certified or endorsed staff work together to co-plan and co-teach multilingual learners to ensure they receive individualized lessons and support tailored to their mastery of foundational literacy skills and scaffolded supports as necessary across all content areas. MLL Specialists work alongside general education teachers to provide individualized language support during core subject lessons.
- **Direct ESL Services:** Small groups of EL students with similar language proficiency levels receive direct instruction tailored to their ILPs delivered by an ESL-Certified or Endorsed ML Specialist or ESL Teacher.

Integrated ILP Goals in Core Content Areas

General education teachers embed ILP goals into their daily lesson plans, ensuring that language development is integrated into instruction for math, science, and literacy. Daily Community Meetings include activities that help EL students practice speaking and listening skills in a low-pressure environment. For example, students participate in role-playing or storytelling exercises that reinforce both language acquisition and social-emotional skills. The daily schedule includes Targeted Intervention Time, during which EL students receive personalized support based on their ILPs.

Section 1.8 - Special Populations

(Required for All Sponsors)

During this time, EL teachers and interventionists focus on closing gaps identified through TN Pulse data, addressing specific challenges such as grammar usage or reading fluency.

Monitoring and Evaluating EL Students Progress

Rocketship uses a multi-faceted approach to monitor and evaluate EL student progress. In general, ESL-certified or endorsed classroom teachers and ML Specialists are responsible for implementing ILPs, tracking, and updating goals through monitoring of classroom learning activities. Teachers are supported in this work by the Multilingual Lead who typically serves as Assistant Principal providing ongoing professional development.

The school employs a combination of formative and summative assessments to monitor the academic progress of EL students. In addition to the annual assessments given to all students and the weekly, unit, and quarterly exams, NWEA MAP, and quarterly literacy assessments given to each student annually to measure academic growth, students receiving EL services will take the ELPA21 Summative or ALT ELPA Summative each spring until they can exit the program as demonstrated by obtaining Fluent English Proficiency on the assessment. ESL-certified or endorsed teachers and ML Specialists will use informal assessment/checkpoints related to ELPA21 goals throughout the year. All of this information will be used to track progress on ILPS. Data on school-based assessments will be disaggregated for EL students by the ESL-certified or endorsed MLL Specialist during data days to measure the longitudinal progress of students receiving EL Services against that of their native English-speaking peers (in addition to disaggregating data by race, gender, etc.) within our program.

Classroom teachers will engage in ongoing data analysis in weekly coaching meetings and will engage in strategic planning around achievement and growth data at least quarterly throughout the school year. Teachers will continuously address achievement and growth gaps through the implementation of research-based differentiation strategies and scaffolds related to teaching practices including comprehensible input and output, or practices for assessing student competencies across the ELPA21 domains.

Benchmarks will be established to gauge language proficiency and content mastery aligned to each student's language goals in their ILP, tracked and updated approximately each quarter. Continuous evaluation by the ILP team ensures that EL students receive the necessary support for their academic success and will determine if students have attained the language skills necessary to succeed without additional language support. The school uses data to inform instructional decisions, program effectiveness, and areas for improvement. The ongoing progress monitoring cycle will ensure that EL students achieve language and academic proficiency.

ESL Program Completion

EL students who score 4 or above in all non-exempt domains on the ELPA21 Summative assessment shall be exited from Direct or Indirect ESL services. EL students who score 3 or above in any non-exempt modalities on the ALT ELPA21 Summative assessment shall be exited from Direct ESL Services.

Transitional EL students are considered proficient and may be mainstreamed in the regular classroom with careful monitoring for two (2) years.

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Students who have exited the EL program will be monitored for up to four years to ensure students continue to make adequate progress with grade level material.

ESL Program Completion

Students who have met the exit requirements by the SBE and have completed at least two years in school will be reclassified. Students who have exited the bilingual program will be monitored for up to four years to ensure students continue to make adequate progress with grade level material. Teachers will review academic data and discuss student progress, making instructional shifts as needed to address students who have low performance or have not made adequate growth.

Rocketship uses a research-based approach to program development and curriculum selection. All teachers will engage in annual ELPA21 standards, Can Do Descriptors, Proficiency Level Descriptors, and implementing ILPs training required by MNPS as well as be trained in research-based strategies for educating English Learners and how ESL services are delivered, including Guided Language Acquisition Design (GLAD), Sheltered Instruction Observation Protocol (SIOP), and Specially Designed Academic Instruction in English (SDAIE) strategies. Additionally, they will receive training in strategies to teach their content in a manner inclusive of all students. Some of the strategies that are covered include:

- Using multimodal techniques: objects, pictures, labeled diagrams, modeling what kids need to do, using gestures, body language, and movement.
- Building or activating background knowledge about a topic
- Creating opportunities for student discussion and collaboration with language scaffolds like sentence starters and word banks
- Teaching content and academic vocabulary explicitly to provide access to new materials
- Using graphic organizers to break down complex tasks or organize key ideas
- Visual schedules

The assistant principal, who manages the MLL specialists, provides this training for all teachers. Throughout the school year, the Principal and Assistant Principal conduct monthly instructional walkthroughs. During these walkthroughs the administrative team collects evidence as to what extent these strategies are being employed across classrooms and then makes recommendations on how to improve deployment of these strategies across classrooms. Recommended actions could include teacher professional development, individual coaching, or modeling of these strategies for teachers who are not employing them. This PD could include school specific sessions to make instruction more accessible to English Learners across all subjects and content-based sessions that target how to differentiate instruction in a particular content area. EL teachers collaborate with general education teachers to incorporate best practices for students receiving EL services in classrooms, such as:

- Picture vocabulary around the classroom
- Word walls
- Visual schedules

This comprehensive EL program reflects RSED-TN's commitment to providing equitable access to rigorous academic content for all learners in Antioch/Cane Ridge. By leveraging expert leadership, dedicated instructors, and standards-aligned assessments, Rocketship ensures that EL students develop both the language proficiency and academic mastery needed to succeed in school and beyond. As such, our approach is in alignment with Metro Nashville Public School's vision for serving this special

population.

h. Describe the process and methods by which the school will appropriately identify at-risk students and specify how academic and behavioral data will aid in this identification. Describe the plan to monitor academic progress and address the learning needs of at-risk students. Detail the programs, strategies, and supports the school will use to ensure the success of at-risk students.

Identifying At-Risk Students

Rocketship Tennessee **appropriately identifies at-risk students through a comprehensive Response to Intervention (RTI) program**, a data-driven model designed to efficiently and effectively identify students who may be at risk of falling short of grade-level expectations. RTI is a data-based instruction and intervention model designed to efficiently and effectively identify at-risk and academically low-achieving students, match them with appropriate, evidence-based interventions, and guide teams in engaging in a clear problem-solving process to ensure that every student receives the support they need in order to achieve grade level expectations. Consistent with TN state requirements and our other existing schools, we will employ RTI at Rocketship TN 5 to assist students at the individual level.

Using Academic and Behavioral Data

Rocketship Tennessee uses academic and behavioral data to identify at-risk students by leveraging tools such as performance assessments, attendance tracking, and social-emotional and behavioral screeners (SEBS). These data points provide critical insights into students' academic progress, attendance patterns, and social-emotional needs, enabling the school leadership team to implement timely and targeted interventions.

Academic Performance

Academic data is gathered through cycles of assessment, including 8-week cycles for reading, 4–5-week cycles for math, and trimester NWEA MAP assessments. If a classroom or individual students fall below achievement expectations, regional and school-based leaders collaborate with teachers to:

- **Identify Gaps:** Pinpoint the root causes of underperformance using student work and assessment trends.
- **Develop Action Plans**: Co-create data-driven action plans and coaching strategies to address gaps in academic achievement.
- **Implement Interventions:** Principals and Assistant Principals provide targeted coaching, increase the frequency of student work review meetings, and monitor outcomes weekly. Additionally, there is an increase in the frequency of student work review meetings. In the case that a teacher does not execute on the Coaching and Data Action Plan, we create a discussion log that may lead to further performance improvement and management actions.

Attendance Data

Behavioral data, such as attendance patterns, plays a crucial role in identifying at-risk students. Chronic absenteeism is flagged through regular monitoring, prompting the school leadership team to engage families and implement appropriate interventions. These may include: meetings with parents to address barriers to attendance; increased communication and support to ensure students remain engaged; consequences, such as loss of privileges (e.g., field trips), to emphasize the importance of

consistent attendance.

Social Emotional and Behavior Screener (SEBS)

The **Social-Emotional and Behavior Screener (SEBS)** is used to assess students' needs across campus. SEBS data informs:

- **Universal Interventions:** School-wide initiatives to support all students' social-emotional and behavioral development.
- **Targeted Supports:** Small group interventions for students exhibiting moderate needs.
- **Individualized Plans:** Intensive behavioral or social-emotional interventions for students requiring additional support.

By integrating SEBS results into decision-making, the leadership team ensures that behavioral and social-emotional needs are addressed holistically, complementing academic interventions.

Rocketship Tennessee's comprehensive use of academic, attendance, and behavioral data ensures that at-risk students are identified early and supported through tailored interventions. This data-driven approach enables the school to address the unique needs of each student, ensuring progress across academic, social-emotional, and behavioral domains.

Plan to Monitor Academic Progress and Learning Needs

Rocketship Tennessee has a comprehensive plan to monitor academic progress and address the learning needs of at-risk students by leveraging data-driven systems, collaborative problem-solving, and tailored interventions. By combining regular assessments, ongoing progress monitoring, and targeted supports, the school ensures that every at-risk student receives the resources needed to succeed academically.

Monitoring Academic Progress

Similar to our EL students, academic progress is tracked using trimester NWEA MAP assessments, 8-week data cycles for reading, and 4–5-week cycles for math. These tools provide consistent benchmarks to identify trends and gaps in student achievement. Then, grade-level teams, including interventionists and school leaders, meet biweekly to review student performance data, identify at-risk students, and design intervention strategies. Teachers and leaders analyze student work samples to pinpoint specific areas where students need additional support, such as foundational skills or higher-order problem-solving. At-risk students placed in Response to Intervention (RTI) or Multi-Tiered System of Supports (MTSS) programs have their progress monitored on a biweekly basis.
We then provide targeted progress tracking in literacy and math, allowing teachers to adjust instruction as needed.

Monitoring *Learning Needs*

The Social-Emotional and Behavior Screener (SEBS) identifies additional learning needs and supports needed to address barriers to learning, such as anxiety or lack of focus.

Strategies to Support At-Risk Students

Rocketship Tennessee uses a tiered approach to address the unique needs of at-risk students, ensuring that interventions are aligned with their academic goals.

- **Tier 1: High-Quality Core Instruction:** Differentiated instruction in general education

classrooms ensures all students receive appropriate levels of challenge and support. Teachers incorporate Sheltered Instruction Observation Protocol (SIOP) strategies to make content accessible, particularly for English Learners and students with disabilities.

- **Tier 2: Targeted Small-Group Interventions**: Students who require additional support participate in small-group interventions focused on specific skills, such as reading fluency or foundational math concepts. These sessions occur during Targeted Intervention Time (TIT), a daily block dedicated to individualized or small-group support.
- **Tier 3: Intensive Individualized Interventions**: Students with significant learning gaps receive one-on-one instruction tailored to their specific needs, often led by interventionists or specialists. Intervention plans are closely aligned with Individual Learning Plans (ILPs) or Individualized Education Programs (IEPs) for students requiring additional accommodations.

Additional interventions include:

- **Social Skills Groups:** Children working on targeted social-emotional skills (i.e. self-regulation, cooperative play) by using either a combination of resources and activities or a structured curriculum
- **Check in Check out:** 1-2 goals for the student to focus on and build a daily point sheet. One or more members of the team schedule daily check-ins (morning) and check-outs (afternoon) with the student to set daily goals, encourage a growth mindset, and reflect on progress.
- **Lunch Bunch:** Students who need to build relationships and rapport with a particular staff member or members. Specified staff members then pull the group of students for a lunch bunch (frequency determined by the team). The lunch bunch should be purely relationship building.
- **Behavior Plan Coaching:** Coaching in the classroom to both an identified student and his/her teacher around using replacement behaviors, utilizing coping skills, and working with an incentive system.
- **Counseling:** Individual or group counseling services

i. Describe the plan and procedures to identify intellectually gifted students. Detail the use of research-based instructional programs, practices, strategies, and opportunities to meet these students' academic needs. Explain how the school will monitor and evaluate the progress and success of intellectually gifted students.

Plan and Procedures to Identify Intellectually Gifted Students

Rocketship Tennessee's plan and procedures to identify intellectually gifted students leverage our personalized learning model, rigorous assessment systems, and collaborative partnerships with families. By combining early detection, ongoing progress monitoring, and tailored instruction, we ensure that high-performing students are identified promptly and provided with opportunities to excel academically.

Early Detection and Ongoing Assessment: Rocketship uses universal screeners for all students in the first four to six weeks of school to identify those who may be at risk academically or who exhibit exceptional potential. For students flagged as potentially gifted, we follow the same rigorous evaluation process used for students with disabilities. This includes classroom observations, teacher input, and initial accommodations to determine if the student's needs can be met through classroom differentiation or if an Exceptional Education (EE) evaluation is warranted. If an EE evaluation is

pursued, the school psychologist administers assessments to confirm eligibility for gifted services under Tennessee guidelines.

Role of Gifted Specialist and Consultation: Rocketship partners with **Project Play**, which provides certified gifted specialists who work on a consultation basis. The gifted specialist collaborates with teachers and school leaders to develop and monitor **Individualized Education Programs (IEPs)** for gifted students. They ensure that programming aligns with the student's unique strengths and the evaluation results.

Family Collaboration: Families are engaged throughout the identification process through conferences and meetings to discuss their child's needs and progress. This ensures alignment between home and school supports.

Research-based Instructional Strategies to Meet Student Academic Needs

Rocketship Tennessee utilizes a variety of research-based instructional programs and practices to meet the unique academic needs of intellectually gifted students, ensuring they are challenged, engaged, and supported in achieving their full potential.

With Rocketship's personalized learning model, we will be able to accelerate each student to reach their full potential as evidenced by Rocketeers in the top quartile of NWEA MAP consistently exceeding one year's worth of growth while at Rocketship. Due to our internal systems measuring student gains every four to six weeks, we will be able to monitor our high-achievers to make sure that their gains continue and do not regress. We will effectively serve this population in a variety of ways:

- **Focused Instruction:** Rocketship's standard instructional approach is for teachers to plan their lessons with at least three groups of students in their development towards meeting the same overall grade-level standards. All students, including high-performing students, receive targeted small group Guided Reading and skills instruction in both the Humanities and STEM blocks.
- **Differentiation:** Teachers use data from universal screeners, NWEA MAP, and ongoing assessments to design individualized learning experiences for gifted students. Additionally, small-group instruction within Humanities and STEM blocks allows for advanced exploration of content. For example, a gifted student excelling in math might work on accelerated problem-solving tasks or engage in collaborative projects focused on real-world applications.
- **Project-Based Learning (PBL):** Gifted students participate in PBL activities that promote critical thinking, creativity, and deeper learning. For instance, a recent project involved designing planets and aliens, requiring students to apply scientific concepts, creativity, and problem-solving skills. PBL fosters engagement by aligning with students' interests and challenging them to explore interdisciplinary concepts.
- **Family Collaboration:** For home, teachers will provide high-performing students with additional materials to deepen their understanding of a particular subject area aligned to their data and education needs.
- **Daily Enrichment:** In the **Learning Lab**, high-performing students have access to a variety of leveled literature and use adaptive software that challenges them and their educational level. Enrichment activities also include independent research projects, advanced reading lists, and creative writing tasks tailored to their strengths.

Section 1.8 - Special Populations

(Required for All Sponsors)

Monitoring and Evaluating Progress and Success

Rocketship Tennessee employs a robust system to monitor and evaluate the progress of intellectually gifted students:

- **Ongoing Assessment and Data Tracking:** Student progress is monitored every four to six weeks using internal assessments and tools like NWEA MAP to ensure continuous growth. Teachers use this data to adjust instructional plans and enrichment activities as needed.
- **Individualized Education Programs (IEPs):** For students with gifted IEPs, regular reviews ensure that their goals are being met. The IEP team, which includes the gifted specialist, evaluates the effectiveness of services and modifies plans as necessary.
- **Teacher and Family Feedback:** Teachers provide regular updates to families about their child's progress, while families share insights about their child's interests and challenges. Feedback is also collected during parent-teacher conferences and home visits to ensure alignment between school and home strategies.
- **Success Metrics:** Success is measured by academic growth (e.g., exceeding grade-level benchmarks on NWEA MAP), engagement in enrichment activities, and the development of critical thinking and problem-solving skills. Gifted students' participation and performance in project-based learning and independent research projects are also evaluated to ensure they are appropriately challenged.

Section 2 – Operations Plan and Capacity

Section 2.1 – Governance

(Required for All Sponsors)

Rocketship Education Tennessee ("RSED-TN") is the sponsoring entity submitting this application to open TN 5 in Davidson County. With the full partnership and support of Rocketship Education ("RSED-National"), RSED-TN is excited to replicate the Rocketship educational model and best practices to benefit more Tennessee students and the students and families of Antioch and Cane Ridge. In moving ahead with this work, RSED-TN draws on over 18 years of RSED-National's experience, and on the RSED-National CMO's robust administrative and operational support as RSED-TN forges forward with planning, launch, and implementation efforts for Rocketship TN 5.

a. Describe the composition and size of the governing board and board committees. Explain how the proposed governance structure and composition will ensure there will be active and effective representation of key stakeholders and will ensure the proposed school will be an educational and operational success.

Like other Rocketship Tennessee schools, Rocketship TN 5 will be governed by the RSED-TN Board, a diverse, skilled, and representative board currently composed of 14 members that ensures active stakeholder engagement and rigorous oversight of the school's educational, operational, and financial performance.

Board Composition and Active Stakeholder Representation
The RSED-TN Board includes members with the following backgrounds:

- **Professionals**: Experts in education, finance, law, and nonprofit governance, providing the necessary skills to ensure operational success and financial accountability.
- **Parent Representatives**: Parents of Rocketship students ensuring consistent representation of family and community voices in decision-making.
- **Community Leaders**: Members from the local community bringing valuable and authentic perspectives and further aligning the board's decisions with the needs and values of the community Rocketship serves.

Beyond board representation, Rocketship actively engages stakeholders through:

- Regular **feedback mechanisms**, such as surveys, home visits, and community meetings.
- **Parent conferences**, held three times annually, to discuss student progress and align goals between the school and families.

Committees for Effective Oversight
To ensure focused oversight, the RSED-TN Board has established key committees aligned with the school's mission and goals:

- **Business Committee**: Monitors budgets, financial controls, and resource allocation to ensure fiscal sustainability and operational efficiency.
- **Achievement Committee**: Reviews academic performance data (e.g., assessment results) and ensures alignment with Tennessee standards, instructional goals, and sub-group progress.
- **Executive Committee:** Oversees board governance, recruitment, training, and evaluation to

ensure continuous improvement and diverse expertise among board members.

Effective Governance for Success
The RSED-TN Board meets regularly to review financial reports, monitor academic data, and address operational priorities. Through clearly defined strategic plans, board committees, and staff and stakeholder engagement, the RSED-TN Board ensures strategic, data-driven decisions that support student achievement, operational sustainability, and financial accountability.

By combining professional expertise, parent and community leader representation, and strong systems for oversight and stakeholder engagement, Rocketship TN 5's governance structure will ensure the school's long-term success and alignment with the community it serves.

b. Explain how the board will evaluate the success of the school, the school leader, and its own performance.

The RSED-TN Board will use clear, measurable metrics to evaluate the School, School leadership, and its own performance, ensuring effective oversight of the educational, operational, governance, and financial aspects of the school's performance. The RSED-TN Board's composition, which includes experts in education, finance, law, and community engagement, ensures diverse perspectives and subject matter expertise that supports and enhances accountability throughout the evaluation process.

School Evaluation: The RSED-TN Board will assess the school's success through a combination of quantitative and qualitative measures:

- **Academic Metrics:** The RSED-TN Board will review standardized test score reports, student growth on NWEA, subgroup performance, and attendance rates to ensure alignment with the school's mission. These measures will be reviewed in depth by the RSED-TN Board at Achievement Committee meetings.
- **Operational Metrics:** The RSED-TN Board will review the school's financial health, staff retention rates, compliance with Tennessee charter regulations, and family satisfaction surveys, among other operational data points.
- **Stakeholder Feedback:** The RSED-TN Board will receive regular input from families, staff, and community members to ensure decisions reflect the needs of all key stakeholders. An example of how we collect this data is our annual school climate/satisfaction survey.

This comprehensive evaluation will ensure that the school meets its academic and operational goals while maintaining alignment with community needs and values.

School Leader Evaluation: The RSED-TN Board will evaluate the school leader based on their ability to achieve measurable annual goals and demonstrate effective leadership in:

- **Academic Leadership:** Driving student achievement and meeting state academic standards.
- **Operational Management:** Maintaining compliance, efficient resource allocation, and staff retention.
- **Community Engagement:** Building a positive school culture and fostering strong partnerships with families and the broader community.

Evaluations will use surveys, retention rates, satisfaction surveys, and school climate data, complemented by regular check-ins to provide actionable feedback and support.

Board Self-Evaluation: The Executive Committee will lead the RSED-TN Board's evaluation through the use of internal and external assessments. Key focus areas include:

- Strategic oversight of academic and operational goals
- Financial management and risk mitigation
- Stakeholder engagement and adherence to governance best practices

By evaluating its effectiveness regularly, the board will refine its governance strategies to better support the school's success.

Through its diverse expertise, clear evaluation processes, and focus on continuous improvement, the RSED-TN Board will work toward robust oversight and equitable outcomes for all students.

c. Describe how the board will develop over time. Explain plans for recruiting board members with identified skills and addressing board member attrition.

The RSED-TN Board is committed to sustaining effective governance through a strategic approach to development, recruitment, and managing attrition. This ensures the board maintains the expertise and representation needed to guide the school's long-term success and sustainability.

Board Development: The RSED-TN Board will prioritize the continuous development of its members to enhance governance effectiveness. Members will participate in the following:

- **Ongoing Training:** Annual sessions in nonprofit governance, financial oversight, and education policy to build capacity and align with best practices.
- **Professional Growth Opportunities:** Conferences, workshops, and tailored training on Tennessee charter school requirements and local community engagement strategies.
- **Self-Evaluation:** Led by the Executive Committee, annual self-assessments will identify areas for individual and collective improvement to strengthen oversight and decision-making.

Recruitment Plan: The Executive Committee will conduct regular skills audits to identify expertise gaps in areas such as financial management, legal compliance, education policy, and community engagement. To fill these gaps, the board will:

- **Target Diverse Expertise:** Proactively recruit professionals with the skills needed to address evolving school needs.
- **Engage the Community:** Actively recruit parent representatives and individuals from the area to ensure the board reflects the community's needs and priorities.
- **Build a Candidate Pool:** Establish relationships with local organizations, civic groups, and higher education institutions to create a pipeline of potential board members.

Addressing Attrition: To ensure continuity in governance, the RSED-TN Board will:

- **Develop a Succession Plan:** Outline strategies for replacing departing members and onboarding new members efficiently.

- **Comprehensive Onboarding:** New members will receive training on board responsibilities, school operations, and Tennessee charter requirements.
- **Retention Strategies:** Foster engagement and long-term commitment by creating a collaborative board culture and providing opportunities for meaningful contributions.

This strategic approach to development, recruitment, and succession ensures that the RSED-TN Board remains representative of the local community, well-informed, and prepared to guide the school's educational and operational success.

d. Describe the training or orientation new board members will receive. Detail the ongoing development will existing board members receive.

At Rocketship TN 5, the governing board plays a crucial role in ensuring the school's mission and goals are achieved while maintaining compliance with state and federal regulations. To prepare new RSED-TN Board members to meet their responsibilities, Rocketship offers a board member orientation, and comprehensive training, and programs including those that align with Tennessee Code Ann. § 49-13-111(o), which mandates that all annual board training be approved by the State Board of Education.

Board Orientation: New board members will undergo a formal orientation program designed to introduce them to Rocketship Public Schools' governance model, the specific needs of Rocketship TN, and the legal and fiduciary responsibilities that come with board service. This orientation will cover key topics such as:

- **Overview of Rocketship's mission** and educational philosophy, emphasizing the school's commitment to equal access to opportunity for all.
- **Roles and responsibilities of board members**, including how to oversee the school's finances, academic performance, and compliance with state and federal regulations.
- **Review of state-specific regulations and statutes**, particularly those related to charter schools in Tennessee, including public accountability requirements, conflict of interest policies, and the Tennessee Open Meetings Act.
- **School-specific performance data**, including academic and financial metrics, to ensure new board members understand each school's strengths and challenges.
- **Understanding special populations**, such as students with disabilities and English Learners, ensuring that board members are prepared to make informed decisions that support *all* students.

This training will be conducted by a combination of Rocketship's central office staff, experienced board members, and external consultants approved by the State Board of Education. New members will also be assigned a mentor from the existing board to help them acclimate and provide guidance during their first year.

To ensure ongoing development, annual training sessions for all board members will be scheduled, addressing emerging issues in education, legal updates, and governance best practices. This training will be customized to meet the specific needs of the board and will always adhere to the requirements set forth by the State Board of Education.

Documentation of completed training will be submitted to the school's authorizer, ensuring full compliance with state laws.

Ongoing Development for Existing Board Members

In addition to the initial orientation for new members, the RSED-TN Board is committed to continuous learning and development. Every year, board members will participate in ongoing professional development sessions designed to enhance their governance skills and keep them informed of new developments in education policy, financial management, and charter school oversight. These sessions will focus on:

- **Legal and compliance updates** to ensure the board stays abreast of any changes in state or federal laws that impact charter school operations.
- **Best practices in academic oversight**, including training on how to analyze student performance data, monitor progress toward academic goals, and ensure the school's instructional program remains aligned with state standards.
- **Financial stewardship training**, which will focus on managing the school's budget, ensuring transparency, and maintaining fiscal health.
- **Specialized student population workshops**, designed to help board members understand the needs of key subgroups, including students with disabilities, English Learners, and those at risk of academic failure.

Rocketship will continue to seek out state-approved external providers for required training, ensuring that board members receive the most up-to-date and relevant guidance. These development opportunities will reinforce the board's ability to govern effectively, promoting the long-term success of Rocketship TN 5.

e. Describe the circumstances under which complaints will be brought to the board, and the process for addressing them.

Rocketship TN 5 is committed to maintaining open lines of communication between the school, families, and the community. While most concerns or complaints will be addressed by school leadership at the local level, there are certain circumstances in which complaints may need to be elevated to the governing board. The process for addressing complaints is designed to ensure fairness, transparency, and timely resolution.

If a complaint cannot be resolved at the school level through discussions with teachers, administrators, or the Principal, the complainant may escalate the issue to the board. Examples of complaints that may be brought to the board could involve:

- **Allegations of violations** of major school policies or charter agreements.
- **Concerns related to the legal or fiduciary responsibilities** of the board, such as budget management or compliance with state and federal laws.
- **Serious concerns regarding student safety, discrimination, or violations of student rights**, particularly if the school's administration has been unable to resolve the issue.

When a complaint is brought to the board, the following process will be followed:

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1. **Formal submission:** The complainant will be required to submit the complaint in writing, outlining the specific issue and the steps taken to resolve it at the school level.
2. **Board review:** The board will review the complaint to determine whether it falls within its purview. If the board determines that the issue is a matter for school administration to handle, it may refer the complaint back to the Principal for further resolution.
3. **Investigation:** If the board determines that the complaint warrants its attention, an investigation may be initiated. This may involve gathering additional information from school leadership, staff, students, or other relevant parties.
4. **Board hearing:** Depending on the nature of the complaint, the board may hold a hearing, allowing the complainant and any relevant school representatives to present their perspectives. The board will ensure that due process is followed, particularly in cases where student rights or safety are involved.
5. **Decision and communication:** After reviewing the information and holding any necessary hearings, the board will make a decision on how to resolve the complaint. The decision will be communicated to all parties in writing, and will note the findings as appropriate, as well as any actions that should be taken to address the issue.

Protecting the Rights of All Students in Disciplinary Matters

For complaints that involve the School's disciplinary actions or expulsion decisions, students and parents will have the right to appeal the school's decision to the RSED-TN Board. The appeal process will be outlined in the school's student-parent handbook, ensuring that families understand their rights and the steps they need to take if they wish to contest a decision.

When disciplinary actions involve students with disabilities or other special populations, Rocketship TN 5 will take additional steps to ensure that students' rights are fully protected. The RSED-TN Board, in its review of any disciplinary complaints, will review whether the applicable state and federal obligations to students, including students with disabilities, were followed including those outlined in the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act.

Through this transparent and legally compliant process, Rocketship TN's board will ensure that all complaints are handled fairly, with due process, and respect for the rights of students and families.

f. List all current and identified board members and their areas of focus or expertise in Table 4: Board Members.

See **Table 4.**

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g. Provide the following documents as attachments:

- ***Articles of Incorporation as Attachment G***
- ***Proof of non-profit and tax-exempt status as Attachment H***
- ***By-laws as Attachment I***
- ***Board Member Code of Conduct as Attachment J***
- ***Conflict of Interest Policy as Attachment K***
- ***Board member resumes or biographies as Attachment L***
- ***Board policies (including frequency of meetings, open meetings, and open records) as Attachment M***

Please see **Attachments G-M**. These attachments include documents for RSED-TN, the proposed governing entity. As demonstrated in these documents, RSED-TN is a Tennessee nonprofit, public benefit corporation that holds a main office of: 311 Plus Park Blvd. Ste 130, Nashville, Tennessee. The Internal Revenue Service letter establishing RSED-TN's tax-exempt status is addressed to RSED-TN's local counsel in Nashville, TN and the Rocketship network's main corporate office in San Jose, California where central office staff manage network correspondence.

Table 4: Board Members

(Required for All Sponsors)

Name	Address	Current Role	Area of Focus / Expertise	Board Position	Proposed Total Term Length
		Job and Employer	Ex: Legal, Real Estate, Finance, etc.	Ex: board chair, other officer, parent representative, ex officio member	
April Taylor	311 Plus Park Blvd Suite 130, Nashville, TN 37217	Talent VP, AllianceBernstein	Talent	Board President/Chair	2
Abby Spaulding	311 Plus Park Blvd Suite 130, Nashville, TN 37217	Financial Planner, Continuum Planning Partners	Business	Secretary	2
Anderson Green	311 Plus Park Blvd Suite 130, Nashville, TN 37217	Vice President, Green & Little, LP	Real Estate	Member	2
Dr. Diarese George	311 Plus Park Blvd Suite 130, Nashville, TN 37217	Founder & Executive Director, TN Educators of Color Alliance	Achievement	Member	2
Henderson Majors	311 Plus Park Blvd Suite 130, Nashville, TN 37217	Art Teacher, Montgomery Bell Academy	Achievement	Member	2
Dr. James Hildreth	311 Plus Park Blvd Suite 130, Nashville, TN 37217	President & CEO, Meharry Medical College	Achievement	Member	2
Jeff Brown	311 Plus Park Blvd Suite 130, Nashville, TN 37217	Divisional Training Manager, Dollar General	Business	Member	2
John Eason	311 Plus Park Blvd Suite 130, Nashville, TN 37217	Member at Bass, Berry & Sims	Legal	Member	2
June Nwabara	311 Plus Park Blvd Suite 130, Nashville, TN 37217	Regional Vice President Of Operations, Wellpath	Business	Member	2

Kanika Covert	311 Plus Park Blvd Suite 130, Nashville, TN 37217	Rocketship Parent; Founder, Girls Are Leaders Too	Community	Parent/Member	2
Lindsey Margraf Rudd	311 Plus Park Blvd Suite 130, Nashville, TN 37217	Partner, TNTP	Achievement	Member	2
Malick Gaye	311 Plus Park Blvd Suite 130, Nashville, TN 37217	Director of Public Relations and Social Media, Nashville Chamber Of Commerce	Community	Member	2
Phil Elbert	311 Plus Park Blvd Suite 130, Nashville, TN 37217	Senior Partner, Neal & Harwell, PLC	Legal	Member	2
Rob Elliott	311 Plus Park Blvd Suite 130, Nashville, TN 37217	President, Stansell Electric	Business	Vice-President	2

Section 2.2 – Facilities
(Required for All Sponsors)

a. Describe the facility needs for the proposed school based on its academic focus, academic plan, and projected enrollment. List requirements such as number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Identify additional school spaces and their square footage, including science labs, art room, computer labs, library/media center, cafeteria, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, work room/copy room, supplies/storage, teacher work rooms, restrooms, and other spaces.

Based on the enrollment model and Rocketship's experience, the proposed school will require a facility consistent in size with the other three Rocketship Tennessee campuses: about 36,000 square feet on at least 2, and ideally 3, acres of land. We project that the program will require 20 full size classrooms (about 700 square feet each) that can be flexibly used for general instruction across subjects, 4 breakout spaces for small group and special education services (about 300 square feet each), a 4,000 square foot gymnasium (which would serve as a storm shelter, depending on current law at the time of construction), a 1,400 square foot cafeteria, a 1,000 square foot learning lab, and 2,000 total square feet of administrative, office and support space.

b. Explain how the above-described facility and tenant improvement costs were determined and describe how the improvements are included in the proposed school's operating budget.

We anticipate that the total cost for this project, including land, construction, design, and other project soft costs, will be approximately $15 million, or $416 per square foot. This cost estimate is derived from our most recent facility, Rocketship Dream Community Prep, which was budgeted in 2022 for $13.1mm, or $327 per square foot, with a 15% cost escalation allowance. More recently, Rocketship completed Rocketship Explore in Fort Worth Texas in 2023 for a cost of $266 per square foot **including** a storm shelter. Consistent with prior experience, Rocketship intends to finance the project using a 5 to 7 year construction/mini-perm loan from a non-profit impact lender or CDFI, such as LISC or LIFF, transitioning to a long-term (30 or 35-year) municipal bond once construction is complete and the school is operating. We project that using Rocketship's historical strength at real estate financing, we will be able to achieve a cost of facilities of $990,000 per year, reflected in our budget.

c. Describe the board or school leadership team's experience in facility acquisition, management, and renovation/construction management. Detail which members of the school's board and leadership team will manage the facility acquisition process.

RSED-National has more than 15 years of experience creating school facilities that support our instructional model. Working with RSED-National's real estate affiliate, Launchpad Development, Rocketship has developed 3 schools in the Nashville area that represent our breadth of experience in acquisition and management:

- **Rocketship Nashville Northeast**: 38,000 square foot ground-up new construction on 3 acres of land. Originally built in 2014 by a third-party developer, subsequently acquired by Launchpad and Rocketship.
- **Rocketship United Academy**: 37,000 square foot building, originally constructed as a commercial office building, gut renovated into school space in 2015 and now owned by Launchpad and Rocketship
- **Rocketship Dream Community Prep**: 40,000 square foot new construction, custom-built for Rocketship in 2022. Currently owned by and leased from a third-party developer, with plans for Launchpad and Rocketship to acquire in 2025.

Across the country, Launchpad and RSED-National have completed more than 20 school projects,

ranging from ground up construction to gut renovation. Launchpad's team and its Board of Directors have extensive experience managing complete facilities development projects. Rocketship Tennessee will benefit from RSED-National and Launchpad's steep experience in this area to prepare TN 5, in the same way we have done at our three other campuses across the Nashville area. The local RSED-TN Board will have ultimate decision-making authority over these decisions, leaning on the breadth of experience and expertise of RSED-National and Launchpad to inform their approval.

d. Describe the process and timeline for identifying and securing a facility, including any brokers or real estate consultants employed to assist in finding a facility. Include a contingency plan for alternative facilities if the primary location becomes unavailable or acquisition is unsuccessful.

Identifying a Facility

Rocketship intends to open its campus in or near the targeted communities noted herein. Below are additional details about the site search, development partnerships, and financing experience of Rocketship and its partners and affiliates, along with a typical timeline of activities over a 19-month period. Rocketship will either acquire and renovate, or design and construct, a safe, modern, and efficient school facility. We intend to locate the facility in the Antioch or Cane Ridge cluster.

Site Search and Development Plan: Rocketship conducts a rigorous facilities acquisition process to open its campuses. Historically, this process has resulted in working with Rocketship's real estate supporting corporation, Launchpad Development Company (Launchpad), or other highly qualified partner developers. Launchpad has developed and delivered three (3) campuses for Rocketship schools in Nashville, including Rocketship Nashville Northeast Elementary School in 2014, Rocketship United Academy in 2015, and Rocketship Dream Community Prep in 2023. For all three sites, we worked with a highly qualified team of local architects and contractors to identify and prepare the site to meet the needs of the academic plan and enrollment projections.

Rocketship and Launchpad have already begun investigating potential sites for construction of this school. We are working with experienced real estate brokers from Cushman and Wakefield, who have conducted a comprehensive search of land for sale based on our size and location criteria.

Every facilities project we undertake has several layers of contingency:

First, is schedule contingency. Our project schedules provide us with several weeks at each phase to accommodate overruns in the design, permitting, or construction phase. In addition, we plan to finish projects in June of the year the schools will open, creating flexibility to use July for finishing "punch list" items and final inspections without impacting instructional time.

Second, is budget contingency. Our project budgets layer in reserves at each stage. Our construction contractor will carry a 5% contingency, on top of which Rocketship and Launchpad will carry a 10% overall project contingency. Those funds are reserved for unanticipated costs and, if unused, can be released at the end of the project for "nice to have" amenities.

Finally, we have contingency plans for if we are unable to secure a site in time to start construction of a full campus as planned. We are prepared to manage that risk either by building the campus in phases, reducing the construction time needed, by utilizing temporary classroom modular structures on the school's eventual permanent site, paired with a permanent gym/storm shelter to be completed before occupancy, or by utilizing a temporary location on a short-term lease while construction of the permanent campus takes place.

Section 2.2 – Facilities
(Required for All Sponsors)

e. Describe the plan to ensure that the selected facility meets all necessary compliance and regulatory requirements. Provide a detailed explanation of how the facility complies with the Americans with Disabilities Act (ADA), all applicable city planning review procedures, and all health and safety requirements as required by T.C.A. § 49-13-107. Outline any necessary facility changes that support the school's academic plan, projected enrollment, ADA compliance, and regulations outlined in SBE 0520-01-04-.01. Include all associated costs in the operating budget template in section 3.1.

Rocketship has partnered with an experienced local design team, led by architects MZA, to ensure that the new facility or any renovations comply with all applicable ADA and other compliance requirements. Those requirements will be met as a condition of final building inspections, approvals, and occupancy.

f. Describe the plan to comply with county and/or municipal building code requirements related to storm shelters.

Rocketship has partnered with an experienced local design team, led by architects MZA, to ensure that the new facility or any renovations comply with all applicable ADA and other compliance requirements. Those requirements will be met as a condition of final building inspections, approvals, and occupancy. In several recent projects, Rocketship built air-formed concrete monolithic domes to serve as storm shelters and gyms. These structures were cost-efficient and quick to construct. We are also aware that in April 2025 the state amended the storm shelter requirements out of school code and that Metro Nashville may follow suit this year. Rocketship will comply with storm shelter requirements in place at the time of permitting.

g. Present a timeline with reasonable assumptions for facility selection, requisition, renovation, state fire marshal and health inspections, and occupation.

The schedule for this project is presented below:

Phase	Start	Duration	End
Site Search and Diligence	February 1, 2025	3 months	April 30, 2025
Project Financing Approvals	April 1, 2025	3 months	June 30, 2025
Site Acquisition and Closing	May 1, 2025	2 months	June 30, 2025
Project Design, Zoning (if necessary), and Permitting	May 1, 2025	4 months	August 31, 2025
Construction	September 1 2025	10 months	June 30, 2026
Punch List and Inspections	July 1, 2026	1 month	July 31, 2026

h. List the properties considered for the proposed school. If under a non-disclosure agreement, provide the general location. If no suitable property has been identified, describe the steps taken to confirm suitable facilities within the proposed geographic area.

Section 2.2 – Facilities
(Required for All Sponsors)

While we are unable to acquire land or begin the construction process in earnest prior to charter approval, we have identified several lots in the area which are indicative of our search criteria:

14775 Old Hickory Road, Antioch TN, 37013 - This is an 80 acre parcel that Rocketship would be one participant in. The price is not yet known.

1580 Bell Road, 37211 - This is a 10 acre parcel available for $180,000 per acre

5880 Nolensville Pike, 37211 - this is a large (80,000 sq ft) commercial campus that Rocketship could potentially use as an incubation or rental space.

In addition to those current listings, we have data on recent sales to guide our financial model:

14881 Old Hickory Road, 37013: 3.92 acres at $375,000 per acre.

578 Benzing Road, 37013: 4.0 acres at $312,500 per acre

5840 Nolensville Pike, 37013: 4.75 acres at $400,000 per acre

4 Old Hickory Boulevard, 37211: 2.5 acres at $200,000 per acre.

Section 2.3 – Start-up Plan

(Required for All Sponsors)

a. Provide a detailed timeline for starting the proposed school, specifying tasks and responsible individuals (including compensation for those individuals). This timeline should align with the Start-Up (Year 0) Budget in the Budget Workbook.

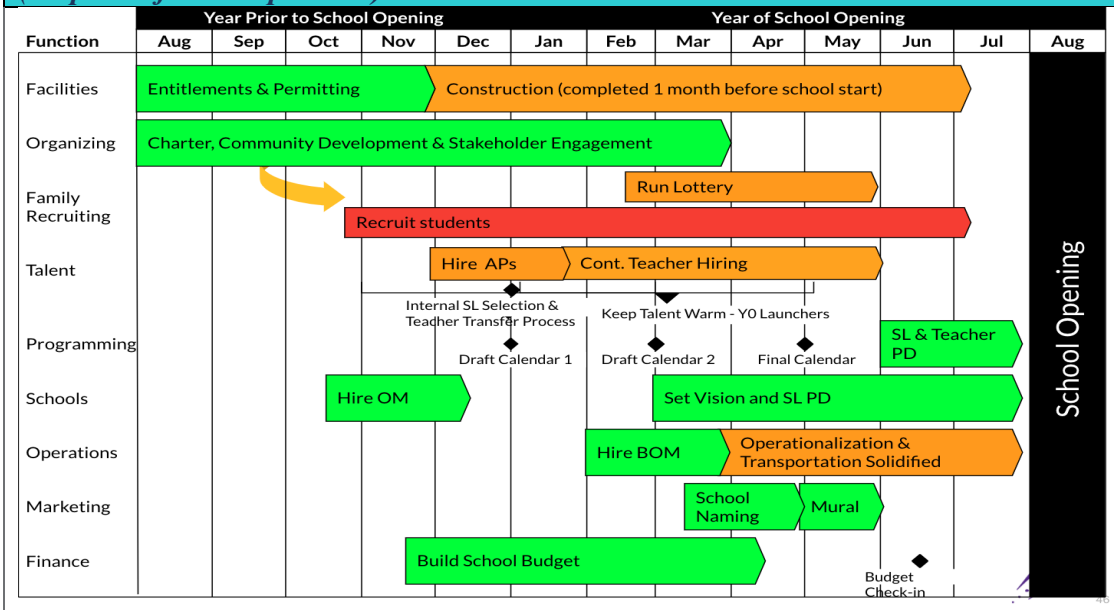
Drawing on Rocketship's 18 years of experience launching schools across the country, including three in Tennessee, Rocketship TN 5's start-up plan is designed to ensure a successful opening for the 2026–2027 school year. Below is a detailed timeline outlining major tasks, milestones, responsible individuals/functions, and strategies across staffing, student recruitment, and facilities.

The school start-up plan has been created using the tools and experience of Rocketship Public Schools (RSED-National), our National Network, along with Rocketship Education Tennessee's experience in the local market. The start-up plan will be revised, as needed, to ensure the successful opening of our school. The start-up plan is based on our current assumptions and expectations and will be subject to review and adjustment by Rocketship Education Tennessee and our Board of Directors.

Proposed Year '0' - Startup Timeline with Deadlines:

Section 2.3 – Start-up Plan

(Required for All Sponsors)



As shown above, Rocketship plans to invest considerable time and resources into our **facilities**, **family organizing and recruitment**, and **talent development** plans to ensure we have a high-quality facility, strong student enrollment, and trained staff ready to execute on Day 1 of the 2026-2027 school year. Below, our staffing strategy further outlines how we plan to prepare for and implement these critical milestones.

Staffing:

Drawing from Rocketship's 18 years of experience launching over 20 schools nationwide, 3 of which are already in Tennessee, years, we plan to invest in *strong regional capacity* from day one to ensure consistent quality and scale. The table below represents the staffing plan, including key responsibilities and compensation scales.

Beginning in Y0, our regional team will include eight FTEs who will lead our start-up efforts: the Executive Director leads the overall development of the school; the Director of Parent Organizing and Family engagement along with an Education Organizers lead parent engagement; a Family Recruitment Manager and Family Recruiters to lead our recruitment and enrollment efforts; the Director of School, Director of RTI2, Achievement Managers, and ISE Manager focus on strong execution of Rocketship's personalized learning model to meet the unique needs of our students and enable their achievement; and the Regional Director of Operations ensures strong compliance and operations systems.

In addition, we plan to hire key school leadership in advance to set the school up for success. We will bring an Office Manager in the fall of 2025. The Principal and Business Operations Manager (BOM) we will look to hire in the middle of the 25-26 school year. Principals, who are typically released from Assistant Principal positions at existing Rocketship campuses, lay the groundwork to hire talented educators, build relationships with their future students and families, and learn Rocketship best practices. Office Managers help drive student recruitment and BOMs establish the necessary operational infrastructure for opening.

Role	Responsibilities	Compensation

Section 2.3 – Start-up Plan

(Required for All Sponsors)

Regional Leadership & Capacity		
(1) Regional Executive Director	Leads the overall development of the school, ensuring excellence, compliance, and budget oversight	Approx. $200,000
(1) Director of Parent Organizing and Family Engagement	Leads community and family engagement and organizing efforts	Approx. $150,000
(1) Family Recruitment Manager	Manages family recruitment efforts and strategy	Approx. $70,000
(7) Family Recruiters	Engages directly with families to move them through the recruitment funnel	Approx $20/hour
School Leadership (Y0)		
(1) Principal	Leads instructional planning and staff development	Approx. $120,000
(0.5) Business Operations Manager (beginning January/February of 2026)	Leads facility readiness and implementation of operational systems	Approx. $42,500 ($85,000 annualized)

Please see ***Section 3.1, Operating Budget,*** for more information on startup costs occurring in Y0, in preparation for TN 5's opening.

Rocketship Public Schools National Network Support Team (Rocketship National NeST): Rocketship National NeST (the CMO) will provide best practices and support in areas such as facilities, talent recruitment/development and HR, finance, accounting, and marketing. As described in the timeline above, these functional areas will support the Rocketship Tennessee regional and school teams to prepare for and run a high-quality school in TN 5. These costs are covered by the CMO. The valuable experience and resources from a national network of charter schools will help our region successfully launch our newest Rocketship school.

Start-up Plan Milestones & Board Monitoring:

The Rocketship Tennessee Board of Directors will oversee progress through regular check-ins with regional leadership. Milestones and expenditures will be reviewed to ensure alignment with the Year 0 Operating Budget. Support from the Rocketship National NeST will provide expertise in finance, compliance, and operational readiness and provide real-time assistance as needed.

By adhering to this structured timeline, Rocketship TN 5 will ensure that key start-up tasks are completed efficiently, enabling the school to open on time and serve its community effectively.

b. Describe any anticipated challenges during the start-up plan implementation and the strategies

Section 2.3 – Start-up Plan

(Required for All Sponsors)

to address these challenges to ensure the school opens on time.

Launching Rocketship TN 5 requires proactive strategies to address **facilities**, **staffing**, and **student recruitment challenges**. These efforts will ensure the school opens on time and is positioned to support families with a high-quality school choice that offers personalized instruction and focuses on closing achievement gaps.

Facilities: Securing a facility that meets safety, operational, and community standards is complex, given construction timelines and permitting requirements. As well, existing development activity and the construction environment across the region creates additional challenges in identifying and preparing a sound facility.

Rocketship will deploy the following strategies and require regular progress monitoring with developers, contractors, and project managers to ensure timelines remain on track:

- **Dedicated Facilities Team:** Rocketship's National team will manage compliance, permitting, and safety processes to open and maintain high-quality facilities in partnership with Rocketship Education Tennessee and the local Board of Directors.
- **Local Expertise:** The regional Rocketship Tennessee team is identifying and evaluating sites with local realtors and brokers who understand the local market.
- **Facility Acquisition Plan:** Once a site has been selected and approved through Rocketship's internal assessment, the regional and national facilities teams work with developers, project managers, and other contractors to ensure that we meet all building requirements and receive all necessary permits and safety inspections.
- **Contingency Plans:** Temporary facilities and accelerated timelines will be implemented as needed to mitigate delays and ensure readiness for operations.

Staffing: Attracting qualified teachers and leaders in a competitive market is a significant challenge that Rocketship is evaluating when putting forth our work plan. Rocketship will employ these strategies to attract staff, and ensure new hires receive robust onboarding and professional development to build their capacity and ensure retention.

- **Full-Time Recruiter:** Rocketship Tennessee has a full-time recruiter tasked with fully staffing our school. They will leverage our reputation in recruiting talent.
- **Internal Talent Pool:** Experienced educators and leaders from other Rocketship schools and regions will likely be part of our talent pool and will support onboarding to ensure cultural consistency and fidelity with the educational model.
- **Expanded Recruitment Partnerships:** Rocketship's talent team (local and national) collaborates with universities, certification programs, and staffing agencies who will diversify the talent pipeline and support career progression opportunities.

Student Recruitment: Achieving enrollment targets is essential for funding and impact, particularly in an underserved area. Rocketship's strategies to meeting our recruitment goals are outlined below:

- **Community Engagement:** A local recruitment team will host events, canvass neighborhoods, and leverage media campaigns to engage with potential families.
- **Existing Network:** Current Rocketship families across the region will play a key role in word-

Section 2.3 – Start-up Plan

(Required for All Sponsors)

of-mouth referrals.

- **Alignment with Community Needs:** Opening in a high-growth, underserved area will ensure demand aligns with enrollment goals, now and into the future.
- **Equity Focus:** Recruitment efforts will prioritize underserved families (e.g. Multilingual Learners), aligning with Rocketship's mission of educational equity.

Oversight and Accountability

Rocketship Tennessee's regional team and Board of Directors, in partnership with TN 5's school leadership team, will regularly monitor progress through data reviews, stakeholder feedback, and milestone tracking to track progress on the key challenges highlighted. This structured oversight ensures challenges are addressed promptly and the school opens on time, fully prepared to serve its community effectively.

Section 2.4 - Personnel / Human Capital

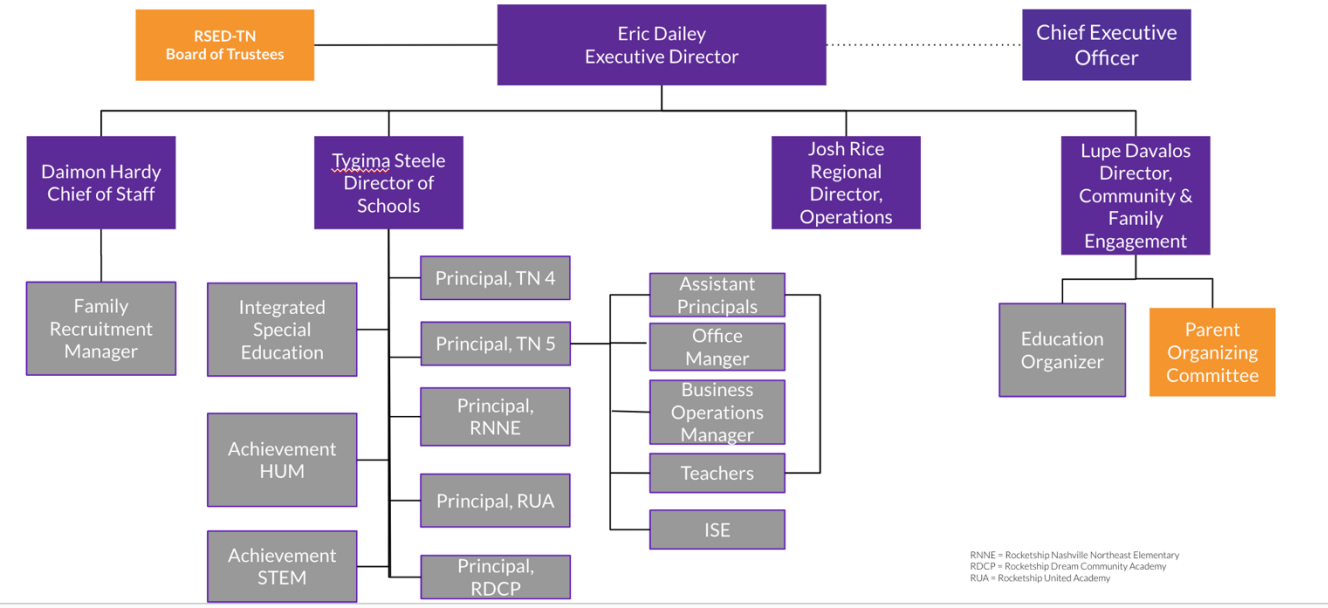
(Required for All Sponsors)

a. Describe the school's leadership structure. Attach the organizational chart for Year 1 as Attachment N and the organizational chart at full capacity as Attachment O. The organizational charts should clearly delineate the board, administration, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school.

The school leadership structure will not differ from existing Rocketship schools. The Principal of TN 5 will oversee two Assistant Principals who support and coach all instructional staff members; one Business Operations Manager (BOM) who will manage daily operational functions including transportation, food service, and business maintenance; one Office Manager who greets families and students and facilitates administrative functions on behalf of staff; special education services (ISE), and a group of teachers who often need additional coaching as part of their development plan. The school principal reports up to a regional Director of Schools who reports to the Regional Executive Director, who ultimately reports to the RSED-TN Board of Trustees. The image below depicts TN 5's leadership structure, representing instructional, operational, and administrative functions.

Section 2.4 - Personnel / Human Capital

(Required for All Sponsors)



Attachments N and **O** further describe the leadership structure of the school and region, both in Year 1 and at full capacity, along with the relationship between the school and the regional Board of Directors as well as applicable school-based committees.

For more information about the relationship between Rocketship Public Schools' national organization (RSED National) and the Tennessee schools (RSED TN), please see Section 2.8 – Charter Management Organization and Section 2.10 – Network Governance.

b. Describe the process and timeline for hiring the school leader, and outline the skills, qualifications, and characteristics the sponsor will seek in a leader. Detail who will lead the hiring process and serve as the decision-maker in the hiring. If the leader has already been identified, attach the leader's resume as Attachment P.

Rocketship TN 5's hiring process for its principal is designed to identify a candidate with exceptional instructional leadership, a proven track record of driving student achievement, and a deep commitment to community partnership. The process is led by the Associate Director of School Recruitment and the Director of Schools at the regional level, with the Executive Director making the final decision. The timeline and process ensure that the selected candidate is fully prepared to lead the school to success.

<u>School Leader Hiring Process & Timeline</u>

The interview process for principal candidates begins with a resume review and pre-interview screening by the Associate Director of School Recruitment, followed by an optional phone interview for candidates who are advanced from the pre-interview screening, with the Director of Schools. Candidates advancing from the phone interview with the Director of Schools to Round 1 participate in a virtual interview with regional executives, HR, and network support team members, where they submit pre-work demonstrating past leadership. Those moving forward attend an in-person Round 2, where they engage in teacher coaching, school culture assessments, and additional leadership evaluations.

The final Round 3 involves a community panel, staff panel, and a vision presentation. The Executive

Section 2.4 - Personnel / Human Capital

(Required for All Sponsors)

Director reviews feedback from each phase, giving final approval for offers or recommending a candidate to move forward to the community phase. If selected, the candidate participates in panels with school families and staff to determine their fit within the community.

Here is the timeline for principal selection:

Month	Phase	Description
May 2025	Advertising and Sourcing Nationwide	Launch national search, develop outreach materials, and screen applicants for alignment with role requirements.
June 2025	Pre-Interview Screening + Round 1 Virtual Interviews	Phone Screen #1 by Associate Director; high-scoring candidates advance to Phone Screen #2 with the Director of Schools. Conduct virtual interviews with selected candidates; regional team members, including Director of Schools, evaluate and debrief to select for the next round.
July 2025	Round 2 In-Person Interviews	Conduct in-person interviews with regional team members, including Executive Director. Includes teacher coaching exercises, culture assessments, and leadership evaluations. Debrief to determine final candidates.
August 2025	Round 3 Final In-Person Interviews + Principal Candidate Selected	Parent, community, Board member and staff panels for top candidates; Executive Director makes final selection. Candidate accepts the offer and begins work.

Desired Skills & Qualifications

Rocketship seeks a principal who demonstrates:

- **Leadership Expertise:** Proven ability to manage and coach teachers, foster a positive school culture, and lead professional development.
- **Instructional Excellence:** Strong content expertise, particularly in elementary education, and a history of achieving significant student outcomes.
- **Community Partnership:** Ability to build meaningful relationships with parents, families, and community leaders.
- **Commitment to Equity:** Dedication to closing the achievement gap and supporting diverse learners, including multilingual students

Required Qualifications

- 3+ years of experience teaching in an urban school classroom delivering significant achievement gains
- 2 years of experience as an Assistant Principal (or equivalent) or a similar administrative position at an urban elementary school serving a diverse student population with a track record of realizing significant achievement gains
- Experience managing, coaching and developing teachers
- Strong leadership skills with the ability to inspire and motivate staff and families
- Personal drive for high expectations
- Results-oriented, using data to make decisions
- Adaptable and able to thrive in a dynamic, fast-paced environment
- Experience with instruction of multilingual learners
- Experience in building and maintaining outstanding school culture
- Excellent time management and organizational skills
- Commitment to parent partnership
- Strong verbal and written communication skills

Education Requirements

- BA from an accredited university
- Valid teaching credential in TN or ability to transfer credentialing to TN

The principal for TN 5 has not yet been hired, so we have not included anything for **Attachment P**.

c. Describe the responsibilities of the school's principal or head of school. Detail plans to support and develop this person, and identify the state-approved administrator evaluation model by which this individual will be evaluated pursuant to SBE Rule 0520-02-01 and State Board Policy 5.201.

One of the core pillars of the Rocketship model is **talent development**. Effective teachers and administrators are critical to student achievement. To ensure Rocketship has the best teachers and leaders, we provide focused coaching, professional development, and a variety of leadership programs to help staff and administration grow both professionally and personally, regardless of their experience level. We elevate and celebrate teaching, and provide exciting and rewarding careers where educators feel empowered, appreciated, and valued. We help teachers - and leaders - grow using embedded learning opportunities, personalized coaching and customized training as part of the regular workday. We will continue to grow leaders internally, with on-the-job leadership and principal training programs with clear pathways towards long-term career goals.

Principal Responsibilities

Principals are the backbone of our schools. The principal is responsible for directing the campus vision for instruction, operations, and family engagement. All Rocketship principals have multiple years of teaching and experience managing educators. Additionally, principals demonstrate success in leading parents and families. Oftentimes, Rocketship principals are hired from a pool of existing Rocketship Assistant Principals, but we are open to considering exceptional external candidates who bring the experience outlined above, as well as knowledge of the local community. The Principal manages the Assistant Principals, Office Manager (OM) and Business Operations Manager (BOM).

They spend the majority of their time coaching school leaders and a subset of teachers or instructional staff, utilizing deep instructional knowledge across content areas.

Principal Professional Development

Rocketship has a robust scope and sequence of professional development tailored to principals across the network and within regions. The principal at TN 5 will receive a personalized development plan that reflects their growth areas, interests in leadership, and school and regional priorities. Not only will the principal receive content-area and curriculum training, but they will also engage in ***Rocketship's New Principal Cohort Training***, which runs annually during their first year as a school leader with Rocketship. Rocketship brings new principals together from across the network to four in-person convenings per year to discuss topics such as adult culture, co-coaching, assessing professional development for teachers, and data step backs. A ***Year 2 Principals Cohor***t is also part of their ongoing growth, which reinforces the lessons during the first year, while offering space for reflection as they mature in their roles. After those two foundational years, the TN 5 principal will participate in ***Rocketship's Principal Team Meeting Scope and Sequence Map***, which meets quarterly and focuses on topics such as data analysis, manager feedback survey planning, staff retention planning, and family survey planning. Regionally, the Rocketship Tennessee Executive Director and Director of Schools will mirror this experience locally for all principals in the region to elevate best practices and coach principals on areas of growth. These regional convenings also account for locally driven challenges and solutions. Lastly, the TN 5 principal will receive weekly and ongoing individualized coaching and support from both the Director of Schools and Executive Director to accelerate their impact.

State-Approved Administrator Evaluation

Rocketship will follow the protocols for charter schools regarding Tennessee State Evaluation Requirements. For credentialed administrators, Rocketship utilizes the Tennessee TEAM Administrator Evaluation Rubric and protocols to satisfy the requirements of State Board Policy 5.201.

d. Explain the plan and timeline to recruit and hire additional key staff, including, but not limited to, operational staff, administrators, and teachers. Identify the leader and decision-maker of this process, and list hiring selection criteria, required experience, and special considerations relevant to the school's design.

Rocketship's Associate Director of School Recruitment dedicated to the Tennessee region will lead the recruitment process for hiring additional key staff, including operations, administrators, and teachers, for Rocketship TN 5. The Associate Director of School Recruitment will lead the overall process and the decision-maker for school-based roles will be the Principal. However, in the event the Principal is not yet hired for their role at the time of recruitment, the Regional Director of Schools and Executive Director will hold decision-making authority for hiring decisions. Below we describe our hiring selection criteria and timeline to fill key roles for Rocketship TN 5.

Plan and Timeline to Hire Additional Key Staff

Rocketship develops a broad pipeline of educators and school leaders by cultivating candidates through diverse channels such as local and national college career fairs, community partnerships, referral programs from our current teachers/staff, active talent sourcing using resume databases, information sessions, coffee chats, and webinars. We aim to hire exceptionally well-qualified,

mission-aligned candidates, with a focus on those who have connections to our students' experiences and communities. Throughout our recruitment process, we build excitement for the meaningful work that we are doing to transform education and eliminate the achievement gap.

Recruitment Strategy - Internal Candidates for Teachers and School Leaders

Rocketship is committed to creating talent pathways to help build capacity from within. In recent years, we have increased our support for instructional hourly staff members who have potential and interest in moving into full-time teaching roles. We believe in providing opportunities for all staff to develop and advance. To that end, all hourly staff receive 1:1 coaching from their Assistant Principal or Business Operations Manager while also participating in weekly Professional Development and all other Professional Development experiences. To further aid in the development of our staff, we also provide opportunities to obtain an Associate's or Bachelor's degree at a reduced rate. Furthermore, staff members in these positions have accumulated deep knowledge of Rocketship culture and practices that can translate into success in the classroom.

Rocketship's **Rising Leaders Program** offers professional development for educators aspiring to become content area leaders, grade level leaders, or school administrators like Assistant Principals. This program includes monthly workshops with preparatory activities and occasional off-site sessions, focusing on personal leadership, management, and essential mindsets. Participants must have two years of teaching experience, a history of high student achievement, leadership qualities, and embody Rocketship's core values

Our last internal development opportunity is our **Aspiring Principals Program**, which is a cohort model that seeks to develop existing leaders who are interested in future principalship roles within the next 1-3 years in their career pathway. Training elevates leadership skills and coaching outcomes for educators.

Recruitment of Teachers, Operations, and Administrator Roles

Once we develop a strong candidate pool, both internally and externally, the recruitment team screens resumes, conducts phone screens and creates a pool of candidates for principals to interview for hiring. For all roles, we leverage **interview days** that consist of live demonstrations of key activities aligned with the role. For example, teachers engage in live lesson demonstrations, tours of the schools, data interviews, instructional interviews and, oftentimes, an interview with a parent panel. Assistant Principals engage in similar activities with a stronger emphasis on leadership and coaching, and operations roles engage in live demonstrations of supply order logistics, family communication, and/or emergency preparedness activities that reflect core competencies of the job.

Timeline (2026):

1. **January - March**: Advertise vacancies locally and nationally on education job boards, professional networks, and social media platforms. Participate in local and regional job fairs to attract candidates.
2. **April - May**: Review applications and conduct initial screening interviews. Qualified candidates will then undergo a second round of interviews with the hiring committee.
3. **June**: Make job offers and conduct background checks.
4. **July - August**: New staff orientation and professional development sessions prior to the start of the school year.

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Rocketship anticipates hiring staff based on the timeline above, with the exception of the *Business Operations Manager* and two *Assistant Principals*, all of whom we hope to have hired by January/February 2026, so they can play a key role in the recruitment process of other roles, in partnership with the Principal and other regional staff.

Hiring Selection Criteria and Required Experience:

- **Operational Staff**: Minimum of 3 years experience in educational administration or similar roles. Strong organizational and communication skills. Proficiency in educational software and administrative systems.
- **Administrators**: At least 3-5 years of leadership experience in educational settings. Demonstrated ability to lead both academic and support teams effectively. Deep knowledge of elementary instruction and planning skills. Strong leadership skills and personal drive. Relentless pursuit of high expectations. Result-oriented and data-driven. Ability to inspire, motivate and develop others. Degree in education administration or relevant field preferred.
- **Teachers**: Bachelor's degree in education or relevant subject area. Valid teaching license. Minimum of 2 years teaching experience with proven track record of student achievement.

Special Considerations Relevant to the School's Design:

- **Cultural Fit**: Commitment to our school's mission and educational approach.
- **Innovative Teaching Methods**: Experience with project-based learning, personalized learning, and/or the use of technology in the classroom.
- **Community Engagement**: Demonstrated ability in fostering relationships with the broader community and engaging parents and stakeholders in the educational process.

e. Describe how recruiting and hiring practices will ensure that the school's leadership team and staff reflect the diversity of the student body and surrounding community.

At Rocketship, we are deeply committed to ensuring that our leadership team and staff reflect the diversity of the student body and the surrounding community. At RSED-TN, our regional staff are diverse, with 51% identifying as Black, 38% White, 7% Hispanic, 1% Asian, and 3% Multiracial. Our recruiting and hiring practices are intentionally designed to attract candidates from the very communities we serve, leveraging our 10 years of experience in serving underserved, often communities of color, across Tennessee.

Recruitment Strategies:

- **Community-Based Recruitment**: We actively seek candidates from local communities by partnering with community organizations, local educational institutions, and participating in community events. This helps us tap into a rich pool of local talent who are already aligned with the cultural and socio-economic context of our students.
- **Diverse Job Posting Channels**: To ensure a wide reach, job postings are shared not only on mainstream job boards, but also on platforms popular among diverse communities. We also utilize social media and marketing strategies targeted at groups representing various demographics to enhance visibility among potential applicants.
- **Employee Referral Program**: Rocketship encourages our current employees to refer potential candidates from their networks, which often leads to applicants whose values align closely with those of our community and school.

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Hiring Practices:

- **Bias-Free Hiring Process:** We implement training for our hiring committees to recognize and mitigate unconscious bias. Our interview questions and assessments are structured to focus on competencies and skills rather than subjective criteria.
- **Diverse Hiring Panels:** Our hiring panels are deliberately composed of diverse members of our school community who represent different backgrounds to provide multiple perspectives during the hiring process.
- **Community Involvement in Hiring:** For key positions, we involve community members and parents in the hiring process, such as through community panels, which helps ensure that the candidates' vision and values align with those of our community.

Through these targeted recruitment and hiring practices, Rocketship ensures that our team not only mirrors the diversity of our students and their communities but also shares a genuine commitment to enhancing educational outcomes for all. For all roles, Rocketship ensures that all staff will meet license and endorsement requirements per state regulations, with our Associate Director of Student Recruitment, overseeing compliance in this area, with help from our legal and compliance team.

f. Explain how the school will ensure teachers are licensed and endorsed in their content areas, as required in SBE Rule 0520-02-03-.01, and identify the staff member responsible for overseeing licensure compliance.

At Rocketship, we are committed to maintaining high standards of educational excellence, which includes ensuring that all our teachers are fully licensed and endorsed in their content areas as stipulated by SBE Rule 0520-02-03-.01. The responsibility for overseeing licensure compliance per Tennessee rules is assigned to our Credentialing and Compliance team within RSED-National's Talent/HR Department.

Process for Ensuring Licensure Compliance:

- **Verification at Hiring**: During the recruitment process, all candidates' teaching licenses are verified through the state's Department of Education website before proceeding to the final interview stage. This ensures that only licensed candidates are considered for teaching positions.
- **Ongoing Monitoring**: Once hired, the Talent/HR team maintains an up-to-date database of all teachers' licensure statuses. This database is reviewed bi-annually to ensure all licenses are current and aligned with teaching assignments.
- **Professional Development Support**: For teachers who need to renew their licenses or seek additional endorsements, our school provides support through professional development programs and resources to complete necessary coursework and testing.
- **Regular Audits and Reports**: The Credentialing and Compliance Talent Partner at RSED-National conducts regular audits of our licensure compliance records and prepares reports for the school board to ensure transparency and accountability.

Through these robust procedures, overseen by the Talent/HR team at RSED-National, Rocketship ensures that all teachers meet the required licensure standards, thereby upholding the quality and integrity of our educational programs.

g. Describe the policies and procedures for staff evaluation and providing feedback and identify the

school's state-approved evaluation model for teachers, as required by SBE Rule 0520-02-01 and State Board Policy 5.201.

Rocketship adheres to Tennessee's educator evaluation requirements by utilizing a state-approved alternative observation model, known as the *Rocketship Public Schools Teaching Performance Rubric*. This rubric was approved by the Tennessee Department of Education in the 2019-2020 school year and aligns with the Tennessee State Board of Education Educator Evaluation Policy 5.201; it also incorporates the Charlotte Danielson Framework for Teaching to ensure a validated, research-based approach to teacher evaluation.

Rocketship Public Schools Teaching Performance Rubric Overview: Rocketship's comprehensive performance evaluation system includes three formal assessments annually, enhanced by continuous coaching cycles. Our evaluation framework integrates multiple measures:

1. **Student Performance**: Teachers are assessed based on student achievement and growth metrics, including standardized test scores and progress on individual learning targets.
2. **Professional Practice**: Evaluations are conducted using the Rocketship Public Schools Teaching Performance Rubric, which examines teacher effectiveness across four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities.
3. **Family Engagement**: Teachers are evaluated on their engagement with families, including the completion of home visits and fostering parental involvement in school activities.

Process and Feedback: The evaluation process begins with a self-reflection where teachers assess their performance using the Rocketship rubric. This is followed by formal evaluations mid-year and at year-end, where teachers receive an overall performance score and meet with their managers to discuss development opportunities. Feedback is provided directly and aims to promote transparency, consistency, and effective communication, thereby supporting teacher growth and alignment with Rocketship's mission and core characteristics.

This system ensures that our teachers receive consistent, constructive feedback, helping them to grow professionally and enhance their teaching efficacy.

h. Explain the school's strategy to retain high-performing teachers. Outline the school's proposed salary ranges, employment benefits, and any incentive structures. Compare the salary ranges to the resident district and explain how they are sufficient to recruit teachers.

Rocketship employs a strategic approach to retain high-performing teachers by offering competitive compensation packages, comprehensive benefits, and a supportive environment where staff can grow and further develop in their career. Our retention strategy is reinforced by a state-approved evaluation model compliant with SBE rules, which facilitates regular feedback and development.

Compensation and Benefits

Rocketship offers comprehensive compensation and benefits packages to attract and retain top talent in the region, as highlighted below.

- **Salary Ranges**: We offer competitive salaries compared to the local district to attract quality educators:
    - Teachers: $52,190 - $85,000

- Assistant Principals: $78,750 - $86,750
- Principals: $110,000 - $123,000
- Business Operations Managers: $73,750 - $83,750
- Office Managers: $57,675 - $61,675
- Tutors/Paraprofessionals/Assistant Teachers: $20.50 - $25.00 (hourly)
- Operations Specialists: $19.50 - $24.50 (hourly)

- **Health, Wellness, and Life Benefits**: Comprehensive medical, dental, and vision insurance; life insurance; and an employee assistance program providing counseling and financial advising. Rocketship provides competitive coverage of these benefits worth up to $6,000/year or more depending on plan selection.
- **Retirement Savings**: A 403(b) retirement plan with Rocketship matching up to the first 5% of salary, plus mandatory participation in the Tennessee Consolidated Retirement System (TCRS).
- **Professional Development**: Funding for external training opportunities, including literacy programs and total language immersion programs.
- **Paid Time Off**: Generous vacation days, with accrued unused PTO paid out annually. Paid family leave is also available.
- **Additional Perks**: Cell phone reimbursement up to $600/year, childcare support incentives, Flexible Spending Accounts (FSA), and other employee-focused benefits.

Comparison with Local Districts

RSED-National's Talent Team at least annually benchmarks core school positions, including teacher and school leaders, to ensure competitive salaries. As part of our benchmarking process, we compare our starting compensation and range to similar surrounding school districts and charter schools. ***Rocketship strives to be at or above the 75th percentile in compensation for teaching roles with first-year teacher salaries starting above the surrounding school district.*** This helps ensure we are able to attract great teachers for our schools and honor the craft of teaching. Rocketship's 2024-25 starting teacher compensation (BA) level currently exceeds the starting teacher pay for Metro Nashville Public Schools and maintains competitiveness up the scales.

Incentive Structures

Rocketship offers a **performance-based pay structure** to support retention of high-quality employees. Our pay structure rewards teachers for their impact on student outcomes as well as on their personal growth as educators. Rocketship Tennessee provides additional compensation for teachers who receive an advanced degree in certain education fields to recognize and support teachers who advance their knowledge and skills in teaching, as well as additional compensation for full ISE (integrated special education) and EL (ESL) credentials based on the local needs of students.

Continuous Feedback & Data Collection

To support our principals, our Talent/HR department distributes a ***Future Interest Survey*** to teachers at the end of January. Principals use the survey data to engage teachers on their individual interests and pathway opportunities to support their development and retention at Rocketship. School Leaders work with the teacher and HR to assess what the School Leaders can do differently for the teacher to best support their growth. Principals also work with HR and the teacher in order to invest the teacher in development that leads to different positions within the organization. As an additional step, we

share this Future Interest Survey data with our Talent Recruitment team so that they can plan accordingly in their recruitment efforts.

Strong *management and coaching* also help ensure that our teachers receive the support and growth they need to be successful, boosting staff efficacy and retention. To strengthen management practices, Rocketship employs staff surveys throughout the year to provide managers with upward feedback on management practices such as coaching, interpersonal skills as well as feedback on staff experiences related to team and organizational culture. As described above, Rocketship also implements an annual performance evaluation system for school staff. We believe that ***performance evaluations*** are a vital part of helping us to achieve our mission because evaluations allow us to recognize and reward improvement and excellence. Regular performance evaluation cycles ensure that teachers receive consistent and direct feedback that builds on the regular coaching cycles with their manager to help them grow and improve.

Rocketship's ***internal career advancement structures*** are another effective way to retain talent. Once we hire staff, we create individualized growth plans for each person and scaffold each team member with career advancement opportunities, leading to strong retention of high performers.

Managing Unsatisfactory Performance

A critical component to any retention strategy is to accelerate top performers while also managing unsatisfactory performance. This dual approach rewards top performance while addressing staff who do not meet expectations. A description of Rocketship's approach is highlighted below:

- **Initial Steps**: Regular 1:1 meetings and personalized coaching sessions help address areas needing improvement. Staff engage in weekly data meetings and quarterly data days for additional support.
- **Progressive Discipline Framework**: If initial informal measures are insufficient, the process for managing unsatisfactory performance escalates:
    - **Discussion Log**: Documenting issues and corrective actions discussed verbally.
    - **Warning Letter**: Formal documentation of performance issues with outlined consequences for non-compliance.
    - **Performance Improvement Plan (PIP)**: Detailed expectations and timelines for improvement are set, requiring staff acknowledgment.
- **Termination**: As a last resort, after all appropriate steps are exhausted and documented, termination may be considered, requiring HR approval.

Termination Transition Procedures

In the case of termination, Rocketship facilitates a smooth transition, often by promoting an emerging leader (e.g., Assistant Principal or Rising Principal) to the Principal role, providing timely communications, interim support, and setting expectations for all affected stakeholders. The same is true during teacher terminations; Rocketship often promotes an emerging leader in the classroom and supports them in their acquisition of required credentials. Because of our existing pathway to promote from within (e.g. supporting staff from hourly paraprofessionals to teachers), we often have several individuals who are nearing completion of their required credentialing and who have already received coaching and training on teacher performance.

Rocketship's holistic approach to compensation, benefits, and performance management is designed to foster a supportive and rewarding environment for teachers, ensuring our staff feels valued and

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motivated to achieve excellence in education. This strategy not only supports teacher retention but also enhances the overall educational experience for our students and families.

Table 5: Staffing FTE Counts

(Required for All Sponsors)

NOTE: All positions are not required and/or may not apply to a charter school.	Year of Operation					
Position	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Principal (Code 104)	1	1	1	1	1	1
Assistant Principal (Code 139)	0	1	2	2	2	2
Office Manager (Code 162)	0	1	1	1	1	1
Admin/Office Assistant (Code 162)	0	0		1	1	1
Business Operations Manager (Code 105)	0.5	0.5	1	1	1	1
Teachers (Code 116)	0	8	11	13	15	15
ECC (Code 163)	0	1	1	2	2	2
ILS/Tutor (Code 163)	0	1	2	2	3	3
Allocated Regional Staff (Facilities Maintenance, Speech Pathologists, School Psychologists) (Code 105)	0	0.25	0.2	0.2	0.2	0.2
ML Specialists (Code 116)	0	5	5	6	6	6
Stipends/Bonus	0					
Education Specialist - ISE Teacher (Code 116)	0	1	2	2	3	3
Paraprofessionals (Code 163)	0	1	2	2	2	2
School Nurse/Social Worker (Code 130)	0	1	2	2	2	2
Operations Specialist (Code 169)		5	5	5	5	5
Total FTEs	1.5	26.75	35.2	40.2	44.2	44.2

Section 2.5 - Professional Development

(Required for All Sponsors)

a. Describe the expected number of days and hours for professional development throughout the school year and explain how the proposed school's calendar, daily schedule, and staffing structure support this plan. Include time scheduled for collaborative planning and how such time will typically be used.

Rocketship TN 5 prioritizes professional development (PD) to empower educators, strengthen instructional practices, and drive student success. Through a structured PD calendar and robust staffing, the school provides over 210 hours of training annually, with dedicated time for collaborative planning, data-driven action, and personalized coaching.

Professional Development Schedule

Summer Training (12 days/65 hours): All educators participate in intensive summer training, focusing on foundational skills, Rocketship's instructional model, classroom management, and data-driven instruction. New teachers learn core instructional techniques, family engagement strategies, and the Rocketship approach to personalized learning. As 'parent power' is one of our core pillars, teachers learn specific strategies to effectively engage parents in this learning culture, including how to empower parents as key supporters of their children's educational journey, even after students graduate from Rocketship and move onto middle and high school. Incorporating family engagement PD like this helps ensure that our students are successful on the entirety of their educational journey, including to and through college. School leaders undergo a parallel two-week leadership training to develop their instructional leadership and coaching skills and establish a cohesive school culture.

During the School Year - Ongoing Professional Development (Daily/150 Hours): PD continues throughout the year, as detailed below. Based on the nature of Rocketship's rotational model and

commitment to talent development, *staff engage in PD experiences daily*, between real-time coaching to daily common planning time, to weekly small group sessions, and more. Minimum annual PD hours are included.

- **Quarterly Data Days:** One to two full days per quarter for staff to analyze interim assessment data, plan instructional adjustments, and engage in skill-building sessions on data use and instructional strategies (24 hours).
- **Weekly Development Sessions:** One hour weekly, focusing on priority areas such as small group instruction, formative assessments, and differentiated support for struggling learners (30 hours).
- **Daily Common Planning Time:** Teachers have *45 minutes of daily collaborative planning* with grade-level teams, supported 1-2 times a week by an Assistant Principal to address common instructional goals (66 hours).
- **Weekly Personalized Coaching:** All teachers receive tailored 1:1 coaching to refine instructional practices and address individual growth areas (30 hours).

For teachers who join mid-year, Principals and Assistant Principals utilize a personalized onboarding plan, where newly hired teachers spend time observing various components of the school day, meeting with various school leaders, and reviewing summer learning artifacts prior to taking on a full-day classroom teaching role. From there, they enter into the PD schedule highlighted above, with extra time built into weekly coaching sessions.

Calendar, Daily Schedule, and Staffing Structure

The Rocketship academic calendar and daily schedule are specifically designed to support robust PD. As depicted in the academic calendar (Attachment A) and daily schedule (Attachment B), staff engage in daily collaborative planning due to the nature of the rotational model, quarterly 'Data Days,' and other school-wide PD; these touchpoints intentionally coincide with school assessments to measure student growth and pinpoint instructional strategies that yield the highest impact. Staggering daily planning time and weekly development sessions ensure consistent opportunities for collaboration and skill enhancement. Staffing is structured with Assistant Principals dedicated to instructional coaching, facilitating small group PD, and leading data-driven planning. Additionally, partnerships with organizations like Amplify and Great Minds provide subject-specific expertise and continuous teacher growth.

Collaborative Planning

Collaborative planning is integral to Rocketship's PD approach. Grade-level teams use daily planning periods to align instructional goals, review formative data, and refine lessons. Assistant Principals guide collaboration to ensure alignment with state standards and student learning goals. Quarterly Data Days provide extended opportunities for teams to analyze student progress and plan interventions, ensuring equity and excellence for all students.

By embedding professional development into the school's culture and schedule, Rocketship TN 5 ensures its educators are well-equipped to meet the diverse needs of its students, fostering sustained academic achievement.

b. Describe the core components of a professional development plan and detail how those components will support effective implementation of the academic plan. Address the areas of special education and English learners, including implementation of individualized educational

Section 2.5 - Professional Development

(Required for All Sponsors)

plans (IEPs) and individualized learning plans (ILPs), discipline of students with disabilities, and communication with EL families.

Rocketship's professional development (PD) plan is carefully crafted to align with our academic objectives, ensuring that all educators are equipped to effectively implement and support our diverse learning community. The core components of our PD plan include:

- **Instructional Preparation & Planning:** Educators are trained to internalize and prepare lessons, navigate curricular resources, and adapt instruction based on individual student needs. This includes strategies for implementing Individualized Education Programs (IEPs) and Individualized Learning Plans (ILPs) for students with disabilities and English learners (ELs).
- **Supporting All Learners:** Specific training sessions focus on the integration of supports for students with special needs and multilingual learners, including the management of IEP requirements and effective communication strategies with EL families to foster an inclusive learning environment.
- **Pedagogy & Engagement:** Teachers develop pedagogical skills and an understanding of the students in the school in order to create affirming, purposeful learning environments that respect and reflect the diversity of our student body.
- **Discipline & Classroom Management:** PD includes best practices in the discipline of students, ensuring that all staff understand and implement approaches that are equitable and supportive, reducing disparities in disciplinary actions. Our approach to discipline is rooted in Positive Behavior Interventions and Supports where we aim to create a safe school environment that supports students' social, emotional, behavioral, and learning needs. We scaffold this approach with our SEL curriculum.
- **Using Data to Inform Instruction:** Educators learn to effectively use assessments and data, enabling them to monitor progress, adapt instruction, and meet the specific needs of all students, particularly those with IEPs and ILPs.
- **Family and Community Engagement:** Our PD program empowers teachers with strategies to build strong partnerships with families and community members, which is crucial for the success of ELs and students with special needs.
- **Coaching and Continuous Improvement:** A cornerstone of our PD is ongoing, targeted coaching provided by Assistant Principals and Principals. This includes regular practice opportunities, feedback, and co-observations to ensure continuous professional growth and effective instruction.

Rocketship's professional development sessions dedicate significant time to practical application, with at least 50% of each session focused on active skill practice. This hands-on approach is complemented by a commitment to personalized learning for educators, mirroring the differentiated instruction provided to our students.

This comprehensive PD framework ensures that our staff is well-prepared to deliver a high-quality, inclusive education that aligns with Rocketship's academic plan and meets the unique needs of our diverse student population, including those requiring special education services and English learners.

c. Provide an overview of professional development (PD) that will take place prior to and during the first year of operation. Detail how the school's leadership will determine needed PD.

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At Rocketship, our professional development (PD) strategy is meticulously crafted to align with our planning year, 'Year 0,' ensuring that it reflects the needs of our community and fosters strong partnerships with families. This PD framework is designed to empower our staff with the skills and knowledge needed to effectively implement our academic plan from the very start.

Pre-Operational Professional Development:

- Planning year: Personalized training opportunities for the Principal, Assistant Principals, and Business Operations Manager will be created to ensure that these school leaders learn best practices from other RSED-TN schools in the region. These training opportunities will be overseen by the Regional Director of Schools and Regional Operations Director. Newly hired staff members will have the opportunity to shadow other staff in the region at existing schools to learn best practices and engage in weekly coaching sessions with their counterparts as they prepare for onboarding new staff.
- Initial Summer Training: Before the school opens, all staff will undergo an intensive multi-week training session. This foundational PD covers Rocketship's educational philosophy, curriculum reviews, classroom management techniques, and our unique approach to integrating technology in teaching. Rocketship operations staff will spend time introducing staff to the facility, reviewing key safety measures, and reviewing school operations and logistics (e.g. arrival/dismissal, bus routes, etc.).
- Community Integration: Special sessions are dedicated to understanding the community's specific educational needs and cultural background. These are supplemented by workshops on building partnerships with local organizations and engaging families effectively, which are crucial for creating a supportive learning environment and supporting our community schools model.

Ongoing Professional Development During the First Year:

- Regular Workshops: PD continues throughout the year with monthly workshops that address emerging educational trends, instructional strategies, and feedback from ongoing assessments.
- Data-Driven PD: School leadership regularly analyzes academic performance data to pinpoint specific areas where targeted PD can further enhance teaching effectiveness and student outcomes.
- Feedback Loops: Regular feedback from teachers, obtained through surveys and staff meetings, informs the PD focus, ensuring it remains relevant and responsive to both teacher and student needs.

Leadership's Role in PD Determination:

- Collaborative Leadership Practices: Rocketship engages all stakeholders in the leadership of our school, including determining PD. Surveys and weekly touchpoints will inform subsequent PD opportunities for staff.
- Needs Assessment: Our school leadership conducts a thorough needs assessment using input from community stakeholders, performance data, and teacher feedback to identify key PD areas.
- Adaptive Planning: Leadership remains flexible in adapting PD plans to address the dynamic needs throughout the school year, ensuring that our faculty are well-equipped to meet both the academic and socio-emotional needs of our students.

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Through this structured yet adaptable PD approach, Rocketship ensures that our team is not only well-prepared prior to opening but also continues to grow and respond effectively to the educational challenges and opportunities as they arise during the first year of operation. This commitment to professional excellence and community collaboration sets the foundation for a successful educational environment.

d. Describe how faculty and staff who are hired mid-year will receive orientation training relative to the charter school's academic plan.

At Rocketship, we ensure that staff hired mid-year are effectively integrated into our academic and operational frameworks through a structured orientation and training process. This approach is designed to align new hires quickly and efficiently with our academic plan and school culture.

Orientation Process:

- **Immediate, Personalized Onboarding:** Mid-year hires participate in an initial orientation session upon joining, which covers Rocketship's mission, values, academic expectations, and operational protocols. This session is conducted by our HR team in collaboration with relevant school leaders.
- **Academic Observations:** New staff members receive specialized training in Rocketship's educational model, including observing various components of our blended learning approach, curriculum standards, and assessment systems. This training is facilitated by our school leaders and content areas experts (e.g. Humanities and STEM) to ensure new teachers understand their role within our academic framework.
- **Mentorship:** Each mid-year hire is paired with a mentor from our existing staff. Mentors provide guidance on classroom management, curriculum implementation, and integration into the school community. This peer support accelerates the adaptation process and fosters a collaborative working environment.
- **Professional Development**: New hires are immediately integrated into Rocketship's ongoing professional development programs, with special emphasis on weekly 1:1 coaching and weekly development sessions. Their Coach will spend more time with new hires during their weekly touchpoint and observe them in class to provide real-time feedback.

Continual Support and Evaluation:

- **1:1 Coaching Cycles:** Mid-year hires receive additional support through Rocketship's established coaching cycles, which involve regular observations and feedback sessions from instructional leaders. These cycles help refine teaching practices and ensure fidelity to our academic plan.
- **Performance Monitoring:** Our evaluation system includes checkpoints specifically designed for mid-year hires to monitor their progress and integration. Feedback from these evaluations is used to tailor further support and development opportunities.

Through these comprehensive orientation and ongoing support mechanisms, Rocketship ensures that all staff, regardless of their hiring time, are well-prepared to contribute to our mission and enhance student learning outcomes. This structured approach ensures consistency in delivering high-quality education across the academic year.

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e. Describe the plan to provide professional development for school leadership. Detail how the plan will ensure that current and future leadership will have access to the knowledge needed to effectively manage and lead the school.

Rocketship is committed to fostering strong leadership through a structured and comprehensive professional development program tailored to the needs of our school leaders, including Principals, Assistant Principals, Business Operations Managers, and Office Managers. Our development strategy is designed to ensure that all current and future leaders are equipped with the essential skills and knowledge required for effective management and leadership.

Foundational Training and Continuous Development:

- **Summer Training:** We initiate our leadership development with intensive summer training sessions focusing on self-awareness, team management, and foundational leadership skills. This includes a deep dive into setting clear expectations, understanding compensation strategies, and learning the essentials of employment law and performance management.
- **Ongoing Professional Development:** Throughout the academic year, our leaders engage in targeted professional development sessions led by Rocketship's Regional and National Program Teams, and aligned with their specific roles. These sessions cover critical areas such as data-driven instruction, systems planning, coaching, observation techniques, family and community engagement, and fostering positive school and staff cultures.

Specialized Training and Support:

- **Special Education Leadership:** Leaders who oversee special education programs participate in specialized training that addresses the unique challenges and requirements of these roles, including instructional strategies and compliance.
- **New Principal Development:** Newly appointed principals receive additional support through a training program targeted for new principals (See Section 2.4) spread over the summer and school year, focusing on school and team management and adaptive leadership.

Feedback and Reflective Practices:

- **Manager Feedback and Surveys:** Rocketship conducts regular manager feedback surveys and staff satisfaction assessments to provide school leaders with actionable feedback. School leaders learn how to use this data to improve culture.
- **People Partnerships Meetings:** Every one to two months, the Rocketship HR team meets with school leadership to review management challenges and strategies, enhancing leadership skills through real-time support.
- **Professional Development Hours:** School leaders dedicate approximately two hours each month to further engage in development sessions led by Rocketship's Regional and National Program Teams. These sessions include collaborative walkthroughs/best practice highlights, coaching opportunities, and self-reflection.

Collaborative Learning:

- **Learning Walks and Cohort Meetings:** Principals participate in weekly *Cohort Meetings* and monthly *Learning Walks* with the regional leadership team, promoting peer learning and continuous improvement in leadership practices.

Through these multifaceted training and development initiatives, Rocketship ensures that school leaders are not only prepared to effectively manage and lead, but are also continually evolving to meet the dynamic needs of our schools and communities. This comprehensive approach guarantees that our

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leaders have access to the knowledge and skills necessary to drive success within our educational framework.

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Section 2.6 – Transportation

(Required for All Sponsors)

a. Describe the plan to provide daily transportation to students, if applicable.

Rocketship Tennessee provides daily transportation for our students through a well-established plan focused on safety and efficiency. We categorize our students into three groups: walkers, car riders, and bus riders.

For walkers and car riders, our campus operational staff meticulously organize drop-off and pick-up routes. We ensure dedicated entryways and utilize crossing guards to facilitate safe and orderly entry and dismissal from school.

For bus riders, we operate 14 buses across our three existing schools. These buses are scheduled to pick up students in the morning from designated locations around the city and return them after school. Approximately 40-50% of our students currently utilize this service. The daily bus transportation plan for our upcoming TN 5 school will mirror the successful strategies we have in place across the region. We engage a third-party bus company, Gray Line Transportation, through a competitive bidding process to manage our bus transportation needs. We have maintained a successful partnership with this reliable vendor since 2015 and have created our strong protocols in coordination with them and the best practices we have established together over nearly ten years. For Y1, we have budgeted roughly $100K for overall transportation rising to $250K in Y5, consistent with our other schools in the region.

Our **annual planning process** involves collecting transportation preferences from families during the enrollment period, which occurs every spring. This information includes student addresses, which helps us determine the most effective bus stops. Typically, half of our students can walk to their stops while the others need a ride. Beginning in May/June, Rocketship and Gray Line work together to identify these stops to ensure efficiency and safety. From there, Gray Line determines the number of buses and routes and over the summer, Rocketship and Gray Line finalize the school year bus schedules.

Daily transportation oversight is managed by a dedicated Bus Monitor at each campus. This Monitor oversees both morning and afternoon sessions to ensure timely pick-up and drop-off, and they serve as the primary contact for parents, drivers, and our transportation vendor to address any concerns or delays.

b. Describe the plan to provide applicable transportation services related to extracurricular activities, field trips, summer camps, post-secondary visits, work-based learning etc. Detail the budgetary impact and assumptions related to transportation services.

Rocketship has a comprehensive transportation plan related to field trips, summer school, and any other extracurricular activities that occur off-site and require bus transportation. During the annual planning process each spring, school leadership and teachers meet to map out field trips and extracurricular activities for the following school year. Doing so in the annual planning process is critical to ensure those costs are reflected in the draft budget for the school. Once those trips are approved in the budget process, the School Business Operations Manager

Section 2.6 – Transportation

(Required for All Sponsors)

(BOM) will connect with the Regional Director of Operations to map out transportation needs for these types of activities (# of students, days, number of hours, locations, etc.). From there, the BOM will connect with the third party bus vendor used for daily transportation to request these additional services. The vendor will then send an order form to add these days to their overall services for the school year. The master bus calendar will reflect both daily transportation needs as well as these field trips and extracurricular activities.

For summer school, Rocketship utilizes the same contracted bus provider to transport students enrolled in this offering. We offer summer school at one of our regional campuses, so we use the other two campuses as bus pick up/drop off locations, plus some of our high capacity stops for the summer. We typically run about four buses to accommodate the students enrolled in this program. For afterschool programs like cheer and sports, Rocketship does not provide bus transportation; transportation to and from these activities is managed by families.

The budgetary impact for transportation services related to extracurricular activities and field trips is roughly $50K each year of operations. This will give the school a healthy budget to cover field trips for students to experience real-world application of classroom learning, ranging from visiting the science center, theater, and universities.

c. Describe the plan to provide transportation to students whose individualized education plan (IEP) requires transportation to ensure the student receives a free and appropriate public education (FAPE) pursuant to 34 CFR §300.34(c).

To provide transportation for students whose Individualized Education Plan (IEP) requires specific transportation accommodations, Rocketship Tennessee has a comprehensive plan in place to ensure compliance with 34 CFR §300.34(c) and that each student receives a free and appropriate public education (FAPE).

Upon enrollment, if a student's IEP specifies transportation needs, we immediately communicate these requirements to our transportation vendor. This includes any necessary details to accommodate the student’s specific needs, such as door-to-door service, the use of seat belts, restraints, harnesses, or any specialized equipment. In some cases, if the required equipment is not readily available on the bus, the vendor is responsible for procuring the necessary items to meet the student’s IEP requirements.

Given the experience at our other schools in Tennessee, the number of students requiring transportation accommodations and the specific accommodations needed, we anticipate the budgetary impact to be marginal for TN 5. If associated costs are more than expected, we plan to offset the additional cost by reducing non-personnel expenses.

The Regional Director of Operations at Rocketship Tennessee oversees all aspects of transportation compliance. This includes ensuring that all accommodations are in place as per the IEP and monitoring the effectiveness of these accommodations on an ongoing basis. This role is crucial in coordinating between families, school staff, and the transportation vendor to maintain the highest standards of safety and compliance with federal regulations.

d. Describe how the transportation vendor will be selected or, in the alternative, how the proposed school will provide transportation.

As with our other campuses, student transportation services will be provided by a third-party vendor, contracted in compliance with applicable rules. Contracts are originally competitively awarded via RFP on a 2-year basis and may be renewed. Original contracts and renewals are approved by the Rocketship Tennessee board.

Section 2.6 – Transportation

(Required for All Sponsors)

e. Detail whether the proposed school will provide its own transportation services, contract out for transportation, request that a district provide transportation, or a combination thereof. Describe the plan to provide oversight of transportation services and identify who on the school's staff will provide this daily oversight.

Rocketship Tennessee plans to contract out for transportation services by engaging a third-party vendor selected through a competitive Request for Proposals (RFP) process. This approach allows us to leverage specialized services to meet our transportation needs effectively while focusing our resources on our core educational mission.

To ensure rigorous oversight of these contracted transportation services, Rocketship Tennessee appoints the Regional Director of Operations as the **mandated transportation supervisor, or "District Transportation Supervisor"** who works directly with each school's designated Bus Monitor to ensure smooth communications and operations. These team members are pivotal in managing our transportation services daily and are supported by RSED-National's Operations and Procurement team. The Transportation Supervisor's responsibilities include: 1) completing transportation management training; 2) ensuring all drivers are properly licensed, that they have undergone thorough background checks, are well-trained, and hold the required credentials; and 3) regularly inspecting buses to ensure they meet safety standards, receive regular maintenance, and are reliable for daily student transportation.

This structured oversight ensures that our transportation services are safe, efficient, and compliant with all applicable regulations, thereby supporting our commitment to providing a high-quality educational environment for all students.

f. Explain how the proposed school will ensure compliance with all federal and state transportation laws and regulations, including, but not limited to, T.C.A. § 49-6-2101 - 2119 and SBE Rule 0520-01-05.

Rocketship Tennessee is committed to full compliance with all federal and state transportation laws and regulations, including T.C.A. § 49-6-2101 - 2119 and SBE Rule 0520-01-05, to ensure the safety and well-being of our students.

Our approach to ensuring compliance begins with our choice to contract transportation services through a third-party vendor, selected via a rigorous competitive RFP process. This process allows us to partner with providers who not only meet but exceed the standards required under Tennessee law and the specific requirements outlined by the State Board of Education.

The oversight of our transportation services is led by the Regional Director of Operations, who is mandated as the transportation supervisor. This role is critical in maintaining compliance and is supported by RED-National's Operations and Procurement team.

The following steps outline our plan for ensuring ongoing compliance for TN 5:

- **Transportation Management Training:** Our transportation supervisor undergoes specialized training to stay updated on current federal and state regulations related to student transportation services.
- **Driver Requirements:** We ensure that all drivers employed by our vendor are properly licensed, have undergone extensive background checks, and receive continuous training on the

latest safety practices. This includes verifying that all drivers meet the qualifications set forth by T.C.A. § 49-6-2101 - 2119.

- **Vehicle Standards:** All buses used in the transportation of students are required to undergo regular inspections and maintenance checks to comply with both state safety standards and those stipulated by SBE Rule 0520-01-05. This ensures that all vehicles are safe, reliable, and well-equipped to transport students.
- **Documentation and Records:** We maintain thorough records of all transportation-related documents, including driver credentials, training logs, inspection reports, and compliance checks. These records are regularly reviewed to ensure ongoing adherence to all regulations.
- **Compliance Audits:** Rocketship Tennessee's District Transportation Supervisor formally audits our systems and services three times per year to assess the effectiveness of our transportation services and to identify any areas for improvement in compliance with state and federal laws.

By implementing these measures, Rocketship Tennessee ensures that our transportation services are not only compliant with regulatory requirements, but also align with our high standards for student safety and service quality.

g. If the school will not provide daily transportation services to and from school, describe how students will get to and from school and how the school will address any transportation barriers for student attendance.

N/A

Section 2.7 - Additional Operations
(Required for All Sponsors)

a. A list of the types and corresponding amounts of insurance coverage the proposed school will secure. Types of insurance should include, at minimum, workers' compensation, employer liability, property, professional liability, surety bonds pursuant to T.C.A. § 49-13-111(n), and sexual abuse.

Rocketship Education will obtain and provide insurance coverage at TN 5, ensuring adherence to district, state, and federal guidelines and regulations.

Coverage:

A. Commercial General Liability Insurance, including both bodily injury and property damage, with limits:
- $ 1,000,000 per occurrence
- $ 1,000,000 damage to rented premises (each occurrence)
- $ 5,000 medical expenses
- $ 1,000,000 personal & adv. Injury
- $ 3,000,000 general aggregate
- $ 3,000,000 products/completed operations aggregate

B. Business Auto Liability Insurance:
- $ 1,000,000 combined single limit (each accident)

C. Workers' Compensation and Employers Liability Insurance:
- $ 1,000,000 each accident
- $ 1,000,000 each employee
- $ 1,000,000 policy limit

D. Errors & Omissions (E&O)/Malpractice (Professional Liability) coverage, including Sexual Molestation and Abuse coverage:
- $ 1,000,000 per occurrence
- $ 3,000,000 general aggregate

E. Excess Liability:
- $ 25,000,000 per occurrence
- $ 25,000,000 general aggregate

F. Cyber Security:
- $ 50,000 per occurrence

G. Student Accident:
- $ 250,000 Aggregate

b. A letter of coverage from an insurance company stating they will provide the required coverage upon approval of the charter application. The letter should include provisions for assuring that the insurance provider will notify the Tennessee Department of Education within ten (10) days of the cancellation of any insurance it carries on the charter school, pursuant to T.C.A. § 49-13-107(b)(19). Note: if the proposed school intends to have school athletics, additional liability coverage will be required.

Please see **Attachment Q**. Rocketship Education Tennessee ("RSED-TN") is the sponsoring entity submitting this application to open TN 5 in Davidson County with the full partnership and support of Rocketship Education ("RSED-National").

Insurance procurement and management are part of the administrative and operational support provided by RSED-National to RSED-TN. The RSED-National insurance policies include and cover RSED-TN, its Board of Trustees, and the existing RSED-TN school operations. As stated in the insurance broker letters, the new school will be covered under these policies once approved.

Food Service Plan:

c. Describe the plan to offer food service to the students. Within the proposal, detail how the proposed school will offer food service to students, as well as how the school will comply with applicable district, state, and federal guidelines and regulations related to food services.

Rocketship Tennessee has a structured plan to provide food services at TN 5, ensuring adherence to district, state, and federal guidelines and regulations. As an established School Food Authority (SFA) under the Tennessee Department of Education, with Agreement Number C500, we are well-versed in managing compliance within the National School Lunch Program (NSLP) and the School Breakfast Program (SBP).

Plan for Implementing Food Services at TN 5:

- **Inclusion in SFA**: TN 5 will be added as a new site under our existing SFA during the standard NSLP and SBP application process. This will take place in the late spring of the year prior to the school's opening. The inclusion of TN 5 into our SFA ensures that the school benefits from our established practices and meets all necessary regulatory requirements.
- **Compliance with NSLP and SBP**: Once TN 5 is approved to operate under the NSLP and SBP, we will initiate food services that comply with all the rules and regulations of these programs. This includes meeting nutritional standards, providing free or reduced-price meals to eligible students, and adhering to health and safety standards.
- **Ensuring Nutritional Standards**: All meals served will meet the specific nutritional guidelines set forth by the NSLP and SBP, which focus on providing balanced, healthful meals to all students. This includes appropriate calorie limits, sodium reduction, and the inclusion of fruits, vegetables, whole grains, and low-fat or non-fat milk in meals.
- **Health and Safety Compliance**: We will ensure that all aspects of food handling, preparation, and service comply with local and national health and safety regulations. Regular training for our food service staff will be conducted to maintain high standards of cleanliness and safety.
- **Monitoring and Evaluation**: Regular audits and inspections will be performed to ensure ongoing compliance with all guidelines. Feedback from students and staff will be used to continuously improve the quality and appeal of the meals offered.

By following this comprehensive plan, Rocketship Tennessee will provide reliable, nutritious, and compliant food service to students at TN 5, supporting their health and educational success.

d. Describe how the school food service plans meet the needs of low-income students.

Rocketship Tennessee is dedicated to meeting the nutritional needs of all students, with a particular focus on ensuring equitable access to nutritious meals for low-income students. Our food service plan for TN 5 is designed to maximize support for these students through several key initiatives:

Section 2.7 - Additional Operations
(Required for All Sponsors)

Community Eligibility Provision (CEP): We anticipate that TN 5 will qualify for the Community Eligibility Provision (CEP), a program that allows schools in low-income areas to offer breakfast and lunch at no charge to all enrolled students without requiring individual applications. By participating in CEP, TN 5 will ensure that every student has access to nutritious meals every school day, removing barriers that might prevent low-income students from participating in the meal programs.

Compliance with Free and Reduced-Price Meal Applications: In the event that TN 5 does not qualify for CEP, we will implement a robust process to collect and process applications for free and reduced-price meals. This process will utilize approved forms and point-of-sale software to maintain confidentiality and ensure accurate eligibility determination. Our staff will be trained to handle these applications with sensitivity and privacy, ensuring that no student feels stigmatized.

Direct Certification Updates: Rocketship staff will regularly update our directly certified student data. This process identifies students who are automatically eligible for free meals due to their participation in programs like the Supplemental Nutrition Assistance Program (SNAP) or Temporary Assistance for Needy Families (TANF). Regular updates ensure that students who become eligible can immediately benefit from free meals, thereby improving access to necessary nutrition.

Nutritional Quality and Appeal: All meals served at TN 5 will meet or exceed USDA nutritional standards. These meals are designed to be appealing and accessible to all students, ensuring they receive the energy and nutrition required for academic success and healthy growth.

Through these measures, Rocketship Tennessee is committed to providing all students, especially those from low-income families, with consistent access to free, nutritious meals, thereby supporting their educational experience and overall well-being.

e. Describe how the food service vendor will be selected or, in the alternative, how the proposed school will provide meals in-house.

Rocketship Tennessee is committed to ensuring high-quality, nutritious meals for all students. As such, we have a structured plan for the **selection of our food service vendor**, in compliance with relevant regulations.

Vendor Selection Process: Prior to finalizing plans for TN 5, Rocketship staff, under the guidance of the Tennessee Department of Education's (TDOE) Office of School Nutrition, will evaluate whether our existing contract with *SLA Management* can be extended to include services at the new school while adhering to all regulatory requirements. Should it be determined that a new Food Service Management Company (FSMC) is required, Rocketship will initiate a formal procurement process in line with USDA guidelines, as overseen by the TDOE's Office of School Nutrition. This process will involve: 1) a detailed assessment of the school's specific meal program needs; 2) integration of the school's vision for meal service into the assessment; and 3) development of a Request for Proposal (RFP) document based on this assessment, outlining all necessary criteria and expectations for potential vendors.

Following the RFP process, bids will be evaluated to ensure they meet our nutritional, operational, and compliance standards. The selected vendor's contract will be made available for review by both the authorizer and the Office of School Nutrition to ensure transparency and adherence to all guidelines.

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(Required for All Sponsors)

Meal Service Operations: The selected vendor will be required to provide daily breakfast and lunch that comply with the federal National School Lunch Program (NSLP) and School Breakfast Program (SBP) standards. Our meal service model includes:

- A "grab and go" breakfast is served via breakfast carts, where students receive a compliant "serve" model breakfast offered in the classroom for consumption.
- Lunch is served in the cafeteria, adhering to the "serve" model, where students are served compliant meals alongside their peers.

Compliance and Oversight: To maintain continuous compliance with state and federal guidelines, Rocketship conducts triannual operational walkthroughs led by regional operations staff, monthly compliance checks by school staff, and targeted spot checks as needed. The Regional Director of Operations has high-level oversight of regional compliance, supported by the Business Operations Manager and Teachers, who collectively engage in daily food service and who initiate spot checks. These checks ensure that all aspects of the meal service—from food quality to nutritional standards—are consistently met.

Regular meetings with the food service vendor will be held by both school and district staff to ensure ongoing adherence to all regulations and to address any emerging needs within the school community. Should issues arise, Rocketship staff are prepared to take immediate corrective actions to resolve them effectively.

Through these processes, Rocketship ensures that our food service operations are not only compliant but also tailored to meet the nutritional needs and preferences of our students, thereby supporting their health and academic success.

Technology:

f. List the technology required to meet the academic and operational needs of the proposed school.

Rocketship's personalized learning model makes extensive use of technology to provide students with targeted learning experiences. Students primarily interact with those experiences via Chromebooks. **Rocketship operates a one-to-one model**, meaning that there is *at least one Chromebook for every student* in the school. The cost of buying and replacing Chromebooks is included in our budget plan for this school.

Classroom Support Technologies: A 65" TV screen is installed in each classroom with wireless screen sharing capability Enterprise level fiber optic internet connection of both 1GB up and down speeds is available across the campus. Dedicated next generation wireless access points to support each classroom device. Chromebook carts are also available to support with charging student devices.

Teachers: A Macbook Air is provided to each teacher.

Operations staff: A Macbook Air and/or Apple iPad are provided to each operations staff.

Technology costs are included in the budget document (Attachment W).

These devices are deployed and maintained by RSED-National's Technology Solutions team and supported by regional (RSED-TN) IT staff. The regional IT staff are onsite and in the schools on a

rotating weekly basis. They provide onsite support with staff and students devices, troubleshoot network connectivity issues, and resolve onsite classroom technology issues.

The primary network infrastructure requirements are designed for instructional classroom needs; hence the wireless network is highly robust, adaptive to the changes in the needs, and our systems are secured to prevent breaches and compromises. Both the system design and costs are included in the cost projections for the construction of our facility.

In addition, when a physical repair of the device is required, the regional tech will assess and attempt to resolve all software related issues and minor hardware issues. If there is a major hardware issue, we have contracted a national device repair vendor to address those issues after the regional tech has fully assessed and diagnosis is completed.

g. List technology needed for classrooms, computer and science labs, library/media center, auditorium, main office, copy rooms, teacher work rooms, and other relevant spaces.

Additional technology to operate the school will include a comprehensive camera and controlled access security system (discussed more fully in the safety and security section of this application) and printer and copier equipment (acquired via lease).

h. Describe how the proposed school will ensure student access to the technology required for state mandated assessments; include infrastructure requirements and costs in the operating budget template and narrative.

To ensure all students are able to access the technology required for state mandated assessments, we have implemented the infrastructure and systems described below. Costs for these are included in Sections 3.1 and 3.2.

- **Google Workspace (Education Edition)**, to support state mandated testing applications and student device configuration. Ensuring all configurations and operating system requirements meet prescribed standards provided by the testing entity.
- **Intel branded on-premise server**, to support the server software requirements to facilitate school-wide testing. Chromebooks are registered with the local server to authenticate the device used for testing and is both locally registered and on the local area network.
- **Google Chromebooks** are the default devices we provide to each student to support state mandated testing. A secure browser as required is added to each device in order to support the testing requirements.
- **Enterprise fiber optic internet connection** is our default connection to access the internet.
- **Meraki, a division of Cisco Systems, is our standard network infrastructure** for our schools. We implemented their firewalls, switches, and wireless access points throughout.

Protecting Student Data: Rocketship takes its requirement to maintain the security and privacy of student information very seriously and has developed comprehensive policies to protect student information covered by FERPA. All student information is inside password protected systems, secured via our single-sign-on system that requires two-factor authentication and frequent password changes. Our student information system is restricted only to staff who have a job-specific reason for access.

Student records will be disclosed to parents or to third-parties e.g., transfer schools or special education service providers) with written consent. School office staff will be trained to understand the

seriousness of student privacy requirements and the school's Business Operations Manager will oversee the compliance with privacy rules, supported and trained by RSED-National's Legal team.

Network Security Plan: Rocketship Public Schools has fully adopted and implemented all 18 CIS Critical Security Controls, a globally respected and prioritized cybersecurity best practice framework from the Center for Internet Security (CIS). This non-profit organization developed the controls, which offer a practical and actionable roadmap for improving an organization's security.

Grounded in real-world attack data and expert threat intelligence, the CIS Controls provide concrete, up-to-date steps to effectively prevent the most frequent and damaging cyberattacks. Unlike more theoretical frameworks, they detail specific actions for immediate implementation by security teams. The "critical" designation highlights the framework's focus on mitigating common attacker techniques, allowing Rocketship Public Schools to significantly decrease its vulnerability and the potential for successful breaches.

The framework is structured into Controls, each targeting a specific cyber-risk area. These Controls are further broken down into detailed Sub-Controls (formerly Safeguards), offering clear, step-by-step guidance. The Controls are regularly updated to reflect the evolving threat landscape, ensuring their continued relevance and effectiveness. Furthermore, the Controls align with numerous other frameworks and regulations, aiding Rocketship Public Schools in meeting broader compliance requirements.

By adopting the CIS Critical Security Controls, Rocketship Public Schools has established a clear and actionable strategy for strong cybersecurity. This approach emphasizes practical implementation, ongoing improvement, and proven effectiveness in defending against today's most common threats. Additionally, Rocketship's implementation of the CIS Controls is consistent with Tennessee's State Government Cybersecurity and NSCR requirements.

See Item 1 of the Appendix for the CIS Critical Security Controls as published by the Center for Internet Security.

School Health and Nursing Services:

i. Describe the plan for compliance with the Coordinated School Health Program, including any plans to hire or contract with a school nurse.

Rocketship Tennessee is committed to full compliance with the Coordinated School Health Program as outlined by Tennessee Department of Education guidelines, ensuring that our students receive comprehensive health services as part of their educational experience. Our approach to health services is integrated directly into our school operations, as follows:

School Nurse Employment: Rocketship Tennessee employs school nurses directly to ensure that our health services align closely with our educational mission and school culture. By directly hiring nurses, we maintain a consistent standard of care, provide stability for our students, and ensure that our health services are seamlessly integrated with other student support services.

Management and Oversight: Our school nurses are managed by the Office Manager at each campus, who in turn reports to the Regional Chief of Staff. This management structure ensures that health

services are coordinated efficiently across all aspects of school operations and that there is clear accountability and communication within the school leadership.

Compliance with the Coordinated School Health Program:

- **Health Services:** Our nurses provide essential health services including basic first aid, management of chronic illnesses, administration of medications, and coordination of care for students with special health needs. They also play a pivotal role in managing and responding to communicable diseases within the school setting.
- **Health Education:** Nurses contribute to health education by providing students with information on topics such as hygiene, nutrition, and physical activity. This is often done in collaboration with classroom teachers to integrate health education into the broader curriculum.
- **Healthy School Environment:** Nurses help maintain a healthy school environment by overseeing the cleanliness and safety of school facilities. They ensure that the school complies with health and safety regulations and are involved in the development and implementation of safety plans for emergencies.
- **Nutrition Services:** Although not directly involved in meal service, school nurses work closely with the food service team to support students with dietary restrictions and to manage food allergies and other nutrition-related health issues.
- **Physical Education and Activity:** Nurses support physical education programs by ensuring that students' health needs are considered in physical activities and by providing guidance on adapting activities for children with physical limitations.
- **Counseling and Psychological Services:** While not counselors, school nurses often serve as a first point of contact for students with emotional or psychological health concerns, referring them to the appropriate school resources or outside services.
- **Parent and Community Involvement:** Nurses also play a key role in engaging parents and the community in health-related school activities, providing regular updates on health policies, and organizing health screenings and vaccination drives.

Through this comprehensive approach, Rocketship Tennessee ensures that our schools not only comply with the Coordinated School Health Program but also provide a supportive and healthy environment conducive to student learning and well-being.

j. Identify who at the proposed school will supervise the school nurse and his/her role in ensuring compliance with health regulations.

At TN 5, the school nurse will be supervised by the Office Manager who in turn reports to the Principal. The Office Manager plays a crucial role in ensuring compliance with health regulations, acting as the key link between school administration and health services. The Office Manager attends all health-related compliance trainings as mandated by the authorizer and ensures adherence to rules and regulations for the school site. This managerial structure is designed to uphold the highest standards of health and safety within the school environment.

The Office Manager's responsibilities include overseeing the daily operations of the school nurse, ensuring that all health services align with state and federal health regulations, and maintaining accurate records of health services provided. Additionally, the Office Manager ensures that the school

nurse is fully supported in their role, facilitating ongoing professional development and training in compliance with the latest health guidelines.

This supervision framework ensures that health services are integrated effectively into the school's overall operation, promoting a healthy learning environment and enabling quick and efficient responses to health-related issues as they arise. Through this structure, Rocketship Tennessee guarantees that health services are not only compliant with all relevant health regulations but also effectively meet the needs of our students.

Safety and Security:

k. Describe the plan for ensuring the safety and security of students, staff, guests, and property. Identify the person or position responsible for school safety operations.

Rocketship is committed to the safety and security of students, faculty, staff, and visitors on our campuses. To support that commitment, we have a Health/Safety Plan that is updated regularly by RSED-National's Legal and Operations teams in coordination with the RSED TN Regional team and approved locally by the Rocketship Tennessee Board of Directors annually. The Health/Safety plan will ensure that each campus has emergency mitigation/prevention, health, preparedness, response, and recovery procedures relevant to natural and human-caused disasters documented at the school-site. Every employee will be trained and knowledgeable of this plan so that they may carry out their responsibilities in an emergency. The primary objective of emergency preparedness is first to save lives and second to protect property. To this end, we will adopt a school crisis plan, prior to the school opening. The school's Business Operations Manager will be responsible for school safety operations. The full school safety plan has been added as an Appendix (Item 2) to this application for additional details and context on our policies and procedures.

Key aspects of the Health/Safety Plan:

Emergency Procedures: Our emergency procedures are our blueprints for safety on campus. They are a living, responsive document designed to protect the physical, emotional, and educational wellbeing of students and staff. They are reviewed annually to ensure they are meeting local requirements and that we are implementing the most up to date practices. Our emergency procedures are only as good as their implementation. Each staff member will receive in person training and practice during summer professional development each year. We will complete the required drills each year, giving our students and staff an opportunity to practice the implementation of our procedures. We will invite local first responders to be partners in our drills so they can give our school leader feedback to make our procedures and their implementation successful.

Security Personnel & Partnership with Law Enforcement: TN 5 staff will partner closely with regional operational staff and community stakeholders like local law enforcement to implement policies that keep our school, staff, and communities safe. If input from the community and local law enforcement suggests that on-site security personnel are needed, we will engage a third-party vendor to fulfill this need as we have done at our three campuses in Tennessee. The Business Operations Manager (BOM) will partner with local law enforcement to ensure they are aware of our arrival and dismissal traffic patterns to get their advice and support in order to keep our kids and families safe during those high traffic school systems and school events. Each year schools are required to complete a School Security Assessment in partnership with local law enforcement. We will use this opportunity to share our procedures and gain feedback from the officers around best practices.

Section 2.7 - Additional Operations
(Required for All Sponsors)

Controlled Access: Campuses will be equipped with controlled access technology for staff and guest entrances. Staff will receive a key fob which will give them access to the building during certain hours of the day determined by school leadership. Guests will need to be "buzzed" into the building by a staff member through the main lobby doors. All guests will be required to sign-in using a computerized check-in system and wear a printed badge. The computerized check-in system will run a check against criminal records and flagged persons will not gain entry to the building. All guests will be expected to enter and exit from the same centralized location. We will utilize technology such as localized exit door alarms and cameras to further strengthen security.

Safety Training and Walkthroughs: Staff trainings will be held each summer to ensure all staff understand their role in our safety procedures and feel comfortable executing drills before children arrive on campus. Administrators, School Office Personnel, and the PE teacher will be certified in adult and pediatric CPR and First Aid, and additional staff will be offered the opportunity to be trained as well. The BOM and Principal will lead campus safety training for all staff, which will cover the campus visitor procedures, dismissal procedures, and all safety drills. We will follow state rules regarding the frequency of such drills to ensure compliance. During the safety training, all staff will review the evacuation map for their classroom, their safety clipboard, and practice a fire evacuation and a lockdown drill. Mandated Reporter training will be completed annually by all staff to educate employees on their responsibilities and rights under the Child Abuse and Neglect Reporting Act. The BOM and Principal will hold safety walkthroughs regularly, supplemented by multiple formal observations by RSED-National Operations staff who specialize in campus security. Outside vendors ensure key safety items--First Aid kits, AED machine, fire extinguishers, and fire sprinklers and alarms--are regularly restocked, maintained, and/or checked.

Student Pick Up Procedure: Over the summer, parents/guardians will complete and submit an updated Emergency Contact/Authorization to Pick-Up Card. Only those listed on a student's approved pick-up list will be authorized to pick up a student. During dismissal, the person picking up must show the "dismissal card" to gain access to the school and pick up the student identified on the card. If the person does not have the "dismissal card" they will be required to show identification.

School Maintenance: Ensuring that our school buildings remain safe, clean, and a welcoming environment is a top priority at Rocketship. Each Rocketship school undergoes approximately 30 preventive maintenance checks annually, carried out by skilled external vendors to ensure the safety and functionality of our campuses. These checks cover crucial systems such as HVAC, fire safety, elevators (where applicable), roofing, and drainage to ensure everything operates reliably and meets safety standards.

Our dedicated custodial teams play a vital role in maintaining a clean and healthy learning environment. They perform cleaning throughout the day and night, and also undertake quarterly deep cleanings to enhance the cleanliness of our facilities. This ongoing dedication helps create a space that is visually pleasing and hygienic, which is essential for both student well-being and staff morale.

Further ensuring our facilities' upkeep, the Rocketship Tennessee region is supported by a dedicated Facility Maintenance Technician. This technician handles day-to-day maintenance issues swiftly, reducing downtime and preventing small issues from becoming larger, costly problems. Our national facilities team with RSED-National provides additional support, offering expertise and sharing best practices to enhance our maintenance efforts.

Section 2.7 - Additional Operations
(Required for All Sponsors)

l. Describe the process and timeline for creating the school's emergency operations plan.

The creation of Rocketship Tennessee's Emergency Operations Plan follows a structured and iterative process, ensuring that our strategies are comprehensive and up-to-date. An outline of the process and timeline for creating and updating the plan is below:

- March: The process begins in early spring when RSED-National and Rocketship Tennessee operations teams conduct a thorough review of the existing emergency response plans. This review includes reflecting on the past year's events and feedback received during emergency drills. Based on these insights, necessary updates and additions are identified to enhance the forthcoming year's emergency operations plan. For TN 5's plan, we will leverage feedback from our three other Nashville-area campuses to inform our strategy for the new campus.
- April: New resources and training tools, such as Building Safety Training materials and Emergency Cheat Sheets, are introduced and shared with School Operations Leaders (Business Operations Managers, or BOMs). These leaders then begin developing new training sessions tailored to the updated plans and tools. For TN 5, these training sessions will launch during Summer PD.
- May: BOMs continue to refine and update planning and training resources. This phase includes incorporating the latest updates from local and state authorities to ensure compliance and relevance.
- June: The Official Emergency Operations Plan is finalized, integrating all feedback, new information, and best practices gathered throughout the year. The Plan is also reviewed and approved by the Rocketship Tennessee Board of Directors for use the following school year. The finalized plan is submitted to the State Reporting System by the end of June, ensuring all regulatory requirements are met.
- July-August: Prior to the start of the school year, both regional and school leaders conduct training sessions for new and returning staff. These sessions cover the latest school safety and emergency operations protocols.

As shared above, the plan undergoes an annual review and approval by the Board each spring, aligning it with the latest safety standards and operational needs. This cyclical process ensures our emergency operations plan remains robust, responsive, and aligned with the safety needs of our students and staff.

Section 2.8 - Charter Management Organization
(Required if Answered "Yes" to Sponsor History and Intent Question 6)

a. Provide the Charter Management Organization's (CMO) name, and present evidence of its success in educational and managerial areas.

RSED-National has provided CMO services to the Rocketship Tennessee schools including RNNE, RUA, and RDCP, since each school's authorization. In this capacity, RSED- National has a proven track record of over a decade of successful service to Rocketship Tennessee schools, staff, students and families. Rocketship TN 5 shall be served by the RSED-National CMO as well. As Rocketship TN 5 will be governed by RSED-TN , RSED-National and RSED-TN will enter into a new CMO Agreement to articulate the services that will be provided by the RSED-National CMO to Rocketship TN 5. The CMO Agreement between RSED-National and RSED-TN is currently being drafted. It will be reviewed and voted by the boards of both RSED-National and RSED-TN. Attachment R contains previous CMO agreements with other networks, specifically RSED-DC and RSED-Wisconsin, to serve as reference.

Evidence of Success
Rocketship's national network of public elementary schools have experienced a strong track record of educational performance, as evidenced by a 2023 major study from the Center for Research on Education Outcomes (CREDO) at Stanford University. The CREDO study included over 3 million public-school students and found students at public charter schools outperform traditional public school students. The study highlighted Rocketship Public Schools in particular as one of the charter sector's "gap busting" networks. The study found that nationwide public charter school students gain the equivalent of 16 additional days of learning in reading and 6 additional days of learning in math compared to their peers in the traditional public schools they would have otherwise attended. At Rocketship, students gained significantly more – the equivalent of 96 additional days of learning in reading and 138 additional days of learning in math. That is equivalent to five to seven months of additional learning in a single school year. Furthermore, the CREDO study found no evidence that charter schools "cherry pick" the best students as a way to improve their results. In multiple analyses this major study found the opposite is true. Charter schools enroll students who are disproportionately lower achieving than the students in traditional schools. As one of the study's top performing charter networks, Rocketship is providing empirical proof that high-quality public education is possible anywhere.

b. Describe the scope of specific resources, service, or set of services that the CMO will provide for the school to support operation and/or management.

RSED-National's CMO division has provided the following services to the Rocketship Tennessee schools and it shall provide the following services to Rocketship TN 5 as well:

- Academic, Program, Professional Development, and Instructional Coaching
- Marketing and Communications
- Development
- Talent Development & Recruitment, Credentialing, and Human Resources
- Business and Financial
- Compliance and Governance
- Strategy and Scalability
- Technology
- Data and Analytics
- Legal

The scope of services is further articulated in **Attachment R**.

c. Describe the selection process and criteria used to choose the CMO.

All RSED-National network schools use the internal network, RSED-National CMO, for services.

d. Describe the division of roles and responsibilities between the board and the CMO. Disclose and explain any existing or potential conflicts of interest between the board and CMO, and detail how conflicts of interest will be checked.

The Relationship between RSED-National and RSED-TN:
In accordance with T.C.A. § 48-101-802, the RSED-National is the Parent Nonprofit Corporation to the RSED-TN nonprofit entity.

The RSED-National Board has served as the governing board for the Rocketship Tennessee schools since their respective initial applications for authorization.

In the fall of 2024, RSED-National and RSED-TN jointly submitted material amendment applications to the authorizers for RNNE, RUA, and RDCP seeking authorization to transfer the governance of these three schools from the RSED-National Board to the RSED-TN Board. It is anticipated that RSED-TN shall be the governing board for these three Rocketship Tennessee schools as of July 1, 2025.

Meanwhile, this Application is being filed in the first instance by RSED-TN (with the support of RSED-National). The idea is to align this Application and the Rocketship TN 5 Charter to the plan of having all Rocketship Tennessee schools governed by RSED-TN.

In terms of history of collaboration, as of RSED-TN's incorporation in March 2022, the RSED-TN Board has collaborated with and advised the RSED-National Board on matters relating to Tennessee and the Rocketship Tennessee charter schools. In fact, the RSED-TN Board Chair also sits on the RSED-National Board of Directors (a core practice for all Rocketship regions) that will continue with the Board Chairs participation on both boards. In addition, the chairs of the RSED-TN Business and Achievement Committees will also serve as advisors on the RSED-National Achievement and Business committees to inform, improve, and elevate best practices across the full Network by drawing upon regional perspectives and expertise.

While the RSED-National Board and the RSED-TN Board work collaboratively on strategic decisions and significant matters, Rocketship recognizes that there is the possibility that discrete conflict of interest questions may arise from time to time. As the Rocketship entities plan their respective board agendas, it is Rocketship's practice to have the RSED-CMO Governance Team work with the RSED-National CMO and Board Chair as well as the RSED-TN Executive Director and Board Chair to determine issues and decisions for each board, and to flag potential issues such as possible conflicts of interest. Should a conflict of interest between the RSED-National Board and the RSED-TN Board present itself, the matter will be resolved pursuant to the relevant organizational by-laws, board policies (including conflict of interest policies), and applicable law as appropriate.

The Role of the RSED-CMO:
RSED-National's CMO division has served as the CMO for the Rocketship Tennessee schools since their respective authorizations. The RSED-CMO shall continue to provide professional and

consultative services to the Rocketship Tennessee schools, including Rocketship TN 5, as articulated in **Attachment R** to this Application.

e. Detail conditions for the renewal or termination of the CMO agreement, and detail deliverables, goals, and benchmarks to measure the CMO's performance.

Please see **Attachment R**. The CMO Agreement between RSED-National and RSED-TN is currently being drafted. It will be reviewed and voted by the boards of both RSED-National and RSED-TN. Attached are previous CMO agreements with other networks, specifically RSED-DC and RSED-Wisconsin, to serve as reference.

f. Detail any monetary obligations of the CMO agreement.

Please see **Attachment R**. The CMO Agreement between RSED-National and RSED-TN is currently being drafted. It will be reviewed and voted by the boards of both RSED-National and RSED-TN. Attached are previous CMO agreements with other networks, specifically RSED-DC and RSED-Wisconsin, to serve as reference.

g. As Attachment R, include a copy of the CMO agreement. The agreement should set forth proposed key terms, including roles and responsibilities of the school governing board, the school staff, and the service provider; the services and resources to be provided; performance evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; investment disclosure; methods of contract oversight and enforcement; and conditions for contract renewal and termination.

Please see **Attachment R**. The CMO Agreement between RSED-National and RSED-TN is currently being drafted. It will be reviewed and voted by the boards of both RSED-National and RSED-TN. Attached are previous CMO agreements with other networks, specifically RSED-DC and RSED-Wisconsin, to serve as reference.

Section 2.9 – Network Vision, Growth Plan & Capacity
(Required if Answered "Yes" to Sponsor History and Intent Question 1,3,or 5)

a. Describe the network's strategic vision, desired impact, and five-year growth plan for developing new schools in Tennessee.

Network Strategic Vision

Rocketship believes in the infinite possibility of human potential. Every student should have the right to dream, to discover, and to develop his or her unique potential. We believe it is our responsibility and privilege to unleash the potential inside every Rocketeer we serve. Rocketship Public Schools' non-profit network of public elementary charter schools propel student achievement, develop exceptional educators, and partner with parents who enable high-quality public schools to thrive in their community. Rocketship Public Schools is a collective of parents, teachers, leaders, and students working together to transform the future for low-income communities across our country. At Rocketship Public Schools, we are unleashing potential.

As we look ahead to our next phase of impact in Tennessee, we know that the future of Rocketship must be shaped by the voices of the communities we serve. Over several months last year, we engaged in meaningful conversations with our families, educators, and leaders to understand their aspirations and dreams for our network's future. Through these discussions, we arrived at a new vision for the next chapter of our movement: **Equal access to opportunity for all.** This vision is rooted in the belief that every child, regardless of background, should have a fair chance to succeed. It's about creating a level playing field—where children and families can overcome the barriers that stand in the way of opportunity. It's about ensuring that every child, regardless of zip code, can dream big, access a high-quality public school, and have the support and resources they need to make those dreams a reality. To bring this vision to life, we are rolling out a bold five-year strategic plan, focused on three key strategic levers: **quality schools, community power, and scaled impact**. Our schools will continue to deliver "gap-busting" excellence in elementary education, always staying true to the academic rigor and support that has been the foundation of our success. And as we move forward, we are innovating upon, elevating, and expanding our work. We will honor and amplify the power of our families, ensuring they are central to the education and decision-making processes at every level of the network.

Network Desired Impact

Our impact strategy is not just about the number of Rocketship schools we open and high-quality seats we offer. Our aim is to catalyze parent-led movements for educational equity and excellence in historically underserved communities, like southeast Nashville. By engaging parents from the moment their child begins their formal education in elementary school, we build lifelong parent advocates who become champions for their child's education, hold leaders accountable, and enable high-quality public schools (both district and charter) to thrive.

In every community we enter, we have identified the need and demand for high-quality public-school options. We start by examining the size and severity of the achievement gap. Specifically, we look at the overall size and growth of economically disadvantaged students, minority populations, English Learners, and students with disabilities. We then evaluate local elementary school performance in ELA and math overall and for these subgroups to identify where there is a need for high-quality school choice. We also examine tailored metrics that reflect issues with which local communities are grappling like overcrowding in certain geographic pockets of the Antioch and Cane Ridge clusters. Key to this process is our focus on family and community engagement to ensure that we are entering areas where there is a demand for high-quality school choice and that we are meeting the unique needs of each community that we serve.

Section 2.9 – Network Vision, Growth Plan & Capacity
(Required if Answered "Yes" to Sponsor History and Intent Question 1,3,or 5)

At Rocketship, we're unleashing the potential within every Rocketeer and creating equal access to opportunity for all.

Network Five-Year Growth Plan

Over the next five years, we will grow RSED-TN to further catalyze change. Below is a table of our 5-year Growth Plan for Tennessee:

	2024-25	2025-26	2026-27
Tennessee: Number of Schools	3	3	5*
Tennessee: Number of Students Enrolled	1,420	1,540	2,126
TN 5: Number Of Schools			1
TN 5: Number of Enrolled Students			336
*RSED-TN intends to apply to open new schools in both Rutherford County (TN 4) and Davidson County (TN 5).			

b. Describe the organization's capacity to open and simultaneously operate high quality schools in Tennessee and elsewhere in accordance with the overall growth plan. Detail specific timelines for building or deploying organizational capacity to support the proposed schools.

Organizational Capacity

RSED-TN has a proven track record of successfully opening and operating high-quality schools across the Nashville region since we first opened RNNE in 2014. Since then, we have grown to operate three schools in the region while maintaining a clear focus on academic excellence, operational efficiency, and community engagement. Our capacity to simultaneously launch and manage new schools in Tennessee is rooted in the expertise and support offered to us through RSED-National, which has over 18 years of experience opening and operating schools in multiple states by relying on a scalable organizational model, experienced leadership, and robust planning processes that have been replicated in Tennessee.

Proven Capacity for Growth

Rocketship has consistently demonstrated its ability to grow while maintaining high standards:

- **Track Record in Tennessee:** Rocketship has demonstrated organizational capacity to open and operate high-quality schools in Tennessee as evidenced by the successful launch of our first three schools, Rocketship Nashville Northeast Elementary (RNNE), Rocketship United Academy (RUA), and Rocketship Dream Community Prep (RDCP). Our first school in Tennessee, RNNE, launched in 2014. RUA opened in south Nashville a year later. And in August 2022, RDCP opened in southeast Nashville. Our three schools serve more than 1,400

students and families. RNNE and RUA have both been named a "Reward School," the highest recognition for student achievement by the Tennessee Department of Education. Both of our established Tennessee schools have consistently achieved strong student growth - each school has earned a TVAAS Composite Level 4 or 5 in four of the five years with growth scores. Our newest school, RDCP, received an overall TVAAS score of 5 in their first year and a Level 4 in their second year. Furthermore, RUA and RDCP earned B ratings on the inaugural 2023 TN State Report Card.

- **National Growth:** Since its founding in 2007, RSED-National has expanded from one school in California to a national network of over 20 schools serving more than 10,000 students across four states. Each expansion has been supported by a deliberate growth strategy, ensuring alignment with our mission and model.

Organizational Structure

Our organizational structure is designed to support sustainable growth while maintaining the highest standards of academic excellence and operational efficiency. In Tennessee, we have established a local regional team consisting of a full-time Executive Director, Director of Schools, Chief of Staff, Regional Director of Operations, and a Director of Community Organizing and Family Engagement. We are confident that we have the right regional team in place to successfully launch another high-quality school in Tennessee while operating high quality schools. Our Leadership team consists of:

Eric Dailey - Executive Director of Rocketship Tennessee: Eric serves as the leader of Rocketship Tennessee and is responsible for setting the strategic vision, shaping the external environment, and leading the regional teams to achieve transformational results. Eric is an accomplished education leader with a proven track record of improving student outcomes and shaping system-wide strategies. Most recently, he served as Managing Partner at TNTP, overseeing a $20 million consulting portfolio impacting more than half a million students across more than 40 state and district departments of education in the Southeast. Before that, he was Vice President and Interim Executive Director at Teach For America Nashville-Chattanooga, where he expanded the organization's impact and built strong partnerships across Middle and East Tennessee. Eric began his career as a middle school literacy teacher and later served as an assistant principal and principal at both elementary and secondary schools.

Daimon Hardy - Chief of Staff: Daimon is responsible for managing the student recruitment team, coaching office managers at each school, and managing special projects. Daimon began his professional career as a middle school science teacher at Clayton County Public Schools (GA) through Teach For America. Daimon received his bachelor's degree in biology from Macalester College in St. Paul, Minnesota and his M.B.A. with a concentration in Marketing from Northwestern University.

Tygima Steele - Director of Schools: Tygima is responsible for ensuring our educational model is taught with fidelity at our campuses and for ensuring the schools are functioning at a high-level. Tygima, is a Nashville native who has worked in education for eighteen years. She has dedicated her last nine years to Rocketship Tennessee in various roles such as Integrated Special Education Specialist, Assistant Principal and Principal.

Joshua Rice - Regional Director of Operations (RDO): Joshua is responsible for organizing and managing region-wide systems, services and business relationships. Josh received his bachelor's from Texas A&M and served in the Peace Corps upon graduating, and received his Master in Education from Lipscomb University through the Ayers Fellows Program. After serving in Burkina Faso with

the Peace Corps, Josh moved to Nashville to begin his career in education. He received his certification through the Nashville Teacher Fellows and began teaching in MNPS. Before working for Rocketship Tennessee Josh held several teaching and instructional leadership positions in Nashville schools.

Guadalupe Davalos - Director of Community Organizing and Family Engagement: Guadalupe is responsible for leading the parent organizing and community mobilizing efforts for new Rocketship schools. Guadalupe has served as a senior community organizer and lead campaigner working around issues of education and fair housing to promote inclusive local policies in the Bay Area. In this capacity, she worked with Rocketship parent leaders in San Jose organizing the first overnight parent leadership retreat and several mayoral forums. Lupe completed graduate school at UCLA and holds a bachelor's degree in international relations from Mills College.

Over the next few years, we will continue to invest in organizational systems, processes, and sustainability to further our regional capacity. This will enable RSED-TN to efficiently and cost-effectively scale our operations within and across the region while maintaining the high level of academic achievement and operational efficiency that defines our schools and our network.

Capacity Building Timeline

RSED-TN's capacity-building timeline reflects a structured, phased approach to ensure the successful launch and sustained operation of high-quality schools. By combining thoughtful preparation, pre-opening readiness, and ongoing support, our plan enables new schools to meet the needs of students, families, and the broader community from day one. This timeline leverages Rocketship's proven systems and expertise from RSED-National, while incorporating localized strategies and decision-making to align with the unique context of Tennessee.

Year 1: Preparation and Planning (12–18 months before opening)

- **Community Engagement:** Conduct listening sessions, parent focus groups, and community meetings to identify local needs and build trust; and establish partnerships with local organizations to secure wraparound services and resources for families.
- **Site Selection and Development:** Secure facility space, ensuring it meets both educational and operational requirements; and begin renovations or construction as needed, adhering to a clear project timeline.
- **Staff Recruitment:** Launch recruitment efforts to hire school leaders, teachers, and operational staff; and identify and train a founding principal (18 months before opening) so they can lead the hiring process for all other roles.

Year 2: Pre-Opening Readiness (6–12 months before opening)

- **School Leader Training:** Provide intensive professional development for the founding principal and leadership team, including shadowing at existing Rocketship schools.
- **Operational Setup:** Finalize systems for enrollment, transportation, and compliance reporting; procure technology, furniture, and instructional materials for the new campus.
- **Community Recruitment:** Conduct recruitment drives, targeting underserved populations and ensuring alignment with Rocketship's mission. Host orientation events and family workshops to prepare students and parents for the transition.

Year 3: Post-Opening Support (Year 1 of operation)

- **Onboarding and Coaching:** Engage the Regional Director of Schools and the local achievement team to implement weekly coaching sessions for teachers and staff to ensure fidelity to the model.
- **Data Monitoring:** Track academic, attendance, and behavioral data to identify trends and adjust strategies as needed. Conduct quarterly performance reviews to ensure progress toward goals.
- **Community Integration:** Deepen family engagement through home visits, Parent Coffees, and collaborative events. Expand partnerships with local businesses and nonprofits to support school program.

c. Discuss the greatest anticipated risks and challenges to achieving the organization's desired outcomes in Tennessee over the next five years and how the organization will meet these challenges and mitigate risks.

Anticipated Risks and Challenges

Three of the greatest anticipated risks and challenges to achieving our desired outcomes are talent recruitment, continuing to elevate our instructional model and best practices, and facilities.

With teacher shortages across the country, identifying high-quality teachers and school leaders is a challenge most school systems are currently grappling with. Since 2020, we have actively invested in identifying and developing local talent by creating a Teacher Internship Program. The objective of this program is that in acquiring talent from Tennessee and committing to Tennessee talent development, our teachers will stay with us longer and have even deeper connections to the communities we serve. So far we have seen success, yet following COVID, the teacher shortage has become even more challenging. Thus, this remains an active challenge that we are working to more fully address and continuing to elevate our practices around local talent recruitment and internal talent development.

The second challenge we face is elevating our current program and model to meet the revised standards and expectations of Tennessee. At Rocketship, we are in the midst of introducing new curricula and data systems with the intent to further elevate our student achievement. Prior to COVID, we had been implementing our own 'homegrown' curricula in ELA, Math, Science, and Social Studies. We are proud of these curricula and our overall model in the results it helped us achieve, including being recognized as a 'gap busting' network by CREDO as well as our TN schools being recognized as Rewards Schools. That said, entering COVID we knew that we did not have the capacity as an organization to continue to manage and develop curricula and all of the supportive resources for our team across multiple regions. Thus, we transitioned to adopting curricula in ELA and Math as these companies have greater capacity and resources to offer our team and network. In the 2023-24 school year we are in our first year of wide scale adoption and implementation of these new curricula (CKLA Skills for part of our ELA program, Eureka for Math, and mClass for interventions) as well as new assessments to track the achievement of our Rocketeers (i.e. DIBELS). These are high-quality curricula and we are confident in their quality. That said, it will also take time for us to fully learn these curricula as well as how to best incorporate them into our Rocketship model and approach. At the same time, we are very aware of the elevated expectations (i.e. Science) and standards (i.e. letter grading system in TN) and are working to ensure that we fully and robustly respond to these expectations in our model. In pursuing these new curricula, assessments, interventions, while also working to elevate our instructional model even further for our Rocketeers we will have to continue to refine and evolve several aspects of our program including, but not limited

to: professional development, curricula and resources, school leader coaching, potentially our data systems, daily schedule, and more. Although we have an incredibly strong foundation, model, and resources to build off of, there are also risks for us to mitigate and plan for as we collectively learn to master these new tools, resources, and overall approach within Rocketship.

The final challenge we face is identifying and acquiring suitable facilities. This is, understandably, one of the most significant challenges that all charter schools face across the country. Not only is there high demand for a small number of existing school facilities, but local zoning and development processes can make new construction or major renovations highly complicated with a long timeline. Moreover, with the rapid growth and development in southeast Nashville, it is also a far more challenging environment with the rising costs of land, labor, and materials. That said, Rocketship is poised to successfully address the facilities challenge due to our collective experience and a deliberate new region startup timeline.

Mitigating Challenges

As we continue our growth in Tennessee, we will leverage RSED-National's experience through the successful development of nearly 20 construction projects for schools in California, Milwaukee, and Washington, D.C., plus three facilities in Nashville. This experience will be useful as we begin to analyze the real estate market in our target neighborhoods in Antioch and Cane Ridge and identify whether we will acquire existing facilities or begin the new-construction process. Additionally, Rocketship has made more significant investments in our partner organization, Launchpad Development Company, a non-profit support organization to RSED-National, over the past few years in order to better enable success in these facility development processes and outcomes.

As described further in Section 2.2(c), Launchpad Development is a critical element enabling ecosystem change in the communities that Rocketship serves and unleashing Rocketship's vision and mission. Launchpad's mission is to develop, own, and finance real estate projects for RSED-National and fuel the transformative impact of our schools while also reinvesting in our communities and leading to continued community investment and transformation.

d. As Attachment S, provide the network's most recent Annual Progress Report.

Please see the Annual Progress Report, included here as **Attachment S**.

e. If applicable, list any charter schools sponsored, operated, or managed by the network and/or sponsor that failed to open or were closed, revoked, or non-renewed. Explain why each school failed to open or remain open and how the network will ensure the success of new charter schools.

At the time of these decisions, the RSED-National Board served as the governing body.

In the 2017-18 school year, Rocketship Partners Community Prep opened under the authorization of the Achievement School District (ASD) as the third school in the Rocketship Tennessee network. However, ASD charter schools faced stringent restrictions on enrollment boundaries and practices, which severely impacted the school's overall enrollment and long-term sustainability. Despite demonstrating strong academic performance, the school's small size made it financially unviable. As a result, at the close of the 2017-18 school year, Rocketship Partners Community Prep was merged with the original Rocketship Tennessee school, Rocketship Nashville Northeast Elementary School.

On June 25, 2019, the Metro Nashville Public Schools Board of Education ("MNPS Board") voted to reject the Application for a Public Charter School for Rocketship Nashville #3, now open and

operating as Rocketship Dream Community Prep ("RDCP"). RSED-National appealed MNPS's denial to the Tennessee Public Charter School Commission ("TPCSC"). TPCSC voted on May 28, 2020 to overturn the decision of the MNPS Board and approved the Application for RDCP. TPCSC became the charter school authorizer for RDCP and it is still in operation.

Rocketship Nashville Northeast Elementary has served the Maplewood community for nearly a decade, providing a high-quality public school option for students each year—many of whom enter academically behind. Through a model rooted in personalized learning and strong family engagement, Rocketship Nashville Northeast Elementary has demonstrated strong academic growth. The school earned a Level 5—the highest rating—on TVAAS for multiple years and was named a Tennessee Reward School in 2019.

While the MNPS Board ultimately voted to deny Rocketship Nashville Northeast Elementary's renewal application, this decision contradicted the Charter Office's recommendation and was based on concerns not previously raised during the review process. As a result, Rocketship Nashville Northeast Elementary did not have the opportunity to present evidence addressing those concerns. Under state law and TDOE's renewal criteria, Rocketship Nashville Northeast Elementary met the standards for renewal—having maintained strong academic outcomes, sound financial stewardship, and alignment with its charter agreement. We believe that, when viewed in full, Rocketship Nashville Northeast Elementary's track record makes a clear case for continuing to serve the students and families who rely on it.

Since the renewal of Rocketship Nashville Northeast by the State Commission, we continue to reflect on the best way to partner with all of our LEAs to clearly illustrate the success of our schools.

f. If applicable, detail any current or past litigation and the resolution thereof related to charter schools sponsored, operated, or managed by the network and/or sponsor.

Please see the Litigation Report, included here as **Attachment DD**.

Section 2.10 – Network Governance
(Required if Answered "Yes" to Sponsor History and Intent Question 3)

a. Specify whether each school or campus will have an independent governing board, or if a single network-level board will govern multiple schools. *Note: The following items in this section are required only if the school(s) will be governed by a network-level board.

Rocketship TN 5 will be governed by Rocketship Education Tennessee ("RSED-TN"), a Tennessee nonprofit public benefit corporation, incorporated under the laws of the State of Tennessee, with its own independent Board of Trustees ("RSED-TN Board").

The RSED-TN Board will work in partnership with the RSED-National Board as part of the National Rocketship Network. RSED-National serves as the Sole Member to RSED-TN.

Moreover, as stated above, it is expected that the RSED-TN Board shall also govern the three existing Rocketship Tennessee schools, RUA, RNNE, and RDCP, effective July 1, 2025, meeting the goal of having all Rocketship Tennessee charter schools governed by the RSED-TN Board.

b. Describe the governance structure at the network level and how relevant information related to each individual school is communicated to the network board.

As previously mentioned, the RSED-TN Board will oversee all Rocketship Tennessee schools. Please see Section 2.1 for a detailed response regarding the governance structure. Information related to each school will be regularly communicated to the board by the Executive Director and other regional team members during scheduled board meetings. As described in Section 2.10(f), relevant information related to the school's academic, operational, and financial performance will be communicated through customized data dashboards designed to measure school level health, with the board receiving quarterly updates.

c. Describe the size and composition (current and desired) of the board. Explain how the proposed governance structure and composition will help ensure active and effective representation of key stakeholders.

The composition of the RSED-TN Board is outlined fully in Section 2.1(a) and further delineated in the By-laws provided as **Attachment I**, which include the minimum and maximum number of directors, process for nominating and seating new directors, and related provisions. The RSED-TN Board and any committees it may designate are designed to ensure stakeholder representation, content expertise, and experience.

Currently, there are fourteen (14) members on the RSED-TN Board. The RSED-TN Board currently includes racially/ethnically diverse members who are Tennessee residents, with most residing in the Nashville area. The RSED-TN Board includes individuals with expertise in: finance and accounting, non-profit governance, real estate and facilities, law, human resources, fundraising, marketing, public education, and community partnerships. Additionally, one member of the board is the parent of a current Rocketship student. As needed, new Trustees are recruited via existing members and other contacts in the community, based on the RSED-TN Board's specific needs at the time.

Board members have a responsibility to solicit input from TN 5 parents, students, and staff regarding issues of significance, and to weigh their input and opinions carefully before taking action, ensuring active and effective representation of key stakeholders.

d. Discuss the powers and duties of the board. Identify key skills, areas of expertise, and constituencies that will be represented on the board.

Section 2.10 – Network Governance
(Required if Answered "Yes" to Sponsor History and Intent Question 3)

The powers and duties of the RSED-TN Board are delineated in the By-laws. The By-laws are attached to this Application as **Attachment I**.

As discussed in Section 2.10(c), the RSED-TN Board is composed of a diverse set of members with a wide array of backgrounds, skill and expertise. As the current Board transitions to a fully governing board (effective 7/1/25), additional members have been added to ensure key areas of expertise are represented. The Tennessee region will benefit from the leadership of members who are locally based experts in business, law, education, non-profit leadership, community engagement and advocacy, public relations, human capital management, and the arts.

The RSED-TN Board has and will continue to establish relationships with local organizations, civic groups, and higher education institutions to create a pipeline of potential board members.

e. Explain how this governance structure and composition will help ensure that the proposed school will be an educational and operational success, and the board can effectively evaluate the success of the proposed school and leader.

As described in 2.1(b), the governance structure of RSED-TN will provide robust support, oversight, and stewardship of the school, ensuring it will be an educational and operational success. Through the Achievement, Business and Executive committees, composed of industry leaders in each field, the Board will provide school leadership with active partnership, coaching, and support. Over the course of regular meetings scheduled throughout the school year, the Board and its committees will review pertinent financial, academic, and human capital metrics in order to monitor the performance of the schools, operational effectiveness, and school leadership. Additionally, the Board will review survey data from both staff and family satisfaction surveys and monitor the implementation of changes in response to these surveys. Members of both the RSED-TN leadership team as well as leadership from RSED-National's Network Support Team will provide regular reports (e.g. financial, academic performance) and updates to the Board to inform the Board's work.

The RSED-TN Board will use this information to carry out its responsibilities and ensure effective oversight of the school. Board responsibilities include, but are not limited to, approving annual budgets, monitoring the fiscal solvency of the school, participating in and monitoring of fiscal audits, monitoring the academic performance of the school, and taking necessary action to ensure the school remains true to the mission and charter, approval of school and fiscal policies, and supervisory oversight of personnel actions.

The RSED-TN Board, in collaboration with the CEO of RSED-National, will annually evaluate the Executive Director of Rocketship Education Tennessee on key performance metrics including operational, fiscal, academic and community engagement indicators.

The Board will receive training on the authorizer's performance framework and will monitor key performance framework indicators over the course of the year.

f. Describe the plan to ensure information relative to each school's academic, operational, and fiscal performance will be communicated to the network's board.

The RSED-TN Board will monitor the school's performance, the performance of the Regional Leadership Team and school leader performance using customized data dashboards that are designed to measure regional and network health. During its regularly scheduled meetings, the Board will

review updated dashboard data as well as receive reports from the Regional Leadership team and key functional RSED-National leaders (Finance, Talent, Academic, etc.) as part of the staff presentation and accompanying board materials.

As previously mentioned, the RSED-TN Board has established Executive, Achievement and Business Committees of the Board, made up of board members with relevant experience and expertise. The committees will be responsible for conducting in depth reviews of the school's performance and relevant data in key academic, fiscal and operational areas and reporting their results to the full Board.

g. Explain how the network's board balances the interests of the network and individual schools.

The RSED-TN Board is committed to ensuring that the strategic decisions and policies it enacts serve both the interests of the network as a whole and those of individual schools. To achieve this balance, the board employs a comprehensive approach that incorporates feedback, data analysis, and a collaborative decision-making process.

- **Incorporating Diverse Perspectives**: The board actively seeks input from school leaders across the region, which ensures that the unique challenges and successes of individual schools are considered in the broader network strategy. This dialogue between the board and school leaders helps to ground decision-making in the practical realities of school management and student needs.
- **Stakeholder Engagement:** The board will receive regular input from families, staff and community members at each of the Rocketship campuses. The board reviews student, family, and staff satisfaction data and survey results to respond to the needs of each of the school communities as well as overarching trends across the region. Additionally, the board annually conducts school tours and attends community events hosted by the school.
- **Data-Driven Decision Making**: The board examines data both at the regional and individual school levels. This dual focus allows for a nuanced understanding of trends across the network while also highlighting specific areas where individual schools may need targeted support or resources. By comparing and contrasting these data sets, the board can make informed decisions that address both widespread and localized needs.
- **Leveraging National Expertise**: Drawing upon the experience of the National RSED Board, RSED-TN's board can apply proven strategies and governance practices that benefit both the network and individual schools. This relationship provides access to a broader pool of expertise and resources, enhancing the local board's ability to implement effective solutions and innovative programs.

Through these mechanisms, the RSED-TN board ensures that its governance model supports the network's overarching goals while remaining responsive to the specific needs of individual schools. This balanced approach promotes the success and sustainability of both the network and its constituent schools, driving continuous improvement and academic excellence.

h. Detail the network's plan to have a parent from one of the network's Tennessee schools on the governing body or the plan to have an advisory council at each school pursuant to T.C.A. § 4913-109.

In accordance with T.C.A. § 4913-109, the RSED-TN Board currently has one parent representative whose child is currently enrolled in a school operated by the governing body. Additionally,

Section 2.10 – Network Governance
(Required if Answered "Yes" to Sponsor History and Intent Question 3)

Rocketship maintains a parent board member recruitment plan to ensure parent representation on the board is maintained.

i. Will the same existing non-profit board hold the charter, or will a new board be formed?

- ***If an existing network board will govern the proposed schools:***
  - ***Include a copy of the by-laws and organizational chart, with emphasis on what changes, if any, will need to take place at the board level for it to be effective (i.e., add members, redistribute roles, responsibilities, etc.).***
  - ***Discuss any plans to transform the board's membership, mission, and by-laws to support the charter school expansion/replication plan. Describe the plan and timeline for completing the transition and orienting the board to its new duties.***
- ***If a new board is formed:***
  - ***Describe how and when the board will be created and what the relationship between the two boards will be (including any overlapping responsibilities).***
  - ***If available, include the by-laws of the new governing board.***

Will the same existing non-profit board hold the charter, or will a new board be formed?

The RSED-TN Board, an existing board, will govern all current and future Rocketship schools in the Tennessee region. More specifically, the RSED-TN Board will govern and oversee the existing Rocketship Tennessee schools including RUA, RNNE, RDCP, effective July 1, 2025. In addition, new schools opened by the network in Tennessee shall be governed by RSED-TN from the inception. Accordingly, RSED-TN shall oversee Rocketship TN 5 from the time of submitting the charter application and moving forward if granted.

Include a copy of the by-laws and organizational chart, with emphasis on what changes, if any, will need to take place at the board level for it to be effective (i.e., add members, redistribute roles, responsibilities, etc.).

Copies of the RSED-TN Bylaws and the RSED-TN Board organizational chart are included with this Application as **Attachments I and Attachment T,** respectively.

Discuss any plans to transform the board's membership, mission, and by-laws to support the charter school expansion/replication plan. Describe the plan and timeline for completing the transition and orienting the board to its new duties.

As it assumes governance and oversight responsibility for the Rocketship schools in Tennessee, the RSED-TN Board will maintain a close partnership with the RSED-National Board even after the transition. Moreover, to ensure continuity and alignment with the Rocketship model, as with other Rocketship regional board chairs, the RSED-TN Board Chair will also serve on the RSED-National Board, a practice consistent across all Rocketship regions.

In addition, in preparation for the expansion of the Tennessee region to include TN 5, the RSED-TN Board is actively expanding its membership to incorporate additional expertise vital for the effective management of a growing network of schools. This expansion is focused on ensuring that the board includes members with critical skills in educational leadership, financial management, and community engagement.

Furthermore, as the RSED-TN assumes governance responsibility for all existing Rocketship Tennessee schools and Rocketship TN 5, RSED-TN Board members will participate in continued education through orientations (for new board members), and governance trainings, focusing on their

Section 2.10 – Network Governance
(Required if Answered "Yes" to Sponsor History and Intent Question 3)

roles and responsibilities. This preparation ensures that the board is well-equipped to fulfill its expanded role as its membership evolves and its governance responsibility grows.

The continued partnership with RSED-National and the expansion of the RSED-TN Board membership, and the continued education of the board, among other things, are designed to further support the RSED-TN Board as it moves toward expanded responsibilities that come with governing multiple schools. This strategic approach to board development is intended to bolster the capacity of the RSED-TN Board, enabling it to drive academic excellence and operational efficiency across the Rocketship network in Tennessee.

Section 2.11 – Network Management and Personnel
(Required if Answered "Yes" to Sponsor History and Intent Question 3)

a. Identify the network's leadership team and their specific roles and responsibilities.

Network's Leadership Team

RSED-TN's leadership team is composed of highly skilled professionals who bring extensive experience in education, operations, and community engagement. RSED-TN's robust leadership structure integrates the expertise of its regional **Leadership team**, while receiving back-end support from **RSED-National's CMO** division. Each group plays a distinct yet interconnected role in ensuring school success and providing an equitable, high-quality education for all students.

Each member of the leadership team plays a pivotal role in ensuring that our schools fulfill Rocketship's mission and provide a world-class education for all students.

Role	Responsibility
RSED-TN Leadership Team	Responsible for the day-to-day management of the network's schools and local decision-making.
RSED-National CMO	Provides back-end functional support to guide RSED-TN's success.

RSED-TN Leadership Team

RSED-TN's Leadership Team provides direct support to school leaders, drives operational excellence, and builds community partnerships to sustain and grow the network. Key roles are detailed below.

Leader	Role	Responsibility
Eric Dailey	Executive Director	Serves as the leader of the RSED-TN and oversees the strategic and operational performance of RSED-TN's network of schools. Responsible for setting the strategic vision, shaping the external environment, and leading the regional teams to achieve transformational results. The charge of the Executive Director is to 1) ensure the success of our Rocketeers; 2) cultivate the external environment for Rocketship to thrive and continue to grow the region's impact over time; and 3) manage a financially sustainable network of high-performing elementary schools serving disadvantaged communities with the excellent education they deserve.
Daimon Hardy	Chief of Staff	Responsible for managing the student recruitment team and coaching office managers at each school.

		In addition, the Chief of Staff manages and coordinates special projects as they arise.
Tygima Steele	Director of Schools	Manages and develops the Principals at all RSED-TN schools. The director is responsible for ensuring the Rocketship model is working with fidelity at our campuses and for ensuring the schools are functioning at a high-level in regards to student culture and achievement, adult culture and efficacy, and parent engagement. ● Facilitating professional development for principals to strengthen instructional leadership. ● Monitoring school performance through academic data, culture metrics, and feedback from families. ● Leading cross-school collaboration to share best practices and ensure consistency in school systems and structures.
Joshua Rice	Regional Director of Operations (RDO)	Responsible for organizing and managing region-wide systems, services and business relationships , such as transportation. The RDO oversees safety requirements via weekly and quarterly walkthroughs, provides PD and consulting to building level Business Operations Managers, co-plans opening and closing procedures, and works with MNPS on compliance. The Director of Operations ensures that all schools have the infrastructure and resources needed for success. Responsibilities include: ● Overseeing school facilities, transportation, and technology systems to create safe and efficient learning environments. ● Managing operational budgets and ensuring compliance with state and local guidelines. ● Coordinating with school business managers to implement consistent operational practices
Guadalupe Davalos	Director of Community	Responsible for leading the parent organizing and community mobilizing efforts for new Rocketship

	Organizing and Family Engagement	schools; managing and coaching a team of education organizers and school organizing committees towards results-driven campaigns; developing key relationships and mobilizing community efforts in targeted areas of growth; and coordinating with school leaders in the recruitment, retention, engagement, and support of our parent leaders.

RSED-National CMO

By leveraging the back-end functional expertise of our CMO provider, RSED-National, RSED-TN and RSED-National teams collaborate to ensure consistency in academic, operational, and cultural practices across the network. Key roles are detailed below.

Leader	Role	Responsibility
Preston Smith	Chief Executive Officer and Co-Founder	Responsible for setting the organization's strategic vision, ensuring alignment across all regions, and driving the mission.
Benjamin Carson	Chief Financial Officer	Responsible for overseeing Finance, Accounting, Payroll, and Facilities at Rocketship.
Chris Murphy	Chief Marketing and Communications Officer	Responsible for overseeing strategic communications, media relations, public information, fundraising, and marketing at Rocketship.
Eesir Kaur	Chief Academic Officer	Guides the ongoing advancement of our instructional model, curriculum design, parent engagement model, and professional learning program.
Kerry Flanagan	Chief of Staff	Responsible for overseeing organizational operations, coordinating cross-functional initiatives, and supporting the executive team to drive strategic priorities and ensure operational excellence across the network.
Lamar Wade	Chief People Officer	Responsible for leading all people functions including: Human Resources, Talent Development, and Talent Recruitment.
Maria Heredia	Chief Legal Officer	Responsible for overseeing all aspects of legal, compliance, and governance operations work for the Rocketship Public Schools network.

Section 2.11 – Network Management and Personnel
(Required if Answered "Yes" to Sponsor History and Intent Question 3)

b. Provide the organizational charts for Year 1 network as a whole (including both network management and schools within the network) as Attachment T and Year 5 network as a whole as Attachment U.

Please see **Attachments T** and **U**.

c. Explain any shared or centralized support services the network will provide to schools in Tennessee, including the cost of those services, how costs will be allocated among schools, and specific service goals. Describe how the proposed school will measure successful delivery of these services.

As we continue to expand our network, RSED-TN has focused on building organizational capacity at the regional level to maintain high-quality schools while also fueling our continued growth and impact. We have worked to develop and consistently apply functional expertise in each of the areas that comprise the complexity of school management.

Centralized Network Support Services
The current support that the RSED-TN Network team provides to each school in the region includes the following:

- High-quality academic support to increase student achievement: planning and designing instructional materials and resources; creating academic visions and goals; coaching of school leaders and teachers; guiding the data analysis process; designing and facilitating professional development for teachers and school leaders
- Parent leadership and advocacy: parent organizing and advocacy
- Operations: coordinating with service providers, developing and managing systems
- Professional development: facilitating professional development for principals to strengthen instructional leadership
- Strategy: setting and implementing regional strategies to accelerate student learning, high-level project management and cross-functional facilitation, devising systems for operational issues, and implementing informational technology
- Student recruitment: Implements student recruitment strategies within target communities, including canvassing, participating in community events, etc.

As described above in 2.11(a), RSED-TN collaborates with our National CMO to ensure strong back-end functional support in key areas such as finance, facilities, marketing, HR, and legal operations.

These critical support services are comprehensive and support many academic and most non-academic obligations under state law, charter petitions, and memorandum of understandings established with authorizers.

Centralized Support Services Cost
Rocketship is focused on easing the administrative burden of our schools so they can focus almost exclusively on instruction and student achievement. We do this by centralizing a full range of school

services. To cover the cost of these services each school contributes a 15% network support fee, much like a District supports the operations of the schools it supports.

Measuring Successful Delivery of Services

The successful delivery of these services will be measured by our bi-annual Performance Survey. Twice a year, school-based staff and regional leaders complete this survey, giving feedback on the delivery of services outlined above. The purpose of this survey is to provide feedback for both the Regional Network (RSED-TN) as well as the National CMO (RSED-National) in an effort to continuously grow collaboration and teamwork across Rocketship, as well as provide transparency on overall performance. Based on survey results, the RSED-TN Leadership Team creates team action plans outlining steps to respond to the feedback received. Additionally, TN Regional Leadership and CMO functional teams have frequent, ongoing touchpoints to foster strong communication and collaboration in ensuring the services provided are meeting the needs of the region.

d. Using Table 6: Decision Making Responsibilities, identify school- and network-level decision-making responsibilities as they relate to key functions.

Table 6 below summarizes school- and organization-level decision-making responsibilities as they relate to key functions.

e. Complete the following tables listed below, indicating projected staffing needs for the entire network over the next five years. Include full-time staff and contract support staff that serve the network 50% or more of their time.

- ***Table 7: School Projections***
- ***Table 8: Management Organization Staff Projections***
- ***Table 9: School Staff Projection***

Table 6: Decision Making Responsibilities

(Required if Answered "Yes" to Sponsor History and Intent Question 3)

	Decision Maker	
Function	**Network Responsibility**	**School Responsibility**
Performance Goals	Goals are set at Network level aligned to the 5 Year Plan as necessary to reflect goals	Provide input into goal planning, regionalize goals as necessary and align regional plan with goals
Curriculum	Curriculum is aligned with the Tennessee Academic Standards.	School leaders may adopt content for local standards. They provide feedback and refinement.
Professional Development	Creates PD programming for schools and school leaders for some components of the year (e.g. summer PD, annual Data Summit, New Principal PD, etc.)	Executes PD programming as appropriate. Plans and leads additional school-level and regional-level PD based on needs throughout the school year
Data Management	Provides data systems to schools and helps consolidate data and assessments; receives back-end support from CMO	Participates in data cycles and actively manages, analyzes, and plans next steps informed by data
Interim Assessments	Determines assessment suite, provide assessment resources, and set schedules based on scope & sequence maps and school calendars	Schools responsible for administering assessments
Promotion Criteria	Set by national team with regional input	Makes determination for individual students
Culture	Sets region-wide culture goals	Schools responsible for creating and fostering a positive school culture
Budgeting, Finance, and Accounting	Leadership partners deeply with the CMO on overall budget creation, co-manage the management of the budget.	School leaders manage school budget with guidance from regional and national office

Student Recruitment	Develops recruitment strategy, manages implementation, produces materials, and tracks progress. Manages student application systems and runs the application lottery.	Hosts events for prospective students and families. Enrolls students.
School Staff Recruitment and Hiring	Shared between national office and individual schools	Shared between national office and individual schools
Human Resources Services (payroll, benefits, etc.)	RSED-TN Leadership partners closely with RSED-National HR team members, Communicates HR changes	School leadership works in deep partnership w/ RSED-TN.
Development / Fundraising	Develops strategy, manages funder relationships and relationship management system, identifies funding opportunities to pursue.	Host tours
Community Relations	Regional staff primarily responsible with support from National CMO Team	Schools responsible for connecting with parents and nearest stakeholders
Information Technology	National office primarily responsible with RSED-TN based team member	Business Operations Manager manages day-to-day IT operations
Facilities Management	Regional Director of Operations manages day-to-day facilities operations. CMO and Launchpad provide support	Schools are equipped with a Business Operations Manager to support day to day facilities operations
Vendor Management / Procurement	Regional Director of Operations manages day-to-day vendor relationships and receives CMO support during procurement	Schools provide input and some selection criteria
Other Operational Services, if applicable	RSED-National provides personalized learning model, data management, and supports implementation	Executes RPS model, contributes to ongoing refinement process

Table 7: School Projections
(Required if Answered "Yes" to Sponsor History and Intent Question 3)

	Year of Operation					
Totals	**Prior to Opening**	**1st**	**2nd**	**3rd**	**4th**	**5th**
Number of elementary schools	3	5	5	5	5	5
Number of middle schools		-	-	-	-	-
Number of high schools		-	-	-	-	-
Total number of schools	3	5	5	5	5	5
Total projected student enrollment	1,545	2,126	2,260	2,356	2,500	2,596

Table 8: Network Staff Projections
(Required if Answered "Yes" to Sponsor History and Intent Question 3)

	Year of Operation					
Position	**Prior to Opening**	**1st**	**2nd**	**3rd**	**4th**	**5th**
Leadership [Executive Director]	1	1	1	1	1	1
Leadership [Director of Schools]	1	1	1	1	1	1
Leadership [Regional Director of Operations]	1	1	1	1	1	1
Leadership [Chief of Staff]	1	1	1	1	1	1
Leadership [Director of Community Organizing and Family Engagement]	1	1	1	1	1	1
Leadership [Associate Director of Integrated Special Education]	1	1	1	1	1	1
Support Role [Achievement Manager]	2	2	3	3	3	3
Support Role [Speech Language Pathologist]	2	2	3	3	3	3
Support Role [School Psychologist	1	1	1	2	2	2
Support Role [Manager. Family Recruitment]	1	1	1	1	1	1
Support Role [Family Recruiters (PT)]	7	7	8	8	8	8
Support Role [Facilities Maintenance Technician]	1	1	2	2	2	2
Total projected FTEs at Network	20	20	24	25	25	25

Table 9: School Staff Projections
(Required if Answered "Yes" to Sponsor History and Intent Question 3)

NOTE: All positions are not required and/or may not apply to a charter school.	Year of Operation					
Position	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Principal	5	5	5	5	5	5
Assistant Principal	9	10.5	12	13	13	13
Office Manager	3	5	5	5	5	5
Admin/Office Assistant	3	3	3	5	5	5
Business Operations Manager	4	5	5	5	5	5
Teachers	51	67	73	77	81	83
ECC	12	14	14	16	16	16
ILS/Tutor	12	14	16	16	18	18
EL Specialist	10	13	14	14	15	15
Stipends/Bonus	0	0	0	0	0	0
Education Specialist - ISE Teacher	11	14	15	16	18	18
Paraprofessionals	17	19	20	20	20	20
1:1	0	0	0	0	0	0
School Nurse/Social Worker	3	5	6	6	6	6
Operations Specialist	20	27	27	28	29	29
Total FTEs	159	201	215	226	236	238

Section 2.12 – School Replication
(Required if Answered "Yes" to Sponsor History and Intent Question 4)

a. Provide a written statement affirming that the school that the sponsor is applying to replicate aligns with the following:

- ***Is in compliance with all local, state, and federal laws.***
- ***Is in good standing with its existing charter agreement.***
- ***Is in at least year two (2) of operation.***
- ***Will have no material change in focus or grade structure from the existing school seeking replication.***

RSED-TN affirms that the school we are applying to replicate fully aligns with the criteria outlined in this application and continues to exemplify the qualities of a high-performing public charter school. Below, we provide detailed confirmation of compliance and alignment:

Compliance with Local, State, and Federal Laws
The existing Rocketship Tennessee schools operate in compliance with local, state, and federal laws. Our compliance is evident through:

- **Health and Safety:** All safety protocols, including annual inspections and emergency preparedness plans, are up to date and aligned with Tennessee state regulations.
- **Special Education Compliance:** The schools meet all requirements under the Individuals with Disabilities Education Act (IDEA), ensuring equitable access for students with disabilities.
- **Fiscal Accountability:** The schools undergo regular audits, with the most recent audit confirming full compliance with all financial management and reporting standards.
- **Example Evidence:** The Tennessee Department of Education's annual compliance review cited zero deficiencies in our operational, academic, or financial practices.

Good Standing with Existing Charter Agreement
Rocketship Nashville Northeast Elementary (RNNE) is in good standing with its charter agreement. This is demonstrated by consistent performance reviews from our authorizer, which show:

- **Academic Success:** The school has met or exceeded academic growth targets on the NWEA MAP assessment, with students achieving an average of 1.4 years of growth in reading and 1.3 years in math annually.
- **Family Satisfaction:** Surveys reveal that 90% of families are satisfied with their child's experience, citing strong academic outcomes and community engagement as key drivers.
- **Operational Excellence:** The school has consistently achieved clean audits and compliance with all reporting requirements.

In at Least Year Two (2) of Operation
The existing Rocketship Tennessee school, RNNE, has been in operation for more than five years and has demonstrated sustained success. Since its founding, the school has consistently increased enrollment while maintaining high academic standards. Additionally, over the past three years, RSED-TN schools have maintained an average attendance rate of 95% and a suspension rate of less than 1%, ensuring an inclusive and engaged learning environment.

Section 2.12 – School Replication
(Required if Answered "Yes" to Sponsor History and Intent Question 4)

No Material Change in Focus or Grade Structure
The proposed replication will maintain the same focus and grade structure as the existing schools. Rocketship Tennessee schools focus on elementary education (grades K-5).

Replication Readiness and Proven Model
RSED-TN is confident in our ability to replicate the success of the existing school. Key components of our readiness include:

- **Scalable Systems:** Our operational and instructional frameworks, including PBIS and MTSS, are designed for seamless replication while maintaining quality.
- **Experienced Leadership:** The existing leadership team has successfully supported multiple campuses and will guide the replication process to ensure fidelity to the model.
- **Community Demand:** Consistently high enrollment waitlists reflect strong community interest in expanding Rocketship's reach in Tennessee.

RSED-TN is proud to replicate a school model that has demonstrated exceptional results for students and families. By maintaining full compliance with laws, adhering to our charter agreement, and upholding our focus on elementary education, we are prepared to bring our proven approach to more students across Tennessee. This replication reflects our unwavering commitment to transforming public education and ensuring every child has the opportunity to thrive.

b. Describe the sponsor's capacity to open and simultaneously operate high quality schools in Tennessee. Detail the plan to ensure there are sufficient resources and means to support multiple schools operating in Tennessee. Provide any timelines by which the sponsor will add or repurpose resources to ensure the success of both new and existing schools.

RSED-TN has a proven capacity to open and simultaneously operate high-quality schools, supported by a scalable organizational structure, experienced leadership, and a deliberate approach to resource planning and allocation. This capacity has been demonstrated through the successful launch and operation of three schools in Tennessee, serving more than 1,400 students while maintaining high levels of academic achievement, operational efficiency, and community engagement. Rocketship's plan to ensure sufficient resources for both new and existing schools includes a phased approach to capacity building, strategic investments in leadership and infrastructure, and timelines to ensure all schools are set up for success.

Sponsor Capacity to Open and Operate High-Quality Schools
As described in Section 2.9(a), RSED-TN's experience in opening and operating high-performing schools underscores its capacity to expand while maintaining quality.

Track Record in Tennessee
Rocketship has demonstrated organizational capacity to open and operate high-quality schools in Tennessee as evidenced by the successful launch of our first three schools, Rocketship Nashville Northeast Elementary (RNNE), Rocketship United Academy (RUA), and Rocketship Dream Community Prep (RDCP). Our first school in Tennessee, RNNE, launched in 2014. RUA opened in south Nashville a year later. And in August 2022, RDCP opened in southeast Nashville. Our three schools serve more than 1,400 students and families. RNNE and RUA have both been named a "Reward School," the highest recognition for student achievement by the Tennessee Department of

Education. Both of our established Tennessee schools have consistently achieved strong student growth - each school has earned a TVAAS Composite Level 4 or 5 in four of the five years with growth scores. Our newest school, RDCP, received an overall TVAAS score of 5 in their first year and a Level 4 in their second year. Furthermore, RUA and RDCP earned B ratings on the inaugural 2023 TN State Report Card.

National Growth and Capacity

Since its founding in 2007, RSED-National has expanded from one school in California to a national network of over 20 schools serving more than 10,000 students across four states. Each expansion has been supported by a deliberate growth strategy, ensuring alignment with our mission and model.

Organizational Structure to Support Growth

Our organizational structure is designed to support sustainable growth while maintaining the highest standards of academic excellence and operational efficiency. In Tennessee, we have established a local regional team consisting of a full-time Executive Director, Director of Schools, Chief of Staff, Regional Director of Operations, and a Director of Community Organizing and Family Engagement. We are confident that we have the right regional team in place to successfully launch another high-quality school in Tennessee while operating high quality schools. RSED-TN's Leadership Team and each member's experience is described fully in Section 2.9(a) under "Organizational Structure" and their core responsibilities are delineated in Section 2.11(a). These team members and their titles are included below for reference:

- Eric Dailey - Executive Director of Rocketship Tennessee
- Daimon Hardy - Chief of Staff
- Tygima Steele - Director of Schools
- Joshua Rice - Regional Director of Operations
- Guadalupe Davalos - Director of Community Organizing and Family Engagement

This team is supported by RSED-National, which provides expertise in curriculum development, data systems, and leadership coaching. This collaborative structure ensures that RSED-TN has the resources and support to operate existing schools while scaling sustainably.

Plan to Ensure Sufficient Resources

Rocketship's plan to ensure sufficient resources for both new and existing schools includes strategic investments in organizational systems, infrastructure, and leadership capacity:

- **Resource Allocation and Investments:** Rocketship will continue investing in systems to track academic, operational, and financial performance, ensuring resource efficiency across schools. Additional staffing will include dedicated support roles, such as instructional coaches and community engagement specialists, to address the needs of new campuses.
- **Leadership Development:** Rocketship's leadership pipeline ensures a ready pool of internal candidates for leadership positions at new schools, supported by rigorous onboarding and professional development programs. Practice-based training for principals, Assistant Principals, and teachers aligns their skills with Rocketship's instructional and operational standards.
- **Sustainable Growth Framework:** Rocketship Tennessee utilizes a phased approach to

capacity building, aligning resource allocation with growth milestones to avoid overextension. Partnerships with local organizations and nonprofits provide wraparound services for families, reducing operational demands on individual schools.

Timeline to Schools Success

Rocketship Tennessee's capacity-building timeline reflects a structured, phased approach to ensure the successful launch and sustained operation of high-quality schools. By combining thoughtful preparation, pre-opening readiness, and ongoing support, our plan enables new schools to meet the needs of students, families, and the broader community from day one. This timeline leverages Rocketship's proven systems and expertise while incorporating localized strategies to align with the unique context of Tennessee.

Year 1: Preparation and Planning (12–18 months before opening)

- **Community Engagement:** Conduct listening sessions, parent focus groups, and community meetings to identify local needs and build trust; and establish partnerships with local organizations to secure wraparound services and resources for families.
- **Site Selection and Development:** Secure facility space, ensuring it meets both educational and operational requirements; and begin renovations or construction as needed, adhering to a clear project timeline.
- **Staff Recruitment:** Launch recruitment efforts to hire school leaders, teachers, and operational staff; and identify and train a founding principal nearly 18 months before opening.

Year 2: Pre-Opening Readiness (6–12 months before opening)

- **School Leader Training:** Provide intensive professional development for the founding principal and leadership team, including shadowing at existing Rocketship schools.
- **Operational Setup:** Finalize systems for enrollment, transportation, and compliance reporting and procure technology, furniture, and instructional materials for the new campus.
- **Community Recruitment:** Conduct recruitment drives, targeting underserved populations and ensuring alignment with Rocketship's mission. Host orientation events and family workshops to prepare students and parents for the transition.

Year 3: Post-Opening Support (Year 1 of operation)

- **Onboarding and Coaching:** Assign a dedicated support team to the new school and implement weekly coaching sessions for teachers and staff to ensure fidelity to the model.
- **Data Monitoring:** Track academic, attendance, and behavioral data to identify trends and adjust strategies as needed. Conduct quarterly performance reviews to ensure progress toward goals.
- **Community Integration:** Deepen family engagement through home visits, Parent Coffees, and collaborative events. Expand partnerships with local businesses and nonprofits to support school program

Rocketship Tennessee's proven capacity to open and operate high-quality schools is supported by a robust organizational structure, experienced leadership, and strategic investments in resources and systems. With a detailed plan and phased timeline, Rocketship is well-positioned to ensure the success

of both new and existing schools while maintaining the high levels of academic achievement and community engagement that define its mission. These efforts ensure that every Rocketship school continues to deliver transformational results for Tennessee's students and families.

c. If applicable, explain any past charter replication efforts and detail the results. Explain lessons learned during the process and how the sponsor addressed any challenges. Identify risks and challenges that may impact the sponsor's desired outcomes in Tennessee over the next five years. Explain how these challenges and risks will be addressed.

Past Replication Efforts

In 2014, RSED-TN opened our first school, RNNE, by replicating the National Rocketship model. A year later, in 2015, RSED-TN had the privilege of replicating our own high-quality Tennessee school, managed locally, when we opened RUA. And in August 2022, RDCP opened in southeast Nashville, showcasing our ability to replicate even further. Today, our three schools serve more than 1,400 students and families. RNNE and RUA have both been named a "Reward School," the highest recognition for student achievement by the Tennessee Department of Education. Both of these schools have consistently achieved strong student growth - each school has earned a TVAAS Composite Level 4 or 5 in four of the five years with growth scores. Our newest school, RDCP, received an overall TVAAS score of 5 in their first year and a Level 4 in their second year. Furthermore, RUA and RDCP earned B ratings on the inaugural 2023 TN State Report Card.

Lessons Learned

Investing in systems and processes supports scalability.

We continue to create innovative solutions to drive efficiency throughout the network. As we have replicated schools in the region, we have learned the importance of creating scalable systems and processes as we grow. Key initiatives in this area include building robust playbooks for school startup; further integrating tech systems to drive efficient, meaningful application of data; and clearly articulating roles and decision rights across the entire organization and network (CMO vs. region vs. school).

In addition, each individual function within our CMO continues to automate, optimize, and codify its practices over time, becoming increasingly efficient and effective at supporting local teams as they open new high-quality schools, while also investing in greater tools and systems that will enable even higher quality scale throughout the years. For example, the Talent/HR team has rolled out a new human capital management system (Workday) to optimize core areas like payroll, benefits, and talent development, making it easier for regional and school-based staff to manage their benefits and professional growth; and our
Finance team is working to adopt the budget management tool, Adaptive, for stronger budget management practices at the school and regional levels. To reap the benefits of being part of a national network with a strong CMO, both RSED-National and RSED-TN recognize the need to make deeper investments in high-quality systems to optimize local performance and create the systems and processes that will serve our network for years to come and have begun to put these practices in place.

Investing in talent is key to driving student achievement.

We have learned that the most significant barrier to opening new schools is the availability to cultivate high-quality talent for leadership positions at our schools. In order to mitigate this issue, Rocketship has created the **Rising Leaders Program**, which is a multi-year pathway for promising teachers to learn, practice, and refine leadership skills, all while internalizing the Rocketship model.

Organizationally, we also learned that consistent leaders and teachers are a bare requirement if a school is going to be successful. RSED-National invested heavily in moving a full-time talent recruiter to Tennessee to work with Principals. Because the talent recruiter has close ties and personal relationships with the principal, she is able to understand their needs and vision. This allows for creating the right match. Moreover, in emerging from the pandemic, we have seen across the country significant turnover and transitions in team members and school leadership. RSED-TN has learned extensively as a region how to mitigate this, ensure we continue to have a strong culture, and create consistency in our team, which fuels our achievement. RSED-TN is happy to note that going into the 2023-24 school year, we were able to **retain over 80% of our teachers and nearly 80% of our school leaders**. This level of continuity across the region is critical in our efforts to fully address our Rocketeers' unfinished learning from COVID, continue to raise the bar for achievement and the excellence of our schools, and create a strong foundation and pipeline of leaders and educators to help found this school.

Local context is key to driving success.
Another lesson learned concerns the importance of having leadership and staff members that have local context. A pre-existing relationship working with a local authorizer and other stakeholders in a city or district is hugely valuable when opening new schools or replicating the model within a city. As we are now in our tenth year at Rocketship Tennessee, we have far more immense depth and understanding of our local community and context, which has significantly elevated our ability to grow our impact and achievement more rapidly, even in the first year of operating a school, which we were proud to demonstrate in the first year of RDCP.

At our North Campus, RNNE, we have learned additional lessons in regards to operating in Tennessee that are different from the ones described in Section 4.1. The first lesson was for us to realize how important it is to work with the Charter Office of MNPS. There were two situations that could have been avoided if we just partnered and were more communicative with the office. One situation involved a student receiving Exceptional Education Services. If we had reached out to discuss the situation and context, many misunderstandings could have been avoided. This is covered more in Section 4.3.

Another situation that could have been avoided with stronger communication with MNPS involved ELL scheduling and services. The state conducted a walkthrough of one of our campuses and found a few concerns with our scheduling of ELL services. If we had been more proactive and understanding of the local requirements, we could have avoided some missteps. On our side, our students would have been better served if we had partnered with the Charter Office and the Office of English Language Learning. Since then, we have hired a Manager of Achievement who has 20% of her time dedicated to ELL. She maintains great communications to MNPS and always asks questions.

Rocketship learned many lessons between 2016-17 and 2017-18 in regards to working in Tennessee. In 2016-17, RUA was performing significantly behind the local district and the state for ELA and it was performing slightly behind the state in math. In 2017-18, we realized we needed to change our approach.

As a network, RSED-TN hired a regional Manager of Achievement and EL Programming who was local to Nashville. The Manager of Achievement and EL Programming had a strong understanding of best practices for EL teaching and learning within the state of Tennessee and was instrumental in launching our incrementally more robust EL program. As a result, we saw the performance of our EL students increase. In addition to helping us with compliance, the Manager of Achievement and EL Programming provided coaching and direct management of EL teachers while conducting PD with the

whole staff at RUA. Additionally, the Manager of Achievement and EL Programming conducted walkthroughs with building principals to identify opportunities for all students.

Importantly, the RSED-National achievement team partnered with the Principal at Rocketship United Academy in order to understand and internalize Tennessee State Standards. As a result of this partnership, there was robust collaboration between the Principal and RSED-National achievement team, which led us to adjusting our National Standards and our curricular materials to meet the needs of our Rocketeers being served at Rocketship United Academy in Nashville.

To transfer this learning, we invested in moving the Principal from RUA into the Regional Director of Schools (DoS) position in order to oversee similar success across both of our other schools in Nashville for the long term. The DoS manages the principals and works with the Manager of Achievement to ensure our academic program is effective for all Rocketeers in Tennessee.

Since 2014, Rocketship Tennessee has grown to open new schools serving hundreds of students across the region. Students at our schools consistently show greater academic readiness than their peers at local.

d. As Attachment V, include the original application previously approved and authorized for the school being replicated.

Please see **Attachment V**.

Section 3 – Financial Plan and Capacity

Rocketship Education Tennessee ("RSED-TN") is the sponsoring entity submitting this application to open TN 5 in Davidson County. With the full partnership and support of Rocketship Education ("RSED-National"), RSED-TN is excited to replicate the Rocketship educational model and best practices to benefit more Tennessee students and the students and families of Davidson County. In moving ahead with this work, RSED-TN draws on over 18 years of RSED-National's experience, and on the RSED-National CMO's robust administrative and operational support as RSED-TN forges forward with planning, launch, and implementation efforts for Rocketship TN 5.

Section 3.1 – Operating Budget
(Required for All Sponsors)

Sponsors must include, at minimum, the following information within the operating budget template:

a. All anticipated revenues and expenditures for years 0-5 of the school's operation.

b. Anticipated budgetary assumptions for the following:

- ***Student enrollment counts for years 1-5 of the school's operation;***
- ***Staff FTE counts for years 0-5 of the school's operation;***
- ***All anticipated funding sources, including state and local funding, secured grants, philanthropy, and fundraising; and***
- ***All relevant expenditures, expenses, and assumptions for each of the following expenditure/expense classification categories: Personal Services, Employee Benefits, Contracted Services, Supplies and Materials, Other Charges, Debt Service, Capital Outlay.***

Please see the Operating Budget, included here as **Attachment W**.

Section 3.2 – Operating Budget Narrative

(Required for All Sponsors)

a. Explain how the operating budget is adequate to support full implementation of the school model and academic plan. Within the explanation, detail the minimum number of students that the school must enroll to sustainably operate and articulate the impact that the minimum enrollment would have on the budget.

Drawing on Rocketship Public School's (RSED-National) more than 18 years of experience opening and operating schools in Tennessee and across the country, we've developed a financial model that enables the schools to operate sustainably as they grow. This budget is developed consistently with Rocketship's staffing and educational model and will allow us to bring the required resources to bear.

While the model here is based around a maximum enrollment of at least 576 students (96 per cohort), the budget carries substantial contingency in the form of reduced enrollment assumptions (88 students per cohort funded) and operating net income at full scale. This margin enables the school to operate at a reduced enrollment, as few as 450 students at scale or 215 students in year 1, before changes to expenses must be made.

b. Outline all revenue assumptions and explain specifically how these assumptions were determined. If the operating budget includes grants, fundraising, or philanthropic revenue, provide a detailed explanation for how the revenue amounts were determined, and whether the funds have been awarded or are estimates. If the funds have not been awarded, the narrative should disclose where they are in the process, the timing of when these funds will be awarded, and a contingency plan should the funds not be realized.

The operating budget is developed with conservative revenue estimates that are consistent with Rocketship and other charter operators' experience in Tennessee. Specifically, we assume a TISA funding amount of $15,594 per student, as set by the state charter application template. Other public revenues for ESEA, IDEA, NSLP and other state and federal sources are consistent with Rocketship's experience in Tennessee to date.

We include in our budget a $750,000 state CSP pre-opening grant, to be spent in the pre-opening year and first operating year. While these funds are not a certainty, the state has been consistent in making these awards to startup campuses and we view them as highly likely. At this stage, we don't model any private philanthropy as necessary to meet the spending requirements of our program and so do not budget them here. However, should the region not receive CSP funding, the development team at the CMO and the RSED-TN Executive Director will partner together in pursuing additional philanthropic funding to cover those costs. The region has a strong pipeline of potential donors locally and nationally as demonstrated by the support letters included in **Attachment D**.

c. If applicable, list all donations of private funding, including, but not limited to, gifts received from foreign governments, foreign legal entities and, when reasonably known, domestic entities affiliated with either foreign governments or foreign legal entities.

At this stage, we don't model any private philanthropy as necessary to meet the spending requirements of our program and so do not budget them here.

d. Specify the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Please note which are already secured and which are anticipated. Include evidence of firm commitments where applicable.

At this stage, we don't model any private philanthropy as necessary to meet the spending requirements of our program and so do not budget them here. We don't anticipate direct borrowing by

the school in any way. It is our intent to access the public tax-exempt bond market for facilities financing, as Rocketship has done numerous times in the past.

e. Provide an explanation of the methodology used to determine the anticipated expenditures included in Section 3.1 of this application.

In developing the expenditure plan for the Operating Budget, we relied heavily on our prior experience operating three charter school campuses in Tennessee. Using the last several years of outcomes and our current-year budget, we developed estimates of per-pupil, per-employee, and fixed costs for each category. Those estimates were used to create a budget model for each year of the new school's growth. Expenses are presumed to grow at an average of 1% per year greater than revenues. Because the state budget template fixes per pupil revenue at the same level for all five years of the template, revenues are **flat** per pupil in this budget. In fact, revenues for Tennessee charters have steadily increased over the first half of the decade. This budget in reality is comparable to assuming that revenues will continue to increase at about 3% per year and expenses will increase at about 4% per year. The key point in our model is that we have a track record of managing expenses to not exceed revenue growth.

Regarding certain key expenses noted in review of the original draft of this application:

- Medical insurance is budgeted at 12% of employee salaries. For a typical teacher making $65,000 per year, this equates to an employer premium cost of $650 per month paid by Rocketship.
- Technology costs at Rocketship are included in "Other Supplies and Materials" where we budget for non-capitalized technology like staff and student laptops. In the first year of operation we project $80,000, falling to $60,000 per year over subsequent years. Building level technology infrastructure like cabling and routers are incorporated in facilities costs.
- The Rocketship CMO fee is calculated as 15% of gross school revenues excluding school nutrition reimbursements and federal grants.
- Rent/construction debt is budgeted under the "Rentals" line on the template at the same $990,000 figure described in section 2.2 of this application.

f. Explain how one or more high-needs students with disabilities may affect the operating budget and your plan to meet student needs that might be more than anticipated.

Our budget has been developed with a robust special education staffing model, which we believe will be adequate to meet the needs of all of our students inside our Integrated Special Education model. However, should one or more particularly high needs students enroll, we will ensure that the student's needs are met consistent with the law and accepted best practices. The expenses related to those students can be absorbed by our staffing and consulting budget or through our expense contingency.

g. Describe the systems, processes, and policies by which the proposed school will manage accounting, purchasing, payroll, and audits. Include any policies on financial controls.

RSED-National's Business team is a skilled and experienced group of more than 20 finance, accounting, grants management, and payroll professionals who are collectively responsible for ensuring that our funds are managed diligently and with integrity. We use modern accounting, human capital, and purchasing platforms to ensure required approvals are received consistent with our policies.

Section 3.2 – Operating Budget Narrative

(Required for All Sponsors)

Rocketship Tennessee has an extensive fiscal policies manual, available upon request, that provides guidance for staff on purchasing, accounting standards, travel and expense thresholds, and other relevant policy areas. This manual is revisited frequently and approved by both the Rocketship Tennessee Board and the RSED-National Board.

h. Describe how the proposed school will provide an independent annual audit and comply with other federal or state accounting and/or reporting requirements.

The RSED-National Business team is responsible for retaining independent financial auditors each year for each of the charter-holding entities, including Rocketship Tennessee. The auditors have experience with Tennessee charter school requirements and test for our compliance with state and federal policies and our own policy manuals. Those audits are submitted to authorizers and through the Federal Audit Clearinghouse as well as shared with our boards.

i. Describe the different financial roles and responsibilities of the proposed school's administration and governing board.

All of TN 5 financial reporting responsibilities will be overseen by the RSED-National team, with local governance and support provided by the Rocketship Tennessee Board of Directors, our Business Committee, and regional executive team. Daily financial operations will be managed by the Rocketship Tennessee Executive Director, who will receive support from the Regional Director of Operations to ensure strong fiscal controls are in place and maintained.

j. If applicable, describe the plan to outsource any financial management areas such as payroll, benefits, audits, fundraising, accounting, etc. Detail how the financial leadership will select and oversee the contractors.

RSED-TN receives financial management support from our CMO, RSED-National. Through the CMO, RSED-National manages financial and accounting operations, including payroll, benefits, and audits. As well, RSED-National provides back-end fundraising support to ensure RSED-TN achieves its philanthropic goals, as needed.

k. Describe the level of financial expertise of the proposed school's internal and external team members.

The RSED-National Business team has a collective 50+ years of charter school financial management experience, including more than 5 individuals with CPA licenses. Both the Rocketship Tennessee and RSED-National Boards of Directors will add extended finances expertise from professionals with 50+ years of corporate, finance, and nonprofit management experience.

l. Describe the proposed school's contingency plans to meet financial needs if anticipated revenues are not received or are lower than expected.

The Rocketship model and our developed budget have the flexibility to adjust up or down as revenues shift. Should student enrollment not match projections, we have the ability to adjust the number of classrooms and the subsequent required staffing to match. Additionally, changes in enrollment will necessitate fewer Chromebooks and other supply purchases.

Additionally, although this budget conservatively does not incorporate philanthropy, Rocketship has shown itself consistently capable of raising funds from national and local donors. Should this new campus experience revenue challenges, we are confident that we can raise funding to make up the difference.

m. Detail the cash flow contingency plan if revenue projections are not met or expenditures exceed anticipated amounts. The plan should include an explanation of sources, including financing

Section 3.2 – Operating Budget Narrative

(Required for All Sponsors)

terms, if the contingency plan includes loans, commitments, funds from an outside donor, or an alternative funding source.

In the event that a cash flow contingency is required, TN 5 will be able to rely on RSED-National to provide internal financial support through internal grants, internal loans, or the deferral of network service costs.

Section 3.3 – Network Financial Plan

(Required if Answered "Yes" to Sponsor History and Intent Question 3)

a. Describe the fiscal health of other schools in your network. Disclose any school(s) that have been subject to financial enforcement action, including but not limited to corrective action via an audit, fiscal probation, in default on a financial commitment, or in bankruptcy. Explain the circumstances around these schools.

RSED-TN, comprising the three Rocketship schools in Tennessee, Rocketship Nashville Northeast, Rocketship United Academy, and Rocketship Dream Community Prep, is in excellent fiscal health. For the year ending June 30, 2025, the three-school region had a consolidated $7.9mm in cash on hand, equivalent to 106 days of operating expenses. All three of the schools are in new, affordable, permanent facilities. None of the three schools have received a corrective action or finding on their audited financial statements or have been under fiscal probation. All of the schools are current on their financial commitments.

The "Regional NeST" entity, described in the network financial plan and elsewhere, is a team of RSED-National that is assigned to support and manage the RSED-TN schools. While it is included in the network financial plan as an indicator of dedicated resources, it is not a contributor to the overall fiscal health of the RSED-TN entity (reflected as "All Schools" in the network financial plan).

Section 3.3 – Network Financial Plan
(Required if Answered "Yes" to Sponsor History and Intent Question 3)

b. Explain how the organization will reach its fundraising goals over the next five years. Provide a development plan that includes staffing needs.

While RSED-TN expects to receive philanthropic support over the next five years, our model is to sustain our schools on public dollars alone. For that reason, both the school budget and network budget presented here do not assume any philanthropy. The national Rocketship network provides support from an experienced development team that supports local and national fundraising.

RSED-National's Director of Development works with the RSED-TN Executive Director, RSED-TN's Board of Trustees, RSED-National's Chief Communication Officer to develop a fundraising strategy and plan, identify key funder targets, create fundraising materials, manage prospect pipeline, and analyze and report on our fundraising progress and commitments. Most of Rocketship's Senior Leadership Team is also involved in the fundraising process. They provide inputs on new programmatic areas that Rocketship should pursue, meet with funders to share organizational knowledge and impact data about Rocketship, and work with the development team to set milestones for grant agreements. From a financial diligence and accountability standpoint, the Director of Development coordinates with the Finance and Accounting teams to ensure financial alignment. Fundraising reports are produced for Rocketship's CEO twice per month and quarterly to the Board of Directors.

c. Provide, as Attachment Y, a detailed budget for the network. Where applicable, reference the school-level budgets provided within this application. The sponsor's network budget must detail:

- ***Costs related to back-office services;***
- ***Costs related to the network's facilities plan;***
- ***All revenue assumptions for funding sources including but not limited to state, local, federal, grants, and philanthropy;***
- ***All anticipated network expenditures including but not limited to:***
  - ***Total employee compensation (network/CMO level), including the percentage of the total compensation allocated for the proposed school;***
  - ***Management fees and any other management compensation to the CMO or network (if applicable); and***
  - ***Other network expenditures***

Please see **Attachment Y**.

Section 4 – Portfolio Review & Performance Record

Rocketship Education Tennessee ("RSED-TN") is the sponsoring entity submitting this application to open TN 5 in Davidson County. With the full partnership and support of Rocketship Education ("RSED-National"), RSED-TN is excited to replicate the Rocketship educational model and best practices to benefit more Tennessee students and the students and families of Davidson County. In moving ahead with this work, RSED-TN draws on over 18 years of RSED-National's experience, and on the RSED-National CMO's robust administrative and operational support as RSED-TN forges forward with planning, launch, and implementation efforts for Rocketship TN 5.

Section 4.1 – School Portfolio Summary
(Required if Answered "Yes" to Sponsor History and Intent Question 1)

a. List all charter schools that are currently and/or were previously operated and/or managed by the sponsor, governing body, network, and/or charter management organization seeking authorization for each status below:

- ***Actively operating***
- ***Pre-Opening***
- ***Pending authorization***
- ***Withdrawal or non-openings***
- ***Voluntary closures***
- ***Involuntary closures***

Please see the School Portfolio Summary, included here as **Attachment Z**.

b. For each school, include the following information:

- ***General information:***
  - ***Name of school and school status***
  - ***Operating years***
  - ***Address including city, state / territory***
  - ***Grades served in most recent year of operation***
  - ***Total student enrollment of most recent year of operation***
- ***State or federal designations for the last 5 years (i.e., priority, reward, CSI, TSI, ATSI, etc.)***
- ***Graduation rate for prior year***
- ***Percentages of enrolled students by student group***
- ***School contact information***
- ***Authorizer contact information***

Please see the School Portfolio Summary, included here as **Attachment Z**.

Section 4.2 – Academic Performance Record
(Required if Answered "Yes" to Sponsor History and Intent Question 1)

Student Achievement and Growth:

a. Provide evidence showing that the school operated by the sponsor and/or contracted charter management organization have successfully improved students' academic achievement and growth.

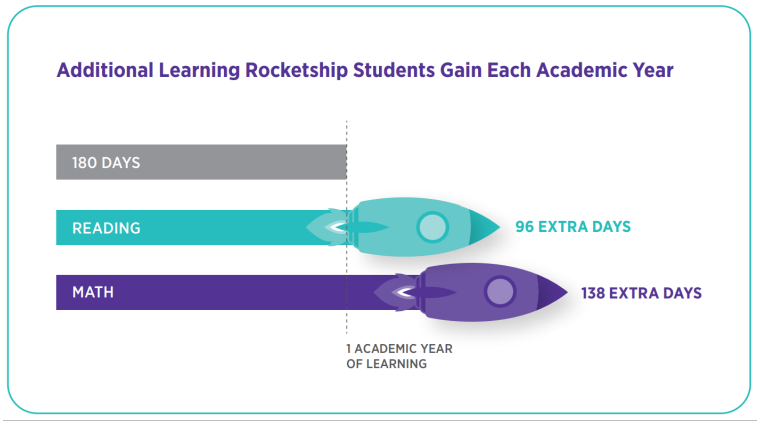
Rocketship Education Tennessee (RSED-TN) is responsible for local governance and community engagement, while Rocketship Education (RSED-National) serves as the Charter Management Organization (CMO), providing strategic, operational, and instructional support. This partnership combines RSED-TN's regional leadership with RSED-National's national expertise to ensure high-quality education for Tennessee schools. Through this partnership, RSED-TN has demonstrated strong evidence of successfully improving student academic achievement and growth.

Student Achievement and Growth

Accelerating student growth is an integral part of our school model. As such, RSED-National, including RSED-TN, has consistently demonstrated its ability to improve students' academic achievement and growth across all regions in which it operates. By leveraging a personalized learning model, data-driven instruction, and strong family partnerships, Rocketship schools have not only closed achievement gaps but also accelerated growth for students from historically underserved communities.

National Evidence of Academic Growth and Achievement

RSED-National's impact on academic growth is validated by the 2023 Stanford CREDO study, which highlighted Rocketship students as "gap busters." Nationally, charter school students gained an additional 16 days of learning in reading and 6 additional days in math compared to their peers in traditional public schools.[8] Rocketship students far outperformed these averages, gaining the equivalent of **96 additional days in reading** and **138 additional days in math**—equivalent to five–seven months of additional learning in a single school year.

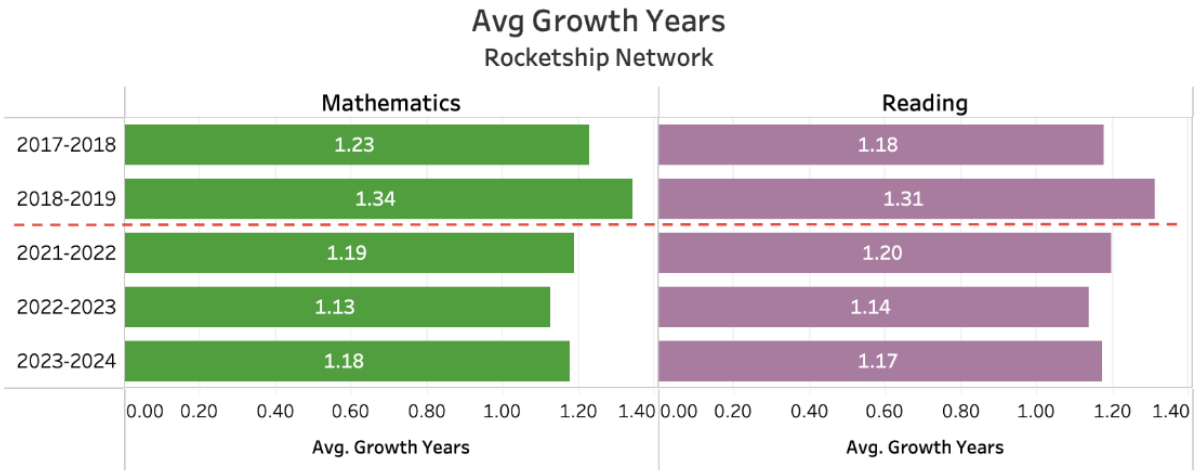


Rocketship's national network also reports significant year-over-year growth across all student populations:

[8] Raymond, M.E., Woodworth, J.L., Lee, W.F., & Bachofer, S. (2023, June). As a Matter of Fact: The National Charter School Study III. Center for Research on Education Outcomes (CREDO). https://ncss3.stanford.edu/wp-content/uploads/2023/06/Credo-NCSS3-Report.pdf

Section 4.2 – Academic Performance Record
(Required if Answered "Yes" to Sponsor History and Intent Question 1)

- **Overall Growth:** Nationally, Rocketship students achieved **1.2 years of growth in reading and math last year.**
- **Students with Disabilities**: Averaged **1.2 years of growth in math and 1.1 years in reading**, demonstrating Rocketship's commitment to supporting all learners.
- **New Students:** Students new to Rocketship, often entering several grade levels behind, averaged **1.3 years of growth in math and 1.2 years in reading** within their first year.



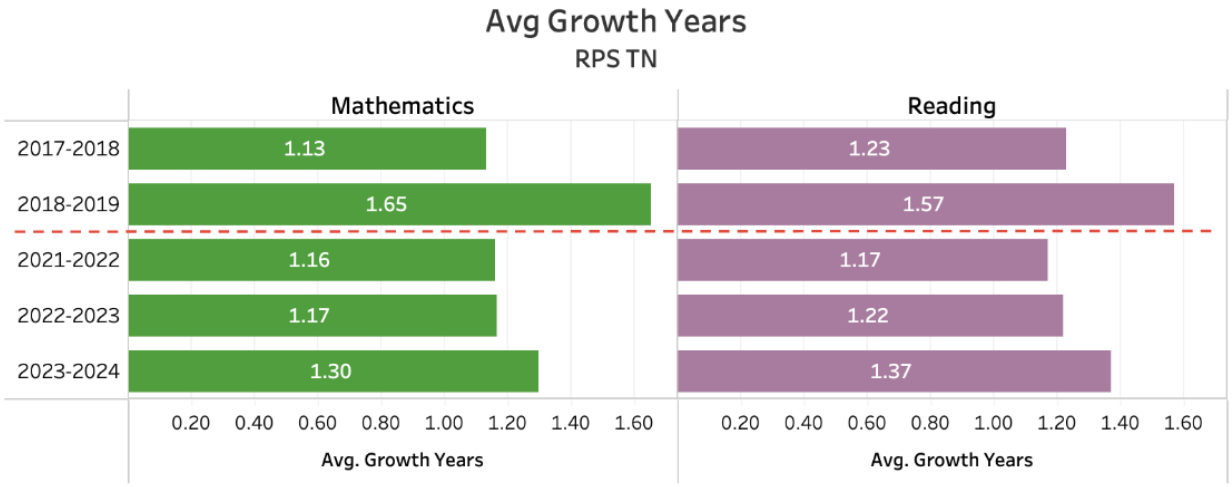
Dotted Red line represents pandemic school disruption when Fall-to-Spring growth was unavailable.
Source: Rocketship Public Schools NWEA MAP data extracts

Rocketship Tennessee: Accelerating Growth in Local Schools
Rocketship Tennessee has been at the forefront of busting achievement gaps. Rocketship Tennessee schools have exceeded the national network's average growth and consistently demonstrated strong academic performance:

NWEA MAP Growth:
Rocketship Tennessee has demonstrated significant academic progress over recent years, achieving remarkable gains in student performance as measured by the NWEA MAP assessment:

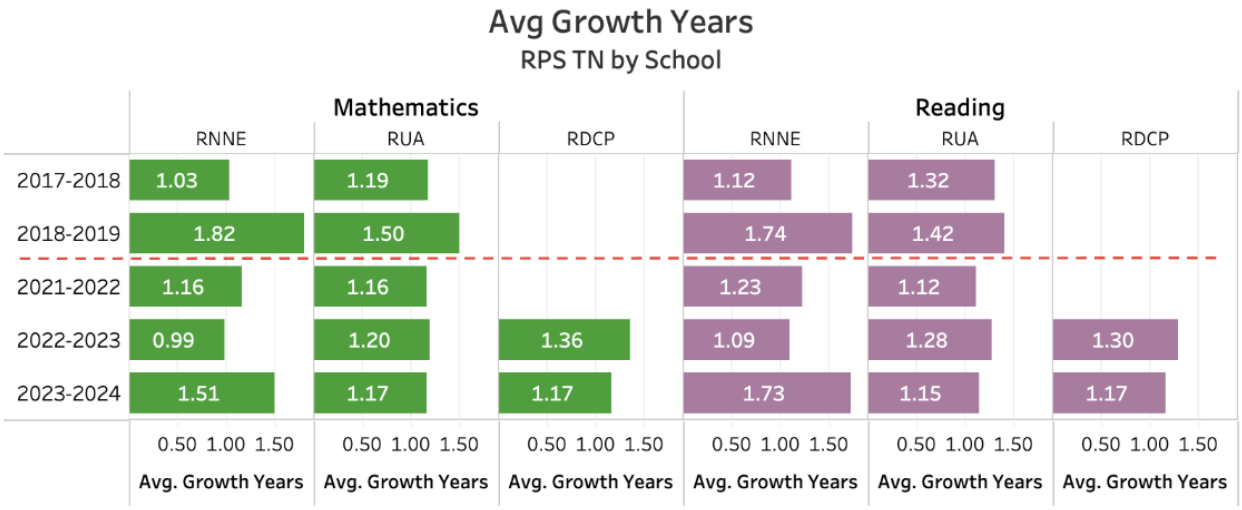
- Between Fall 2021 and Spring 2024, Rocketship TN nearly doubled the **percentage of students at or above grade level in math, growing from 27% to 53%**.
- In reading, the percentage of students at or above grade level more than doubled, increasing from 25% to 55% over the same period.
- As demonstrated in the table below, in 2024, Rocketship Tennessee **students achieved nearly 1.4 years of growth in reading and 1.3 years of growth in math**, leading the national network in student growth.

Section 4.2 – Academic Performance Record
(Required if Answered "Yes" to Sponsor History and Intent Question 1)



Dotted Red line represents pandemic school disruption when Fall-to-Spring growth was unavailable.
Source: Rocketship Public Schools NWEA MAP data extracts

The following figure reports the average NWEA MAP growth for all three Rocketship Tennessee schools: Rocketship Nashville Northeast (RNNE), Rocketship United (RUA), and Rocketship Dream Community Prep (RDCP). All three schools have historically demonstrated strong growth. Following a year where a particular school's growth is relatively low, the school reports higher growth the next year due to the network's increased support for the school. Rocketship is constantly monitoring the performance of its school portfolio and will shift resources to areas reporting greater needs or challenges.



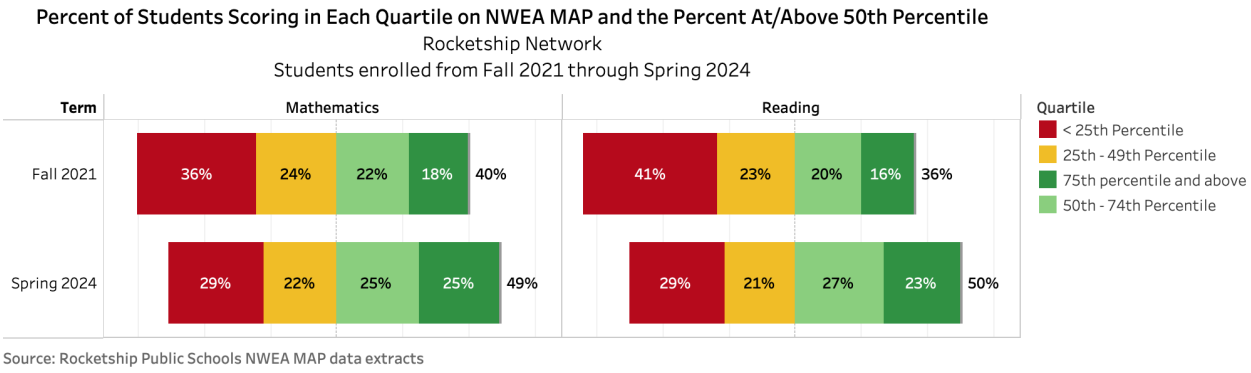
Dotted Red line represents pandemic school disruption when Fall-to-Spring growth was unavailable.
Source: Rocketship Public Schools NWEA MAP data extracts

We credit these results to the personalized instruction our teachers provide in the classroom, coupled with our coaching model for teachers and strong partnership with each family to ensure our students' academic success is supported at home. When students have their individual needs met and teachers are supported effectively, there's no limit to what we can accomplish.

Of course, one good year of academic growth isn't good enough to ensure our students are on the college- and career- ready path. Unfortunately, schooling disruptions during the COVID-19 pandemic resulted in

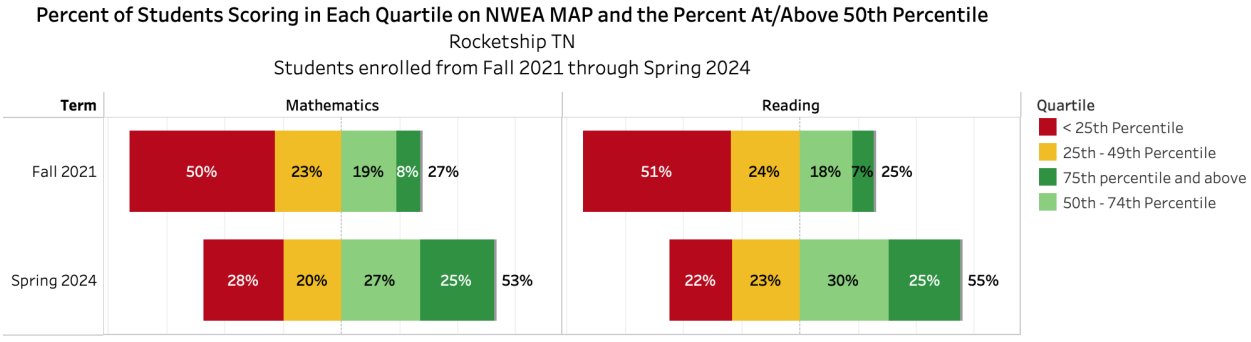
larger achievement gaps nationwide.[9] Similar to schools throughout the country, Rocketship saw student proficiency levels decline during the pandemic. However, when we evaluate student achievement over the last three years at Rocketship, we see strong progress toward moving our students on or above grade level.

The chart below shows the growth of 3,491 Rocketeers (from across the national network) who were with us in Fall 2021 and were still with us in Spring 2024. In Fall 2021, 40% of Rocketship students were at or above grade level in math. By Spring 2024, 49% of that same cohort of students were at or above grade level. In reading, only 36% of our students started 2021 on grade level. By Spring 2024, 50% were on grade level. We still have work to do but the progress we are making gives us great confidence that we are heading in the right direction with strong student growth trends.



Source: Rocketship Public Schools NWEA MAP data extracts

Within Tennessee, Rocketship has demonstrated even greater success than the network-wide (RSED-National) average. Between Fall 2021 and Spring 2024, Rocketship Tennessee schools nearly doubled the percent of students at or above grade level in math from 27% in Fall 2021 to 53% in Spring 2024. In Reading, Rocketship Tennessee schools more than doubled the percent of students at or above grade level from 25% in Fall 2021 to 55% in Spring 2024. The chart below shows the growth of 426 TN Rocketeers who were with us in Fall 2021 and were still with us in Spring 2024.

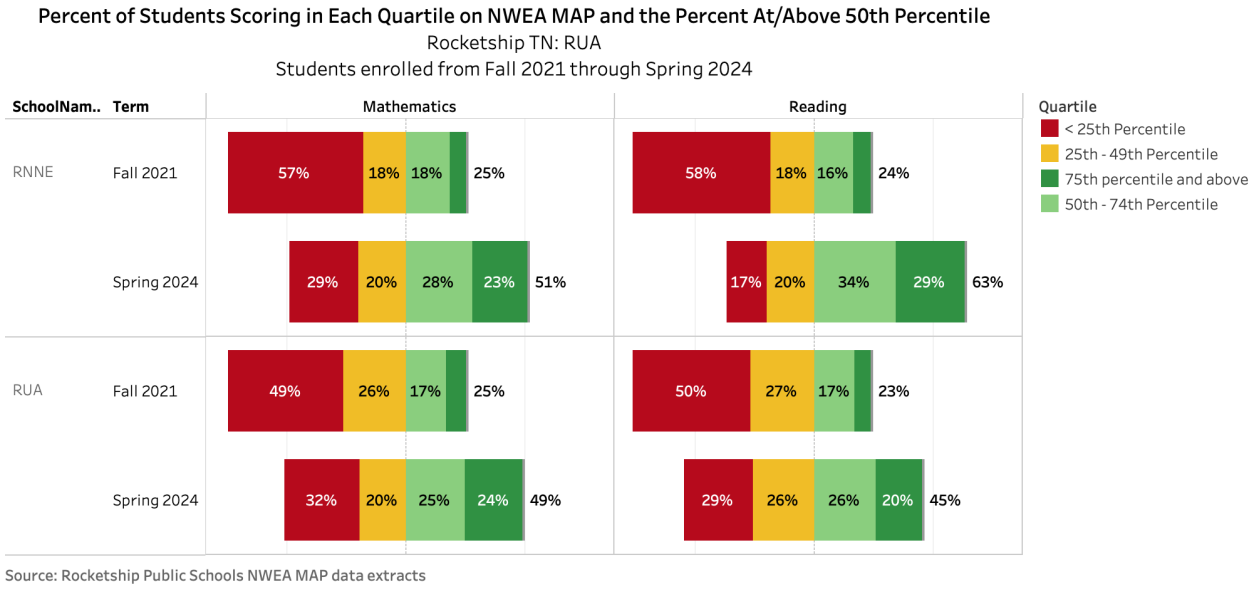


Source: Rocketship Public Schools NWEA MAP data extracts

The two Rocketship Tennessee schools in operation in Fall 2021 reported similar starting proficiency distributions. Although RNNE shifted a larger share of students to grade level within three academic years, RUA also demonstrated large improvement by nearly doubling its percent of students at or above the 50th percentile, which denotes proficiency. Note that RDCP is not reported in the figure below because it opened in Fall 2022.

[9] Lewis, K., & Kuhfeld, M. (2021, December). Learning during COVID-19: An update on student achievement and growth at the start of the 2021-22 school year. NWEA. https://www.nwea.org/uploads/2021/12/Learning-during-COVID19-An-update-on-student-achivement-and-growth-at-the-start-of-the-2021-2022-school-year-Research-Brief-1.pdf

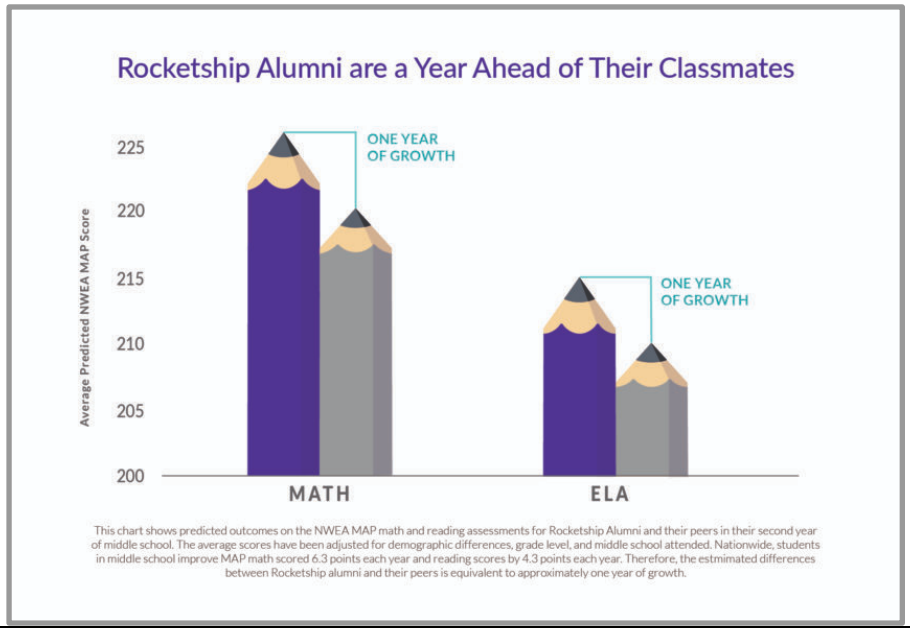
Section 4.2 – Academic Performance Record
(Required if Answered "Yes" to Sponsor History and Intent Question 1)



NWEA MAP is a nationally-normed assessment used by 8,500 schools, districts and education agencies and administered to more than nine million students each year. Nearly half of all United States public school districts administer the NWEA MAP assessments. All of our data is internally verified, secure, and shared with and accepted by our families as an additional trusted indicator of student performance.

Long-Term Impact of Rocketship's Model

Rocketship's success extends beyond elementary school, as demonstrated by a **three-year longitudinal study conducted by SRI International**. SRI International, an independent nonprofit research center, conducted a three-year study on the performance of our graduates in middle school. The study followed nearly 2,000 students and shows that Rocketship graduates are **a year ahead of their middle school classmates** in both math and reading and continue to demonstrate high-levels of key character skills associated with long-term success, including self-efficacy, motivation, and grit.



Section 4.2 – Academic Performance Record
(Required if Answered "Yes" to Sponsor History and Intent Question 1)

Prior to the pandemic, Rocketship schools ranked among the top performing public schools for serving disadvantaged communities nationwide. In California, Rocketship ranked in the top 10% in both math and English Language Arts performance among all California elementary school districts and charter networks serving a similar student population. In Washington D.C., both Rocketship schools achieved Tier 1 status — the highest ranking for DC Public Charter Schools — in their very first year of operation. In Wisconsin, Rocketship was one of just five elementary schools in Milwaukee to earn the state's 2018 "Beating the Odds" award for academic excellence in serving high-poverty student populations. And in Tennessee, two Rocketship schools in Nashville were named a "Reward School" by the Tennessee Department of Education. Rocketship United Academy earned the "Reward School" designation for the 2017-18 school year and Rocketship Nashville Northeast earned the designation for the 2018-19 school year.

Evidence of Continued Progress Post-Pandemic

Rocketship schools, like many across the country, faced challenges in recouping pandemic-related learning loss. Our elementary students experienced school disruptions during a critical period in their early literacy and numeracy skill development and academic recovery is expected to take multiple years. However, Rocketship's data demonstrates significant progress:

National Rocketship Recovery Trends

RSED-National has demonstrated strong recovery and continued progress in academic performance across the national network, showcasing its commitment to closing achievement gaps and elevating student outcomes, as demonstrated by:

- Between Fall 2021 and Spring 2024, Rocketship students nationwide improved proficiency levels, with the percentage of students at or above grade level increasing from 40% to 49% in math and 36% to 50% in reading.
- In California, Rocketship schools remain in the top 10% in math and English Language Arts performance among elementary schools serving similar populations.
- Our Wisconsin schools rank in the top 20% in math among all Wisconsin elementary schools serving a similar population.

Rocketship Tennessee Recovery Success

In Tennessee, Rocketship schools have made even greater gains, outperforming the network average. This includes significant year-over-year improvement in proficiency levels across all grades, with **Rocketship Tennessee schools showing the strongest post-pandemic recovery**.

Rocketship United Academy earned the "Reward School" designation in the two consecutive years directly following the pandemic (2021-22 and 2022-23). All Rocketship schools in Tennessee earned a Tennessee Value-Added Assessment System (TVAAS) Composite level 4 or 5 in 2021-22 and 2022-23, including Rocketship's newest school. Rocketship Dream Community Prep opened in 2022-23 and earned a Level 5 TVAAS Composite score in its first year and Level 4 in in its second year. The achievement of Rocketship Dream Community Prep demonstrates Rocketship's ability to effectively open a school and immediately provide high-quality instruction.

Rocketship TN Composite TVAAS Levels				
School	2017-18	2018-19	2021-22	2022-23

Section 4.2 – Academic Performance Record
(Required if Answered "Yes" to Sponsor History and Intent Question 1)

Rocketship Nashville Northeast	Level 5	Level 5	Level 5	Level 4
Rocketship United	Level 5	Level 3	Level 5	Level 5
Rocketship Dream Community Prep	n/a	n/a	n/a	Level 5

Source: TN Department of Education, Data Downloads and Requests: TVAAS Composites <*https://www.tn.gov/education/districts/federal-programs-and-oversight/data/data-downloads.html*>

The schools operated by Rocketship Public Schools (RSED-National) and RSED-TN have consistently demonstrated the ability to close achievement gaps and accelerate student growth, as evidenced by national studies, state assessments, and long-term outcomes. With a proven model that drives significant academic gains and builds foundational skills for long-term success, Rocketship Tennessee continues to ensure that every student—regardless of background—has the opportunity to thrive academically and achieve their full potential.

b. Use the State Performance sheet within the Portfolio and Performance Template (Attachment Z) to provide ELA, Math, Algebra I/II, Geometry, Integrated Math I/II/III, and English I/II achievement and growth data for each school operated by the sponsor and/or contracted charter management organization for the past five (5) years. Include data for the following student groups: All Students, Black/Hispanic/Native American, Economically Disadvantaged, English Learners (Transitional 1-4), Students with Disabilities, and Super Subgroup.

Please see the State Performance Tab in the School Portfolio Summary, included as **Attachment Z**.

c. For grade levels not assessed under Tennessee's accountability system, use the Internal Performance sheet within the Portfolio and Performance Template (Attachment Z) to provide results from nationally normed internal assessments for the last five (5) years. Include assessment results for each applicable grade and the student groups listed in question b within this section.

Please see the Internal Performance Tab in the School Portfolio Summary, included here as **Attachment Z**.

Educational Programming:

d. Describe the successes and challenges related to academic performance for all schools that the sponsor and/or contracted charter management organization currently operate or previously operated.

As described above in Sections 1.2, 4.1, and 4.2(a), RSED-TN has experienced strong and sustained student growth since we first opened our first school in the state nearly ten years ago. From earning multiple Reward School Status classifications, to strong TVAAS scores, to achieving sustained student growth, Rocketship demonstrates how our educational model, built on *personalized learning*, *talent development*, and *parent power*, is successful in driving strong academic performance for all students.

RSED-TN partners very closely with our National CMO, RSED-National, to equip our staff with the skill set to lead data-informed instructional practices to achieve strong academic outcomes. Through this

partnership, both RSED-Tennessee and RSED-National have experienced successes and challenges related to academic performance. Our "Bounce Back" approach following the pandemic emulates this work well, showcasing how RSED-National saturates regions and schools who require more support, while elevating successful schools and replicating best practices to drive student outcomes.

Spotlight: Rocketship's "Bounce Back" Model

Rocketship's Bounce Back strategy capitalizes on the robust support and expertise of RSED-National to enhance the performance of schools within its network. This approach was piloted successfully in the RSED Milwaukee region and is now positioned as a scalable model for other regions experiencing similar challenges. The pilot underscores how strategic support from RSED-National can not only restore but also elevate academic outcomes beyond pre-pandemic levels.

Bounce Back Pilot Best Practices

In the 2023/24 school year, RSED-National initiated a focused pilot project in Milwaukee to bolster schools with additional resources aimed at improving student outcomes and reinforcing school culture. This pilot became the template for future initiatives network-wide to address underperformance and accelerate growth. The strategy hinges on two main pillars:

1. **Talent Development**: RSED-National led the implementation of new curricula in math and ELA, supplementing it with targeted professional development (PD) and coaching. This PD was meticulously designed to align with the specific needs of teachers, informed by the previous year's student data and crafted in collaboration with regional network teams. This ensured the PD was not only relevant but also responsive to the dynamic educational landscape. Coaching was intensive and continuous, with RSED-National providing daily, real-time feedback to educators, both on-site and virtually, thus ensuring high fidelity in teaching practices.
2. **School Culture**: The pilot also emphasized the importance of the first 30 days of school and ongoing family engagement as crucial elements of building a positive and effective learning environment. These efforts were directly linked to observable improvements in student growth metrics, with Rocketship Milwaukee recording the highest regional growth rates *ever*, notably 1.4 years in math and 1.2 years in ELA during the 2023/24 school year.

The data-driven and responsive support provided by RSED-National not only facilitated immediate improvements but also set the stage for sustained success. This included a summer kickoff where data from the previous year informed the development of PD content, strategies for real-time coaching, and practices for engaging families, all contributing to a robust school culture and impressive academic gains. For instance, fourth graders showcased remarkable growth, jumping from 0.76 years in math growth in the 2022/23 school year to 1.37 years in 2023/24.

Impact and Future Directions

The success of the Milwaukee Bounce Back pilot exemplifies how strategic interventions, backed by a strong charter management organization like RSED-National, can effectively address the myriad challenges faced by schools. This model not only recovers lost ground but also sets new benchmarks for academic excellence. Going forward, this blueprint will guide similar strategies for RSED-Tennessee, tailored to local conditions but underpinned by the proven practices of talent development and culture enhancement.

By leveraging the strengths of its relationship with RSED-National, RSED-Tennessee is well-equipped to replicate these successes, ensuring that all schools within its purview not only meet but exceed their

academic targets, thereby fulfilling their commitment to delivering high-quality education to all students.

School Performance:

e. Select one or more constantly high-performing schools operated by the sponsor and/or contracted charter management organization and describe why these schools are successful. Detail the specific academic outcomes that classify these schools as successful and discuss the primary causes for their success. Detail any notable challenges that the schools have overcome to achieve these results.

Constantly High-performing School

Rocketship United Academy (RUA) stands out as one of our most consistently high-performing schools, demonstrating exceptional academic outcomes and serving as a model for success across the organization. RUA has served K-4th grade since opening in Fall 2015. In each of its nine years, RUA has demonstrated consistently strong student outcomes and growth on both internal and external measures of student achievement.

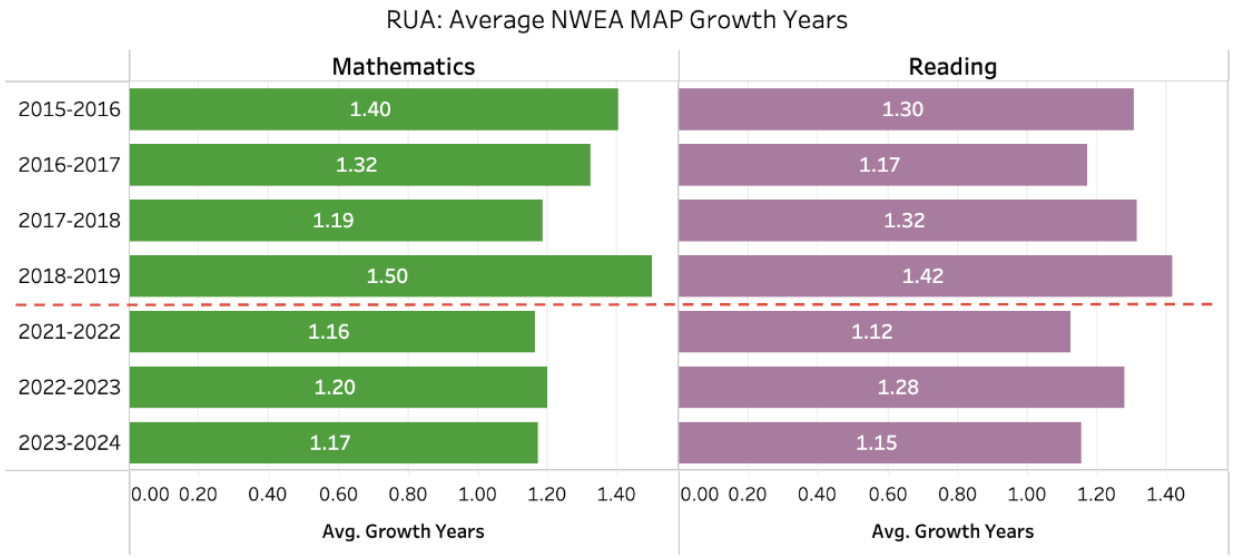
RUA's success is grounded in its personalized instructional model, data-driven decision-making, and commitment to serving historically underserved student populations. Despite challenges such as high student mobility and pandemic-related disruptions, RUA has maintained its commitment to closing achievement gaps and fostering significant academic growth.

Academic Outcomes

NWEA MAP and State Assessment academic outcomes classify RUA as successful, as detailed below.

NWEA MAP Growth

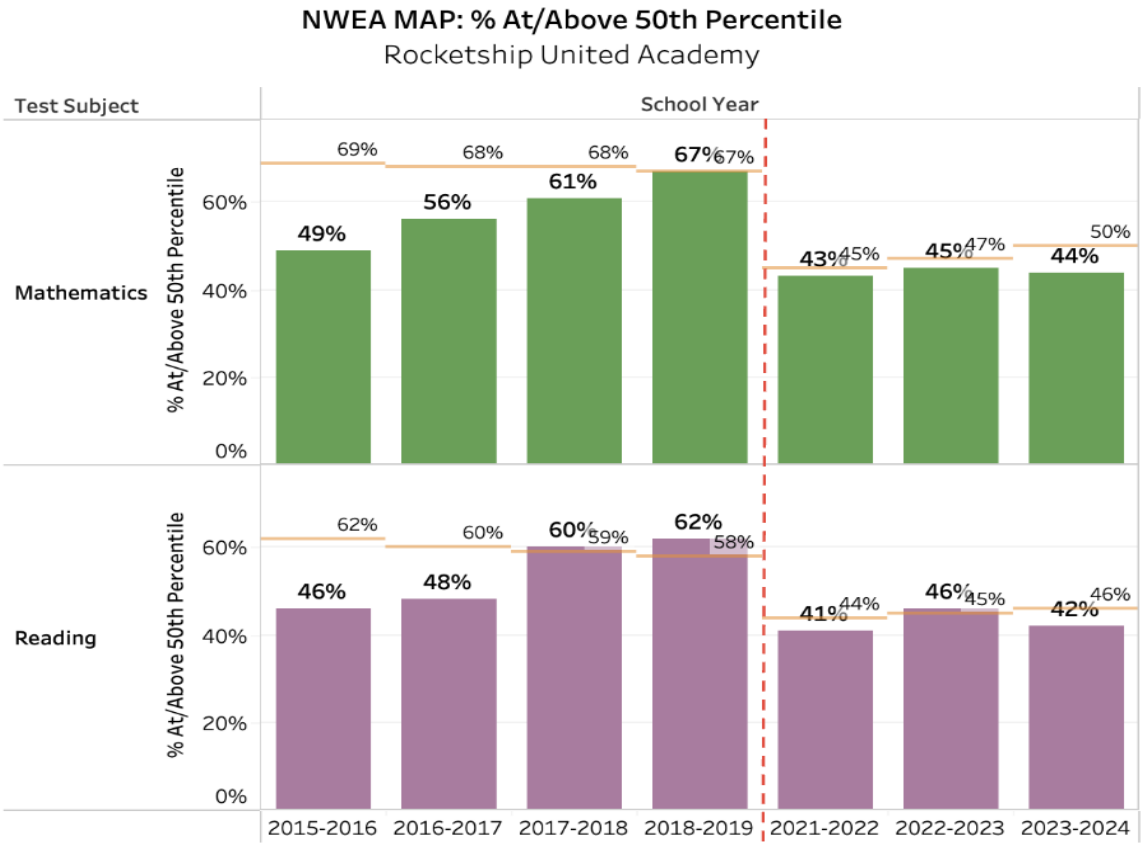
The following figure demonstrates that on NWEA MAP, which includes academic performance for all grades served, RUA has consistently averaged **1.1-1.5 years of growth annually**, demonstrating strong year-over-year progress. In the final year prior to the pandemic (2018-19), **67% of RUA students** were at or above grade level in math, and **63% were at or above grade level in reading**—placing the school among the top-performing schools in the network.



Dotted Red line represents pandemic school disruption when Fall-to-Spring growth was unavailable.
Source: Rocketship Public Schools NWEA MAP data extracts

RUA has successfully moved students from below to at or above grade level (the 50th percentile on

NWEA MAP). RUA was the third Rocketship school located outside of California and ranked among the top third of all Rocketship Public Schools for absolute achievement within its first few years. This served as a proof point that the RPS model, when executed well and with fidelity, is effective in all states, not just California. As demonstrated below, in the final school year prior to the pandemic, 67% of RUA students were at or above grade level on NWEA MAP in math and 63% were at or above grade level in reading.

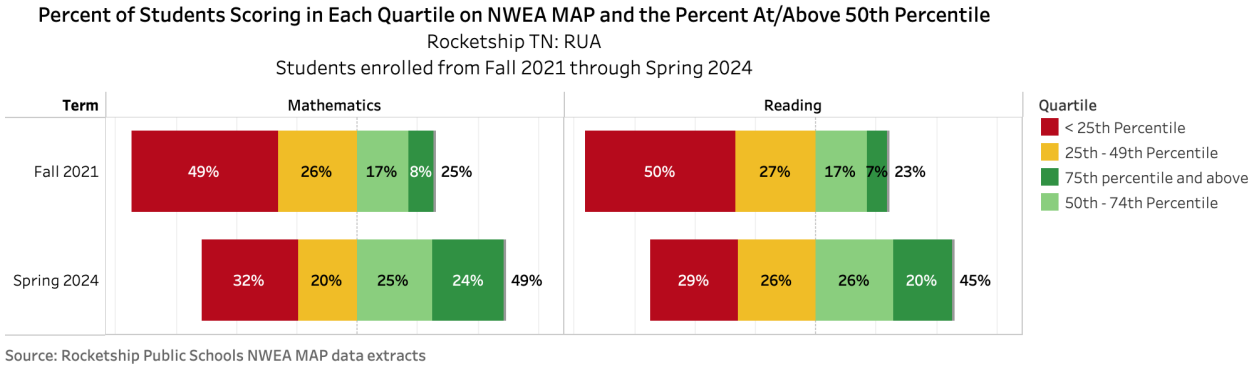


Orange line represents the Rocketship Network average.
Dotted Red line represents pandemic school disruption when spring NWEA MAP was not administered.
Source: Rocketship Public Schools NWEA MAP data extracts

Post-Pandemic Recovery

While RUA's NWEA proficiency rate declined during the pandemic and is still well below its pre-pandemic rates, we are confident that RUA will continue to close achievement gaps for its students. This is best evidenced by NWEA progress for students who have been continuously enrolled at RUA since Fall 2021. As shown in the figure below, between Fall 2021 and Spring 2024, for Rocketeers enrolled in Fall 2021 and still at RUA in Spring 2024, **RUA nearly doubled the percentage of students at or above grade level in math, growing from 25% to 49%**. In reading, RUA increased the percentage of students at or above grade level from 23% to 45% during the same period, demonstrating strong recovery following the challenges of the pandemic.

Section 4.2 – Academic Performance Record (Required if Answered "Yes" to Sponsor History and Intent Question 1)



Source: Rocketship Public Schools NWEA MAP data extracts

State Assessment Success

External measures of success for RPS are state assessments. Throughout its tenure, RUA has achieved impressive results on state assessment proficiency and student-level growth. RUA has earned **Reward School** designation from the Tennessee Department of Education three times: in 2017-18 (its first year of eligibility), 2021-22, and 2022-23 - the most recent available data at time of preparing this application. And in three of the five years it received TVAAS scores, RUA earned the highest **Level 5 TVAAS Composite score** across ELA, Math, and Literacy & Numeracy, demonstrating exceptional student growth, as demonstrated below.

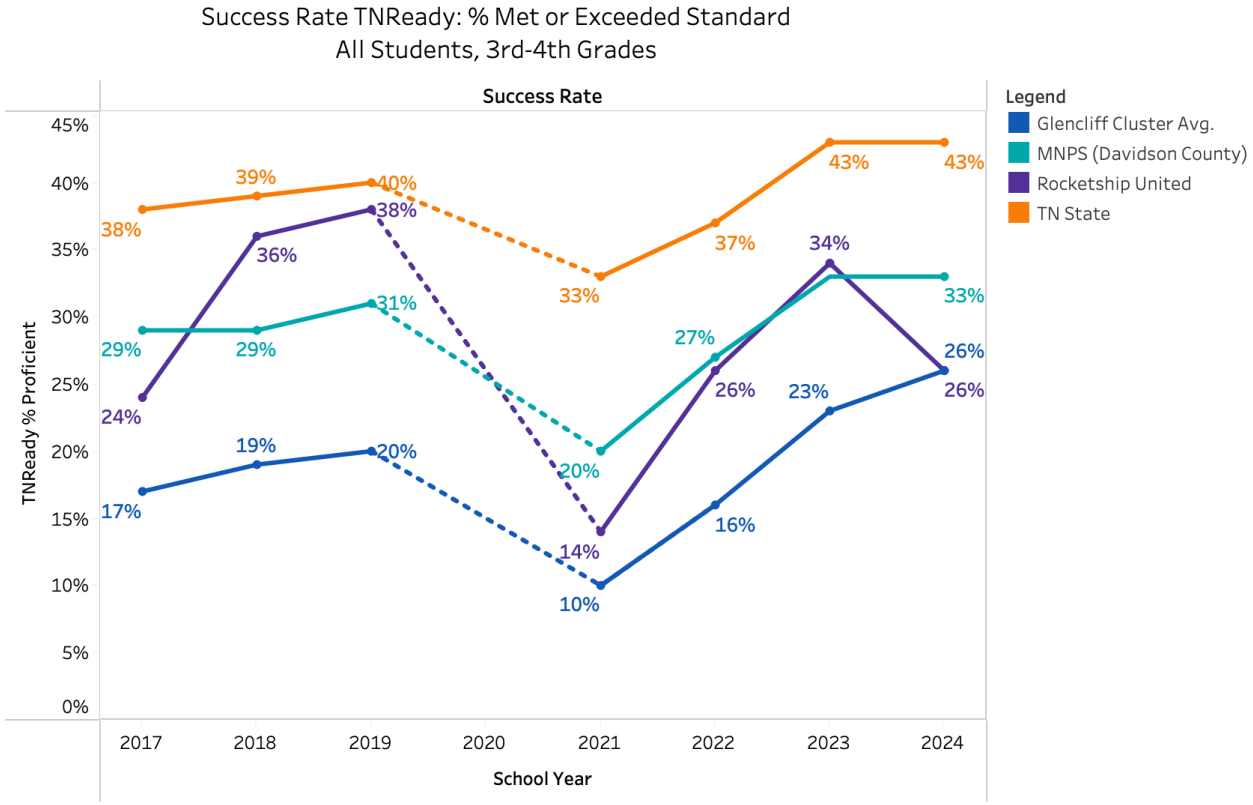
Rocketship United Academy TVAAS Levels				
School	2017-18	2018-19	2021-22	2022-23
Composite	Level 5	Level 3	Level 5	Level 5
Literacy	Level 5	Level 3	Level 5	Level 5
Numeracy	Level 5	Level 3	Level 5	Level 5
Literacy & Numeracy	Level 5	Level 3	Level 5	Level 5

Source: TN Department of Education, Data Downloads and Requests: TVAAS Composites <https://www.tn.gov/education/districts/federal-programs-and-oversight/data/data-downloads.html>

Success Rates – All Students

Prior to 2022-23, TDOE calculated each school's "Success Rate" as a weighted average of ELA and Math proficiency. Starting in 2022-23, TDOE added Science to the Success Rates (ELA+Math+Science). As show in the figure below, from 2016-17 through 2022-23, RUA's students outperformed its local Glencliff cluster average every year by 4-18 percentage points and outperformed or have been on par with Metro Nashville Public schools (MNPS) in four out of the seven years scored.[10] While RUA saw a deeper loss during the pandemic than the TN average, RUA made rapid Success Rate gains in the years immediately following the pandemic. Although RUA's Success Rate declined in 2023-24, the school was still on par with the local Glencliff cluster average.

[10] Notes on data: 2020-21 Cluster average calculated using reported school data. Several Cluster school results were suppressed in the school downloadable file. Success Rate calculated using ELA+Math for all years except 2022-23, when the Success Rate was changed in the TN accountability framework to ELA (40%)+Math (40%)+Science (20%). TNReady canceled in 2019-20. Dotted line represents missing year due to COVID.



Source: https://www.tn.gov/education/districts/federal-programs-and-oversight/data/data-downloads.html

RUA is located in South Nashville in the Glencliff cluster. The table below illustrates how it compares to other schools within the cluster. RUA has been the highest performing elementary school in its local geographic area in five out of seven years with TNReady results.

TNReady Success Rates: Glencliff Cluster Elementary Schools							
School	**2016-17**	**2017-18**	**2018-19**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
Rocketship United	24%	36%	38%	14%	26%	34%	26%
Fall-Hamilton Elementary	17%	24%	21%	9%	19%	23%	27%
Glencliff Elementary	22%	24%	22%	15%	21%	20%	18%
Glengarry Elementary	17%	22%	25%	8%	14%	22%	37%
Glenview Elementary	18%	12%	17%	na	10%	17%	19%
John B. Whitsitt Elementary	19%	20%	24%	7%	22%	34%	45%
Paragon Mills Elementary	13%	15%	15%	na	11%	16%	13%

Source: TN Department of Education, Data Downloads and Requests: State Assessments
<https://www.tn.gov/education/districts/federal-programs-and-oversight/data/data-downloads.html>

Achievement for Underserved Populations

RUA serves 2.5 times the statewide percentage of students of color (94% compared to 37%), more than double the rate of Economically Disadvantaged (ED) students as Tennessee (TN) (70% compared to 30%), and more than six times the rate of English Learners (ELs) than is found across TN (51% compared to 8%). As shown below, prior to the pandemic, the Success Rates (ELA+Math) of all thee RUA student groups (Economically Disadvantaged (ED), Black/Hispanic/Native American (BHN), and

English Learners (EL)) were outperforming their peers across the Cluster, MNPS and the State, in some cases by a large margin. After dropping significantly through the pandemic, ED, BHN and EL students were outperforming and even doubling the rates of their peers across the Cluster, MNPS and the State in 2022-23, based on the new Success Rates (ELA+Math+Science). Although RUA's Success Rate declined across subgroups in 2023-24, RUA's historical performance has shown the school is capable of achieving strong results for historically underserved populations.

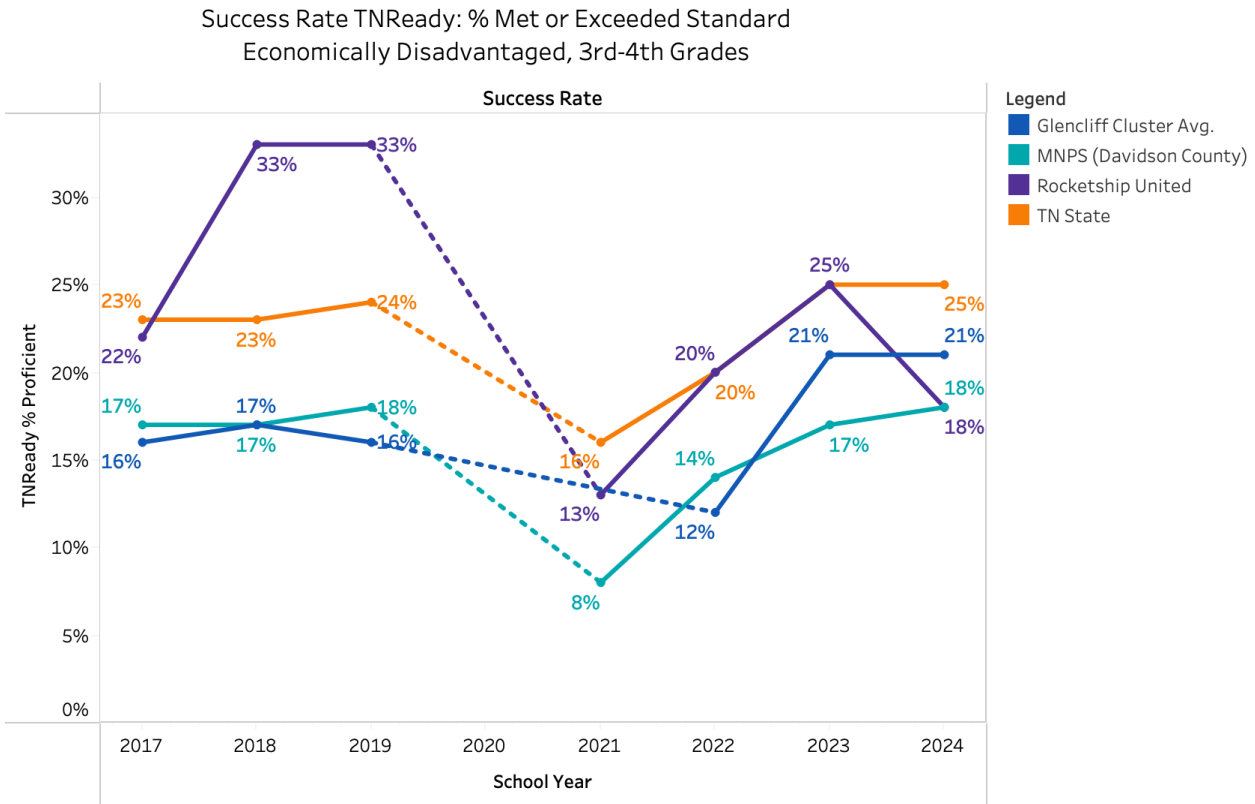
RUA's 2023-24 Enrollment Demographics Compared to 2022-23 MNPS and TN Averages

	RUA*	MNPS**	TN**
% Black/African American	46%	39%	24%
% Hispanic	48%	32%	14%
% White	6%	25%	59%
% Economically Disadvantaged (ED)	44%	37%	30%
% English Learners (EL)	52%	28%	8%
% Students with Disabilities (SWD)	12%	13%	14%

*RUA 23-24 Enrollment from internal records
**Latest enrollment records publicly available are for 2022-23
MNPS and TN State *Source: TN Department of Education, Data Downloads and Requests: Profile & Demographic Information - Profile Date Files <https://www.tn.gov/education/districts/federal-programs-and-oversight/data/data-downloads.html>*

Success Rates – Economically Disadvantaged Students

As shown in the figure below, until 2023-24, RUA consistently outperformed its local cluster average and the MNPS district average for the ED subgroup by 4 to 15 percentage points. RUA also was equal to or outperformed the TN state average of the ED subgroup for four of seven years with state assessment results.

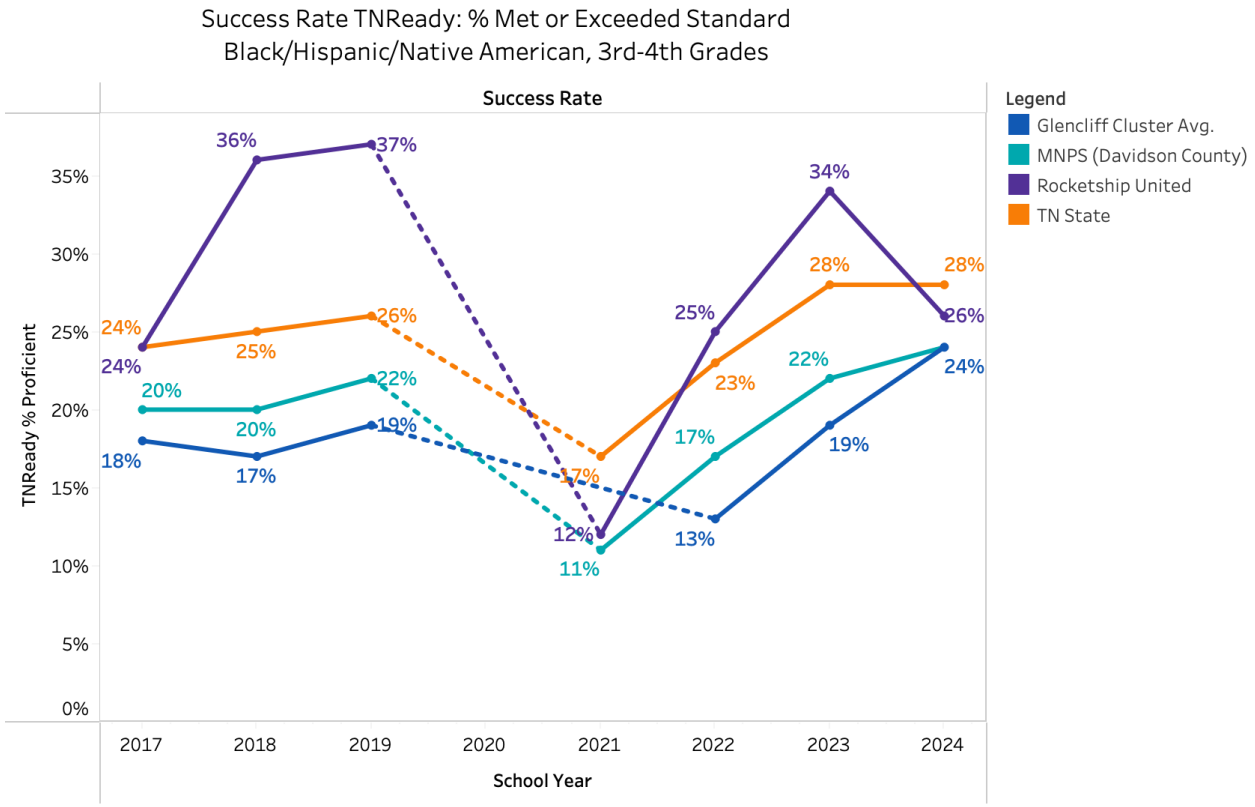


Section 4.2 – Academic Performance Record
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Source: https://www.tn.gov/education/districts/federal-programs-and-oversight/data/data-downloads.html

Success Rates – Black/Hispanic/Native American students

As shown below, RUA has consistently outperformed its local cluster average and the MNPS district average for the BHN subgroup every year. RUA has also outperformed the TN state average in the BHM subgroup for four of seven years with state assessment results.

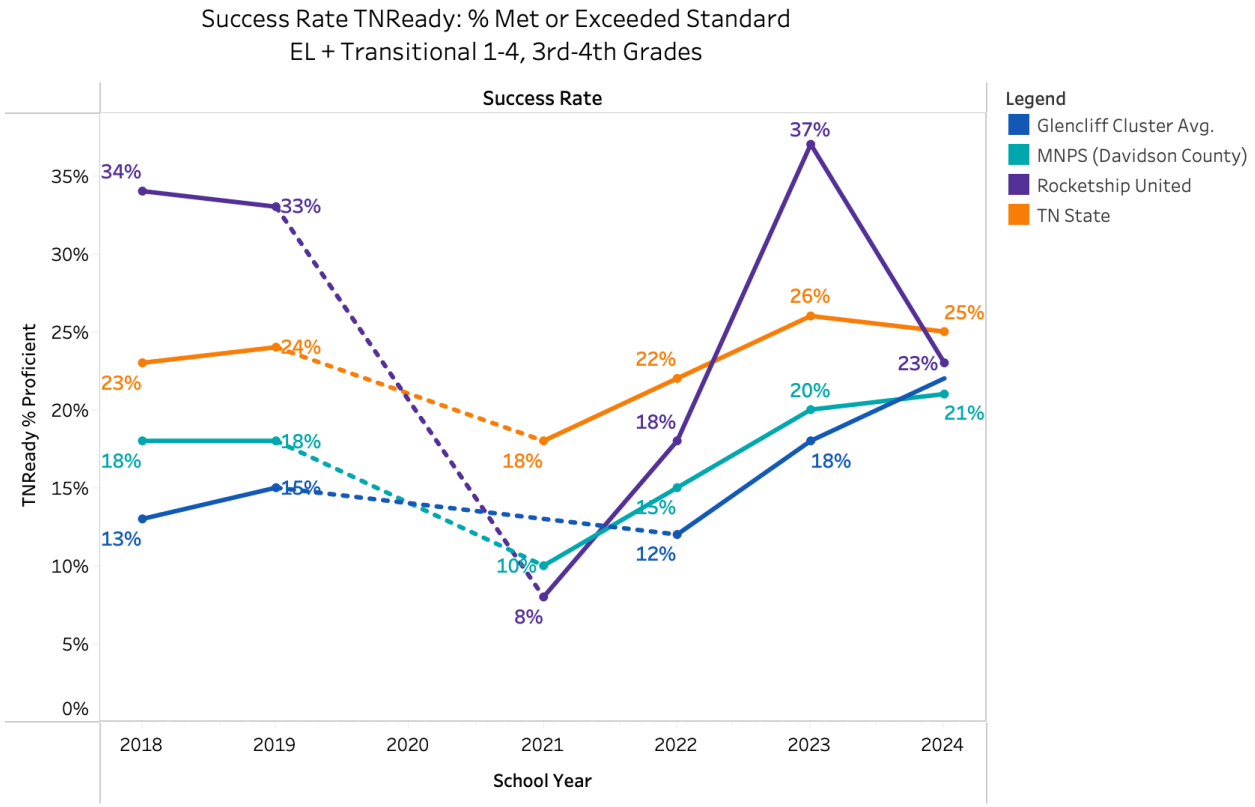


Source: https://www.tn.gov/education/districts/federal-programs-and-oversight/data/data-downloads.html

Success Rates – English Learners with Transitional students

As demonstrated in the figure below, except for the first year after the pandemic, RUA has consistently outperformed its local cluster average and the MNPS district average for the EL subgroup. RUA also was equal to or outperformed the TN state average for ED subgroup for four of seven years with state assessment results.

Section 4.2 – Academic Performance Record
(Required if Answered "Yes" to Sponsor History and Intent Question 1)



Source: https://www.tn.gov/education/districts/federal-programs-and-oversight/data/data-downloads.html

State Performance of Rocketship Tennessee Schools

Although we have chosen RUA as our high-performance school to discuss, Rocketship is also proud of the academic performance at its two other Tennessee schools, Rocketship Nashville Northeast (RNNE) and Rocketship Dream Community Prep (RDCP). The table below reports the Success Rate for all Rocketship Tennessee schools with comparison to the local district and state averages.

	Success Rate (ELA and Math)				Success Rate (40% ELA, 40% Math and 20% Science)		
School	**2016-17**	**2017-18**	**2018-19**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
RNNE	20%	15%	30%	6%	15%	15%	14%
RUA	24%	36%	38%	14%	24%	33%	26%
RDCP	na	na	na	na	na	35%	31%
Rocketship TN Average	22%	26%	35%	11%	20%	25%	22%
MNPS (Davidson County)	27%	27%	31%	18%	26%	30%	33%
TN State	37%	38%	40%	32%	38%	42%	43%

Source: TN Department of Education, Data Downloads and Requests: State Assessment - Assessment files <https://www.tn.gov/education/districts/federal-programs-and-oversight/data/data-downloads.html>

Rocketship Tennessee, with RUA in particular, has demonstrated that it is not just a good choice for ED, BHN and EL students in Nashville, but it is also a good choice no matter where we are in Tennessee. We anticipate similar success at a second school in the Antioch/Cane Ridge community.

Section 4.2 – Academic Performance Record
(Required if Answered "Yes" to Sponsor History and Intent Question 1)

WIDA ACCESS

South Nashville is becoming the home of many immigrants. To accommodate and welcome our New American populations, schools need to ensure they are providing an EL and language rich program that helps students acquire a new language and enhance overall academics. In order to assess students and program performance, the State of Tennessee required all schools who are serving EL students to administer the WIDA Access assessment. The table below illustrates RUA's performance compared to their local district, Metro Nashville Public Schools (MNPS).

WIDA ACCESS English Learner Proficiency Growth and Exit Rates

	% of EL Students Meeting Expected WIDA ACCESS Growth Target		**% of Students Exited from EL Program**	
School Year	Rocketship United	MNPS Average	Rocketship United	MNPS Average
2017-18	48.2%	41.2%	19.7%	14.5%
2018-19	66.4%	47.0%	20.4%	14.7%
2019-20	50.0%	47.1%	13.0%	14.3%
2020-21	18.2%	15.8%	<5%	5.0%
2021-22	46.6%	41.1%	<5%	6.8%
2022-23	60.7%	40.5%	8.6%	6.5%
2023-24	60.9%	Not available	9.1%	Not available

Source: TN Department of Education, Data Downloads and Requests: English Language Proficiency Assessment <https://www.tn.gov/education/districts/federal-programs-and-oversight/data/data-downloads.html>

Importantly, RUA EL students are learning to communicate at a faster rate than their district peers. RUA has consistently outperformed the MNPS average on the percent of students meeting their WIDA ACCESS growth goals. On the latest publicly released WIDA ACCESS results from 2022-23, 60.7% of RUA EL students met their WIDA ACCESS growth goals: 20 percentage points higher than the MNPS district average. RUA's EL exit rate is typically higher or similar to MNPS. In 2022-23, RUA exited 8.6% of EL students compared to 6.5% by the district. At Rocketship, we understand that strong progress on language proficiency and language acquisition at the elementary levels paves the way for success in

middle school and high school. Furthermore, our program fosters rigorous discourse for all learners. Our aim is to engage ALL students in conversations similar to what they will participate in during college.

Primary Causes for Success

RUA's sustained success is rooted in a combination of innovative instructional strategies, robust data utilization, continuous teacher development, and strong family partnerships. These core elements ensure that RUA meets the diverse needs of its students while driving exceptional academic outcomes.

Personalized Instructional Model

RUA's personalized rotational instructional model, which acknowledges that each student learns differently and at their own pace, combines whole-class instruction, small-group activities, and adaptive online tools to address each student's unique learning needs. Daily blocks in Humanities, STEM, Learning Lab, and enrichment allow teachers to specialize in content areas and provide deeper, focused instruction.

Data-Driven Decision-Making

Real-time data tracking is central to this model and ensures that teachers can monitor student progress and adjust instruction to address gaps effectively. Additionally, RUA uses 4–8-week data cycles to identify students requiring additional support and implement timely interventions through its RTI2 model.

Continuous Teacher Development

Teachers receive regular professional development and coaching to refine their instructional strategies to tailor their approach based on data, fostering a dynamic, student-centered learning environment. The school's Manager of Achievement and EL Programming, provided targeted coaching for EL teachers, leading to significant gains for EL students.

Family Partnerships

Home visits, parent-teacher conferences, and workshops engage families as active partners in their children's education, fostering a supportive community. Serving a student population that is 94% students of color, 70% economically disadvantaged, and 51% English Learners, RUA focuses on closing achievement gaps for historically underserved groups.

Challenges Overcome to Achieve Results

Rocketship United Academy has faced and overcome notable challenges on its path to achieving exceptional academic outcomes. These include addressing high student mobility, pandemic-related learning loss, and chronic absenteeism, all of which required targeted strategies and strong community engagement to ensure continued progress for students.

High Student Mobility

RUA's attrition rate, reported at 13.6% for 2022-23 by MNPS, is driven by families relocating out of the area - many out of the country to Africa or to more affordable areas like Clarksville and Murfreesboro - which presents a challenge to maintaining consistent progress. Despite this, RUA continues to achieve strong results for its continuously enrolled students, nearly doubling the percentage of students at or above grade level between 2021 and 2024.

Pandemic-Related Learning Loss

Like schools nationwide, RUA faced significant declines in proficiency rates during the pandemic. The school's focus on intensive recovery efforts, including targeted interventions and increased family

engagement, has enabled it to make rapid gains in closing achievement gaps.

Chronic Absenteeism
Absenteeism increased during the pandemic due to illness and quarantines. In 2021-22, the absenteeism rate increased to 37.6%. RUA has implemented attendance campaigns and family outreach to address this challenge and move closer to pre-pandemic attendance levels.

Rocketship United Academy exemplifies the effectiveness of the Rocketship model in driving academic growth and closing achievement gaps for historically underserved populations. With a strong track record of academic outcomes, a personalized instructional approach, and a commitment to equity, RUA has overcome significant challenges to become a high-performing school. Its success serves as a blueprint for other Rocketship schools and provides confidence in the organization's ability to deliver high-quality education in Tennessee and beyond.

f. Describe ways in which high-performing schools have informed or affected how other schools within the sponsor's portfolio operate. Explain how the effective practice, structure, or strategy was identified and how it was implemented elsewhere.

Informing Other School's Practices
Rocketship United Academy (RUA), as one of RSED-TN's highest-performing schools, has significantly influenced the practices, structures, and strategies of other schools within the sponsor's portfolio. By leveraging RUA's success in implementing personalized instructional models, robust data systems, and targeted EL programming, Rocketship Tennessee has created a network-wide approach to continuous improvement. These effective practices have been identified through data analysis, teacher and leader collaboration, and outcomes-based evaluations, enabling their successful implementation at schools such as Rocketship Dream Community Prep (RDCP) and Rocketship Nashville Northeast (RNNE).

Effective Practices and Their Identification
Rocketship United Academy (RUA) has identified a series of effective practices that have consistently driven academic success and closed achievement gaps, particularly for underserved student populations:

- **Personalized Instructional Model:** RUA's rotational model, which integrates Humanities, STEM, Learning Lab, and enrichment blocks, was identified as a driver of success through data demonstrating consistent academic growth (1.1–1.5 years annually on NWEA MAP) and subgroup performance that outpaced local and state averages.
- **Data-Driven Decision-Making:** RUA's use of 4–8-week data cycles and real-time tracking systems to inform instruction and interventions was identified as critical to its success in closing achievement gaps, particularly for underserved populations such as EL and Economically Disadvantaged (ED) students.
- **Targeted EL Programming:** RUA's strategies for English Learners (ELs), including differentiated instruction and compliance with WIDA ACCESS standards, were identified as key contributors to EL success, as evidenced by RUA's EL students outperforming district averages by 20 percentage points on WIDA ACCESS growth targets in 2022-23.
- **Family Engagement and Partnerships:** RUA's success in fostering strong family partnerships, demonstrated through home visits and workshops, has been linked to its ability to improve attendance and engage families in academic recovery efforts post-pandemic.

Section 4.2 – Academic Performance Record
(Required if Answered "Yes" to Sponsor History and Intent Question 1)

Effective Practices and Implementation Elsewhere

RUA has implemented these effective practices across our other two schools:

- ***Personalized Instructional Model***: RDCP adopted RUA's rotational structure to deepen teacher expertise in subject-specific content. This model allows teachers to specialize, delivering more focused instruction that is tailored to students' needs. RDCP's implementation resulted in a TVAAS Level 5 Composite score in its first year of operation.
- ***Data-Driven Decision-Making***: RNNE and RDCP integrated RUA's approach by adopting ELLevation and Lexia platforms for progress monitoring. Leadership teams at these schools now conduct biweekly data reviews to ensure targeted interventions are responsive and effective, leading to improved student outcomes.
- ***Targeted EL Programming****:* RDCP and RNNE adopted RUA's differentiated instruction strategies for ELs, facilitated by targeted professional development and coaching led by the Manager of Achievement and EL Programming. This has supported the consistent growth of EL students across the network.
- ***Family Engagement and Partnerships****:* RNNE replicated RUA's family engagement strategies, including home visits and parent-teacher conferences focused on student progress and support needs. These efforts contributed to a reduction in chronic absenteeism and increased family satisfaction scores.

Transfer of Leadership and Expertise

Rocketship Tennessee has strategically transferred leadership and expertise from RUA to support other schools in the network. The former RUA principal was promoted to Director of Schools (DoS), overseeing the implementation of RUA's effective practices across all Rocketship Tennessee campuses. The DoS collaborates with principals at RDCP and RNNE to adapt RUA's data-driven instructional practices and professional development strategies, ensuring alignment with each school's unique context and needs.

Impact of Implementation

The implementation of RUA's practices and strategies has had measurable impacts on other Rocketship Tennessee schools:

- **Rocketship Dream Community Prep (RDCP):** TVAAS Level 5 Composite score in its first year and Level 4 in its second year. Adoption of RUA's rotational instructional model contributed to immediate academic success.
- **Rocketship Nashville Northeast (RNNE):** Improved NWEA MAP growth rates for continuously enrolled students, with increases in both math and reading proficiency. Enhanced EL programming led to increased WIDA ACCESS growth rates for EL students.

High-performing schools like Rocketship United Academy have been instrumental in shaping the practices and strategies of other schools within Rocketship Tennessee's portfolio. By systematically identifying and replicating RUA's successful approaches to personalized instruction, data-driven decision-making, targeted EL programming, and family engagement, Rocketship has ensured consistent growth and achievement across its network. This intentional transfer of effective practices not only strengthens existing schools but also establishes a proven framework for future expansions.

g. Select one or more underperforming schools operated by the sponsor and/or contracted charter management organization and describe why these schools struggle to be as successful as other schools.

Section 4.2 – Academic Performance Record
(Required if Answered "Yes" to Sponsor History and Intent Question 1)

Detail the specific academic outcomes that classify these schools as underperforming and discuss the primary causes for their underperformance.

Underperforming School

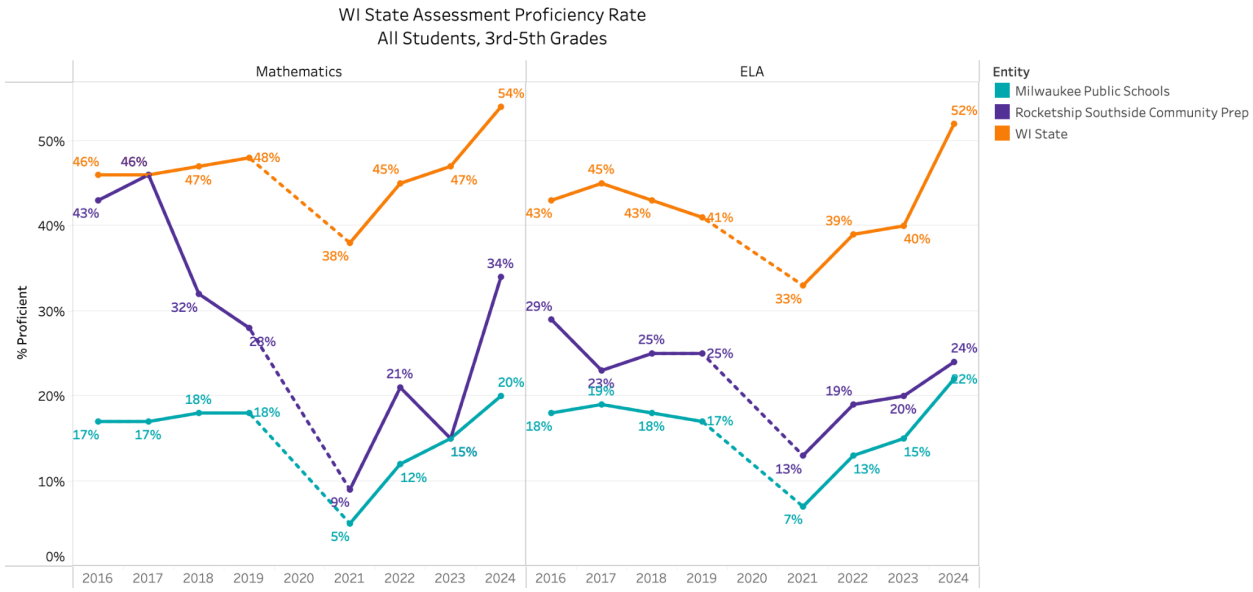
Rocketship Southside Community Prep (RSCP) in Milwaukee, Wisconsin, serves as an example of **an underperforming school within the Rocketship network.** As a national charter management organization, in the 2013-14 school year, Rocketship opened its first school outside of California in Milwaukee, Wisconsin. Milwaukee is home to the nation's largest racial achievement gap. There are few cities that require more urgent attention than Milwaukee. RSCP opened with 300 students in year one - larger than any other charter school opening in Milwaukee history and 75% of our student population was identified as socio-economically disadvantaged.

Academic Outcomes That Classify RSCP as Underperforming

Despite early successes and recognition for its work with socio-economically disadvantaged students, the school has faced significant challenges in maintaining academic performance comparable to other Rocketship schools. These struggles are evident in both state assessment results and internal performance metrics, and they are rooted in several systemic and contextual challenges.

State Forward Assessment

In 2016 and again in 2018 RSCP was recognized with the "Beating the Odds" award for excellence in serving high-poverty student populations by the Wisconsin Department of Public Instruction. Yet, while the school was consistently outperforming the local average for Milwaukee Public Schools for all students on the state Forward assessment, as the table below demonstrates, RSCP reported declining proficiency rates in math after 2016-17 and steady but below expectations proficiency in ELA.



Note: WI changed the proficiency level thresholds in 2023-24. Interpret YoY changes with caution.
Source: Wisconsin Department of Public Instruction, "WISEdash Data files by Topic", <https://dpi.wi.gov/wisedash/download-files/type?field_wisedash_upload_type_value=Forward>

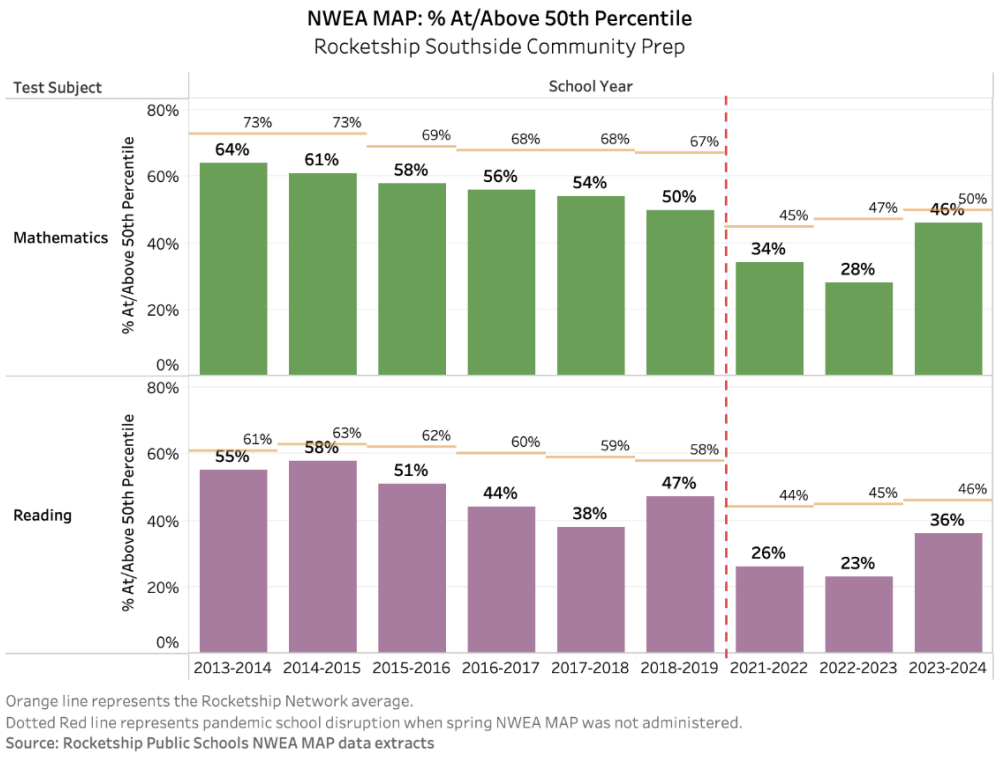
NWEA MAP Performance

Furthermore, Rocketship Southside Community Prep consistently ranked among the bottom of performance across the Rocketship Public Schools network of schools and trailed our network average for students performing at grade level in reading and math. Mirroring the state assessment results, Rocketship Southside Community Prep also reported declining NWEA MAP proficiency. In its first year (2013-14), Rocketship Southside trailed the network average by 9 percentage points in math and 6

percentage points in reading. However, as the school's proficiency rates declined, the gap widened. By 2020, the school's proficiency rate was 12–17 percentage points below the network average in math and 9–21 percentage points below in reading. Post-pandemic results continued this decline, with the school's NWEA MAP proficiency lagging well behind the network average as of 2022-23 - the most recent available data at time of preparing this application.

Post-Pandemic Recovery

Unlike the rest of the Rocketship network, which began to recover from pandemic-related learning loss, as demonstrated in the figure below, Rocketship Southside continued its downward trajectory. This prompted the network to provide increased supports during the 2023-24 school year, resulting in **substantial improvement** by year's end.



Orange line represents the Rocketship Network average.
Dotted Red line represents pandemic school disruption when spring NWEA MAP was not administered.
Source: Rocketship Public Schools NWEA MAP data extracts

<u>Primary Causes for Underperformance</u>

The primary causes for Rocketship Southside Community Prep's **underperformance stem from a combination of systemic challenges and school-specific factors.** These include the impact of deep community inequities, difficulties in staffing and retention, inconsistencies in implementing the Rocketship instructional model, and the exacerbating effects of the COVID-19 pandemic.

- ***Challenges with Community and Context****:* Milwaukee has one of the largest racial achievement gaps in the nation, and the city's schools face systemic inequities, including high poverty rates and limited access to resources. Rocketship Southside serves a student population where **more than 75% are socio-economically disadvantaged**, compounding the challenges of addressing deep academic deficits.
- ***Leadership Transitions:*** RSCP had several transitions in school leadership between the 2016-17 and the 2022-23 school year, both at the Principal level and at the Assistant Principal level. Additionally, many of the leaders were new-to-Rocketship staff members, which created a deep need for onboarding that was challenging to meet with a lean regional team.
- ***Implementation Fidelity:*** Compared to higher-performing Rocketship schools, Southside

struggled to consistently implement the network's instructional model and data-driven interventions. Gaps in execution were exacerbated by insufficient professional development and inconsistent use of real-time data to adjust instruction effectively. Many regional and national team members worked to support Southside, but there was a lack of sustained, coherent support, led by one team member, which meant the supports elevated outcomes temporarily, but failed to improve outcomes over the course of a year.

h. Explain the strategies used to correct underperformance and detail the goals and benchmarks set to ensure underperforming schools improve. Include specific interventions, support systems, and methods for tracking progress.

To address underperformance at Rocketship Southside Community Prep and ensure improvement, Rocketship Public Schools implemented a comprehensive support plan during the 2023-24 school year. This plan focused on targeted strategies, clear benchmarks, and consistent progress tracking to address systemic challenges and improve academic outcomes.

Strategies to Correct Underperformance

RSCP's underperformance was addressed through a series of targeted strategies including the appointment of dedicated leadership support, prioritization of foundational coaching systems, strengthening school culture, and investment in onboarding and internal leadership pipelines. These initiatives were tailored to the school's specific challenges and aimed at fostering long-term academic growth and operational improvement.

Implementation of a Coherent Support Plan

A member of the National Program Team was to lead RSCP's unified and coherent support strategy, ensuring alignment across the school, regional, and national leadership.

- **Streamlined Communication**: By serving as a central point of contact, the National Program Team lead minimized conflicting priorities and ensured alignment across regional and school leadership teams to establish a cohesive plan for improvement.
- **Leveraging Broader Resources**: The lead strategically engaged additional members of the National Program Team to provide targeted interventions, ensuring Southside had access to necessary expertise without overwhelming the leadership team.
- **Data-Informed Customization:** The approach was tailored to RSCP's unique challenges, leveraging summer analyses of student and teacher performance data to align strategies with the school's specific needs.

Prioritization of Foundational Coaching Systems

Building teacher and leader capacity was central to the plan, with a focus on strengthening coaching structures and accelerating professional development:

- **Real-Time Coaching:** Teachers received immediate feedback through daily debriefs with on-site and virtual coaching sessions. Lessons were recorded and reviewed to enhance instructional strategies.
- **Personalized Professional Development:** The school leadership team concentrated on strengthening core coaching systems, including one-on-one teacher coaching, real-time feedback, and data-driven instructional planning. A scope and sequence for PD was tailored to the implementation of new math and ELA curricula, addressing gaps in practice and helping teachers adapt the curriculum to Rocketship's personalized learning model.
- **Leadership Coaching:** School leaders, including principals and assistant principals, received coaching on effective instructional leadership to ensure sustainable talent development practices.

Section 4.2 – Academic Performance Record
(Required if Answered "Yes" to Sponsor History and Intent Question 1)

Strengthening School Culture

Creating a positive school culture was a critical focus area:

- **The First 30 Days**: RPS emphasized establishing consistency during the first month of school, focusing on structural changes like Launch logistics to set a strong foundation for the year.
- **Family Engagement**: Families were actively engaged through improved communication channels, participation in daily assemblies, and workshops on supporting their children's academics.
- **Adult Culture**: Staff satisfaction surveys informed initiatives to strengthen morale, such as collaborative leadership practices, individualized coaching, and professional growth opportunities.

Goals and Benchmarks to Ensure Improvement

Rocketship established clear goals and benchmarks to measure progress and ensure accountability:

- ***Academic Performance Goals:*** Increase NWEA MAP proficiency rates by 10 percentage points in both reading and math by the end of the 2023-24 school year. Achieve year-over-year growth equivalent to 1.2 years in math and 1.1 years in reading, ensuring students close gaps and make progress toward grade-level proficiency.
- **Teacher and Leader Development Goals:** Ensure 100% of teachers receive biweekly coaching sessions focused on instructional improvement and student outcomes. Develop a robust leadership pipeline by preparing at least two APs or teachers to transition into leadership roles by the end of the academic year.
- **Operational Goals:** Reduce chronic absenteeism by 10 percentage points through targeted family engagement initiatives, including attendance campaigns and home visits.

Specific Intervention and Support Systems

To address the challenges at Southside Community Prep, Rocketship Public Schools implemented targeted interventions and support systems focused on instruction, family engagement, and leadership development. These strategies aimed to create a comprehensive framework for academic improvement and operational consistency.

Instructional Interventions

- ***Data-Driven Instruction:*** Weekly progress monitoring meetings were implemented to analyze student performance data and adjust instruction in real time.
- ***Differentiation***: Teachers were provided with additional professional development on differentiating instruction for diverse learners, ensuring every student's needs were met.

Family Engagement

- ***Attendance Campaigns:*** The school launched attendance incentives and conducted family outreach to address barriers to attendance and reduce absenteeism.
- ***Parent Workshops:*** Families participated in workshops focused on supporting their children's academic success at home.

Leadership Development

- ***On-Site Coaching:*** A senior instructional leader provided ongoing support to school leaders, ensuring consistent implementation of Rocketship's model.
- ***Collaboration with the National Program Team:*** Regular touchpoints with the National Program Team ensured school leaders had access to expertise and resources to address evolving challenges.

Methods for Tracking Progress

Rocketship implemented a robust tracking system to monitor progress toward goals and ensure timely adjustments to strategies:

- **Student Data Monitoring**: Weekly reviews of NWEA MAP and interim assessment data informed real-time instructional adjustments and interventions.
- **Teacher Development Tracking**: Coaching logs and observation rubrics were used to monitor teacher growth and evaluate the effectiveness of professional development.
- **Leadership Accountability**: School leaders were assessed quarterly against benchmarks for teacher development, student outcomes, and operational improvements.

Outcomes of the 2023-24 Strategies

By the end of the 2023-24 school year, Rocketship Southside Community Prep demonstrated measurable improvement:

- NWEA MAP proficiency rates increased by 12 percentage points in math and 8 percentage points in reading, surpassing the year's targeted benchmarks.
- Chronic absenteeism decreased by 11 percentage points, moving closer to pre-pandemic attendance levels.
- Leadership capacity was strengthened, with two APs successfully transitioning to principal roles within the network.

Rocketship Public Schools' targeted strategies to address underperformance at Southside Community Prep exemplify the organization's commitment to continuous improvement. By focusing on coherent leadership support, foundational coaching systems, and leadership development, Rocketship has positioned Southside for sustainable growth. These interventions, combined with clear goals and progress-tracking systems, ensure that all Rocketship schools can fulfill their vision of creating a world with equal access to opportunity for all.

We would also like to address the performance of Rocketship Nashville Northeast Elementary in Tennessee.

In its inaugural year, Rocketship Nashville Northeast Elementary achieved the second-highest academic growth score among all 73 elementary schools in Nashville. Before the pandemic, Rocketship Nashville Northeast Elementary students achieved an average growth of 1.7 years in reading and 1.8 years in math on NWEA MAP. TNReady proficiency scores for Rocketship Nashville Northeast Elementary students from economically disadvantaged households consistently outperformed similar peers in the Maplewood cluster and across MNPS. In fact, in the Fall of 2019, Rocketship Nashville Northeast Elementary earned the designation of "Reward School" from the Tennessee Department of Education.

As with most schools, the pandemic had a significant impact on teaching and learning, and we are still actively working with our school community to reestablish gains. Despite the unanticipated pandemic challenges, Rocketship Nashville Northeast Elementary Rocketeers have made significant post-pandemic progress. Rocketship Nashville Northeast Elementary has equaled or surpassed MNPS performance levels among economically disadvantaged students in ELA in five of the seven years of TNReady data available, and in the other two years, the school's performance was within two percentage points of the MNPS average.

Since 2017 Rocketship Nashville Northeast Elementary has consistently demonstrated growth, attaining the highest score, Level 5, on the TVAAS three out of five years. Sustained growth year-after-year for Rocketship Nashville Northeast Elementary students is how we are propelling student achievement and closing learning gaps.

Section 4.3 – Fiscal and Operational Performance Record
(Required if Answered "Yes" to Sponsor History and Intent Question 1)

Authorizer Evaluations
a. Provide the following attachments for the last two years of operation for each school that the sponsor and/or contracted charter management organization operates. These items should be official documents from the school's authorizer or a third-party evaluator: if applicable:

- ***Attachment AA: Performance and/or Evaluation Reports***
- ***Attachment BB: Renewal and/or Interim Reports***
- ***Attachment CC: Annual Reports***

Please see **Attachments AA, BB,** and **CC**.

Termination of Contracts
b. List any contracts with charter schools that have been terminated by the network, charter management organization, the school's authorizer, or the school, including the reason(s) for such termination and whether the termination was for material breach.

As of the date of this application, there have not been any contracts with charter schools that have been terminated by the Rocketship Education network/CMO, or RSED-TN.

Performance Deficiencies:
c. List all charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated, and explain what caused these actions.

On June 25, 2019, the Metro Nashville Public Schools Board of Education ("MNPS Board") voted to reject the Application for a Public Charter School for Rocketship Nashville #3, now open and operating as Rocketship Dream Community Prep ("RDCP"). RDCP was ultimately approved by the Tennessee Public Charter School Commission—a process that exists to ensure high-quality options for families, especially when local politics may cloud strong proposals. More importantly, Rocketship Dream has proven itself through results. The school earned a Level 5—the highest possible score—on the Tennessee Value-Added Assessment System (TVAAS) for the 2022–23 school year, and followed that with a strong Level 4 composite in 2023–24. These scores reflect significant academic growth for students and validate the community's belief in Rocketship Dream. This school is not only open—it is thriving.

On November 28, 2023, the MNPS Board voted to deny Rocketship Nashville Northeast Elementary School's ("RNNE") Renewal Application. Rocketship Education appealed MNPS's denial to the TPCSC. TPCSC voted on January 26, 2024 to overturn the decision of the MNPS Board and approved RNNE's Renewal Application. TPCSC became the charter school authorizer for RNNE and the school is still in operation.

In 2018, we made the decision to not open a school in Washington, D.C. Our experience delaying a school opening underscored a guiding principle we actively uphold: when the available facility falls short of our standards or is outside the community we serve, it is more responsible to postpone a school's opening than to proceed in a less-than-ideal space. By exercising that patience, we honored our commitment to the families who invited us in, safeguarded educational quality, and ultimately secured a facility within the very neighborhood that sought our partnership—positioning the school for a stronger, more sustainable launch.

In 2018, we closed Rocketship Partners Community Prep in the Tennessee Achievement School District. Rocketship Partners Community Prep was the last "new start" ASD school allowed to open

prior to the passing of legislation that focused the ASD's intervention strategies solely on conversions. We underestimated the viability of the ASD framework outlined in state law that requires we recruit 75 percent of our students from "priority" designated schools that are subject to change when the state recalculates its list of lowest-performing schools every three years. The challenges we faced reinforces why the state redirected its school improvement efforts to other strategies.

d. Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school operated in the last three years and how such deficiencies or violations were resolved.

- 4.8.22 RNNE Memo of Non-Compliance from MNPS Office of Strategic Investment regarding concerns with the submission of timely reimbursement requests for Rocketship's ESSER 2 and Title II funds. This was resolved through communication and meetings with the MNPS Office of Charter Schools, implementing steps to ensure timely submission of all requests, and the submission of the required reimbursement requests.
- 9.28.23 RNNE MNPS Office of Strategic Investment issued a Memo of Non-Compliance regarding concerns about teacher licensure requirements due to missing licensed credentials in TNCompass. Through this process, all teachers were properly credentialed. The system issue arose because certain teachers were not entered into MNPS's student information system. This was promptly addressed by ensuring those teachers were added and assigning the appropriate licensed teachers to each flagged classroom.
- 9.18.24 RNNE & RDCP TPCSC Annual Handbook Review noted several items not included within the SY24-25 Student and Parent Handbook. Edits will be made to the SY25-26 handbook to include all items noted by TPCSC.

Litigation:

e. Identify any current or past litigation, including arbitration proceedings, which has involved the network, governing body, charter management organization, sponsor, or any charter schools it operates. Provide the following items, as Attachment DD, if not subject to confidentiality protection:

- ***the demand,***
- ***any response to the demand, and***
- ***the results of the arbitration or litigation.***

Please refer to the Litigation Report, included here as **Attachment DD** which details current and past litigation related to Rocketship in Tennessee.

Financial Statements

f. Provide the following as Attachment EE for each school currently operated by the sponsor and/or contracted charter management organization:

- ***the last two years of audited financial statements for each school or school(s); and***
- ***the most recent internal financial statements, including balance sheets and income statements.***

Please see the Audited Financial Statements, included here as **Attachment EE**.

ATTACHMENTS

Attachment A Cover Page

Annual Academic Calendar

REQUIRED FOR ALL SPONSORS

Nashville 2026-2027 Calendar

July 2026					Student	Staff	July
M	Tu	W	Th	F			
		1	2	3	0	0	
6	7	8	9	10	0	0	
13	14	15	16	17	0	2	16-17: In-Service Days
20	21	22	23	24	0	5	20-24: In-Service Days
27	28	29	30	31	0	5	27-31: In-Service Days

August 2026					Student	Staff	August
M	Tu	W	Th	F			
3	4	5	6	7	2	5	3: In-Service Days 4: Kinder Camp 6: First Day of School for All Grades
10	11	12	13	14	5	5	
17	18	19	20	21	5	5	20: Flex Thursday
24	25	26	27	28	5	5	
31					1	1	

September 2026					Student	Staff	September
M	Tu	W	Th	F			
	1	2	3	4	3	4	4: Stockpile PD (No School)
7	8	9	10	11	4	4	7: Labor Day (No School)
14	15	16	17	18	5	5	17: Flex Thursday
21	22	23	24	25	4	5	Family Conf: 24 (After school), 25 (No School)
28	29	30			3	3	

October 2026					Student	Staff	October
M	Tu	W	Th	F			
			1	2	2	3	
5	6	7	8	9	0	0	5-9: Fall Break (No school)
12	13	14	15	16	5	5	
19	20	21	22	23	5	5	
26	27	28	29	30	5	5	

November 2026					Student	Staff	November
M	Tu	W	Th	F			
2	3	4	5	6	4	4	3: Election Day (No School/Office Closed)
9	10	11	12	13	4	4	11: Veterans Day (No School)
16	17	18	19	20	5	4	
					2	2	25-27: Thanksgiving Break (No School)
23	24	25	26	27			
30					1	1	

December 2026					Student	Staff	December
M	Tu	W	Th	F			
	1	2	3	4	4	4	
7	8	9	10	11	5	5	
14	15	16	17	18	5	5	
21	22	23	24	25	0	0	21-25: Winter Break (No School)
28	29	30	31		0	0	28-31: Winter Break (No School)
					84	101	

January 2027					Student	Staff	January
M	Tu	W	Th	F			
				1	0	0	1: New Years Day (No School)
4	5	6	7	8	3	5	4-5: Stockpile PD (No School)
11	12	13	14	15	5	5	
18	19	20	21	22	4	4	18: Martin Luther King Jr. Day (No School) 21: Flex Thursday
25	26	27	28	29	5	5	

February 2027					Student	Staff	February
M	Tu	W	Th	F			
					5	5	
1	2	3	4	5	5	5	
8	9	10	11	12	5	5	
15	16	17	18	19	4	4	15: President's Day 18: Flex Thursday (No School)
22	23	24	25	26	4	3	25 (After school), 26: Family Conf (No School)

March 2027					Student	Staff	March
M	Tu	W	Th	F			
1	2	3	4	5	4	5	5: Stockpile PD (No School)
8	9	10	11	12	0	0	8-12: Spring Break (No School)
15	16	17	18	19	5	5	
22	23	24	25	26	5	5	
29	30	31			3	3	

April 2027					Student	Staff	April
M	Tu	W	Th	F			
			1	2	2	2	
5	6	7	8	9	5	5	
12	13	14	15	16	4	5	16: Stockpile PD (No School)
19	20	21	22	23	5	5	22: Flex Thursday
26	27	28	29	30	5	5	

May 2027					Student	Staff	May
M	Tu	W	Th	F			
3	4	5	6	7	5	5	
10	11	12	13	14	5	5	
17	18	19	20	21	5	5	
					5	5	24-27: EOY Family-Teacher Conferences (After School) 28: Last Day for Students & Staff
24	25	26	27	28			
31					0	0	31: Memorial Day (No School)

June 2027					Student	Staff	June
M	Tu	W	Th	F			
	1	2	3	4	0	0	
7	8	9	10	11	0	0	
14	15	16	17	18	0	0	
21	22	23	24	25	0	0	
28	29	30			0	0	
					93	96	
					177	197	

First/Last Day of School

Holidays & Recesses

In-Service Days

Family Conferences

Flexible Thursdays / No PD

Stockpile PD days

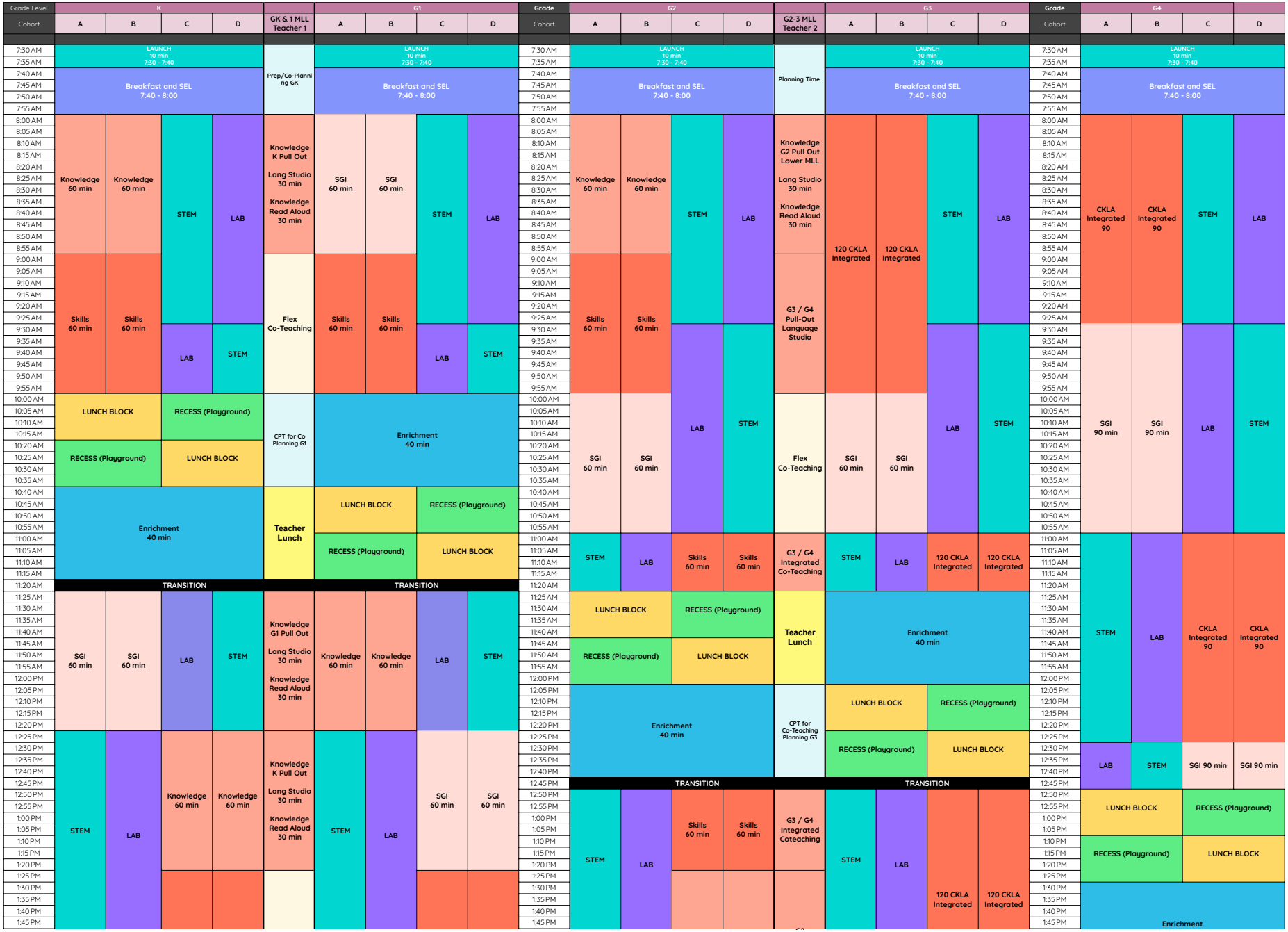
5 Stockpile PD days
182 Days (Minimum 180)

26-27 | Nashville | DRAFT

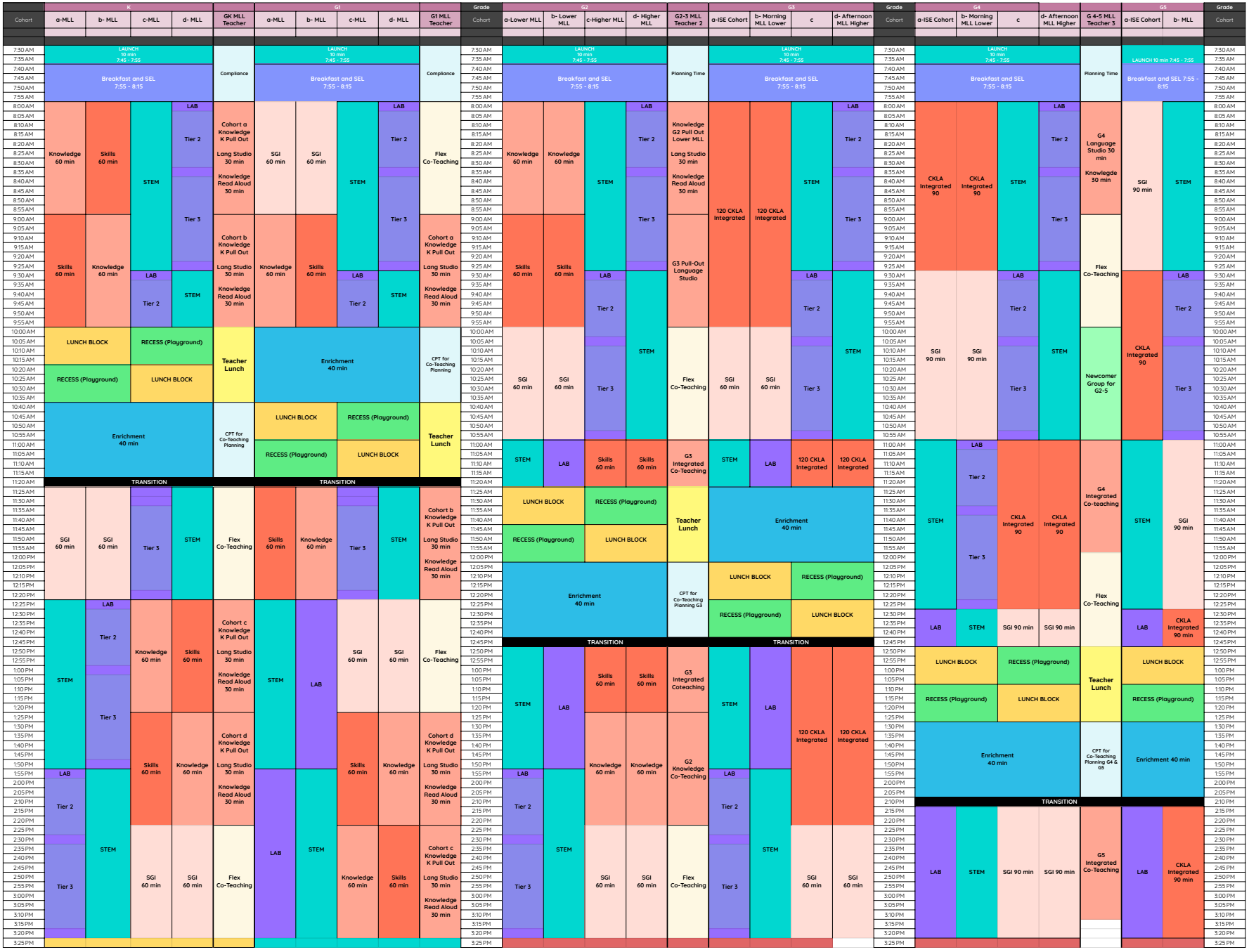
Attachment B Cover Page

Daily Schedule

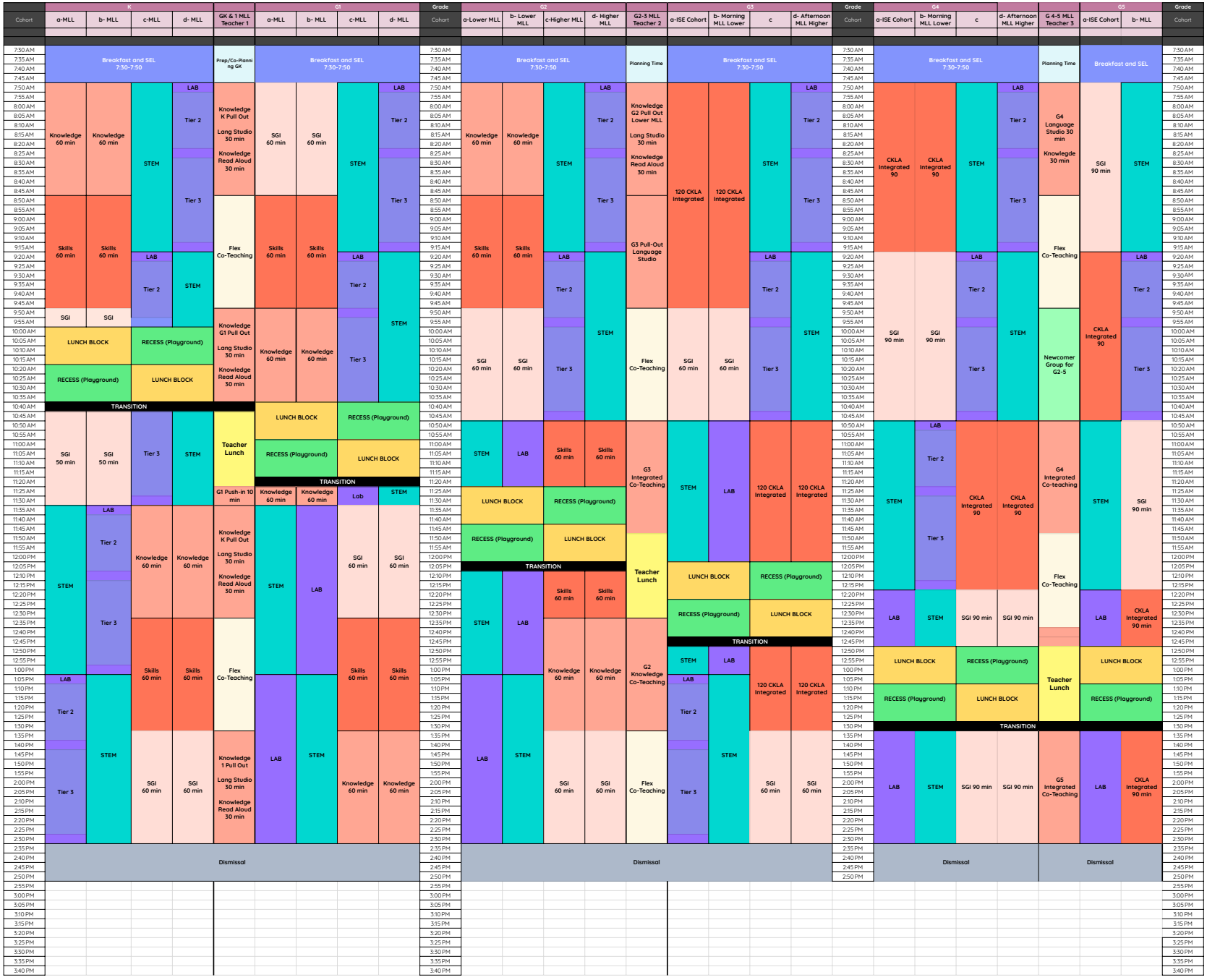
REQUIRED FOR ALL SPONSORS


Grade Level
K
GK & 1 MLL Teacher 1
G1
Grade
G2
G2-3 MLL Teacher 2
G3
Grade
G4
Cohort
A
B
C
D
LAUNCH
10 min
7:30 - 7:40
Breakfast and SEL
7:40 - 8:00
Prep/Co-Planning GK
Planning Time
Knowledge 60 min
STEM
LAB
Skills 60 min
Knowledge K Pull Out
Lang Studio 30 min
Knowledge Read Aloud 30 min
SGI 60 min
Flex Co-Teaching
LUNCH BLOCK
RECESS (Playground)
CPT for Co Planning G1
Enrichment 40 min
Teacher Lunch
TRANSITION
Knowledge G1 Pull Out
Knowledge G2 Pull Out Lower MLL
Knowledge Read Aloud 30 min
G3 / G4 Pull-Out Language Studio
120 CKLA Integrated
G3 / G4 Integrated Co-Teaching
G3 / G4 Integrated Coteaching
CPT for Co-Teaching Planning G3
CKLA Integrated 90
SGI 90 min
Enrichment

Grade Level	K					G1				Grade	G2					G3				Grade	G4			
Cohort	A	B	C	D	GK & 1 MLL Teacher 1	A	B	C	D	Cohort	A	B	C	D	G2-3 MLL Teacher 2	A	B	C	D	Cohort	A	B	C	D
1:50 PM			Skills 60 min	Skills 60 min	Flex Co-Teaching			Skills 60 min	Skills 60 min	1:50 PM			Knowledge 60 min	Knowledge 60 min	G2 Knowledge Co-Teaching					1:50 PM	40 min			
1:55 PM	LAB	STEM				LAB	STEM			1:55 PM	LAB	STEM				LAB	STEM			1:55 PM				
2:00 PM										2:00 PM										2:00 PM				
2:05 PM										2:05 PM										2:05 PM				
2:10 PM										2:10 PM										2:10 PM	TRANSITION			
2:15 PM										2:15 PM										2:15 PM				
2:20 PM										2:20 PM										2:20 PM				
2:25 PM			SGI 60 min	SGI 60 min	Knowledge 1 Pull Out			Knowledge 60 min	Knowledge 60 min	2:25 PM			SGI 60 min	SGI 60 min	Flex Co-Teaching			SGI 60 min	SGI 60 min	2:25 PM	LAB	STEM	SGI 90 min	SGI 90 min
2:30 PM										2:30 PM										2:30 PM				
2:35 PM					Lang Studio 30 min					2:35 PM										2:35 PM				
2:40 PM										2:40 PM										2:40 PM				
2:45 PM										2:45 PM										2:45 PM				
2:50 PM					Knowledge Read Aloud 30 min					2:50 PM										2:50 PM				
2:55 PM										2:55 PM										2:55 PM				
3:00 PM										3:00 PM										3:00 PM				
3:05 PM										3:05 PM										3:05 PM				
3:10 PM										3:10 PM										3:10 PM				
3:15 PM										3:15 PM										3:15 PM				
3:20 PM										3:20 PM										3:20 PM				
3:25 PM	Dismissal					Dismissal				3:25 PM	Dismissal					Dismissal				3:25 PM	Dismissal			
3:30 PM										3:30 PM										3:30 PM				
3:35 PM										3:35 PM										3:35 PM				
3:40 PM										3:40 PM										3:40 PM				


K
G1
G2
G3
G4
G5
Cohort
a-MLL
b- MLL
c-MLL
d- MLL
GK MLL Teacher
G1 MLL Teacher
Grade
a-Lower MLL
b- Lower MLL
c-Higher MLL
d- Higher MLL
G2-3 MLL Teacher 2
a-ISE Cohort
b- Morning MLL Lower
c
d- Afternoon MLL Higher
G 4-5 MLL Teacher 3
b- MLL
LAUNCH 10 min 7:45 - 7:55
Breakfast and SEL 7:55 - 8:15
Compliance
Planning Time
LAB
Tier 2
Tier 3
STEM
Knowledge 60 min
Skills 60 min
SGI 60 min
Cohort a Knowledge K Pull Out
Lang Studio 30 min
Knowledge Read Aloud 30 min
Cohort b Knowledge K Pull Out
Cohort c Knowledge K Pull Out
Cohort d Knowledge K Pull Out
Flex Co-Teaching
Cohort a Knowledge K Pull Out
Lang Studio 30 min
Knowledge Read Aloud 30 min
Knowledge G2 Pull Out Lower MLL
Lang Studio 30 min
Knowledge Read Aloud 30 min
G3 Pull-Out Language Studio
120 CKLA Integrated
CKLA Integrated 90
G4 Language Studio 30 min
Knowlegde 30 min
Flex Co-Teaching
Newcomer Group for G2-5
SGI 90 min
CKLA Integrated 90
LUNCH BLOCK
RECESS (Playground)
Teacher Lunch
Enrichment 40 min
CPT for Co-Teaching Planning
CPT for Co-Teaching Planning G3
CPT for Co-Teaching Planning G4 & G5
TRANSITION
G3 Integrated Co-Teaching
G4 Integrated Co-teaching
G2 Knowledge Co-Teaching
G5 Integrated Co-Teaching
LUNCH 10 min 7:45 - 7:55
Breakfast and SEL 7:55 - 8:15

	G4				G5		
Cohort	a- Lower ML	b- Higher ML	c	G 4-5 MLL Teacher 3	a- Lower ML	b	c- Higher ML
7:30 AM	LAUNCH 10 min			Planning Time	LAUNCH 10 min		
7:35 AM							
7:40 AM	Breakfast and SEL				Breakfast and SEL		
7:45 AM							
7:50 AM							
7:55 AM							
8:00 AM	CKLA Integrated 90	STEM	LAB Tier 2	G4 & 5 Pull-Out Language Studio	CKLA Integrated 90	STEM	LAB Tier 2
8:05 AM							
8:10 AM							
8:15 AM							
8:20 AM							
8:25 AM							
8:30 AM							
8:35 AM							
8:40 AM							
8:45 AM							
8:50 AM							
8:55 AM			Tier 3				Tier 3
9:00 AM							
9:05 AM							
9:10 AM							
9:15 AM							
9:20 AM							
9:25 AM							
9:30 AM	LAB Tier 2	CKLA Integrated 90	STEM	G4 Integrated Co-teaching	LAB Tier 2	CKLA Integrated 90	STEM
9:35 AM							
9:40 AM							
9:45 AM							
9:50 AM							
9:55 AM							
10:00 AM							
10:05 AM							
10:10 AM							
10:15 AM							
10:20 AM							
10:25 AM							
10:30 AM	Tier 3				Tier 3		
10:35 AM							
10:40 AM							
10:45 AM							
10:50 AM							
10:55 AM							
11:00 AM	STEM	LAB Tier 2	CKLA Integrated 90	G5 Integrated Co-teaching	STEM	LAB Tier 2	CKLA Integrated 90
11:05 AM							
11:10 AM							
11:15 AM							
11:20 AM							
11:25 AM							
11:30 AM							
11:35 AM							
11:40 AM							
11:45 AM							
11:50 AM							
11:55 AM							
12:00 PM		Tier 3				Tier 3	
12:05 PM							
12:10 PM							
12:15 PM							
12:20 PM							
12:25 PM							
12:30 PM	Intervention Across G4 and G5			Flex Co-Teaching / SGI	Intervention Across G4 and G5		
12:35 PM							
12:40 PM							
12:45 PM							
12:50 PM							
12:55 PM							
1:00 PM							
1:05 PM	LUNCH BLOCK		RECESS (Playground)	Teacher Lunch	RECESS (Playground)		
1:10 PM							
1:15 PM							
1:20 PM							
1:25 PM	RECESS (Playground)		LUNCH BLOCK		LUNCH BLOCK		
1:30 PM							
1:35 PM							
1:40 PM							
1:45 PM	Enrichment 40 min			CPT for Co Planning	Enrichment 40 min		
1:50 PM							
1:55 PM							
2:00 PM							
2:05 PM							
2:10 PM							
2:15 PM							
2:20 PM							
2:25 PM	TRANSITION						
2:30 PM	Intervention Across G4 and G5			Flex Co-Teaching / SGI	Intervention Across G4 and G5		
2:35 PM							
2:40 PM							
2:45 PM							
2:50 PM							
2:55 PM							
3:00 PM							
3:05 PM							
3:10 PM							
3:15 PM							
3:20 PM							
3:25 PM							
3:30 PM							
3:35 PM							
3:40 PM							


K
a-MLL
b- MLL
c-MLL
d- MLL
GK & 1 MLL Teacher 1
G1
a-MLL
b- MLL
c-MLL
d- MLL
Grade
Cohort
G2
a-Lower MLL
b- Lower MLL
c-Higher MLL
d- Higher MLL
G2-3 MLL Teacher 2
G3
a-ISE Cohort
b- Morning MLL Lower
c
d- Afternoon MLL Higher
G4
a-ISE Cohort
b- Morning MLL Lower
c
d- Afternoon MLL Higher
G 4-5 MLL Teacher 3
G5
a-ISE Cohort
b- MLL
Breakfast and SEL 7:30-7:50
Prep/Co-Planning GK
Planning Time
Knowledge 60 min
Skills 60 min
SGI 60 min
SGI 50 min
LUNCH BLOCK
RECESS (Playground)
LAB
STEM
Tier 2
Tier 3
Knowledge K Pull Out
Lang Studio 30 min
Knowledge Read Aloud 30 min
Flex Co-Teaching
Knowledge G1 Pull Out
Teacher Lunch
G1 Push-in 10 min
Knowledge 1 Pull Out
Knowledge G2 Pull Out Lower MLL
Knowledge Read Aloud 30 min
G3 Pull-Out Language Studio
Flex Co-Teaching
G3 Integrated Co-Teaching
Teacher Lunch
G2 Knowledge Co-Teaching
Flex Co-Teaching
120 CKLA Integrated
SGI 60 min
Lab
TRANSITION
G4 Language Studio 30 min
Knowlegde 30 min
Flex Co-Teaching
Newcomer Group for G2-5
G4 Integrated Co-teaching
Flex Co-Teaching
Teacher Lunch
G5 Integrated Co-Teaching
CKLA Integrated 90
SGI 90 min
Dismissal

Attachment C Cover Page

Enrollment Policy

REQUIRED FOR ALL SPONSORS

ROCKETSHIP
PUBLIC SCHOOLS

DRAFT Admissions and Enrollment Policy
Region(s): TN

Rocketship schools are free, open-enrollment public schools for Tennessee children residing within the geographic boundaries of the LEA in which each school is located and who meet our age requirements, as further described below. This policy covers our admissions assurances; procedures for applications, lottery, and waitlist; and registration process, including age requirements.

Admissions Assurances

Rocketship shall not administer any test or assessment to students prior to acceptance and enrollment into Rocketship. Rocketship will not limit enrollment on the basis of a student's race, color, religion, national origin, language spoken, intellectual or athletic ability, measures of achievement or aptitude, or status as a student with special needs.

Application Period and Public Random Lottery

Tentative Proposed Dates for Application Period and Public Random Lottery*

10/13/2025	Applications are open and available for grades K-5.
2/13/2026	Application Deadline.**
2/16/2026	Public Random Lottery***
2/17/2026	Enrollment Offers Extended
3/3/2026	Deadline To Accept Enrollment

* All dates are subject to change based on the Rocketship Education Tennessee Board of Trustees approved school calendar.
** Applications received after 2/13/2026, will be added to the end of the waitlist.
*** Public Random Lottery will be held if the number of eligible students seeking to be enrolled exceeds the school's capacity of a program, class, grade level or building.

Application Period

Rocketship will accept applications during a publicly-advertised open application period each year for enrollment in the following school year. In accordance with SBE Rule 0520-14-01-.04, this initial application period must be at least 30 days.

Prior to conducting a lottery, Rocketship shall first make the following enrollment placements in the following order:

1. Students who attended Rocketship during the previous school year.
2. Children of a teacher or member of the governing body of Rocketship, that reside within the geographic boundaries of the LEA in which the school is located, not to exceed 10% or 25 students, whichever is less.

Public Random Lottery Process and Preferences

If, at the end of the initial application period, the number of eligible students seeking to be enrolled does not exceed the school's capacity of a program, class, grade level or building, then the enrolment of eligible

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students may proceed at a first-come, first-served basis an no lottery is required.

If, at the end of the initial application period, the number of eligible students seeking admission exceeds the planned capacity of the program, class, grade level, or building, then the enrollment of eligible students will be determined on the basis of a lottery to be conducted. In accordance with SBE Rule 0520-14-01-.04, this lottery will be conducted within thirty (30) calendar days of the close of the initial student application period.

Rocketship will provide to the department of education certification by an independent accounting firm or by a law firm that each lottery conducted for enrollment purposes complies with the requirements of TN Code § 49-13-113.

In accordance with SBE Rule 0520-14-01-.04, enrollment preferences in the case of a public random lottery will be allowed in the following order of preference:

1. Sibling Attending: Students who have a sibling currently attending a Rocketship TN school.

Students qualifying for more than one preference group will be considered part of the highest preference in which they qualify.

Students currently enrolled at Rocketship schools do not need to reapply if they remain at the same Rocketship campus. Students wishing to transfer from one Rocketship campus to another must re-enter the lottery and are subject to the same priority and preferences outlined in this policy.

Wait List

At the conclusion of the public random lottery, Rocketship will notify the families of all applicants to inform them of their acceptance status. All eligible students who were not granted admission due to capacity will be given the option to put their name on a waitlist in the order according to their draw in the public random lottery. This waitlist will allow students the option of enrollment in the case of an opening during the school year. Once on the waitlist, the student will remain until they are offered enrollment or the parent/guardian confirms in writing that the student no longer wishes to remain on the waitlist. The waitlist will not carry over from year to year.

If a student from the waitlist is offered enrollment, they must accept that position within two weeks. If a family declines or fails to respond within two weeks, the student may be removed from the waitlist or placed at the bottom of the waitlist.

If a former Rocketship student who is withdrawn from a school seeks to re-enroll in the same school, and that school is at capacity for the student's grade level, that student must re-enter the lottery subject to the parameters within this policy and if not offered enrollment through the lottery they shall be added to the waitlist in the same manner as any other student seeking enrollment.

Enrollment

During the application process, parents are expected to correctly identify their student's age and grade level in both the current (where applicable) and upcoming school year. Upon acceptance to Rocketship, all students will be enrolled in the next consecutive grade level that follows their current grade level.

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ROCKETSHIP
PUBLIC SCHOOLS

Students will be admitted to Kindergarten, and first grade only in accordance with the statutory age requirements described below in this policy. Schools will typically not make any retention or promotion decisions during the enrollment process. Parents are not permitted to unilaterally make any retention or promotion decisions for their student during the application process.

A student who has been expelled from another educational institution may be admitted to a Rocketship school at the discretion of the school Principal on a case-by-case basis. The decision to readmit a student who has been expelled from a Rocketship school shall be in the sole discretion of the governing Board.

Registration Process
Upon selection for admission pursuant to public random lottery, the registration process will include the following:

- Proof of Immunization, in accordance with Rocketship's regional Immunization Policy.
- Home Language Survey;
- Completion of Medication Authorization Forms;
- Completion of Emergency Medical Information Form;
- Proof of minimum age requirements, further described below;

Rocketship feels strongly that success for students requires a commitment, from both students and parents, to the school's mission and vision. During the registration process, all parents/guardians will be asked to sign a Commitment Letter indicating that they understand Rocketship philosophy, program, and volunteer policies. Students will not be denied admission or dis-enrolled for a parent/guardian's failure to sign the Commitment Letter.

Age Requirements
Under Tennessee law, all students entering kindergarten at Rocketship must be 5 years of age on or before August 15th of the current school year.

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Attachment D Cover Page

Letters of Support

REQUIRED FOR ALL SPONSORS

Rocketship Letter of Support for a School in Davidson County

1/21/25

Metropolitan Nashville Board of Public Education
2601 Bransford Ave.
Nashville, Tennessee 37204

Dear Board of Education Members,

I, Tamara Rogue, am writing this letter in support of the proposed Rocketship charter school, which aims to serve families in the Cane Ridge area of Davidson County. As a parent of this community member, I believe that the school will provide an excellent opportunity to enhance educational options for families like mine.

The need for high-quality and innovative educational opportunities in our community cannot be overstated. I have seen firsthand how parents in our area are seeking options that align with their children's unique needs and aspirations. Rocketship's model focuses on personalized learning and their teachers and staff work together with parents to ensure that students achieve at a high level and unleash their potential.

Our children deserve access to excellent educational options, and as parents, we deserve a say in where and how our children are educated. A Rocketship school represents a much-needed choice for families who are seeking a school that aligns with their educational goals.

I respectfully urge the Metropolitan Nashville Public Schools Board of Education to support the approval of a Rocketship school. The success of our children and the future of our community depend on innovative educational opportunities like this one.

Thank you for considering this letter of support. I look forward to seeing the positive impact this school will have on our students and our community.

Sincerely,

Tamara Rogue
Name

Signature

615 631 3949
Phone Number

37076
Zip Code

Rocketship Letter of Support for a School in Davidson County

1/21/25

Metropolitan Nashville Board of Public Education
2601 Bransford Ave.
Nashville, Tennessee 37204

Dear Board of Education Members,

I, Olgui Lopez, am writing this letter in support of the proposed Rocketship charter school, which aims to serve families in the Cane Ridge area of Davidson County. As a parent of this community member, I believe that the school will provide an excellent opportunity to enhance educational options for families like mine.

The need for high-quality and innovative educational opportunities in our community cannot be overstated. I have seen firsthand how parents in our area are seeking options that align with their children's unique needs and aspirations. Rocketship's model focuses on personalized learning and their teachers and staff work together with parents to ensure that students achieve at a high level and unleash their potential.

Our children deserve access to excellent educational options, and as parents, we deserve a say in where and how our children are educated. A Rocketship school represents a much-needed choice for families who are seeking a school that aligns with their educational goals.

I respectfully urge the Metropolitan Nashville Public Schools Board of Education to support the approval of a Rocketship school. The success of our children and the future of our community depend on innovative educational opportunities like this one.

Thank you for considering this letter of support. I look forward to seeing the positive impact this school will have on our students and our community.

Sincerely,

Olgui Lopez
Name

Signature

615-987-8079
Phone Number

37013
Zip Code

Rocketship Letter of Support for a School in Davidson County

1/21/25

Metropolitan Nashville Board of Public Education
2601 Bransford Ave.
Nashville, Tennessee 37204

Dear Board of Education Members,

I, Sander Phoulom, am writing this letter in support of the proposed Rocketship charter school, which aims to serve families in the Cane Ridge area of Davidson County. As a parent of this community member, I believe that the school will provide an excellent opportunity to enhance educational options for families like mine.

The need for high-quality and innovative educational opportunities in our community cannot be overstated. I have seen firsthand how parents in our area are seeking options that align with their children's unique needs and aspirations. Rocketship's model focuses on personalized learning and their teachers and staff work together with parents to ensure that students achieve at a high level and unleash their potential.

Our children deserve access to excellent educational options, and as parents, we deserve a say in where and how our children are educated. A Rocketship school represents a much-needed choice for families who are seeking a school that aligns with their educational goals.

I respectfully urge the Metropolitan Nashville Public Schools Board of Education to support the approval of a Rocketship school. The success of our children and the future of our community depend on innovative educational opportunities like this one.

Thank you for considering this letter of support. I look forward to seeing the positive impact this school will have on our students and our community.

Sincerely,

Sander Phoulom
Name

S Phoulom
Signature

423-435-6233
Phone Number

37013
Zip Code

Rocketship Letter of Support for a School in Davidson County

1/21/25

Metropolitan Nashville Board of Public Education
2601 Bransford Ave.
Nashville, Tennessee 37204

Dear Board of Education Members,

I, Yesenia Pleitez, am writing this letter in support of the proposed Rocketship charter school, which aims to serve families in the Cane Ridge area of Davidson County. As a parent of this community member, I believe that the school will provide an excellent opportunity to enhance educational options for families like mine.

The need for high-quality and innovative educational opportunities in our community cannot be overstated. I have seen firsthand how parents in our area are seeking options that align with their children's unique needs and aspirations. Rocketship's model focuses on personalized learning and their teachers and staff work together with parents to ensure that students achieve at a high level and unleash their potential.

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I respectfully urge the Metropolitan Nashville Public Schools Board of Education to support the approval of a Rocketship school. The success of our children and the future of our community depend on innovative educational opportunities like this one.

Thank you for considering this letter of support. I look forward to seeing the positive impact this school will have on our students and our community.

Sincerely,

Name

Yesenia Pleitez

Signature

~~[illegible]~~ - 615-715-3758

Phone Number

37013.

Zip Code

Rocketship Letter of Support for a School in Davidson County

1/21/25

Metropolitan Nashville Board of Public Education
2601 Bransford Ave.
Nashville, Tennessee 37204

Dear Board of Education Members,

I, Ariel Odwar, am writing this letter in support of the proposed Rocketship charter school, which aims to serve families in the Cane Ridge area of Davidson County. As a parent of this community member, I believe that the school will provide an excellent opportunity to enhance educational options for families like mine.

The need for high-quality and innovative educational opportunities in our community cannot be overstated. I have seen firsthand how parents in our area are seeking options that align with their children's unique needs and aspirations. Rocketship's model focuses on personalized learning and their teachers and staff work together with parents to ensure that students achieve at a high level and unleash their potential.

Our children deserve access to excellent educational options, and as parents, we deserve a say in where and how our children are educated. A Rocketship school represents a much-needed choice for families who are seeking a school that aligns with their educational goals.

I respectfully urge the Metropolitan Nashville Public Schools Board of Education to support the approval of a Rocketship school. The success of our children and the future of our community depend on innovative educational opportunities like this one.

Thank you for considering this letter of support. I look forward to seeing the positive impact this school will have on our students and our community.

Sincerely,

Ariel Odwar
Name

Signature

(615)635-3608
Phone Number

37013
Zip Code

Rocketship Letter of Support for a School in Davidson County

1/21/25

Metropolitan Nashville Board of Public Education
2601 Bransford Ave.
Nashville, Tennessee 37204

Dear Board of Education Members,

I, Leny X. Amador Cabrera, am writing this letter in support of the proposed Rocketship charter school, which aims to serve families in the Cane Ridge area of Davidson County. As a parent of this community member, I believe that the school will provide an excellent opportunity to enhance educational options for families like mine.

The need for high-quality and innovative educational opportunities in our community cannot be overstated. I have seen firsthand how parents in our area are seeking options that align with their children's unique needs and aspirations. Rocketship's model focuses on personalized learning and their teachers and staff work together with parents to ensure that students achieve at a high level and unleash their potential.

Our children deserve access to excellent educational options, and as parents, we deserve a say in where and how our children are educated. A Rocketship school represents a much-needed choice for families who are seeking a school that aligns with their educational goals.

I respectfully urge the Metropolitan Nashville Public Schools Board of Education to support the approval of a Rocketship school. The success of our children and the future of our community depend on innovative educational opportunities like this one.

Thank you for considering this letter of support. I look forward to seeing the positive impact this school will have on our students and our community.

Sincerely,

Leny X. Amador Cabrera.
Name

Leny Amador.
Signature

(615) 879-9144
Phone Number

37013.
Zip Code

Rocketship Letter of Support for a School in Davidson County

1/21/25

Metropolitan Nashville Board of Public Education
2601 Bransford Ave.
Nashville, Tennessee 37204

Dear Board of Education Members,

I, Akekah Williams, am writing this letter in support of the proposed Rocketship charter school, which aims to serve families in the Cane Ridge area of Davidson County. As a parent of this community member, I believe that the school will provide an excellent opportunity to enhance educational options for families like mine.

The need for high-quality and innovative educational opportunities in our community cannot be overstated. I have seen firsthand how parents in our area are seeking options that align with their children's unique needs and aspirations. Rocketship's model focuses on personalized learning and their teachers and staff work together with parents to ensure that students achieve at a high level and unleash their potential.

Our children deserve access to excellent educational options, and as parents, we deserve a say in where and how our children are educated. A Rocketship school represents a much-needed choice for families who are seeking a school that aligns with their educational goals.

I respectfully urge the Metropolitan Nashville Public Schools Board of Education to support the approval of a Rocketship school. The success of our children and the future of our community depend on innovative educational opportunities like this one.

Thank you for considering this letter of support. I look forward to seeing the positive impact this school will have on our students and our community.

Sincerely,

Akekah Williams
Name

Akekah.w
Signature

(615) 260-6311
Phone Number

37013
Zip Code

Rocketship Letter of Support for a School in Davidson County

1/21/25

Metropolitan Nashville Board of Public Education
2601 Bransford Ave.
Nashville, Tennessee 37204

Dear Board of Education Members,

I, Ana Rivas, am writing this letter in support of the proposed Rocketship charter school, which aims to serve families in the Cane Ridge area of Davidson County. As a parent of this community member, I believe that the school will provide an excellent opportunity to enhance educational options for families like mine.

The need for high-quality and innovative educational opportunities in our community cannot be overstated. I have seen firsthand how parents in our area are seeking options that align with their children's unique needs and aspirations. Rocketship's model focuses on personalized learning and their teachers and staff work together with parents to ensure that students achieve at a high level and unleash their potential.

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I respectfully urge the Metropolitan Nashville Public Schools Board of Education to support the approval of a Rocketship school. The success of our children and the future of our community depend on innovative educational opportunities like this one.

Thank you for considering this letter of support. I look forward to seeing the positive impact this school will have on our students and our community.

Sincerely,

Ana

Name

Signature

786 318 91 77

Phone Number

37013.

Zip Code

Rocketship Letter of Support for a School in Davidson County

1/21/25

Metropolitan Nashville Board of Public Education
2601 Bransford Ave.
Nashville, Tennessee 37204

Dear Board of Education Members,

I, Clay Edwards, am writing this letter in support of the proposed Rocketship charter school, which aims to serve families in the Cane Ridge area of Davidson County. As a parent of this community member, I believe that the school will provide an excellent opportunity to enhance educational options for families like mine.

The need for high-quality and innovative educational opportunities in our community cannot be overstated. I have seen firsthand how parents in our area are seeking options that align with their children's unique needs and aspirations. Rocketship's model focuses on personalized learning and their teachers and staff work together with parents to ensure that students achieve at a high level and unleash their potential.

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I respectfully urge the Metropolitan Nashville Public Schools Board of Education to support the approval of a Rocketship school. The success of our children and the future of our community depend on innovative educational opportunities like this one.

Thank you for considering this letter of support. I look forward to seeing the positive impact this school will have on our students and our community.

Sincerely,

Clay Edwards
Name

Clay Edwards
Signature

Phone Number

37013
Zip Code

Rocketship Letter of Support for a School in Davidson County

1/21/25

Metropolitan Nashville Board of Public Education
2601 Bransford Ave.
Nashville, Tennessee 37204

Dear Board of Education Members,

I, Cody S. Shumaker, am writing this letter in support of the proposed Rocketship ~~charter~~ school, which aims to serve families in the Cane Ridge area of Davidson County. As a parent of this community member, I believe that the school will provide an excellent opportunity to enhance educational options for families like mine.

The need for high-quality and innovative educational opportunities in our community cannot be overstated. I have seen firsthand how parents in our area are seeking options that align with their children's unique needs and aspirations. Rocketship's model focuses on personalized learning and their teachers and staff work together with parents to ensure that students achieve at a high level and unleash their potential.

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I respectfully urge the Metropolitan Nashville Public Schools Board of Education to support the approval of a Rocketship school. The success of our children and the future of our community depend on innovative educational opportunities like this one.

Thank you for considering this letter of support. I look forward to seeing the positive impact this school will have on our students and our community.

Sincerely,

Cody Shumaker
Name

Signature

815-291-6485
Phone Number

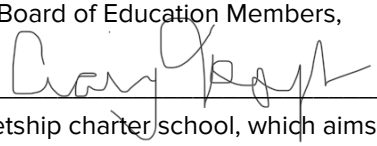
37076
Zip Code

Rocketship Letter of Support for a School in Davidson County

1/21/25

Metropolitan Nashville Board of Public Education
2601 Bransford Ave.
Nashville, Tennessee 37204

Dear Board of Education Members,

I,  , am writing this letter in support of the proposed Rocketship charter school, which aims to serve families in the Cane Ridge area of Davidson County. As a parent of this community member, I believe that the school will provide an excellent opportunity to enhance educational options for families like mine.

The need for high-quality and innovative educational opportunities in our community cannot be overstated. I have seen firsthand how parents in our area are seeking options that align with their children's unique needs and aspirations. Rocketship's model focuses on personalized learning and their teachers and staff work together with parents to ensure that students achieve at a high level and unleash their potential.

Our children deserve access to excellent educational options, and as parents, we deserve a say in where and how our children are educated. A Rocketship school represents a much-needed choice for families who are seeking a school that aligns with their educational goals.

I respectfully urge the Metropolitan Nashville Public Schools Board of Education to support the approval of a Rocketship school. The success of our children and the future of our community depend on innovative educational opportunities like this one.

Thank you for considering this letter of support. I look forward to seeing the positive impact this school will have on our students and our community.

Sincerely,

Craig Joseph
Name


Signature

(615) 717-4763
Phone Number

37013
Zip Code

Rocketship Letter of Support for a School in Davidson County

1/21/25

Metropolitan Nashville Board of Public Education
2601 Bransford Ave.
Nashville, Tennessee 37204

Dear Board of Education Members,

I, Fadumo Abow, am writing this letter in support of the proposed Rocketship charter school, which aims to serve families in the Cane Ridge area of Davidson County. As a parent of this community member, I believe that the school will provide an excellent opportunity to enhance educational options for families like mine.

The need for high-quality and innovative educational opportunities in our community cannot be overstated. I have seen firsthand how parents in our area are seeking options that align with their children's unique needs and aspirations. Rocketship's model focuses on personalized learning and their teachers and staff work together with parents to ensure that students achieve at a high level and unleash their potential.

Our children deserve access to excellent educational options, and as parents, we deserve a say in where and how our children are educated. A Rocketship school represents a much-needed choice for families who are seeking a school that aligns with their educational goals.

I respectfully urge the Metropolitan Nashville Public Schools Board of Education to support the approval of a Rocketship school. The success of our children and the future of our community depend on innovative educational opportunities like this one.

Thank you for considering this letter of support. I look forward to seeing the positive impact this school will have on our students and our community.

Sincerely,

Fadumo Abow
Name

Signature

6158259591
Phone Number

37013
Zip Code

Rocketship Letter of Support for a School in Davidson County

1/21/25

Metropolitan Nashville Board of Public Education
2601 Bransford Ave.
Nashville, Tennessee 37204

Dear Board of Education Members,

I, Hawa Ali, am writing this letter in support of the proposed Rocketship charter school, which aims to serve families in the Cane Ridge area of Davidson County. As a parent of this community member, I believe that the school will provide an excellent opportunity to enhance educational options for families like mine.

The need for high-quality and innovative educational opportunities in our community cannot be overstated. I have seen firsthand how parents in our area are seeking options that align with their children's unique needs and aspirations. Rocketship's model focuses on personalized learning and their teachers and staff work together with parents to ensure that students achieve at a high level and unleash their potential.

Our children deserve access to excellent educational options, and as parents, we deserve a say in where and how our children are educated. A Rocketship school represents a much-needed choice for families who are seeking a school that aligns with their educational goals.

I respectfully urge the Metropolitan Nashville Public Schools Board of Education to support the approval of a Rocketship school. The success of our children and the future of our community depend on innovative educational opportunities like this one.

Thank you for considering this letter of support. I look forward to seeing the positive impact this school will have on our students and our community.

Sincerely,

Hawa Ali
Name

Hawa Ali
Signature

615-335-4710
Phone Number

37013
Zip Code

Rocketship Letter of Support for a School in Davidson County

1/21/25

Metropolitan Nashville Board of Public Education
2601 Bransford Ave.
Nashville, Tennessee 37204

Dear Board of Education Members,

I, Nick Lamia, am writing this letter in support of the proposed Rocketship charter school, which aims to serve families in the Cane Ridge area of Davidson County. As a parent of this community member, I believe that the school will provide an excellent opportunity to enhance educational options for families like mine.

The need for high-quality and innovative educational opportunities in our community cannot be overstated. I have seen firsthand how parents in our area are seeking options that align with their children's unique needs and aspirations. Rocketship's model focuses on personalized learning and their teachers and staff work together with parents to ensure that students achieve at a high level and unleash their potential.

Our children deserve access to excellent educational options, and as parents, we deserve a say in where and how our children are educated. A Rocketship school represents a much-needed choice for families who are seeking a school that aligns with their educational goals.

I respectfully urge the Metropolitan Nashville Public Schools Board of Education to support the approval of a Rocketship school. The success of our children and the future of our community depend on innovative educational opportunities like this one.

Thank you for considering this letter of support. I look forward to seeing the positive impact this school will have on our students and our community.

Sincerely,

Nick Lamia
Name

Nick Lamia
Signature

615-521-1755
Phone Number

37211
Zip Code

Rocketship Letter of Support for a School in Davidson County

1/21/25

Metropolitan Nashville Board of Public Education
2601 Bransford Ave.
Nashville, Tennessee 37204

Dear Board of Education Members,

I, Sheila Aglin, am writing this letter in support of the proposed Rocketship charter school, which aims to serve families in the Cane Ridge area of Davidson County. As a parent of this community member, I believe that the school will provide an excellent opportunity to enhance educational options for families like mine.

The need for high-quality and innovative educational opportunities in our community cannot be overstated. I have seen firsthand how parents in our area are seeking options that align with their children's unique needs and aspirations. Rocketship's model focuses on personalized learning and their teachers and staff work together with parents to ensure that students achieve at a high level and unleash their potential.

Our children deserve access to excellent educational options, and as parents, we deserve a say in where and how our children are educated. A Rocketship school represents a much-needed choice for families who are seeking a school that aligns with their educational goals.

I respectfully urge the Metropolitan Nashville Public Schools Board of Education to support the approval of a Rocketship school. The success of our children and the future of our community depend on innovative educational opportunities like this one.

Thank you for considering this letter of support. I look forward to seeing the positive impact this school will have on our students and our community.

Sincerely,

Sheila Aglin
Name

Sheila Aglin
Signature

Phone Number

Antioch
Zip Code

Rocketship Letter of Support for a School in Davidson County

1/21/25

Metropolitan Nashville Board of Public Education
2601 Bransford Ave.
Nashville, Tennessee 37204

Dear Board of Education Members,

I, Hani Adow, am writing this letter in support of the proposed Rocketship charter school, which aims to serve families in the Cane Ridge area of Davidson County. As a parent of this community member, I believe that the school will provide an excellent opportunity to enhance educational options for families like mine.

The need for high-quality and innovative educational opportunities in our community cannot be overstated. I have seen firsthand how parents in our area are seeking options that align with their children's unique needs and aspirations. Rocketship's model focuses on personalized learning and their teachers and staff work together with parents to ensure that students achieve at a high level and unleash their potential.

Our children deserve access to excellent educational options, and as parents, we deserve a say in where and how our children are educated. A Rocketship school represents a much-needed choice for families who are seeking a school that aligns with their educational goals.

I respectfully urge the Metropolitan Nashville Public Schools Board of Education to support the approval of a Rocketship school. The success of our children and the future of our community depend on innovative educational opportunities like this one.

Thank you for considering this letter of support. I look forward to seeing the positive impact this school will have on our students and our community.

Sincerely,

Hani Adow
Name

Signature

615 525 3933
Phone Number

37013
Zip Code

Rocketship Letter of Support for a School in Davidson County

1/21/25

Metropolitan Nashville Board of Public Education
2601 Bransford Ave.
Nashville, Tennessee 37204

Dear Board of Education Members,

I, Safiyo Ali, am writing this letter in support of the proposed Rocketship charter school, which aims to serve families in the Cane Ridge area of Davidson County. As a parent of this community member, I believe that the school will provide an excellent opportunity to enhance educational options for families like mine.

The need for high-quality and innovative educational opportunities in our community cannot be overstated. I have seen firsthand how parents in our area are seeking options that align with their children's unique needs and aspirations. Rocketship's model focuses on personalized learning and their teachers and staff work together with parents to ensure that students achieve at a high level and unleash their potential.

Our children deserve access to excellent educational options, and as parents, we deserve a say in where and how our children are educated. A Rocketship school represents a much-needed choice for families who are seeking a school that aligns with their educational goals.

I respectfully urge the Metropolitan Nashville Public Schools Board of Education to support the approval of a Rocketship school. The success of our children and the future of our community depend on innovative educational opportunities like this one.

Thank you for considering this letter of support. I look forward to seeing the positive impact this school will have on our students and our community.

Sincerely,

Safiyo Ali
Name

Safiyo
Signature

6159622054
Phone Number

37013
Zip Code



January 15, 2025

Metropolitan Nashville Board of Public Education
Attn: Ms. Freda Player, Board Chair
2601 Bransford Ave.
Nashville, Tennessee 37204

RE: Rocketship Tennessee Charter Application

Dear Ms. Player and the entire Board of Directors,

I am pleased to have this opportunity to offer my wholehearted support for Rocketship Education Tennessee's application to open a charter school serving elementary students in southern Davidson County. More students across our area should be afforded the opportunity to attend a high-quality school that centers the whole child and family in their model to ensure student success.

Rocketship Tennessee believes that every student should have the right to dream, to discover, and to develop their unique potential. They catalyze transformative change in underserved communities through a scalable and sustainable public school model that propels student achievement, develops exceptional educators, and partners deeply with parents who enable high-quality public schools to thrive in their community.

Through the Rocketship model, schools provide integrated student supports, expanded and enriched learning time, active family and community engagement opportunities, and a collaborative leadership practice that supports high-quality teaching and learning. Through their model, they have accelerated student achievement across Tennessee at their three existing schools, particularly for at-risk students such as those who are economically disadvantaged and who are English language learners.

Based on their results and commitment to serving all students with a high-quality educational model, I believe Rocketship Tennessee would offer an exceptional educational option for Davidson County families and I support their charter application.

Thank you in advance for your consideration of Rockeship's application.

Sincerely,

Alexis Rollins
Business Manager
Home of Potential and Excellence

city fund

January 15, 2025

Metro Nashville Public Schools
Attn: Ms. Freda Player, Board Chair
601 Bransford Avenue
Nashville, TN 37204

Dear Ms. Player and the MNPS Board of Directors,

I am pleased to offer my full support for Rocketship Education Tennessee's application to open a charter school serving elementary students in Davidson County.

The City Fund believes that public schools can help move children out of poverty and into thriving adult lives. This is possible when all children have fair access to quality schools, and for that reason, we have been a strong supporter of Rocketship since they first opened schools in Davidson County back in 2014. Since their initial opening in Tennessee, we have supported both their programmatic and facility needs as they have expanded their personalized learning model to serve more students. As they continue to deepen their impact in the region, we look forward to continuing our partnership.

Through the Rocketship model, schools provide integrated student supports, expanded and enriched learning time, active family and community engagement opportunities, and a collaborative leadership practice that supports high-quality teaching and learning. Rocketship has accelerated student achievement across Nashville at their three existing schools, particularly for at-risk students who are economically disadvantaged and who are English language learners.

I believe Rocketship Tennessee will continue to offer an exceptional educational option for even more Davidson County families and I support their application.

Thank you in advance for your consideration of Rockeship's application.

Sincerely,



Chris Barbic
Partner

January 15, 2025

Davidson County Board of Education
Attn: Ms. Freda Player, Board Chair
601 Bransford Avenue
Nashville, TN 37204

Dear Ms. Player and the entire Board of Directors,

I am pleased to have this opportunity to offer my wholehearted support for Rocketship Education Tennessee's application to open a charter school serving elementary students in Davidson County. More students across the area should be afforded the opportunity to attend a high-quality school that centers the whole child and family in their model to ensure student success.
The Charter School Growth Fund identifies the country's best public charter schools, including Rocketship, funds their expansion, and helps to increase their impact. We're driven by a conviction that all children deserve great public schools in their communities. Given our mission and Rocketship's results, we have been supporting Rocketship's expansion into Tennessee since 2014. As they continue to deepen their impact, we look forward to the opportunity to serve as a philanthropic partner in their efforts. In fact, we have committed $1.6M of philanthropic support to accelerate their impact in the region by opening new schools in places like Davidson County.

Through the Rocketship model, schools provide integrated student support, expanded and enriched learning time, active family and community engagement opportunities, and a collaborative leadership practice that supports high-quality teaching and learning. Through their model, they have accelerated student achievement across Tennessee at their three existing schools, particularly for at-risk students such as those who are economically disadvantaged and who are English language learners.

Based on their results and commitment to serving all students with a high-quality educational model, I believe Rocketship Tennessee would offer an exceptional educational option for Davidson County families, and I support their charter application.

Thank you in advance for your consideration of Rocketship's application.

Sincerely,

Darryl Cobb
President

Attachment E Cover Page

Student Handbook and Required Forms

REQUIRED FOR ALL SPONSORS

ROCKETSHIP
PUBLIC SCHOOLS

Rocketship United Academy
&
Rocketship Nashville Northeast Elementary
&
Rocketship Dream Community Prep

Student/Parent Handbook
2024-2025 School Year
Tennessee

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Please note that Rocketship may enact additional, supplemental, or alternative policies or procedures to accommodate developing changes in circumstances and/or any public health related matter, to be separately distributed as needed. Families will be expected to comply with any such policies or procedures in the same manner as any policies and procedures contained in this handbook. The policies provided in this handbook are subject to ongoing review and board approval.

ABOUT ROCKETSHIP

Rocketship United Academy, Rocketship Nashville Northeast Elementary, and Rocketship Dream Community Prep are part of Rocketship Public Schools ("Rocketship"), is a network of public elementary charter schools serving students in neighborhoods where access to excellent schools is limited. We believe that truly transformative schools do more than educate students; they empower teachers, engage parents, and inspire communities. Rocketship strives to meet the unique needs of each and every student through a blend of traditional instruction, adaptive technology, targeted tutoring, and enrichment opportunities. Together, we can eliminate the achievement gap in our lifetime.

OUR STORY

In 1999, Father Mateo Sheedy, Pastor of Sacred Heart Parish, created the Juan Diego Scholarship for Santa Clara University. He was surprised to discover that, of the hundreds of children in his parish, none of them met the basic academic requirements that would qualify them to attend their hometown college or any other top-tier university.

Father Mateo Sheedy reached out to his community and started creating a plan to improve high-quality educational options in Washington Guadalupe, a neighborhood within greater San Jose.

Unfortunately, Father Mateo Sheedy passed away but his legacy continues to live on. In 2006, parishioners approached Preston Smith, a high-achieving principal at a promising public elementary school in San Jose, to continue to build on Father Sheedy's vision to create a K-12 education pipeline for children in low-income neighborhoods. Several public and private schools had already formed a strong 6-12 pipeline, but a high-quality K-5 option in the neighborhood was still missing, so Preston focused on developing a new elementary school model. Preston was a young principal at a promising elementary school in San Jose who recognized the impact that empowered teachers and engaged parents could have on student success.

Rocketship Mateo Sheedy Elementary opened soon after and students quickly showed strong results in academic achievement. As more families joined the waiting list, we realized the need for even more high-quality schools in the San Jose community, and beyond. Parent demand and parent organizing has played a strong role in opening new Rocketship schools all across the country.

Today, Rocketship Education is a non-profit organization operating Rocketship and it is governed by a Board of Directors. There are related, regional Rocketship nonprofits in four other areas of the country including Wisconsin, Tennessee, the District of Columbia and Texas. Altogether the Rocketship nonprofits operate thirteen (13) Rocketship schools in California, including San Jose, Redwood City, Antioch, and

Concord; three (3) in Nashville, TN; two (2) in Milwaukee, WI; three (3) in Washington, DC; and two (2) in Fort Worth, TX.

OUR MISSION

Our mission at Rocketship is to eliminate the achievement gap by graduating all students at or above grade level in reading and math. All Rocketeers will learn to take initiative, be respectful, be responsible, show empathy, and be persistent in attaining excellence.

The purpose of schooling is for all students to learn to use their minds and hearts well. Students learn best in schools where they are known well, where expectations are high, support is strong, and where their voices and their parents' voices are valued. Rocketship strives to recognize all of these values and to ensure that the students are empowered to learn, lead, and be positive and productive members of their community.

At Rocketship, our goals include the following:

- Students will develop a deep love of learning.
- Rocketship will provide parents with a path for their children to take in order to have the best chance to attend a four-year college.
- Rocketship will encourage our alumni to become leaders in their community.

OUR MODEL

Our model is based on the following three core pillars:

1. **Excellent teachers and leaders create transformational schools.** Rocketship invests deeply in training and development to ensure teachers and leaders have a profound impact on students and communities.

2. **Every child has a unique set of needs.** Rocketship meets these needs by customizing each child's schedule with a combination of traditional instruction, technology and tutoring.

3. **Engaged parents are essential in eliminating the achievement gap.** Rocketship develops parent leaders in our schools and communities to become powerful advocates for their children.

Instructionally, Rocketship uses what is called an enhanced rotational school model where students rotate between literacy and integrated mathematics classrooms and a Learning Lab, which is a larger room with computers where students learn by using online programs in math and literacy, and also focus on key technology literacy skills. Tutors are present in the Learning Lab to track students' online learning progress

and work with small groups of students who are behind grade level. Students also have opportunities to engage with technology in their classrooms.

CONTACT INFORMATION

SCHOOL SITES

Rocketship United Academy
Address: 320 Plus Park Blvd Nashville, TN 37217
Principal: Ben Harp
Office Manager: Claire Sallstrom
Email: RUA@rsed.org
Office Phone: 615-712-7499

Rocketship Nashville Northeast
Address: 2526 Dickerson Pike Nashville, TN 37207
Principal: Twana Harper
Office Manager: Chardonnay Campos
Email: RNNE@rsed.org
Office Phone: 615-489-4243

Rocketship Dream Community Prep
Address: 5450 Mt View Rd, Antioch, TN 37013
Principal: Jessica Alexander
Office Manager: Elizabeth Ayala
Email: nashville@rsed.org
Office Phone: 615-637-2210

If your call is sent to voicemail, please leave a message and we will return your call.

WEBSITE

Rocketship's website is www.rocketshipschools.org. Here, you can find general information about Rocketship, including our educational model, our management team, and other schools in our network. Here you can find the website for each Rocketship School which includes, but is not limited to school staff contact information; parent resources, including an electronic version of this Handbook; Rocketship's Non-Discrimination Statement and Title IX Policy, Title IX Complaint and Investigation Procedures; school calendars; and other informational materials about the school.

ADMISSIONS AND ENROLLMENT

Rocketship United Academy, Rocketship Nashville Northeast Elementary, and Rocketship Dream Community Prep are public charter schools. Charter schools run independently of the local school district, and must be approved by a local charter school authorizer to open.

Charter schools are public schools that are tuition-free and open to any student who wishes to attend. They allow parents, organizations, and communities to restore, reinvent, and re-energize our public school system.

Rocketship will not administer any test or assessment to students prior to acceptance and enrollment into Rocketship. Rocketship will not limit enrollment on the basis of a student's race, color, religion, national origin, language spoken, intellectual or athletic ability, measures of achievement or aptitude, or status as a student with special needs.

CALENDAR AND ATTENDANCE

SCHOOL SCHEDULE

Rocketship United Academy Schedule:

7:15 am - Arrival
7:45 am - Launch
8:00 am - Breakfast/Start of school day
3:20 pm - End of the school day

Rocketship Nashville Northeast Schedule:

7:25 am - Arrival
7:45 am - Launch
8:00 am - Breakfast/Start of school day
3:20 pm - End of the school day

Rocketship Dream Community Prep Schedule:

7:30 am - Arrival
7:45 am - Launch
8:00 am - Breakfast/Start of school day
3:20 pm - End of the school day

LAUNCH

Each Rocketship campus begins the school day with Launch, which is a period of time for the whole school to come together and talk about a school-wide focus. During Launch, the school may also promote a particular successful student habit, teach a new school management system, discuss progress toward achievement goals, and foster school culture and pride. The whole school, including the staff, may also learn a song or a dance together or celebrate a particular student or classroom's recent accomplishment.

OFFICE HOURS

Our front office staff is excited to offer assistance to our community. We encourage families to call or email our team with all requests and concerns.

Rocketship United Academy
Front Office Hours: 8:00 am – 2:30 pm
Office Manager: Claire Sallstrom
Email requests: csallstrom@rsed.org

Rocketship Nashville Northeast
Front Office Hours: 8:00 am – 2 pm
Office Manager: Chardonnay Campos
Email requests: chcampos@rsed.org

Rocketship Dream Community Prep
Front Office Hours: 8:00 am – 2 pm
Office Manager: Elizabeth Ayala
Email requests: eayala@rsed.org

Please allow 3 business days for all requests.

ATTENDANCE AND TRUANCY

Rocketship deeply values the presence and participation of all students within our school community. If a student regularly misses school or is late, they will miss out on meaningful learning experiences and can fall behind. Rocketship makes every effort to partner with families to ensure that students are on time and present every school day.

Excused and Unexcused Absences and Tardies
All students are expected to be on time and present in school every day.

In Tennessee, students must attend at least 3.5 hours of the instructional school day to be considered present.

Excused Absences

Proper notification and/or documentation is required for a student's absence from school to be marked as excused on the student's attendance record. Documentation must be presented within three (3) days of the student's absence to be considered unexcused.

The charts below explain the type of notification and/or documentation required to excuse absences and tardies. Notification must be provided within three days of returning to school.

Reason for Absence	Documentation Needed	Other Notes
Student Illness.	Written notice from parent/guardian. A physician's note is required for three or more consecutive sick days.	
Death in the family.	Written notice from parent/guardian.	
Religious holiday/ceremony.	Written notice from child's parent/guardian.	
Exclusion due to quarantine, contagious disease, infection, infestation, or other conditions requiring separation from other students for medical or health reasons.	As directed by the local health department.	
Parent/guardian serving in the armed forces.	Written notice from parent/guardian. For longer absences, additional documentation may be required.	One day for deployment; one day for return; up to 10 days when a service member is granted temporary rest/recuperation leave.
Lawful suspension.	Documentation of suspension pursuant to Rocketship Suspension & Expulsion Policy.	

Court appearances.	Documentation from Court.	
Other reasons (i.e., doctor's appointment, emergencies, extra-curricular activities)	Written notice from parent/guardian. These requests will be approved at the Principal's discretion.	No more than ten (1) absence each school year for participation in non-school sponsored extra-curricular activities will be excused.

Unexcused Absences

Some kinds of absences may not be considered excused, even with proper documentation. These include, but are not limited to, the following: non-documented appointments, sick days with no parent notification of the school, oversleeping, car problems, cutting classes, errands, babysitting, and vacationing outside of scheduled school breaks. The Principal, in consultation with their supervisor, when necessary, has the discretion to determine whether an absence should be excused or unexcused.

Notifying Parents of Unexcused Absences

Rocketship will make reasonable and diligent attempts to make personal contact with a student's parent/guardian on the same day and each time a student has an unexcused absence, with daily follow-ups as necessary.

Missing Assignments

Students are responsible for completing all classroom assignments that they missed while absent. Students are expected to get their make-up work from their teachers.

Leaving School During the Day

We expect that parents/guardians will make every effort to schedule appointments after school. However, if an appointment during the school day is unavoidable, the student must bring a signed note from their parent/guardian at the beginning of the day that includes the reason for the partial absence, the time of departure from school, and the estimated time of the student's return to school. If the student has a doctor's appointment, the student must bring a note from the doctor upon return. Whenever possible, students are expected to return to school after the appointment.

Early departures for reasons that do not directly involve the student (i.e., appointment for another family member) are generally not excused but may be excused at the discretion of the Principal.

Students who become ill at school must check in at the office and remain at school until the child's parent/guardian arrives or gives permission for the student to leave campus in accordance with Rocketship's Student Release Policy. Under no circumstances may a student go home without the permission of a parent or guardian.

To support safe and efficient operations at the school, families are asked to participate in the regular dismissal process. Absent an immediate emergency, students will not be released within 10 minutes of the school's regularly-scheduled dismissal time.

Vacations

Rocketship builds vacations into its school calendar. Whenever possible, family vacations should be planned around these dates. Students who are absent for additional vacation time may only be excused if prior written notice is provided and the absences will not result in more than ten (10) absences for the year. Otherwise, the absence may not be excused and the student will not be assured make-up-work of credit.

Recurrent Late Arrivals

Recurrent late arrivals may subject families to interventions. After a student accumulates five late arrivals (excused or unexcused), the family will be asked to participate in an Attendance Expectations Meeting at the school. After a student accumulates ten late arrivals (excused or unexcused), the family will be asked to attend a meeting with a School Leader and to sign an attendance contract. The Principal has the discretion to waive the intervention requirement in rare cases, depending on the circumstances. If a parent/legal guardian does not show up or refuses to attend an attendance meeting when ample time has been provided, an intervention plan may still be enacted. A copy of the contract will be sent or delivered to the student's home on file.

Chronic Absenteeism

Chronic absenteeism may also subject families to interventions, at the discretion of the Principal in consultation with other members of the School Leadership team.

Truancy Procedures

The chart below describes the procedures for responding to truancy in accordance with state law.

1-3 unexcused absences	The school will provide intervention to determine the reason for the unexcused absences. The school should document efforts to make personal contact with the student's parents.

5 unexcused absences	Rocketship will send home a written notice of compulsory attendance. The Principal will also set up a meeting with the student's parent/guardian to discuss why the student has been absent and get a verbal agreement to improve attendance. Principals are required to report the names of all truant students to an attendance officer. Each accumulation of five absences must be reported. (T.C.A. § 49-6-3007(e)) If, within three days after receipt of notice, the child continues to be absent from school without excuse, Rocketship may report the unlawful attendance to the Metro Nashville Public Schools Court Liaison, who may take legal action. (T.C.A. § 49- 6-3007(e))
10+ unexcused absences	Rocketship will report the unlawful attendance to the Metro Nashville Public Schools Court Liaison or to the Achievement School District (ASD), who may take legal action. (T.C.A. § 49- 6-3007(e)). Each successive accumulation of five unexcused absences shall also be reported to the ASD.

All intervention efforts will be documented.

If a student accumulates ten (10) or more consecutive unexcused absences without notifying the school of the reason for the absence, and Rocketship is unable to get in touch with the student's parent/guardian after reasonable and good faith efforts, Rocketship will drop the student from the school's roster and their space will be given to a student on the waitlist.

Process for Students Who Are Not in Attendance at the Beginning of the School Year
If a student fails to show up to school during the entire first week of the instructional school year, and the family does not notify Rocketship in advance, the student may forfeit their seat at the school and be placed on the waitlist.

COMMUNICATION

This year, all Rocketship schools will be using a system called Parent Square to send messages to families. These messages may include information about upcoming school events, emergency notifications, attendance issues, or other things that the school feels are important for families to be aware of. The messages will be sent via text message, email. or phone calls using the contact information that you

provide upon registration. Please contact your child's school if you wish to opt out of receiving such communications.

SCHOOL CANCELLATION, LATE START, AND EARLY DISMISSAL

On rare occasions, Rocketship may decide to alter the regular schedule of the school day by closing school for a day, starting the school day late, or releasing students early at one or several campuses due to snow, rain, severe weather, natural disasters, or other emergency conditions. Rocketship recognizes that closing school or shortening the instructional day is disruptive for students, staff, and families and will only make this decision when it is necessary for the safety of our school community. Whenever possible, Rocketship will provide families and staff with advance notice of the decision or possible decision to shorten the instructional day or close school.

CAMPUS OPERATIONS AND SECURITY

ARRIVAL AND DISMISSAL PROCEDURES

Transportation

All parents/guardians are responsible for securing the transportation of their child to and from school. In addition, parents must provide contact information for any person authorized to pick up their student.

Reminders to Parents/Guardians for Arrival and Dismissal

- Please remember to treat all other Rocketship families, students, and staff members with courtesy and respect at all times. Do not take any actions that may endanger the health or safety of anyone on campus. Disruptive, disrespectful and/or unsafe behavior during arrival and dismissal may result in parents/guardians losing privileges to be on the school campus.
- Do not conference with teachers or school leaders during arrival and dismissal time; make an appointment instead.
- Do not let your child out on the sidewalk outside or near our campus. YOU MUST enter our campus and let your child out in the designated drop-off zone.
- With very limited exceptions, animals are not allowed on campus during drop-off or pick-up. If you have an animal in your car, it must remain completely inside the vehicle at all times while on campus.
- Students may only exit cars on the passengers' side.
- Display your PikMyKid dismissal card when picking up your child.
- Please remember to leave adequate space between cars to avoid collisions.
- DO NOT block driveways while waiting to enter the roundabout.

- If you need to park your vehicle, please only part in designated Rocketship Parking or in legally permissible public parking spots. Avoid parking in or obstructing any private residential or commercial properties.
- Please DO NOT talk or text on your phone during this time. We need to be able to communicate with you for the safety of the children.

BUS TRANSPORTATION

Our number one transportation priority is to get students to and from school safe and on time. Rocketship asks all parents/guardians to review this protocol, discuss it with your child, and sign a Bus Rider Behavior Contract prior to participating in bus transportation.

Bus Stops

All parents must be at the bus stop at the beginning of the scheduled block for both **AM** and **PM**. This information is located on the route sheet for each bus. For AM pick-up, students are to be out of their cars, standing at the bus stop when the bus arrives. This means that students must be ready to walk onto the bus when the door opens (except during extreme weather). It is imperative that students load on time so that buses can arrive at school on time. In the afternoon, parents must at the bus stop waiting for their students to arrive. Parents should show the bus monitor their student's dismissal tag. The dismissal tag is how we know your child is allowed to be dismissed to you. If you do not have your tag, you may give the monitor your student's PikMyKid ID number. Students cannot be dismissed to anyone who does not have a dismissal tag, or the PikMyKid ID number.

Alternate Bus Stops

Bus drivers are not permitted to drop students at places which are not on their scheduled bus routes. If you have an issue with your stop, please call the school directly and ask to speak to the Business Operations Manager.

Route Assignment

Students are allowed to ride only the route to which they are assigned. Students are not allowed to transfer from one bus to another for any reason. All changes in routes must be made by submitting a change on the PikMyKid app or through the Main Office.

Bus Rules for Students

- Stay seated in assigned seats
- Use positive language
- Follow directions the first time given
- Hands, feet, and objects to yourself at all times
- Keep space clean-no eating on the bus
- Please note that throughout the year, the school will determine the protocol for masking on buses.

School Bus Offenses (non-exhaustive)		
Class 1	**Class 2**	**Class 3**
Eating/drinking/littering on the bus	Hanging out of the windows with any part of the body	Fighting
Excessive noise	Throwing any object in or out of the bus	Anything that seriously jeopardizes the safety of the student, other students, the bus driver, the public, or pedestrians.
Leaving one's seat/standing without permission of the driver	Bully, threatening, or harassment of any person on the bus	Possession of an illegal substance or weapon.
Profanity or inappropriate gestures	Vandalism to the bus or any bus related equipment (restitution will be required as well).	
Refusing to properly identify oneself to the bus driver	Unauthorized entering or leaving the bus through an emergency exit or window	

Consequences for School Bus Offenses				
Offense Level	**1st Offense**	**2nd Offense**	**3rd Offense**	**4th Offense**
Class 1	Written warning, signed student reflection, and student apology	1-3 day bus suspension, and required parent conference	3-5 day bus suspension student, and required parent conference	Loss of bus privileges for the remainder of the school year
Class 2	1-3 days suspension off bus and required parent conference	3-5 days bus suspension, and require parent conference	Loss of bus privileges for the remainder of the school year.	
Class 3	Up to and including permanent loss of bus privileges for the remainder of the school year.			
Student Returned to School	Written Warning	1 day bus suspension	5 day bus suspension	Loss of bus privileges for the remainder of the school year

Students who violate bus rules and Rocketship protocol may also be subject to Rocketship's Student Discipline Policy.

STUDENT RELEASE

Rocketship will make every effort to ensure that student dismissal proceeds in a safe manner when students leave school each day. At the beginning of the year, parents/guardians must:

- Ensure that they have accurately filled out their enrollment and registration forms entering all required information to PowerSchool regarding the adults who are parents, guardians, and who are authorized to pick up their students.
- Complete a PikMyKid Dismissal Card that they must display.
- Present a government ID when picking up their child.
- Complete an Emergency Contact Card that includes the names of individuals to be contacted in case of an emergency if attempts to contact the parent/guardian fail.

If a parent/guardian or other authorized individual forgets to bring PikMyKid Card to dismissal, they will need to check-in with the front office and get a new card or a temporary pass.

PikMyKid Dismissal Cards
At the beginning of the school year, parents/guardians are given a PikMyKid Dismissal Card with the student's dismissal number. During dismissal, the child's parent/guardian (or other authorized individual) must present this card to school staff along with a current government ID to pick up the child. If you lose your PikMyKid Card, authorized individuals will be required to know the student's dismissal number and show ID in the front office to obtain a temporary pickup pass.

Emergency Contact Cards
At the beginning of the school year, parents/guardians shall complete and submit an Emergency Contact Card to be kept on file at the school. Parents/guardians will be asked to include the names of individuals to be contacted in case of an emergency if attempts to contact the parent/guardian fail. Any person listed as an Emergency Contact also will be considered to be authorized by the child's parent/guardian to regularly pick them up from school unless the parent/guardian indicates otherwise. At any time during the year, parents/guardians may request to update the Emergency Contact Card. Upon updating the Emergency Contact Card, all previous versions become void.

Authorizing Individuals to Pick Up a Child
Parents/guardians may authorize Rocketship to release their child to other people by completing the Authorization to Pick Up section of the Emergency Contact Card.

Parents/guardians are asked to include the name, phone number and relationship to the child for each person they wish to allow their child to be released to. This section of the Authorization to Pick Up may be updated by the parent/guardian at any time by visiting the school front office. Rocketship staff may ask the authorized individuals for identification when they pick the child up from school.

Rocketship's general policy prohibits releasing students to minors. The only exception is that parents/guardians may authorize Rocketship to release their child to a relative who is a minor (between the ages of 14-18 years old) by completing the Authorization to Pick Up form and a Release to Minor waiver form. A duplicate Dismissal Card with printed authorization for the release to the minor relative must be printed for the minor relative, and the minor relative must bring this authorization each day they will pick up the Rocketeer. Proper identification will also be required.

Rocketship recognizes that there will be situations in which a person not listed on the Emergency Contact Card will need to pick the student up from school. In these rare instances, the parent/guardian should call the school to inform school staff that they authorize school staff to release the student to another person that day. If a person that is not listed on the Emergency Contact Card form comes to pick the student up and the school has not already been contacted by the parent/guardian, the school will need to speak to the parent/guardian by phone prior to releasing the student. In addition, whenever feasible, parents/guardians should provide the authorized person with a signed note indicating their desire to have the person pick the child up on the day in question.

Emergency Dismissal

In case of an emergency dismissal, parents/guardians must wait for instructions from school leaders before coming to campus to pick up their child. School leaders will provide parents/guardians with updated information on the dismissal process using the automated calling system. Parents/guardians should expect that the dismissal location and procedures could be different than on a regular day. Parents/guardians should be prepared to present photo identification when picking up a child after an emergency on campus.

Protection of Students

Rocketship is responsible for protecting the health and safety of Rocketship students while the students are on Rocketship premises. If Rocketship has any reason to suspect that the health or safety of any Rocketship student would be endangered by releasing the student to an individual who is not a parent or guardian, even if that individual is authorized to pick up the student, Rocketship has the right to hold the student on campus and contact the parent/guardian or other valid emergency contact.

LATE PICK-UP

Rocketship's goal is to dismiss our students safely, efficiently, and responsibly. We understand that occasional family emergencies may cause a child to be picked up late from school, but consistently failing to pick up students on time places undue burden on school staff, is costly to the school, and disruptive to our students' daily routines.

Notifying the School

Parents/guardians are expected to make arrangements for their children to be picked up during their

designated dismissal time every day. That said, we do understand that there may be unpredictable situations that could cause a parent/guardian to pick up a student late on a given day (i.e., car problems, traffic, issue at work). In these cases, we ask that a child's parent/guardian contact the school by phone to let the staff know that their child will be picked up late that day. The parent/guardian will still be required to complete a Late Pick-Up Incident Report when they come to pick up their child.

Late Pick-up

If a student is left on campus after dismissal ends and the parent has not notified the school, school staff will attempt to call the student's parent/guardian. If the school cannot reach the parent/guardian they may also contact individuals listed on the student's Emergency Contact Card.

A parent/guardian (or otherwise authorized individual)who comes to pick up a student after the end of dismissal, will need to complete a Late Pick-Up Incident Report before leaving campus. These reports will be kept on file at the school as a record of why the student was picked up late on that day.

Extremely Late Pick-Up

If a student is still on campus more than an hour after the end of dismissal and staff members have not been able to contact the student's parent/guardian, Rocketship staff will contact, if they have not done so already, the individuals on the student's emergency contact card. If the staff are unable to make contact with the parent/guardian or individuals on the emergency contact card, the Principal or designee may contact the local authorities (i.e. police or local child protective service agencies). The Principal or designee may release the child to an authorized individual from the local Child Protective Service Agency or the police department.

Recurring, Frequent, and Chronic Late Pick-Up

If a child is frequently picked up late, school staff will request a meeting with the parent/guardian to determine the cause and implement supportive interventions.

Rocketship will follow a tiered series of interventions for families who persistently pick up their child/children late, as described below:

Late Pick-Up (each occurrence)	The parent/guardian (or otherwise authorized individual) who picks up the child must complete a Late Pick-Up Incident Report before leaving campus
Recurring Late Pick-Up (three occurrences)	Parent/guardian must attend a meeting with a School Leader to review Late Pick-Up Incident Reports and create a verbal agreement and plan to prevent late pick-ups in the future. The School Leader may refer the family to local counseling or truancy resources.
Frequent Late Pick-Up	A letter will be sent home to the student's parent/guardian

(six occurrences)	specifying the date, time, and location of a meeting with a school leader. The parent/guardian must attend a meeting with a School Leader and sign an agreement to pick up their child on time.
Chronic Late Pick-Up (more than six occurrences)	Parent/guardian may become subject to an intervention workshop with school staff, including at least the Principal, Business Operations Manager, and Office Manager. In certain circumstances, Rocketship may also contact Child Protective Services, at the discretion of the Principal.

The above referenced tiered series of interventions does not replace or delay any required reporting to the local child protective service agencies. In certain circumstances, Rocketship may also contact local child protective service agencies, at the discretion of the Principal or designee.

CAMPUS ACCESS AND VISITORS

Rocketship strives to create campuses that are welcoming to families, volunteers, and community members while maintaining a safe and secure environment for students and staff. "Campus" in this policy is defined as the entire indoor and outdoor premises, including the school building(s), sidewalks, parking lots, driveways, playgrounds, and courtyards.

Rocketship prohibits the following items in school buildings, on school grounds or buses, or at off campus school-related or school sponsored activities, except for use by law enforcement and authorized personnel. This is not an all-inclusive list and Rocketship reserves the right to prohibit any items staff deems unsafe or otherwise inappropriate.

- Weapons, including but not limited to:
    - Firearms
    - Imitation firearms
    - Knives
    - Razor blades
    - Taser/Stun guns
    - Mace or Bear Spray
- Tobacco/Alcohol
- Illegal Drugs
- Fireworks or explosives
- Other items that may be determined dangerous by school staff

Campus Access Points and Visitor Registration Procedures

Whenever students are in the building, the front office, and controlled access points to each Rocketship campus will be supervised by a Rocketship staff member. All doors leading into school buildings should remain closed and locked at all times and only opened by authorized staff members.

All visitors must use the main entrance to enter and exit the school building, except in cases of fire or emergency. Every visitor must adhere to the following visitor registration process.

Before being granted access to the school building, all visitors must report to the security desk and will be required to undergo an ID check, a registered sex offender check, and adhere to any other security measures (i.e., sign-in/sign-out sheets) that the school has implemented. The school will inform visitors of any specific follow-up that may be required for visitors who are not able to provide proper identification or who are flagged with a sex offender offense.

Visitation – General Guidelines

- All visitors (including Rocketship regional and national staff members) must be registered and checked in via VisitU with their current government issued ID with the security guard immediately upon entering any school building or grounds at any time that students are in the building. Schools will be required to provide a sign-in sheet for any event held on campus.
- If visitors are flagged with a sex offender offense, they will be denied entry and referred to school administrators. This will not prohibit an individual from picking up a student if that individual is listed as an allowed pick-up person.
- The Principal, or designee, may refuse to register a visitor if he or she has a reasonable basis for concluding that the visitor is in possession of a firearm; or the visitor's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substance.
- Visitors in disguise or costume will not be allowed entrance onto campus without prior agreement with the school administration.
- After registering with the front office, visitors who are not Rocketship employees will be issued a VisitU badge that they must display at all times while on campus. Network Support staff must display their badge on their persons at all times while at a school site. If a Network Support staff member forgets their badge, they will need to register with VisitU and obtain a Visitor's Pass from the front office.
- All visitors must also sign out when leaving the campus.
- The Principal or designee may withdraw consent for an individual to be on campus, even if the visitor has a right to be on campus, whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.
- The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if they reenter

the school without following the posted requirements, law enforcement may be notified and they may be guilty of a misdemeanor.

Arranging for a Campus Visit
All visits during school hours should be arranged with the teacher and Principal or designee in advance.

Rocketship welcomes family partners in our schools. Parents/guardians are welcome to participate in school sponsored activities by invitation. In addition, parents/guardians may meet with their student's teacher/other school staff and attend meetings related to their student(s) by appointment during non-instructional time. Rocketship reserves the right to limit classroom visits by parents/guardians to maintain the integrity of the instructional environment and support the developmental needs of all students.

Parent/Guardian requests for classroom observations should be arranged in advance and are approved at the Principal or designee's discretion. Observations for the purpose of special education or related services will be arranged in accordance with the policies in the Student Support and Special Education section of this handbook.

Visitor Conduct
All visitors, regardless of their reason for being on campus, are expected to act in accordance with all Rocketship rules, policies, standards of conduct, and norms while on the school premises. During school visits, Rocketship expects all parents/guardians and other visitors to exclusively engage in activities directly related to the purpose of their visit. If a visitor is disruptive or displays threatening or inappropriate behavior towards any person when on the Rocketship campus, the school Principal or designee, at their discretion may:

- Request the visitor leave campus,
- Withdraw consent for the visitor to be on campus, and/or
- Call the local police department.

Examples of disruptive, threatening or inappropriate behavior can include, but are not limited to:

- Disturbing the school environment or operations in all spaces on the school campus.
- Compromising or threatening to compromise the health, safety, security, or welfare of students and/or staff.
- Using intimidation, profanity, or expressing threats towards staff, students or other members of the school community.
- Carrying a weapon on campus, even if licensed or authorized to carry.
- Inappropriately engaging with a student who is not their own child.
- Recording (i.e., video, audio, AI enabled notetaking of any sort) or photographing students, staff and school community members without their prior knowledge or consent.

- Refusing to comply with school policies.
- Failure to model and support Rocketship values and community norms

This policy also applies to conduct during virtual programming (i.e., virtual instruction, events, etc.). Individuals who appear at a virtual event with a Rocketship student and whose conduct violates this policy will receive consequences in accordance with Rocketship policies.

Loitering

Visitors, including parents/guardians and children who are not students at the school, are not permitted to loiter on school grounds, including in the parking lot and outside school buildings. This applies to children of staff members who attend a different school. The parking lot is only to be used for dropping off and picking up students, and for participating in official school business.

All visitors, including parents/guardians and students are expected to leave the campus once they've finished their business.

Refusal to Leave Campus

Anyone who refuses to leave after being asked by the Principal or designee, or who enters the school campus (including the school building(s), sidewalks, parking lots, driveways, playgrounds, and courtyards) without proper authorization in accordance with the Visitor Registration Procedures, may become subject to the local criminal laws regarding trespass and unlawful entry.

Continued refusal to comply may lead to Rocketship withdrawing consent for the individual to be on campus. The Principal or designee may seek the assistance of the police in enforcing a request to leave any Rocketship campus or in pursuing any additional legal action.

Withdrawing Consent for Individuals to be on Campus

Rocketship recognizes that situations could arise where it may become necessary to deny an individual access to a Rocketship campus. In such circumstances, the school Principal, or their supervisor(s) may issue a Withdrawal Notice. Withdrawal Notices will comply with any relevant state law requirements, but at a minimum will include:

- The name of the restricted individual.
- The school campus(es) from which the individual is restricted.
- The reasons for which the individual is being restricted.
- The date on which the restriction is removed.
- The name of the school Principal/designee issuing the notice/letter.

Throughout the entirety of a Withdrawal period it is the responsibility of the restricted individual to follow the terms of the issued Withdrawal Notice. Rocketship reserves the right to seek legal enforcement of a Withdrawal Notice.

It is the responsibility of the Principal, Business Operations Manager, Office Manager, and school security to:

- Enforce photo identification verification 100% of the time to ensure no restricted individuals enter the building.
- Document and maintain procedures for pick-up, drop-off and any documentation related to the Barring Notice at the front desk.
- Contact the local police department in the event that an individual becomes confrontational or refuses to comply with school policies and protocols.

ELECTRONIC SURVEILLANCE

Electronic surveillance may be used at Rocketship campuses where deemed necessary by Rocketship administration. The use of electronic surveillance at our schools is solely for the purposes of controlling theft, ensuring the safety of Rocketship students and staff, and facilitating the identification of individuals who behave in a disruptive manner or commit a crime. Rocketship will abide by applicable laws regarding electronic recording. Electronic surveillance records are the property of Rocketship, and are not considered a student record. Rocketship's electronic surveillance records will not be provided to parents, guardians, or any other third-parties with the exception of law enforcement during an active emergency or critical situation, or in response to a valid subpoena or warrant.

Rocketship requests that other than during designated school events (such as school plays, graduation, and other events open to the Rocketship community) parents and other visitors to campus refrain from taking photographs and or making audio/video recording of students and staff without first obtaining written consent from the parent of the student. In the event that a parent or campus visitor does capture an image of a student, Rocketship requests that the individual refrain from posting any such image to a personal social media account. Such photography and audio recording are intrusive and may be in violation of state privacy laws.

FAMILY CUSTODY

Rocketship will make best efforts to ensure compliance, on the part of school staff with legal custody arrangements.

For the purposes of this policy, Rocketship will adhere to the following definitions:

> ***Court Order***. An order issued by a court following a judicial proceeding to determine the custody rights of the parties or entered as part of a judicial proceeding related to the enforcement or

adjudication of custody rights of the parties. A court order will typically state the legal and/or physical custodial rights that the court has granted to each parent.

Joint physical custody. Means that each of the parents shall have significant periods of physical custody. Joint physical custody shall be shared by the parents in such a way so as to assure a child of frequent and continuing contact with both parents.

Sole physical custody. Means that a child shall reside with and be under the supervision of one parent, subject to the power of the court to order visitation.

Joint legal custody. Means that both parents shall share the right and the responsibility to make the decisions relating to the health, education, and welfare of a child.

Sole legal custody. Means that one parent shall have the right and the responsibility to make the decisions relating to the health, education, and welfare of a child.

Noncustodial parent. Is a parent who does not have physical custody (joint nor sole) of the child, pursuant to a court order.

Educational rights holder. Means any one of the following:

- Natural (i.e. biological) Parent
- Legal Guardian
- Foster Parent
- Other court-appointed adult
- Any adult to whom educational rights are assigned via a signed, dated, and notarized assignment by an educational rights-holder (not court-appointed)

Custody Records

Rocketship seeks to maintain accurate and updated custody records for all students. ***It is the responsibility of the parent/guardian of a student to provide the Rocketship Office Manager with accurate and current court order and/or legally binding agreements involving the custody rights of their children.*** Updated Court Orders must be provided to the Office Manager as soon as possible. All documentation provided to the school will be kept confidential and will only be accessed by members of the staff when necessary.

In the absence of a valid, signed and dated court order indicating otherwise, Rocketship will assume that separated or divorced natural (i.e. biological) parents of a child have joint legal and physical custody of their child.

Step-parents, foster parents, guardians, court appointed caregivers, and non-court appointed advocates or caregivers who are not a natural parent must provide proof of legal guardianship, court order, or legally

enforceable evidence of their rights before they can be permitted to make educationally-based decisions for a student.

Student Release

Any parent or guardian who has Physical Custody of a child or retains specific custody rights granted via a Court Order that extends to after-school hours, may pick the student up from school as well as authorize Rocketship to release the student to any other person; provided that, such arrangements are consistent with the terms of Rocketship policy and the Court Order.

Should the terms of a Court Order change during the course of the school year, it is the responsibility of the parents/guardians to provide the Office Manager with a copy of the most recent Court Order as soon as possible.

At any time, either parent/guardian that has Physical Custody has the ability to add individuals to the Authorization to Pick Up section of the Emergency Contact Card.

Rocketship will not deny a parent any of any of their parental rights without being provided a valid court order. If one parent does not wish to allow the other parent/guardian the right to remove the child from school or visit the child in school, Rocketship must be provided with a valid Court Order limiting the other parent's rights.

Rights of Non-Custodial Parents

Inspection of Records

All parents, regardless of custodial rights, have the right to inspect, though not make changes to, copies of their child's educational records, unless a Court Order specifically limits the parent's rights in this regard. Any inspection of records must be in accordance with Rocketship's FERPA Student Records policies as set forth in the Notification of Rights and Assurances.

School Visitation

Parents without Physical Custody **may not** remove their children from class or visit them in school without the consent of the parent with the custodial rights or a Court Order. Rocketship does not facilitate court ordered visitation at school.

Rocketship's Neutrality in Custody Disputes

It is the policy of Rocketship schools to remain impartial during custody disputes between family members of a Rocketship student. For this reason, Rocketship teachers, administrators, and school staff should refrain from taking any action which may be considered adverse to one parent or family member. These actions include, but are not limited to, writing letters of support for any adversarial proceeding, testifying in a custodial proceeding and serving any person with court documents.

Furthermore, Rocketship shall take steps to abide by court orders and/or legally binding agreements that are presented by parents/guardians. Rocketship shall not be responsible for, nor participate in, the monitoring or enforcement of any parental obligations or duties under a court order (i.e., sending a message to remind a parent of their designated pick-up days).

STUDENT RECORDS

Viewing Student Records

To view student records, parents/guardians must submit a written request to the school Principal/designee. The school will then schedule an appointment to provide the parent/guardian access to the records. Copies may be provided upon request.

Releasing Student Records to Third-Parties

Third-parties are prohibited from accessing confidential student records absent current written consent from the student's parent/guardian, an applicable FERPA exception, or a valid court order. Signed consent from the student's parent/guardian must be dated within one year of the request to release student records.

For more information about federal and state laws regarding student privacy please see the Notification of Rights under FERPA (Access to Student Records) which is included in the Policies, Notifications of Rights, and Assurances section of this handbook.

VOLUNTEERS AND CHAPERONES

Rocketship welcomes family and community partners in our schools. We are always grateful for volunteers and chaperones who can spend time assisting and chaperoning school-sponsored activities. In order to maintain a safe environment for all students, staff and our community, and comply with local laws, Rocketship conducts background checks on volunteers and chaperons as described below.

Volunteers and/or chaperones are expected to follow the directions of Rocketship staff while volunteering. Volunteers and chaperones are expected to follow all Rocketship policies and to conduct themselves as role models for our Rocketeers (including but not limited to using appropriate language, dressing appropriately for a student audience, respecting student privacy rights). Volunteers and/or chaperones who are either disruptive or violate Rocketship policies and expectations will be excluded from volunteering or chaperoning in the future.

Volunteers and chaperones must also sign the Volunteer Code of Conduct.

Mandatory Criminal Background Checks

All prospective volunteers and/or chaperones who may interact with students in an unsupervised capacity

and/or who will serve on a regular and ongoing basis for more than ten hours per week must undergo a criminal background check. This includes individuals who plan to volunteer in classrooms on a regular basis and individuals who wish to chaperone a field trip. In accordance with T.C.A. § 49-5-413(a), the background check will include fingerprinting and a national criminal record check. Background checks may be obtained through the Tennessee Bureau of Investigation. Prospective volunteers who will have direct contact with children will not be allowed to begin volunteering in an unsupervised setting until the results of the criminal background check have been received by Rocketship and deemed to be satisfactory in accordance with this policy.

Individuals who will have only supervised contact with students are not required to undergo a full background check. For the purposes of this policy, "supervised" means under the direct supervision, at all times, of a Rocketship staff member.

Disqualification of Prospective and Current Volunteers and/or Chaperones

Rocketship will review the results of completed background checks and make a decision as to whether to qualify an individual to serve as a volunteer or chaperone.

Among other reasons, individuals will be disqualified from volunteering or chaperoning if they have been convicted of a violent or serious felony as defined in state law or have been required to register as a sex offender under state or federal law. Rocketship reserves the right to disqualify current and/or prospective volunteers and/or chaperone in its reasonable discretion.

In accordance with (T.C.A. § 49-5-413(d)(3)(B)), Rocketship will not allow an individual to serve as a volunteer in an unsupervised capacity if the individual's record reveals that the individual has been convicted of any of the following offenses:

- sexual offense as defined in T.C.A. § 40-39-202
- assaultive offenses, criminal homicide, kidnapping and false imprisonment, robbery, sexual offenses, invasion of privacy, terrorism, or any other offenses as defined in title 39, chapter 13
- arson or aggravated arson as defined in T.C.A. § 39-14-301 and 302
- burglary or aggravated burglary as defined in T.C.A. § 39-14-401-404
- child abuse, neglect, endangerment as defined in T.C.A. § 39-15-401 and 402
- manufacture, sale, or possession of a controlled substance as defined in T.C.A. § 39-17-417
- providing handguns to juveniles under T.C.A. § 39-17-1320
- any criminal weapons charge as set forth in T.C.A. title 39, chapter 17, part 13
- Individuals whose names have been placed on the state's vulnerable persons registry or the state's sex offender registry are not permitted to serve as unsupervised volunteers under T.C.A. §49-5-413(e)(7)
- If a volunteer is convicted of any of the above offenses after the criminal history record check is conducted, the individual must notify Rocketship within seven days of the conviction. (T.C.A. § 49-5-413(d)(3)

If a volunteer or chaperone is convicted of a disqualifying offense after the criminal history record check is conducted, the individual must notify Rocketship within seven days of the conviction.

Minor Volunteer Requirements
Minor Volunteers CAN ONLY serve in supervised roles that do not allow them to be alone with or supervise Rocketship students. Minor Volunteers cannot chaperone or attend field trips. The Principal at the school where the Minor Volunteer wishes to volunteer has total discretion to accept or reject a prospective Minor Volunteer. Minor Volunteers will need to complete the following requirements:

- A Volunteer Application signed by the Minor Volunteer and the Minor Volunteer's parent/guardian.
- A behavior contract (available from the Office Manager) signed by the Minor Volunteer, the Minor Volunteer's parent/guardian, and the school leader at the school where the Minor Volunteer will be volunteering.

FIELD TRIPS

Field trips are off-campus excursions designed by Rocketship staff to supplement the curriculum and to provide enrichment experiences for students. We value these enrichment opportunities and strive to ensure that these experiences are safe, organized, and efficient from beginning to end.

Permission Slips
A student must submit a field trip permission slip signed by their parent or guardian to participate in a field trip.

The Principal, Assistant Principal, or designee overseeing the field trip will review field trip permission slips in advance to confirm that they follow the appropriate official template and are signed by the child's parent/guardian. Verbal permission for field trip participation is not permitted.

Only Rocketship students who have submitted a valid field trip permission slip will be allowed to attend the field trip. Teachers must bring along all permission slips during the trip and keep the permission slips on file after the conclusion of the field trip.

Rocketship will provide alternative educational activities to those students who choose not to attend a specific field trip or excursion. Parents/guardians will have advance notice of any upcoming field trip or excursion and have the option to withdraw their permission for their child to attend that field trip or excursion.

Chaperones
Chaperones must be approved in advance per the Rocketship's Volunteer and Chaperone Policy. Chaperones may not bring along other children (i.e., siblings of students attending the field trip) without

advance permission from the Principal. Chaperones may not bring other family members, friends, or pets on field trips.

Transportation
All Rocketship staff members (teachers and/or School Leaders) and parent chaperones are expected to be present with students on all transportation provided for a field trip unless they receive prior written approval from the school Principal to make an alternative transportation arrangement. If transportation is required for a field trip, Rocketship will provide this transportation. Should staff members and/or parents drive a vehicle in conjunction with a field trip, they will do so in accordance with Rocketship's Staff and Parent Driver Policy.

Dismissal from Field Trips
After a field trip, students will be returned to the school site and will be dismissed according to regular dismissal procedures. All chaperones and students are expected to return to school and participate in dismissal. In exceptional cases, students may be dismissed from a field trip location with a parent/guardian chaperone, but this is subject to the discretion of the Principal or Assistant Principal supervising the field trip. If a student needs to be picked up early from a field trip due to illness or another exceptional circumstance, they may be dismissed from the field trip site provided that the staff supervisors get in contact with the students' parent/guardian and the parent/guardian picks the student up or designates an authorized individual over the age of 18 to do so. Any authorized individual must provide proper identification prior to leaving with the student. The staff members supervising the field trip should contact the school's Office Manager to ensure that the child is appropriately signed out for the day.

Student Behavior
Students are under the jurisdiction of Rocketship at all times during the field trip or excursion and all Rocketship expectations and policies continue to be enforced during field trips and excursions.

Students may be excluded from a field trip as a disciplinary measure in accordance with Rocketship's Student Discipline Policy.

Medication on Field Trips
The Principal, Assistant Principal or designee will also review the roster for the field trip with appropriate school personnel to identify any students attending the trip who regularly take medication or require access to medication while on the field trip. The Principal, Assistant Principal or designee will ensure that a staff member attending the field trip brings along the student medication and is properly trained on how to assist in administering the medication and record the administration of that medication in accordance with Rocketship's Medication Administration policy.

SCHOOL MEALS

Rocketship participates in the Community Eligibility Provision (CEP) Program which extends eligibility to all students attending Rocketship schools. Our participation in this program depends upon our

certification of the low-income percentage of families. CEP program allows all our students to eat free breakfast and lunch daily.

Breakfast
Our school participates in universal breakfast, meaning that every student present at school will receive a meal. Studies have shown that students who eat breakfast have more energy, do better in school, and eat healthier throughout the day. Students are *not* required to eat the breakfast provided by the school.

Food Allergies
If your child has a known food allergy or dietary restriction, parents/guardians should let school staff know. In some cases, it may be possible to accommodate a child's dietary needs in Rocketship lunch orders, but a doctor's note will be required. Parents/guardians should work with the school's Business Operations Manager to make arrangements.

Food Brought From Home and Outside Food
Rocketship partners with our local food vendor to provide our Rocketeers with healthy meals every day. Students are allowed to bring their own food from home for lunch or snack, but junk food is not allowed on campus. Rocketship does not have facilities to heat or cool food brought from home, so please plan accordingly. Additionally, Rocketship cannot receive and disseminate food delivered to students on campus by third-party delivery services.

Foods that are NOT ALLOWED (and may be confiscated):

- Chips (unless included in a complete lunch, i.e., along with a sandwich, fruits, vegetables, etc.)
- Cookies
- Gum
- Candy
- Fast Food
- Soda

Foods that are encouraged:

- Salads
- Carrots and celery sticks
- Apple slices
- Fresh fruits and vegetables
- Whole Grains
- Healthy snack packs

Birthday Parties/Celebrations

Rocketship is committed to ensuring the safety of all of our students, staff, and families. As such, we are typically unable to allow homemade food on campus for birthday parties or other family requested on-campus celebrations. Parents/Guardians may contact their school Principal for approval to host any celebration during the school day.

ACADEMICS

CURRICULUM

Students will be exposed to a well-rounded curriculum that includes reading, writing, English language development, mathematics, science and technology, and social studies. Students will also take physical education and enrichment courses in areas such as art, music, theater, or gardening.

The Rocketship curriculum follows all required state performance standards for what students should know and be able to do at each grade level. This includes the Common Core State Standards for English/Language Arts, English Language Development, and Mathematics.

Teachers will use regular assessments to measure how well students are progressing toward mastery. Rocketship will administer required state testing to the applicable grades.

We use knowledge about student skills to shape whole class instruction, small group work, and small group tutoring. Using individual student data, instruction can be targeted to better meet individual student needs.

Teachers will give students and parents ongoing feedback about student performance. Teachers will often send work home for parents/guardians to sign, and teachers will contact parents/guardians if they see a significant slip in academic performance or a special skill that needs extra practice at school and home. Parents/guardians will also regularly receive progress reports and report cards. You should feel free to contact any of your child's teachers regarding their progress at any time.

In accordance with state law, parents/guardians of a student shall be entitled to review all instructional materials, teaching materials (including handouts), textbooks, and teaching aids used in the classroom of their child. Parents/Guardians may request to review instructional materials by submitting a written request to the Rocketship Tennessee Executive Director.

HOMEWORK

Parents and students may expect homework most weekday evenings. Homework can be an important way for students to practice skills that are part of the curriculum, and also builds the habit of responsibility.

Research has shown that students who consistently do their homework are more likely to be successful when they go to college. In order to set our students up for success, when assigned, homework will be checked for completion.

Actual time required to complete assignments will vary for each student. If your child is spending an unreasonable amount of time doing homework, you should contact your child's teachers. Our basic expectation for homework is as follows:

K-1st Grade: 30 minutes, Monday - Thursday
2nd-3rd Grade: 45 minutes, Monday - Thursday
4th-5th grade: 60 minutes, Monday – Thursday

RETENTION, PROMOTION, AND ACCELERATION

Rocketship's instructional model is organized so that each student's learning plan is individualized in order to account for individual differences and promote academic and social growth. Upon a student's enrollment at Rocketship, schools will typically not make decisions to allow a new Rocketship student to repeat or skip a grade. Schools are expected to enroll all students in the next consecutive grade level and then assess students objectively as needed. Rocketship believes that retention should only be used in rare and exceptional circumstances.

TEACHER QUALIFICATION INFORMATION

As Rocketship receives Title I federal funds through the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA"), all parents/guardians of students attending Rocketship may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals, including at a minimum:

- Whether the student's teacher:
    - Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
    - Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
    - Is teaching in the field of discipline of the certification of the teacher; and

- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Upon request, Rocketship will provide the information to the parents/guardians in a timely manner. Parents/guardians may contact the Executive Director to obtain this information.

STUDENT SUPPORT AND SPECIAL EDUCATION

SPECIAL EDUCATION AND CHILD FIND ACTIVITIES

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. Rocketship provides a free, appropriate public education to students with disabilities according to state and federal mandates. Rocketship provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEA"), Education Code requirements, and applicable policies and procedures. Services are available for special education students enrolled at Rocketship. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. Rocketship collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, Rocketship is responsible for identifying, locating, and evaluating children enrolled at Rocketship with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth.

Rocketship has systems in place that assist the school in determining whether a student may have a disability. These include a specific "Child Find" form that is completed by parents upon enrollment in a Rocketship school. This also includes a Student Study Team (SST), or pre-referral, process in which school teams analyze data to identify students who are struggling academically, socially, or behaviorally and develop interventions to support the student. Rocketship has additional evidence-based interventions that are made available to students who require it; these include both differentiated instruction in the classroom and supplemental interventions in the learning lab and classroom. School teams monitor the progress of every child who receives intervention services in order to be able to identify any student who is not responding to interventions. Students who don't respond adequately to pre-referral interventions are referred for a more intensive level of support, which may include a formal evaluation to determine if the student is eligible to receive special education services as a child with a disability.

Rocketship will not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact their classroom teacher, or a school leader at your school site.

STUDENT ACCOMMODATIONS AND SECTION 504

Rocketship recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected

to discrimination under any program of Rocketship. Any student who has been identified with a disability which substantially limits a major life activity, is eligible for accommodations by Rocketship. The parent/guardian of any student suspected of needing or qualifying for accommodations under Section 504 may ask the school Principal to make a referral for an evaluation.

ENGLISH LEARNERS

Rocketship is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. Rocketship will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Rocketship will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

STUDENT RECORD REQUESTS

Third-parties are prohibited from accessing confidential student records absent current written consent from the student's parent/guardian, an applicable FERPA exception, or a valid court order. Signed consent from the student's parent/guardian must be dated within one year of the request to release student records.

If an educational advocate, attorney, social worker, guardian ad litem, or observer/evaluator wishes to review and/or copy student special education records, the school Principal/designee must first contact a member of Rocketship Education's legal team for guidance on whether or not to release educational records or other student data. For more information regarding student record requests, see the Notifications of Rights and Assurances.

OUTSIDE PROVIDERS

Rocketship is responsible for providing all Rocketship students with disabilities a free and appropriate public education and are committed to providing all students a FAPE based upon their individual needs. Rocketship schools provide special education and related services through the use of qualified personnel either employed by or contracted by Rocketship.

At times families may choose to provide services outside of the school through a clinical model. At Rocketship we welcome collaboration with external providers in the forms of: observations, data

collection, team partnership and collaboration such as team meetings with internal (RSED) and external providers so that all providers can discuss student support.

Any visits to campus by an outside provider must be in compliance with Rocketship's visitor policy and subject to reasonable limits therein. Rocketship does not allow external providers to provide direct services to students on campus during the school day/at any time which includes before/after school hours. This ensures the safety and confidentiality of all students as well as the supervision of quality services provided in alignment to the student's operative IEP.

SCHOOL OBSERVATIONS

All visitors shall adhere to Rocketship Campus Access and Visitors Policy.

Parents/guardians, parent-appointed designees, and/or professional evaluators can conduct evaluations in school. Evaluators will be asked for a letter that indicates what assessment the evaluator is conducting and includes the parent/guardian's written consent to conduct the assessment of the student at school. Attorneys have no legal right to observe any class and will not be permitted to do so.

All observations/evaluations must be scheduled prior to the day of arrival at the school. Please make an appointment with the school Principal/designee and the ISE Team. All observers/evaluators must sign the Confidentiality Agreement and give it to the school Principal/designee and the ISE Team before the start of the observation/evaluation.

School staff may accompany an individual during a classroom observation/evaluation, at Rocketship Education's discretion. Observers/evaluators shall have no direct interaction with students, including the student who is the subject of the classroom observation/evaluation, and must refrain from engaging the attention of the teacher or other students. Not more than three individuals shall be allowed in a classroom during the observation/evaluation and shall be two hours or less. Any request for an extension beyond two hours must be made in advance and granted at Rocketship Education's discretion.

BEHAVIORAL EXPECTATIONS AND DISCIPLINE

ROCKETEER CODE OF CONDUCT

Safety, order, and student discipline are fundamental to learning at Rocketship. Rocketship expects all students to behave in a way that fosters a safe and welcoming environment for other students, Rocketship staff, and community members.

The Rocketship Code of Conduct includes the following non-negotiable expectations for our Rocketeers:

- Adherence to the Rocketship Commitment to Excellence.
- Adherence to the Rocketship Five **Core Values**.
- Adherence to the **Rocketship Creed.**

Rocketship United Academy

Five Core Values: Responsibility, Respect, Empathy, Persistence, and Gratitude.

Creed:

I am a Rocketship Rocketeer
At home, at school, and in my community
I am respectful of myself, my neighbors, and the environment
I am responsible for my learning, and actions
I show empathy and gratitude for the world
We celebrate our similarities and differences
Together we're all Rocketship Rocketeers!

Rocketship Nashville Northeast Elementary

Five Core Values: Responsibility, Respect, Empathy, Persistence, and Love

Creed:

I am a Rocketship Rocketeer
At home, at school, and in my community
I am respectful of myself, my neighbors, and the environment
I am responsible for my learning and actions
I show love to myself, my family, and the community
I have empathy for our world and I am persistent in attaining excellence
Together, we are all Rocketship Rocketeers!

Rocketship Dream Community Prep

Five Core Values: Responsibility, Respect, Empathy, Persistence, and Harmony

Creed:

I am a Rocketship Rocketeer at home, at school, and in my community
I am respectful of myself, my neighbors, and the environment
I am responsible for my learning and actions
I work in harmony with my peers and my community
I show empathy for the world, and
I am persistent in attaining success
Together we're all Rocketship Rocketeers!

COMMITMENT TO NON-DISCRIMINATION AND EQUAL OPPORTUNITY

Statement of Non-Discrimination

Rocketship is committed to equal opportunity for all individuals in education. Harassment, intimidation, bullying, and sexual harassment are all forms of discrimination and are disruptive behaviors that interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. Rocketship prohibits discrimination in all forms, inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means. The lack of English language skills will not be a barrier to admission or participation in the Rocketship's programs or activities.

Rocketship does not discriminate against any student or employee. Rocketship does not condone or tolerate harassment of any type, including bullying, discrimination, or intimidation, by any employee, independent contractor or other person with which the Rocketship does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender.

To the extent possible, Rocketship will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to respond to such behaviors in a timely manner. Rocketship school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so. Rocketship will promptly and thoroughly investigate any complaint of discrimination or harassment and take appropriate corrective action, if warranted.

Rocketship prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

This Non-Discrimination Statement can also be found on the school's website.

Prohibited Harassment and Retaliation

Harassment is a form of discrimination and Rocketship is committed to maintaining a learning environment that is free from harassment. Rocketship prohibits harassment based on an individual's membership in a protected class by a student, teacher, administrator or other school personnel, by any other person who is participating in, observing, or otherwise engaged in school activities, including sexual harassment and harassment consistent with Title IX, 20 U.S.C. § 1681 et seq. and state law. It prohibits harassment based upon race, color, creed, religion, national origin or ancestry, sex, age, personal appearance, familial status, family responsibilities, matriculation, political affiliation, genetic information, physical or mental disability, source of income, status as a complainant of an intrafamily offense, place of business or residence, credit information, gender, gender identity, gender expression, marital status, sexual orientation, pregnancy,

childbirth, reproductive health decisions, or related medical conditions, or any other basis protected by applicable law.

Prohibited Harassment includes, but is not limited to the following:

- Any unwelcome physical, verbal, nonverbal, or electronic conduct based on the aforementioned protected traits.
- Prohibited stalking involves a course of conduct directed at a specific person that would cause a reasonable person to fear for their safety or the safety of others or suffer substantial emotional distress.

Prohibited Sex-based Harassment is quid pro quo or hostile environment harassment that includes, but is not limited to, the following:

- Unwelcome sexual advances of a student by another student; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication (including electronic communication) of a sexual nature (including sexual assault) that adversely affects the student in the ways set forth above.
- Abusive or coercive behavior or dating violence against one student by another student where a dating partner uses threats of, or actually uses, physical, emotional, economic, technological, or sexual abuse to exert power or control over a current or former dating partner.
- Welcome AND unwelcome sexual advances towards a student by a school employee; requests for sexual favors of a student by a school employee; sexually motivated physical, verbal, or nonverbal conduct by a school employee directed at a student; or other conduct or communication (including electronic communication) of a sexual nature directed to a student by a school employee.

Quid pro quo harassment exists when a school employee, agent or other person authorized by Rocketship explicitly or impliedly conditions the provision of aid, benefit, or service to a student on the student's participation in unwelcome sexual conduct.

A hostile environment exists if the unwelcome sex-based conduct is subjectively and objectively offensive and so severe or pervasive that it denies or limits the complainant's ability to participate in or benefit from the school's program or activity (e.g., skipping class, dropping out of an activity, having trouble concentrating in class).

Retaliation includes any adverse action taken against an individual because they reported sexual harassment, dating violence, or discrimination; provided information or witnesses; or, assisted, participated, or refused to participate in an investigation or proceedings in relation to any of those acts. Rocketship prohibits retaliation against any individual who has made a complaint pursuant to this Policy in good faith, assisted in an investigation, or otherwise exercised rights protected by law. Rocketship also prohibits taking any adverse action against an individual based on an unsubstantiated allegation or rumor

of harassment. Any student who is subject to retaliation in violation of this Policy or who knows of another student who has been subject to retaliation is urged to report it as soon as possible to school staff or the Title IX Compliance and Civil Rights Officer.

Reporting Process

Reports of Discrimination or Harassment - General

Students, parents or staff should report a claim of discrimination or harassment and the alleged acts promptly to a teacher, counselor, or school administrator. Reports do not have to be made by the complainant. Reports can be made verbally or in writing and can be made in person, by telephone, by mail, by email or in writing, using the General Complaint Form available in every school's front office. A school employee who receives a report of discrimination that may be considered harassment, sex-based harassment, dating violence, stalking, or retaliation under Title IX, who has knowledge of, or who should reasonably know about, the aforementioned violations, should promptly notify Rocketship's Title IX Compliance and Civil Rights Officer for next steps.

Reports of a Title IX Violation

Reports of alleged acts that may be considered discrimination, sex-based harassment, dating violence, stalking, or retaliation subject to review under Title IX should be made to the Title IX Compliance and Civil Rights Officer:

Renita Thukral
Title IX Compliance and Civil Rights Officer
2001 Gateway Place, Ste. 230E
San Jose, CA 95110
rthukral@rsed.org

The Title IX Compliance and Civil Rights Officer is the Rocketship staff member designated by Rocketship to coordinate its responsibilities under Title IX. Upon receipt of a complaint, Rocketship will provide information to the complainant about the investigation process, about their rights under Title IX and other relevant laws.

Confidentiality

To the greatest extent possible, Rocketship shall respect the privacy of individuals who report potential violations of this Policy, individual(s) against whom a report is filed, and witnesses. Rocketship will notify individuals/agencies of incidents of discrimination only to the extent allowed by law. Any notifications to other parties will be made only to ensure that services are provided to the complainant(s) and respondent(s) and to protect the complainant(s) from further or sustained victimization. The Title IX Compliance and Civil Rights Officer/designee conducting the investigation will be responsible for making determinations about confidentiality. Rocketship will maintain as confidential any supportive measures

provided to the complainant(s) or respondent(s), to the extent that maintaining such confidentiality would not impair the ability of Rocketship to provide the supportive measures.

Process for Investigating Complaints of Discrimination and Harassment

General Complaints of Discrimination and Harassment

Complaints of discrimination or harassment that do not involve allegations of Title IX violations should be made under the General Complaint Procedures described under the Notification of Rights and Assurances section of this Handbook.

Complaints under Title IX

Complaints governed by Title IX of the Education Amendments of 1972 are reported to the Title IX Compliance and Civil Rights Officer, and an investigation of those complaints is conducted promptly and impartially pursuant to related Title IX Complaint Procedures outlined under the Notification of Rights and Assurances section of this Handbook. The Title IX Policy and Grievance Procedures also may be found on Rocketship's website.

BULLYING PREVENTION

Bullying can have a harmful social, physical, psychological, and academic impact on victims, bystanders, and bullies. Bullying at Rocketship is strictly prohibited and will not be tolerated.

"Bullying," means any severe, pervasive, or persistent act or conduct, whether physical, electronic, or verbal that:

- May be based on a person's actual or perceived race, color, ethnicity, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, intellectual ability, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, place of residence or business, or any other distinguishing characteristic, or on a youth's association with a person, or group with any person, with one or more of the actual or perceived foregoing characteristics; and

- Shall be reasonably predicted to:

    - Place a student in reasonable fear of physical harm to his or her person or property.
    - Cause a substantial detrimental effect on the student's physical or mental health.
    - Substantially interfere with the student's academic performance or attendance; or
    - Substantially interfere with the student's ability to participate in or benefit from school activities or services; or
    - Materially and disrupts the education process or the orderly operation of a school.

Bullying also occurs when a student or group of students organizes a campaign against another student or when a student or group of students maliciously spread rumors about another student.

Alleged incidents of bullying will be promptly investigated by designated Rocketship staff members. Rocketship's policy and procedures for addressing bullying complaints through either the general complaint procedures or the Title IX procedures (as appropriate) which are included in the Policies, Notifications of Rights, and Assurances section of this handbook.

STUDENT DISCIPLINE - GENERAL OVERVIEW

Rocketship promotes positive behavior at school and aims to create learning environments that are more consistent, predictable, positive, and safe. We clearly define behavioral expectations and consequences, create systems for recognizing and reinforcing positive behaviors, and provide our students with social-emotional learning.

Rocketship classrooms also use a variety of management systems to address behavioral issues. These may include color-coded card chart systems and other tiered consequences.

If students do not respond to our positive behavior supports or classroom management systems, Rocketship may take alternative in-school disciplinary action.

STUDENT DISCIPLINE - IN-SCHOOL DISCIPLINARY ACTIONS

Rocketship relies on proactive, preventive support to promote positive behavior at school. Rocketship has implemented a Positive Behavior Interventions and Supports (PBIS) framework in all schools. The fundamental purpose of PBIS is to create learning environments that are more consistent, predictable, positive, and safe. Key PBIS practices include clearly defined behavioral expectations and consequences, systems for recognizing and reinforcing positive behaviors, data-based decision-making, multi-tiered systems of support, and the implementation of core social-emotional learning curricula.

Rocketship classrooms also use a variety of management systems to address behavioral issues. These may include color-coded card chart systems and other tiered consequences.

In the event that Rocketship's PBIS infrastructure and classroom management systems are insufficient to prevent disciplinary infraction, or a disciplinary infraction is serious enough to immediately warrant additional discipline, Rocketship may take alternative in-school disciplinary action. These actions depend on the circumstances of the offense and may include, but are not limited to, the following:

- Sending the student to the Principal's office.
- Time Out or temporary placement in another classroom.
- Calling or writing/emailing the student's parent/guardian.

- Arranging a conference with the student, parent, teacher and/or administrator.
- Implementing a temporary individualized behavior plan for the student.
- Implementing counseling sessions with a designated staff member.
- Peer mediation.
- Requiring that the student complete a reflective essay or assignment.
- Community Restoration, including requiring that the student take actions to counteract/ameliorate a problem (i.e., fixing something the student broke).
- Referring the student to a Student Support Team.
- Restricting the student's participation in after-school/extra-curricular activities or field trips.
- Holding the student for detention or additional instructional time during lunch or before/after school.
- Confiscating inappropriate items related to the disciplinary infraction.

Corporal punishment shall not be used as a disciplinary measure against any student. "Corporal punishment" includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, "corporal punishment" does not include an employee's use of force, restraint and/or seclusion that is used only when a student's behavior presents a clear, present, and imminent risk to the physical safety of the student or others.

As described above, severe infractions that threaten the safety or health of students, staff or others, may be cause for suspension or expulsion.

STUDENT DISCIPLINE - SUSPENSIONS, AND EXPULSIONS

Overview - Suspensions and Expulsions

We believe that our students are best served when they are present at school every day. However, we recognize that situations may occur when a student commits a behavioral offense that is so severe that the student may become subject to discipline, suspension, or expulsion.

A student may be disciplined, suspended or expelled for prohibited misconduct if the offending act is on school grounds at any school-sponsored activity or supervised activity and off school grounds, and outside of school hours *if* in the school's sole discretion, such conduct creates a substantial disruption to the school environment and/or interferes with another student's ability to participate in the school program and/or benefit from the school's program while on school property and/or at any school-sponsored or supervised activity. This may include misconduct occurring outside of school hours such as activity on digital media, applications, online platforms, through telephone, cellular phone or text messages and other communication devices and methods.

Out of School Suspensions and Expulsion

When disciplinary infractions occur on campus, our Principals are expected to respond in accordance with our Student Discipline Policy, which encourages positive behavioral interventions and supports and outlines available in-school disciplinary actions. The decision to pursue a suspension is, in most circumstances, largely at the discretion of the school leadership team in accordance with state law and should only be considered in cases of egregious behavioral infractions – and, even then, should be viewed as a last resort—as we believe that our students are best served when they are present at school every day. Recommendations for expulsion should not be pursued except in the most extreme cases, as our policy is to do whatever it takes to serve every student who enrolls in a Rocketship school.

If a situation does arise where a Principal feels that the student should be suspended or recommended for expulsion, this policy applies and will guide the process.

Grounds for Suspension and Expulsion

In Tennessee, students may, at the discretion of the Principal in consultation with their manager, be given an out of school suspension for any of the following reasons:

- Willful and persistent violation of the rules of the school;
- Immoral or disreputable conduct or vulgar or profane language;
- Violence or threatened violence against the person of any personnel attending or assigned to any public school;
- Willful or malicious damage to real or personal property of the school, or the property of any person attending or assigned to the school;
- Inciting, advising or counseling of others to engage in any of the acts enumerated above;
- Marking, defacing or destroying school property;
- Possession of a pistol, gun or firearm on school property;
- Possession of a knife and other weapons, as defined in T.C.A. § 39-17-1301 on school property;
- Assaulting a principal, teacher, school bus driver or other school personnel with vulgar, obscene or threatening language;
- Unlawful use or possession of barbital or legend drugs, as defined in T.C.A. § 53-10-101;
- One or more students initiating a physical attack on an individual student on school property or at a school activity, including travel to and from school or a school activity;
- Making a threat, including a false report, to use a bomb, dynamite, any other deadly explosive or destructive device, including chemical weapons, on school property or at a school sponsored event;
- Any other conduct prejudicial to good order or discipline in any public school; and
- Off-campus criminal behavior that results in the student being legally charged with a felony and the student's continued presence in school poses a danger to persons or property or disrupts the educational process.

Please note that if it is determined that a student has engaged in any of the following behaviors, the school Principal has the discretion to decide in their judgment to suspend and/or recommend for expulsion after considering all surrounding circumstances.

Under Tennessee law, certain offenses are considered "zero tolerance" and will result in **mandatory expulsion**:

- Bringing to school or to be in unauthorized possession on school property of a firearm, as defined in 18 U.S.C. § 921.
- Commission of aggravated assault as defined in T.C.A § 39-13-102 or commits assault that results in bodily injury defined in T.C.A. §39-13-101(a)(1) upon any teacher, principal, administrator, any other Rocketship employee.
- Unlawfully possessing any drug including any controlled substance, as defined in T.C.C § 39-17-403 through § 39-17-415, controlled substance analogue, as defined by T.C.A. § 39-17-454, or legend drug, as defined by T.C.A. § 53-10-101.
- Threatening mass violence on school property or at a school-related activity, pursuant to T.C.A. § 39-16-517.

A student who is found to have committed any of the above zero tolerance offenses shall be expelled for a period of not less than one (1) calendar year, unless modified on a case-by-case basis by the Executive Director.

Suspension Procedures

A suspension is a temporary dismissal of a student from the regular school program and school-sponsored events for the allotted time assigned by a school administrator. Students are expected to complete all work assigned while they serve their suspension.

Suspensions at Rocketship will adhere to the following procedures:

Conference

When feasible, suspension will be preceded by a conference conducted by the Principal or designee with the student and their parent.

Notice to Parents/Guardians

Whenever possible a student will not be suspended until that student and parent have been notified of the nature of the student's misconduct, the student has been questioned about it and allowed to give an explanation.

At the time of suspension, the Principal or designee shall make a reasonable effort to contact the student's parent/guardian by telephone or in person. The parent/guardian shall also be notified in writing of the suspension, the reason for the suspension, the length of the suspension, the student's right to return to school at the end of the suspension, and the date of return following suspension. The Principal or designee

shall also provide the parent/guardian with a copy of the suspension notice. A copy of this notice will also be filed in the student's cumulative folder in the school.

A student's return to school from an issued suspension will not be contingent upon a parent/guardian's ability to attend a conference or meeting with school staff.

Suspension Time Limits

Suspension of a student should not be for more than 10 days. If, at the time of the suspension, the Principal determines that an offense has been committed that would justify a suspension for more than 10 days or an expulsion, the Principal or designee may suspend a student unconditionally for a specified period of time or upon such terms and conditions as are deemed reasonable, or recommend expulsion of the student.

Rights During Suspension

The suspended student shall not be denied the opportunity to take any quarterly, semester or grading period examinations or to complete coursework missed during the suspension period.

Suspension Appeals

The parent/guardian of a student shall have the right to appeal any out-of-school suspension decision to the direct supervisor of the school Principal. The request to appeal must be made in writing and shall be submitted to the supervisor within one business day of the parent being made aware of the decision to suspend the student. The appeal shall be considered by the Supervisor in a timely manner. Any decision made on appeal shall be final.

Expulsion Procedures

An expulsion is the permanent dismissal of a student from the Rocketship program. If an expulsion is approved, the parent/guardian has the responsibility to place the student in another school. The full authority of the Rocketship Board of Directors ("Board") to hear and conduct appeals shall be granted to the Academic Affairs Committee, a committee of the Board (the "Committee"). The Committee shall consist of three directors of the Board. The Academic Affairs Committee may expel any student found to have committed an expellable offense. Instead of conducting the hearing itself, the Academic Affairs Committee may appoint an impartial administrative panel of three or more persons, none of whom is a member of the Board or employed on the staff of the school in which the student is enrolled.

Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 20 school days after the Principal or designee determines that the student has committed an expellable offense, unless the student requests, in writing, that the hearing be postponed.

In the event an administrative panel hears the case, it will, within 10 days of the hearing, make a recommendation to the Academic Affairs Committee for a final decision whether or not to expel. The hearing shall be held in closed session unless the student makes a written request for a public hearing three days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

- The date and place of the expulsion hearing;
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based, along with a summary of the evidence against the student;
- A copy of Rocketship's disciplinary rules which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Written Notice to Expel

The Principal or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

- notice of the specific offense committed by the student and
- notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Rocketship.

Right to Appeal

The student/family shall have the right to appeal the decision to expel the student from Rocketship directly to the Academic Affairs Committee. If the Academic Affairs Committee made the final decision on the expulsion, the appeal shall go directly to the Executive Committee of the Board. The request to appeal must be made in writing and shall be submitted to the Academic Affairs Committee or Executive Committee within five business days of being made aware of the decision to expel the student. The appeal shall be heard by the Academic Affairs Committee or Executive Committee within 15 days of receipt of the appeal.

Post-Expulsion- Possibility for Readmission of Expelled Students

The decision to readmit a student who has been expelled from a Rocketship school shall be in the sole discretion of the Board.

Special Procedures for Suspension and Expulsion of Students with Disabilities

Services During Suspension

Students with disabilities pursuant to the Individuals with Disabilities Act ("IDEA") suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, a manifestation determination shall take place. "Change of Placement" includes a recommendation for expulsion or a cumulative removal of more than 10 school days in a school year. Rocketship, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the IEP Team determines that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability and:

- Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the school had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- Return the child to the placement from which the child was removed, unless the parent and the school agree to a change of placement as part of the modification of the behavioral intervention plan and a change of placement as part of the modification of the behavioral intervention plan.

If the school, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP or Section 504 Plan, then the school may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals

If the parent of a child with a disability disagrees with any decision regarding a disciplinary change in placement, or the manifestation determination, or the school believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent or school may request an expedited administrative hearing through the regional administrative hearing office.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the school, the student will remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the 45 day time period provided for in an interim alternative educational setting, unless the parent and the school agree otherwise. Rocketship shall comply with 20 U.S.C. Section 1415(k)(2), which states that interim alternative educational setting shall be determined by the IEP team.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or School may request a hearing.
In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

Special Circumstances

Rocketship personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than 45 days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance,

while at school, on school premises, or at a school function; or
- has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP team.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Rocketship's behavioral policies may assert the procedural safeguards granted under this administrative regulation only if Rocketship had knowledge that the student was disabled before the behavior occurred.

Rocketship shall be deemed to have knowledge that the student had a disability if one of the following conditions exists prior to the behavior at issue:

- The parent of the child expressed concern in writing to supervisory or administrative personnel of Rocketship, or a teacher of the child, that the child is in need of special education and related services;
- The parent of the child requested an evaluation of the child pursuant to §§ 300.300 through 300.311; or
- The teacher of the child, or other Rocketship personnel, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education of the agency or to other supervisory personnel of the agency.

Rocketship shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible. If the school had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline.

The school shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by Rocketship pending the results of the evaluation.

Disciplinary Records

Rocketship shall maintain records of all student suspensions and expulsions at Rocketship. Such records shall be made available to the chartering authority upon request.

LOST OR DAMAGED SCHOOL PROPERTY

If a student willfully damages Rocketship's property or the personal property of a Rocketship employee, or fails to return a textbook, library book, computer/tablet or other Rocketship property that has been loaned to the student, the student's parents/guardians may be liable for all damages caused by the student's misconduct. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student's family due process, the school reserves the right to implement enforcement measures available to it under law.

STUDENT DRESS CODE

Rocketship's dress code seeks to maximize learning, and minimize disruptions during the school day and foster school/community spirit. Rocketship wants to ensure all students are prepared each day to comfortably participate in and focus on all school activities. Accordingly, students are expected to wear the Rocketship uniform to school every day.

The Rocketship uniform consists of:

- any appropriately sized khaki bottom including pants, shorts, dress, skirt, or skorts,
- a Rocketship uniform shirt or a dark purple shirt.
- any sweaters and jackets must be solid colored gray, black, or purple when worn inside the school building.
- comfortable closed toe shoes that do not restrict a student's ability to participate in physical education or other activities. Shoes without laces and/or sandals are not considered to be safe or appropriate for school.

Rocketship branded uniform shirts can be purchased from the school Office Manager. Families are not required to purchase this item as long as the student otherwise complies with the dress code by wearing a dark purple shirt (without the Rocketship logo).

The following clothing, accessories, or markings on clothing and/or skin are NOT permitted on any Rocketship campus.

- Any article of clothing, accessory, or markings on clothing that exhibits curse words, slurs, or hate speech.
- Clothing with logos, slogans, words, or pictures promoting or depicting alcohol, tobacco, drugs, vandalism, bigotry, violence, sexual connotations, or profanity. This includes clothing with phrases or pictures that have double meanings.
- Does not reasonably fit.

- Could be dangerous when playing, participating in physical education, or participating in school activities.
- Is headgear including hats, hoodies, and caps unless permitted for religious, medical or other reasons by school administration.

Rocketship reserves the right to determine what constitutes a violation of this dress code policy. Parent's will be called if appropriate clothing is not available or if the student refuses dress-code appropriate clothing. Rocketship may contact the student's parent/guardian to discuss the dress code violation.

Rocketship respects and protects students' religious, ethnic, and cultural expression. Students may wear any religiously, ethnically, or culturally specific head coverings or hairstyles, including but not limited to hijabs, yarmulkes, and head/hair wraps.

PERSONAL BELONGING

Students are not allowed to have the following items at school:

- Gum and Gummy Candy
- Weapons and toy weapons
- Matches or any flammable item
- Any illegal substance
- Toys, games, cards, stuffed animals, dolls and fidget spinners
- Electronic devices and toys.

STUDENT CELL PHONES AND PERSONAL DEVICES

Students should not bring cell phones or personal electronic devices to school. If a student does bring a cell phone or device to school, they will be required to keep it turned off and, in their backpack, and out of sight during the school day.

Students who possess any personal electronic device(s) shall assume sole responsibility for the maintenance and care of any such private device(s) in accordance with this Policy, students who use a phone without permission from a teacher will be subject to disciplinary procedures. Rocketship in no way assumes any responsibility for and will not replace any damaged, lost, or stolen cell phones or personal devices.

HEALTH AND SAFETY

MEDICATION ADMINISTRATION

Rocketship is committed to supporting the health of its students and meeting the needs of students with medical conditions, in compliance with state laws and regulations.

Rocketship strongly encourages families to administer temporary and/or maintenance medications outside of school hours. If this is not possible, medication can be administered at school.

Rocketship staff will administer all medication in accordance with applicable law, the Medication Authorization Form on file, and established guidelines. Before medication can be kept or administered at Rocketship, a student's parent/guardian must complete and submit a Medication Authorization Form among other required documents. Parents/guardians should contact the Office Manager for a copy of the Medication Authorization Forms and for a copy of Rocketship's full Medication Administration Policy.

The Medication Administration Form must include:

- Written medical authorization, signed by a licensed health practitioner, that states:
  - The name of the student;
  - Emergency contact information for the student's parent/guardian;
  - Contact information for the student's licensed health practitioner;
  - The name, purpose, and prescribed dosage of the medication and route of administration;
  - The frequency that the medication is to be administered;
  - The possible side effects of the medication as listed on the label;
  - The circumstances under which the medication may or must be administered;
  - Other medication the student may be receiving at home;
  - Special instructions or emergency procedures;
  - In the case of self-administered medication, confirmation that the student has been instructed in the proper technique for self-administration of the medication and has demonstrated the ability to self-administer the medication effectively.

- Written authorization, signed by the student's parent/guardian, that states:
  - That a trained employee or agent of the school may administer medication to the student in accordance with all applicable state laws and regulations; or
  - in the case of self-administration, the student may possess and self-administer the medication at Rocketship, at Rocketship-sponsored activities, and while on Rocketship-sponsored transportation; and
  - that the name of the student may be distributed to appropriate school staff, as determined by the Principal.

- Written acknowledgment that any person assisting in the self-administration of medications to students or performing health care procedures, including administration of medication, shall not be liable in any court of law for any injury resulting from the reasonable and prudent assistance in the self-administration of medication or the reasonable performance of health care procedures, including administration of medications, if performed pursuant to this Policy.

Immediately following any changes regarding the health or treatment of the student, the parent/guardian must submit an amended Medication Authorization Form to Rocketship. All Medication Authorization Forms must be updated at least annually.

A student who self-administers medication while at school, at a school-sponsored activity, or while on school-sponsored transportation for a purpose other than their own treatment will be subject to disciplinary action in accordance with Rocketship's Student Discipline Policy. Such disciplinary action shall not limit or restrict the access of a student to their prescribed medication. Rocketship will promptly notify the student's parent/guardian of any disciplinary action imposed.

IMMUNIZATIONS

To promote the health and well-being of all students, and to comply with state laws and regulations, Rocketship requires all students to present proof of certain immunizations prior to beginning school at a Rocketship campus.

Required Immunization Records and Reports
The Tennessee Department of Health requires that all students enrolling in Kindergarten, and new enrollees in a Tennessee school in grades other than Kindergarten, receive the following immunizations:

- Diphtheria-Tetanus-Pertussis
- Poliomyelitis: final dose on or after 4th birthday required
- Hepatitis B (HBV)
- Hepatitis A: total of two doses, spaced at least six months apart
- Measles, Mumps, Rubella (two doses of each, usually given together as MMR)
- Varicella (two doses, or history of disease)

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- Poliomyelitis: final dose on or after 4th birthday required

- Hepatitis B (HBV)
- Hepatitis A: total of two doses, spaced at least six months apart
- Measles, Mumps, Rubella (two doses of each, usually given together as MMR)
- Varicella (two doses, or history of disease)

Certification
The certification of immunization must be submitted by either a private physician, their representative, or the public health authorities that the student is immunized. Certifications must be updated each year that a student enrolls in Rocketship.

A certification that is provided by a private healthcare professional, physician, or representative must be submitted electronically to the public health authorities. A certification that is provided by the public health authorities will be electronically transmitted directly to the school.

Exemptions
Under Tennessee law, a Rocketship student may be exempted from the certification of immunization requirements in Tennessee if:

- An authorized physician indicates that specific vaccines are medically exempt because of risk of harm. Other vaccines remain required. The medical reason for the exemption does not need to be provided.
- The student's parent/guardian provides a signed statement, affirmed under the penalties of perjury, that vaccination conflicts with the family's religious tenets or practices.

HEAD LICE

If a student is suspected of having head lice (i.e., constant itching or tickling feeling in the hair), the school nurse or other trained school employee may examine the hair of the suspected student for lice or nits (lice eggs). In certain circumstances, the employee may also examine other members of that student's household who are students at the school. If a student is positive for live head lice, the student is to be sent home at the end of the school day with information to the parents regarding treatment and control measures. Students with head lice do not need to be sent home early, they can go home at the end of the day, be treated, and return to class after appropriate treatment has begun. Any absences related to head lice will be documented and counted as an excused absence in accordance with Rocketship's Attendance and Truancy Policy.

Exposure Notice
If there are two or more students affected in any class, Rocketship will send home an exposure notice with information about head lice to all parents/guardians in that class. Rocketship will maintain the privacy of students identified as having head lice and excluded from attendance.

Returning To School

Rocketship will provide parents/guardians of affected students with instructions on how to conduct post-treatment examinations on their children. Parents/guardians may send their child back to school when they believe that the child's hair is no longer infested with head lice. Parents should not withhold the child from school for any days longer than necessary; typically, no more than three days. Any absences longer than three days require a doctor's note. If the family is unable to obtain a doctor's note, the family should arrange to have a meeting with the school to discuss the length of absence. The school has the discretion to excuse additional days if school staff determine this is necessary. The school nurse or other trained staff members may reexamine the student's hair upon return. If the student shows no trace of live head lice, the student may return to school.

SAFETY PLANS

Safety is our first priority. To make sure our staff and students know what to do in case of an emergency, we follow a rigorous calendar of staff training, safety team meetings, campus walkthroughs, and safety drills. Every school is equipped with a detailed Health and Safety Plan that contains our emergency response plans, including plans for earthquakes, fire, severe weather, and lockdowns.

Rocketship United Academy Evacuation Sites
Primary Evacuation: Rocketship Regional Office- 311 Plus Park BLVD Nashville, TN 37217
Secondary Evacuation Site: Rocketship Nashville Northeast- 2526 Dickerson Pike Nashville, TN 37207

Rocketship Nashville Northeast Evacuation Sites
Primary Evacuation Site: Warehouse Pro- 2600 Hart St, Nashville, TN 37207
Secondary Evacuation Site: Rocketship United Academy- 320 Plus Park Blvd Nashville, TN 37217

Rocketship Dream Community Prep Evacuation Sites
Primary Evacuation Site: Southeast Community Center-5260 Hickory Hollow Parkway, Antioch TN, 37013
Secondary Evacuation Site: Rocketship United Academy- 320 Plus Park Blvd Nashville, TN 37217

During an emergency dismissal, we may ask parents to meet us at this secondary evacuation site. Please be familiar with this location so you know where to go in case of an emergency dismissal.

Emergencies

In order for us to keep our campus safe during an emergency, we need our families to understand the following:

- In the event of an emergency, we will share information with families via our automated calling system. Please make sure your updated contact information is in our system.

- If there is an incident on or near our campus, please stay at home and wait for instructions from our school leaders. We need the public to stay away while we secure our campus and account for all students. When it is safe to come to the school, you will be contacted.
- After an emergency incident, we may need to change the way we dismiss students. You may be asked to present a photo ID in addition to your child's Walker/Rider card. Please wait for instructions from school leaders before coming to campus.

WEAPONS AND FIREARMS

Local law specifically prohibits the knowing possession or carrying of a firearm within 1,000 feet of the campus. Consistent with that law, Rocketship prohibits any weapons, imitation firearms or dangerous objects of any kind in school buildings, on school grounds or buses, or at off campus school-related or school sponsored activities, with the exception of weapons and/or firearms in the possession and/or control of law enforcement officers and security officers.

DRUGS, ALCOHOL, AND TOBACCO

Rocketship is committed to maintaining campuses free of alcohol, smoke, and illegal drugs. No one may smoke on campus and may not bring alcohol or illegal substances of any kind to our school. If a student is found in possession of drugs, alcohol, or tobacco products, they will be subject to discipline and possible suspension or expulsion under Rocketship's discipline policies.

CAMPUS SEARCHES AND SEIZURES

To protect the safety of all students, staff and the community, Rocketship reserves the right to search a student's personal property, and school property assigned to the student when there is reasonable suspicion that the student violated a Rocketship policy and/or state/federal law. All searches shall be authorized and conducted by a member of the school leadership team in the presence of an adult witness.

Student desks, cubbies and lockers, are school property and remain at all times under the control of the school. Student desks, cubbies, and lockers may not be used to store unauthorized, illegal, or contraband materials. The acceptance and use of school facilities and/or the presence on school campus by any student, shall constitute consent by the student to the search of such school facilities, student property, student use areas, by authorized school personnel and/or law enforcement.

Similarly, at their discretion and where they deem appropriate, Rocketship school leaders may confiscate a student's mobile/smartphone/ personal electronic device.

To ensure the safety of the school community, when there is reasonable suspicion, an individual is in violation of Rocketship's Campus Access and Visitors Policy and/or local or federal laws, Rocketship retains the right to require a property search as a condition to enter campus.

INTERNET SAFETY AND ACCEPTABLE USE

Rocketship uses advanced education technology to support personalized instruction for all students and facilitate comprehensive data analysis. Rocketship adheres to the federal requirements and guidelines set forth in the Children's Internet Protection Act (CIPA) (47 U.S.C. § 254(h)).

Visit http://www.ifea.net/cipa.html to view CIPA in its entirety.

Definitions

"Minor" means any individual under 18 years of age.

"Technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are:

- Obscene, as that term is defined in 18 U.S.C. § 1460;
- Child Pornography, as that term is defined in 18 U.S.C. § 2256; or
- Harmful to minors, as that term is defined below.

"Harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

- Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
- Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
- Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors. "Sexual act" and "sexual contact" have the meanings defined in 18 U.S.C. § 2246.

An authorized person must be able to disable the blocking or filtering measure during any use by an adult to enable access for bona fide research or other lawful purposes.

Educational Purpose

Rocketship's Internet system is limited to educational purposes. Acceptable activities include classroom activities and high-quality research. Rocketship computers are not to be used for entertainment purposes

unless specifically authorized by a staff member in accordance with this policy.

Technology Protection Measures
To the extent practicable, Rocketship will use technology protection measures to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by CIPA, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. The selected technological filter will be designed to prevent a user from sending, receiving, viewing, or downloading materials that are harmful to minors.

Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage
In accordance with CIPA, the following uses of Rocketship Internet system are considered unacceptable:

- Unauthorized access, including "hacking." This includes logging in through another person's account and accessing another person's files; making deliberate attempts to disrupt the computer system; destroying data by spreading computer viruses; and downloading software without the explicit consent of a staff member. Rocketship students shall immediately notify a teacher if they have identified a possible security problem.
- Unauthorized disclosure, use, and dissemination of personal identification information regarding minors. This includes posting a student's personal contact information (i.e., name, email address, home address, telephone number, school address) through email or through websites that solicit personal information, social networking websites, and Internet chat rooms.
- Illegal activities. This includes using the Internet to engage in any illegal act, including, but not limited to, arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, or threatening the safety of another person.
- Inappropriate online behavior. This includes using obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language while online; engaging in personal attacks or cyberbullying, including prejudicial or discriminatory attacks; and knowingly or recklessly posting false or defamatory information about a person or organization on any websites.
- Plagiarism.
- Accessing inappropriate material. This includes material that is designated for adults only or is profane or obscene (i.e., pornography), or harmful to minors, material that advocates illegal or dangerous acts, or material that advocates violence or discrimination.

Supervising and Monitoring
It shall be the responsibility of all members of the Rocketship Schools team to educate, supervise and monitor appropriate usage of the access to the Internet, including electronic mail by and within the Charter School. Procedures for disabling or otherwise modifying any technology protection measures shall be the responsibility of Rocketship's Executive Director or their designated representatives.

Staff shall monitor students while they are using Rocketship computers, laptops, or tablets to access the internet or online services on a Rocketship campus and may have teacher aides, student aides, and volunteers assist in this monitoring. Parents/guardians are required to supervise and monitor their child's use of Rocketship equipment including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any Charter School equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy. Parents/Guardians are encouraged to discuss internet safety with their children.

Training

Rocketship will provide age- appropriate training for students and staff who use Rocketship computers and network. The training provided will be designed to promote Rocketship's commitment to:

- The standards and acceptable use of Internet services as set forth in this policy.
- Student safety with regard to Safety on the Internet; appropriate behavior while online, on social networking Web sites, and in chat rooms; and cyberbullying awareness and response.
- Appropriate communication between staff and students via the internet, social media, and text messages or phone calls.
- Compliance with the E-Rate requirements of the Children's Internet Protection Act ("CIPA").

Disciplinary Action

Students should expect only limited privacy in the contents of their personal files or record of web research activities. Record maintenance and network monitoring may lead to the discovery that a student has violated this Policy and/or the law. If there is reasonable suspicion of violation of law or school policy, Rocketship will conduct a search of the student's files and/or internet activities. A student's parent/guardian may request to see the content of a student's files or emails.

Student use of Charter School's computers, networks, and Internet services is a privilege, not a right. Compliance with the Charter School's policies and rules concerning computer use is mandatory. Students who are found to have violated this policy or any relevant laws will be disciplined in accordance with Rocketship's Discipline Policy.

Rocketship will cooperate fully with local or federal officials in any investigation related to any illegal activities conducted on the school computers or through the school internet network.

Liability

Rocketship Public Schools is not responsible for any financial obligations arising through the unauthorized use of its computers and/or internet system. A student's parent/guardian can be held financially responsible for any harm to Rocketship's Internet system arising from a student's intentional misuse.

CHILD ABUSE AND NEGLECT

All school personnel are mandated reporters of suspected abuse and/or neglect. Mandated reporters are required to report when they know or suspect that a student has been or is in danger of being subjected to any of the following: mental injury; physical abuse; physical assault; neglect; sexual abuse; sexual exploitation; sexual assault; exposure to illegal drug-related activity, including ingestion of an illegal drug due to parent/guardian neglect; or exposure to domestic violence in the student's home. Additionally, mandated reporters must make a report when they suspect or know that a student has been injured by a bullet, knife, or other sharp object.

No one in the workplace, even a supervisor, is permitted to suppress, change, or edit a report of abuse. A mandated reporter who fails to report suspected incidents of child abuse or neglect is subject to punishment under state law.

PARENT INVOLVEMENT

ROCKETSHIP'S COMMITMENT

Rocketship Commitment – At Rocketship, we fully commit to our families and students in the following ways:

- We will create a safe place to learn.
- We will respect the background, culture, and individuality of each child.
- We will communicate regularly with you about your child's progress and special needs during family conferences, progress reports and as needed or requested by the family.
- We will leverage small group instruction to realize our goal of 1.4 years of growth on the NWEA MAP assessment. In addition, 40% of all 3rd and 4th graders will be proficient on TNReady state assessments.
- We will hold high expectations for all students.
- We will leverage Social-emotional learning (SEL) and enrichment activities to support emotional well-being.
- We will work hard to help your child feel successful and increase their sense of self-worth.
- We will provide your child with the academic base and help them to establish the kind of moral compass they need to be successful in college, their career and for the rest of their lives.
- We will provide support to you and your child as you determine the best educational path upon graduating from Rocketship.
- We will provide reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities.

- We will ensure regular two-way communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.
- We will provide regular opportunities to attend school community meetings and other school-sponsored events that are meaningful and worthwhile. Including opportunities for parents to engage with one another and engage with vendors and specialized care providers.
- We will seek opportunities to improve the lives of our community outside of school.
- We will communicate a student's need for any specialized programs (i.e., English Language Learner, Integrated Special Education, etc.) in clear terms so parents understand the method for determination and the program plans.

PARENTS'/GUARDIANS' COMMITMENT

***Parents'/Guardians' Commitment*-** We fully commit to Rocketship in the following ways:

- We will always help our child in the best way we know how, and we will do whatever it takes for him/her to learn and prepare for college and life by supporting him/her and encouraging him/her to adhere to his/her "commitment to excellence."
- We will make sure our child arrives at school on time every school day.
- We will make arrangements so our child can remain at school until the end of the school day each day and be picked up when school ends.
- We will follow all arrival and dismissal regulations and parking and busing procedures.
- We will make sure our child follows the Rocketship dress code.
- We will ensure that our child is reading or being read to every night and monitor television viewing.
- We will check our child's homework every night, sign his/her agenda, and we will carefully read and sign (if requested) all the papers our school sends home to us.
- We will meet regularly with teachers to discuss our child's progress and support their work to help our child excel.
- We will participate in as many school activities including parent/family meetings, exhibition nights, community meetings, open house nights, conferences, etc. as reasonably possible.
- We will strive to contribute as many partnership hours to the school community as reasonably possible.
- We, not the school, are responsible for the behavior of our child.
- We will care for school library books and return them within a week for others to use. We will pay for any lost book.
- We will participate, as appropriate, in decisions related to their children's education and the positive use of extracurricular time.

STUDENTS' COMMITMENT

***Students' Commitment*-** We fully commit to our education in the following ways:

- I will work hard everyday
- I will follow the school's rules
- I will be respectful to ourselves, others, and our environment
- I will take responsibility for our learning, actions, and achievement
- I will be empathetic to our world
- I will attend school daily, be prepared for class, and complete assignments to the best of my ability.
- I will learn and obey school and bus rules and instructions given by the school principal and staff.
- I will bring only those materials to school or onto the bus that are allowed.
- Follow directions of the bus driver.
- I will remain properly seated, back against the seat, bottom against the bottom of the seat, and keep my hands to myself while on the bus.
- I will remain seated until it is time to get off the bus. The open door is the signal for me to get up from my bus seat.

PARENT PARTNERSHIP

Engaged parents are a core pillar of Rocketship's model and critical to our Rocketeers and their long-term success. By actively being included and involved in our schools and their Rocketeers' learning, parents become integrated into the fabric of the school community. An active partnership between families and Rocketship faculty and staff benefits our Rocketeers as they see their parents on campus, and families as they gain a deeper understanding of Rocketship's model and are positioned to reinforce Rocketship's core values at home.

Rocketship asks that families participate in 20 Parent Partnership Hours each year per family by supporting or participating in various school activities. Participating in Parent Partnership Hours is encouraged, but NOT required. If families do not realize 20 Parent Partnership Hours annually, there is no consequence or penalty.

HOME VISITS

Studies have shown that meaningful parental involvement in the education of their children can have dramatic effects on student achievement. Home visits help parents and teachers come together as equal partners to form a trusting relationship centered on student learning, establish goals for the individual child and the parent-teacher relationship, and invest families in the Rocketship community.

Each Rocketship student will receive a home visit from their core classroom teachers during the beginning of each school year. Teachers will reach out to families to schedule the home visit in advance. Home visits typically last for about one hour.

What happens during home visits may vary according to both parent and teacher preference, but typically home visits include:

- Collaborative academic and personal goal-setting for the student
- Discussion of the student's (and the family's) hopes and dreams
- Discussion of the student's interests both inside and outside of the classroom
- Discussion about communication preferences during the school year
- Explanation about Rocketship's policies and procedures that parents have questions about
- Talking about the history of Rocketship and the mission of the network and school
- Conversations about why the family chose Rocketship, how long they have lived in their community, etc.
- Invitation to an upcoming event at the school (i.e., Back to School Night, community meeting)
- Conversation about the teacher's background

PARENT OPPORTUNITIES ON CAMPUS

We provide many different opportunities for you to stay involved with your child's education. These include (but are not limited to):

- **Family Orientation.** Before school begins each year, parents will receive an invitation to an Orientation. All parents must attend this event.
- **Conferences.** A parent/guardian must attend conferences to meet with teachers to go over a student's progress report and/or report card.
- **Community Meetings.** All parents/guardians are invited and strongly encouraged to attend the scheduled Community Meetings. These meetings will help you stay informed regarding your school procedures and policies and become actively involved in further developing the school's mission.
- **Parent/Family Meetings.** All parents/guardians are invited and strongly encouraged to attend the scheduled Parent/Family Meetings to maintain an active role in their child's learning. These meetings are open to the entire family and typically take place on the weekends or on a weeknight.
- **Leadership groups at the school.** This may include a Parent Leadership group or other parent groups organized at the school.

OPEN MEETING POLICY

All meetings of the Rocketship Education Board of Directors will comply with state open meetings law. Agendas will be posted publicly in advance and Rocketship shall also make meeting minutes publicly available upon approval.

NOTIFICATIONS OF RIGHTS AND ASSURANCES

NOTIFICATION OF RIGHTS UNDER FERPA (ACCESS TO STUDENT RECORDS)

The Family Educational Rights and Privacy Act ("FERPA") affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 business days after the day the School receives a request for access. Parents/guardians or eligible students should submit to the School Principal or designee a written request that identifies the records they wish to inspect. The School Principal of designee will make arrangements for access and notify the parent/guardians or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent/guardian or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

   Parents/guardians or eligible students who wish to ask the School to amend a record should write to the School principal or designee, clearly identify the part of the record they want changed and specify why it should be changed. If the School decides not to amend the record as requested by the parent/guardian or eligible student, the School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. If the School decides to amend the record as requested by the parent/guardian or eligible student, the School Principal must order the correction or the removal and destruction of the information and inform the parent or eligible student of the amendment in writing.

3. The right to provide written consent before the School discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to School officials with legitimate educational interests. A School official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the School board. A School official also may include a volunteer or contractor outside of the School who performs an institutional service of function for which the School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another School official in performing their tasks. A School official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

Note that Rocketship will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Rocketship to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, SW Washington, DC 20202

5. The right to request that Rocketship not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

Disclosures that Rocketship may make without consent.

FERPA permits the disclosure of Personally Identifiable Information (PII) from a student's education records, without prior consent of the parent/guardian or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations.

Rocketship may disclose PII from the education records of a student to the following parties without obtaining prior written consent of the parents or the eligible student:

1. Rocketship officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99. This can include contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions.
2. Other schools or school systems to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer.
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions.
4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid.
5. Organizations conducting certain studies for Rocketship in accordance with 20 U.S.C. § 1232g(b)(1)(F).
6. Accrediting organizations in order to carry out their accrediting functions.
7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986.
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order.
9. Persons who need to know in cases of health and safety emergencies.
10. State and local authorities, within a juvenile justice system, pursuant to specific State law.
11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or non-related extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by Rocketship for student and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by Rocketship.
12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by Rocketship with respect to that alleged crime or offense. Rocketship discloses the final results of the disciplinary proceeding regardless of whether Rocketship concluded a violation was committed.

Except for disclosures to School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures.

Notice for FERPA Directory Information

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that the School, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the School may disclose PII that is appropriately designated "directory information" without written consent, unless you have advised the School to the contrary in accordance with the School's procedures. The primary purpose of directory information is to allow the School to include information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production
- The annual yearbook
- Honor roll or other recognition lists
- Graduation programs
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. Rocketship may disclose the PII that it has designated as directory information without a parent's prior written consent. "Directory information," which is defined as set forth below, may be released to requestors in limited circumstances by Rocketship, without additional notice to parents/guardians, unless the parent/guardian timely "opts out" of such disclosures, in writing.

Directory Information at Rocketship includes:

- Student name, mailing address(es), telephone listing and email address
- Parent/guardian name, mailing address(es), telephone listing and email address
- Student birth date
- Dates of attendance, Grade Level, and Enrollment Status
- Degrees, honors, and awards received

If you do not want the School to disclose directory information without your prior written consent, you must submit a completed Directory Information Opt-Out Form. A Directory Information Opt-Out Form is included in annual enrollment documentation or a copy is available upon request at the main office.

Contract for Digital Storage, Management, and Retrieval of Student Records

Rocketship may enter into a contract with a third party for the digital storage, management, and retrieval of student records and/or to authorize a third party provider of digital software to access, store, and use student records, provided that the contract meets the requirements of Education Code section 49073.1 and other applicable state and federal laws.

This complete policy, included within this handbook, serves as annual notice of the policy.

EDUCATION OF FOSTER YOUTH POLICY

The Governing Board of Rocketship recognizes that foster youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. In accordance with Section 1112(c)(5)(B) of ESEA (20 U.S.C. §6312(c)(5)(B)), all LEAs, in collaboration with the state Child and Family Services Agency, must ensure the implementation of the foster care provisions under ESEA.

Rocketship Liaison

In order to help facilitate the enrollment, placement, and transfer of foster youth to Rocketship, the Governing Board shall designate a Rocketship foster youth liaison. The Governing Board designates the following position as Rocketship's liaison for foster youth:

Sara Escamilla -Guerra
2001 Gateway Place Ste. 230E
San Jose, CA 95110
sguerra@rsed.org
408-726-1999

Identification

The Tennessee Department of Education (TDOE) has identified the TDOE's Student Nutrition List as the most accurate listing of students in foster care placements available to schools. Rocketship will review the TDOE's Student Nutrition List through the Tennessee: Meals, Accounting, and Claiming (TMAC) portal to identify currently enrolled students who have been placed into foster care. In addition to reviewing the TDOE Student Nutrition List, Rocketship may also review additional information provided through the Rocketship registration process, and the Orion system to identify students who may qualify as foster youth.

Educational/School Stability Protections

Taking into account the child's best interest, a child in foster care should remain in the same school that they attended before placement (the "school of origin"). CFSA is tasked with making the best interest determination and will seek input from the school serving as the child's school of origin.

When a determination is made that it is NOT in the child's best interest to remain in the school of origin, the child must immediately be enrolled in the new school, regardless of whether the child's records or other documentation typically needed for school enrollment can be produced. The enrolling school must immediately contact the previous school to obtain academic and other records. When there is a discrepancy over the best interest, the decision will be made in consultation with Rocketship, the local child welfare agency, and the Commission.

Transportation
Rocketship and the CFSA shall complete a student-level transportation agreement for every foster child who requires school stability transportation services in order to get to and from their school of origin. The transportation agreement must identify all the resources, including no-cost and low-cost options such as public transportation; foster parent or other family members who may be willing and able to transport the student; special education services if the student is eligible; and any other public or private transportation resources either agency has at their disposal to provide transportation to the student. Upon identifying these resources, Rocketship and the CFSA POCs must weigh the options identified to determine which mode of transportation is most immediately available, cost-effective, and appropriate to meet the child's needs given their developmental age and individual capacity.

If additional costs are incurred in providing transportation, Rocketship shall provide such transportation if the local child welfare agency agrees to reimburse Rocketship for such costs; Rocketship agrees to pay for the cost; or Rocketship and the local child welfare agency agree to share the cost. In D.C., Local Education Agencies can use Title I funding to support additional costs of school stability transportation.

Effect of Absences on Grades
The grades of a student in foster care shall not be lowered for any absence from school that is due to either of the following circumstances:

- A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date they left school.
- A verified court appearance or related court-ordered activity.

Definitions
"Children awaiting foster placement" means children who have been removed from their homes by CFSA and who are in emergency or interim placement but for whom a decision to secure formal foster care placement has not been made. Usually, this is a very temporary (i.e., 24-48 hour) circumstance.

"Foster care" means 24-hour substitute care for children placed away from parents or guardians and for whom CFSA has placement and care responsibility. This includes, but is not limited to, placement in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, childcare institutions, and pre-adoptive homes.

"School of origin" means the school in which the child is enrolled at the time of placement in foster care. If a child's foster placement changes, the school of origin will be the school in which the child is enrolled at the time of the placement change.

This complete policy, included within this handbook, serves as annual notice of the policy.

EDUCATION OF HOMELESS CHILDREN AND YOUTH POLICY

The McKinney-Vento Homeless Assistance Act ("the McKinney-Vento Act") is a federal law that ensures educational rights and protections for children and youth experiencing homelessness. (42 U.S.C. 11431 et seq.) This policy is written in compliance with the requirements under the McKinney-Vento Act. It addresses relevant definitions; Rocketship's Designated Homeless Liaison; general assurances regarding the education of homeless children and youth; procedures for identification and reporting; school selection; enrollment and records; transportation rights; and the enrollment dispute resolution process.

Definitions

"Homeless children and youth" mean children and youth who lack a fixed, regular, and adequate nighttime residence, and includes children and youth who are:

- Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
- Living in a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings, such as cars, parks, public spaces, abandoned buildings or substandard housing (for example, condemned buildings or garages), bus or train stations, or other similar settings. In determining whether a housing arrangement may be deemed "substandard, the school may consider whether the setting lacks one of the fundamental utilities such as water, electricity, or heat; is infested with vermin or mold; lacks a basic functional part such as a working kitchen or toilet; presents unreasonable dangers to adults, children, or persons with disabilities. or is otherwise defined as "substandard" under local housing codes.
- Living in motels, hotels, trailer parks (does not include trailers or mobile homes in a mobile home park) or camping grounds due to a lack of alternative adequate accommodations.
- Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason.
- Living in emergency or transitional shelters.
- Abandoned in hospitals.
- Migratory children who qualify as homeless because they are living in circumstances described above.
- Unaccompanied youth includes a youth not in the physical custody of a parent or guardian.
- A child or unaccompanied youth shall be considered homeless for as long as they are in a living situation described above.

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by Rocketship's Liaison.

Designated Homeless Liaisons

The Rocketship Homeless Liaison serves Rocketship students in the designated region(s) below.

Sara Escamilla -Guerra
2001 Gateway Place Ste. 230E
San Jose, CA 95110
sguerra@rsed.org
408-726-1999

The Homeless Liaison is required to:

- Ensure that homeless children and youth are identified by school personnel and through outreach and coordination with other entities and agencies.
- Ensure that homeless students enroll in, and have full and equal opportunity to succeed in, Rocketship schools.
- Ensure that homeless families, children, and youth have access to and receive educational services for which they are eligible.
- Ensure that homeless families, children, and youth receive referrals to health, dental, mental health, and substance abuse services, housing services, and other appropriate services.
- Ensure that parents and guardians are informed of educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
- Ensure that public notice of the educational rights of homeless students is disseminated where children and youth receive services under the McKinney-Vento Act.
- Ensure that enrollment disputes are mediated in accordance with the dispute resolution provisions.
- Ensure that the parent/guardian of a homeless child or youth, or any unaccompanied youth, is fully informed of all transportation services and is assisted in accessing transportation services, if available and feasible.
- Ensure that school personnel receive professional development and other support.
- Assist unaccompanied youth in placement/enrollment decisions.
- Ensure that unaccompanied youth are immediately enrolled in school pending resolution of disputes that might arise over school enrollment or placement.
- Assist homeless children and youth who do not have immunizations, or immunization or medical records, to obtain necessary immunizations, or immunization or medical records
- Collaborate and coordinate with state coordinators and community and school personnel. responsible for the provision of education and related services to homeless children and youth.

Rocketship provides the following general assurances:

- Homeless children and youth shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way.
- Homeless children and youth shall be provided services comparable to those received by other students in the school, including transportation services, and education programs for which students meet eligibility criteria, such as services provided under Title 1 or similar state and local programs; programs for students with disabilities; programs for students with limited English proficiency; vocational or technical programs; gifted and talented programs; and school nutrition programs.
- Homeless children and youth will have access to district administrative level reservation of funds (set-asides) for serving homeless students.
- Rocketship shall provide homeless students with access to education and other services necessary for these students to meet the same challenging academic standards as other students.
- Rocketship shall provide and post notices of the educational rights of homeless children and youth.

Identification and Reporting

Rocketship will include the identification of homeless students and their unique educational needs in its targeted work to raise achievement for all students. Homeless children and youth will be identified through:

- The application process for enrollment (self-identification)
- School personnel recommendations
- Coordinated activities with other entities and agencies

Rocketship will comply with all federal, state, county, and other data collections and reporting requirements regarding homeless children and youth. Materials will be provided for students and parents in a language easily understood by families and students. If students or families are unable to read, additional support should be provided to explain student rights.

School Selection

Homeless students have a right to select from the following schools:

- The school they attended when permanently housed (School of Origin)
- The school in which they was last enrolled (School of Origin)
- The school in the attendance area in which the student currently resides (School of Residency)

A homeless child or youth's right to attend their school of origin extends for the duration of homelessness. If a child or youth becomes permanently housed during the academic year, they are entitled to stay in the school of origin for the remainder of the academic year.

Enrollment and Records

Homeless students may be identified at the time of enrollment (through self-reports). As all Rocketship schools are independent charter schools, and therefore schools of choice rather than assigned district schools, placement decisions are based solely on parent request through the application process. In order to provide equal access to its schools, the Rocketship annual student recruitment plan shall include efforts to reach homeless families, children, and youth via free public events, community centers, and local homeless service providers.

Homeless youth will not be discriminated against in the application process. Homeless children and youth will be immediately enrolled, if the student otherwise be eligible to attend, and subject to Rocketship's capacity and pursuant to the procedures in the charter document and board policies, even if the parent/guardian is unable to provide the school with the records normally required for enrollment such as previous academic records, birth certificate, medical records, proof of residency, or other documentation. The Rocketship designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other medical records, the designee shall refer the parent/guardian to the homeless liaison. The liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student.

In the case of an unaccompanied youth, the Designated Homeless Liaison shall assist in the enrollment process. Unaccompanied youth shall be immediately enrolled if space is available even if unable to provide the school with the records normally required for enrollment (as above), and despite lack of parent or legal guardian's supervision or permissions, or "power of attorney" by supervising adults.

In accordance with current Rocketship enrollment policies and state regulations regarding charter schools, if the grade level for which a homeless child or youth has applied has more applicants than spaces available, a random public lottery will take place in order to determine enrollment for the following school year. An "in-district" or "in-county" (depending on the type of school the student has applied to) priority will apply during the lottery to homeless youth who self-identify as homeless during the application process so as to not discriminate against homeless children or youth due to lack of permanent housing. If a homeless child or youth applies for admission after the annual random public lottery, they will be placed on the waitlist in the order in which the application was received, even if the application is incomplete at the time of submission.

Any confidential record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, of each homeless child or youth will be maintained so that the records are available, in a timely fashion, when a child or youth enters a new school or school district.

Information about a student's living situation that is maintained by Rocketship is part of the student's record, subject to the protections of the Family Educational Rights and Privacy Act (FERPA). In general,

FERPA prohibits a school from disclosing personally identifiable information ("PII) from students' educational records without parental consent. One exception to this general consent rule is for information that the school has designated as "directory information," which is information that would not generally be considered harmful or an invasion of privacy if disclosed. However, information regarding a student's living situation is not considered directory information and must be provided the same protections as other non-directory PII.

Transportation

Per the McKinney-Vento Act, Rocketship must provide services to homeless children and youth that are comparable to those received by other students in the school selected, including transportation. In addition, schools must provide transportation for homeless students to and from their school of origin, if feasible.

Rocketship, where feasible, at the request of the parent/guardian and/or in the best interest of the homeless child or youth, shall provide transportation to students experiencing homelessness to ensure the students are able to stay at the Rocketship school of their choice for the duration of their homelessness. Rocketship may work with the youth's district of residence or other agencies to provide transportation services.

Enrollment Dispute Resolution Process

As required by 42 USC § 11432(g)(1)(C), schools must develop and implement written procedures for the receipt and resolution of complaints alleging violations of law with regards to enrollment and school placement as covered by the McKinney-Vento Act. The State Coordinator for the Education for Homeless Children and Youth Program will provide technical assistance to interested parties as requested and as necessary.

If a dispute arises over enrollment or school placement:

- the child or youth must be immediately enrolled in the school requested by the individual or organization submitting the complaint;
- the parent/guardian of the affected student(s) must be provided a written explanation of the school's decision regarding school selection or enrollment, including the rights of the parent, guardian, or youth to appeal the decision;
- the child, youth, parent, or guardian must be referred to the McKinney-Vento Homeless Education Liaison for the corporation, who shall carry out the dispute resolution process as expeditiously as possible after receiving notice of the dispute; and
- in the case of an unaccompanied youth, the Homeless Education Liaison shall ensure that the youth is immediately enrolled in school pending resolution of the dispute.

Rocketship Dispute Resolution Process

Disputes may arise between a Rocketship school and a homeless student or homeless parent/guardian regarding, among other things, enrollment or transportation. At such a time, the Homeless Education Liaison immediately becomes involved, and Rocketship must follow a procedure that includes these steps:

- A student must be allowed to attend or enroll in the school that is challenging the student's right to attend until a final decision is made regarding the dispute. The challenging school must provide transportation and other school services as needed to the student until the dispute is resolved.
- The dispute resolution process begins at the time a school challenges the right of either a parent or guardian, or in the case of an unaccompanied youth, to enroll a child or youth in school, to continue enrollment in school, or to receive services such as transportation assistance.
- When Rocketship challenges the enrollment or services of the child or unaccompanied youth, Rocketship must:
    - Provide notice of the challenge to the parent, guardian, or unaccompanied youth, through the Homeless Education, on the day of the challenge.
    - Provide notice of the right to appeal the challenge to the parent, guardian, or unaccompanied youth. This notice must include a form to be completed by the parent, guardian, or unaccompanied youth should they decide to appeal Rocketship's decision.
- The Homeless Education Liaison will provide the parent, guardian, or unaccompanied youth with written notice in clear, easy-to-understand language detailing the dispute resolution process.
- Rocketship will have three working days to review its initial decision and make a final decision as to the position taken (i.e., whether it will continue to challenge the right of the student to be enrolled). The decision must state all factual information upon which it is based and the legal basis in support thereof.

Pregnant and Parenting Students

Rocketship recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. Rocketship will ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including, but not limited to, makeup work plans and re enrollment in courses. Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in Rocketship if it is necessary in order for the student to be able to complete any graduation requirements, unless Rocketship determines that the student is

reasonably able to complete the graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the General Complaint Process.

This complete policy, included within this handbook, serves as annual notice of the policy.

EDUCATION OF MIGRANT YOUTH

A student's migratory status shall not preclude a student from enrolling in a Rocketship.

Rocketship will identify potential migrant students using the Occupational Survey, and assess the educational and related health and social needs of each student. Upon identifying migrant students, Rocketship will provide a full range of services to migrant students including applicable Title I programs, special education, gifted and talented education, vocational education, language programs, counseling programs, and elective classes as applicable. Rocketship will also provide migratory children with the opportunity to meet the same statewide assessment standards that all students are expected to meet.

To the extent feasible, Rocketship will provide advocacy and outreach programs to migratory students and their families and professional development for school staff and will provide parents/guardians an opportunity to participate in the programs.

SCHOOL MEALS NON-DISCRIMINATION NOTICE

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, institution participating in or administering USDA programs are Rocketship Charter School is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at:

https://www.usda.gov/sites/default/files/documents/ad-3027.pdf, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
fax: (833) 256-1665 or (202) 690-7442; or
email: Program.Intake@usda.gov

Rocketship is an equal opportunity provider of student meals.

GENERAL COMPLAINT PROCESS

Rocketship values the concerns of our parents, staff, students, and community and takes all concerns and complaints seriously. The following general complaint procedure should be employed to ensure complaints receive full consideration.

Informal Complaints
Because most difficulties can be resolved by communicating a concern to someone, complainants are encouraged to discuss their concern or complaint promptly and candidly with their student's teacher, the school Principal or the school Principal's designee. However, a complainant is not required to discuss his/her complaint in any manner or for any reason prior to initiating a formal complaint.

Use of General Complaint Process
Rocketship's general complaint process should be used as follows:

- To deal with complaints and concerns pertaining to the educational environment or interpersonal conflicts.
- To allege violations of state or federal law, including Title IX, or of the school's charter.

Who May File a Complaint
The procedures set forth below may be used by complainants who are students, parents, or visitors. Employees should refer to the Employee Handbook for procedures specific to filing employee complaints.

Confidentiality
All documentation and information related to an investigation conducted as a result of a complaint are considered confidential and are not revealed or discussed with persons not involved with the complaint or decision-making process.

Filing a Complaint
Complainants may file complaints verbally or in writing, and complaints may be made in person, by phone, via email or in writing using the General Complaint Form.

Complainants should follow the process outlined below when they wish to file a formal written complaint regarding school policies, procedures and/or practices. The school will respond as outlined below.

1. Fill out a General Complaint Form, available at the school's front office. The General Complaint Form should be submitted to the school Principal within ninety (90) days of encountering the issue that is the subject of the complaint.

2. Upon receiving a completed General Complaint Form, the school Principal will notify the Title IX Compliance and Civil Rights Officer. The Title IX Compliance and Civil Rights Officer, in consultation with Legal, Compliance and others, will notify state authorities of the complaint, if appropriate and/or legally required.

3. The Principal, or his/her designee, will conduct an adequate, reliable, and impartial investigation of the complaint. This will include interviewing witnesses, obtaining any relevant documents, and allowing parties to provide evidence. The investigation will aim to be concluded within twenty (20) school days of receiving the General Complaint Form unless exceptional circumstances justify a more extended period within which to complete the investigation. The amount of additional time granted for an exceptional circumstance will be determined on a case-by-case basis.

4. The person who conducted the investigation (either the Principal or his/her designee) will prepare a final written report with a recommendation for resolving the complaint and will provide the final report to the Title IX Compliance and Civil Rights Officer. The final report will name the party bringing the complaint, describe the nature of the complaint, summarize the investigation, recommend one or more resolutions, and provide reasons for the recommended resolutions.

5. The parties will be informed once the investigation is complete. If required by law, the parties will be provided a copy of the final written report. If the either party is not satisfied with the school's determination, that party may appeal to the Executive Director and/or may pursue any other appeals provided by law. Appeals to the Executive Director must be submitted in writing by either party within ten (10) school days of the parties' notification of the end of the investigation. The Executive Director will review the appeal under a preponderance of the evidence standard and render a written decision within forty-five (45) calendar days.

6. If either party is not satisfied with the Executive Director's decision, that party may appeal to the Governing Board and/or may pursue any other appeals provided by law. Appeals to the Governing Board must be made in writing by either party addressed to the Board Chair and submitted to Compliance@rsed.org within ten (10) school days of the Executive Director's decision. The Board will review the appeal under a preponderance of the evidence standard and render a written decision within ninety (90) calendar days.

Prohibition Against Retaliation

Rocketship will not retaliate against any person who files a complaint in accordance with this Policy or against any person who participates in proceedings related to this Policy. In addition, Rocketship will not tolerate any form of retaliation against any person who makes a good faith report or complaint about perceived acts of harassment, discrimination, bullying, intimidation or other concern, or who cooperates in an investigation of such a complaint. Any person who is found to be engaging in any kind of retaliation will be subject to appropriate disciplinary action.

Modification

Rocketship may approve modification of the foregoing procedures in a particular case if the modification is for good cause and does not violate the due process rights of the parties involved or any policies of Rocketship.

Contact Information

The contact information for the school Principal can be found on the school's website.

Complainants also have the right to file a complaint with the Office of Civil Rights by: (1) mailing the complaint to Director, Office for Civil Rights (OCR), U.S. Department of Education, 400 Maryland Avenue, Washington, D.C. 20202-1475; (2) faxing it to 202-453-6021; or (3) filing electronically at www.ed.gov/ocr/complaintprocess.html.

Other Remedies

This complaint process does not bar complainants from filing claims in other forums to the extent permitted by state and federal law.

TITLE IX COMPLAINT PROCESS

Rocketship values the concerns of our parents, staff, students, and community and takes all concerns and complaints seriously. Rocketship's comprehensive Title IX Policy and Grievance Procedures may be found on Rocketship's website. The below offers a brief overview.

Complaints under Title IX

Complaints governed by Title IX of the Education Amendments of 1972 are reported to the Title IX Compliance and Civil Rights Officer, and an investigation of those complaints is conducted promptly and impartially.

Supportive Measures

Once an allegation of Title IX discrimination, sex-based harassment, or retaliation has been received, the school designee and/or Title IX Compliance and Civil Rights Officer/designee will offer individualized supportive measures to ensure the safety of the parties involved and the safety of the educational environment, to restore or preserve equal access to Rocketship's education program or activity, and to provide support during the investigation and resolution process.

Examples of supportive measures include, but are not limited to, designating a staff member to serve as that complainant's "safe" person, altering the respondent/complainant's seating or schedule to reduce access between the respondent and the complainant, creating individual safety plans, and possible consultation with the school's professional mental health service providers.

Investigation, Determination of Responsibility and Remedies

The respondent is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process. The investigation will be conducted by the Title IX Compliance and Civil Rights Officer/designee in a prompt and equitable manner to remedy the alleged violation. Rocketship will use a preponderance of the evidence standard (i.e., more likely than not that harassment occurred) when resolving complaints. If the Title IX Compliance and Civil Rights Officer/ designee determines an incident of discrimination, sex-based harassment or retaliation has occurred, prompt and effective steps will be taken to end the unlawful conduct, eliminate its effects, prevent recurrence of an incident, and restore the safety of the complainant.

For additional information, please see Rocketship's Title IX Policy and Grievance Procedures available on Rocketship's website.

TITLE I PARENT INVOLVEMENT

Parent involvement is one of the three pillars of Rocketship. We work directly with parents, helping them become leaders at home, in the school, and in their communities. Our commitment to parent engagement is reinforced through our Title I Parent Involvement Initiatives.

Development and Review of Policy

Rocketship will take the following actions to engage parents in the joint development and review of its Title I Parent Involvement Policy:

- Gather and disseminate to parents for review the following materials: the Title I Parental

Involvement Policy and the Title I school-parent compact. These materials will be disseminated to parents during one of the school's fall community meetings or at fall parent/teacher conferences.

- Written and oral input from parents will be solicited through regularly scheduled community meetings, parent/teacher conference feedback and regular written communications with parents.

Schools will distribute the Title I policy through the Parent/Student Handbook and/or at community meetings throughout the school year.

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Rocketship, the following practices have been established:

- All parents are invited to participate in the annual review of the school's Title I programs. All flyers and notices about the meetings are disseminated by classroom and school newsletters, email, calls and posted on the website. Each year the school holds at least two meetings to review, elaborate, edit, and add goals to school programs and plans. The plan may also be discussed at meetings of the School Site Council.
- Rocketship schools provide the necessary coordination, technical assistance, flexibility, and other support to assist Title I schools in planning and implementing effective parental involvement activities to improve student academic achievement and school Performance. The school will offer monthly community meetings, workshops, and additional activities for parents. The parents will vote at community meetings held either at the end of the school year (for the following year) or at the beginning of the year (for current year) to give input on the content of community meetings and any additional workshops they would like to have. Parents who cannot attend the meetings will be invited to give input through a survey, letter, email or call to their Title I teacher.
- If the schoolwide plan is not satisfactory to the parents of participating children, Rocketship shall submit any parent comments on the plan when the school makes the plan available.
- Rocketship schools involve parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy using the measures described above.
- Rocketship schools provide parents of Title I students with timely information about Title I programs through school and classroom newsletters, parent-teacher home visits, parent- teacher conferences, family events and exhibition nights, and community meetings and leadership training.
- Rocketship schools build the capacity of parents/guardians for strong parent involvement. Each school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. Schools will also provide parents/guardians with assistance on how to monitor their children's progress and work with educators to improve the achievement of their children. The school shall ensure that this information is communicated to parents/guardians in a

format and, to the extent practicable, language that the parent/guardian can understand.

- Rocketship schools provide opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. This happens through community meetings, parent-teacher conferences, home visits, and school and classroom newsletters.
- If requested by parents, and to the extent not covered by any of the above options, Rocketship will provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
- Rocketship, with the assistance of its parents, will educate its teachers, school leaders and other school staff how to reach out to, communicate with and value parents as equal partners in their children's education. The school shall inform parents/guardians of the existence of parent resource centers in the state that provide training, information, and support to parent/guardians.

This policy will be updated periodically to meet changing needs of parents and the school.

School-Parent Compact

Rocketship distributes to parents of all students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards.

The compact will permit parents to communicate obstacles to parental involvement and Rocketship will consider discussing available resources with parents as required and appropriate.

Building Capacity for Involvement

As described above, Rocketship schools engage Title I parents in meaningful interactions with the school. Our schools support a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices which are undertaken during regular community meetings, home visits, parent-teacher conferences, and special school events.

- Rocketship provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
- Rocketship provides Title I parents with materials and training to help them work with their children to improve their children's achievement.
- Rocketship educates staff members about the value of parent contributions, and how to work with parents as equal partners. Rocketship has a Parent Leadership team, which is tasked with building parental capacity for leadership and parent involvement.
- Rocketship involves parents of all backgrounds, including those with limited English proficiency, those with disabilities, and parents of migratory students.

- Rocketship coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
- Rocketship distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
- Rocketship provides support for parental involvement activities requested by Title I parents.

In carrying out the parent and family engagement requirements of this policy, Rocketship shall provide opportunities for the informed participation of parents and family members, including parents and family members who have limited English proficiency, parents and families who have disabilities, and parents and family members of migratory children. This includes providing information and school reports required under section 1111 of the ESEA, as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand.

SCHOOL-PARENT COMPACT

Rocketship has a responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's student academic achievement standards.

Parents/guardians will be responsible for supporting their children's learning in a variety of ways, including but not limited to the following:

- monitoring attendance, homework completion, and television viewing;
- volunteering in the classroom, at the school, or at a school-sponsored event (not required, but Rocketship strongly encourages the completion of 20 Parent Participation hours);
- attending school community meetings and other school events;
- participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time.

Rocketship believes in the importance of communication between teachers and parents/guardians on an ongoing basis. This shall be established by:

- Parent-teacher conferences, at least annually, during which the compact shall be discussed as it relates to the student's achievement.
- Frequent reports to parents/guardians on their children's progress.
- Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities.
- Ensuring regular two-way communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

- Regular opportunities to attend school community meetings and other school-sponsored events.

ESSA PARENTS RIGHT TO KNOW

Pursuant to Section 1112(e)(1)(A-B) of the Every Student Succeeds Act, a student's parent may request, and Rocketship will provide the parents upon request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum the following:

- Whether the teacher has met State qualifications for grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under emergency or other professional status that the State has waived;
- Whether the teacher is teaching in the field of discipline of the certification of the teacher;
- Whether the child is provided services by paraprofessionals and if so their qualifications.

COPPA

Rocketship schools use several computer software applications and web-based services, operated not by schools in our network, but by third-party vendors. We use these tools to provide students with the most effective software and web-based services for learning. In accordance with the Children's Online Privacy Protection Act (COPPA), Rocketship consents to the vendors' collection, use, and disclosure of information obtained directly from students. Rocketship gives this consent on behalf of parents.

Under COPPA, each software provider or website operator is bound to maintain the confidentiality of the information collected, and must provide parental notification and obtain parental consent before collecting personal information from children under the age of 13. The law permits schools such as ours to consent to the collection of personal information on behalf of all of its students, thereby eliminating the need for individual parental consent given directly to the website operator. For more information on COPPA, please visit https://www.ftc.gov/business-guidance/resources/complying-coppa-frequently-asked-questions.

A list of the software and services used by RSED, with the privacy policy for each, can be found on our network website at: https://www.rocketshipschools.org.

Upon request from Rocketship, vendors must provide the school a description of the types of personal information collected; an opportunity to review a child's personal information and/or have the information deleted; and the opportunity to prevent further use or online collection of a child's personal information.

Parents retain the right to request review of their child's personal information and/or have information deleted. Parents also have the right to opt their child out of participating in educational activities that involve the collection, use, or disclosure of personal information collected from their child.

Attachment F Cover Page

Student Discipline Policy

REQUIRED FOR ALL SPONSORS

Pages 38-46 from Attachment E - Student/Parent Handbook

Bullying also occurs when a student or group of students organizes a campaign against another student or when a student or group of students maliciously spread rumors about another student.

Alleged incidents of bullying will be promptly investigated by designated Rocketship staff members. Rocketship's policy and procedures for addressing bullying complaints through either the general complaint procedures or the Title IX procedures (as appropriate) which are included in the Policies, Notifications of Rights, and Assurances section of this handbook.

STUDENT DISCIPLINE - GENERAL OVERVIEW

Rocketship promotes positive behavior at school and aims to create learning environments that are more consistent, predictable, positive, and safe. We clearly define behavioral expectations and consequences, create systems for recognizing and reinforcing positive behaviors, and provide our students with social-emotional learning.

Rocketship classrooms also use a variety of management systems to address behavioral issues. These may include color-coded card chart systems and other tiered consequences.

If students do not respond to our positive behavior supports or classroom management systems, Rocketship may take alternative in-school disciplinary action.

STUDENT DISCIPLINE - IN-SCHOOL DISCIPLINARY ACTIONS

Rocketship relies on proactive, preventive support to promote positive behavior at school. Rocketship has implemented a Positive Behavior Interventions and Supports (PBIS) framework in all schools. The fundamental purpose of PBIS is to create learning environments that are more consistent, predictable, positive, and safe. Key PBIS practices include clearly defined behavioral expectations and consequences, systems for recognizing and reinforcing positive behaviors, data-based decision-making, multi-tiered systems of support, and the implementation of core social-emotional learning curricula.

Rocketship classrooms also use a variety of management systems to address behavioral issues. These may include color-coded card chart systems and other tiered consequences.

In the event that Rocketship's PBIS infrastructure and classroom management systems are insufficient to prevent disciplinary infraction, or a disciplinary infraction is serious enough to immediately warrant additional discipline, Rocketship may take alternative in-school disciplinary action. These actions depend on the circumstances of the offense and may include, but are not limited to, the following:

- Sending the student to the Principal's office.
- Time Out or temporary placement in another classroom.
- Calling or writing/emailing the student's parent/guardian.

- Arranging a conference with the student, parent, teacher and/or administrator.
- Implementing a temporary individualized behavior plan for the student.
- Implementing counseling sessions with a designated staff member.
- Peer mediation.
- Requiring that the student complete a reflective essay or assignment.
- Community Restoration, including requiring that the student take actions to counteract/ameliorate a problem (i.e., fixing something the student broke).
- Referring the student to a Student Support Team.
- Restricting the student's participation in after-school/extra-curricular activities or field trips.
- Holding the student for detention or additional instructional time during lunch or before/after school.
- Confiscating inappropriate items related to the disciplinary infraction.

Corporal punishment shall not be used as a disciplinary measure against any student. "Corporal punishment" includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, "corporal punishment" does not include an employee's use of force, restraint and/or seclusion that is used only when a student's behavior presents a clear, present, and imminent risk to the physical safety of the student or others.

As described above, severe infractions that threaten the safety or health of students, staff or others, may be cause for suspension or expulsion.

STUDENT DISCIPLINE - SUSPENSIONS, AND EXPULSIONS

Overview - Suspensions and Expulsions

We believe that our students are best served when they are present at school every day. However, we recognize that situations may occur when a student commits a behavioral offense that is so severe that the student may become subject to discipline, suspension, or expulsion.

A student may be disciplined, suspended or expelled for prohibited misconduct if the offending act is on school grounds at any school-sponsored activity or supervised activity and off school grounds, and outside of school hours *if* in the school's sole discretion, such conduct creates a substantial disruption to the school environment and/or interferes with another student's ability to participate in the school program and/or benefit from the school's program while on school property and/or at any school-sponsored or supervised activity. This may include misconduct occurring outside of school hours such as activity on digital media, applications, online platforms, through telephone, cellular phone or text messages and other communication devices and methods.

Out of School Suspensions and Expulsion

When disciplinary infractions occur on campus, our Principals are expected to respond in accordance with our Student Discipline Policy, which encourages positive behavioral interventions and supports and outlines available in-school disciplinary actions. The decision to pursue a suspension is, in most circumstances, largely at the discretion of the school leadership team in accordance with state law and should only be considered in cases of egregious behavioral infractions – and, even then, should be viewed as a last resort—as we believe that our students are best served when they are present at school every day. Recommendations for expulsion should not be pursued except in the most extreme cases, as our policy is to do whatever it takes to serve every student who enrolls in a Rocketship school.

If a situation does arise where a Principal feels that the student should be suspended or recommended for expulsion, this policy applies and will guide the process.

Grounds for Suspension and Expulsion

In Tennessee, students may, at the discretion of the Principal in consultation with their manager, be given an out of school suspension for any of the following reasons:

- Willful and persistent violation of the rules of the school;
- Immoral or disreputable conduct or vulgar or profane language;
- Violence or threatened violence against the person of any personnel attending or assigned to any public school;
- Willful or malicious damage to real or personal property of the school, or the property of any person attending or assigned to the school;
- Inciting, advising or counseling of others to engage in any of the acts enumerated above;
- Marking, defacing or destroying school property;
- Possession of a pistol, gun or firearm on school property;
- Possession of a knife and other weapons, as defined in T.C.A. § 39-17-1301 on school property;
- Assaulting a principal, teacher, school bus driver or other school personnel with vulgar, obscene or threatening language;
- Unlawful use or possession of barbital or legend drugs, as defined in T.C.A. § 53-10-101;
- One or more students initiating a physical attack on an individual student on school property or at a school activity, including travel to and from school or a school activity;
- Making a threat, including a false report, to use a bomb, dynamite, any other deadly explosive or destructive device, including chemical weapons, on school property or at a school sponsored event;
- Any other conduct prejudicial to good order or discipline in any public school; and
- Off-campus criminal behavior that results in the student being legally charged with a felony and the student's continued presence in school poses a danger to persons or property or disrupts the educational process.

Please note that if it is determined that a student has engaged in any of the following behaviors, the school Principal has the discretion to decide in their judgment to suspend and/or recommend for expulsion after considering all surrounding circumstances.

Under Tennessee law, certain offenses are considered "zero tolerance" and will result in **mandatory expulsion**:

- Bringing to school or to be in unauthorized possession on school property of a firearm, as defined in 18 U.S.C. § 921.
- Commission of aggravated assault as defined in T.C.A § 39-13-102 or commits assault that results in bodily injury defined in T.C.A. §39-13-101(a)(1) upon any teacher, principal, administrator, any other Rocketship employee.
- Unlawfully possessing any drug including any controlled substance, as defined in T.C.C § 39-17-403 through § 39-17-415, controlled substance analogue, as defined by T.C.A. § 39-17-454, or legend drug, as defined by T.C.A. § 53-10-101.
- Threatening mass violence on school property or at a school-related activity, pursuant to T.C.A. § 39-16-517.

A student who is found to have committed any of the above zero tolerance offenses shall be expelled for a period of not less than one (1) calendar year, unless modified on a case-by-case basis by the Executive Director.

Suspension Procedures

A suspension is a temporary dismissal of a student from the regular school program and school-sponsored events for the allotted time assigned by a school administrator. Students are expected to complete all work assigned while they serve their suspension.

Suspensions at Rocketship will adhere to the following procedures:

Conference

When feasible, suspension will be preceded by a conference conducted by the Principal or designee with the student and their parent.

Notice to Parents/Guardians

Whenever possible a student will not be suspended until that student and parent have been notified of the nature of the student's misconduct, the student has been questioned about it and allowed to give an explanation.

At the time of suspension, the Principal or designee shall make a reasonable effort to contact the student's parent/guardian by telephone or in person. The parent/guardian shall also be notified in writing of the suspension, the reason for the suspension, the length of the suspension, the student's right to return to school at the end of the suspension, and the date of return following suspension. The Principal or designee

shall also provide the parent/guardian with a copy of the suspension notice. A copy of this notice will also be filed in the student's cumulative folder in the school.

A student's return to school from an issued suspension will not be contingent upon a parent/guardian's ability to attend a conference or meeting with school staff.

Suspension Time Limits

Suspension of a student should not be for more than 10 days. If, at the time of the suspension, the Principal determines that an offense has been committed that would justify a suspension for more than 10 days or an expulsion, the Principal or designee may suspend a student unconditionally for a specified period of time or upon such terms and conditions as are deemed reasonable, or recommend expulsion of the student.

Rights During Suspension

The suspended student shall not be denied the opportunity to take any quarterly, semester or grading period examinations or to complete coursework missed during the suspension period.

Suspension Appeals

The parent/guardian of a student shall have the right to appeal any out-of-school suspension decision to the direct supervisor of the school Principal. The request to appeal must be made in writing and shall be submitted to the supervisor within one business day of the parent being made aware of the decision to suspend the student. The appeal shall be considered by the Supervisor in a timely manner. Any decision made on appeal shall be final.

Expulsion Procedures

An expulsion is the permanent dismissal of a student from the Rocketship program. If an expulsion is approved, the parent/guardian has the responsibility to place the student in another school. The full authority of the Rocketship Board of Directors ("Board") to hear and conduct appeals shall be granted to the Academic Affairs Committee, a committee of the Board (the "Committee"). The Committee shall consist of three directors of the Board. The Academic Affairs Committee may expel any student found to have committed an expellable offense. Instead of conducting the hearing itself, the Academic Affairs Committee may appoint an impartial administrative panel of three or more persons, none of whom is a member of the Board or employed on the staff of the school in which the student is enrolled.

Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 20 school days after the Principal or designee determines that the student has committed an expellable offense, unless the student requests, in writing, that the hearing be postponed.

In the event an administrative panel hears the case, it will, within 10 days of the hearing, make a recommendation to the Academic Affairs Committee for a final decision whether or not to expel. The hearing shall be held in closed session unless the student makes a written request for a public hearing three days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

- The date and place of the expulsion hearing;
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based, along with a summary of the evidence against the student;
- A copy of Rocketship's disciplinary rules which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Written Notice to Expel

The Principal or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

- notice of the specific offense committed by the student and
- notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Rocketship.

Right to Appeal

The student/family shall have the right to appeal the decision to expel the student from Rocketship directly to the Academic Affairs Committee. If the Academic Affairs Committee made the final decision on the expulsion, the appeal shall go directly to the Executive Committee of the Board. The request to appeal must be made in writing and shall be submitted to the Academic Affairs Committee or Executive Committee within five business days of being made aware of the decision to expel the student. The appeal shall be heard by the Academic Affairs Committee or Executive Committee within 15 days of receipt of the appeal.

Post-Expulsion- Possibility for Readmission of Expelled Students

The decision to readmit a student who has been expelled from a Rocketship school shall be in the sole discretion of the Board.

Special Procedures for Suspension and Expulsion of Students with Disabilities

Services During Suspension

Students with disabilities pursuant to the Individuals with Disabilities Act ("IDEA") suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, a manifestation determination shall take place. "Change of Placement" includes a recommendation for expulsion or a cumulative removal of more than 10 school days in a school year. Rocketship, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the IEP Team determines that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability and:

- Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the school had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- Return the child to the placement from which the child was removed, unless the parent and the school agree to a change of placement as part of the modification of the behavioral intervention plan and a change of placement as part of the modification of the behavioral intervention plan.

If the school, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP or Section 504 Plan, then the school may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals

If the parent of a child with a disability disagrees with any decision regarding a disciplinary change in placement, or the manifestation determination, or the school believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent or school may request an expedited administrative hearing through the regional administrative hearing office.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the school, the student will remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the 45 day time period provided for in an interim alternative educational setting, unless the parent and the school agree otherwise. Rocketship shall comply with 20 U.S.C. Section 1415(k)(2), which states that interim alternative educational setting shall be determined by the IEP team.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or School may request a hearing.
In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

Special Circumstances

Rocketship personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than 45 days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance,

while at school, on school premises, or at a school function; or
- has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP team.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Rocketship's behavioral policies may assert the procedural safeguards granted under this administrative regulation only if Rocketship had knowledge that the student was disabled before the behavior occurred.

Rocketship shall be deemed to have knowledge that the student had a disability if one of the following conditions exists prior to the behavior at issue:

- The parent of the child expressed concern in writing to supervisory or administrative personnel of Rocketship, or a teacher of the child, that the child is in need of special education and related services;
- The parent of the child requested an evaluation of the child pursuant to §§ 300.300 through 300.311; or
- The teacher of the child, or other Rocketship personnel, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education of the agency or to other supervisory personnel of the agency.

Rocketship shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible. If the school had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline.

The school shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by Rocketship pending the results of the evaluation.

Disciplinary Records

Rocketship shall maintain records of all student suspensions and expulsions at Rocketship. Such records shall be made available to the chartering authority upon request.

Attachment G Cover Page

Articles of Incorporation

REQUIRED FOR ALL SPONSORS

Tre Hargett
Secretary of State

Division of Business Services
Department of State
State of Tennessee
312 Rosa L. Parks AVE, 6th FL
Nashville, TN 37243-1102

Rocketship Education Tennessee
COMPLIANCE DEPARTMENT
STE 109
350 TWIN DOLPHIN DR
REDWOOD CITY, CA 94065-1458

November 3, 2023

Filing Acknowledgment

Please review the filing information below and notify our office immediately of any discrepancies.

Control # : 1291671 Status: Active
Filing Type: Nonprofit Corporation - Domestic

Document Receipt

Receipt # : 008443806	Filing Fee:	$20.00
Payment-Check/MO - BRADLEY ARANT BOULT CUMMINGS LLP, BIRMINGHAM, AL		$20.00

Amendment Type: Amended and Restated Formation Documents Image # : B1442-8536
Filed Date: 11/02/2023 2:35 PM

This will acknowledge the filing of the attached amended and restated formation document with an effective date as indicated above. When corresponding with this office or submitting documents for filing, please refer to the control number given above.

Tre Hargett
Secretary of State

Processed By: Cassandra Bowman

Field Name	Changed From	Changed To
Filing Name	ROCKETSHIP PUBLIC SCHOOLS TENNESSEE	Rocketship Education Tennessee
Public Benefit	Mutual	Public
Registered Agent Organization Name	ROCKETSHIP PUBLIC SCHOOLS TENNESSEE	ROCKETSHIP EDUCATION TENNESSEE

B1442-8536 11/02/2023 2:35 PM Received by Tennessee Secretary of State Tre Hargett

FILED

FIRST AMENDED AND RESTATED CHARTER OF ROCKETSHIP EDUCATION TENNESSEE (FORMERLY "ROCKETSHIP PUBLIC SCHOOLS TENNESSEE")

Pursuant to Tennessee Code Annotated Sections 48-60-105 and -106, as amended, the undersigned corporation hereby adopts the following First Amended and Restated Charter:

1. The name of the corporation is Rocketship Education Tennessee (formerly "Rocketship Public Schools Tennessee") (the "Corporation").

2. The Corporation is a public benefit corporation.

3. The name and address of the Corporation's registered agent is:

   Rocketship Education Tennessee
   CT Corporation System
   300 Montvue Road
   Knoxville, TN 37919-5510
   Knox County

4. The Corporation's fiscal year close month is June and its period of duration is perpetual.

5. This First Amended and Restated Charter shall be effective as of March 7, 2022.

6. The Corporation is not for profit and is organized exclusively for charitable and educational purposes under section 501(c)(3) of the Internal Revenue Code, as amended, or corresponding section of any future federal tax code.

7. The Corporation is a public benefit corporation. The Corporation is not a religious corporation. The Corporation has a member.

8. The address of the Corporation's principal executive office is:

   Compliance Department
   Suite 109
   350 Twin Dolphin Drive
   Redwood City, CA 94065-1458

9. Upon the dissolution of the Corporation, all assets of the Corporation shall be distributed to the sole member of the Corporation, provided that the sole member is at such time organized exclusively for charitable or educational purposes under section 501(c)(3) of the Internal Revenue Code, as amended, or corresponding section of any future federal tax code. If the sole member of the Corporation is not so organized at such time, all assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, as amended, or corresponding section of any future federal tax code, or shall be

distributed to the federal government, or to a state or local government, for a public purpose.

10. This First Amended and Restated Charter was duly adopted on August 31, 2023, by the Corporation's Board of Trustees with approval by the Corporation's sole Member.

11. Additional approval for the amendment (as permitted by Tennessee Code Annotated Section 48-60-301) was not required.

ROCKETSHIP EDUCATION TENNESSEE

By: Margaret Riley King

Name: Margaret Riley King

Title: Secretary

Date: 10/24/2023

B1442-8537 11/02/2023 2:35 PM Received by Tennessee Secretary of State Tre Hargett

Attachment H Cover Page

Proof of Non-Profit and Tax-Exempt Status

REQUIRED FOR ALL SPONSORS

Department of the Treasury
Internal Revenue Service
Tax Exempt and Government Entities
P.O. Box 2508
Cincinnati, OH 45201

Date:
06/25/2024
Taxpayer ID number:
87-4651451
Taxpayer or applicant name:
ROCKETSHIP EDUCATION
TENNESSEE
Form or application number:
1023
Person to contact:
Name: Naziat Adnan
ID number: 11795
Telephone: 718-834-2256

CALEB BARRON ESQ
1600 DIVISION STREET SUITE 700
NASHVILLE, TN 37203

Dear Representative:

We're sending the enclosed material to you because of a power of attorney or other authorization we have on file.

If you have questions, contact the person listed at the top of this letter.

Sincerely,

Stephen A. Martin
Director, Exempt Organizations
Rulings and Agreements

Enclosures:
Letter 947

Department of the Treasury
Internal Revenue Service
Tax Exempt and Government Entities
P.O. Box 2508
Cincinnati, OH 45201

Date:
06/25/2024
Employer ID number:
87-4651451
Person to contact:
Name: Naziat Adnan
ID number: 11795
Telephone: 877-829-5500
Accounting period ending:
June 30
Public charity status:
170(b)(1)(A)(ii)
Form 990 / 990-EZ / 990-N required:
Yes
Effective date of exemption:
March 7, 2022
Contribution deductibility:
Yes
Addendum applies:
No
DLN:
26053756005633

ROCKETSHIP EDUCATION TENNESSEE
350 TWIN DOLPHIN DRIVE SUITE 109
REDWOOD CITY, CA 94065-1023

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

Information for Charter Schools
You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

We sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

Stephen A. Martin
Director, Exempt Organizations
Rulings and Agreements

Attachment I Cover Page

By-laws

REQUIRED FOR ALL SPONSORS

BY-LAWS

OF

ROCKETSHIP EDUCATION TENNESSEE

ARTICLE I
PURPOSES, OPERATION

1.1. Purposes. The purposes of Rocketship Education Tennessee (formerly "Rocketship Public Schools Tennessee") (the"Corporation") shall be as set forth in the Articles of Incorporation.

1.2. Mission and Vision. The Corporation may adopt a mission statement and a vision statement consistent with its stated charitable purposes and charter agreement.

1.3. Gifts and Distributions. The Corporation may accomplish its purposes directly or by making grants or other payments to third parties. The Board of Trustees may establish guidelines for the acceptance of gifts and the disbursement of funds by the Corporation in such manner as may, in the judgment of the Board of Trustees, be consistent with the purposes of the Corporation.

1.4. Restrictions. The activities of the Corporation shall be limited to the exclusive purposes permitted for tax exempt status under Internal Revenue Code Section 501(c)(3), and shall in no event expand beyond the activities allowed under Article III of the Articles of Incorporation. All of the assets of the Corporation shall be administered and all of the net earnings of the Corporation shall be devoted to the purposes of the Corporation as aforesaid, and no part of the assets or net earnings of the Corporation shall inure to the benefit of any private shareholder or individual. No substantial part of theactivities of the Corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation (except as otherwise provided in Internal Revenue Code Section 501(h)), and the Corporation shall not participate in, nor intervene in (including the publishing or distributing of statements), any political campaign on behalf of (or in opposition to) any candidate for public office.

ARTICLE II
OFFICES

2.1. Principal Office. The principal office of the Corporation shall be located in the Tennessee. The Corporation may have such other offices, either within or without the Tennessee, as the Board of Trustees may designate from time to time.

2.2. Registered Office. The registered office of the Corporation may be, but need not be, identical with the Corporation's principal office in Tennessee, and the Board of Trustees may from time to time change the address of the registered office to any location within Tennessee.

ARTICLE III
MEMBERS

3.1. Designation of Members. The initial sole member of the Corporation shall be Rocketship Education, Inc., a California nonprofit public benefit corporation (the "Sole Member" or "Rocketship Education"). The Board of Directors of the Corporation may, by written notice given to the Secretary or any Director of the Corporation, designate a single successor member who shall succeed it as the sole member of the Corporation. Such successor member may also designate a single successor member to succeed such successor member as the sole member of the Corporation, and so forth. The Corporation and any of its successors shall hereinafter be referred to as the "Sole Member."

3.2. Rights of the Sole Member. Subject to applicable laws and except as otherwise set forth in these By-laws, the Sole Member shall have all statutory rights as a "member" of the Corporation as defined in Title 48, as amended, of the Tennessee Code. , including, but not limited to, the rights: (1) to approve the dissolution and liquidation of the Corporation; (2) to approve any plan of merger for the Corporation or any amendment to such plan; (3) to approve the sale, lease, exchange, or other disposition of all, or substantially all, of the Corporation's assets; (4) to inspect and copy any corporate records (including by an agent or attorney); and (5) to, at any time, remove any or all of the trustees of this Corporation, with or without cause, and then fill the vacancy or vacancies left by such removal. This Corporation may not, without the written consent of the Sole Member, make amendments to the Corporation's Articles of Incorporation or Bylaws. Except as otherwise permitted under the Corporation's Articles of Incorporation for a charitable Sole Member and applicable law, no right, title or interest in any property or earnings of the Corporation shall inure to any member during the existence of the Corporation or upon its dissolution.

3.3. Termination of Sole Member. If, at any time the legal existence of the Sole Member ceases or the Sole Member otherwise ceases to serve as a member, and if no successor Sole Member has been designated or if any such designee is unable or unwilling to serve as a member, then the membership of the Corporation shall consist of its Board of Directors as such Board is then and may thereafter from time to time be constituted. If the Directors become the members of the Corporation, the Corporation may continue in existence or may be dissolved as set forth in the Corporation's Articlesof Incorporation. If the Corporation continues in existence with the Board of Directors as its members, then the Board shall cause conforming and appropriate amendments to be made to the Corporation's Articles of Incorporation and these By-laws.

3.4. Action By Members. For so long as the Corporation or a successor Sole Member designated pursuant to Section 3.3 serves as the Sole Member of the Corporation, there shall be no meetings of members and all actions of the Sole Member shall be taken without a meeting by a written consent signed by the Sole Member setting forth the action so taken. If, at any time, the then-acting members of the Board of Directors should become members of the Corporation, as provided in Section 3.3 above, the actions of the Board of Directors in their capacities as such members shall be taken at meetings or by written consent and be otherwise subject to the provisions of Article IV below relating to the Board of Directors.

3.5. Statutory Membership. Except as provided in Section 3.3, the Sole Member shall be theonly statutory member of the Corporation, as the term "member" is defined in Title 48, as amended, of the Tennessee Code. Nothing in this Article III shall be construed to limit the Corporation's rights to refer to persons associated with it as members even though such persons are not statutory members of the Corporation under Title 48 of the Tennessee Code, including honorary or donor members. The Corporation's Board of Directors may confer, by amendment of these Bylaws (subject to the approval required under Article XI), some or all of a statutory member's rights upon any person. The Board of Directors may also, in its discretion, without establishing memberships, establish advisory councils, honorary boards,or other auxiliary groups as it deems appropriate, pursuant to Section 6.2, below.

ARTICLE IV
BOARD OF TRUSTEES

4.1. General Powers and Responsibilities. The affairs of the Corporation shall be managed by its board of trustees (the "Board of Trustees" with each member a "Trustee"). The Board of Trustees shall utilize and distribute the net earnings and principal funds of the Corporation solely in accordance with the purposes for which the Corporation is organized. The Board of Trustees' duties and responsibilities include, but are not limited to:

(a) Setting the enrollment and grade-level configuration for any schools operated by the Corporation, including increasing enrollment to maximum levels, subject to authorization from the proper authorities;

(b) Approval of annual budgets, calendars, salary schedules, major fundraising events, and grant writing for schools operated by the Corporation;

(c) Negotiation and approval of a Memorandum of Understanding ("MOU") or other contracts for the Corporation with the Tennessee;

(d) Approval of all financial policies that set the processes and controls for contracts, expenditures and internal control;

(e) Supervisory oversight of personnel actions (including hiring, discipline anddismissal, subject to Trustee recusal for any actions involving such Trustee);

(f) Approval of all changes to the charter agreement to be submitted in accordance with applicable law;

(g) Participation, as necessary, in dispute resolution for the Corporation;

(h) Evaluation of principals of schools operated by the Corporation, subject to Trustee recusal for any actions involving such Trustee;

(i) Monitoring the performance of schools operated by the Corporation and taking necessary actions to ensure that such schools remain true to the Corporation's mission and charter;

(j) Monitoring the fiscal solvency of schools operated by the Corporation;

(k) Participating and monitoring, as necessary, any fiscal audits of the Corporation;

(l) Participating, as necessary, in any student expulsion matters;

(m) Participating in any training for Trustees regarding governance matters, strategic planning, or other corporate matters; and

(n) Increasing public awareness of the Corporation's activities.

4.2. Number, Qualification, Tenure, Manner of Election and Qualifications.

(a) *Number.* The number of voting Trustees ("Trustees") shall be at least three (3), but no more than fifteen (15) Trustees. Three (3) initial voting Trustees ("Initial Trustees") shall be appointed by the incorporator. The exact authorized number of trustees shall be fixed, within the limits set forth in these bylaws, by the Board of Trustees. All trustees shall be designated and elected by the existing Board of Trustees. All trustees are to be designated and elected at a meeting of the Board of Trustees.

(b) *Elections.* Except for the Initial Trustees appointed by the Incorporator, Trustees shall be elected annually by the Board of Trustees.

(c) *Terms.* The Trustees shall serve staggered terms such that no more than two-

thirds (2/3) of the Trustees' terms shall expire in the same year. At its first meeting the Initial Trustees of the Corporation shall each be assigned a three (3) year initial term. Trustees may serve more than one (1) term on the Board and there is no limit on the number of terms. Trustees shall take office immediately following the close of the annual meeting at which they were elected. Each Trustee shall serve a term of two (2) years (except for Initial Trustees initially serving three (3) year terms), or until his or her successor has been elected, or until his or her death, or until he or she shall resign or shall have been removed in the manner provided in Section 4.8.

(d) *Qualifications.* A majority of Trustees must be residents of the Tennessee. In considering a potential Trustee, the following factors about a person may be considered, plus any other lawful factors deemed relevant: operation of charter schools; real estate expertise; legal expertise; financial expertise; fundraising ability; significant involvement in communities served by the Corporation; subject and professional development knowledge inliteracy and math; and capacity to take a leadership role in the governance of the Corporation.

4.3. Meetings.

(a) *Regular and Annual Meetings.* The Board of Trustees may provide, by resolution, the time and place for the holding of regular meetings, including the annual meetings. The Board of Trustees shall meet no less than four (4) times per full calendar year, asprorated for partial years.

(b) *Open Meetings.* The Board of Directors shall comply with the Tennessee Meetings Act (the "Open Meetings Act"), including with respect to notice of meetings, meeting quorum, actions taken by written consent and telephonic meetings

(c) Emergency meetings of the Board of Trustees may be called, provided such meetingscomply with the Open Meetings Act.

4.4. Notice. Notice of any public meeting shall be given in compliance with the laws of Tennessee.

4.5. Quorum. Except as otherwise provided by applicable law, a majority of the Trustees then in office shall constitute a quorum for the transaction of business at any meeting of the Board of Trustees, but such quorum shall never be less than two Trustees. If less than such quorum is present at a meeting a majority of the Trustees present may adjourn the meeting from time to time without further notice.

4.6. Manner of Acting. The act of a majority of the Trustees present at a meeting at which a quorum is present shall be the act of the Board of Trustees, unless the act of a greater number is required by these Bylaws or by law.

4.7. Removal and Resignation of Trustee. Any Trustee may be removed from office with or without cause by the affirmative vote of a majority of the Trustees then in office who are present and voting at a meeting of the Board of Trustees at which a quorum is present. Any Trustee may be also removed from office with or without cause subject to the terms of Section 3.2 above. A Trustee may resign from the Board of Trustees at any time by delivering a written notification of resignation to the President or Secretary of the Corporation, which shall be effective as of the date that such notice is received by the President or Secretary or as of such other date as may be specified in such notice, as applicable.

4.8. Vacancies. Any vacancy occurring in the Board of Trustees may be filled by the Board ofTrustees, or according to Section 3.2 above.

4.9. Compensation. Trustees of the Corporation shall serve without compensation. However, Trustees may receive reasonable compensation for personal services rendered which are necessary to carry out the exempt purposes of the Corporation, so long as such compensation is authorized by the Board of Trustees. Any engagement of a Trustee to provide services to the Corporation shall be in compliance with any conflict of interest policy of the Corporation. In addition, Trustees may receive reimbursement for reasonable expenses incurred in connection with Corporation matters if such reimbursement is not excessive and is authorized by the Board of Trustees.

4.10. Presumption of Assent. A Trustee who is present at a meeting of the Board of Trustees at which action is taken on any matter shall be presumed to have assented to the action taken unless hisor her dissent shall be entered in the minutes of the meeting or unless he or she shall file his or her written dissent to such action with the person acting as the secretary of the meeting before the adjournment thereof or shall forward such dissent in the manner specified for the giving of notices in Section 4.5 to the Secretary of the Corporation immediately after the adjournment of the meeting. Suchright to dissent shall not apply to a Trustee who voted in favor of such action.

ARTICLE V
OFFICERS

5.1. Principal Officers. The principal Officers of the Corporation ("Officers") shall be a President, a Secretary and a Treasurer, each of whom shall be elected by the Board of Trustees pursuanto these Bylaws. Such other Officers and assistant Officers as may be deemed necessary may be electedor appointed by the Board of Trustees. Any two or more offices may be held by the same person, except the offices of President and Treasurer.

5.2. Election and Terms of Office. Once elected, each Officer shall hold office until his or her successor shall have been elected by the Board of Trustees or until his or her death or until he or she shall resign or shall have been removed as provided in Section 5.3 or for such term as the Board of Trustees considers appropriate.

5.3. Removal and Resignation of Officer. Any Officer may be removed from office, either with or without cause, by the affirmative vote of a majority of Trustees then in office. An Officer may resign at any time by delivering a written resignation to the President or Secretary of the Corporation, which shall be effective as of the date that such notice is received by the President or Secretary or as of such other date as may be specified in such notice, as applicable.

5.4. Vacancies. A vacancy in any principal office because of death, resignation, removal, disqualification or otherwise may be filled by the Board of Trustees for the unexpired portion of the term, or for such other term as the Board of Trustees considers appropriate.

5.5. President. Subject to the control of the Board of Trustees, the President shall in general supervise and control all of the business and affairs of the Corporation and shall, when present, preside at all meetings of the Board of Trustees. He or she may sign, with the Secretary or any other Officer of the Corporation authorized by the Board of Trustees, any deeds, mortgages, bonds, contracts, or other instruments which the Board of Trustees has authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board of Trustees or by these Bylaws

or some other law to be otherwise signed or executed, and in general shall perform all duties incident to the office of President and such other duties as may be prescribed by the Board of Trustees from time totime.

5.6. Secretary. The Secretary (or an Assistant Secretary if requested by the Board of Trustees) shall: (a) keep any minutes of the Board of Trustees' meetings in one or more books provided for that purpose; (b) see that all notices are duly given by law; (c) serve as custodian of the corporate books and records of the Corporation; and (d) in general, perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him or her by the President orby the Board of Trustees. The Secretary shall perform such other duties and have such other powers asthe Board of Trustees may from time to time prescribe.

5.7. Treasurer. If required by the Board of Trustees, the Treasurer shall give a bond for the faithful discharge of his or her duties in such sum and with such surety or sureties as the Board of Trustees shall determine. He or she shall: (a) have charge and custody of and be responsible for all funds, securities, and financial records of the Corporation; (b) receive and give receipts for monies due and payable to the Corporation from any source whatsoever, and deposit all monies in the name of the Corporation in such banks, trust companies or other depositories as shall be selected in accordance with the provisions of these Bylaws; and (c) in general, perform all of the duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him or her by the President or by the Board of Trustees. The Treasurer shall send or cause to be given to the Board of Trustees any financial statements or reports that are required or requested to be made by law, by these Bylaws, or by the Board of Trustees.

5.8. Compensation of Officers. Officers of the Corporation shall serve without compensation., Officers may receive reimbursement for reasonable expenses incurred in connection with Corporation matters.

ARTICLE VI
COMMITTEES OF THE BOARD OF TRUSTEES

6.1. Committees, Generally. The Board of Trustees may establish standing or temporary committees as it considers appropriate. The Board of Trustees shall appoint the members of the committees by majority vote and name the chairperson. A committee shall consist of three (3) or more Trustees and shall perform such duties and have such responsibilities as are provided in the resolution establishing any such committee, as initially adopted or thereafter supplemented or amended. The Board of Trustees may elect one or more persons as alternate members of any such committee who may take the place of any absent member or members at any meeting of the committee upon request of the committee's chairperson or other person presiding at such committee meeting. The designationof a committee or committees and the delegation thereto of any Board authority will not operate to relieve the Board of Trustees, or any member thereof, of any responsibility imposed upon it or him or her by law.

6.2. Advisory Committees. The Board of Trustees, by resolution, may designate one or more advisory committees to assist it in any capacity as it directs, but such committees or advisory bodies shall not have any of the powers of the Board of Trustees.

6.3. Parent/Teacher Council Encouraged. The Board of Trustees shall encourage parents of students attending schools of the Corporation to form one or more Parent/Teacher Councils to serve as advisory bodies to facilitate communication among parents, teachers and the Board of Trustees to promote cultural and school activities within the school community.

ARTICLE VII
POLICIES

7.1. Conflict of Interest Policy. The Board of Trustees shall adopt a conflict of interest policyupon such terms and conditions as the Board of Trustees from time to time considers appropriate (the "Conflict of Interest Policy"). A copy of the Conflict of Interest Policy adopted by the Board of Trustees and in effect on the date of these Bylaws is attached as Exhibit A.

7.2. Non-Discrimination Policy. The Corporation and the Board of Trustees do not and shall not discriminate on the basis of race, color, religion or creed, gender, gender expression, age, national origin or ancestry, disability, marital status, sexual orientation, or military status in any of its activities. These activities include, but are not limited to, treatment of students, hiring and firing of staff, selection of volunteers and vendors, and provision of services.

7.3. Other Policies. The Board of Trustees may adopt other policies and procedures for the Corporation as consistent with the Articles of Incorporation, these Bylaws, and the Corporation's charter agreement.

ARTICLE VIII
INDEMNIFICATION

8.1. Mandatory Indemnification. The Corporation shall indemnify its Trustees and Officers against any and all Liabilities to the extent allowed under the state of Tennessee, and advance any and all reasonable expenses, incurred by them in any proceeding to which any Trustee or Officer is a party because such Trustee or Officer is a Trustee or Officer of the Corporation. The Corporation may indemnify its employees and authorized agents acting within the scope of their duties as such to the same extent as Trustees or Officers hereunder. The rights to indemnification granted hereunder shall not be deemed exclusive of any other rights to indemnification against liabilities or the advancement of expenses which such person may be entitled under any written agreement, Board resolution, or otherwise.

8.2. Non-Liability of Trustees, Officers, and Others. The directors, officers, and other volunteers (collective, "volunteers") shall be immune from civil liability except where the injury or damage was the result of the willful misconduct of the volunteer; a crime, unless the volunteer had reasonable cause to believe that the act was lawful; a transaction that resulted in an improper personal benefit of money, property, or service to the volunteer; or an act or omission that is not in good faith and is beyond the scope of authority of the Corporation pursuant to the Corporation's Articles or Bylaws.

No employee of the Corporation shall be held personally liable in damages for any acts or omissions in providing services or performing duties on behalf of the Corporation in an amount greater than the total amount of compensation, other than reimbursement of expenses, received from the Corporation for performing those services or duties during the 12 months immediately preceding the actor omission for which liability was imposed. This limitation of liability shall not apply when the injury or damage was the result of the willful misconduct of the employee; a crime, unless the employee had reasonable cause to believe that the act was lawful; a transaction that resulted in an improper personal benefit of money, property, or service to the employee; or an act or omission that is not in good faithand is beyond the scope of authority of the Corporation pursuant to the Corporation's bylaws. This limitation of liability also shall not apply to any licensed professional employee operating in his or her professional capacity.

8.3. Permissive Supplementary Benefits. The Corporation may, but shall not be required to, supplement the foregoing right to indemnification against liability and advancement of expenses under

Section 8.1 by (a) the purchase of insurance on behalf of any one or more of such Trustees or Officers, whether or not the Corporation would be obligated to indemnify or advance Expenses to such Trustee or Officer under Section 8.1, and (b) entering into individual or group indemnification agreements with any one or more of such Trustees or Officers.

8.4. Certain Restrictions. Notwithstanding any other provision of this Article to the contrary, for any time that the Corporation is treated as a "private foundation" under Internal Revenue Code Section 509 and taxes are potentially imposable under Internal Revenue Code Section 4941, no person shall be entitled to indemnification hereunder if such indemnification or the payment by the Corporation of any monies in connection therewith constitutes, or would constitute, an act of "self- dealing" within the meaning of Internal Revenue Code Section 4941. The Corporation shall have the right to rely on a written opinion of independent legal counsel with respect to any determination of "self-dealing" hereunder which shall be binding and conclusive unless a contrary determination shall be made in any administrative or court proceeding and the time for appeal by either party to such proceeding shall have expired. If the Corporation shall have made any payment under this Article VIII prior to a determination that such payment constitutes an act of "self-dealing," the person to whom or for whose benefit such payment was made shall repay the amount thereof to the Corporation on demand if it should subsequently be determined that such payment constituted an act of "self-dealing."Nothing herein shall be construed as placing upon the Corporation any obligation to contest by court or administrative proceedings, or otherwise, any assertion that any indemnification or payment pursuant to this Article VIII constitutes an act of self-dealing. This provision is not intended to apply to the Corporation unless, under Internal Revenue Code Section 4941, taxes are potentially imposable on acts of self-dealing with the Corporation.

8.5. Effect of Invalidity. The invalidity or unenforceability of any provision of this Article shallnot affect the validity or enforceability of any other provision of this Article VIII or of these Bylaws.

ARTICLE IX
MANAGEMENT, EMPLOYEES

The Board of Trustees is authorized, but is not required to, employ an Executive Director and such other employees for the Corporation as it deems necessary. The duties, responsibilities, and compensation of any employee of the Corporation shall be determined by and at the direction of the Board of Trustees, or by the President or such other person to whom such responsibility may be delegated by the Board of Trustees, as consistent with the charter agreement.

ARTICLE X
CONTRACTS, CHECKS, DEPOSITS, GIFTS, REPORTS AND STATEMENTS

10.1. Contracts. The Board of Trustees may authorize any Officer or Officers, agent or agents of the Corporation, in addition to the Officers so authorized by these Bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent, or employee shall have any power or authority to bind the Corporation by any contract or engagement orto pledge the Corporation's credit or to render the Corporation liable monetarily for any purpose or in any amount.

10.2. Checks, Drafts, Etc. All checks, drafts or orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such Officer or Officers, agent or agents of the Corporation and in such manner as is from time to time determinedby resolution of the Board of Trustees. In the absence of such determination by the Board of Trustees,such instruments shall be signed by the Treasurer then in office.

10.3. Deposits. All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board of Trustees may select.

10.4. Gifts. The Board of Trustees may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purposes or for any special purpose of the Corporation. The Board of Trustees is authorized to cause gift acknowledgement letters to be sent to the Corporation's donors for purposes of substantiating charitable contributions.

10.5. Books, Accounts and Reports. The Corporation shall keep or cause to be kept correct and complete books and records of accounts and also keep minutes of the proceedings of the Board of Trustees and its committees. The Corporation shall keep other records, such as student records, as required by law. The Corporation shall cause to be filed the necessary reports, tax returns or other documents as may be required by law on its own behalf.

10.6. Annual Statement of Certain Transactions and Indemnifications. As part of the annual report to all Trustees, or as a separate document if no annual report is issued, the Corporation shall, within one-hundred twenty (120) days after the end of the Corporation's fiscal year, cause to be delivered to each Trustee a statement of any transactions or indemnifications as follows:

(a) Any transaction in which the Corporation was a party and in which an "interested person" (as defined in the conflict of interest policy) had a direct or indirect material financial interest if the transaction, or several transactions with the same interested person in the aggregate, involved more than Fifty Thousand Dollars ($50,000);

(b) The statement shall include: a brief description of the transaction or indemnification; the names of the interested persons involved; the interested persons' relationship to the Corporation; and the nature of their interest.

ARTICLE XI
AMENDMENT

These Bylaws and the Corporation's Articles of Incorporation may be amended or repealed only by consent of two-thirds (2/3) of the Trustees then in office. No amendment shall change any provisions of these Bylaws to make such provisions inconsistent with the charter agreement or the Corporation's Articles of Incorporation.

ARTICLE XII
MISCELLANEOUS

12.1. Subsidiaries. The Corporation is authorized to form subsidiaries, including single-member limited liability companies (LLCs), to operate schools in Tennessee. References to the "Corporation" within these Bylaws include references to the Corporation's subsidiaries, as appropriate or necessary. For example, the Corporation would include the activities of any disregarded LLC on the Corporation's own tax return and the Corporation would have the obligation under Section 10.5 to keep records of the disregarded entity's finances and activities.

12.2. Waiver of Notice. Whenever any notice or waiver is required to be given under the provisions of laws of the state of Tennessee, or under the provisions of the Corporation's Articles of Incorporation or these Bylaws, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice. The attendance of a Trustee or any other person at any meeting shall constitute a waiver of notice

of such meeting, except where a Trustee or other such person attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

12.3. Tax Status. Notwithstanding anything herein contained to the contrary, no action shall be required or permitted to be taken under these Bylaws or by the Officers or Trustees of this Corporation which would not be permitted to be taken by an organization described in Internal RevenueCode Section 501(c)(3).

12.4. Certain Restrictions. In the event the Corporation is treated as a private foundation under Internal Revenue Code Section 509(a) for any tax year and is potentially subject to taxes under Internal Revenue Code Sections 4941 through 4945, inclusive (the "private foundation taxes"), then, notwithstanding anything in these Bylaws, no action shall be required or permitted to be taken under these Bylaws or by the Officers or Trustees of the Corporation that would result in the imposition of private foundation taxes.

12.5. Fiscal Year. The fiscal year of the Corporation shall be as determined by the Board of Trustees, with the initial fiscal year selected as ending June 30.

12.6. Conflict of Laws. These Bylaws are intended to be consistent with, and shall be construed under, the laws of the Tennessee with regard to conflicts of laws provisions.

12.7. Internal Revenue Code. All references to sections of the "Internal Revenue Code" shall be considered to be references to sections of the Internal Revenue Code of 1986, as from time to time amended, to the corresponding provisions of any similar tax law subsequently enacted and to all regulations issued under such sections and provisions.

12.8. Charter Agreement. References to the "charter agreement" refer to any approved charter authority with the Board. These Bylaws are intended to be consistent with the Corporation's authority under such charter agreement, and these Bylaws andany policies and procedures adopted by the Board of Trustees, or upon its authorization, shall be interpreted and construed accordingly.

ARTICLE XIII
NON-PROFIT GENERAL MATTERS

The Corporation is a nonprofit corporation that is organized exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and is not organized for the private gain of any person. This Corporation is organized exclusively for charitable and educational purposes within the meaning of Section501(c)(3) of the Internal Revenue Code or the corresponding provisions of any future United States Internal Revenue Law. Not withstanding any other provision of these Bylaws, this Corporation shall not, except to an insubstantial and legally permitted degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of the Corporation, and the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code or the corresponding provisions of any future United States Internal Revenue Law, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code or the corresponding provisions of any future United States Internal Revenue Law. All Corporate assets are irrevocably dedicated to charitable and educational benefits. No part of the net earnings of this Corporation shall inure to the benefit of any of its directors or officers, or any other private person or individual except to the extent permitted by federal income tax laws. Upon the winding up and dissolution of the Corporation, its assets remaining after payment or adequate provision of payments of all just debts and obligations of the Corporation shall be distributed for one or more of the exempt purposes within the meaning of Section

501(c)(3) of the Internal Revenue Code, as the Board of Trustees may select. In no event shall assets be distributed to any organization if any part of the net earnings of such organization inures to the benefit of any private person or individual or if the organization engages in activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code or the corresponding provisions of any future United States Internal Revenue Law or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code or the corresponding provisions of any future United States Internal Revenue Law.

CERTIFICATE OF SECRETARY

I, Margaret Riley King, certify that I am the current and acting Secretary of the Corporation, and the above Bylaws are the bylaws of the Corporation as adopted by the Board of Trustees on August 31, 2023, effective as of March 7, 2022.

EXECUTED on 9/1/2023 in the County of Davidson in the State of Tennessee.

DocuSigned by:

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SECRETARY

EXHIBIT A

ROCKETSHIP EDUCATION TENNESSEE
CONFLICT OF INTEREST POLICY

ARTICLE I
PURPOSE

The Board of Trustees of Rocketship Education Tennessee (the "Board") which administers Rocketship Education Tennessee (the "Corporation") follows a policy of avoiding any conflict of interest or the appearance of any conflict of interest on the part of the members of the Board of the Corporation.

A conflict of interest exists when the personal or professional interests of a member of the Board or other interested person may affect his or her ability to be objective. The Board recognizes that Board members and other interested persons may have various affiliations with organizations having business relationships with, or which seek grants from, the Corporation. While such affiliations are generally beneficial to the Corporation, they may give rise to actual or potential conflicts of interest.

The purpose of this Policy is to protect the Corporation's interest in its grant making and business relationships and to establish conflict of interest guidelines in order to reduce or eliminate perceptions of favoritism or undue influence. This Policy is intended to supplement, but not replace, Rocketship Public Schools Tennessee Board policy as well as any applicable laws governing conflicts of interest applicable to non-profit and charitable organizations, including, without limitation, any provisions of theInternal Revenue Code or regulations issued thereunder restricting or regulating conflicts of interest involving tax exempt organizations.

ARTICLE II
DEFINITIONS

2.1. Interested Person. Any Trustee, Officer, or member of a committee with Board-delegated powers who has a direct or indirect Conflicting Interest, as defined below, is an interested person. If a person is an interested person with respect to any Corporation entity, he or she is an interested person with respect to all Corporation entities.

2.2. Fiduciary Duty. An obligation of Trustees and Officers to act in the course of their duties solely in the Corporation's best interests without regard to the interests of any other organization or person with which that Trustee or Officer are related or associated, refrain from participating in transactions or exploiting opportunities if that Trustee or Officer cannot act with undivided loyalty to the Corporation, and refrain from using information regarding the Corporation's activities not generally known outside the Corporation for that Trustee's or Officer's personal benefit.

2.3. Community Relationship. A Community Relationship exists if a person is an Officer, Trustee, trustee, employee, consultant or advisor to, or has any compensation or other financial arrangement with, a nonprofit or other agency or organization which is principally engaged in charitable, educational, community or other non-business activities (a "Non-Profit Entity").

2.4. Conflicting Interest. A person has a Conflicting Interest if the person has, directly or indirectly, through business, investment, or family:

(a) An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement;

(b) A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement;

(c) A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement; or

(d) A Community Relationship with any non-profit entity with respect to which the Corporation is considering any decision or advice to make, or to reduce, augment or condition, any grant.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A Conflicting Interest does not necessarily create a conflict of interest. Under Section 3.3,a person who has a Conflicting Interest only has a conflict of interest if the appropriate Board of Trustees or committee decides that a conflict of interest exists.

ARTICLE III
PROCEDURES

3.1. Duty to Disclose. In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the Conflicting Interest and be given the opportunity to disclose all material facts to the Trustees or members of an appropriate committee with Board- delegated powers considering the proposed transaction or arrangement.

3.2. Permission to Disclose Perceived Conflicts. Any Trustee may communicate with the President when that Trustee believes there is an existing, apparent or perceived conflict of interest on the part of any Trustee that has not been reported to the Board of Trustees or acknowledged in any way. The President shall make an investigation and may also seek the advice and counsel of other Trustees or legal counsel. The President shall then discuss the matter with the affected Trustee. In the event the affected Trustee refuses to acknowledge or resolve the conflict of interest, such Trustee may be removed from the discussion, removed from the Board of Trustees or asked to resign as a member ofthe Board of Trustees. However, no Trustee will be removed or asked to resign from the Board unless the affected Trustee has had the opportunity to address the full Board of Trustees regarding the matter.

3.3. Determining Whether a Conflict of Interest Exists. After disclosure of the Conflicting Interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board of Trustees or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board members shall decide if a conflict of interest exists. If an actual conflict of interest exists, the party with the Conflicting Interest and the Corporation shall notenter into or continue the transaction or arrangement until the Board of Trustees determines how to proceed. Any person with a Conflicting Interest shall abstain from the consideration of whether a conflict of interest exists.

3.4. Procedures for Addressing the Conflict of Interest.

(a) An interested person may make a presentation at the Board of Trustees meeting or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possibleconflict of interest.

(b) The Board of Trustees shall determine by a majority vote of the disinterested Trustees whether the transaction or arrangement is fair and, in the Corporation's, best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement. The party with the Conflicting Interest shall abstain from voting on the approval of the transaction or arrangement.

3.5. Violations of the Conflict of Interest Policy.

(a) If the Board of Trustees or committee has reasonable cause to believe that a person has failed to disclose actual or possible conflicts of interest, it shall inform that person of the basis for such belief and afford that person an opportunity to explain the alleged failure to disclose actual or possible conflicts of interests.

(b) If, after hearing the person's response and after making further investigation as warranted by the circumstances, the Board of Trustees or committee determines the person has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

ARTICLE IV
RECORDS OF PROCEEDINGS

4.1. Minutes. The minutes of the Board of Trustees and all committees with Board-delegated powers shall contain:

(a) The names of the persons who disclosed or otherwise were found to have a Conflicting Interest in connection with an actual or possible conflict of interest, the nature of the Conflicting Interest, any action taken to determine whether a conflict of interest was present, and the governing Board's or committee's decision as to whether a conflict of interest in fact existed.

(b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

ARTICLE V
COMPENSATION

5.1. Corporation Trustees. A voting member of the Board of Trustees who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.

5.2. Corporation Employees. If any employee is a voting member of the Board of Trustees, such employee is precluded from discussion and voting on matters pertaining to that employee's compensation; provided, however, that no employee is prohibited from providing information to the Board of Trustees regarding compensation

5.3. Corporation Committee Members. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.

ARTICLE VI
ANNUAL STATEMENTS

Each Trustee, Officer, employee and member of a committee with Board-delegated powers shall annually sign a statement (the "Annual Statement") which affirms that such person: (a) has received a copy of the conflicts of interest policy, (b) has read and understands the policy, (c) has agreed to comply with the policy, and (d) understands that the Corporation is a tax-exempt organization and that, in orderto maintain its federal tax exemption, it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

ARTICLE VII
PERIODIC REVIEWS

7.1. Reviews of Corporation Matters. To ensure the Corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

(a) Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.

(b) Whether partnerships, joint ventures, and arrangements with management organizations conform to the Corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes, and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

7.2. Use of Outside Experts. When conducting the periodic reviews as provided for in Article VII, the Corporation may, but need not, use outside advisors. If outside advisors are used, their use shall not relieve the governing Board of its responsibility for ensuring periodic reviews are conducted.

Attachment J Cover Page

Board Member Code of Conduct

REQUIRED FOR ALL SPONSORS

Excerpt from Attachment I - RSED-TN By-laws

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EXHIBIT A

ROCKETSHIP EDUCATION TENNESSEE
CONFLICT OF INTEREST POLICY

ARTICLE I
PURPOSE

The Board of Trustees of Rocketship Education Tennessee (the "Board") which administers Rocketship Education Tennessee (the "Corporation") follows a policy of avoiding any conflict of interest or the appearance of any conflict of interest on the part of the members of the Board of the Corporation.

A conflict of interest exists when the personal or professional interests of a member of the Board or other interested person may affect his or her ability to be objective. The Board recognizes that Board members and other interested persons may have various affiliations with organizations having business relationships with, or which seek grants from, the Corporation. While such affiliations are generally beneficial to the Corporation, they may give rise to actual or potential conflicts of interest.

The purpose of this Policy is to protect the Corporation's interest in its grant making and business relationships and to establish conflict of interest guidelines in order to reduce or eliminate perceptions of favoritism or undue influence. This Policy is intended to supplement, but not replace, Rocketship Public Schools Tennessee Board policy as well as any applicable laws governing conflicts of interest applicable to non-profit and charitable organizations, including, without limitation, any provisions of theInternal Revenue Code or regulations issued thereunder restricting or regulating conflicts of interest involving tax exempt organizations.

ARTICLE II
DEFINITIONS

2.1. Interested Person. Any Trustee, Officer, or member of a committee with Board-delegated powers who has a direct or indirect Conflicting Interest, as defined below, is an interested person. If a person is an interested person with respect to any Corporation entity, he or she is an interested person with respect to all Corporation entities.

2.2. Fiduciary Duty. An obligation of Trustees and Officers to act in the course of their duties solely in the Corporation's best interests without regard to the interests of any other organization or person with which that Trustee or Officer are related or associated, refrain from participating in transactions or exploiting opportunities if that Trustee or Officer cannot act with undivided loyalty to the Corporation, and refrain from using information regarding the Corporation's activities not generally known outside the Corporation for that Trustee's or Officer's personal benefit.

2.3. Community Relationship. A Community Relationship exists if a person is an Officer, Trustee, trustee, employee, consultant or advisor to, or has any compensation or other financial arrangement with, a nonprofit or other agency or organization which is principally engaged in charitable, educational, community or other non-business activities (a "Non-Profit Entity").

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2.4. Conflicting Interest. A person has a Conflicting Interest if the person has, directly or indirectly, through business, investment, or family:

(a) An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement;

(b) A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement;

(c) A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement; or

(d) A Community Relationship with any non-profit entity with respect to which the Corporation is considering any decision or advice to make, or to reduce, augment or condition, any grant.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A Conflicting Interest does not necessarily create a conflict of interest. Under Section 3.3,a person who has a Conflicting Interest only has a conflict of interest if the appropriate Board of Trustees or committee decides that a conflict of interest exists.

ARTICLE III
PROCEDURES

3.1. Duty to Disclose. In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the Conflicting Interest and be given the opportunity to disclose all material facts to the Trustees or members of an appropriate committee with Board- delegated powers considering the proposed transaction or arrangement.

3.2. Permission to Disclose Perceived Conflicts. Any Trustee may communicate with the President when that Trustee believes there is an existing, apparent or perceived conflict of interest on the part of any Trustee that has not been reported to the Board of Trustees or acknowledged in any way. The President shall make an investigation and may also seek the advice and counsel of other Trustees or legal counsel. The President shall then discuss the matter with the affected Trustee. In the event the affected Trustee refuses to acknowledge or resolve the conflict of interest, such Trustee may be removed from the discussion, removed from the Board of Trustees or asked to resign as a member ofthe Board of Trustees. However, no Trustee will be removed or asked to resign from the Board unless the affected Trustee has had the opportunity to address the full Board of Trustees regarding the matter.

3.3. Determining Whether a Conflict of Interest Exists. After disclosure of the Conflicting Interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board of Trustees or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board members shall decide if a conflict of interest exists. If an actual conflict of interest exists, the party with the Conflicting Interest and the Corporation shall notenter into or continue the transaction or arrangement until the Board of Trustees determines how to proceed. Any person with a Conflicting Interest shall abstain from the consideration of whether a conflict of interest exists.

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3.4. Procedures for Addressing the Conflict of Interest.

(a) An interested person may make a presentation at the Board of Trustees meeting or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possibleconflict of interest.

(b) The Board of Trustees shall determine by a majority vote of the disinterested Trustees whether the transaction or arrangement is fair and, in the Corporation's, best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement. The party with the Conflicting Interest shall abstain from voting on the approval of the transaction or arrangement.

3.5. Violations of the Conflict of Interest Policy.

(a) If the Board of Trustees or committee has reasonable cause to believe that a person has failed to disclose actual or possible conflicts of interest, it shall inform that person of the basis for such belief and afford that person an opportunity to explain the alleged failure to disclose actual or possible conflicts of interests.

(b) If, after hearing the person's response and after making further investigation as warranted by the circumstances, the Board of Trustees or committee determines the person has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

ARTICLE IV
RECORDS OF PROCEEDINGS

4.1. Minutes. The minutes of the Board of Trustees and all committees with Board-delegated powers shall contain:

(a) The names of the persons who disclosed or otherwise were found to have a Conflicting Interest in connection with an actual or possible conflict of interest, the nature of the Conflicting Interest, any action taken to determine whether a conflict of interest was present, and the governing Board's or committee's decision as to whether a conflict of interest in fact existed.

(b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

ARTICLE V
COMPENSATION

5.1. Corporation Trustees. A voting member of the Board of Trustees who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.

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5.2. Corporation Employees. If any employee is a voting member of the Board of Trustees, such employee is precluded from discussion and voting on matters pertaining to that employee's compensation; provided, however, that no employee is prohibited from providing information to the Board of Trustees regarding compensation

5.3. Corporation Committee Members. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.

ARTICLE VI
ANNUAL STATEMENTS

Each Trustee, Officer, employee and member of a committee with Board-delegated powers shall annually sign a statement (the "Annual Statement") which affirms that such person: (a) has received a copy of the conflicts of interest policy, (b) has read and understands the policy, (c) has agreed to comply with the policy, and (d) understands that the Corporation is a tax-exempt organization and that, in orderto maintain its federal tax exemption, it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

ARTICLE VII
PERIODIC REVIEWS

7.1. Reviews of Corporation Matters. To ensure the Corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

(a) Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.

(b) Whether partnerships, joint ventures, and arrangements with management organizations conform to the Corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes, and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

7.2. Use of Outside Experts. When conducting the periodic reviews as provided for in Article VII, the Corporation may, but need not, use outside advisors. If outside advisors are used, their use shall not relieve the governing Board of its responsibility for ensuring periodic reviews are conducted.

Attachment K Cover Page

Conflict of Interest Policy

REQUIRED FOR ALL SPONSORS

Excerpt from Attachment I - RSED-TN By-laws

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EXHIBIT A

ROCKETSHIP EDUCATION TENNESSEE
CONFLICT OF INTEREST POLICY

ARTICLE I
PURPOSE

The Board of Trustees of Rocketship Education Tennessee (the "Board") which administers Rocketship Education Tennessee (the "Corporation") follows a policy of avoiding any conflict of interest or the appearance of any conflict of interest on the part of the members of the Board of the Corporation.

A conflict of interest exists when the personal or professional interests of a member of the Board or other interested person may affect his or her ability to be objective. The Board recognizes that Board members and other interested persons may have various affiliations with organizations having business relationships with, or which seek grants from, the Corporation. While such affiliations are generally beneficial to the Corporation, they may give rise to actual or potential conflicts of interest.

The purpose of this Policy is to protect the Corporation's interest in its grant making and business relationships and to establish conflict of interest guidelines in order to reduce or eliminate perceptions of favoritism or undue influence. This Policy is intended to supplement, but not replace, Rocketship Public Schools Tennessee Board policy as well as any applicable laws governing conflicts of interest applicable to non-profit and charitable organizations, including, without limitation, any provisions of theInternal Revenue Code or regulations issued thereunder restricting or regulating conflicts of interest involving tax exempt organizations.

ARTICLE II
DEFINITIONS

2.1. Interested Person. Any Trustee, Officer, or member of a committee with Board-delegated powers who has a direct or indirect Conflicting Interest, as defined below, is an interested person. If a person is an interested person with respect to any Corporation entity, he or she is an interested person with respect to all Corporation entities.

2.2. Fiduciary Duty. An obligation of Trustees and Officers to act in the course of their duties solely in the Corporation's best interests without regard to the interests of any other organization or person with which that Trustee or Officer are related or associated, refrain from participating in transactions or exploiting opportunities if that Trustee or Officer cannot act with undivided loyalty to the Corporation, and refrain from using information regarding the Corporation's activities not generally known outside the Corporation for that Trustee's or Officer's personal benefit.

2.3. Community Relationship. A Community Relationship exists if a person is an Officer, Trustee, trustee, employee, consultant or advisor to, or has any compensation or other financial arrangement with, a nonprofit or other agency or organization which is principally engaged in charitable, educational, community or other non-business activities (a "Non-Profit Entity").

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2.4. Conflicting Interest. A person has a Conflicting Interest if the person has, directly or indirectly, through business, investment, or family:

(a) An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement;

(b) A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement;

(c) A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement; or

(d) A Community Relationship with any non-profit entity with respect to which the Corporation is considering any decision or advice to make, or to reduce, augment or condition, any grant.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A Conflicting Interest does not necessarily create a conflict of interest. Under Section 3.3,a person who has a Conflicting Interest only has a conflict of interest if the appropriate Board of Trustees or committee decides that a conflict of interest exists.

ARTICLE III
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3.1. Duty to Disclose. In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the Conflicting Interest and be given the opportunity to disclose all material facts to the Trustees or members of an appropriate committee with Board- delegated powers considering the proposed transaction or arrangement.

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3.5. Violations of the Conflict of Interest Policy.

(a) If the Board of Trustees or committee has reasonable cause to believe that a person has failed to disclose actual or possible conflicts of interest, it shall inform that person of the basis for such belief and afford that person an opportunity to explain the alleged failure to disclose actual or possible conflicts of interests.

(b) If, after hearing the person's response and after making further investigation as warranted by the circumstances, the Board of Trustees or committee determines the person has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

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(b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

ARTICLE V
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ARTICLE VI
ANNUAL STATEMENTS

Each Trustee, Officer, employee and member of a committee with Board-delegated powers shall annually sign a statement (the "Annual Statement") which affirms that such person: (a) has received a copy of the conflicts of interest policy, (b) has read and understands the policy, (c) has agreed to comply with the policy, and (d) understands that the Corporation is a tax-exempt organization and that, in orderto maintain its federal tax exemption, it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

ARTICLE VII
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7.1. Reviews of Corporation Matters. To ensure the Corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

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7.2. Use of Outside Experts. When conducting the periodic reviews as provided for in Article VII, the Corporation may, but need not, use outside advisors. If outside advisors are used, their use shall not relieve the governing Board of its responsibility for ensuring periodic reviews are conducted.

Attachment L Cover Page

Board Member Resumes or Biographies

REQUIRED FOR ALL SPONSORS

ROCKETSHIP PUBLIC SCHOOLS
TENNESSEE

Board Member Bios

Name	RPS Role	Title/Position
April Taylor	Chair	Board Chair & Talent VP, AllianceBernstein



April L. Taylor's professional journey has led her to a variety of industries, including manufacturing, management consulting, aerospace and defense, healthcare, and finance, across 9 states. She's currently the VP, Campus and Emerging Talent Recruiting Manager with AllianceBernstein, leading a team of 4 to execute the Firm's campus recruiting strategy, along with internship and rotation program management. In this role, April is responsible for developing the Firm's national campus recruiting strategy, aligning with various business unit's talent needs, creating and enhancing process, and infrastructure, around internship and rotation programs. April is active in her community, enjoys reading, traveling, playing with her dog, Sunday, and any opportunity to relax. One of her most memorable trips was to South Africa.

April is a native of Nashville, TN where she graduated from Tennessee State University, receiving a BS in Electrical Engineering, with a concentration in Computers. A lifelong learner, April later pursued graduate studies – Brandeis University, MS in Software Engineering, Indiana University, for her MBA, in Organizational Management, and obtained her Associate Certified Coach credential, from the International Coaching Federation. April is also a wellness advocate, most recently receiving her Yoga Teacher Certification.

April was featured in the 2014 Winter edition of US Black Engineer and Information Technology magazine, as one of the "People You Should Know", was a regular volunteer for the KY National Black MBA Chapter's Leaders of Tomorrow (LOT) program while in Louisville, a former board member for the Louisville Women's MBA chapter, serves on the Board of Governors for the Speed Museum of Art, President-emeritus of TSU's Louisville Alumni Chapter, and Alumni Trustee for the Consortium for Graduate Study in Management. She was recognized for her exceptional dedication to helping the community, through community service and personal example, as a 2017 YMCA Black Achiever. April continues to share her love of STEM, volunteering at the National Society of Black Engineer's annual conference, with the NSBE Jr. FIRST Lego League competition. April's passion is developing people and it's readily demonstrated in her personal and professional commitments.

Abby Spaulding	Secretary	Managing Partner and Financial Planner at MML Investors Services LLC



Abby is a Managing Partner and Financial Planner at MML Investors Services LLC, member SIPC.

Prior to this position, she was a financial planner at Capital Financial Group, a financial Service Professional at Franklin Morris. Abby enjoys her work in financial services, converting complicated planning into a simple plan. And at the root of her work, she enjoys helping others.

Abby has an MBA from Trinity University, and a B.A. in Art History and Italian from Syracuse University. She has roots in Nashville, graduating from Harpeth Hall High School.

ROCKETSHIP PUBLIC SCHOOLS
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Anderson Green	Member	Vice President, Green & Little, L.P



Mr. Green formulates the overall strategic direction for Green & Little and oversees day-to-day business operations at the asset management level. Mr. Green has eleven years of experience in real estate finance, acquisitions, dispositions, property management, asset management, and sales.

Mr. Green earned both a BS in Finance in 2007 and a Master's in Real Estate Development in 2018 from Auburn University. He is an active member of the Urban Land Institute and NAIOP. He lives in Nashville, TN with his wife and three children.

Dr. Diarese George	Member	CEO, Founder and Board Chairman for the Tennessee Educators of Color Alliance



Dr. Diarese George is the CEO, Founder and Board Chairman for the Tennessee Educators of Color Alliance. Additionally, he serves as the Director of Recruitment for the Nashville Teacher Residency. Previously, he taught for five years as a high school Career Technical Education teacher, with a focus on business. Additionally, he has completed education leadership fellowships for Education Pioneers, the State Collaborative on Reforming Education (SCORE), Hope Street Group, and the Mosaic Fellowship, which connects and empowers education leaders of color across the state of Tennessee. Dr. George holds a Bachelor's degree in Business Administration and a Master's degree in Corporation Communications from Austin Peay State University. He also received an MBA and Doctorate in Education Leadership from Trevecca Nazarene University. He is a proud member of Kappa Alpha Psi Fraternity Incorporated.

Henderson Majors	Member	Art Teacher, Montgomery Bell Academy



Henderson Majors is an accomplished Art Teacher at Montgomery Bell Academy, where he inspires students with his passion for visual arts. With a strong background in both teaching and artistic practice, Henderson has taught art at every educational level, from middle school to Advanced Placement, achieving a remarkable 95% pass rate in AP Art. His students have earned numerous national art awards, reflecting his dedication to fostering creativity and excellence.

Henderson holds a Master's degree in Educational Leadership and Administration from Lipscomb University and a Bachelor of Science in Fine and Studio Arts from Tennessee State University. As a visual artist, he specializes in abstract and stylized paintings, and his work has been featured in various murals and commissioned pieces throughout the Nashville area.

ROCKETSHIP
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Dr. James Hildreth	Member	President and CEO, Meharry Medical College



Before his time as President and CEO, Dr. Hildreth was the Dean of the College of Biological Sciences at UC Davis, the Director of the Center for AIDS Health Disparities Research, and a Professor of Pharmacology at Johns Hopkins School of Medicine.

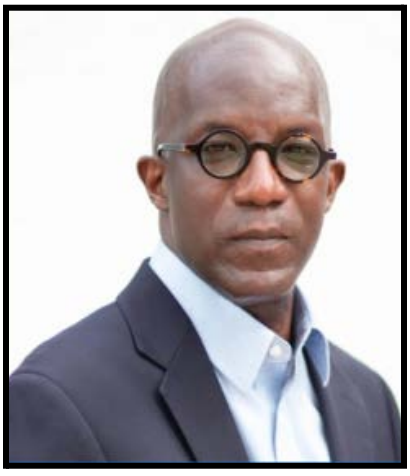
In August of 2011, Dr. Hildreth became Dean of the College of Biological Sciences at the University of California, Davis. He was the first African-American dean in the university's over 100 year history. Dr. Hildreth was also appointed as a tenured professor in the Department of Cellular and Molecular Biology as well as Professor in the Department of Internal Medicine in the UC Davis School of Medicine

Dr. Hildreth has received numerous awards over his career for mentoring, leadership and his efforts related to diversity. In October, 2008, he was honored for his contributions to medical science by election to the Institute of Medicine, part of the National Academy of Sciences, the most prestigious biomedical and health policy advisory group in the U.S. In May of 2015, he was awarded an honorary doctorate from the University of Arkansas. Dr. Hildreth has been inducted into the Arkansas Black Hall of Fame and the Johns Hopkins University Society of Scholars. He currently serves on the Harvard University Board of Overseers.

He holds an MD from Johns Hopkins, a Phd. in Immunology from Oxford which he received as a Rhodes Scholar (as the first African American Rhodes Scholar from Arkansas) , and a BS in Chemistry from Harvard University.

Dr. Hildreth has been married to his wife Phyllis Drennon King for 36 years. They have two children: Sophia, a captain and attorney in the U.S. Army and James, who is continuing studies at the University of Oregon, Eugene.

Jeff Brown	Member	Divisional Training Manager, Dollar General



Based in La Vergne, Jeff Brown brings a wealth of expertise in talent management, employee engagement, coaching, organizational development, and customer service. With a strong background in human resources, Jeff has developed a proven track record of fostering workplace success through effective training and leadership strategies.
Currently serving as the Career Services Director at Tennessee State University and Divisional Training Manager at Dollar General, Jeff leverages his extensive experience to guide students and alumni in achieving their professional goals while building meaningful employer partnerships.

Jeff holds a Master of Public Administration (MPA) with a focus on Public Administration from Eastern Kentucky University, solidifying his foundation as a skilled and strategic human resources professional. With a passion for developing people and a commitment to excellence, Jeff continues to drive positive change in every organization they serve.

ROCKETSHIP
PUBLIC SCHOOLS
TENNESSEE

John Eason	Member	Member at Bass, Berry & Sims



John Eason is a seasoned attorney with over 12 years of experience as a Member at Bass, Berry & Sims, one of the nation's leading law firms. Based in Nashville, John provides strategic legal counsel to clients, drawing on his deep expertise and commitment to excellence.
Before joining Bass, Berry & Sims, John served as a Judicial Clerk for the U.S. District Court for the Eastern District of Pennsylvania, where he gained invaluable insight into federal judicial processes. His dedication to the law is rooted in a robust academic foundation, having earned his Juris Doctor from Vanderbilt University Law School and a Bachelor of Arts in Government from Georgetown University.
John's career reflects a steadfast commitment to delivering thoughtful, results-driven legal solutions, making him a trusted advisor to his clients and a respected leader in the legal community.

June Nwabara	Member	Former Regional Vice President Of Operations, Wellpath



June recently served as a correctional healthcare executive overseeing multi-site management of 12,000 patients and 800 employees. She volunteers with numerous organizations throughout TN including but not limited to Hands on Nashville, National Civil Rights Museum, and Habitat for Humanity.

Before Merry Maids, June served three years as the Regional Director of Operations at Dollar General. She led store operations within TN overseeing as many as 235 stores in Central Tennessee and Northern Alabama with 1,800 employees and up to $400 million in P&L. June was Nominated for 2017 Rookie of the Year as a top-performing Regional Director of Operations.

Before Dollar General, June was a nine year partner at Starbucks Coffee Company and served as Regional Director of Operations. She led store operations within TN overseeing 92 stores. She managed a team of district managers to create and maintain the Starbucks Experience for partners and customers.

Prior to joining Starbucks, June spent thirteen years with Darden Restaurants and held numerous positions including General Manager, Divisional Training Manager and Director of Operations. She restored profitability and success to several restaurants and reduced turnover through improved consistency of caring and fairness principles in personnel practices. As GM, she was one of fourteen chosen to sit on the President's Council. June holds a Bachelor of Arts degree in Journalism from Michigan State University. She currently serves on the Executive Board of Directors with Hands on Nashville . In her spare time, she enjoys spending time with her family, friends, and chocolate lab named Lucky, traveling, sampling food and wine pairs while exploring breathtaking locations.

ROCKETSHIP
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Kanika Covert	Parent Member	Founder, Girls are Leaders Too



Kanika Covert is a dedicated advocate for education and community empowerment, based in Nashville. As an engaged parent at Rocketship Dream Community Prep, Kanika actively contributes to fostering a supportive and enriching environment for students and families.
In addition to her involvement at Rocketship Dream Community Prep, Kanika serves on the Metro Action Board of Commissioners, an initiative under the Mayor's Office. In this role, she collaborates with community leaders to address critical issues such as Head Start, early pre-K education, rental assistance, utilities, mortgages, and summer youth programs. Kanika is a key member of the Kinder Readiness Committee, where she applies her expertise to develop strategies that support young learners and their families.
With a deep understanding of community resources, Kanika excels at connecting families to vital programs and services. Her proactive leadership and commitment to creating positive change make her an invaluable asset to the Nashville community.

Lindsey Margraf Rudd	Member	Partner, The New Teacher Project



Lindsey Margraf Rudd is a Partner at The New Teacher Project, where she leverages her expertise in educational leadership to drive impactful initiatives that support teachers and improve student outcomes. With a strong background in strategic planning and teacher development, Lindsey has dedicated her career to creating equitable learning environments.
Previously, Lindsey served as the Director of Strategic Initiatives and Director of Teacher Coaching at KIPP New Orleans, where she played a key role in developing and implementing programs that enhanced teacher effectiveness and student success.
Lindsey holds a Master's degree in Educational Leadership and Policy Analysis from the University of Wisconsin-Madison and a Bachelor of Arts in Psychology from the University of Michigan. Her deep understanding of both educational policy and human behavior informs her approach to leadership and teacher development.

Malick Gaye	Member	Director of Public Relations and Social Media, Nashville Chamber of Commerce



Based in Nashville, Malick Gaye is a seasoned professional with a diverse background in public relations, social media strategy, policy analysis, and public service. As the current Director of Public Relations and Social Media for the Nashville Chamber of Commerce, Malick leads innovative communications initiatives that amplify the Chamber's mission, engage the community, and support Nashville's thriving business environment.
Prior to this role, Malick served as a Policy Analyst and Legislative Assistant for the Tennessee General Assembly, where he developed expertise in legislative processes, policy research, and strategic communication. His career began with a distinguished tenure as a Combat Medic in the U.S. Army, where he demonstrated exceptional leadership and resilience under pressure.

Malick is a proud graduate of the University of Memphis, where he honed his skills in communication, policy, and leadership. His unique combination of military discipline, legislative insight, and public relations acumen makes him a dynamic leader in both public and private sectors.
Passionate about fostering community growth and building impactful connections, Malick Gaye continues to be a driving force in shaping Nashville's narrative and supporting its vibrant economy.

Phil Elbert	Member	Senior Partner, Neal and Harwell, PLC



Mr. Elbert is a Senior Partner at Neal and Harwell, PLC, a boutique litigation law firm in Nashville, Tennessee. He graduated from Washington University in St. Louis, in 1978 with a double major in history and economics, and received his law degree from Vanderbilt University School of Law in 1981.

Mr. Elbert is an experienced lawyer who has handled a wide variety of complex cases both at trial and on appeal, in both state and federal courts. He has two children, now grown, who are products of the Nashville public school system, and has a long history of involvement with local education issues and interest in the public charter school movement. He is an Elder of Trinity Presbyterian Church. In his spare time, he enjoys getting outdoors, biking and hiking in the beautiful rural areas and state parks of Tennessee.

Rob Elliott	Vice President	President, Stansell Electric



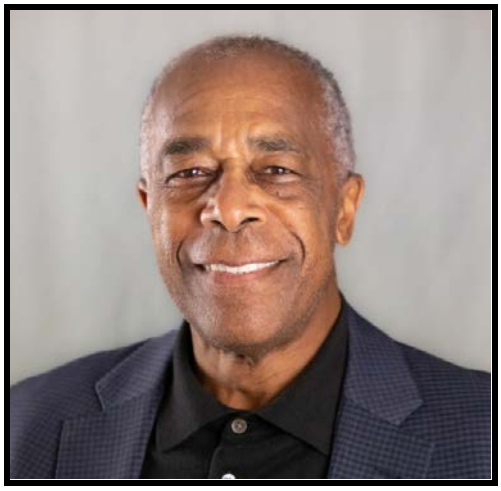
Rob Elliott currently serves as a member of the Rocketship Tennessee Board of Trustees. He is President of Stansell Electric Company and has a long-standing passion for creating opportunity for children in economically challenged environments. Rob began his career in investment banking in Boston and New York working with middle market companies on M&A and corporate finance transactions. He attended The University of Virginia and received an undergraduate business degree in finance and marketing from the McIntire School of Commerce.

ROCKETSHIP PUBLIC SCHOOLS

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

National Board of Directors Bios

Name	RPS Role	Title/Position
Louis Jordan	Chair	Chief Financial Officer & Sr. Business Advisor



Louis brings more than 35 years of senior-level financial planning and analysis, strategy and operating management experience to the Rocketship board. He is also an advisor to a number of startup companies, and serves on the boards for All Across Africa (East Africa and San Diego); Someone Somewhere (Mexico City); Vega Coffee (Nicaragua/Colombia and Santa Barbara) Nemi Tea (United Kingdom); Indiana University Foundation (Black Philanthropy Circle Chair and Former Audit Committee Chair) and the Miller Center for Social Entrepreneurship at Santa Clara University (Executive Committee Member).

Louis's educational experience inspired him to help propel Rocketship's mission. He is the sixth of seven children and the first to graduate from college in his family. Louis was educated in the Philadelphia public school system; one that was plagued with very high dropout rates for people of color. College and its benefits were never more than a "passing" topic of conversation in his public school experience. Despite that, in many respects he became the exception to most of his peers. This would not have been possible without existing philanthropically supported programs that he was able to access. As he began to achieve a relatively unimaginable degree of success, he's committed to do as much as possible to give back and to help enable others with backgrounds similar to his to have unencumbered access to high quality education alternatives as he strongly believes that this is fundamental to accessing the fruits of the American dream.

He strongly believes that Rocketship has been and continues to be a critical catalyst in combining a high-quality elementary education with a parent engagement component that dramatically increases the chances that kids from neighborhoods like the one that he grew up in have the opportunity to realize their dreams.

Louis holds a Bachelor of Arts degree from Westmar College and a Master of Arts degree from Brown University. He received his MBA in Finance from the Kelley School of Business at Indiana University.

ROCKETSHIP
PUBLIC SCHOOLS

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

Alex Terman	Treasurer	Senior Director of Finance and Operations, Valhalla Foundation



Alex brings over two decades of leadership and management experience in the education and nonprofit sectors, including roles at the Stupski Foundation, the Learning Accelerator, and Leadership Public Schools. He previously served on the boards of CollegeSpring, Leadership Public Schools, and Design Tech High School. He also completed the Broad Residency, a two-year program that prepares participants for leadership roles in public education.

Alex supports Rocketship because he believes all families should have access to an excellent public school education, regardless of their socioeconomic background or zip code. He feels Rocketship's focus on personalized learning, talent development, and parent engagement delivers on this promise and catalyzes transformative change, both within the communities we serve and the broader education sector.

He holds a Bachelor of Arts in History from UC Berkeley and an MBA from Stanford University.

Greg Stanger	Secretary	General Partner, ICONIQ Capital



Greg Stanger brings a broad range of financial leadership experience with high-growth Internet companies. He has served as CFO for oDesk, Chegg and Expedia. He has also been a venture partner at Technology Crossover Ventures and was formerly a corporate development executive at Microsoft. Greg has served on the boards of directors of many successful companies, including Netflix, Kayak, drugstore.com, NexTag, and Expedia. He is currently a trustee of the Yosemite Conservancy. Greg holds an MBA from the University of California at Berkeley and a Bachelor of Science degree from Williams College.

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Jolene Hall Sloter	Member	Founding Board Chair, Rocketship Public Schools DC



Jolene brings a wealth of experience in policy and philanthropic leadership to the Rocketship board. After receiving her MBA, she worked for Corning Glass Works in strategic planning and later transitioned to the Federal Government where she gained valuable policy experience working for an independent commission charged with making recommendations to Congress about Medicare.

Jolene and her husband established the Stanley and Jolene Sloter Family Foundation to focus their philanthropy on education, specifically the need for better education opportunities in underserved communities. She is applying her policy experience to analyzing this issue and identifying concepts and organizations that improve the quality of education in low-income communities in DC so they can invest their philanthropic contributions in organizations that produce measurable results.

Jolene also serves on the board of the Teach for America DC Region, and is a member of the Trustee Council for Communities in Schools of Northern Virginia, as well as the Investment Committee for Education Forward DC. A longtime supporter of Rocketship Public Schools, she coordinated the groundbreaking for Rocketship's first school in DC, which opened in August 2016, and has been instrumental in building the RocketshipDC board of directors and finding new sources of support.

Jolene supports Rocketship's work because she believes traditional public schools have not adequately served low-income students of color for generations. Rocketship's three pillars–Personalized Learning, Talent Development, and Parent Power–provide the foundation for building schools that will provide a quality education for these communities.

She holds a Bachelor's Degree in Biology/Medical Technology from Lycoming College and a Master's in Business Administration from the University of Pittsburgh.

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Charmaine Detweiler	Member	Chief Financial Officer (retired)



Charmaine Detweiler brings nearly 40 years of experience in financial leadership in a wide variety of financial institutions from large, multinational corporations to community banks to start-ups. She is also a founding council member of the Smith College Business Network. A long-time supporter of Renaissance Entrepreneurship Center, she serves on the Women's Leadership Council, which she founded and chaired until 2020. She is a former board member of United Way Bay Area and Garth Fagan Dance.

Charmaine supports Rocketship because she has seen the striking impact Rocketship makes on the communities and children it serves. She strongly believes education is the most precious gift we can bestow on our children, and all children should have access to the highest quality education irrespective of the community in which they reside.

She holds a Bachelor of Arts with distinction from Smith College and an MBA from University of Chicago.

Yolanda Bernal Samano	Member	Property Manager, General Services Administration; Parent Board Member



Yolanda is a proud member of the Rocketship Fuerza Community Prep. Her oldest son attends the first grade. Since joining Fuerza she has been an avid participant in getting other parents involved by strengthening their voice around the achievement gap and access to quality education. She was part of the Fuerza reauthorization team, an active member of the Innovates Parent leader group as well as the Santa Clara County Parent Coalition. She currently works with the federal government managing their federal properties. She has worked for General Services Administration since 2004.

She attended San Jose State University for her undergraduate degree and graduate degree. She holds a BS on Sociology concentration in Criminology, with minors in Spanish and Mexican-American Studies. Furthering her education with a Master in Counselor Education writing a thesis on how undocumented students could search for resources in their community to fund their higher educational goals. Her passions include speaking to first-generation College students and demystifying college.

Born and raised in San Jose, Yolanda and her husband, Fernando, have two sons. Their weekends are filled with sports and outdoor activities like baseball, basketball and flag football and soccer.

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Julie Miller	Member	Former Vice President of Finance, Visa Inc.



Julie Miller is currently a member of the Rocketship Public Schools Audit Committee and brings decades of finance and accounting experience.

Julie most recently served as Visa's Vice President of Revenue and Client Incentive Operations and previously its Assistant Global Controller. Prior to that, she was a Divisional Controller and Senior Finance Manager at Apple, and spent 15 years at Gap in roles spanning a broad range of specialties including FP&A, Accounting, and Supply Chain.

Michelle Mercado	Member	Chief Program Officer, Mass Insight



Michelle Mercado brings nearly two decades of experience in education including her time as a teacher in New York City, an Academic Director in Bukoba, Tanzania and as the Sr. Vice President of Consulting at TNTP. Michelle currently works as the Chief Program Officer at Mass Insight, a national education nonprofit, where she is responsible for growing and stewarding the organization's portfolio of programs and services focused on schools, districts, and state education agencies while working to meet the needs of the field and leading innovation efforts. Michelle is also a member of Education Leaders of Color and a Latinos for Education Board Fellow.

She supports Rocketship because she believes that all students deserve an education that sets them up to meet the goals they have for themselves. She's seen how Rocketship provides a caring, engaging and community-oriented educational experience that ensures all students are thriving. She is honored to be able to contribute to Rocketship's mission and vision.

She holds a Bachelor of Arts in Political Science from Western Illinois University and a Master's in the Science of Teaching from Fordham University.

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Hugo Castaneda	Member	Design Engineer, AT&T; Parent Board Member



Hugo Castaneda is a parent of 3rd and 4th grade Rocketeers at Rocketship Brilliant Minds, as well as a parent to a former Rocketeer who is now in 6th grade. He is President of the School Site Council at Brilliant Minds and is involved in the school in many aspects. Hugo works as a Design Engineer, managing large projects and supervising staff for AT&T, and has been with the company for 23 years. He lives in San Jose where he is an involved member of his church and dedicates time coaching his childrens' soccer teams.

Rajen Sheth	Member	CEO of Kyron Learning, former VP of AI for Google Cloud



Rajen Sheth brings more than 20 years of experience delivering innovative products to businesses and consumers. He is currently the CEO and Founder of Kyron Learning, a public benefit company focused on giving all students equitable access to high quality one-on-one teaching using AI.

Previously, Rajen was Vice President of Google Cloud AI and Industry Solution as part of a 17-year career at Google. He focused on building products that enable enterprises to transform themselves through AI, and building transformative products for Google Cloud's key industries. He also led the development of Android and Chrome for business and education, as well as Google Apps for Work and Education (now known as GSuite), which is now used by over 5 million companies.

Having focused his career on ensuring equitable access to high quality education, Rajen has always been inspired by Rocketship's innovative model and its impact on surrounding communities. He proudly supports Rocketship in taking a significant step toward its goal of equitable educational access.

Rajen is also a part of the National Leadership Council for the Society for Science, supporting STEM in all schools through the International Science and Engineering Fair, the Science Talent Search, and science publications for youth. Rajen is also a volunteer and was previously Vice President of Technology for the PTA of Almond School.

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He holds both a Bachelor of Science in Electrical Engineering and a Master of Computer Science from Stanford University.

Michael Fox	Member	CEO, Goodwill Industries Silicon Valley



Michael Fox is CEO Goodwill Industries Silicon Valley. As the newly appointed CEO of Goodwill Silicon Valley Mr. Fox led a team that took the organization from a loss from operations of 1.7 million dollars to a gain of 1.1 million dollars in one year. Previously, Mr. Fox spent almost 20 years at M.E. Fox & Company, one of the Bay Area's leading wholesale beverage distributors, including over six years as president. Mr. Fox is past Chairman of the Silicon Valley San Jose Chamber of Commerce; San Jose Chamber PAC, San Jose Mineta Airport Expansion Initiative, and West Valley Mission College bond measure. He has held numerous campaign and political positions including finance chair Jim Cunneen for Congress, finance chair Dolores Carr for District Attorney, finance chair Able Maldonado for State Senate, and Mayor Ron Gonzales's kitchen cabinet. Mr. Fox was co-founder and chair Baseball San Jose, and currently serves as finance chair for Team San Jose. Mr. Fox received his B.A. at the University of San Diego and a Trans Global MBA at St. Mary's College.

Daniel Velasco	Member	CEO, Ensemble Learning

Dr. Daniel Velasco is Chief Executive Officer at Ensemble Learning where he brings two decades of experience in education, entrepreneurship, fundraising, and strategy. Previously serving six years at Latinos for Education as President, Chief Operating and VP of Strategy and Programs where he scaled the organization from an idea to a national entity. Prior to that, he spent five years at Johns Hopkins University's School of Education. Before that, he taught with Teach For America and consulted on issues including evaluation policy, teacher retention, and adult learning and development. He sits on the boards of Rocketship Public Schools and the National Center for Teacher Residencies. Dr. Velasco was honored in 2016 by New York Mayor Bill de Blasio in recognition for national service. Dr. Velasco is program faculty at Harvard's School Turnaround Leadership program since 2013. Originally from Peru, he was raised in Venezuela and came to the U.S. as a child. He earned a BA with Honors in Political Science from the University of Central Florida and is a graduate of the ICN Business School in France. He holds master's degrees in Education Policy and Management from Harvard and International Development and Social Change from Clark University. He earned multiple executive certifications including Strategic Planning and Scaling for Impact from Harvard Business School. He earned a doctorate in Educational Leadership and Entrepreneurship from Johns Hopkins University with an emphasis on Human Capital Development.

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Deborah McGriff	Member	Former Managing Partner, NewSchools Ventures Fund
Deborah has been committed to transforming the lives of underserved urban school students for more than four decades. In 1993, Deborah became the first public school superintendent to join EdisonLearning (formerly Edison Schools). Prior to joining EdisonLearning, Deborah served as the first female General Superintendent of Detroit Public Schools. She was a teacher and administrator in the New York City Public Schools for more than a decade. Deborah is former President of the Education Industry Association. She serves on the executive committee of the National Alliance for Public Charter Schools, Policy Innovators in Education Network, and was a founder and national board member of the Black Alliance for Educational Options. She also serves on the advisory board of the Games and Learning Publishing Council, Hechinger Report, Program on Education Policy and Governance at Harvard's John F. Kennedy School of Government and is a member of the Review Board for the Broad Prize in Urban Education. Deborah holds a bachelor's degree in education from Norfolk State University, a master's degree in education with a specialization in reading pedagogy from Queens College of the City University of New York, and a doctorate in Administration, Policy and Urban Education from Fordham University.		

Malka Borrego	Member	Founder, MB Consulting Company
As the founder of the MB Consulting Company, Malka Borrego brings expertise in the areas of leadership, educational equity, and community engagement. She is a Latina who has successfully founded a charter management organization that has created positive change and high-quality educational opportunities for students in the community where she was raised. Her leadership is a testament to her commitment to her community and her passion for educational equity. Malka Borrego has over 15 years experience as a successful CEO. She is positioned to support organizations, their leaders and boards in strategy, talent, communications, DEI work, community engagement and fundraising. She earned a BS in Sociology from Pomona College and an MA in Social Science from Stanford University's School of Education.		

Raymond Raven	Member	CEO and Managing Partner of Orthopedic Surgery Specialists Medical Group
Dr. Raven has been on Rocketship's board since 2015 and brings a wealth of experience as a nationally recognized surgeon, physician executive, visionary, and business leader. Since receiving his latest advanced business degree in 2019, he has led his medical group to an average of 20% growth per year.Dr. Raven is also a board member for the OSS Health Foundation, as well as the California Orthopaedic Association, where he will be president in 2025. Dr. Raven's life experience inspired him to join the Rocketship board. Born and raised in East Side San Jose, he attended local public schools. If not for his mother, he would have been placed in remedial classes rather than in the gifted program. Yet, her diligence and persistence helped propel his journey to become the only member of his family to attend college. After receiving his Bachelor of Science in Molecular Biology and Biochemistry, he went on to earn a medical degree from UC San Francisco. After medical school, Dr. Raven completed his residency training in Orthopaedic Surgery at UC San Francisco and advanced fellowship		

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training in Hand & Upper Extremity Surgery at Columbia University-Roosevelt. While practicing medicine, he earned a Master in Business Administration from UC Irvine and a Master in Health Care Innovation from University of Pennsylvania. Dr. Raven now runs a thriving medical group and management company in Southern California.

Dr. Raven has seen firsthand how a strong education can open doors to a new life. He and his wife, Despina, support Rocketship Public Schools, so more children will have the opportunity to receive the quality early education necessary to compete and succeed in our increasingly competitive world.

Daniel Sanchez	Member	Director, Liberty Global

Dan Sanchez brings over 30 years of experience advising and working with businesses of all scales and stages. Alongside three decades practicing law, he has served on the boards of numerous corporations experiencing cultural change, and is a founding member of the newly-formed ESG committee of the board of Liberty Global.

Dan Sanchez is a board member of Liberty Global and Liberty Latin America. He has also served on the boards of Starz, Lionsgate Films, and Discovery Communications.

His support for Rocketship emanates from a fundamental belief in equal opportunity for everyone, coupled with faith that education is a key enabler of opportunity. He sees Rocketship as a way to amplify various resources and inputs toward that end, hopefully leading all public schools toward continued improvement.

He holds a Bachelor of Arts from University of Hartford, a J.D. from Boston University School of Law, and a L.LM. from Temple University School of Law.

Deja Gipson	Member	Parent Board Member

Deja is a proud founding parent at Rocketship Delta Prep in Antioch with two Rocketeers. She is a cornerstone of the parent community at RDL, serving as a leader on the Parent Organizing Committee. Deja is an exceptional advocate for Rocketship and the charter movement, having led the parent community through RDL's notice of violation process and subsequent engagement with the City Council and local leaders.

Deja continues to advocate for Rocketship at the local and national level to ensure charters receive adequate and fair funding. In addition to her advocacy work, Deja is well respected in the faith-based community in East County and is currently studying to be pastor.

Brian Kilb	Member	Retired, Senior Executive, Investment Services

Brian began his career in small business consulting which led to top jobs in accounting, finance, administration and operations for a variety of manufacturers involved in everything from medical technology

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and aeronautics to disposable wipes and custom decorative lighting. But he was seeking something more fulfilling.

Before he left his last manufacturing company, Brian prepared a detailed career plan that weighed his strengths and weaknesses, listed his priorities in life, and specified what he wanted out of work.

His pursuit, Brian wrote, was a career through which he could support his family, help those around him achieve their potential, and satisfy his own intellectual curiosity.

That led to his final job and a 25 year career in the financial services industry. “I recognized the intellectual challenge of understanding markets and the economy, appreciated the opportunity to interact with and impact client lives, and enjoyed the chance to build my leadership skills.”

Brian was drawn to eduction and Rocketship initially by his daughter’s experience working for Rocketship in Milwaukee and San Jose. His wife was a college English professor and youngest daughter a teacher, so education is a top priority in the family. Understanding that all kids need an equal opportunity to learn is a fundamental value in the Kilb house.

Brian grew up in the Cleveland area and received a bachelor’s degree in business from the University of Notre Dame. Brian and his wife, Lynn, have two daughters. He enjoys coaching, fitness, reading, music and his faith. Among his community activities, Brian has also been involved in a wide variety of other not-for-profit organizations.

April Taylor	Member	Board Chair & Talent VP, AllianceBernstein

April L. Taylor’s professional journey has led her to a variety of industries, including manufacturing, management consulting, aerospace and defense, healthcare, and finance, across 9 states. She’s currently the VP, Campus and Emerging Talent Recruiting Manager with AllianceBernstein, leading a team of 4 to execute the Firm’s campus recruiting strategy, along with internship and rotation program management. In this role, April is responsible for developing the Firm’s national campus recruiting strategy, aligning with various business unit’s talent needs, creating and enhancing process, and infrastructure, around internship and rotation programs. April is active in her community, enjoys reading, traveling, playing with her dog, Sunday, and any opportunity to relax. One of her most memorable trips was to South Africa.

April is a native of Nashville, TN where she graduated from Tennessee State University, receiving a BS in Electrical Engineering, with a concentration in Computers. A lifelong learner, April later pursued graduate studies – Brandeis University, MS in Software Engineering, Indiana University, for her MBA, in Organizational Management, and obtained her Associate Certified Coach credential, from the International Coaching Federation. April is also a wellness advocate, most recently receiving her Yoga Teacher Certification. April was featured in the 2014 Winter edition of US Black Engineer and Information Technology magazine, as one of the “People You Should Know”, was a regular volunteer for the KY National Black MBA Chapter’s Leaders of Tomorrow (LOT) program while in Louisville, a former board member for the Louisville Women’s MBA chapter, serves on the Board of Governors for the Speed Museum of Art, President-emeritus of TSU’s Louisville Alumni Chapter, and Alumni Trustee for the Consortium for Graduate Study in Management. She

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was recognized for her exceptional dedication to helping the community, through community service and personal example, as a 2017 YMCA Black Achiever. April continues to share her love of STEM, volunteering at the National Society of Black Engineers' annual conference, with the NSBE Jr. FIRST Lego League competition. April's passion is developing people and it's readily demonstrated in her personal and professional commitments.

Attachment M Cover Page

Board Policies

REQUIRED FOR ALL SPONSORS

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BY-LAWS

OF

ROCKETSHIP EDUCATION TENNESSEE

ARTICLE I
PURPOSES, OPERATION

1.1. Purposes. The purposes of Rocketship Education Tennessee (formerly "Rocketship Public Schools Tennessee") (the"Corporation") shall be as set forth in the Articles of Incorporation.

1.2. Mission and Vision. The Corporation may adopt a mission statement and a vision statement consistent with its stated charitable purposes and charter agreement.

1.3. Gifts and Distributions. The Corporation may accomplish its purposes directly or by making grants or other payments to third parties. The Board of Trustees may establish guidelines for the acceptance of gifts and the disbursement of funds by the Corporation in such manner as may, in the judgment of the Board of Trustees, be consistent with the purposes of the Corporation.

1.4. Restrictions. The activities of the Corporation shall be limited to the exclusive purposes permitted for tax exempt status under Internal Revenue Code Section 501(c)(3), and shall in no event expand beyond the activities allowed under Article III of the Articles of Incorporation. All of the assets of the Corporation shall be administered and all of the net earnings of the Corporation shall be devoted to the purposes of the Corporation as aforesaid, and no part of the assets or net earnings of the Corporation shall inure to the benefit of any private shareholder or individual. No substantial part of theactivities of the Corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation (except as otherwise provided in Internal Revenue Code Section 501(h)), and the Corporation shall not participate in, nor intervene in (including the publishing or distributing of statements), any political campaign on behalf of (or in opposition to) any candidate for public office.

ARTICLE II
OFFICES

2.1. Principal Office. The principal office of the Corporation shall be located in the Tennessee. The Corporation may have such other offices, either within or without the Tennessee, as the Board of Trustees may designate from time to time.

2.2. Registered Office. The registered office of the Corporation may be, but need not be, identical with the Corporation's principal office in Tennessee, and the Board of Trustees may from time to time change the address of the registered office to any location within Tennessee.

ARTICLE III
MEMBERS

3.1. Designation of Members. The initial sole member of the Corporation shall be Rocketship Education, Inc., a California nonprofit public benefit corporation (the "Sole Member" or "Rocketship Education"). The Board of Directors of the Corporation may, by written notice given to the Secretary or any Director of the Corporation, designate a single successor member who shall succeed it as the sole member of the Corporation. Such successor member may also designate a single successor member to succeed such successor member as the sole member of the Corporation, and so forth. The Corporation and any of its successors shall hereinafter be referred to as the "Sole Member."

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3.2. Rights of the Sole Member. Subject to applicable laws and except as otherwise set forth in these By-laws, the Sole Member shall have all statutory rights as a "member" of the Corporation as defined in Title 48, as amended, of the Tennessee Code. , including, but not limited to, the rights: (1) to approve the dissolution and liquidation of the Corporation; (2) to approve any plan of merger for the Corporation or any amendment to such plan; (3) to approve the sale, lease, exchange, or other disposition of all, or substantially all, of the Corporation's assets; (4) to inspect and copy any corporate records (including by an agent or attorney); and (5) to, at any time, remove any or all of the trustees of this Corporation, with or without cause, and then fill the vacancy or vacancies left by such removal. This Corporation may not, without the written consent of the Sole Member, make amendments to the Corporation's Articles of Incorporation or Bylaws. Except as otherwise permitted under the Corporation's Articles of Incorporation for a charitable Sole Member and applicable law, no right, title or interest in any property or earnings of the Corporation shall inure to any member during the existence of the Corporation or upon its dissolution.

3.3. Termination of Sole Member. If, at any time the legal existence of the Sole Member ceases or the Sole Member otherwise ceases to serve as a member, and if no successor Sole Member has been designated or if any such designee is unable or unwilling to serve as a member, then the membership of the Corporation shall consist of its Board of Directors as such Board is then and may thereafter from time to time be constituted. If the Directors become the members of the Corporation, the Corporation may continue in existence or may be dissolved as set forth in the Corporation's Articlesof Incorporation. If the Corporation continues in existence with the Board of Directors as its members, then the Board shall cause conforming and appropriate amendments to be made to the Corporation's Articles of Incorporation and these By-laws.

3.4. Action By Members. For so long as the Corporation or a successor Sole Member designated pursuant to Section 3.3 serves as the Sole Member of the Corporation, there shall be no meetings of members and all actions of the Sole Member shall be taken without a meeting by a written consent signed by the Sole Member setting forth the action so taken. If, at any time, the then-acting members of the Board of Directors should become members of the Corporation, as provided in Section 3.3 above, the actions of the Board of Directors in their capacities as such members shall be taken at meetings or by written consent and be otherwise subject to the provisions of Article IV below relating to the Board of Directors.

3.5. Statutory Membership. Except as provided in Section 3.3, the Sole Member shall be theonly statutory member of the Corporation, as the term "member" is defined in Title 48, as amended, of the Tennessee Code. Nothing in this Article III shall be construed to limit the Corporation's rights to refer to persons associated with it as members even though such persons are not statutory members of the Corporation under Title 48 of the Tennessee Code, including honorary or donor members. The Corporation's Board of Directors may confer, by amendment of these Bylaws (subject to the approval required under Article XI), some or all of a statutory member's rights upon any person. The Board of Directors may also, in its discretion, without establishing memberships, establish advisory councils, honorary boards,or other auxiliary groups as it deems appropriate, pursuant to Section 6.2, below.

ARTICLE IV
BOARD OF TRUSTEES

4.1. General Powers and Responsibilities. The affairs of the Corporation shall be managed by its board of trustees (the "Board of Trustees" with each member a "Trustee"). The Board of Trustees shall utilize and distribute the net earnings and principal funds of the Corporation solely in accordance with the purposes for which the Corporation is organized. The Board of Trustees' duties and responsibilities include, but are not limited to:

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(a) Setting the enrollment and grade-level configuration for any schools operated by the Corporation, including increasing enrollment to maximum levels, subject to authorization from the proper authorities;

(b) Approval of annual budgets, calendars, salary schedules, major fundraising events, and grant writing for schools operated by the Corporation;

(c) Negotiation and approval of a Memorandum of Understanding ("MOU") or other contracts for the Corporation with the Tennessee;

(d) Approval of all financial policies that set the processes and controls for contracts, expenditures and internal control;

(e) Supervisory oversight of personnel actions (including hiring, discipline anddismissal, subject to Trustee recusal for any actions involving such Trustee);

(f) Approval of all changes to the charter agreement to be submitted in accordance with applicable law;

(g) Participation, as necessary, in dispute resolution for the Corporation;

(h) Evaluation of principals of schools operated by the Corporation, subject to Trustee recusal for any actions involving such Trustee;

(i) Monitoring the performance of schools operated by the Corporation and taking necessary actions to ensure that such schools remain true to the Corporation's mission and charter;

(j) Monitoring the fiscal solvency of schools operated by the Corporation;

(k) Participating and monitoring, as necessary, any fiscal audits of the Corporation;

(l) Participating, as necessary, in any student expulsion matters;

(m) Participating in any training for Trustees regarding governance matters, strategic planning, or other corporate matters; and

(n) Increasing public awareness of the Corporation's activities.

4.2. Number, Qualification, Tenure, Manner of Election and Qualifications.

(a) *Number.* The number of voting Trustees ("Trustees") shall be at least three (3), but no more than fifteen (15) Trustees. Three (3) initial voting Trustees ("Initial Trustees") shall be appointed by the incorporator. The exact authorized number of trustees shall be fixed, within the limits set forth in these bylaws, by the Board of Trustees. All trustees shall be designated and elected by the existing Board of Trustees. All trustees are to be designated and elected at a meeting of the Board of Trustees.

(b) *Elections.* Except for the Initial Trustees appointed by the Incorporator, Trustees shall be elected annually by the Board of Trustees.

(c) *Terms.* The Trustees shall serve staggered terms such that no more than two-

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thirds (2/3) of the Trustees' terms shall expire in the same year. At its first meeting the Initial Trustees of the Corporation shall each be assigned a three (3) year initial term. Trustees may serve more than one (1) term on the Board and there is no limit on the number of terms. Trustees shall take office immediately following the close of the annual meeting at which they were elected. Each Trustee shall serve a term of two (2) years (except for Initial Trustees initially serving three (3) year terms), or until his or her successor has been elected, or until his or her death, or until he or she shall resign or shall have been removed in the manner provided in Section 4.8.

(d) *Qualifications.* A majority of Trustees must be residents of the Tennessee. In considering a potential Trustee, the following factors about a person may be considered, plus any other lawful factors deemed relevant: operation of charter schools; real estate expertise; legal expertise; financial expertise; fundraising ability; significant involvement in communities served by the Corporation; subject and professional development knowledge inliteracy and math; and capacity to take a leadership role in the governance of the Corporation.

4.3. Meetings.

(a) *Regular and Annual Meetings.* The Board of Trustees may provide, by resolution, the time and place for the holding of regular meetings, including the annual meetings. The Board of Trustees shall meet no less than four (4) times per full calendar year, asprorated for partial years.

(b) *Open Meetings.* The Board of Directors shall comply with the Tennessee Meetings Act (the "Open Meetings Act"), including with respect to notice of meetings, meeting quorum, actions taken by written consent and telephonic meetings

(c) Emergency meetings of the Board of Trustees may be called, provided such meetingscomply with the Open Meetings Act.

4.4. Notice. Notice of any public meeting shall be given in compliance with the laws of Tennessee.

4.5. Quorum. Except as otherwise provided by applicable law, a majority of the Trustees then in office shall constitute a quorum for the transaction of business at any meeting of the Board of Trustees, but such quorum shall never be less than two Trustees. If less than such quorum is present at a meeting a majority of the Trustees present may adjourn the meeting from time to time without further notice.

4.6. Manner of Acting. The act of a majority of the Trustees present at a meeting at which a quorum is present shall be the act of the Board of Trustees, unless the act of a greater number is required by these Bylaws or by law.

4.7. Removal and Resignation of Trustee. Any Trustee may be removed from office with or without cause by the affirmative vote of a majority of the Trustees then in office who are present and voting at a meeting of the Board of Trustees at which a quorum is present. Any Trustee may be also removed from office with or without cause subject to the terms of Section 3.2 above. A Trustee may resign from the Board of Trustees at any time by delivering a written notification of resignation to the President or Secretary of the Corporation, which shall be effective as of the date that such notice is received by the President or Secretary or as of such other date as may be specified in such notice, as applicable.

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4.8. Vacancies. Any vacancy occurring in the Board of Trustees may be filled by the Board ofTrustees, or according to Section 3.2 above.

4.9. Compensation. Trustees of the Corporation shall serve without compensation. However, Trustees may receive reasonable compensation for personal services rendered which are necessary to carry out the exempt purposes of the Corporation, so long as such compensation is authorized by the Board of Trustees. Any engagement of a Trustee to provide services to the Corporation shall be in compliance with any conflict of interest policy of the Corporation. In addition, Trustees may receive reimbursement for reasonable expenses incurred in connection with Corporation matters if such reimbursement is not excessive and is authorized by the Board of Trustees.

4.10. Presumption of Assent. A Trustee who is present at a meeting of the Board of Trustees at which action is taken on any matter shall be presumed to have assented to the action taken unless hisor her dissent shall be entered in the minutes of the meeting or unless he or she shall file his or her written dissent to such action with the person acting as the secretary of the meeting before the adjournment thereof or shall forward such dissent in the manner specified for the giving of notices in Section 4.5 to the Secretary of the Corporation immediately after the adjournment of the meeting. Suchright to dissent shall not apply to a Trustee who voted in favor of such action.

ARTICLE V
OFFICERS

5.1. Principal Officers. The principal Officers of the Corporation ("Officers") shall be a President, a Secretary and a Treasurer, each of whom shall be elected by the Board of Trustees pursuanto these Bylaws. Such other Officers and assistant Officers as may be deemed necessary may be electedor appointed by the Board of Trustees. Any two or more offices may be held by the same person, except the offices of President and Treasurer.

5.2. Election and Terms of Office. Once elected, each Officer shall hold office until his or her successor shall have been elected by the Board of Trustees or until his or her death or until he or she shall resign or shall have been removed as provided in Section 5.3 or for such term as the Board of Trustees considers appropriate.

5.3. Removal and Resignation of Officer. Any Officer may be removed from office, either with or without cause, by the affirmative vote of a majority of Trustees then in office. An Officer may resign at any time by delivering a written resignation to the President or Secretary of the Corporation, which shall be effective as of the date that such notice is received by the President or Secretary or as of such other date as may be specified in such notice, as applicable.

5.4. Vacancies. A vacancy in any principal office because of death, resignation, removal, disqualification or otherwise may be filled by the Board of Trustees for the unexpired portion of the term, or for such other term as the Board of Trustees considers appropriate.

5.5. President. Subject to the control of the Board of Trustees, the President shall in general supervise and control all of the business and affairs of the Corporation and shall, when present, preside at all meetings of the Board of Trustees. He or she may sign, with the Secretary or any other Officer of the Corporation authorized by the Board of Trustees, any deeds, mortgages, bonds, contracts, or other instruments which the Board of Trustees has authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board of Trustees or by these Bylaws

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or some other law to be otherwise signed or executed, and in general shall perform all duties incident to the office of President and such other duties as may be prescribed by the Board of Trustees from time totime.

5.6. Secretary. The Secretary (or an Assistant Secretary if requested by the Board of Trustees) shall: (a) keep any minutes of the Board of Trustees' meetings in one or more books provided for that purpose; (b) see that all notices are duly given by law; (c) serve as custodian of the corporate books and records of the Corporation; and (d) in general, perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him or her by the President orby the Board of Trustees. The Secretary shall perform such other duties and have such other powers asthe Board of Trustees may from time to time prescribe.

5.7. Treasurer. If required by the Board of Trustees, the Treasurer shall give a bond for the faithful discharge of his or her duties in such sum and with such surety or sureties as the Board of Trustees shall determine. He or she shall: (a) have charge and custody of and be responsible for all funds, securities, and financial records of the Corporation; (b) receive and give receipts for monies due and payable to the Corporation from any source whatsoever, and deposit all monies in the name of the Corporation in such banks, trust companies or other depositories as shall be selected in accordance with the provisions of these Bylaws; and (c) in general, perform all of the duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him or her by the President or by the Board of Trustees. The Treasurer shall send or cause to be given to the Board of Trustees any financial statements or reports that are required or requested to be made by law, by these Bylaws, or by the Board of Trustees.

5.8. Compensation of Officers. Officers of the Corporation shall serve without compensation., Officers may receive reimbursement for reasonable expenses incurred in connection with Corporation matters.

ARTICLE VI
COMMITTEES OF THE BOARD OF TRUSTEES

6.1. Committees, Generally. The Board of Trustees may establish standing or temporary committees as it considers appropriate. The Board of Trustees shall appoint the members of the committees by majority vote and name the chairperson. A committee shall consist of three (3) or more Trustees and shall perform such duties and have such responsibilities as are provided in the resolution establishing any such committee, as initially adopted or thereafter supplemented or amended. The Board of Trustees may elect one or more persons as alternate members of any such committee who may take the place of any absent member or members at any meeting of the committee upon request of the committee's chairperson or other person presiding at such committee meeting. The designationof a committee or committees and the delegation thereto of any Board authority will not operate to relieve the Board of Trustees, or any member thereof, of any responsibility imposed upon it or him or her by law.

6.2. Advisory Committees. The Board of Trustees, by resolution, may designate one or more advisory committees to assist it in any capacity as it directs, but such committees or advisory bodies shall not have any of the powers of the Board of Trustees.

6.3. Parent/Teacher Council Encouraged. The Board of Trustees shall encourage parents of students attending schools of the Corporation to form one or more Parent/Teacher Councils to serve as advisory bodies to facilitate communication among parents, teachers and the Board of Trustees to promote cultural and school activities within the school community.

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ARTICLE VII
POLICIES

7.1. Conflict of Interest Policy. The Board of Trustees shall adopt a conflict of interest policyupon such terms and conditions as the Board of Trustees from time to time considers appropriate (the "Conflict of Interest Policy"). A copy of the Conflict of Interest Policy adopted by the Board of Trustees and in effect on the date of these Bylaws is attached as Exhibit A.

7.2. Non-Discrimination Policy. The Corporation and the Board of Trustees do not and shall not discriminate on the basis of race, color, religion or creed, gender, gender expression, age, national origin or ancestry, disability, marital status, sexual orientation, or military status in any of its activities. These activities include, but are not limited to, treatment of students, hiring and firing of staff, selection of volunteers and vendors, and provision of services.

7.3. Other Policies. The Board of Trustees may adopt other policies and procedures for the Corporation as consistent with the Articles of Incorporation, these Bylaws, and the Corporation's charter agreement.

ARTICLE VIII
INDEMNIFICATION

8.1. Mandatory Indemnification. The Corporation shall indemnify its Trustees and Officers against any and all Liabilities to the extent allowed under the state of Tennessee, and advance any and all reasonable expenses, incurred by them in any proceeding to which any Trustee or Officer is a party because such Trustee or Officer is a Trustee or Officer of the Corporation. The Corporation may indemnify its employees and authorized agents acting within the scope of their duties as such to the same extent as Trustees or Officers hereunder. The rights to indemnification granted hereunder shall not be deemed exclusive of any other rights to indemnification against liabilities or the advancement of expenses which such person may be entitled under any written agreement, Board resolution, or otherwise.

8.2. Non-Liability of Trustees, Officers, and Others. The directors, officers, and other volunteers (collective, "volunteers") shall be immune from civil liability except where the injury or damage was the result of the willful misconduct of the volunteer; a crime, unless the volunteer had reasonable cause to believe that the act was lawful; a transaction that resulted in an improper personal benefit of money, property, or service to the volunteer; or an act or omission that is not in good faith and is beyond the scope of authority of the Corporation pursuant to the Corporation's Articles or Bylaws.

No employee of the Corporation shall be held personally liable in damages for any acts or omissions in providing services or performing duties on behalf of the Corporation in an amount greater than the total amount of compensation, other than reimbursement of expenses, received from the Corporation for performing those services or duties during the 12 months immediately preceding the actor omission for which liability was imposed. This limitation of liability shall not apply when the injury or damage was the result of the willful misconduct of the employee; a crime, unless the employee had reasonable cause to believe that the act was lawful; a transaction that resulted in an improper personal benefit of money, property, or service to the employee; or an act or omission that is not in good faithand is beyond the scope of authority of the Corporation pursuant to the Corporation's bylaws. This limitation of liability also shall not apply to any licensed professional employee operating in his or her professional capacity.

8.3. Permissive Supplementary Benefits. The Corporation may, but shall not be required to, supplement the foregoing right to indemnification against liability and advancement of expenses under

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Section 8.1 by (a) the purchase of insurance on behalf of any one or more of such Trustees or Officers, whether or not the Corporation would be obligated to indemnify or advance Expenses to such Trustee or Officer under Section 8.1, and (b) entering into individual or group indemnification agreements with any one or more of such Trustees or Officers.

8.4. Certain Restrictions. Notwithstanding any other provision of this Article to the contrary, for any time that the Corporation is treated as a "private foundation" under Internal Revenue Code Section 509 and taxes are potentially imposable under Internal Revenue Code Section 4941, no person shall be entitled to indemnification hereunder if such indemnification or the payment by the Corporation of any monies in connection therewith constitutes, or would constitute, an act of "self- dealing" within the meaning of Internal Revenue Code Section 4941. The Corporation shall have the right to rely on a written opinion of independent legal counsel with respect to any determination of "self-dealing" hereunder which shall be binding and conclusive unless a contrary determination shall be made in any administrative or court proceeding and the time for appeal by either party to such proceeding shall have expired. If the Corporation shall have made any payment under this Article VIII prior to a determination that such payment constitutes an act of "self-dealing," the person to whom or for whose benefit such payment was made shall repay the amount thereof to the Corporation on demand if it should subsequently be determined that such payment constituted an act of "self-dealing."Nothing herein shall be construed as placing upon the Corporation any obligation to contest by court or administrative proceedings, or otherwise, any assertion that any indemnification or payment pursuant to this Article VIII constitutes an act of self-dealing. This provision is not intended to apply to the Corporation unless, under Internal Revenue Code Section 4941, taxes are potentially imposable on acts of self-dealing with the Corporation.

8.5. Effect of Invalidity. The invalidity or unenforceability of any provision of this Article shallnot affect the validity or enforceability of any other provision of this Article VIII or of these Bylaws.

ARTICLE IX
MANAGEMENT, EMPLOYEES

The Board of Trustees is authorized, but is not required to, employ an Executive Director and such other employees for the Corporation as it deems necessary. The duties, responsibilities, and compensation of any employee of the Corporation shall be determined by and at the direction of the Board of Trustees, or by the President or such other person to whom such responsibility may be delegated by the Board of Trustees, as consistent with the charter agreement.

ARTICLE X
CONTRACTS, CHECKS, DEPOSITS, GIFTS, REPORTS AND STATEMENTS

10.1. Contracts. The Board of Trustees may authorize any Officer or Officers, agent or agents of the Corporation, in addition to the Officers so authorized by these Bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent, or employee shall have any power or authority to bind the Corporation by any contract or engagement orto pledge the Corporation's credit or to render the Corporation liable monetarily for any purpose or in any amount.

10.2. Checks, Drafts, Etc. All checks, drafts or orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such Officer or Officers, agent or agents of the Corporation and in such manner as is from time to time determinedby resolution of the Board of Trustees. In the absence of such determination by the Board of Trustees,such instruments shall be signed by the Treasurer then in office.

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10.3. Deposits. All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board of Trustees may select.

10.4. Gifts. The Board of Trustees may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purposes or for any special purpose of the Corporation. The Board of Trustees is authorized to cause gift acknowledgement letters to be sent to the Corporation's donors for purposes of substantiating charitable contributions.

10.5. Books, Accounts and Reports. The Corporation shall keep or cause to be kept correct and complete books and records of accounts and also keep minutes of the proceedings of the Board of Trustees and its committees. The Corporation shall keep other records, such as student records, as required by law. The Corporation shall cause to be filed the necessary reports, tax returns or other documents as may be required by law on its own behalf.

10.6. Annual Statement of Certain Transactions and Indemnifications. As part of the annual report to all Trustees, or as a separate document if no annual report is issued, the Corporation shall, within one-hundred twenty (120) days after the end of the Corporation's fiscal year, cause to be delivered to each Trustee a statement of any transactions or indemnifications as follows:

(a) Any transaction in which the Corporation was a party and in which an "interested person" (as defined in the conflict of interest policy) had a direct or indirect material financial interest if the transaction, or several transactions with the same interested person in the aggregate, involved more than Fifty Thousand Dollars ($50,000);

(b) The statement shall include: a brief description of the transaction or indemnification; the names of the interested persons involved; the interested persons' relationship to the Corporation; and the nature of their interest.

ARTICLE XI
AMENDMENT

These Bylaws and the Corporation's Articles of Incorporation may be amended or repealed only by consent of two-thirds (2/3) of the Trustees then in office. No amendment shall change any provisions of these Bylaws to make such provisions inconsistent with the charter agreement or the Corporation's Articles of Incorporation.

ARTICLE XII
MISCELLANEOUS

12.1. Subsidiaries. The Corporation is authorized to form subsidiaries, including single-member limited liability companies (LLCs), to operate schools in Tennessee. References to the "Corporation" within these Bylaws include references to the Corporation's subsidiaries, as appropriate or necessary. For example, the Corporation would include the activities of any disregarded LLC on the Corporation's own tax return and the Corporation would have the obligation under Section 10.5 to keep records of the disregarded entity's finances and activities.

12.2. Waiver of Notice. Whenever any notice or waiver is required to be given under the provisions of laws of the state of Tennessee, or under the provisions of the Corporation's Articles of Incorporation or these Bylaws, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice. The attendance of a Trustee or any other person at any meeting shall constitute a waiver of notice

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of such meeting, except where a Trustee or other such person attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

12.3. Tax Status. Notwithstanding anything herein contained to the contrary, no action shall be required or permitted to be taken under these Bylaws or by the Officers or Trustees of this Corporation which would not be permitted to be taken by an organization described in Internal RevenueCode Section 501(c)(3).

12.4. Certain Restrictions. In the event the Corporation is treated as a private foundation under Internal Revenue Code Section 509(a) for any tax year and is potentially subject to taxes under Internal Revenue Code Sections 4941 through 4945, inclusive (the "private foundation taxes"), then, notwithstanding anything in these Bylaws, no action shall be required or permitted to be taken under these Bylaws or by the Officers or Trustees of the Corporation that would result in the imposition of private foundation taxes.

12.5. Fiscal Year. The fiscal year of the Corporation shall be as determined by the Board of Trustees, with the initial fiscal year selected as ending June 30.

12.6. Conflict of Laws. These Bylaws are intended to be consistent with, and shall be construed under, the laws of the Tennessee with regard to conflicts of laws provisions.

12.7. Internal Revenue Code. All references to sections of the "Internal Revenue Code" shall be considered to be references to sections of the Internal Revenue Code of 1986, as from time to time amended, to the corresponding provisions of any similar tax law subsequently enacted and to all regulations issued under such sections and provisions.

12.8. Charter Agreement. References to the "charter agreement" refer to any approved charter authority with the Board. These Bylaws are intended to be consistent with the Corporation's authority under such charter agreement, and these Bylaws andany policies and procedures adopted by the Board of Trustees, or upon its authorization, shall be interpreted and construed accordingly.

ARTICLE XIII
NON-PROFIT GENERAL MATTERS

The Corporation is a nonprofit corporation that is organized exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and is not organized for the private gain of any person. This Corporation is organized exclusively for charitable and educational purposes within the meaning of Section501(c)(3) of the Internal Revenue Code or the corresponding provisions of any future United States Internal Revenue Law. Not withstanding any other provision of these Bylaws, this Corporation shall not, except to an insubstantial and legally permitted degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of the Corporation, and the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code or the corresponding provisions of any future United States Internal Revenue Law, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code or the corresponding provisions of any future United States Internal Revenue Law. All Corporate assets are irrevocably dedicated to charitable and educational benefits. No part of the net earnings of this Corporation shall inure to the benefit of any of its directors or officers, or any other private person or individual except to the extent permitted by federal income tax laws. Upon the winding up and dissolution of the Corporation, its assets remaining after payment or adequate provision of payments of all just debts and obligations of the Corporation shall be distributed for one or more of the exempt purposes within the meaning of Section

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501(c)(3) of the Internal Revenue Code, as the Board of Trustees may select. In no event shall assets be distributed to any organization if any part of the net earnings of such organization inures to the benefit of any private person or individual or if the organization engages in activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code or the corresponding provisions of any future United States Internal Revenue Law or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code or the corresponding provisions of any future United States Internal Revenue Law.

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CERTIFICATE OF SECRETARY

I, Margaret Riley King, certify that I am the current and acting Secretary of the Corporation, and the above Bylaws are the bylaws of the Corporation as adopted by the Board of Trustees on August 31, 2023, effective as of March 7, 2022.

EXECUTED on 9/1/2023 in the County of Davidson in the State of Tennessee.

DocuSigned by:

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SECRETARY

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EXHIBIT A

ROCKETSHIP EDUCATION TENNESSEE
CONFLICT OF INTEREST POLICY

ARTICLE I
PURPOSE

The Board of Trustees of Rocketship Education Tennessee (the "Board") which administers Rocketship Education Tennessee (the "Corporation") follows a policy of avoiding any conflict of interest or the appearance of any conflict of interest on the part of the members of the Board of the Corporation.

A conflict of interest exists when the personal or professional interests of a member of the Board or other interested person may affect his or her ability to be objective. The Board recognizes that Board members and other interested persons may have various affiliations with organizations having business relationships with, or which seek grants from, the Corporation. While such affiliations are generally beneficial to the Corporation, they may give rise to actual or potential conflicts of interest.

The purpose of this Policy is to protect the Corporation's interest in its grant making and business relationships and to establish conflict of interest guidelines in order to reduce or eliminate perceptions of favoritism or undue influence. This Policy is intended to supplement, but not replace, Rocketship Public Schools Tennessee Board policy as well as any applicable laws governing conflicts of interest applicable to non-profit and charitable organizations, including, without limitation, any provisions of theInternal Revenue Code or regulations issued thereunder restricting or regulating conflicts of interest involving tax exempt organizations.

ARTICLE II
DEFINITIONS

2.1. Interested Person. Any Trustee, Officer, or member of a committee with Board-delegated powers who has a direct or indirect Conflicting Interest, as defined below, is an interested person. If a person is an interested person with respect to any Corporation entity, he or she is an interested person with respect to all Corporation entities.

2.2. Fiduciary Duty. An obligation of Trustees and Officers to act in the course of their duties solely in the Corporation's best interests without regard to the interests of any other organization or person with which that Trustee or Officer are related or associated, refrain from participating in transactions or exploiting opportunities if that Trustee or Officer cannot act with undivided loyalty to the Corporation, and refrain from using information regarding the Corporation's activities not generally known outside the Corporation for that Trustee's or Officer's personal benefit.

2.3. Community Relationship. A Community Relationship exists if a person is an Officer, Trustee, trustee, employee, consultant or advisor to, or has any compensation or other financial arrangement with, a nonprofit or other agency or organization which is principally engaged in charitable, educational, community or other non-business activities (a "Non-Profit Entity").

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2.4. Conflicting Interest. A person has a Conflicting Interest if the person has, directly or indirectly, through business, investment, or family:

(a) An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement;

(b) A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement;

(c) A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement; or

(d) A Community Relationship with any non-profit entity with respect to which the Corporation is considering any decision or advice to make, or to reduce, augment or condition, any grant.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A Conflicting Interest does not necessarily create a conflict of interest. Under Section 3.3,a person who has a Conflicting Interest only has a conflict of interest if the appropriate Board of Trustees or committee decides that a conflict of interest exists.

ARTICLE III
PROCEDURES

3.1. Duty to Disclose. In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the Conflicting Interest and be given the opportunity to disclose all material facts to the Trustees or members of an appropriate committee with Board- delegated powers considering the proposed transaction or arrangement.

3.2. Permission to Disclose Perceived Conflicts. Any Trustee may communicate with the President when that Trustee believes there is an existing, apparent or perceived conflict of interest on the part of any Trustee that has not been reported to the Board of Trustees or acknowledged in any way. The President shall make an investigation and may also seek the advice and counsel of other Trustees or legal counsel. The President shall then discuss the matter with the affected Trustee. In the event the affected Trustee refuses to acknowledge or resolve the conflict of interest, such Trustee may be removed from the discussion, removed from the Board of Trustees or asked to resign as a member ofthe Board of Trustees. However, no Trustee will be removed or asked to resign from the Board unless the affected Trustee has had the opportunity to address the full Board of Trustees regarding the matter.

3.3. Determining Whether a Conflict of Interest Exists. After disclosure of the Conflicting Interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board of Trustees or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board members shall decide if a conflict of interest exists. If an actual conflict of interest exists, the party with the Conflicting Interest and the Corporation shall notenter into or continue the transaction or arrangement until the Board of Trustees determines how to proceed. Any person with a Conflicting Interest shall abstain from the consideration of whether a conflict of interest exists.

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3.4. Procedures for Addressing the Conflict of Interest.

(a) An interested person may make a presentation at the Board of Trustees meeting or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possibleconflict of interest.

(b) The Board of Trustees shall determine by a majority vote of the disinterested Trustees whether the transaction or arrangement is fair and, in the Corporation's, best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement. The party with the Conflicting Interest shall abstain from voting on the approval of the transaction or arrangement.

3.5. Violations of the Conflict of Interest Policy.

(a) If the Board of Trustees or committee has reasonable cause to believe that a person has failed to disclose actual or possible conflicts of interest, it shall inform that person of the basis for such belief and afford that person an opportunity to explain the alleged failure to disclose actual or possible conflicts of interests.

(b) If, after hearing the person's response and after making further investigation as warranted by the circumstances, the Board of Trustees or committee determines the person has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

ARTICLE IV
RECORDS OF PROCEEDINGS

4.1. Minutes. The minutes of the Board of Trustees and all committees with Board-delegated powers shall contain:

(a) The names of the persons who disclosed or otherwise were found to have a Conflicting Interest in connection with an actual or possible conflict of interest, the nature of the Conflicting Interest, any action taken to determine whether a conflict of interest was present, and the governing Board's or committee's decision as to whether a conflict of interest in fact existed.

(b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

ARTICLE V
COMPENSATION

5.1. Corporation Trustees. A voting member of the Board of Trustees who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.

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5.2. Corporation Employees. If any employee is a voting member of the Board of Trustees, such employee is precluded from discussion and voting on matters pertaining to that employee's compensation; provided, however, that no employee is prohibited from providing information to the Board of Trustees regarding compensation

5.3. Corporation Committee Members. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.

ARTICLE VI
ANNUAL STATEMENTS

Each Trustee, Officer, employee and member of a committee with Board-delegated powers shall annually sign a statement (the "Annual Statement") which affirms that such person: (a) has received a copy of the conflicts of interest policy, (b) has read and understands the policy, (c) has agreed to comply with the policy, and (d) understands that the Corporation is a tax-exempt organization and that, in orderto maintain its federal tax exemption, it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

ARTICLE VII
PERIODIC REVIEWS

7.1. Reviews of Corporation Matters. To ensure the Corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

(a) Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.

(b) Whether partnerships, joint ventures, and arrangements with management organizations conform to the Corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes, and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

7.2. Use of Outside Experts. When conducting the periodic reviews as provided for in Article VII, the Corporation may, but need not, use outside advisors. If outside advisors are used, their use shall not relieve the governing Board of its responsibility for ensuring periodic reviews are conducted.

Open Governance Policy
Region(s): TN

This policy applies to all Rocketship Education schools in Tennessee. This policy was written in compliance with relevant state and authorizer requirements in Tennessee.

Rocketship Education ("RSPS"), as operator of multiple public charter schools ("Charter Schools"), seeks to maintain a healthy network of existing Charter Schools that provide the most consistent quality of services to all current Charter School students and fulfill its organizational purpose of closing the achievement gap within our lifetimes. In the spirit of transparency, RSPS believes that governance is most effective when students, families and community members have access and input into the decision making process.

OPEN MEETINGS

In compliance with§ 49-13-138 of the Tennessee Public Charter Schools Act of 2002, and Title 8, Chapter 44 of the Tennessee Code Annotated (T.C.A.), all meetings of the Rocketship Education Board of Directors shall be open to the public. Meetings will be held in compliance with the procedures and requirements of Title 8, Chapter 44 of the T.C.A. Students, families, and community members present in Tennessee for board meetings will be given the opportunity to make public comments consistent with the procedures outlined in the RSPS Public Comment Policy.

OPEN RECORDS

In compliance with § 49-13-140 of the Tennessee Public Charter Schools Act of 2002, and the Tennessee Open Records Act, found at Title 10, Chapter 7 of the T.C.A., all records of the charter school shall be open for personal inspection and duplication by any citizen of the state of Tennessee to the extent allowed by the Tennessee Open Records Act.

This policy is adopted in compliance with the following resolution:

- Rocketship Education Board Resolution 8-14-13-G(c)(i) adopted on August 14, 2013.

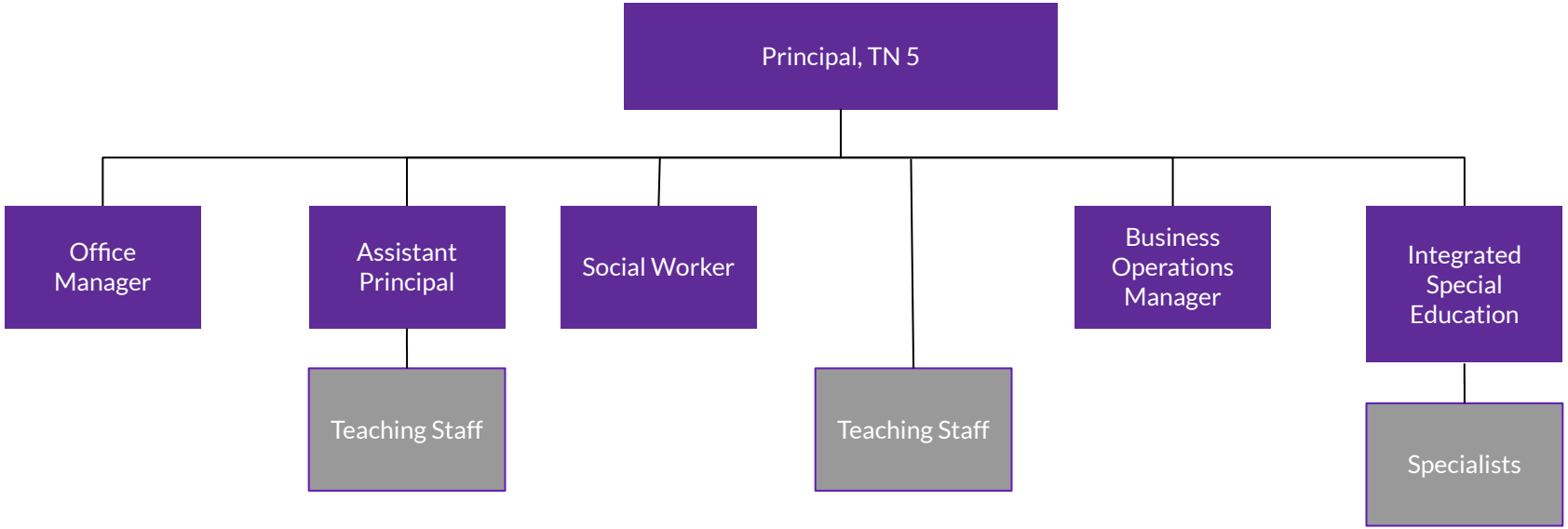
Attachment N Cover Page

Organizational Chart: Year 1

REQUIRED FOR ALL SPONSORS

Rocketship Education Tennessee ("RSED-TN") is the sponsoring entity submitting this application to open TN 5 in Davidson County. With the full partnership and support of its sole statutory member, Rocketship Education ("RSED-National"), RSED-TN is excited to replicate the Rocketship educational model and best practices to benefit more Tennessee students in Davidson County. RSED-TN draws on over 18 years of experience from our National CMO, RSED-National, which will provide robust administrative and operational support through the planning, launch, and implementation of TN 5. The local governance will be led by RSED-TN's Board of Trustees, complimented by the guidance and support from RSED-National's Board of Directors. This partnership will ensure strong continuity of compliance, oversight, and adherence to the Rocketship model while maximizing local Tennessee voice and meeting the unique needs of Tennessee students. While RSED-National will be an invaluable partner, RSED-TN's Board of Trustees will ultimately be the decision-maker for TN 5.

Rocketship Education Tennessee (RSED-TN)
TN 5 School Org Chart - Year 1



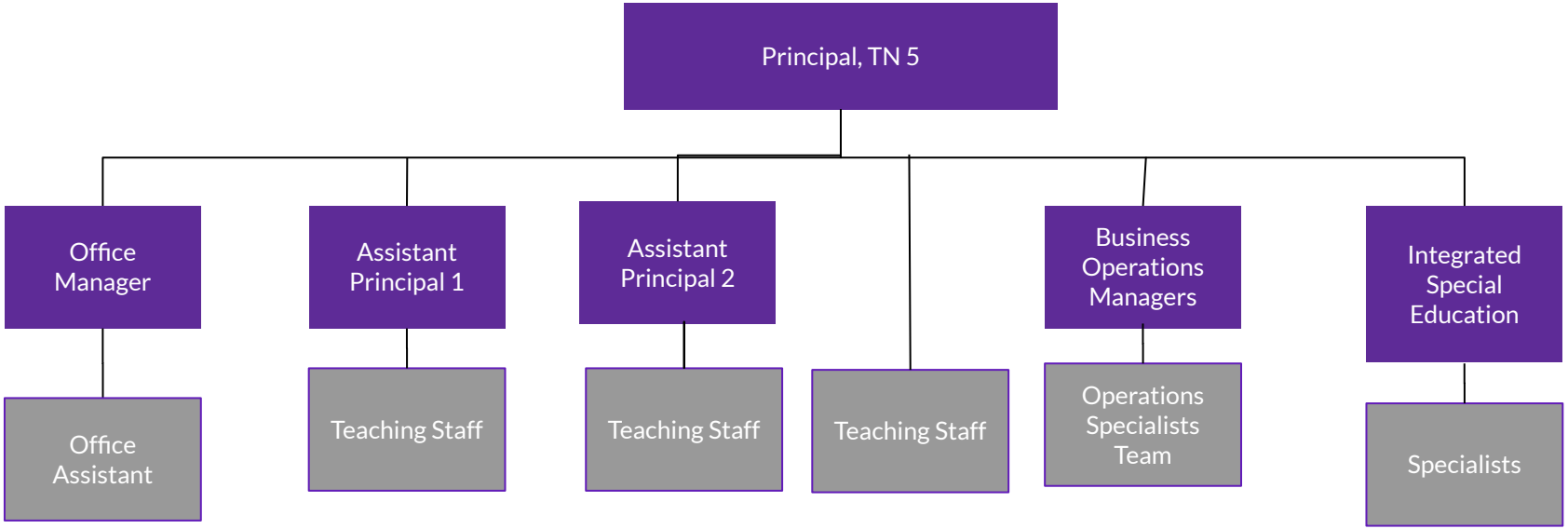
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Organizational Chart: Full Capacity

REQUIRED FOR ALL SPONSORS

Rocketship Education Tennessee ("RSED-TN") is the sponsoring entity submitting this application to open TN 5 in Davidson County. With the full partnership and support of its sole statutory member, Rocketship Education ("RSED-National"), RSED-TN is excited to replicate the Rocketship educational model and best practices to benefit more Tennessee students in Davidson County. RSED-TN draws on over 18 years of experience from our National CMO, RSED-National, which will provide robust administrative and operational support through the planning, launch, and implementation of TN 5. The local governance will be led by RSED-TN's Board of Trustees, complimented by the guidance and support from RSED-National's Board of Directors. This partnership will ensure strong continuity of compliance, oversight, and adherence to the Rocketship model while maximizing local Tennessee voice and meeting the unique needs of Tennessee students. While RSED-National will be an invaluable partner, RSED-TN's Board of Trustees will ultimately be the decision-maker for TN 5.

Rocketship Education Tennessee (RSED-TN)
TN 5 School Org Chart - Year 5



Attachment P Cover Page

School Leader Resume *(if hired)*

REQUIRED FOR ALL SPONSORS

Attachment P – N/A

School Leader Resume

(To be hired)

Attachment Q Cover Page

Insurance Coverage

REQUIRED FOR ALL SPONSORS

Docusign Envelope ID: 010082F5-48BB-4483-92B7-AFF6ED18561B

Marsh McLennan Agency

1255 Treat Blvd. #950

Walnut Creek, CA 94597

May 06, 2025

Re: Coverage Summary

Daimon Hardy

Rocketship Education Tennessee

320 Plus Park Blvd, Ste 130

Nashville , TN 37217

Dear Daimon,

As the insurance broker for Rocketship Education, we service its national insurance policies, which include and cover Rocketship Education Tennessee, its Board of Trustees, and the existing Rocketship Education Tennessee school operations. The new Rocketship Education Tennessee schools will be covered under these policies once approved:

A. Commercial General Liability Insurance, including both bodily injury and property damage, with limits as follows:

$ 1,000,000 per occurrence

$ 1,000,000 damage to rented premises (each occurrence)

$ 5,000 medical expenses

$ 1,000,000 personal & adv. Injury

$ 3,000,000 general aggregate

$ 3,000,000 products/completed operations aggregate

B. Business Auto Liability Insurance - 1M

Docusign Envelope ID: 010082F5-48BB-4483-92B7-AFF6ED18561B

C. Workers' Compensation and Employers Liability Insurance:

$ 1,000,000 each accident

$ 1,000,000 each employee

$ 1,000,000 policy limit

D. Errors & Omissions (E&O)/Malpractice (Professional Liability) coverage, including Sexual Molestation and Abuse coverage:

$ 1,000,000 per occurrence

$ 3,000,000 general aggregate

E. Excess Liability:

$ 25,000,000 per occurrence

$ 25,000,000 general aggregate

F. Cyber Security:

$ 50,000 per occurrence

G. Student Accident - $ 250,000 Aggregate

Notification within 10 days of any cancellation made to the policy.

Sincerely,

DocuSigned by:
Ryan Spink
9D7BFF3CAB244A6...

5/6/2025 | 09:24 PDT

Ryan Spink

Principal, Education Practice

925-482-9323

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CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 1/21/2025

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Marsh & McLennan Agency LLC Marsh & McLennan Ins Agency LLC 1255 Treat Boulevard #950 Walnut Creek CA 94597	**CONTACT NAME:** Felicia McAroy **PHONE (A/C, No, Ext):** 925-482-9337 **FAX (A/C, No):** **E-MAIL ADDRESS:** Felicia.McAroy@MarshMMA.com
	INSURER(S) AFFORDING COVERAGE / **NAIC #** **INSURER A :** United Educators Ins a RecipRiskRet Grp / 10020
INSURED ROCKEEDUCA Rocketship Education 2001 Gateway Place, Suite 235E San Jose CA 95100	**INSURER B :** **INSURER C :** **INSURER D :** **INSURER E :** **INSURER F :**

COVERAGES **CERTIFICATE NUMBER:** 641234751 **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	X **COMMERCIAL GENERAL LIABILITY** ☐ CLAIMS-MADE ☒ OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: ☒ POLICY ☐ PRO-JECT ☐ LOC ☐ OTHER:			Q8521W	7/1/2024	7/1/2025	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG $	$ 1,000,000 $ 1,000,000 $ 5,000 $ 1,000,000 $ 3,000,000 $ 3,000,000 $
	AUTOMOBILE LIABILITY ☐ ANY AUTO ☐ OWNED AUTOS ONLY ☐ SCHEDULED AUTOS ☐ HIRED AUTOS ONLY ☐ NON-OWNED AUTOS ONLY						COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident) $	$ $ $ $ $
A	☐ **UMBRELLA LIAB** ☒ OCCUR ☒ **EXCESS LIAB** ☐ CLAIMS-MADE ☐ DED ☐ RETENTION $			Q8521W	7/1/2024	7/1/2025	EACH OCCURRENCE AGGREGATE $	$ 25,000,000 $ 25,000,000 $
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y / N ANYPROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? ☐ **(Mandatory in NH)** If yes, describe under DESCRIPTION OF OPERATIONS below	N / A					☐ PER STATUTE ☐ OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	 $ $ $
A	Educators Legal Liability Sexual Abuse/Molestaion			Q8521W	7/1/2024	7/1/2025	$25,000,000 Occ/Agg $1,0000,000 Occ.	$75,000 Retention $3,000,000 Agg.

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

All Rocketship TN schools have insurance coverage. Notice of cancellation applies.

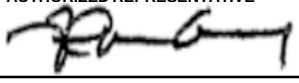
CERTIFICATE HOLDER

Daimon Hardy; Rocketship Education Tennessee
320 Plus Park Blvd, Ste 130
Nashville TN 37217

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE



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RANCHO MESA
License #0C32169

January 21, 2025

Re: Coverage Summary

Daimon Hardy

Rocketship Education Tennessee

320 Plus Park Blvd, Ste 130

Nashville, TN 37217

Daimon,

Rocketship Education Tennessee will have the following insurance policies in place once the schools are approved:

- Business Auto Liability Insurance - $1,000,000
- Workers' Compensation and Employers Liability Insurance:
  - $1,000,000 each accident
  - $1,000,000 each employee
  - $1,000,000 policy limit
- Cyber Security: $3,000,000 Aggregate
- Student Accident - $250,000 Aggregate

Notification within 10 days of any cancellation made to the policy.

Thank you,

MSmidt

Megan Smidt
Client Manager

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ROCKEDU-01 MSMIDT

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY) 1/21/2025

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PRODUCER License # 0C32169 Rancho Mesa Insurance Services, Inc. 2355 Northside Drive Suite 200 San Diego, CA 92108	CONTACT NAME: PHONE (A/C, No, Ext): (619) 937-0164 FAX (A/C, No): E-MAIL ADDRESS:
INSURED Rocketship Education, Inc. 2001 Gateway Place Ste 230E San Jose, CA 95110	INSURER(S) AFFORDING COVERAGE / NAIC # INSURER A : Travelers Property Casualty Co 25674 INSURER B : Oak River Insurance Company 34630 INSURER C : Homeland Ins Co of New York 34452 INSURER D : Travelers Casualty And Surety Company Of America 19038 INSURER E : INSURER F :

COVERAGES **CERTIFICATE NUMBER:** **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
	COMMERCIAL GENERAL LIABILITY						EACH OCCURRENCE	$
	CLAIMS-MADE OCCUR						DAMAGE TO RENTED PREMISES (Ea occurrence)	$
							MED EXP (Any one person)	$
							PERSONAL & ADV INJURY	$
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	$
	POLICY PRO-JECT LOC						PRODUCTS - COMP/OP AGG	$
	OTHER:							$
A	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident)	$ 1,000,000
	ANY AUTO			BA-9X36719A-24-14-G	7/1/2024	7/1/2025	BODILY INJURY (Per person)	$
	OWNED AUTOS ONLY X SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	X HIRED AUTOS ONLY X NON-OWNED AUTOS ONLY						PROPERTY DAMAGE (Per accident)	$
								$
	UMBRELLA LIAB OCCUR						EACH OCCURRENCE	$
	EXCESS LIAB CLAIMS-MADE						AGGREGATE	$
	DED RETENTION $							$
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY						X PER STATUTE OTH-ER	
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? Y / N (Mandatory in NH)	N / A		ROWC534535	7/2/2024	7/2/2025	E.L. EACH ACCIDENT	$ 1,000,000
	If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE - EA EMPLOYEE	$ 1,000,000
							E.L. DISEASE - POLICY LIMIT	$ 1,000,000
C	Cyber Security			720000899-0002	8/8/2024	8/8/2025	Limit $3,000,000 Ded	50,000
D	Employee Theft			108081681	7/1/2024	7/1/2025	Limit $3,400,000 Ded	10,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

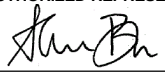
CERTIFICATE HOLDER

************EVIDENCE OF COVERAGE************
************EVIDENCE OF COVERAGE************
************EVIDENCE OF COVERAGE************
************EVIDENCE OF COVERAGE************

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE



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Attachment R Cover Page

CMO Agreement

REQUIRED IF ANSWERED "YES" TO SPONSOR HISTORY AND INTENT QUESTION 6

The CMO Agreement between RSED-National and RSED-TN is currently being drafted. It will be reviewed and approved by the boards of both RSED-National and RSED-TN.

Attached are previous CMO agreements with other networks, specifically RSED-DC and RSED-Wisconsin, to serve as reference.

RSED-DC

NETWORK SERVICES AGREEMENT

THIS NETWORK SERVICES AGREEMENT (this ñAgreementò) is made as of July 2, 2015, by and between Rocketship Education, a California nonprofit public benefit corporation (ñProviderò), and Rocketship Education D.C, Public Charter School, Inc. (ñCompanyò).

WITNESSETH:

WHEREAS, Company desires to obtain Providerôs services with the characteristics described on Appendix A in connection with the Companyôs operation of schools (the ñSchoolsò) pursuant to the terms of this Agreement; and

WHEREAS, Company entered into an agreement with the District of Columbia Public Charter School Board (ñPCSBò) effective July 1, 2016 (ñthe Charter School Agreementò);

WHEREAS, pursuant to the Charter School Agreement, PCSB gave approval to the Company to undertake the establishment of up to eight (8) charter Schools, and take responsibility for school operations, including, but not limited to, administration, expenditures, hiring appropriate personnel and creating and implementing instructional methods, subject to a number of conditions and limitations;

WHEREAS, as Company now desires to work with Provider to procure certain services as hereinafter set forth, pursuant to the terms of this Agreement, to satisfy those obligations it has undertaken in the Charter School Agreement.

NOW, THEREFORE, in consideration of the covenants and agreements of the parties herein contained and of the fees to be paid to Provider as hereinafter set forth, the parties hereto do hereby agree on behalf of themselves and their respective legal successors and assigns, as follows:

1. **APPOINTMENT**. Company hereby engages Provider on the terms and conditions hereinafter set forth to provide the services described on **Appendix A** (the ñNetwork Servicesò), as supplemented from time to time by mutual written agreement, to Company.

2. **TERM AND TERMINATION**.
    a. TERM: This Agreement shall commence upon the date first above written and shall be in effect through 6/30/2017. Thereafter this Agreement will renew automatically for successive one-year terms, subject to the earlier termination provisions described below.
    b. TERMINATION FOR BANKRUPTCY/INSOLVENCY: Either party may terminate this Agreement immediately upon written notice to the other if a court having appropriate jurisdiction enters a decree or order for relief in respect of the other party in an involuntary case under any applicable

bankruptcy, insolvency or other similar law now or hereafter in effect, and such case is not dismissed within sixty (60) calendar days; or the other party commences a voluntary case under any applicable bankruptcy, insolvency or other similar law now or hereafter in effect.

c. TERMINATION ON SPECIFIED GROUNDS: Either party may terminate this Agreement by delivery of ninety (90) calendar daysô written notice upon the occurrence of any of the following:
    i. The other party fails to hold and maintain any license or permit that is required by such party to carry on its business and perform its obligations and functions;
    ii. The occurrence of a change in law that prevents or materially impacts either partyôs performance of its obligations under this Agreement or under applicable law;
    iii. Termination of the Charter School Agreement between the Company and the PCSB;
    iv. The other party's failure to qualify for treatment under Section 501(c)(3) on the Internal Revenue Code.
d. TERMINATION FOR BREACH: Either party may terminate this Agreement by delivery of written notice if the other party breaches any of the material terms of this Agreement, and such party has not cured the default within thirty (30) days in the case of a monetary default or within one-hundred eighty (180) days in the case of non-monetary default, and in each instance based on the receipt of written notice describing such breach.
e. TERMINATION WITHOUT CAUSE. Either party may terminate this Agreement without cause by giving at least ninety (90) calendar daysô written notice to the other party prior to the termination of the then-current term in which case the Agreement shall terminate at the end of the then-current term.
f. TERMINATION BY AGREEMENT: Both parties may terminate this Agreement by mutual written agreement.

3. **AUTHORITY TO SUBCONTRACT.** Provider may subcontract functions or services it is obligated to provide hereunder; provided, however, that no such subcontract shall relieve or discharge Provider from any obligation or liability under this Agreement. In no case shall Provider subcontract those services that the Company, in its reasonable judgment, considers to be core educational services without consent of the Company, but Provider shall have the ability to subcontract ancillary and support services as Provider deems reasonably necessary to fulfill its obligations hereunder. In the event Provider wishes to subcontract with an entity that is related to Provider through common ownership or control, or overlapping officers or directors, Provider shall inform the Company of the existence and nature of the relationship and obtain the consent of the Company before contracting with the related entity. Provider shall subcontract in compliance with the laws of the District of Columbia, including, but not limited to, laws relating to local and small businesses, and minority, women and veteran-owned businesses.

4. **AUTHORITY OF THE BOARD OF TRUSTEES.** Company and Provider agree that it is the duty of Companyôs Board of Trustees (the ñBoardò) to exercise its independent statutory, contractual, and fiduciary responsibilities in governing Company and overseeing the activities of Provider conducted pursuant to this Agreement. Any provision of this Agreement that is inconsistent with these duties and responsibilities shall be null and void.

   a. Pursuant to governing law and consistent with the terms of this Agreement, Company has executed a Resolution attached as **Exhibit "A"** hereto authorizing a senior representative or other authorized representative of the Provider to take certain actions on behalf of the Company to enable Company to fulfill its obligations in operating Schools. Such authority shall be limited by the terms of the Resolution and will cover signing and/or execution of specific documents as outlined in the Resolution.

5. **MANAGEMENT OF PERSONNEL.** The Providerôs regional director (ñRegional Directorò) will be responsible for managing the functions of the Providerôs regional support office (ñRegional Support Officeò) and will report to the Company on a schedule agreed to between Company and Regional Director on topics such as finance and budgets, student performance, personnel actions, and other matters related to the Companyôs duties as mutually determined by the parties. The Regional Director will be an employee of the Provider and will serve as the primary representative of the Provider with the Company. Principal(s) and other school staff will be employees of the Company and managed by the Provider through the Regional Support Office. The Provider will support the evaluation process by performing regular evaluations of principal(s), which will be presented to the Company for its consideration and approval. The current Regional Director is Jacque Patterson. Any appointment of a replacement Regional Director shall require the consent of the Company.

6. **MANAGEMENT OF THIRD PARTY SERVICE CONTRACTORS.** The Provider will be responsible for managing the Companyôs obligations relating to the Network Services provided hereunder, including, but not limited to, compliance obligations, and as such will work with any third party service contractors engaged by the Company, including, but not limited to, AppleTree Institute for Education Innovation (ñAppleTreeò), to meet all of the Companyôs obligations, including PCSB, Office of the State Superintendent of Education (ñOSSEò), United States Department of Education (ñUSDOEò), external auditors or any other authorities. The Company authorizes the Provider as its designee in this regard. Provider shall provide monthly written reports to the Company with respect to its management of the Companyôs obligations as set forth herein.

7. **ADHERENCE TO ESTABLISHED POLICIES.** In performance of the obligations under this Agreement, the Provider agrees to adhere to all procedures and policies as mutually agreed upon between Company and Provider. Furthermore, to the extent that Company develops policies and procedures pursuant to the authority granted to it by the Charter School Agreement between it and PCSB, Provider agrees to adhere to such policies. Examples of such policies include (but are not limited to):

a. Student Discipline Policies
b. Purchasing and Disbursement Approval Limits
c. Contract Approval Policy
d. Signatory Authority Limits
e. Check signing and payment authority.

8. **FINANCIAL ARRANGEMENTS.**

Company shall pay fees to Provider for Network Services (ñServices Feeò) determined as follows:

a. Start-Up Period
    i. National Operations Services. For the period representing all start up work in DC for the two-year period from 7/1/2014 through 6/30/2016 (ñStart-Up Periodò), Provider will invoice the Company a lump-sum amount of $1,750,000 for national/central operations services provided as described more fully in the attached Memorandum of Understanding (Appendix B hereto).
    ii. Regional Operations Services. For the Start-Up Period, Provider will invoice the Company the actual costs incurred for regional operations services provided, and as described more fully in the attached Memorandum of Understanding (Appendix B hereto).
b. School Operations Period (after the Start-Up Period)
    i. For each following year during the term of this Agreement, the total Services Fee will be invoiced in an amount equal to 15% of all receipts and revenues of Company excluding:
        1. Fundraising and Philanthropy
        2. NSLP, CEP and Universal Breakfast
        3. CSP and Title V funds
        4. Sales of school uniforms, meals and any other ñat costò sales
        5. Proceeds of any indebtedness
        6. Any outsourced program where the Provider passes all related funding through to third party, including but not limited to, the arrangement with AppleTree.
    ii. The 15% Services Fee will be allocated 10% to support the Providerôs national/central operations, and 5% to support the Providerôs DC regional operations with the exception that in the first year of school operations, the regional fee will be the greater of 5% or actual Regional Operation Costs. The national and regional services to be provided in exchange for the Services Fee are described in Appendix A hereto.
    iii. Regional Operation Costs for the period from the effective date of this Agreement through the first year of School operations will be invoiced monthly and be subject to review and approval by the Company.

iv. Although the amount of the Services Fee after the Start-Up Period is calculated and owed based a percentage of revenues, any amounts owed will not be paid from any cash balances if the payment would violate restrictions imposed by the grantor or donor on such payments. Payment for the Services Fee shall be made pursuant to a check signing and payment policy approved by the Company.

c. The Services Fee is payable within 30 days after the end of each month to the extent that there is cash available to pay the Services Fee.

d. If inadequate cash exists, any and all payments under this Agreement may be deferred in whole or in part until adequate cash does exist to make such payments provided that any such payment does not provide an undue financial burden to Company. In that event, Company and Provider agree to discuss reasonable alternatives to find cash to make full payment.

e. The Company is entitled to access the Providerôs relevant records in order to verify the amount of the Services Fee and the services provided to Company. The information to be provided by the Provider is described in **Exhibit "B"** hereto.

f. The Company shall establish a system of controls to monitor the services provided by Provider, payments made to Provider, and payments made by Provider on behalf of Company. Provider shall provide written recommendations relating to such system of controls.

g. The parties hereby agree that Providerôs compensation hereunder is reasonable compensation for the Network Services to be rendered hereunder. Notwithstanding the foregoing, the parties agree to review the Services Fee on an annual basis and revise the amount based on mutual agreement. The Services Fee shall not be adjusted unless the parties agree on a revised fee.

h. As part of the Network Services, Provider shall provide payment administration for Company. In furtherance thereof, Provider shall pay on Companyôs behalf all costs incurred by Company from Company receipts and revenues that are then available, all as consistent with the budget that has been approved by Company. If Provider receives any funds that are intended for Company, Provider will promptly transfer such funds to Companyôs bank account.

i. Company will establish a bank account policy (the ñBank Account Policyò) in which it authorizes designated Board members, Company employees, and Provider representatives to have signatory authority over Companyôs bank accounts. The Bank Account Policy shall authorize the designated Provider representative to have signatory authority over Companyôs bank accounts (i) to pay expenses up to a specified dollar amount, subject to prior approval by a designated Board member, and (ii) to pay routine Company expenses previously approved by the Board as part of the annual budget approval process. Provider agrees to comply with Companyôs Bank Account Policy. Company agrees to execute any and all documents or instruments as may be necessary or desirable to affect this authority. Company will retain ownership

and control over its bank accounts. Provider will send monthly reports to Company (for distribution at Board meetings or as otherwise requested by the Companyôs Treasurer) describing or summarizing the status of the Companyôs bank accounts, identifying all expenses paid during the previous month by Provider pursuant to Companyôs Bank Account Policy and additional detail on any withdrawals/deposits as requested by Company.

j. The Services Fee is the only compensation or payment Provider will be entitled to receive under this Agreement. The intellectual property rights granted by Provider to the Company and any licensing fee for those rights shall be determined under a separate Trademark and Intellectual Property License Agreement.

Other than as outlined above, Provider shall be responsible for all of its own costs and expenses necessary to fulfill its obligations under this Agreement.

9. **INDEPENDENT CONTRACTOR.** It is expressly agreed by the parties hereto that Provider is not an employee of the Company for any purpose whatsoever, including for federal or state tax purposes, but is an independent contractor. Furthermore, no relationship of joint venture or partnership of any form is created by this Agreement.

10. **Family Educational Rights and Privacy Act.** Company designates Provider and its officers, employees, agents and representatives as having a legitimate educational interest such that they are entitled to access to education records under 20 U.S.C.A. 1232g of the Family Educational Rights and Privacy Act and under applicable D.C. information and privacy laws. Provider, its officers, employees, agents and representatives shall comply with the Family Educational Rights and Privacy Act at all times.

11. **CONFIDENTIALITY.** Both parties understand that the relationship requires confidence and trust between the parties with respect to any Confidential Information, as defined below, applicable to the business of any entity or partner of either party or other entity with which either party does business and which the other party learns in connection with the consulting relationship. ñConfidential Informationò means information furnished by one party to the other relating to that party or persons with whom that party collaborates, including, but not limited to (i) information regarding school development, outreach and operating plans, budgets, financial statements, contracts, prices, suppliers, funders student achievement and student demographic data; (ii) information regarding the skills and compensation of either partyôs employees, contractors, and any other service provider; and (iii) the existence of any discussions, negotiations, or agreements between either party and any third party. It also includes the existence and nature of the Network Services themselves. It includes information previously disclosed by either party, information disclosed going forward, and information disclosed orally, in writing, or electronically. At all times, both during the consulting relationship and after its termination, both parties will keep in confidence and trust all such information except as required by law. This obligation shall end whenever such information enters the public domain and is no longer confidential through no improper action or inaction by either

party. In the event that a party is legally obligated to release Confidential Information, it will provide notice to the other party prior to release.

12. **USE AND CONFIDENTIALITY.**

a. The Provider will use Confidential Information solely for the purpose of performing the Network Services and will keep it confidential except as required by law. The Provider will not disclose Confidential Information (either in the form provided or as may be reflected by the Provider in any analysis, report, presentation, or other deliverable prepared for Company in the course of performing the Network Services (each, a ñDeliverableò)) to any person other than those employees, agents, and consultants, if any, who need access to the information for performance by the Provider of the Network Services. Those persons will be subject to, and the Provider will be responsible for ensuring that they comply with the terms of this Agreement. In addition, the Provider will not disclose to any third party, or use for other clients or other third parties, any Deliverable, whether or not such Deliverable contains or reflects Confidential Information. Upon completion of the project, Provider shall return to Company all data furnished by Company for the purpose of completing this project or any related projects. If data will be provided through an online platform, Provider shall have controlled access to the data via password, and Provider shall assume full liability for any access violations that may occur. In the event that a Party is legally obligated to release Confidential Information, it will provide notice to the other Party prior to release.

b. Company acknowledges that Provider will from time to time provide Company with information that is confidential or proprietary in nature and that if disclosed to third parties might adversely impact Provider. Company agrees that, unless otherwise determined by Provider, all curriculum, operational and information systems and tools, leadership development materials, and any other information provided by Provider that could reasonably be considered Confidential Information shall be treated as confidential until publicly disseminated in accordance with the instructions of Provider. Company shall not disclose any confidential information to any person other than Companyôs employees as may be necessary to discharge Companyôs obligations hereunder, and Company agrees not to use any such Confidential Information for any purpose other than to discharge its obligations under this Agreement or as required by law. In the event that a Party is legally obligated to release Confidential Information, it will provide notice to the other Party prior to release.

13. **INDEMNIFICATION.** Each party to this Agreement (in such capacity, the ñIndemnifying Partyò) will indemnify, defend and hold the other party (in such capacity, the ñIndemnified Partyò) and its respective trustees, officers, employees, agents, and assigns harmless against all claims, liabilities, losses, damages, and expenses (ñClaimsò), which may arise directly or indirectly from (i) any breach by the Indemnifying Party of this

Agreement; (ii) any willful act or omission by the Indemnifying Party; (iii) any claims by suppliers, creditors, or other persons in a relationship with the Indemnifying Party; or (iv) any claims relating to tax, insurance contributions, workersô compensation law, or other laws applicable to the Indemnifying Party. Each Indemnified Party shall be obligated to provide reasonable notice to the other party of any matter that gives rise to or could reasonably be expected to give rise to a claim for indemnification hereunder.

14. **FINANCIAL AUDIT.** The Company shall conduct an annual financial audit using an auditor that it selects from a list of auditors approved by PCSB. The Company shall provide a copy of the audit to Provider that may consolidate such audit into a consolidated annual financial audit of Provider. Provider shall provide a copy of its consolidated financial audit to the Company.

15. **PERFORMANCE AUDIT**. Company shall have the right to conduct such evaluations of Provider and any party providing services to Company, whether directly or indirectly, at such times and in such manner as it so determines in its sole discretion. Such evaluations shall include, without limitation, the right to contract periodically with an independent evaluator of charter schools to conduct an independent evaluation of Companyôs educational programs and student achievement. The independent evaluation will examine the effectiveness and quality of the educational programs and services provided to Companyôs students. The evaluation will use both qualitative and quantitative data. The evaluator will analyze standardized test data, the educational services provided to students, enrollment, re-enrollment, attendance, discipline, staff retention and any other performance indicator considered in PCSBôs Performance Management Framework or any other performance measure used by PCSB in evaluating Companyôs performance. Provider shall cooperate with the independent evaluator by, among other things, providing the evaluator with any information that it requests. Company shall provide the evaluation to Provider.

16. **GOVERNING LAW.** This Agreement shall be governed by and construed in accordance with the laws of the District of Columbia without regard to its conflicts of laws rules. The general activities of the Company and Provider in operating the School(s) shall be governed by local, state, and federal constitutional, statutory, and judicial matters.

17. **MEDIATION**. In the event that any dispute between the parties arises relating to the terms of this Agreement, or the breach thereof, the parties agree to initially attempt to settle such disputes by a non-binding mediation, before a single neutral mediator (the ñMediatorò), administered by J.A.M.S./ENDISPUTE. The Mediator shall be assigned by J.A.M.S./ENDISPUTE (unless the parties jointly select the Mediator) and shall take place in the District of Columbia. The mediation shall commence within forty-five (45) calendar days from the date of the receipt of a mediation demand sent by the aggrieved party (ñReceipt Dateò), and shall be concluded no later than sixty (60) calendar days from the Receipt Date. The administrative costs of conducting the mediation shall be shared equally between the parties.

18. **BINDING ARBITRATION.** In the event that the parties are unable to resolve a dispute relating to the terms of this Agreement, or the breach thereof, through non-binding mediation pursuant to Section 16 above, such dispute shall be decided by binding arbitration in accordance with the rules of J.A.M.S./ENDISPUTE. The parties may select a third party arbitrator, including a retired jurist, or other independent party. Any determination of the arbitrator shall be binding on the parties, and may be entered in any court with proper jurisdiction for enforcement thereof. The costs of the arbitrator shall be borne equally by the parties.

19. **SEVERABILITY.** Should any provision of this Agreement prove to be invalid, void or illegal, it shall in no way affect, impair or invalidate any other provision hereof and such other provision shall remain in full force and effect.

20. **MODIFICATION OR AMENDMENT.** No amendment, change, or modification to this Agreement shall be valid unless it is in writing and signed by both parties. By mutual agreement, Provider and Company reserve the right to amend this Agreement such that any of the Network Services as described in Appendix A of this Agreement may be rendered by Company itself instead of Provider, and that any other services, whether currently being provided by Company itself or not yet currently contemplated, may be provided by Provider. The parties hereto shall have the right to negotiate and mutually agree to adjust the Services Fee as listed in Section 8 of this Agreement accordingly if mutually agreed.

21. **ASSIGNMENT.** Except as set forth in Section 3 herein, no party may assign its rights or obligations under this Agreement without the prior written consent of the other party, which consent shall not be unreasonably withheld, provided that the Provider may assign this Agreement and its obligations hereunder to any successor to its business by merger or consolidation or to any party acquiring substantially all of Providerôs assets.

22. **EXEMPT PURPOSE AND CONFLICTS OF INTEREST.** This Agreement and the use of all funds received by the Company and paid to the Provider as Services Fees shall be consistent with and at no time conflict with the exempt purpose of the Company as described in the Companyôs Bylaws or the exempt propose of the Provider as described in the Providerôs Bylaws. The Agreement will furthermore be performed in compliance with the Companyôs Conflict of Interest Policy.

23. **CHARTER SCHOOL NAME.** Pursuant to the rights granted to the Company by the Trademark and Intellectual Property License Agreement, which will be executed between the Provider and Company within 90 days of the execution of the Agreement, the Company will be required to include or attach the Rocketship name to the name of the School(s).

24. **MERGER AND INTEGRATION.** This Agreement and exhibits attached hereto are the final understanding between the parties and supersede all other agreements, negotiations and understandings, oral or written, between the parties involved.

25. **MULTIPLE COUNTERPARTS.** This Agreement may be executed in several counterparts, all of which taken together shall constitute one single Agreement between the parties.

26. **ADDRESS.** Any notices or other communications required to be given by either party pursuant to this Agreement shall be in writing delivered personally or via certified or registered mail or commercial courier service with tracking capabilities and directed to the following addresses:

If to Provider:	If to Company:
Rocketship Education c/o Chief Business Officer 350 Twin Dolphin Dr, Suite 109 Redwood City, CA 94065	Rocketship Education D.C., PCS, Inc. c/o Board Chair 1227 Good Hope Road, SE Washington, DC 20020

(*signature page to follow)*

* * *

IN WITNESS WHEREOF, Company and Provider have caused this Agreement to be executed as of the day and year first above written.

FOR PROVIDER	**FOR COMPANY**
	
Signature	Signature
Andrew Stern, Chief Business Officer	Jolene Sloter, Board Chair
Name and Title	Name and Title
February 15,2016	February 15, 2016
Date	Date

ROCKETSHIP EDUCATION 350 Twin Dolphin Drive, Suite 109 Redwood City, CA 94065

EXHIBIT A

Board Resolution

(attached)

ROCKETSHIP EDUCATION 350 Twin Dolphin Drive, Suite 109 Redwood City, CA 94065

Rocketship Education D.C, Public Charter School, Inc.

BOARD RESOLUTION

Approving Network Services Agreement

By action of the Board of Trustees of Rocketship Education D.C., Public Charter School, Inc. ("Rocketship DC"), a nonprofit corporation organized under the law of the District of Columbia, taken on January 6, 2016, the following resolution was duly adopted:

WHEREAS, Rocketship DC has been approved by the D.C. Public Charter School Board ("PCSB") to establish a public charter school in the District of Columbia with up to eight (8) campuses; and

WHEREAS, Rocketship DC's charter application provides that Rocketship Education, a California nonprofit benefit corporation ("Rocketship Education"), will provide services ("Network Services) to Rocketship DC; and

WHEREAS, Rocketship DC wishes to contract with Rocketship Education to provide Network Services; and

WHEREAS, Rocketship DC and Rocketship Education have negotiated the terms of a Network Services Agreement ("NSA") pursuant to which Rocketship Education will provide certain national and regional operations services to Rocketship DC for a two-year period from July 1, 2014 through June 30, 2016 ("Start-Up Period") in exchange for Rocketship DC's payment to Rocketship Education of (i) One Million Seven Hundred Fifty Thousand Dollars ($1,750,000.00) for providing national operations services, and (ii) its actual costs for providing regional operations services (together, "Start-Up Expenses"); and

WHEREAS, the NSA also provides that after the Start-Up Period, Rocketship Education will provide specified services to Rocketship DC in exchange for payment of a Network Services Fee ("Services Fee") of fifteen percent (15%) of Rocketship DC's revenues (excluding certain specified revenues; and

WHEREAS, in order to determine if the Start-Up Expenses and Services Fee are fair to Rocketship DC, the Board of Rocketship DC has considered, among other things, (i) the "Financial Overview and Summary" provided by Rocketship Education in September 2015 describing the Start-Up Expenses it has incurred on behalf of Rocketship DC, (ii) the value Rocketship DC has received as a result of Rocketship Education paying Start-Up Expenses, and (iii) management fees paid by other charter schools in the District of Columbia to management companies; and

WHEREAS, Rocketship DC has determined that the Start-Up Expenses and Services Fee are fair to Rocketship DC; and

WHEREAS, Rocketship DC has retained its own counsel to negotiate the terms of the NSA on behalf of Rocketship DC; and

WHEREAS, Jolene Hall Sloter ("Sloter"), Rocketship DC's Board Chair, has advised Rocketship DC's Board of Trustees that she also is a member of Rocketship Education's Board of Trustees; and

WHEREAS, because Sloter sits on the Boards of both Rocketship DC and Rocketship Education she has recused herself from voting on this Resolution.

THEREFORE, IT IS RESOLVED by a majority vote of disinterested Trustees of the Board of Rocketship DC as follows:

First, that the NSA is hereby approved.

Second, that the NSA shall be submitted to PCSB for review and acceptance. In the event that PCSB has any comments, concerns, recommendations, or required changes, the Board will evaluate such comments and make any changes that are required to comply with the requirements of the School Reform of 1995, D.C. Code § 38-1800.01 (2015), *et seq.* and PCSB's approved and published Policies.

IN WITNESS WHEREOF, I have executed this Resolution this 2 day of February, 2016.

Board Member

I hereby certify that I am the duly elected and qualified Secretary of Rocketship Education D.C., Public Charter School, Inc., and that the foregoing is a true and correct record of a Resolution duly adopted by the disinterested Board members of Rocketship Education D.C., Public Charter School, Inc., and that said Resolution is now in full force and effect.

DocuSigned by:
Michael Spencer
06EEF066BF1E4F5...

Secretary

Date: 2/3/2016, 2016

EXHIBIT B

Records Available for Verification of Services Fee

Revenues:

DC District Revenue
- Kindergarten through 5th Grade
- Facilities
- English as a Second Language
- At Risk Students
- Special Education Levels 1-4
- Blackman Jones Compliance
- Attorney's Fees Supplement

Federal Revenue
- Title I Compensatory Education
- Title II
- Title III
- IDEA

APPENDIX A

NETWORK SERVICES

The oversight of the Schoolsô educational and operational programs, management of the Schoolôs Principal and staff, and administration of the Schoolsô business affairs includes the following services:

A. Research and recommend to Companyôs Board a suitable facility for the operation of the Schools
B. Work with the charter authorizer and other agencies as necessary to obtain and maintain the charter authorization for the School, including maintaining compliance with reporting requirements and any other general inquiries received from these agencies
C. Assist with marketing, public relations and communications, including
    1. Support student & teacher recruitment efforts
    2. Provide strategic communications and media relations
    3. Support social media efforts
D. Develop strategies and identify opportunities to assist the Board in fundraising efforts
E. Provide Board Training as needed on subjects such as effective board management, local and federal nonprofit and charter law and requirements, and roles and responsibilities of board members.
F. Provide back office support services in the areas of:
    1. Finance and Accounting
        a. Payroll and Payment Administration
        b. Accounting
        c. Financial reporting to all internal and external stakeholders, funders, authorizers, state and federal governments
        d. Financial Management, Planning and analysis (budgeting, 5-year forward planning, tools and tracking, ad-hoc reporting)
        e. Public grant applications, administration, claims and compliance
        f. Manage 403(b) and section 125 plans including audits, nondiscrimination testing, and compliance
        g. Provide facilities management supervision, and identify, negotiate, and recommend facilities financing arrangements as needed
        h. Manage all required audits and tax compliance
        i. Development and support of all financial, operations and student data systems to support funding, reporting and financial compliance
        j. Placement of property, casualty, liability, accident, EPL and D&O coverage and management of claims

k. Procurement systems and processes and vendor management.
l. Administration and compliance of all private grants

2. Staff Recruitment

   Manage talent pipeline for instructional staff and school leader positions including:

   a. Cultivate talent through job postings, attendance at career fairs, webinars, referral programs and advertisements
   b. Design and manage selection process
   c. Coordinate all interviews including related travel
   d. Conduct reference checks and perform criminal background checks in accordance with any legal requirements imposed by Charter Contract or Provider policy

3. Human Resources
   a. Support employee life cycle including:
      i. On-board and process all new employees
      ii. Off-board and exit all departing employees
   b. Administer all employee benefits:
      i. Research, identify and recommend benefits package for employees providing services to the Schools
      ii. Enroll/Dis-enroll all new employees
      iii. Serve as primary point of contact between employees and benefit providers
   c. Manage employee relations and provide support/consultation for all personnel issues
   d. Maintain all personnel records
   e. Develop, manage, and maintain human resources information System
   f. Administer all credentialing and ñhighly-qualifiedò status
   g. Develop and maintain all personnel policies and procedures, handbooks, etc.
   h. Develop and maintain all personnel policies and procedures
4. Leadership Development
   a. Provide training and support for all leadership development programs
   b. Manage and maintain leadership pipeline
   c. Operate school leader summer training program
5. Instructional Leadership
   a. Provide professional development, training, support, and tools to school staff
   b. Create tools and resources to support classroom teachers
   c. Operate teacher summer training program
6. Curriculum Development and Individualization
   a. Identify all curriculum and OLPôs

b. Provide guidance and training on delivery of curriculum and OLPs
c. Serve as primary point of contact between on-line learning program providers and School Create scope and sequence maps for all taught subjects in all grades
d. Identify and select assessment suite
e. Develop and maintain student performance database
f. Identify and implement tutoring curriculum
g. Identify and implement all special education curriculum and programming

7. Student Data management and reporting
   a. Aggregate and analyze student data
   b. Provide data reports for authorizers and funders
   c. Develop, manage, and maintain student information systems
8. School Operational Systems

   Design, develop and implement school operations systems. Systems include, but are not limited to:
   a. Lottery and enrollment system
   b. Compliance system
   c. NSLP and CEP compliance and reporting including serving as SFA
   d. IEP management system
   e. Attendance tracking system
   f. Performance management system
   g. Information technology
   h. Insurance (not including insurance premiums)
   i. Student Records and cum files
   j. Safety & Emergency Preparedness
   k. Health Records and State Mandated testing
   l. State mandated EL testing and documentation
   m. Compliance with all federal and state laws, including, but not limited to, those relating to employee welfare, safety and health, building and fire codes, laws prohibiting discrimination and student privacy.
9. Information Technology
   a. Develop and implement technology use and training program
   b. Select and deploy all school technology including staff and student laptops, Online learning programs, and classroom and learning lab technology
   c. Provide ongoing support and service for all school technology
   d. Procurement of network wide technology licenses and equipment

G. Provide any other financial, operational, or educational support to the Schools that Company may reasonably request of Provider.
H. Provide Company with such academic, operational and financial reporting data as the Board may request so that it can exercise its fiduciary duties and set overall policy for

the Schools. This information shall include, but not be limited to, an annual budget, monthly financial statements, monthly budget-to-actual variance reports student academic performance data, operations reports, student attendance, discipline, suspension, expulsion, enrollment, re-enrollment, staff recruitment and re-enrollment, any information the Board deems necessary to monitor Providerôs performance, information or data that is monitored by PCSB, and such other reports and information as the Board may reasonably request.

I. Manage third party service contractors engaged by Company to ensure compliance with all obligations imposed by PCSB, OSSE, USDOE, authorizer, external auditors or other funders or authorities.
J. Prepare a budget for Board approval for the purchase of all furniture, fixtures, equipment and supplies required by the Company and, at Company expense, purchase such furniture, fixtures, equipment and supplies.
K. At the request of the Board, attend Board meetings and brief the Board on all aspects of Providerôs duties under this Agreement.
L. Provide all other services required for Company to operate the Schools as required by the Companyôs charter agreement with PCSB and the School Reform Act, unless otherwise stated herein.

APPENDIX B

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (ñMOUò), by and between Rocketship Education, a California public benefit corporation (ñProviderò) and Rocketship Education D.C. Public Charter School, Inc., a District of Columbia nonprofit corporation (ñCompanyò), is effective as of July 2, 2015 (ñEffective Dateò).

BACKGROUND

Provider has developed a business model for the creation and replication of high-performing charter schools designed to eliminate the achievement gap. Providerôs model seeks to ensure that each school is provided with sufficient funds to start up its operations and to close any initial funding gap between expenses and revenues, but after which each school is expected to be financially self-sufficient. In order to ensure that the Company will have sufficient funds to start up its operations and address any funding shortfall, but eventually be financially self-sufficient, Provider and the Company have developed a comprehensive financial plan by which Provider will provide or obtain start-up funds for the Company and those funds will eventually be repaid, to the extent possible, by raising funds from donors. Provider has provided the Company with the attached power-point presentation, which contains the aforesaid business model for replicating a high-performing charter school in the District of Columbia. The Company has reviewed the power-point presentation and determined that it in the best interests of the Company to adopt it.

Provider estimates that it will cost $6.5 million (ñStart-Up Expensesò) to open the Companyôs first school (the ñSchoolò) in 2016 and support the Companyôs operations until it generates sufficient revenues to be self-sufficient. This amount is higher than originally anticipated because the parties decided to delay the opening of the School for one year resulting in additional costs, including a facility carrying cost of $646,000. Start-Up Expenses are comprised of $3 million in expenses that have been or will be incurred by Provider (ñProvider Expensesò) prior to opening the School in 2016 and $3.5 million in operating expenses that have been or will be incurred by the Company (ñCompany Expensesò) after the School opens.

Provider Expenses include the following: facility costs (site location, design, permitting and entitlements); finance costs (financial analysis, DC charter finance research, modeling and budgeting); legal and HR costs (charter law research, hiring, PR infrastructure and systems and compliance); growth and policy costs (charter application and government relations); talent (teacher and school leadership recruitment); senior leadership team (stakeholder relationship

building and development initiatives); strategy (project management, cross-team facilitation); achievement (special education reach and planning); operations and recruitment (school procurement and student recruitment); and technology (platform integration).

Company Expenses include the following: paying the salaries and expenses of a local and regional team (regional director, operations director, director of special education, recruitment and community development); facility carrying costs; funds to close the gap in the early years of operation before the School is self-sufficient and has the financial capacity to pay the salaries and expenses of the local and regional team.

FUNDRAISING AND ALLOCATION OF PROCEEDS

The parties agree that, to the extent possible, Start-Up Expenses should be paid through fund-raising activities. Funders have already committed $3.95 million to the Company. Of the $3.95 million committed, $2.25 million has been paid. Of the $2.25 million paid, $1.25 million has been paid to Provider as a partial reimbursement for Provider Expenses for strategic activities related to starting up the school and DC entity (collectively ñNational Expensesò), and $1.0 million has been allocated to support local and regional efforts, including engaging stakeholders and community leaders, recruiting students, organizing parent leaders, planning a robust model special education model and establishing the operational plan for the Companyôs School (collectively ñRegional Expensesò). The parties agree that Regional Expenses represent reimbursement of costs that could be performed by one or a number of service providers engaged by Company, but that Company has determined that engaging Provider for such services is in its best interest.

The parties agree that it would be fair and reasonable that $1.75 million (ñReimbursement Amountò) of the $2.55 million funds to be raised (ñRemaining Raiseò) should be paid to Provider in full repayment of National Expenses as follows:

Provider Reimbursement

Funds already received by Provider $1.25M

Providerôs share of funds yet to be raised ï total of $1.75M (ñReimbursement Amountò)

Portion accrued as an invoice as of June 30, 2015 $0.75M
Portion expected to be invoiced quarterly from 7/1/15-6/30/16 $1.0M

TOTAL: $3.0M

REIMBURSEMENT OF PROVIDER AND COMPANY EXPENSES

The parties agree to work together, in good faith, to fundraise the Remaining Raise in order to reimburse Provider and Company Expenses. To the extent that the Company receives funds with respect to the Remaining Raise, those funds will be used first to pay the Regional Expenses that may be incurred in the future. To the extent that there are additional funds available, those funds will be used to pay the Reimbursement Amount. If the Company is unable to pay the Reimbursement Amount through fundraising within two years of the Effective Date, the parties will work together, in good faith, to agree on a payment plan by which the Reimbursement Amount will be paid to Provider on such terms as the parties shall mutually agree and without impairing the Companyôs operations, its ability to deliver high-quality programming or put the Company in a financial position that would raise concerns with PCSB regarding the Companyôs economic viability.

The parties agree that the Reimbursement Amount it is not a loan and that the Company does not have a legal obligation to pay it. However, the Reimbursement Amount may be shown in the Companyôs financial records as an ñAccount Payable.ò The parties also agree that the Reimbursement Amount will not be reflected as a loan or debt on the Companyôs audited and unaudited financial statements.

This MOU and the exhibits attached hereto are the final understanding between the parties and supersede all other agreements, negotiations and understandings, oral or written between the parties with respect to Start-Up Expenses and the reimbursement thereof.

This MOU may be executed in several counterparts, all of which taken together shall constitute one single MOU between the parties.

ROCKETSHIP EDUCATION

By: _____

Name: Andrew Stern

Its: Chief Business Officer

ROCKETSHIP EDUCATION D.C.

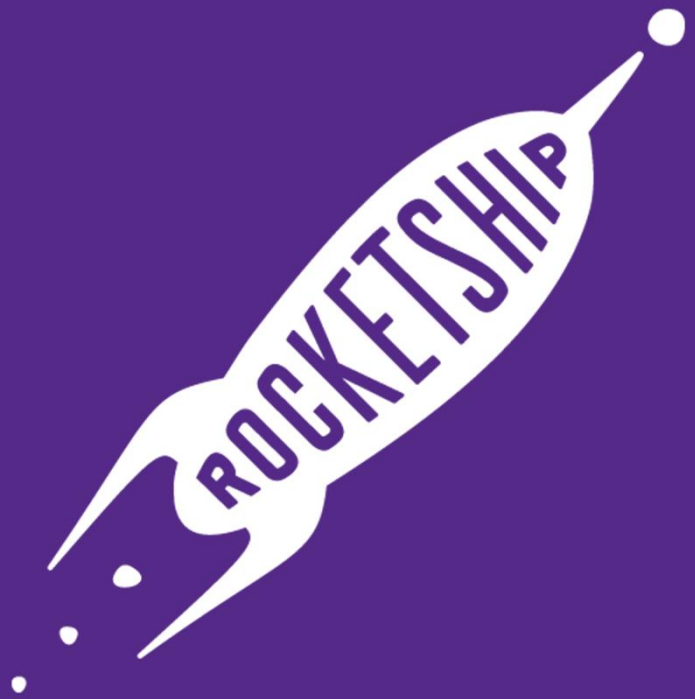
By: _____

Name: Jolene Sloter

Its: Board Chair

ATTACHMENT

POWERPOINT PRESENTATION



Rocketship Education DC, Financial Overview and Summary

September 2015

Contents

- Organization Overview
- Fundraising Overview
  - Receipts to date
  - Future Commitments and Targets
- RSED National & Regional Support
- Financial Overview
  - RSED-DC 2015-16 Budgets
    - Statement of Activities
    - Financial Position
  - RSED-DC 5 Year Projection
  - Baseline School Summary and Assumptions

Overall organizational structure

Rocketship DC Board

- Schools oversight
- Budget approval
- Strategy setting
- Fundraising

DC Schools

- One new school per year starting in 2016-17 for a total of 5 schools



Regional NeST

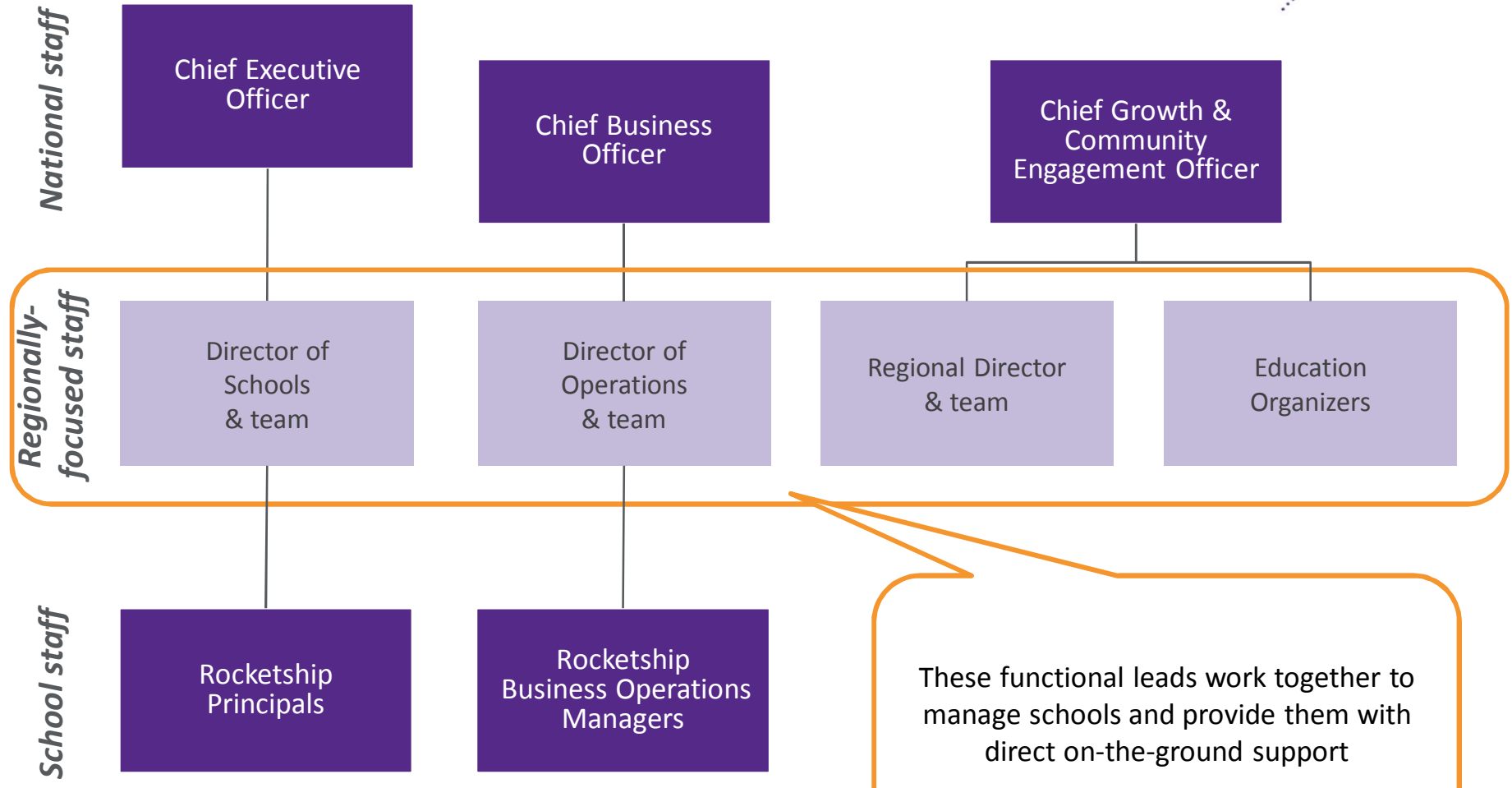
- Regional Director
- Community engagement
- Regional Operations
- Director of Schools

National NeST

- Facilities
- Talent
- Achievement
- Marketing
- Strategy
- Data analytics
- Finance/HR/Legal

Services and management

Rocketship regional structure



Note: Program, Strategy & Scalability, Achievement & Personalized Learning, and Marketing & Communications teams consist entirely of National staff supporting all regions

Fundraising Target and Timing

Current Year – Year before school opens

	Phase 1		*Phase 2*	*Phase 3*			
	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	Total
New Schools Venture Fund	1,500	-	-	500	500	-	2,500
Sloters	-	250	250	-	-	-	500
CityBridge	-	100	100	100	100	100	500
Ludwig Family Foundation	100	-	200	100	-	-	400
Emanuel J Friedman Philanthropies	50	-	-	-	-	-	50
Uncommitted	-	-	1,550	1,000	-	-	2,550
Total Fundraising	**1,650**	**350**	**2,100**	**1,700**	**600**	**100**	**6,500**

Note: 2013/14 are actuals, 2014/15 are forecasts based on actuals through 3/31/15.

Phase 1 – Time prior to establishment of RSED DC legal entity, and separate bank account.
Phase 2 – Time from creation of RSED DC legal entity and separate bank account until fiscal year of first DC school opening.
Phase 3 – Time period begins at the start of the fiscal year when first DC school is in operation.

Commentary:

- Initial fundraising target was $5.5M to open DC region, additional $1M was added to target to cover carrying costs of delaying the opening of DC1 by one year.
- $2.5M of the $6.5M total target is uncommitted.

Fundraising allocation
Past and Future

Current Year – Year before school opens

	Phase 1		*Phase 2*	*Phase 3*			
	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	Total
New Schools Venture Fund	1,500	-	-	500	500	-	2,500
Sloters	-	250	250	-	-	-	500
CityBridge	-	100	100	100	100	100	500
Ludwig Family Foundation	100	-	200	100	-	-	400
Emanuel J Friedman Philanthropies	50	-	-	-	-	-	50
Uncommitted	-	-	1,550	1,000	-	-	2,550
Total Fundraising	**1,650**	**350**	**2,100**	**1,700**	**600**	**100**	**6,500**
Allocation of Fundraising							
RSED DC Region	650	100	-	-	-	-	750
RSED National	1,000	250	-	-	-	-	1,250
RS-DC Entity	-	-	2,100	1,700	600	100	4,500
Total Fundraising	**1,650**	**350**	**2,100**	**1,700**	**600**	**100**	**6,500**

Commentary:

- $1.25M of the fundraising received has been allocated to RSED National, $750K has gone to the DC region.
- Once the RS-DC Entity is confirmed and the separate bank account created all future fundraising will go directly to RS-DC Entity.

Summary of RSED National support

Current national support includes but not limited to:

- Facility (Site location, design, permitting, entitlements)
- Finance (Financial analysis, DC charter finance research, modeling, budgeting)
- Legal & HR (Charter law research, hiring, HR infrastructure & systems, compliance)
- Growth/Policy (Charter writing, government relations)
- Talent (teacher and school leadership pipeline development)
- Senior Leadership Team (Stakeholder relationship building, development initiatives)
- Strategy (Project management, cross-team facilitation)
- Achievement (Special education research/planning)

Additional support will also include:

- Operations & Recruitment (School procurement, full school student recruitment)
- Technology (Platform integrations)

- To cover these costs, $3M of the regional fundraising target was intended to be allocated to National.
- This $3M is allocated to National in the years leading up to the opening of the first school in RSED-DC.
- The 10% management fee is then allocated to RSED National to cover ongoing National support to RSED-DC.

	2013/14	2014/15	2015/16	Total
RSED National Support	*1,000*	*1,000*	*1,000*	3,000
Fundraising Received	1,000	250	-	1,250
Remaining due to National	-	*(750)*	*(1,000)*	*(1,750)*

RSED National will invoice RSED-DC Entity for services for 2 years of services (i.e. 2014-15 and 2015-16) up to a maximum of $1.75 million (total of $3.0 million combined with Phase 1 fundraising)

RSED-DC Budget in 2015-16

	2015/16 Budget
Expenses	
Compensation	627
Non-Compensation	331
Total Expenses	**958**

RSED-DC Regional Team	FTE	Staff Name
Regional Director	1	Jacque Patterson
Community Dev. Manager	1	Tamika Joyner
Education Organizer	1	Laurence Moses
Director of Operations	1	Larisa Yarmolovich
Director of Schools	0.5	Brittany Kinser
ISE Program Manager (SPED)	1	Jennifer Garmirian

Department	Initiatives	Budget
Growth Community & Engagement	Community Development, Marketing, Office Costs	$197K
Parent Leadership	Community Forums, Parent Retreats	$61K
Operations	School Start-up Support & Infrastructure, PD Training	$60K
Special Education	General Program Support, Travel	$13K

2015-16 Budget
Statement of Activities

	RSED - DC
Public / Recurring Revenues[1]	100
Philanthropy[2]	2,100
Total Revenue	**2,200**
Compensation[3]	193
Other[4]	17
Lease Expense	-
Regional Network Services Fee[5]	958
National Network Services Fee[6]	1,000
Total Expenses	**2,168**
Change in Net Assets	**32**
CINA w/out Philanthropy	*(2,068)*

DC NeST Support Budget	
Compensation	627
Non-Compensation	331
Growth Community & Engagement	*161*
Parent Leadership	*41*
Operations	*56*
Special Education	*38*
Rent	*35*
Total	**958**

Commentary:

1. Title V start-up reimbursement-based revenue
2. Expected philanthropy:
   - $250K Received
   - $300K Committed
   - Not Yet Committed - $1.55M
3. School-based staff for Year 0:
   - 0.5 Principal
   - 0.5 BOM & 1.0 OM
4. School-based non-comp for Year 0:
   - Staff Computer, Other Equip, Travel
5. DC Network Support Team Budget (See box below)
6. RSED National Support Invoice for Year 0

RSED-Regional Team	Staff Name
Regional Director	Jacque Patterson
Community Dev. Manager	Tamika Joyner
Education Organizer	Laurence Moses
Director of Operations	Larisa Yarmolovich
Director of Schools	Brittany Kinser
ISE Program Manager (SPED)	Jennifer Garmirian

2015-16 Budget:
Financial Position (i.e. Balance Sheet)

	2014-15	2015-16
	Actual	*Budget*
Assets		
Cash & Cash Equivalents	-	1,157
Receivables	250	20
Other Current Assets	-	83
Fixed Assets	-	13
Total Assets	**250**	**1,272**
Liabilities		
Accounts Payable	-	30
Accrued Network Services Fee	750	1,750
Other Current Liabilities	-	-
Long-Term Liabilities	-	125
Total Liabilities	**750**	**1,905**
Equity	(500)	(633)
Total Liabilities & Equity	**250**	**1,272**

Commentary:

- $250K of philanthropy was received on 7/1/15, which was reflected as a receivable on 6/30/15.
- RSED-National has invoiced RSED-DC for $750K for national support in 2014-15. Another invoice for $1M will be provided by June 30, 2016 for National support in year 0 of DC-Entity.
- Assuming some pre-paid expenditures and minimal AP / AR, the RSED-DC is expected to end 2015-16 with $1.15M of cash.
- Expect Walton Family Foundation start-up funding for school #1 in RSED-DC in two parts ($125K loan by 6/30/15, and a $125K grant sometime in 2016-17).
- Ending cash balance for 6/30/15 also assumes all targeted 15-16 philanthropy has been received prior to that date ($2.1 million).

5 Year Projections: RSED-DC

	2015/16	2016/17	2017/18	2018/19	2019/20
Total Schools	**-**	**1**	**2**	**3**	**4**
Enrollment	*-*	*510*	*1,113*	*1,803*	*2,534*
RSED DC					
Public Revenues (Gen Ed)	100	8,318	17,285	27,545	38,314
Public Revenues (ISE)	-	1,126	2,457	3,981	5,596
Philanthropy	2,100	1,825	725	225	125
Total Revenues	**2,200**	**11,269**	**20,467**	**31,752**	**44,034**
School-Based Expenses	210	8,179	16,318.45	24,919	33,612
ISE-Based Expenses	-	1,555	2,595	4,129	5,713
Regional Network Services Fee[1]	958	833	618	1,015	1,440
National Network Services Fee	1,000	558	1,236	2,031	2,880
Total Expenses	**2,168**	**11,126**	**20,768**	**32,095**	**43,646**
Change in Net Assets	**32**	**143**	**(300)**	**(343)**	**388**
CINA w/out Philanthropy	*(2,068)*	*(1,682)*	*(1,025)*	*(568)*	*263*
EOP Cash	**1,157**	**1,499**	**1,528**	**1,414**	**2,059**
% of Expense	*53%*	*13%*	*7%*	*4%*	*5%*

[1] RSED DC Regional Network Services Fee is calculated at actual regional costs for 2015-16 and 2016-17. Starting in 2017-18 these regional costs are calculated at 5% of revenues.

Commentary:

- RSED-DC breaks-even at 4 schools in 2019/20.
- Sufficient cash exists within the region to sustain growth of the region.
- However, this assumes that the National support payable at the end of June 2016 (i.e. $1.75M) is not paid back in this prior to the 2019/20 school year.

5 Year Projections: Baseline DC School

	2015/16	2016/17	2017/18	2018/19	2019/20
Enrollment	-	*510*	*603*	*690*	*731*
Revenues					
Public / Recurring Revenues	100	8,134	8,967	10,189	10,768
Philanthropy	-	125	-	-	-
Total Revenues	**100**	**8,259**	**8,967**	**10,189**	**10,768**
Expenses					
Compensation	193	1,914	2,227	2,545	2,630
Non-Compensation	17	3,683	3,483	3,620	3,647
Lease Expense	-	2,409	2,409	2,409	2,409
Regional Network Services Fee	-	279	339	397	425
National Network Services Fee	-	558	678	794	850
Total Expenses	**210**	**8,844**	**9,136**	**9,766**	**9,961**
Change in Net Assets	**(110)**	**(585)**	**(169)**	**423**	**808**
CINA w/out Philanthropy	*(110)*	*(710)*	*(169)*	*423*	*808*

Commentary:

- Schools will break-even in the third year of operation.
- School can expect a cumulative loss of $860K.
- See Slide 8 for detailed assumptions.

NOTE: ISE revenues and expenses are not included in this view. This program is budgeted on a regional basis.

Assumptions

DC Baseline School Assumptions				
ENROLLMENT	**Year 1**	**Year 2**	**Year 3**	**Year 4**
K3 *(Appletree)*	80	80	80	80
K4 *(Appletree)*	80	80	80	80
K5	100	100	100	100
1st	100	100	100	100
2nd	100	100	100	100
3rd	50	95	95	95
4th	–	48	90	90
5th	–	–	45	86
Total	**510**	**603**	**690**	**731**

TEACHERS	**Year 1**	**Year 2**	**Year 3**	**Year 4**
K3 *(Appletree)*	–	–	–	–
K4 *(Appletree)*	–	–	–	–
K5	3	3	3	3
1st	3	3	3	3
2nd	3	3	3	3
3rd	2	3	3	3
4th	–	2	3	3
5th	–	–	2	3
Total	**11**	**14**	**17**	**18**

TUTORS	**Year 1**	**Year 2**	**Year 3**	**Year 4**
K3 *(Appletree)*	–	–	–	–
K4 *(Appletree)*	–	–	–	–
K5	1	1	1	1
1st	1	1	1	1
2nd	1	1	1	1
3rd	1	1	1	1
4th	–	1	1	1
5th	–	–	1	1
Total	**4**	**5**	**6**	**6**

Demographics Assumptions	
Revenue Enrollment Count	95%
Free & Reduced Lunch Students	70%
At Risk Students	40%
English Language Learners	3%
ISE Students	15%
Level 1	*35%*
Level 2	*50%*
Level 3	*15%*

Principal	1/School
Assistant Principals	3/School
BOM	1/School
OM	1/School
Nurse	1/School
Enrichment Coordinators	3/School
ISE Teacher	2/School
Social Worker	1/school
Para-Professional	1:20 Students
Psychologist	1:60 Students
Speech Language Pathologist	1:60 Students
SPL Assistant	1:100 Students
Occupational Therapist	1:150 Students

Commentary:

- All schools follow the same assumptions
- Note: ISE assumption at 15% is lower than most schools in DC

Rethinking elementary school from the ground up.

info@rsed.org
Twitter: @RocketshipED
www.rsed.org

ROCKETSHIP

FIRST AMENDED NETWORK SERVICES AGREEMENT

THIS NETWORK SERVICES AGREEMENT (this "Agreement") is made as of November 29, 2018, by and between Rocketship Education d/b/a Rocketship Public Schools, a California nonprofit public benefit corporation ("Provider"), and Rocketship Education Wisconsin, Inc., a Wisconsin non-profit public benefit corporation ("Company").

WITNESSETH:

WHEREAS, Company and Provider executed a Network Services Agreement effective June 11, 2013, which set forth certain terms of service between Company and Provider in connection with Company's operation of charter schools in Wisconsin;

WHEREAS, Company entered into an agreement with the Board of Regents University of Wisconsin System (d/b/a University of Wisconsin-Milwaukee) ("UWM") effective July 1, 2018 ("the Charter School Agreement");

WHEREAS, pursuant to the Charter School Agreement, UWM gave approval to the Company to undertake the establishment of two (2) charter Schools, and take responsibility for school operations, including but not limited to administration, expenditures, hiring appropriate personnel and creating and implementing instructional methods, subject to a number of conditions and limitations;

WHEREAS, Company and Provider's goal is to eliminate the achievement gap for low-income elementary school children, and Company wishes to benefit from the experience and efficiencies of a national network created by Provider;

WHEREAS, Company desires to continue receiving Provider's services with the characteristics described on Appendix A in connection with the Company's operation of schools (the "Schools") pursuant to the terms of this Amended Agreement and to satisfy those obligations it has undertaken in the Charter School Agreement; and

NOW, THEREFORE, in consideration of the covenants and agreements of the parties herein contained and of the fees to be paid to Provider as hereinafter set forth, the parties hereto do hereby agree on behalf of themselves and their respective legal successors and assigns, as follows:

1. **APPOINTMENT**. Company hereby engages Provider on the terms and conditions hereinafter set forth to provide the services described on Appendix A (the "Network

Services"), as supplemented from time to time by mutual written agreement, to Company. Company agrees that the foregoing appointment is exclusive and that it will obtain Provider's written consent prior to engaging any person or entity in connection with any services that are similar in any fashion to the Network Services. Furthermore, Company agrees that Provider shall have a right of first refusal to perform Network Services for any subsequent schools being contemplated by Company.

2. **TERM AND TERMINATION.**

a. TERM: This Agreement shall commence upon the date signed hereof and shall be in effect through 6/30/2023. Thereafter this Agreement will renew automatically for successive one-year terms, unless either party terminates this Agreement with or without cause by delivery of written notice no less than ninety (90) calendar days prior to the end of the effective term.

b. Notwithstanding the requirements of Section 2(a) above, either Party may immediately terminate or require renegotiation of this Agreement upon the occurrence of any of the following:
   i. The other Party experiences a bankruptcy event;
   ii. The other Party fails to hold and maintain any license or permit which may be required such Party to carry on its business and perform its obligations and functions;
   iii. The other Party materially breaches any of the material terms of this Agreement, subject to the cure rights described in Section 19 below;
   iv. The occurrence of any change in law that prevents or materially impacts either Party's performance of its obligations under this Agreement or under applicable law.
   v. Termination of the Charter School Agreement.
   vi. The other Party's failure to qualify for treatment under Section 501(c)(3) of the Internal Revenue Code.

c. Mutual Agreement. The Agreement may be terminated at any time by written mutual agreement of the Parties.

3. **AUTHORITY TO SUBCONTRACT.** Provider may subcontract functions or services it is obligated to provide hereunder; provided, however, that no such subcontract shall relieve or discharge Provider from any obligation or liability under this Agreement. In no case shall Provider subcontract those services considered to be core educational services, but shall have the ability to subcontract ancillary and support services as Provider deems reasonably necessary to fulfill its obligations hereunder.

4. **AUTHORITY OF THE BOARD OF TRUSTEES.** Company and Provider agree that no provision of this Agreement shall be construed to interfere with the duty of Company's Board of Trustees (the "Board") to exercise its statutory, contractual, and fiduciary responsibilities in governing Company and overseeing the activities of Provider conducted pursuant to this Agreement.

a. Pursuant to governing law and consistent with the terms of this Agreement, Company agrees to execute a Resolution that authorizes a senior representative or other authorized representative of the Provider to take certain actions on behalf of the Company to enable Company to fulfill its obligations in operating schools. Such authority shall be limited by the terms of the Resolution and will cover signing and/or execution of specific documents as outlined in the Resolution.

5. **MANAGEMENT OF PERSONNEL.** The Provider's regional director ("Regional Director") will be responsible for managing the functions of the Provider's regional support office ("Regional Support Office") and will report to the Company on a schedule agreed to between Company and Regional Director on topics such as finance and budgets, student performance, and other matters related to the Company's duties as mutually determined by the Parties. The Regional Director will be an employee of the Provider and will serve as the primary representative of the Provider with the Company.

6. **MANAGEMENT OF THIRD PARTY SERVICE CONTRACTORS.** The Provider will be responsible for managing all obligations, including but not limited to compliance obligations, and as such will work with any third party service contractors engaged by the Company, to meet the Provider's obligations to the Company or other authorities, including UWM, Wisconsin Department of Public Instruction ("DPI"), the United States Department of Education ("USDOE"), external auditors or any other authorities. The Company authorizes the Provider as its designee in this regard.

7. **ADHERENCE TO ESTABLISHED POLICIES.** In performance of the obligations under this Agreement, the Provider agrees to adhere to all procedures and policies as mutually agreed upon between Company and Provider.

8. **FINANCIAL ARRANGEMENTS.**

a. In light of the extensive services received by Company as set forth in Appendix A, it is reasonable for Company topay fees to Provider for Network Services ("Services Fee") determined as follows:

i. For each year during the term of this Agreement, the total Services Fee will be invoiced in an amount equal to 15% of all receipts and revenues of Company excluding:

1. Fundraising and Philanthropy
2. NSLP, CEP and Universal Breakfast
3. CSP and Title V funds
4. Sales of school uniforms, meals and any other "at cost" sales
5. Proceeds of any indebtedness
6. Any outsourced program where the Provider passes all related funding through to third party

ii. The 15% Services Fee will be allocated 10% to support the Provider's national/central operations, and 5% to support the Provider's Wisconsin regional operations.

b. The Services Fee is payable within 30 days after the end of each month to the extent that there is cash available to pay the Services Fee.

c. If inadequate cash exists, payments under this Agreement may be deferred in whole or in part until adequate cash does exist to make such payments, upon the mutual agreement by the Parties. In the event that adequate cash does not exist to make such payments, Company and Provider agree to discuss reasonable alternatives to find cash to make a partial or full payment. Such reasonable alternatives may include Company and Provider sharing the cost of the Services Fee on an equal contribution basis. The goal of each Party is to ensure that each school operated by the Company is successful and that each school will have adequate cash on hand to allow it to meet its academic and social objectives.

a. The Company is entitled to access the Provider's relevant records in order to verify the amount of the Services Fee and the services provided to Company.

b. The parties hereby agree that Provider's compensation hereunder is reasonable compensation for the Network Services to be rendered hereunder. Notwithstanding the foregoing, the parties may review the Services Fee on an annual basis and revise the amount based on mutual agreement.

c. Provider will send regular reports to Company as requested (for distribution at Board meetings or as otherwise requested by the Company's Treasurer) describing or summarizing the status of the Company's financial status.

d. The Services Fee is the only compensation or payment Provider will be entitled to under this Agreement; any license fee shall be determined under a separate Trademark and Intellectual Property License Agreement.

e. Provider will undertake a separate financial audit of Rocketship Education Wisconsin, Inc. on behalf of the Company. Provider will also consolidate such audit into the consolidated annual financial audit of the Provider (Rocketship Education) and provide an audit report to Company and the Company's authorizer.

f. Other than as outlined above, Provider shall be responsible for all of its own costs and expenses necessary to fulfill its obligations under this Agreement.

9. **INDEPENDENT CONTRACTOR.** It is expressly agreed by the parties hereto that Provider is not an employee of the Company for any purpose whatsoever, including for federal or state tax purposes, but is an independent contractor. Furthermore, no relationship of joint venture or partnership of any form is created by this Agreement.

10. **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT.** Company designates Provider and its officers, employees, agents and representatives as having a legitimate educational interest such that they are entitled to access to education records under 20 U.S.C.A. 1232g of the Family Educational Rights and Privacy Act and under applicable Wisconsin information and privacy laws. Provider, its officers, employees, agents and representatives shall comply with the Family Educational Rights and Privacy Act at all times and other applicable state laws.

11. **CONFIDENTIALITY.** Both parties understand that the relationship requires confidence and trust between the parties with respect to any Confidential Information, as defined below, applicable to the business of any entity or partner of either party or other entity with which either party does business and which the other party learns in connection with the consulting relationship. "Confidential Information" means information furnished by one party to the other relating to that party or persons with whom that party collaborates, including, but not limited to (i) information regarding school development, outreach and operating plans, budgets, financial statements, contracts, prices, suppliers, funders student achievement and student demographic data; (ii) information regarding the skills and compensation of either party's employees, contractors, and any other service provider; and (iii) the existence of any discussions, negotiations, or agreements between either party and any third party. It also includes the existence and nature of the Network Services themselves. It includes information previously disclosed by either party, information disclosed going forward, and information disclosed orally, in writing, or electronically. At all times, both parties will keep in confidence all such information except as required by law. This obligation shall end whenever such information enters the public domain and is no longer confidential through no improper action or inaction by either party. In the event that a party is legally obligated to release Confidential Information, it will provide notice to the other party prior to release.

12. **USE AND CONFIDENTIALITY.**
    a. The Provider will use Confidential Information solely for the purpose of performing the Network Services and will keep it confidential except as required by law. The Provider will not disclose Confidential Information (either in the form provided or as may be reflected by the Provider in any analysis, report, presentation, or other deliverable prepared for Company in the course of performing the Network Services (each, a "Deliverable")) to any person other than those employees, agents, and consultants, if any, who need access to the information for performance by the Provider of the Network Services. Those persons will be subject to, and the Provider will be responsible for ensuring that they comply with, the terms of this Agreement. In addition, the Provider will not disclose to any third party, or use for other clients or other third parties, any Deliverable, whether or not such Deliverable

contains or reflects Confidential Information. Upon completion of the project, Provider shall return to Company all data furnished by Company for the purpose of completing this project or any related projects. If data will be provided through an online platform, Provider shall have controlled access to the data via password, and Provider shall assume full liability for any access violations which may occur. In the event that a Party is legally obligated to release Confidential Information, it will provide notice to the other Party prior to release.

b. Company acknowledges that Provider will from time to time provide Company with information that is confidential or proprietary in nature and that if disclosed to third parties might adversely impact Provider. Company agrees that, unless otherwise determined by Provider, all curriculum, operational and information systems and tools, leadership development materials, and any other information provided by Provider that could reasonably be considered Confidential Information shall be treated as confidential until publicly disseminated in accordance with the instructions of Provider. Company shall not disclose any confidential information to any person other than Company's employees as may be necessary to discharge Company's obligations hereunder, and Company agrees not to use any such Confidential Information for any purpose other than to discharge its obligations under this Agreement or as required by law. In the event that a Party is legally obligated to release Confidential Information, it will provide notice to the other Party prior to release.

13. **INDEMNIFICATION.** Each party to this Agreement (in such capacity, the "Indemnifying Party") will indemnify, defend and hold the other party (in such capacity, the "Indemnified Party") and its respective trustees, officers, employees, agents, and assigns harmless against all claims, liabilities, losses, damages, and expenses ("Claims"), which may arise directly or indirectly from (i) any breach by the Indemnifying Party of this Agreement; (ii) any willful act or omission by the Indemnifying Party; (iii) any claims by suppliers, creditors, or other persons in a relationship with the Indemnifying Party; or (v) any claims relating to tax, insurance contributions, workers' compensation law, or other laws applicable to the Indemnifying Party. Each Indemnified Party shall be obligated to provide reasonable notice to the other party of any matter which gives rise to or could reasonably be expected to give rise to a claim for indemnification hereunder.

14. **GOVERNING LAW.** This Agreement shall be governed by and construed in accordance with the laws of the state of Wisconsin without regard to its conflicts of laws rules. The general activities of the Company and Provider in operating the School(s) shall be governed by local, state, and federal statutory, regulatory and judicial authority.

15. **MEDIATION.** In the event that any dispute between the parties arises relating to the terms of this Agreement, or the breach thereof, the parties agree to initially attempt to settle such disputes by a non-binding mediation, before a single neutral mediator (the "Mediator"). The Mediator shall be selected by mutual agreement, but shall be on the list of approved "neutral" mediators provided by JAMS. . The mediation shall commence

within forty-five (45) calendar days from the date of the receipt of a mediation demand sent by the aggrieved party ("Receipt Date"), and shall be concluded no later than sixty (60) calendar days from the Receipt Date. The administrative costs of conducting the mediation shall be shared equally between the parties.

16. **BINDING ARBITRATION.** In the event that the parties are unable to resolve a dispute relating to the terms of this Agreement, or the breach thereof, through non-binding mediation pursuant to Section 15 above, such dispute shall be decided by binding arbitration in accordance with the rules of JAMS Dispute Resolution. The parties will select a single JAMS arbitrator to conduct the arbitration.,. Any determination of the arbitrator shall be binding on the parties, and may be entered in any court with proper jurisdiction for enforcement thereof. The costs of the arbitrator shall be borne equally by the parties.

17. **SEVERABILITY.** Should any provision of this Agreement prove to be invalid, void or illegal, it shall in no way affect, impair or invalidate any other provision hereof and such other provision shall remain in full force and effect.

18. **MODIFICATION OR AMENDMENT.** No amendment, change, or modification to this Agreement shall be valid unless it is in writing and signed by both parties. By mutual agreement, Provider and Company reserve the right to amend this Agreement such that any of the Network Services as described in Appendix A of this Agreement may be rendered by Company itself instead of Provider, and that any other services, whether currently being provided by Company itself or not yet currently contemplated, may be provided by Provider. The parties hereto shall have the right to negotiate and mutually agree to adjust the Services Fee as listed in Section 7 of this Agreement accordingly if mutually agreed.

19. **NOTICE AND CURE.** Notwithstanding any other provisions of this Agreement, should either Party in any material respect violate or fail to keep or perform any covenant, condition, or undertaking of this Agreement, then the non-breaching Party shall have the right to cancel and terminate the Agreement if the breaching Party has failed to cure any such breach within one hundred eighty (180) days of receipt of written notice from the non-breaching party describing such breach.

20. **ASSIGNMENT.** Except as set forth in paragraph 3 herein, no party may assign its rights or obligations under this Agreement without the prior written consent of the other party, which consent shall not be unreasonably withheld, provided that the Provider may assign this Agreement and its obligations hereunder to any successor to its business by merger or consolidation or to any party acquiring substantially all of Provider's assets.

21. **EXEMPT PURPOSE AND CONFLICTS OF INTEREST.** This Agreement and the use of all funds received by the Company and paid to the Provider as Services Fees shall be consistent with and at no time conflict with the exempt purpose of the Company as described in the Company's Bylaws or the exempt propose of the Provider as described

in the Provider's Bylaws. The Agreement will furthermore be performed in compliance with the Company's Conflict of Interest Policy.

22. **CHARTER SCHOOL NAME.** As stated in Section 2.2 of the Trademark and Intellectual Property License Agreement executed on June 11, 2013 between Provider and Company, Company shall have the option to, but is not required to, include or attach the Rocketship name to the name of the School.

23. **MERGER AND INTEGRATION.** This Agreement and exhibits attached hereto are the final understanding between the parties and supersede all other agreements, negotiations and understandings, oral or written, between the parties involved.

24. **MULTIPLE COUNTERPARTS.** This Agreement may be executed in several counterparts, all of which taken together shall constitute one single Agreement between the parties.

25. **ADDRESS.** Any notices or other communications required to be given by either party pursuant to this Agreement shall be in writing delivered personally or via certified or registered mail or commercial courier service with tracking capabilities and directed to the following addresses

If to Provider:

Rocketship Education
c/o Chief Finance Officer
350 Twin Dolphin Dr, Suite 109
Redwood City, CA 94065

If to Company:

Ralph Weber
Board President
309 N. Water Street
Milwaukee, WI 53202

(signature page to follow)

* * *

IN WITNESS WHEREOF. Company and Provider have caused this Agreement to be executed as of the day and year first above written.

FOR PROVIDER--Rocketship Education

Signature

Frederick J Ferrer, Board Chair

Name and Title

11/29/19

Date

IN WITNESS WHEREOF, Company and Provider have caused this Agreement to be executed as of the day and year first above written.

FOR PROVIDER	**FOR COMPANY** – ROCKETSHIP EDUCATION WISCONSIN, INC..
	Ralph A. Weber
Signature	Signature
	Ralph A. Weber, Board Chair
Name and Title	Name and Title
	11.16.18
Date	Date

APPENDIX A
NETWORK SERVICES

The oversight of the Schools' educational and operational programs, management of the School's Principal and staff, and administration of the Schools' business affairs includes the following services:

A. Research and recommend to Company's Board a suitable facility for the operation of the Schools
B. Work with the charter authorizer and other agencies as necessary to obtain and maintain the charter authorization for the School, including maintaining compliance with reporting requirements and any other general inquiries received from these agencies
C. Assist with marketing, public relations and communications, including
    1. Support student & teacher recruitment efforts
    2. Provide strategic communications and media relations
    3. Support social media efforts
D. Develop strategies and identify opportunities to assist the Board in fundraising efforts
E. Provide Board Training as needed on subjects such as effective board management, local and federal nonprofit and charter law and requirements, and roles and responsibilities of board members.
F. Provide back office support services in the areas of:
    1. Finance and Accounting
        a. Payroll and Payment Administration
        b. Accounting
        c. Financial reporting to all internal and external stakeholders, funders, authorizers, state and federal governments
        d. Financial Management, Planning and analysis (budgeting, 5-year forward planning, tools and tracking, ad-hoc reporting)
        e. Public grant applications, administration, claims and compliance
        f. Manage 403(b) and section 125 plans including audits, nondiscrimination testing, and compliance
        g. Provide facilities management supervision, and identify, negotiate, and recommend facilities financing arrangements as needed
        h. Manage all required audits and tax compliance
        i. Development and support of all financial, operations and student data systems to support funding, reporting and financial compliance
        j. Placement of property, casualty, liability, accident, EPL and D&O coverage and management of claims
        k. Procurement systems and processes and vendor management.
        l. Administration and compliance of all private grants

2. Staff Recruitment

   Manage talent pipeline for instructional staff and school leader positions including:

   a. Cultivate talent through job postings, attendance at career fairs, webinars, referral programs and advertisements
   b. Design and manage selection process
   c. Coordinate all interviews including related travel
   d. Conduct reference checks and perform criminal background checks in accordance with any legal requirements imposed by Charter Contract or Provider policy

3. Human Resources
   a. Support employee life cycle including:
      i. On-board and process all new employees
      ii. Off-board and exit all departing employees
   b. Administer all employee benefits:
      i. Research, identify and recommend benefits package for employees providing services to the schools
      ii. Enroll/Dis-enroll all new employees
      iii. Serve as primary point of contact between employees and benefit providers
   c. Manage employee relations and provide support/consultation for all personnel issues
   d. Maintain all personnel records
   e. Develop, manage, and maintain human resources information System
   f. Administer all credentialing and "highly-qualified" status
   g. Develop and maintain all personnel policies and procedures, handbooks, etc.
   h. Develop and maintain all personnel policies and procedures
4. Leadership Development
   a. Provide training and support for all leadership development programs
   b. Manage and maintain leadership pipeline
   c. Operate school leader summer training program
5. Instructional Leadership
   a. Provide professional development, training, support, and tools to school staff
   b. Create tools and resources to support classroom teachers
   c. Operate teacher summer training program
6. Curriculum Development and Individualization
   a. Identify all curriculum and OLP's
   b. Provide guidance and training on delivery of curriculum and OLP's

c. Serve as primary point of contact between on-line learning program providers and School Create scope and sequence maps for all taught subjects in all grades
d. Identify and select assessment suite
e. Develop and maintain student performance database
f. Identify and implement tutoring curriculum
g. Identify and implement all special education curriculum and programming

7. Student Data management and reporting
   a. Aggregate and analyze student data
   b. Provide data reports for authorizers and funders
   c. Develop, manage, and maintain student information systems
8. School Operational Systems

   Design, develop and implement school operations systems. Systems include, but are not limited to:

   a. Lottery and enrollment system
   b. Compliance system
   c. NSLP and CEP compliance and reporting including serving as SFA
   d. IEP management system
   e. Attendance tracking system
   f. Performance management system
   g. Information technology
   h. Student Records and cum files
   i. Safety & Emergency Preparedness
   j. Health Records and State Mandated testing
   k. State mandated EL testing and documentation
   l. Compliance with all federal and state laws including, but not limited to, those relating to employee welfare, safety and health, building and fire codes, laws prohibiting discrimination and student privacy.
9. Information Technology
   a. Develop and implement technology use and training program
   b. Select and deploy all school technology including staff and student laptops, Online learning programs, and classroom and learning lab technology
   c. Provide ongoing support and service for all school technology
   d. Procurement of network wide technology licenses and equipment

G. Provide any other financial, operational, or educational support to the Schools that Company may reasonably request of Provider.

H. Provide Company with such academic, operational and financial reporting data as the Board may request so that it can exercise its fiduciary duties and set overall policy for the Schools. This information shall include, but not be limited to, an annual budget, monthly financial statements, student academic performance data, operations reports, student attendance, discipline, suspension, expulsion, enrollment, re-enrollment, staff

recruitment and re-enrollment, any information the Board deems necessary to monitor Provider's performance, information or data that is monitored by UWM, and such other reports and information as the Board may reasonably request.

I. Manage third party service contractors engaged by Company to ensure compliance with all obligations imposed by UWM, DPI, USDOE, external auditors or other funders or authorities.
J. Prepare a budget for Board approval for the purchase of all furniture, fixtures, equipment and supplies required by the Company and, at Company expense, purchase such furniture, fixtures, equipment and supplies.
K. At the request of the Board, attend Board meetings and brief the Board on all aspects of Provider's duties under this Agreement.
L. Provide all other services required for Company to operate the Schools as required by the Company's charter agreement with UWM and the Wisconsin Charter School Act unless otherwise stated herein.

Attachment S Cover Page

Network Annual Progress Report

REQUIRED IF ANSWERED "YES" TO SPONSOR HISTORY AND INTENT QUESTION 1

2023
2024



ROCKETSHIP
PUBLIC SCHOOLS

YEAR IN REVIEW

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LIFETIME **ROCKETEERS SERVED**

32,244



- Rocketeers: **10,454**
- Socioeconomically Disadvantaged: **69%**
- English Language Learners: **41%**
- Latino and Black: **85%**
- Special Education: **11%**

2023-24 STUDENT POPULATION

17 YEARS
32,244
ROCKETEERS

Dear Rocketship Community,

Over the past 17 years, Rocketship has grown from a bold idea to rethink elementary education into a powerful, nationwide collective of families, educators, and leaders, united in a mission to unlock the potential of every child. What started with a single school in San Jose has blossomed into a national network serving thousands of Rocketeers across the country.

As we look ahead to our next phase of impact, we know that the future of Rocketship must be shaped by the voices of the communities we serve. Over several months last year, we engaged in meaningful conversations with our families, educators, and leaders to understand their aspirations and dreams for our network's future. Through these discussions, we arrived at a new vision for the next chapter of our movement: **Equal access to opportunity for all.**

This vision is rooted in the belief that every child, regardless of background, deserves a fair chance to succeed. It's about creating a level playing field—where children and families can overcome the barriers that stand in the way of opportunity. It's about ensuring that every child, regardless of zip code, can dream big, access a high-quality public school, and have the support and resources they need to make those dreams a reality.

To bring this vision to life, we are rolling out a bold five-year strategic plan, focused on three key strategic levers: **quality schools, community power,** and **scaled impact.** Our schools will continue to deliver "gap-busting" excellence in elementary education, always staying true to the academic rigor and support that has been the foundation of our success. And as we move forward, we are innovating upon, elevating, and expanding our work. We will honor and amplify the power of our families, ensuring they are central to the education and decision-making processes at every level of the network.

In the years to come, we will magnify our national impact by growing our network of schools in both current and new regions, reaching more Rocketeers, and deepening our connection with families. We will explore innovative approaches to education and community-building that extend our impact and allow us to better serve our students and families.

At the heart of all of this is a **culture of excellence and belonging,** where every child, family, and educator feels valued and supported to grow and achieve.

Together, we are embarking on this next chapter of our journey. We're unleashing the potential within every Rocketeer and creating equal access to opportunity for all. Thank you for being an essential part of this movement.



Preston Smith
Co-Founder & CEO



485

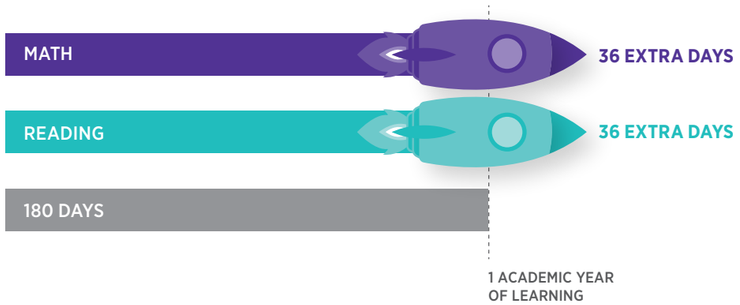
Rocketeers Gain 36 Extra Days of Learning

Every year a student spends in an underperforming school is another year they fall further behind their college-bound peers. Eventually, those gaps become insurmountable. Of course, we do not expect to close academic gaps that accumulated over several years of prior schooling in a single school year at Rocketship. But we do expect major gains in academic growth that narrow the gap that separates them from their college-bound peers.

In the 2023-24 school year, our Rocketeers grew an average of 1.2 years in both math and reading. This means that our students gained the equivalent of 36 additional days of learning this school year.

Gaining more than a year's worth of learning in a single school year, and repeating that year after year after year for the past 17 years, is how we are eliminating the achievement gap and ensuring our Rocketeers are on the path to college and career success.

The Northwest Evaluation Association (NWEA), and its nationally normed MAP assessment, evaluates more than 13 million students annually across more than 35,000 schools and 146 countries. The MAP assessment measures how well students are learning and growing in core subjects. Rocketship students take the MAP assessment in the fall, winter, and spring to evaluate student progress and inform instruction. Last year, our Rocketeers grew more than a full school year in Reading and Math and gained the equivalent of 36 additional days of learning.



Closing in on Pre-Pandemic Levels

Rocketeers grew in math and reading at rates that reflect what we experienced prior to the pandemic and led to gap-busting schools!

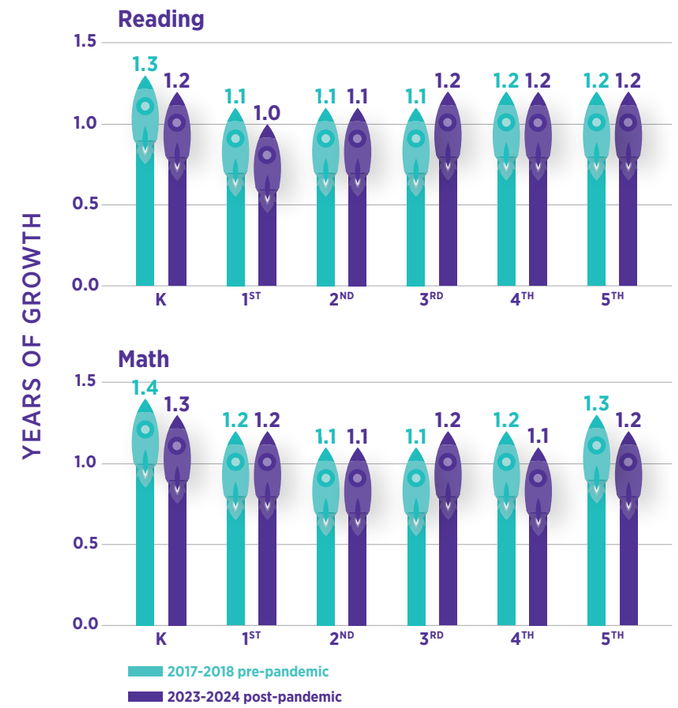
In the wake of COVID-19, many states are lowering academic standards, conceding a generation of students to lower growth and achievement. At Rocketship Public Schools, we refuse to accept that. We will never lower our standards—for ourselves, our Rocketeers, or the communities we serve.

Driven by a vision of equal opportunity for all children, we believe in a future where every Rocketeer can soar, supported by personalized learning, strong relationships, and communities committed to their success.

Our approach is not to use a singular "silver bullet," but a comprehensive, community-driven model. Through offering a variety of programs—like data-informed instruction, tutoring and small groups, wraparound services, intentional parent partnership, mental health supports, and meaningful inclusion in special education—we meet each child and family where they are. Our personalized learning model ensures that every Rocketeer gets the right support at the right time to foster academic growth.

And it's working. Despite the challenges of the pandemic, our academic growth is back on track to pre-COVID-19 levels—and we're not stopping there. Our students are showing us, day by day, that with the right supports, they can and will exceed expectations.

FALL TO SPRING STUDENT GROWTH BY GRADE LEVEL



"Once we had a plan in place for him, he has been doing amazing. I just want to say Rocketship, thank you so much. Everyone else just threw us to the side...but I know here he's getting his education. They're paying attention, they're making sure he gets everything he needs."

BOBI,
Rocketship Parent

Hear from Bobi:

Rocketship Classrooms Serve All Students

Last year, 11% of Rocketeers nationwide were students with special needs. In most public elementary schools, students with special needs are separated from their peers for most of the learning day.

Rather than isolate and further stigmatize students, we operate a meaningful inclusion model that ensures all of our students with special needs have daily access to our general education environment. This means all students with learning disabilities spend at least half of their day in general education classrooms, with the vast majority spending over 80% of the day in the general education environment.

With this inclusive approach, our students with special needs are exposed to the same instructional program as their typically developing peers. By coupling our meaningful inclusion model with individual supports including small group co-teaching and individual instruction, we help all Rocketeers achieve ambitious academic and social outcomes.

Students with mild-moderate special needs grew more than a year in both reading and math.

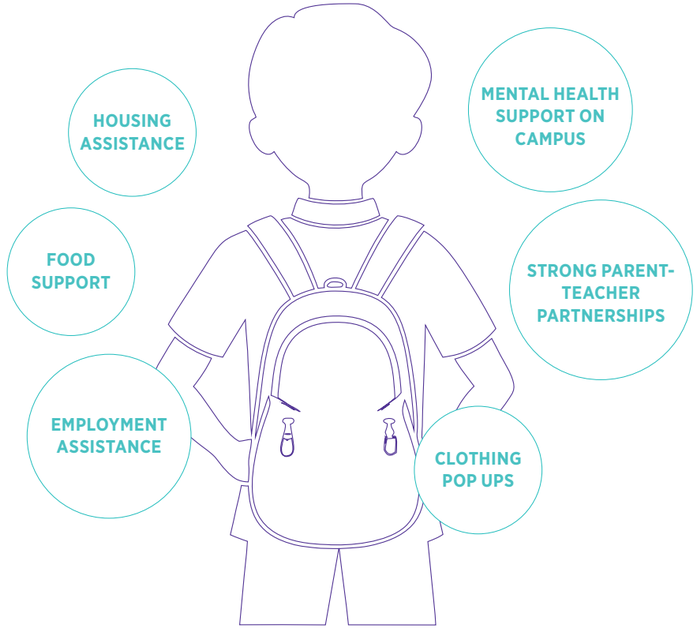


Supporting the Whole Child through a Community Schools Approach

In order for students to thrive both inside and outside of the classroom, Rocketship creates partnerships with community-based organizations to provide wraparound services to give our families a wide net of support beyond academics. This includes partnering with community organizations to provide resources such as food, housing, clothing, and employment support. This comprehensive network of support helps create an environment where Rocketeers can unleash their full potential in all areas of their lives.



Partnering with Community Organizations to Provide:



Connecting with Families Beyond the Classroom

Our approach to personalized learning begins with building deep relationships with our Rocketeers and their families. A strong relationship between the family and school is the backbone of child development. At Rocketship, this starts with our annual home visits. Last school year, our **teachers visited the homes of 7,921 students** by Thanksgiving break. This annual practice enables our educators to learn about their Rocketeers' home environment, family structure, unique interests, and more.

By changing the power dynamic from parent in a teacher's classroom to teacher in a parent's home, we are able to develop much deeper relationships with parents that carry into the school year and beyond.

We know that when parents are more involved in their child's education, Rocketeers have greater chances of excelling in school. By creating multiple opportunities for families to engage, we're able to support Rocketeers holistically and connect with families genuinely.



7,921

Rocketeers Received Home Visits from Educators

A Parent's Journey Cultivating Community Power

At Rocketship, we believe that families are powerful agents of change. To ensure that their voices are heard, we empower parents with the tools they need to shape educational policies.

One example of how parents exercise their power is through "Days on the Hill." In the spring of 2023, Rocketship families from Wisconsin, Texas, California, and D.C. participated in State and National Days on the Hill to elevate critical issues in their communities. They met with 35 state senators and representatives to advocate for **public safety initiatives**, **increased charter school and Title 1 funding**, and **increased mental health resources** for students.

Our program guides parents through a unique journey. As parents become more involved at their school, our regional education organizers invite those with leadership potential to join their school's volunteer organizing committee. In this role, parents deepen their understanding of educational issues, receive training in advocacy and community organizing, engage directly with elected officials, and more. This path empowers parents to become influential stakeholders in their communities who lead the way in creating equitable education opportunities for all.

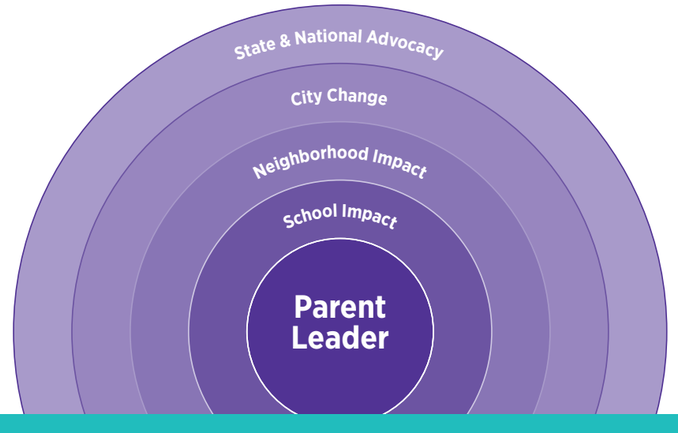
With only 11% of registered voters in the U.S. being Black and Latino, our Rocketship Votes! program increases voter registration. By the end of the 2023-24 school year,

47%

of Rocketship families were registered to vote!

JOURNEY OF A PARENT LEADER

HOW A PARENT LEADER **DRIVES CHANGE**





Rocketship Alumna Lands Multiple Tuition-Free College Options

BY FERNANDA MORALES SOTO, Rocketship Fuerza Community Prep

As I am writing this, I'm looking at the envelopes on my desk with the letters that are sure to change my life—my acceptances to UC Berkeley and the University of Southern California for the fall. While I'm not yet sure which one I'll attend, I am so proud to say that I also was accepted into Boston University (as a Trustee Scholar), UC Davis, UC Irvine, Santa Clara University, George Washington University, CSU Long Beach, and San Jose State University. And furthermore, I won a Webb Scholarship which means I will go to college debt free.

As a first-generation college-bound student, I am blessed to have been accepted into so many amazing schools. The journey to get here wasn't easy, but I am thankful for the help I've received along the way. I likely would have been in a different place now if I never attended Rocketship Fuerza Community Prep for elementary school.

My blood family and my Rocketship family taught me to use my voice. This led me not just to come back to Rocketship but also to advocate for all the causes I care about at my current school, in my community, and beyond. I am amazed at how a school I no longer attend continues to teach me about unity and determination. I am grateful for the opportunity to have experienced Rocketship and look forward to how my connection with my former school and community will continue to flourish, inspiring me to be a person who upholds empathy and grit throughout college and future endeavors.

Ten Years Later Tennessee and Wisconsin Alumni Reflect on Rocketship's Impact

Since launching Rocketship Tennessee and Rocketship Wisconsin more than 10 years ago, our alumni are excelling in middle school, high school, and soon, in college. They will always appreciate the educational foundation they built during their time at Rocketship. Hear what two former Rocketeers had to say about their time at Rocketship:

"Rocketship United Academy wasn't just a school, it was a place where I found not only academic growth but also personal development and lifelong friendships. It's where I learned the value of teamwork, perseverance, and the importance of cherishing every moment. Reflecting on those memories fills me with happiness for the experiences and the people who made my time at Rocketship United Academy truly unforgettable."

-COURTNEY KOON

High School Senior, RePublic High School

Alumna, Rocketship United Academy

"One Rocketship teacher who stood out to me was Mrs. Wilhelm. She was a big support for me, even on my bad days, she would be there to lift me up. And she's been there for me my whole journey—my middle school graduation and my high school graduation.

I'm also proud of myself because I got a full-ride scholarship to my private high school, which was $25,000 a year to attend. So, you know, me being just some regular kid from the south side of Milwaukee, it was kind of a dream come true. I'm going to the University of Wisconsin, Milwaukee, and I'm studying computer engineering and I plan to be an engineer after I graduate."

-MAXIMUS MOLINA

Studying engineering at University of Wisconsin

Alumnus, Rocketship Southside Community Prep



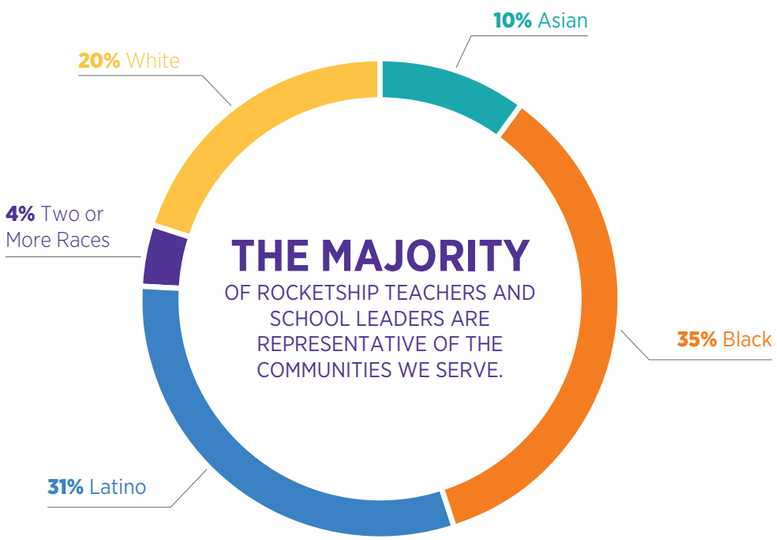


Rocketship Educators Reflect the Communities We Serve

An increasing body of research shows that student achievement and attendance go up and suspension rates go down when students have at least one same-race teacher. Yet America's teaching force has not increased in community representation over the years with only 20% of public school teachers in the U.S. who are people of color. According to the National Center for Education Statistics, there has been a slight increase in Latino public school teachers since 2015 and the share of Black teachers has declined since the 1990s.

We are flipping the script at Rocketship. Our educators reflect the communities we serve. **The majority of our educators—80 percent—identify as people of color.**

Equity and excellence in education are about providing each student with what they need to succeed. This includes learning from teachers who offer both windows and mirrors—people who bring new perspectives, as well as reflect their own background and experience. That is why Rocketship is working relentlessly to ensure that our Rocketeers are taught by a representative team of educators who bring experiences, ideas, and perspectives to our classrooms that even more deeply connect with our kids and communities.



Rocketship is Creating Pathways to Economic Mobility

Our model prioritizes personalized learning to unleash the potential inside every Rocketeer, and that includes our educators. Unlike most public elementary schools, Rocketship teachers engage in weekly professional development sessions and each has a coach where they receive in-the-moment feedback as they're teaching. Informed by data, coaches also partner with their teachers to adjust upcoming lessons to maximize student success and regularly review progress to find new ways to improve.

We recognize that one of the greatest ways for us to bolster our educators and catalyze student success is to grow from within. We are making strategic investments to create a recruitment funnel that attracts local candidates who reflect the communities we serve and then provide them each with an individualized growth plan to support their development.

Rocketship has built strong relationships with external partners like Rivet School and Reach, and programs that specialize in offering an affordable pathway for receiving the required degrees and credentials to support teaching careers.

Our recruitment and retention efforts exemplify our capacity as a workforce development engine. We have demonstrated our ability to hire someone at an entry-level, hourly rate, provide them with real-world experience in the classroom or our learning lab, and scaffold their development with degrees and credentials to pave the way for a salaried teaching position and beyond. From there, our in-house talent development strategies coupled with our performance-based pay system enable top achievers to thrive as educators.

"I truly see my coaching as a piece of feedback that only helps me get better. I can testify that I am where I am today due to my super critical, but not in a bad way, feedback from my coaches. I think coaching should be mandatory at every school, and in the way that Rocketship does it."

EMILY SUAREZ DEAL REAL,
Former Rocketship para-professional
Current first-grade educator,
Rocketship Wisconsin

Hear from Emily:

TALENT JOURNEY

Rocketship's Journey to Career Advancement



ELEMENTARY-ONLY BY DESIGN



Improving the Public Education Ecosystem

By focusing exclusively on elementary education, we work to improve the entire ecosystem of public education in the communities we serve. We are not creating a parallel K-12 school system, we are focused on improving outcomes for kids and deepening engagement with parents at the elementary level.

Our expertise in elementary education prepares thousands of Rocketeers in their vital early years of education. When our graduates move on to attend different middle schools, those students are ready for the rigors of middle school. In fact, **a three-year study by SRI Education found that our Rocketeers are a full year ahead of their middle school classmates in both math and reading** on day one of middle school. This means middle schools are enrolling more students that are on grade level and ready to advance their education.

We are also sending powerful parents off to join their middle school communities. During their time at Rocketship, our parents are deeply engaged in their Rocketeers' education. They become champions of their child's learning and learn how to harness the power of their voice to advocate for their children and their communities. Families also participate in middle school fairs and get connected to schools with high success rates. They also learn to hold leaders accountable in the local school district or charters, and ensure their kids continue to receive the same excellence in education that they experienced during their elementary years at Rocketship.

Excellent elementary schools beget stronger middle schools beget stronger high schools. It's a virtuous cycle designed to scale impact far beyond the number of seats offered by Rocketship. This is how our elementary-only model is designed to elevate the entire public education ecosystem in the communities we serve.

ROCKETSHIP PUBLIC SCHOOLS CALIFORNIA



13 SCHOOLS

6,389 ROCKETEERS

73% LATINO

54% ENGLISH LANGUAGE LEARNERS

75% SOCIOECONOMICALLY DISADVANTAGED

Rocketship California started in 2007 in a church in downtown San Jose with makeshift classrooms, seven fearless teachers, and 160 courageous Rocketeers. Building on an innovative model of teaching, learning, and parent power, Rocketship California has grown to a network of 13 high-performing schools across the Bay Area serving thousands of students.

And our impact goes far beyond our current students. Tens of thousands of Rocketship California alumni make their communities better every single day. From high schoolers active in volunteering to college students aiding in scientific research and immigration justice, our Rocketeers are changing the world for the better. And a few of our Rocketeers are even back as educators in our schools—helping to unleash the potential of the next generation.

US NEWS & WORLD REPORT previously named seven Rocketship California schools as among the best elementary schools in the nation!

2024 BEST ELEMENTARY SCHOOLS IN THE NATION ROCKETSHIP CALIFORNIA SCHOOLS

California Spotlight

Rocketship California Outperforms Local Schools Serving Socioeconomically Disadvantaged Students

Among California schools that serve a similar population, Rocketship California ranks above the 70th percentile among all California schools for socioeconomically disadvantaged (SED) students in grades 3-5 math and above the 60th percentile for English Languages Arts. We're proud that **Rocketship California's overall proficiency in math increased by 3 percentage points,** keeping us 4% ahead of the state's overall proficiency rate.

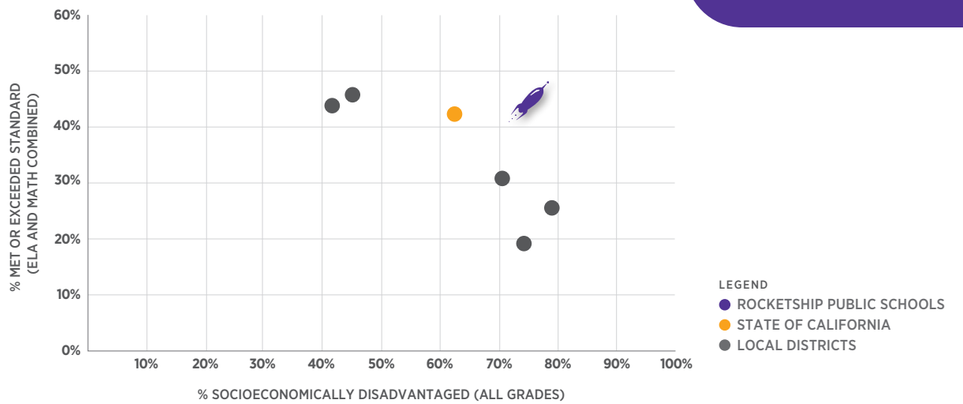
Impressively, **92% of Rocketship California schools outperformed their local district SED averages in both subjects,** and 77% of our schools outperformed the state's SED average.

The chart on this page shows achievement results plotted against the percentage of students classified as socioeconomically disadvantaged for local districts, the state of California, and Rocketship California. This analysis underscores how our Rocketeers are charting a new course for disadvantaged students in our state. Our high-quality schools and instructional model are proving that demographics do not define the amazing potential of the Rocketeers we have the privilege to serve.



Rocketship California received the $8.2 million Stronger Connections grant to ensure every Rocketeer and their family continues to have access to services and resources that help meet their holistic needs, including their mental health and overall well-being. This award recognizes the incredible work of our schools and their ability to foster safe and strong communities built on high-achieving schools and engaged families. Rocketship California is the only grant recipient in Santa Clara County to be awarded this funding.

2023-24 CAASPP: GRADES 3RD-5TH
Rocketship vs. Local Districts vs. CA



ROCKETSHIP PUBLIC SCHOOLS WISCONSIN



2 SCHOOLS

628 ROCKETEERS

95% BLACK & LATINO

18% SPECIAL EDUCATION

86% SOCIOECONOMICALLY DISADVANTAGED

Despite decades of effort, the racial achievement gap in Milwaukee is still among the worst in the nation. Another generation of students in Milwaukee is at risk of being denied the opportunity to realize their full potential. Standing apart from this seemingly intractable problem is Rocketship Wisconsin. Focusing on small group instruction and personalized learning, our educators engage students in a joyful learning community focused on positivity, growth, and opportunity. We're leveraging our national wraparound service approach and doubling down on being community schools in Milwaukee. The U.S. Department of Education recently awarded Rocketship Wisconsin with a $2.5 million grant, further enabling us to do just that. And our families are deeply engaged in both our school community and the greater movement for equity in Milwaukee.

In 2013, Rocketship Wisconsin launched the largest charter school opening in the history of Milwaukee: Rocketship Southside Community Prep. In 2018, we launched our second school, Rocketship Transformation Prep. We are proud to now serve over 600 students on both the North and South sides of Milwaukee.



Highest Growth in Both Subjects

Since Serving All Grade Levels

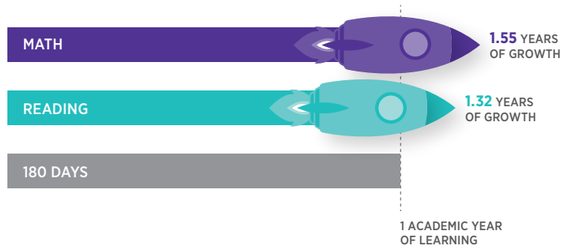
Wisconsin Spotlight

Rocketship Wisconsin Leads the Network for Growth in Math

On the nationally normed NWEA Map assessment, Rocketship Wisconsin achieved the best growth since offering all grades at both campuses. Rocketship Southside Community Prep earned its highest-ever average growth in both subjects—1.55 years in math and 1.32 in reading.

Rocketship Transformation Prep improved from last year and earned its highest growth in both subjects since reaching full enrollment in the 2021-22 school year.

Rocketship Wisconsin is making major progress toward closing long-standing achievement gaps in Milwaukee. In classrooms like Lauren Geary's third grade at Rocketship Southside Community Prep, our Rocketeers are achieving remarkable results—1.84 years of growth in math! Growing nearly two full school years worth of academic achievements in just one year, and repeating that year-after-year, is how we will close the achievement gap in our lifetime and get our Rocketeers on the path to college and career success.





Rocketship Wisconsin Receives $2.5 million Grant to Propel Wraparound Services

Rocketship Wisconsin was one of only 30 recipients nationwide of the U.S. Department of Education's **Full-Service Community Schools grant.** This award recognizes the incredible work of our schools to truly serve as community schools—taking care of our students, families, and neighborhoods both inside and outside of the classroom. We will leverage our national wraparound service approach to replicate California's Care Corps success to provide deeper wraparound services to our Rocketeers in Milwaukee. Rocketship Wisconsin is the only grant recipient in all of Wisconsin and the only charter school organization in the entire country to be awarded this funding.

ROCKETSHIP PUBLIC SCHOOLS TENNESSEE



3 SCHOOLS

1,410 ROCKETEERS

92% BLACK & LATINO

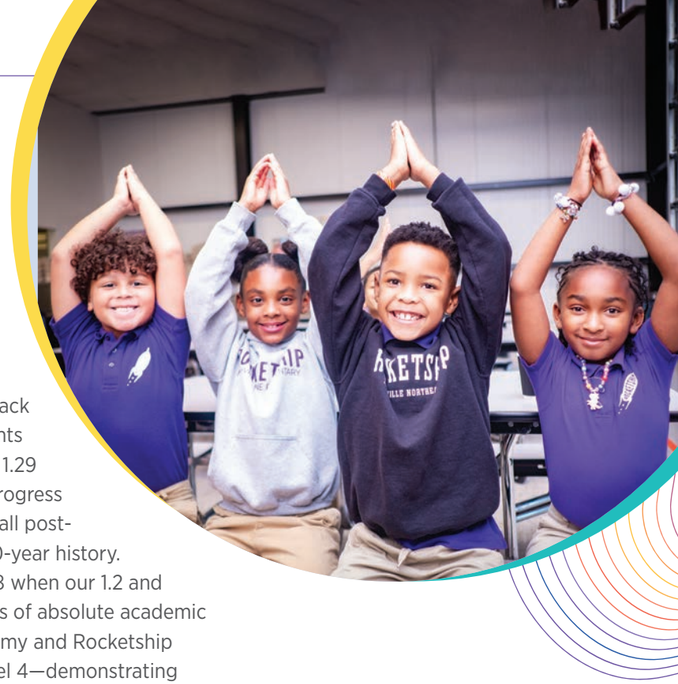
38% ENGLISH LANGUAGE LEARNERS

13% SPECIAL EDUCATION

Our first school in Tennessee, Rocketship Nashville Northeast Elementary, launched in 2014. Rocketship United Academy opened in south Nashville a year later. And in August 2022, Rocketship Dream Community Prep opened in southeast Nashville. Our three schools served more than 1,400 students in the 2023-24 school year. Rocketship Nashville Northeast Elementary and Rocketship United Academy have both been named a "Reward School," the highest recognition for student achievement by the Tennessee Department of Education.

Rocketship Tennessee is opening doors of opportunity and providing much-needed options for families to choose a school that best meets the needs of their students. All Rocketship Tennessee campuses use the same core academic model, but each offers a unique enrichment program to meet the needs and desires of the community it serves. Rocketship Nashville Northeast focuses on STEM education, Rocketship United Academy is a multicultural school with an exceptional student government program, and Rocketship Dream offers a music-enriched curriculum to help bring learning to life at Rocketship Dream Community Prep.

Strong Academic Growth in Math and Reading



Tennessee Spotlight

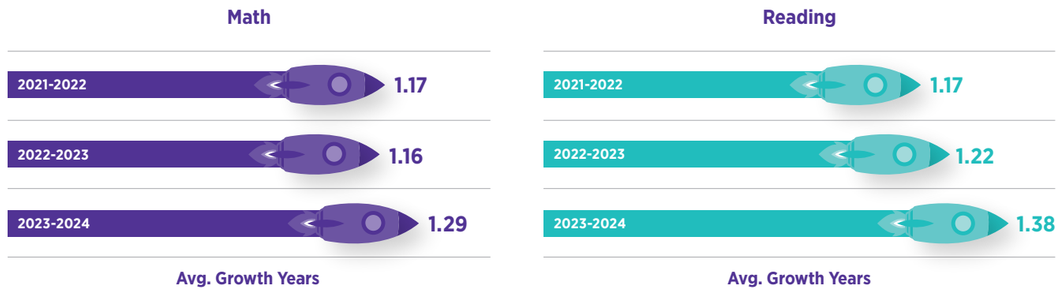
Rocketship Tennessee Rocketeers Are Growing, Fast

Rocketship Tennessee has demonstrated remarkable resilience in the past year, charting a strong course back toward pre-pandemic performance levels. Our students have shown exceptional academic growth, achieving 1.29 years of progress in mathematics and 1.38 years of progress in reading. This is our highest growth in three years (all post-COVID) and our second-highest growth rate in our 10-year history. In fact, this year outpaces our growth from 2017-2018 when our 1.2 and 1.3 years of growth helped us reach record-high levels of absolute academic achievement. Furthermore, Rocketship United Academy and Rocketship Dream Community Prep both achieved a TVAAS Level 4—demonstrating that our schools are helping Rocketeers grow each and every day.

These growth rates propelled us back to pre-pandemic levels of achievement and charted a course for even higher levels of success in the years to come.

By focusing on individualized support and innovative learning strategies, Rocketship Tennessee is steadily rebuilding our academic foundation and positioning our students to even further unleash their potential.

Fall-to-Spring Avg Growth Years



ROCKETSHIP PUBLIC SCHOOLS
WASHINGTON DC



3 SCHOOLS

1,376 ROCKETEERS

98% BLACK & LATINO

72% AT-RISK

13% EXPERIENCING HOMELESSNESS

In 2016, Rocketship Rise Academy opened in Southeast DC's Ward 8 as the largest charter opening in DC history. Rocketship Legacy Prep opened in Ward 7 a year later. In their very first year, both schools achieved Tier 1 status—the highest ranking for DC Public Charter Schools. In August 2020, in the midst of the pandemic, Rocketship Infinity Community Prep opened its doors as our third school in DC. Partnering with AppleTree Institute to provide high-quality pre-K education, we serve more than 1,000 Rocketeers every day—students who have the potential to be DC's next leaders and creative thinkers.

2023 ACADEMIC ACHIEVEMENT FOR AT-RISK STUDENTS Empower K12

2023 ACADEMIC ACHIEVEMENT AWARD for At-Risk Students

EMPOWER K12, education nonprofit

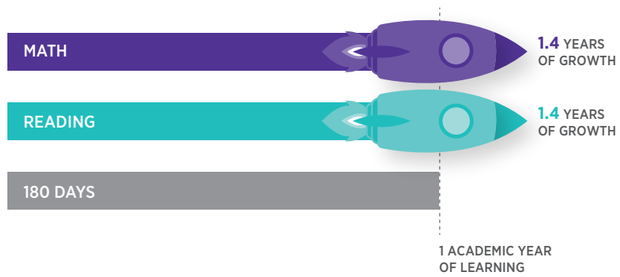
Washington DC Spotlight

Community Partnerships Bring New Opportunities to Rocketeers

Rocketship Washington DC and Out Teach, an outdoor education science lab, are bringing learning to life across all three Rocketship schools. Out Teach helps schools across the country transform the outdoors into active learning labs that unlock the wonder of science through hands-on learning, reduce food scarcity, and inspire healthy living.

Rocketship Legacy Prep Launches Kindergarteners Strong

Based on the latest NWEA MAP results, Kindergarten Rocketeers at Legacy Prep averaged more than 1.4 years of growth in both math and reading!







Keeping Rocketeers Safe During At-Risk Hours

Safeguarding our Rocketeers is a top priority at Rocketship DC. Students not only need a space to learn and grow during school, but also deserve a support system they can rely on after school during at-risk hours. But we're not alone in that vision. Washington DC's Mayor Bowser and DC's Deputy of Education Department feel the same and awarded Rocketship DC a three-year grant to revitalize our afterschool programming at Rocketship Rise Academy! This award expands access to our high-quality afterschool program at Rocketship Rise in Ward 8 and serves as a pilot program for what we hope to extend to all Rocketship DC schools.

ROCKETSHIP PUBLIC SCHOOLS
TEXAS



651 ROCKETEERS

95% BLACK & LATINO

9% SPECIAL EDUCATION

81% SOCIOECONOMICALLY DISADVANTAGED

In August 2022, Rocketship Public Schools Texas opened its first school in Fort Worth. The region is led by Superintendent SaJade Miller, a proven education leader born and raised in Southeast Fort Worth's Stop 6 neighborhood—the same community our flagship school serves. Mr. Miller has dedicated his entire career to working to eliminate the racial achievement gap in Texas and has a deep understanding of the strengths, opportunities, and challenges with public education in Fort Worth. He passionately believes that to create a more equitable and excellent public school system in Tarrant County, we need to innovate and we need to collaborate.



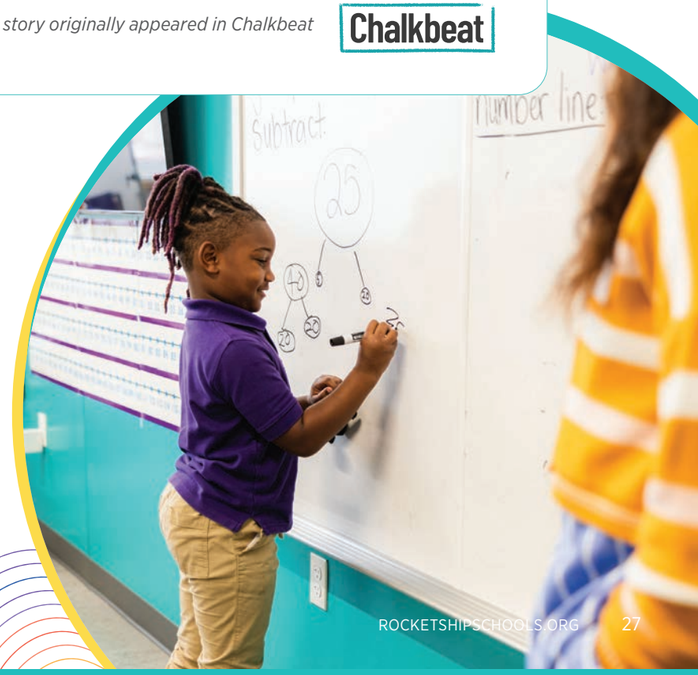
Texas Spotlight

Family Sees Exponential Growth in Nonverbal Child with Inclusive Special Education Program

"We tried putting Percy in a special education-only environment, as the district recommended. It backfired…Percy's love of learning faded. I enrolled him [at Rocketship], and one month in, it was clear that Percy was getting the individualized support he needed to succeed. Today, Percy eats lunch, has recess, learns phonics, and goes on field trips with his general education peers. I am so proud of Percy. More importantly, he's proud of himself. And there are so many kids out there like Percy who just need to be seen for who they are, for their exceptional gifts, not just their most challenging behaviors, and to be supported in their learning. By embracing neurodiversity and providing tailored support for diverse learners, schools can not only transform lives but also reshape the narrative surrounding students with learning and behavioral differences."

CASSIE HAUSCHILDT, Parent at Rocketship Texas

› *This story originally appeared in Chalkbeat* Chalkbeat




#ROCKETSHIP






#ROCKETSHIP


#ROCKETSHIP


NATIONAL DAY ON THE HILL 2024
ELEVATING PARENT POWER
NATIONAL DAY ON THE HILL 2024
ELEVATING PARENT POWER
NATIONAL DAY ON THE HILL 2024
ELEVATING PARENT POWER






PRE-LAUNCH




ROCKETSHIP
TOGETHER WE RISE!


Ready to Learn
Self Check
Regain Focus


#ROCKETSHIP


SCIENCE TECHNOLOGY
ENGINEERING MATH

Financials

Rocketship is building a scalable and financially sustainable non-profit school model that propels student achievement in underserved communities across the country. In 2023-24, 94% of our funding came from public sources. School-based expenses accounted for 84% of our spending.

FINANCIAL SUSTAINABILITY

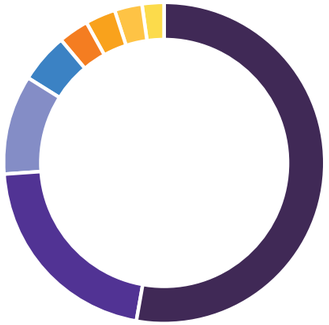
Fully enrolled schools reach financial sustainability by their fifth year of launching. Each region is financially sustainable once it operates between three to eight schools. Our California region was our first fully sustainable region, meaning that our 13 schools and the regional team supporting them operate solely on public funds. Tennessee, home to three campuses, is now our second sustainable region. While we're proud to continue to drive toward financial sustainability, philanthropic support remains critical to our ability to innovate and expand our impact.

REVENUE



- **13%** Federal
- **81%** State
- **3%** Philanthropy
- **3%** Other Local Revenue

EXPENSES



- **53%** School Staff
- **21%** School Operating Costs
- **10%** School Facilities
- **5%** Achievement & Personalized Learning
- **3%** Talent, HR & Strategy
- **3%** Facilities & Operations
- **3%** Finance & Legal
- **2%** Community Engagement, Comms & Parent Leadership

Become a Rocketship Supporter

Supporters

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AUTHORIZERS
Rocketship couldn't do this work without the partnership, support, and expertise of our authorizers.
Antioch Unified School District
Mount Diablo Unified School District
Tennessee Department of Education
University of Wisconsin-Milwaukee Office of Charter Schools
District of Columbia Public Charter School Board
Franklin-McKinley School District
Metro Nashville Public Schools
Redwood City School District
Santa Clara County Office of Education
Texas Education Agency

MAJOR DONORS
Thank you for your generous support of our educators, communities, and Rocketeers. Below are supporters who gave $1,000 and above.

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Teach for America
The J. Willard and Alice S. Marriott Foundation*

* Indicates single year of multi-year commitment


ROCKETSHIP
INFINITY COMMUNITY PREP

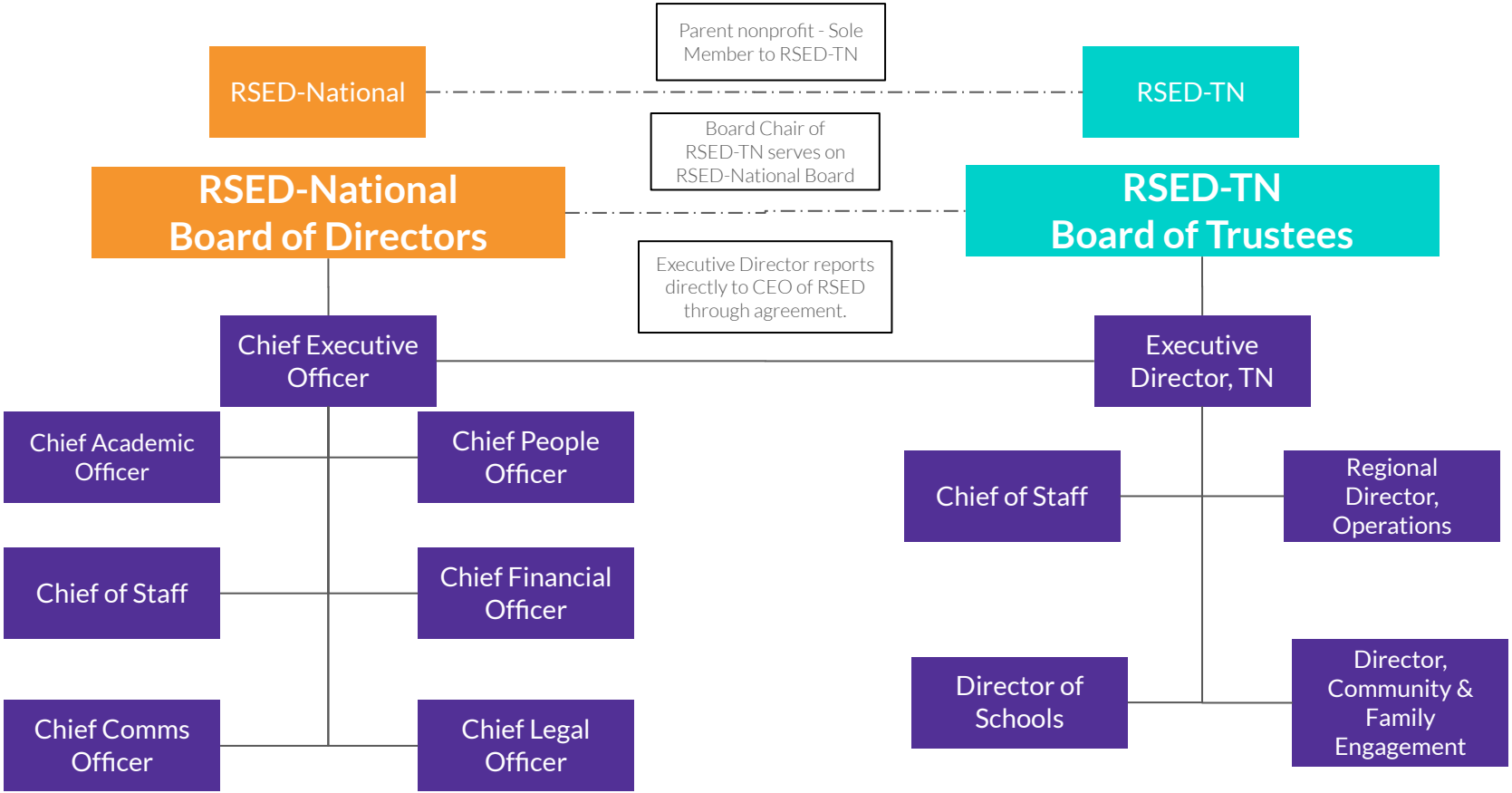
Attachment T Cover Page

Organizational Chart: Year 1

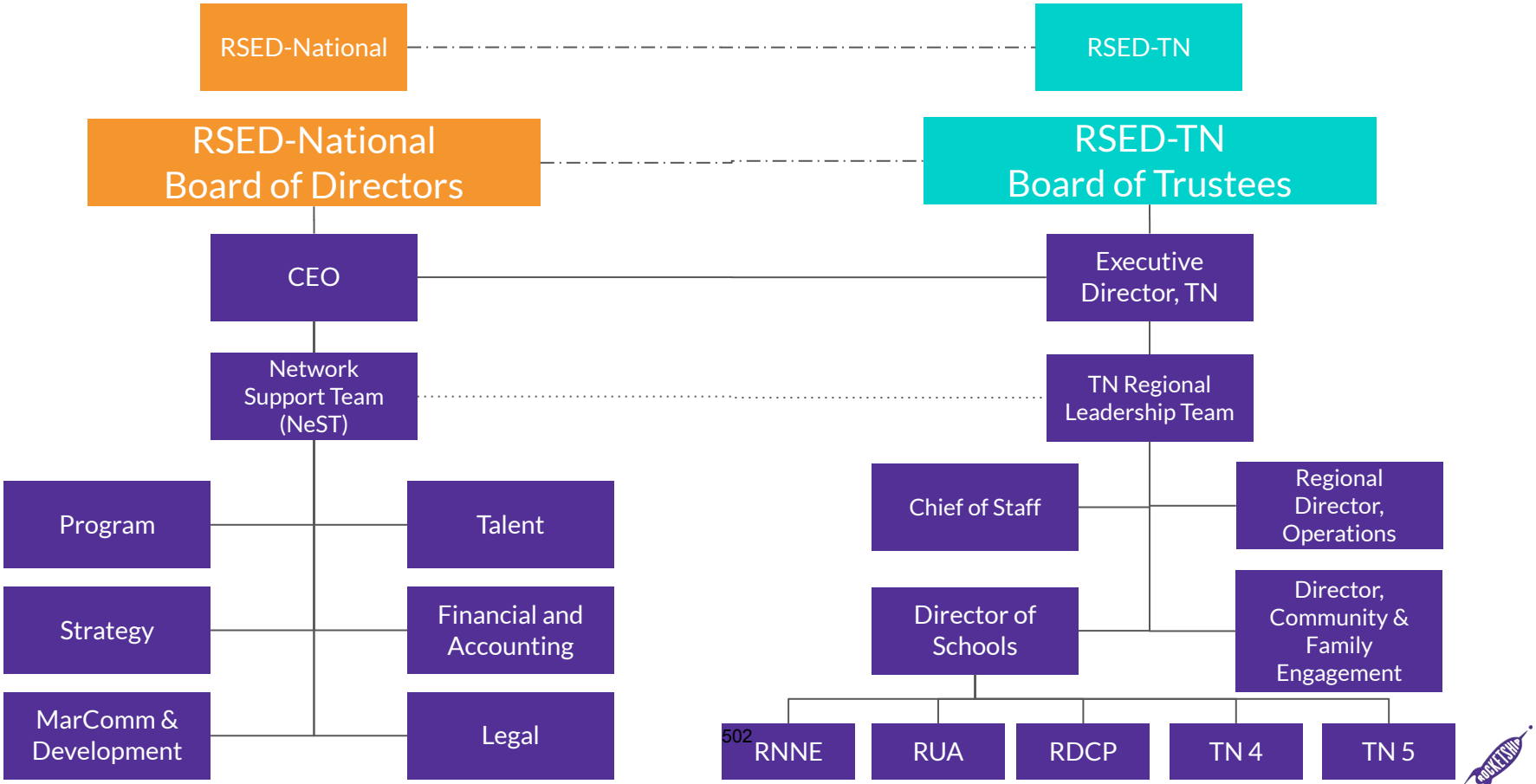
REQUIRED IF ANSWERED "YES" TO SPONSOR HISTORY AND INTENT QUESTION 3

Rocketship Education Tennessee ("RSED-TN") is the sponsoring entity submitting this application to open TN 5 in Davidson County. With the full partnership and support of its sole statutory member, Rocketship Education ("RSED-National"), RSED-TN is excited to replicate the Rocketship educational model and best practices to benefit more Tennessee students in Davidson County. RSED-TN draws on over 18 years of experience from our National CMO, RSED-National, which will provide robust administrative and operational support through the planning, launch, and implementation of TN 5. The local governance will be led by RSED-TN's Board of Trustees, complimented by the guidance and support from RSED-National's Board of Directors. This partnership will ensure strong continuity of compliance, oversight, and adherence to the Rocketship model while maximizing local Tennessee voice and meeting the unique needs of Tennessee students. While RSED-National will be an invaluable partner, RSED-TN's Board of Trustees will ultimately be the decision-maker for TN 5.

RSED-National Network as Whole



RSED-National and RSED-TN Org Chart



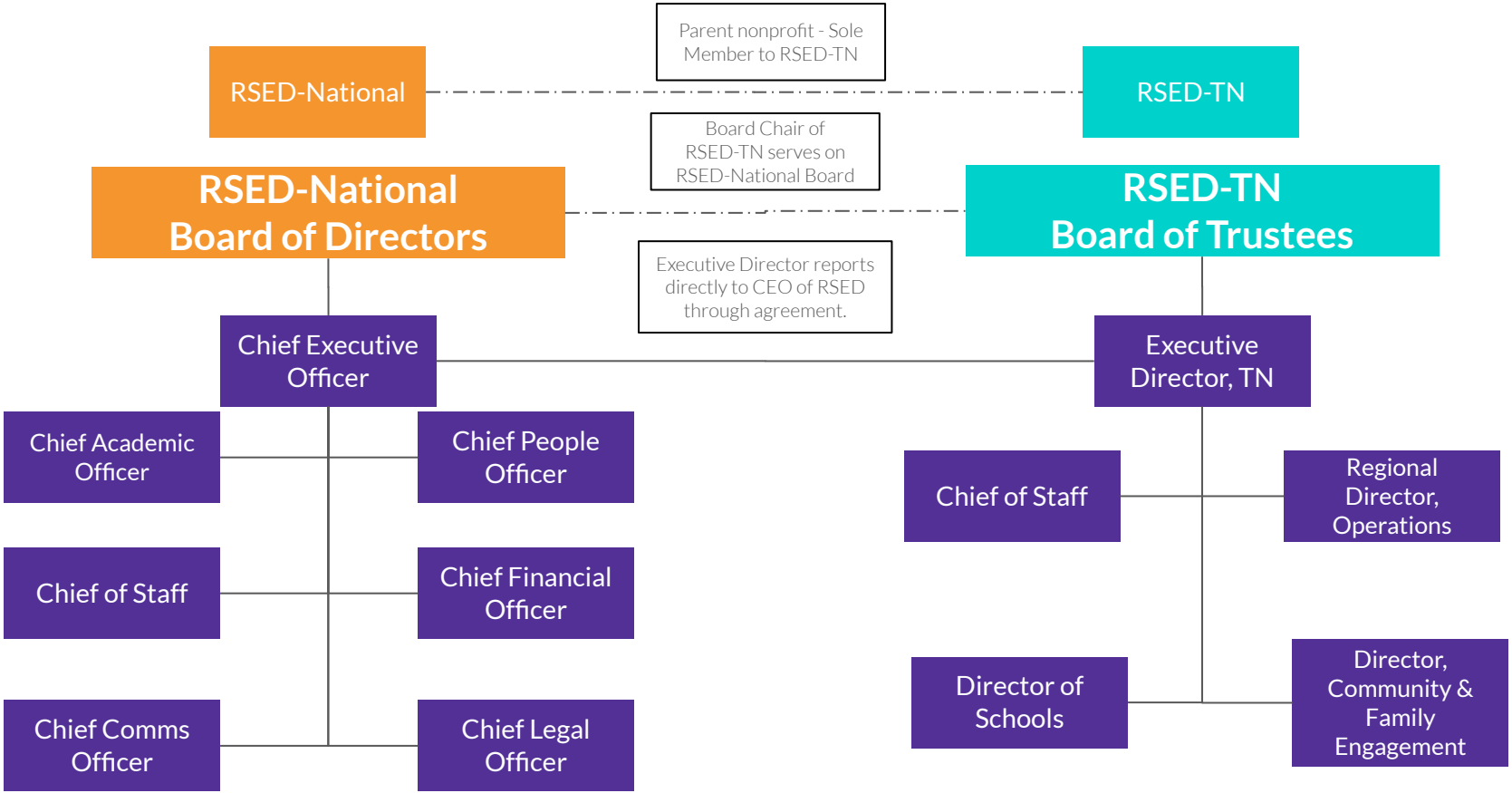
Attachment U Cover Page

Organizational Chart: Year 5

REQUIRED IF ANSWERED "YES" TO SPONSOR HISTORY AND INTENT QUESTION 3

Rocketship Education Tennessee ("RSED-TN") is the sponsoring entity submitting this application to open TN 5 in Davidson County. With the full partnership and support of its sole statutory member, Rocketship Education ("RSED-National"), RSED-TN is excited to replicate the Rocketship educational model and best practices to benefit more Tennessee students in Davidson County. RSED-TN draws on over 18 years of experience from our National CMO, RSED-National, which will provide robust administrative and operational support through the planning, launch, and implementation of TN 5. The local governance will be led by RSED-TN's Board of Trustees, complimented by the guidance and support from RSED-National's Board of Directors. This partnership will ensure strong continuity of compliance, oversight, and adherence to the Rocketship model while maximizing local Tennessee voice and meeting the unique needs of Tennessee students. While RSED-National will be an invaluable partner, RSED-TN's Board of Trustees will ultimately be the decision-maker for TN 5.

<Updated> RSED-National Network as Whole Y5



Attachment V Cover Page

Previously Approved and Authorized Application for School Being Replicated

REQUIRED IF ANSWERED "YES" TO SPONSOR HISTORY AND INTENT QUESTION 4

ROCKETSHIP
PUBLIC SCHOOLS

Rocketship Nashville #3
Elementary School (NSH3)

(Amended) Replication Application for a Public Charter School

Submitted to Metro Nashville Public School District

July 26, 2019

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GENERAL INFORMATION

Name of proposed school: Rocketship Nashville #3 Elementary School (NSH3)

Projected year of school opening: 2021

Charter authorizer for proposed school: Metro Nashville Public Schools

Sponsor/Sponsoring Agency: Rocketship Education, d/b/a Rocketship Public Schools

The sponsor is a not-for-profit organization with 501(c)(3) status: Yes

Model or focus of proposed school: Personalized Instruction/Blended Learning

Name of primary contact person (this person should serve as the contact for follow-up, interviews, and notices regarding this application): James Robinson

Mailing address: 320 Plus Park Blvd., Nashville , TN 37217

Primary Phone: (585) -957-6278 Alternate Phone: 615-712-7499

Email Address: jrobinson@rsed.org

Names, current employment, and roles of all people on school design team (add lines as needed):

Full name	Current job title and employer	Position with proposed school
James Robinson Jr	Director of Schools , Rocketship Public Schools	Director of Schools and Start Up Coordinator
Stefanie Bundy	Regional Director of Operations, Rocketship Public schools	Start Up Director of Operations

Name of proposed school leader (if any): TBD

Proposed school leader's current employment: TBD

City or geographic community: Metro Nashville-Davidson County

Does the proposed school intend to contract or partner with a charter management organization (CMO) or not-for-profit education service provider? No

Does this applicant have charter school applications under consideration by any other authorizer(s)? No

If yes, complete the table below, adding lines as needed:

State	Authorizer	Proposed School Name	Application Due Date	Decision Date	Proposed opening year

Indicate Applicant Type:
x Existing Tennessee Operator Proposing Exact Focus/Grade Structure

ASSURANCES

As the authorized representative of the sponsor, I hereby certify that the information submitted in this application for a charter for **Rocketship Nashville #3 Elementary School** is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after award; and if awarded a charter, the school:

1. Will operate as a public, nonsectarian, non-religious public school, with control of instruction vested in the governing body of the school under the general supervision of the chartering authority and in compliance with the charter agreement and the Tennessee Public Charter Schools Act;

2. Will follow all federal, state, and local laws and regulations that pertain to the operation of a public school, unless waived according to T.C.A. § 49-13-105;

3. Will provide special education services for students as provided in Tennessee Code Annotated Title 49, Chapter 10, Part B of the Individuals with Disabilities Education Act; Title II of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973;

4. Will adhere to all provisions of federal law relating to students who are limited English proficient (LEP), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;

5. Will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services;

6. Will utilize this application as a contract with the authorizer, if no other agreement is signed, pursuant to Tennessee Attorney General Opinion No. 10-45;

7. Will comply with all provisions of the Tennessee Public Charter Schools Act, including, but not limited to
   a. employing individuals to teach who hold a license to teach in a public school in Tennessee;
   b. complying with Open Meetings and Open Records laws (T.C.A. §§ 8-44-101 et seq.; 10- 7-503, 504) (guidance is available from the Office of Open Records Counsel);
   c. not charging tuition, except for students transferring from another district to the school pursuant to the local board's out-of-district enrollment policy and T.C.A.§ 49-6-3003;
   d. following state financial (budgeting and audit) procedures and reporting requirements according to T.C.A. § 49-13-111, 120, and 127;
   e. requiring any member of the governing body, employee, officer, or other authorized person who receives funds, has access to funds, or has authority to

make expenditures from funds, to give a surety bond in the form prescribed by T.C.A.§ 8-19-101; and

8. Will, at all times, maintain all necessary and appropriate insurance coverage.

Signature

JAMES ROBINSON
Director of Schools, Nashville

EXECUTIVE SUMMARY

MISSION AND VISION

Rocketship Education, d/b/a Rocketship Public Schools ("Rocketship Public Schools" or "Rocketship") is a nonprofit network of public elementary charter schools. In 2014, we launched our Rocketship Tennessee region with the opening of Rocketship Nashville Northeast Elementary (RNNE), and the following year opened Rocketship United Academy (RUA). Today, we humbly serve nearly 1,000 Rocketeers in Tennessee.

At Rocketship Public Schools (RPS), we believe in the infinite possibility of human potential. We believe that every student deserves the right to dream, to discover, and to develop their unique potential. It is our responsibility and our privilege to unleash the potential inside every Rocketeer we serve. Rocketship operates great schools in diverse communities in partnership with our parents, community-based organizations, local civic partners, non-profits, and foundations. That is what we want to bring to the Antioch and Cane Ridge clusters in South Nashville.

Our mission is to catalyze transformative change in low-income communities through a scalable and sustainable public school model that propels student achievement, develops exceptional educators, and partners with parents who enable high-quality public schools to thrive in their community. At Rocketship Public Schools we are driven by our vision to eliminate the achievement gap in our lifetime.

We are pleased to submit this application for the establishment of a charter for Rocketship Nashville #3 Elementary School (NSH3) in the Metro Nashville Public Schools district.

NEED AND GEOGRAPHIC CONSIDERATIONS

Our vision is to replicate the success of Rocketship United Academy, located in South Nashville, by opening Rocketship NSH3, a K-4 public elementary school, in the summer of 2021. We are driven by three primary considerations:

1. ***Demand:*** Currently, over 100 RUA families live in the Antioch and Cane Ridge clusters and commute daily through heavy traffic for up to 45 minutes. After receiving comments asking for a school in Antioch on our annual parent survey, we sent a short survey to our Antioch and Cane Ridge families to gauge interest. 97% of the responses we have received so far, have indicated they would like a Rocketship school closer to their homes, representing 57 families. We would like to better accommodate these families and be more geographically accessible by opening a school in their neighborhood.

2. ***Expected population growth and overcrowding:*** Projected population growth indicates that the Antioch and Cane Ridge clusters, which are currently at 90% capacity, will face serious capacity constraints within 5-7 years. By locating in this area, our hope is that we can help alleviate the risk of overcrowding and ensure students have ample room to learn.

3. ***The opportunity to elevate academic performance for all students***: Rocketship has experience serving the Antioch and Cane Ridge demographic. 41% of students are economically disadvantaged, 39% of English Learners, and 10% are students with disabilities in these clusters, compared to 59%, 40%, and 9%, respectively, at RUA. Our personalized learning model, strong EL programming, and approach to small group instruction and tutoring, uniquely positions us to serve all students as demonstrated by our success at RUA, which was designated as a "Reward School" for 2017-18.

THE ROCKETSHIP MODEL

The Rocketship model is built on three foundational pillars of excellence, which we believe are the key to our continued success as we work to close the achievement gap in Tennessee.

Teachers and Leaders: Elevating and Celebrating Instruction. Teachers and leaders are one of the most important factors in student success. To ensure our students have access to the best teachers and leaders, we provide dedicated coaching, professional development, and leadership programs to help them grow professionally and personally—regardless of their experience level. We help our teachers grow using embedded learning opportunities, personalized coaching and customized training as part of the regular workday. And we grow our leaders from within our schools, providing on-the-job leadership and principal training programs with a clear path towards long-term career goals.

We are already incubating a team of teachers at Rocketship United who are excited to form the founding team at NSH3. In addition, we are developing a strong pipeline of future school leaders in the Rocketship Rising Leaders Program - a year long professional development program in leadership skills, management frameworks, and mindsets that are essential to school leadership.

Rocketeer Students: Personalized Learning and Growth. We all learn in our own unique ways. From the time we're children until long after we leave school, each person has their own way of learning and advancing. Unfortunately, the traditional school system doesn't allow for that. Our students get personalized instruction targeted to their needs and tailored to their unique learning styles. Our blended learning model combines traditional instruction, technology and tutoring, allowing every Rocketeer to learn at their own pace. And best of all, this model works for all students in the Rocketship program, whether they are catching up or racing ahead.

Like all Rocketship Public Schools, NSH3's educational program will be a rotational blended-learning model that focuses on personalized learning and teacher content-specialization. Within each classroom, teachers will leverage small group instruction, cooperative work groups, independent work, and online personalized learning programs to grow every child's potential. Teachers across all spaces will teach Social and Emotional Learning and use Positive Behavioral Interventions and Supports (PBIS) to ensure that students have a positive school experience and develop a growth mindset.

Rocketeer Parents: Leaders in the Home, the School, and the Community. Engaged parents are

essential to eliminating the achievement gap. We work with our parents to help them become powerful advocates for their children and their communities. We work directly with parents, helping them become leaders at home, in the schools, and in the community. This includes helping with homework, managing the household and serving as a positive role model for their children, leading community meetings, planning school-wide events, advocating for their children's needs, assisting in the teacher and leader interview process, being active members in the community, participating in advocacy groups and school boards, and standing up for their students and their schools.

ANTICIPATED CHALLENGES

While we feel confident in our ability to successfully execute on this plan, there are two key challenges that we have identified as focus areas in our planning. The first challenge is ensuring that we do not lose too many students from RUA. By opening in 2021, this enables our Growth and Community Engagement team to engage with communities closer to RUA to more strategically fill seats. Additionally, we plan to expand our outreach to more proximate Head Starts to strategically build our kindergarten classes in 2020 and 2021. When RUA opened in 2015-16, our student recruitment effort was not as strategic as we would have liked as we were a new and unknown school. Our recruitment effort spanned across South Nashville, but was not as anchored to one geographical area of the city. We now have the chance to remedy that.

Another challenge we may face as we look to open NSH3 is facilities acquisition. Nashville is growing aggressively and property is becoming scarcer each day. However, we are confident in our team's ability to open by summer of '21. We successfully opened both RNNE and RUA in under 24-months. We located land and undertook a new construction project to open RNNE in 20 months and we identified a facility and conducted significant renovations to open RUA in 21 months. This gives us confidence in our ability to execute despite the tight timeline.

DEMONSTRATED CAPACITY

Rocketship has demonstrated organizational capacity to open and operate high quality schools in Tennessee as evidenced by the successful launch of our first two schools, Rocketship Nashville Northeast and Rocketship United. In less than two years, Rocketship implemented its model with high fidelity at two schools serving nearly 900 students. After four years of operation, nearly 1,000 students are being served. Both of our schools received a overall TVAAS score of 5 last year, and Rocketship United has been designated a Reward School by the state of Tennessee.

In Nashville, we have established a local regional team consisting of a full-time Director of Schools, Manager of Achievement, Regional Director of Operations, Associate Director of Integrated Special Education, and Manager of Family and Community Engagement. Additionally, we have a talent recruiter dedicated to the region. We are confident that we have the right regional team in place to launch our next school in Nashville.

SECTION 1: ACADEMIC PLAN DESIGN AND CAPACITY

1.2 ENROLLMENT SUMMARY

In this section:

(a) Describe the community from which the proposed school intends to draw students, including the demographic profile and school zones within the LEA.

(b) Provide a rationale for selecting the community where the proposed school will locate.

(c) Discuss the academic performance and enrollment trends of surrounding schools in that community.

(d) Describe the specific population of students the proposed school intends to serve.

(e) Summarize what the proposed school would do more effectively than the schools that are now serving the targeted population.

(f) If you are an existing operator, describe any enrollment practices, processes, and policies that will differ from the existing school.

(g) Complete the enrollment summary and anticipated demographics charts below.

Rocketship Public Schools seeks to open an elementary option in South Nashville to serve the Antioch and Cane Ridge clusters based upon three primary considerations:

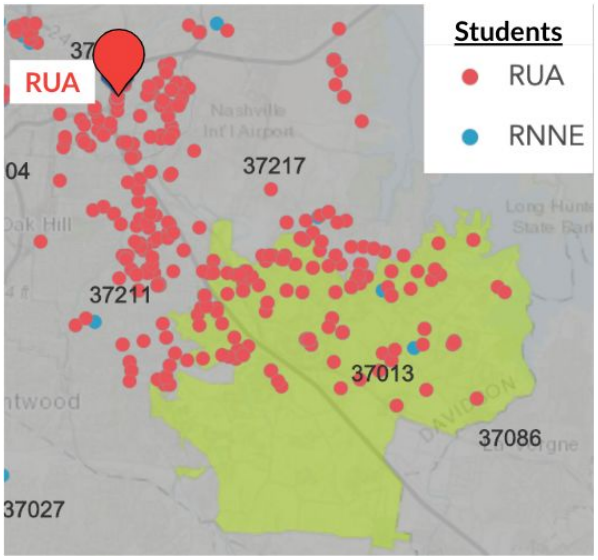
1. ***Demand from Current Rocketship Families***
2. ***Expected Population Growth and Overcrowding***
3. ***Opportunity to Elevate Academic Performance for All Students***

DEMAND FROM CURRENT ROCKETSHIP FAMILIES

Over ¼ of the students at our campus in South Nashville, Rocketship United Academy (RUA), currently travel by bus from the 37013 zip code, which covers the Antioch and Cane Ridge clusters. These students are traveling over 45 minutes each way to attend RUA and are calling for a Rocketship in their neighborhood. To serve these students closer to home, Rocketship seeks to open a third campus in Nashville in either the Antioch or Cane Ridge cluster.

On a recent parent satisfaction survey, an Antioch parent left a comment in the open field section. The parent asked for RPS to open a school in Antioch. Curious about this comment, we drafted a short survey and sent it to our Antioch and Cane Ridge Families to gather a small sample of opinions. **So far, 97% of respondents indicated they would like a Rocketship School closer to their homes, representing 55 families.** These surveys confirm parent feedback we have heard anecdotally.

2018-19: RUA Students Traveling from the 37013 Zip Code



Source: Rocketship Student Data.

EXPECTED POPULATION GROWTH AND OVERCROWDING

Metro Nashville Public School's (MNPS) Cane Ridge and Antioch clusters currently serve 6,837 K-4 students across 11 elementary schools: A.Z. Kelley ES, Cane Ridge ES, Cole ES, Eagle View ES, Henry C. Maxwell ES, Thomas A. Edison ES, J.E. Moss ES, Lakeview ES, Mt. View ES, Smith Springs ES, and Una ES. These schools are large, ranging from 471 K-4 students (Eagle View Elementary School) to 807 K-4 students (A.Z. Kelley Elementary), and, in many cases, are near or over-capacity. A.Z. Kelley, J.E. Moss, and Thomas A. Edison are all currently over 100% capacity and four additional schools within the Cane Ridge and Antioch clusters are over 90% capacity. This past year, MNPS opened Eagle View Elementary (EVES) to help alleviate overcrowding in the Cane Ridge cluster. At full capacity, EVES has the capacity to serve 800 students. However, even with this additional capacity, if enrollment growth keeps pace with population growth (estimated at 1.6% per year in the 37013 zip code), these clusters will still face serious capacity constraints within 5-7 years. As the table below shows, elementary seats in the Antioch Cluster are projected to be over capacity by 2023-24 and total seats across Antioch and Cane Ridge will be over capacity by 2025-26.

Projected Enrollment & Capacity: Antioch and Cane Ridge Elementary Schools									
		18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26
Antioch Cluster	Total Capacity	4,387	4,387	4,387	4,387	4,387	4,387	4,387	4,387
	Total Enrollment	4,102	4,168	4,234	4,302	4,371	4,441	4,512	4,584
	Population Growth		1.6%	1.6%	1.6%	1.6%	1.6%	1.6%	1.6%
	Capacity Utilization	93%	95%	97%	98%	100%	101%	103%	104%
Cane Ridge Cluster	Total Capacity	3,815	3,815	3,815	3,815	3,815	3,815	3,815	3,815
	Total Enrollment	3,259	3,311	3,364	3,418	3,473	3,528	3,585	3,642
	Population Growth		1.6%	1.6%	1.6%	1.6%	1.6%	1.6%	1.6%
	Capacity Utilization	85%	87%	88%	90%	91%	92%	94%	95%
Total	Total Capacity	8,202	8,202	8,202	8,202	8,202	8,202	8,202	8,202
	Total Enrollment	7,361	7,479	7,598	7,720	7,844	7,969	8,097	8,226
	Population Growth		1.6%	1.6%	1.6%	1.6%	1.6%	1.6%	1.6%
	Capacity Utilization	90%	91%	93%	94%	96%	97%	99%	100%

Sources: Metropolitan Nashville Public Schools, 2018 and ESRI, 2018.
2018-19 total enrollment from MNPS Capacity 2018-19 map. Total capacity calculated by Rocketship Public Schools based on this map. Accessed in March 2019 at: https://static1.squarespace.com/static/57752cbed1758e541bdeef6b/t/5c112964b8a045162a0ad209/1544628626385/MNPS_Capacity1819_day40.pdf.
Projected enrollment then calculated by Rocketship Public Schools from ESRI's 2018 Updated Demographic estimates using Census 2010 geographies for the 37013 zip code. Accessed in March 2019 at https://demographics8.arcgis.com/arcgis/rest/services/USA_Demographics_and_Boundaries_2018/MapServer

Rocketship hopes to collaborate with MNPS to help solve these capacity issues by targeting areas within the Antioch and Cane Ridge clusters that are expected to face the most significant overcrowding pressures.

OPPORTUNITY TO ELEVATE ACADEMIC PERFORMANCE FOR ALL STUDENTS

Rocketship's program is designed to serve students who are or may be at-risk of achieving below grade level. The average Rocketship student is between one and two years behind grade level upon entry. Although all Rocketship schools are open to all students, and we do not discriminate on the basis of race, ethnicity, or any other actual or perceived characteristic, we do target students from predominantly low-income neighborhoods where access to high-quality, high-performing schools is limited. We believe that these students will derive the most benefit from our model, which is further described in our application.

Each year, South Nashville is enriched by the number of immigrant families who move there. Rocketship has a proven track record of success serving similar communities with a high population of economically disadvantaged students and English Learners. Unsurprisingly, given the number of students commuting to RUA from the Antioch and Cane Ridge clusters, the

demographic profile of the schools located within these clusters is very similar to that of the students we currently serve at RUA.

2018-19: Demographic Subgroups

	Black, Hispanic, or Native American	Economically Disadvantaged	English Learners	Students with Disabilities
Elementaries in the Antioch and Cane Ridge	68%	41%	39%	10%
Rocketship United	87%	59%	40%	9%

Source: Metro Nashville Public Schools, December 2018. Percentages for elementaries in the Antioch and Cane Ridge clusters calculated by Rocketship Public Schools from enrollment and demographic data downloaded from the Data.Nashville.gov website (https://data.nashville.gov/).

Given the similarities in demographics, we can see how RUA performs compared to Antioch and Cane Ridge elementaries. The table below is a roll up of student performance and demographic data from the 2017-18 school year. Included is the overall achievement score, a score for student performance on the WiDa Access test for EL students (listed as "Progress on Language Proficiency), and a growth score. As seen in the table below, Rocketship United Academy is achieving stronger results while serving a higher percentage of students of color and/or economically disadvantaged students—two student subgroups that suffer from historic and chronic achievement gaps in public education.

2017-18 TN Report Card: Key Indicators of Success & Student Demographics

		TN Report Card			Demographic Data			
Cluster	School Name	Achieve-ment	Progress on Language Proficiency	Student Growth	Black, Hispanic, and Native Am.	Econ. Dis-advantaged	English Learners	Students with Disabilities
Antioch	J.E. Moss	0.6	3.8	0.4	81%	57%	48%	12%
	Lakeview	0	3.5	0	68%	50%	36%	16%
	Mt. View	2.1	3.8	2.7	65%	40%	29%	12%
	Smith Springs	1.1	1.9	2.2	70%	40%	20%	14%
	Thomas Edison	1	3.8	0	63%	47%	32%	9%
	UNA	1.1	3.8	3.6	64%	52%	39%	11%
Cane Ridge	A.Z. Kelley	1.1	3.6	0	63%	35%	30%	12%
	Cane Ridge Elementary	1.4	2.8	2	74%	49%	33%	8%
	Cole Elementary	2	3.9	2.2	73%	64%	50%	12%
	Henry C Maxwell	1.1	3.6	0.2	66%	43%	41%	11%
Glencliff	RUA	4	4	3.8	87%	59%	40%	9%

Source: TN Department of Education, December 2018. TN Report Card data downloaded from the TN Department of Education website (https://www.tn.gov/education/data/report-card.html).

Given the high percentage of Black, Hispanic, and Native American Students, economically disadvantaged students (EDs), and English Learners across the Antioch and Cane Ridge clusters, it is important to pay close attention to the performance of these student groups.

BLACK, HISPANIC, AND NATIVE AMERICAN STUDENTS

Rocketship has a track record of successfully serving Black, Hispanic, and Native American students in South Nashville. The vast majority of students at RUA are Black, Hispanic and African American (87%), compared to 68% of elementary students across Antioch and Cane Ridge. We are proud that in 2017-18, RUA scored a 4 for both academic achievement and student academic growth for this student group. We want to replicate our success serving this student group in Antioch and Cane Ridge.

2017-18 TN Report Card: Key Indicators of Success for Black, Hispanic, and Native American Student Group

		TN Report Card		Demo.
Cluster	School Name	Achieve-ment	Student Growth	Black, Hispanic, and Native Am.
Antioch	J.E. Moss	1	0	81%
	Lakeview	0	0	68%
	Mt. View	3	3	65%
	Smith Springs	2	2	70%
	Thomas Edison	0	0	63%
	UNA	1	3	64%
Cane Ridge	A.Z. Kelley	1	0	63%
	Cane Ridge Elementary	1	2	74%
	Cole Elementary	2	2	73%
	Henry C Maxwell	1	0	66%
Glencliff	RUA	4	4	87%

Source: TN Department of Education, December 2018. TN Report Card data downloaded from the TN Department of Education website (https://www.tn.gov/education/data/report-card.html).

ECONOMICALLY DISADVANTAGED STUDENTS

Similarly, RUA has a track record of successfully serving economically disadvantaged students. 59% of students at RUA are economically disadvantaged, compared to 41% of elementary students across the Antioch and Cane Ridge clusters. Only one elementary school in these clusters serves more socioeconomically disadvantaged (SED) students than RUA, Cole Elementary at 64%.

RUA is outperforming Antioch and Cane Ridge elementaries for economically disadvantaged students.

2017-18 TNReport Card: Key Indicators of Success for Economically Disadvantaged Student Group

		TN Report Card		Demo.
Cluster	School Name	Achieve-ment	Student Growth	SED
Antioch	J.E. Moss	1	0	57%
	Lakeview	0	0	50%
	Mt. View	2	2	40%
	Smith Springs	0	2	40%
	Thomas Edison	2	0	47%
	UNA	1	3	52%
Cane Ridge	A.Z. Kelley	1	0	35%
	Cane Ridge Elementary	2	1	49%
	Cole Elementary	2	2	64%
	Henry C Maxwell	1	0	43%
Glencliff	RUA	4	4	59%

Source: TN Department of Education, December 2018. TN Report Card data downloaded from the TN Department of Education website (https://www.tn.gov/education/data/report-card.html).

We are particularly proud of the growth that our SED students are achieving at RUA. According the state rankings, RUA ranks in the **top 25% of all schools** for serving SED students.

2017-18: RUA School Percentile Ranking on TNReady, ED Student Group, Grades 3-5

Grade Group	Subgroup	Math	ELA	Success Rate (Math and ELA)	Success Rate (Math and ELA and Science (5th-8th grades))
3rd-5th	ED	84	76	82	75

Source: TN Department of Education, August 2018. Data downloaded from the TN Department of Education website (https://www.tn.gov/education/assessment/tnready.html).

We believe this is evidence that Rocketship offers an effective academic program that ensures student growth and overall proficiency for SED students. And we want to bring this program to families in Antioch and Cane Ridge.

ENGLISH LEARNERS

Finally, Rocketship has a strong track record of serving English Learners. Similar to Antioch and Cane Ridge elementaries, Rocketship serves ~40% ELs.

Elementaries within the Cane Ridge and Antioch Clusters demonstrate strong performance in serving their English Learners. According to the State Report Card, 8 of 10 elementary schools in the Cane Ridge and Antioch clusters scored above a 3.0 for the measure of progress on English Language proficiency in the 2017-18 school year. With a rating of 3.9, Cole is performing exceptionally well in this area, especially when considering 50.4% of its students qualify as ELs.

When it comes to EL students, this indicator is even higher with the vast majority of elementaries scoring a 4 on progress on language proficiency and 50% of schools in the two clusters receiving a 3 for student growth. Due to South Nashville's growing EL demographic, Language Acquisition Programming is essential not just for communication, but also as a building block for education. South Nashville is moving in the right direction and we are excited by the prospect of partnering to serve ELs.

This strong performance demonstrates MNPS's commitment to serving our high-need students, a commitment which Rocketship shares. RUA not only achieved a 4 across achievement, progress on language proficiency, and student growth for English Learners, but also outperformed the state in language proficiency in a meaningful manner.

2017-18 TN Report Card: Key Indicators of Success for English Learner Student Group

		TN Report Card			Demo.
Cluster	School Name	Achieve-ment	Progress on Language Proficiency	Student Growth	ELs
Antioch	J.E. Moss	1	4	1	48%
	Lakeview	0	4	0	36%
	Mt. View	2	4	3	29%
	Smith Springs	2	2	3	20%
	Thomas Edison	1	4	0	32%
	UNA	2	4	3	39%
Cane Ridge	A.Z. Kelly	0	4	0	30%
	Cane Ridge Elementary	3	3	3	33%
	Cole Elementary	2	4	3	50%
	Henry C Maxwell	2	4	0	41%
Glencliff	RUA	4	4	4	40%

Source: TN Department of Education, December 2018. TN Report Card data downloaded from the TN Department of Education website (https://www.tn.gov/education/data/report-card.html).

RUA's English proficiency rate in 2017-18 was 66.4%, well above the state average of 50.4%. In addition to EL programming, RPS infuses its entire program with language in hopes that all

students become great communicators who can share their diverse and creative solutions with the world. By emphasizing this in our program, we know we are preparing our students to have impact on their communities and the world at large.

Rocketship's service to ELs is not isolated to language acquisition and language proficiency. Our service to EL students can also be seen in academics. RUA's service to ELs is in the top 20th percentile for **all** schools, not just MNPS.

2017-18: RUA School Percentile Ranking on TNReady, EL Student Group, Grades 3-5

Grade Group	Subgroup	Math	ELA	Success Rate (Math and ELA)	Success Rate (Math and ELA and Science (5th-8th grades))
3rd-5th	EL	87	82	87	86

Source: TN Department of Education, August 2018. Data downloaded from the TN Department of Education website (https://www.tn.gov/education/assessment/tnready.html).

This is an important distinction. When we consider this data, it becomes apparent that Rocketship is a school choice for EL students that focuses on both language proficiency **and** academic proficiency. It is not one or the other.

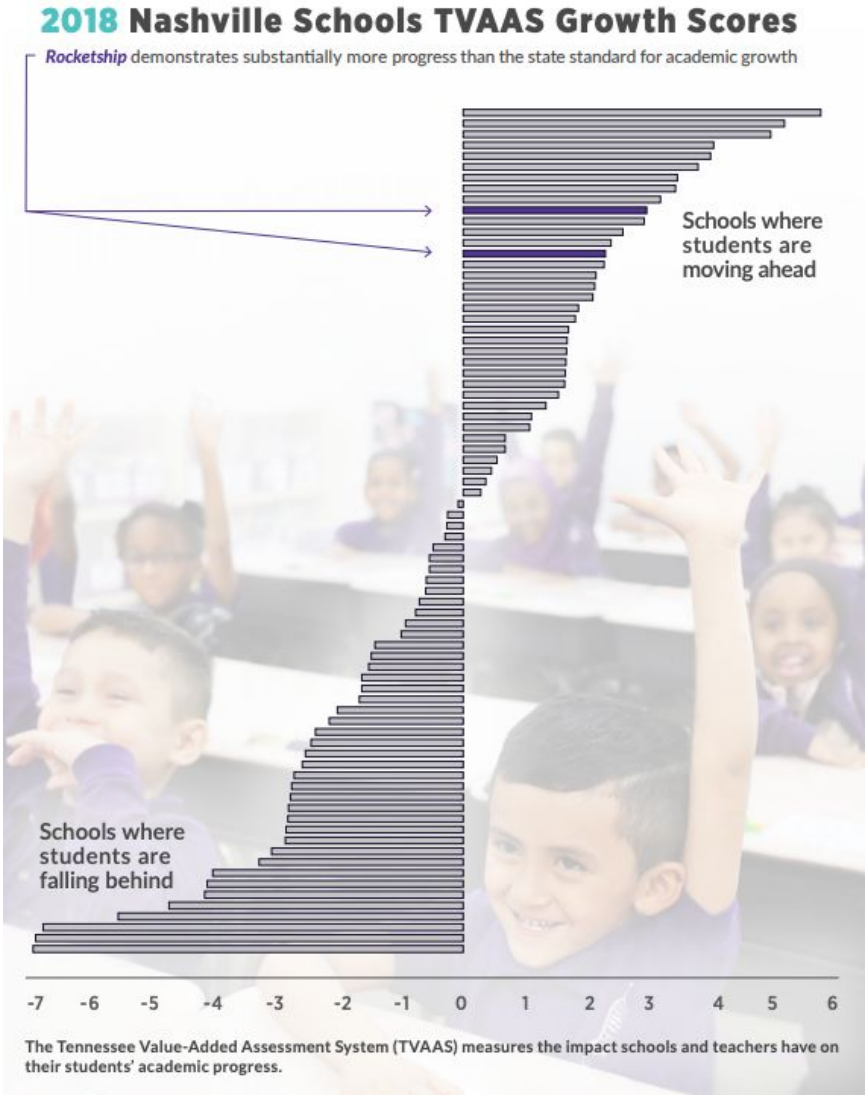
CONCLUSION

While Antioch and Cane Ridge elementaries are successfully serving specific subgroups like English Learners, their performance is not as high as measured by overall achievement and student growth for **all students**. No school within the two clusters scored a 3.0 or higher for **overall achievement** and only one of the 10 schools scored a 3.0 or higher for student growth in 2017-18 (UNA).

Rocketship wants to bring its success in serving the unique needs of **all** student groups through personalized learning and small group instruction to Antioch and Cane Ridge. In 2017-18, RUA received a score of 4 out of 4 for each student group on overall achievement, earning the designation of **"Reward School."** For the student growth measure, students in all demographics received a 4 with the exception of students with disabilities who scored a 2 (average performance). In 2018-19, RUA has dedicated itself to improving the outcomes for students with disabilities. It has invested in even more research-based intervention curricula, most notably LLI from Fountas and Pinnell. Furthermore, the school is working closely with the Regional Associate

Director of Special Education to ensure teachers are receiving the resources and development necessary for success. While the 2 that RUA received for student growth with SWD is average, average is not acceptable. We can and will do better.

It's also noteworthy that on the 2018 state assessment, Rocketship United Academy students had the best year-over-year improvement in reading of any elementary school in Nashville by more than doubling the percentage of students on-track or mastered. Students in our schools grow substantially and will continue to do so.



Source: TN Department of Education, August 2018. Data downloaded from the TN Department of Education website (https://www.tn.gov/education/data/tvaas.html).

Our Rocketeers' remarkable progress is a testament to the strength of our school communities. Since opening in Nashville in 2014, Rocketship continues to demonstrate that **all** students have the potential to achieve excellence.

DIFFERENCES IN ENROLLMENT PRACTICES, PROCESSES, AND POLICIES

Currently, 94 K-2 students at Rocketship United travel by bus from Antioch and Cane Ridge to attend school. This number includes only the students who are 3 or 4 miles away from the campus. If we add in students who are only 2 miles away, 118 K-2 students from these clusters attend our campus in South Nashville. This shows that families are willing to travel great distances to receive a high quality education, but we also know that this is a pain point. Given the the challenging traffic patterns, some families spend 45 minutes commuting to school. Families should be afforded a good school near their home.

When we open NSH3 in 2021, 63 students living 3 or 4 miles away from our current campus in Cane Ridge or Antioch will be in either the 3rd or 4th grade. We anticipate 33% to 66% of these students will choose to attend the new school.

Rocketship Public Schools has previously opened new campuses in response to demand from existing families. Where we have done so in the past we have seen that increased proximity helps strong family engagement become even stronger. In our schools in CA, we have found that families who have more geographical access to the school are even more involved in volunteering and attending school meetings and conferences. While the average attendance over two parent teacher conference events at RUA is 85%, our intention is to have 100% at all campuses. This partnership is key in academics.

Additionally, there is often a positive effect on starting a new school with returning families. Returning Rocketship families have a clear understanding on how our schools operate. Thus, they are able to speak to new families and lead them. Additionally, returning founding families are instrumental in holding leadership teams accountable for results and fidelity to the model.

ENROLLMENT GROWTH PLAN

Our proposed enrollment growth plan is detailed in the table below:

Number of Students

Grade Level	Year 1, 2021	Year 2	Year 3	Year 4, 2024 At Capacity	Year 5
K	112	112	112	112	112
1	112	112	112	112	112
2	112	112	112	112	112
3	60	100	100	112	112
4	60	60	100	112	112
Totals	456	496	536	560	560

Anticipated Demographics	% of Economically Disadvantaged students	% of Students with disabilities	% of English language learners
75% Black, Hispanic, and Native Am.	>60%	10%	>40%

In 14-15, RPS opened its first school in Nashville, Tennessee. To this day, it was the largest opening of any K-4 elementary charter school in the city, opening with 466 students. The second largest opening was Rocketship United with 370 students. RUA began recruiting students in South Nashville in November of 2014, which is an abbreviated window for us. When RPS opens new schools and has a runway of 1+ years, we have shown very good success.

Currently, our recruitment team spends less than 20% of their time cultivating and engaging families in South Nashville as positive word of mouth about the strong results and joyful community of Rocketship United Academy is spreading. As of 3/24/19, 113 students have applied for Kindergarten at RUA . In the coming weeks, there are four Head Start Centers coming to tour our campus. We anticipate a substantial wait list. By ensuring our current schools are self-sustaining for enrollment, our recruitment team gains the capacity to focus on NSH3. Importantly, as the planned opening is for the summer of 2021, we will have more time for community outreach in Antioch and Cane Ridge prior to school opening. Furthermore, by leveraging the positive experience of the 150+ K-4 Rocketship families who already live in these clusters, we have a network to collaborate with in regards to enrolling students at the new school. Recruitment focus is as follows:

	18-19: South NSH Recruitment Focus	19-20: South NSH Recruitment	20-21
RUA	• 80%-100%	• Evaluate current bus lines	• RUA is 100%

	Self-sustaining ● Significantly decrease time spent on RUA recruitment	to identify opportunities for new recruitment in other communities for RUA ● Continue engaging , Susan Gray, Dudley and Berry Head Starts for RUA	independent ● Dudley and Berry Head Starts are dedicated to RUA
NSH3		● Engage Antioch Kindercares ● Pre-plan with Susan Gray on NSH 3 ● Bus Routes created in Late 2019-20	● Susan Gray Head start Prioritized for NSH 3 ● Engage Kindercares ● 100% of family recruitment time dedicated to NSH 3 ● Weekly goals created and backwards planned from ● Identify Current families at RUA who will go to NSH 3 ● Begin recruiting off bus lines

1.12 COMMUNITY INVOLVEMENT AND PARENT ENGAGEMENT (AFTER SCHOOL OPENS)

In this section:

(a) Describe student recruitment after the school has opened. How will it differ from pre-opening recruitment?

(b) Outline how the school will engage parents and community members in the life of the school (in addition to any proposed governance roles). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parent involvement.

(c) Describe how parents will be informed and educated on all school policies and any commitments or volunteer opportunities the school will seek from, offer to, or require of, parents.

(d) If already identified, describe any programs you will offer to parents and/or the community and how they may benefit students and support the school mission and vision.

STUDENT RECRUITMENT AFTER SCHOOL OPENS

Rocketship Public Schools operates with a robust, community-focused approach to ongoing student recruitment. We earnestly believe that all parents should have the right to choose an excellent school, and our Growth & Community Engagement team (GCE) is dedicated to year-round outreach to families of potential Rocketship students.

We generate general awareness for our campus and the ability families have to apply through the MNPS Optional Schools Application Process with a cohesive marketing plan that is reflective of the community. We utilize social media advertising on platforms commonly used by parents such as Facebook and Instagram to drive interest to our website or enrollment hotline, and ensure that all advertising includes photography and language of students and parents that match the demographics of the areas from which our students enroll. These ongoing social media campaigns are released alongside community flyering in businesses, community centers, faith-based organizations, and after school programs. The images on these flyers and language used is, again, reflective of the families we seek to serve and ensures that parents are aware of the location of our campus and the best method for contacting our staff with questions.

In addition to the aforementioned methods of general awareness, our Growth & Community team also consists of part-time staff who serve as part of our families sub-team. These individuals, many of whom are parents of current Rocketship students themselves, respond to enrollment inquiries from families, support interested families through ongoing school tours, and conduct in-home enrollment sessions for parents who are unable to visit the campus due to work hours or a lack of access to transportation. These part-time staff members also set out tables at local community events (such as the MNPS School Choice Fair and Head Start partners facilities) where we are able to interact with parents and guardians, piquing their interest in the campus and serving as that parent or guardian's point person throughout the application and enrollment process. Part-time staff also canvas door-to-door in densely-populated neighborhoods and apartment complexes where we work with property managers to ensure that residents are made aware of what happens at Rocketship, but also at the strategically located bus stops nearby that would make our campus particularly accessible for those families. Additionally, we have begun holding community breakfasts on our current campuses, inviting Head Start Directors and apartment managers to introduce them to our schools. While these methods have proven successful for the large scale openings at both our Nashville Northeast Elementary and United Academy, they are also an ongoing function of our community work and are the foundation for our ability to continue meeting parents where they are both in their understanding of school choice and also of the options they have to apply for a seat at Rocketship (or other schools, should that be of interest to them). By identifying our families in Antioch and Cane Ridge, we have the opportunity to engage with some founding families prior to opening.

Post-opening, Rocketship Public School's primary strategy for maintaining enrollment is to ensure that current families remain engaged, committed, and satisfied with their school. In addition to all of the different touch points that families receive throughout the year (such as a Home Visit, three conferences, and ongoing invitations to school events and principal coffees), RPS collects Student Intent to Return Surveys in conjunction with Parent Satisfaction Surveys in February of each year.

By administering both surveys at the same time, we are better able to assess if there are any areas of concern that may hinder parents from enrolling their students the following year. The survey results are shared with families, then action planning commences. Principals at RPS make plans for

reacting to survey feedback by working with a voluntary group of families who want to contribute to shaping our school environment. The principal includes the leadership team as well. In past years, this has included a workshop for the annual events calendar in which parents identify what events they would like to see and partner with the school to make it happen.

In cases where families have indicated they may not return the following year, school leaders and school staff make calls and appointments with families to learn how we can better serve them. Currently, 90+% of families in Nashville state they intend to return to a Rocketship school in 2019-20. In the cases where a grade level has room to back fill, the principal and Growth and Community team immediately begins to set strategy, including collaborative canvassing efforts in some cases. Through this dual response to family feedback, we are able to mitigate day one enrollment risks and predict with high likelihood the number of students who will be in attendance as each academic year begins.

For Kindergarten recruitment, our Growth and Community Engagement team fosters and maintains strong relationships with local Head Starts and other partners. Our key Head Start partners are Susan Gray, Berry and Dudley Head Starts in South Nashville. In North Nashville, we have strong partnerships with Tom Joy, Frederick Douglass, and North Head Start. These engagements include field trips to our campus that give parents and students access to RPS school leaders and teachers. During these tours, Head Start students participate in a "mini launch" with the principal—which replicates the school-wide morning "launch" that starts our Rocketeers' day, they tour and visit the classrooms while participating in lessons, then enjoy a snack while the parents and Head Start staff engage in a Q&A. The Growth and Community team, Head Starts, and School teams begin identifying dates for these visits as early as January. During February, all schools meet during an "Internalization" meeting to confirm the dates and to draft the agenda for the Head Start visits, as well as the follow up plan for the visits, which often includes tabling at the Head Starts as well as a visit to each Head Start from the Principal. Because we have strong relationships with these Head Starts, we are very present on their campuses. Head Start staff members and our Growth and Community team work together to inform families of the visit through flyers. The Head Start tour season starts in March and ends in early May.

PARENT PARTNERSHIP

At Rocketship Public Schools, we recognize that parents are the first teachers of their children. Consequently, a strong partnership between families and schools is essential to our Rocketeers' success, and to our collective ultimate goal of eliminating the achievement gap in our lifetime. This partnership ensures that our Rocketeers thrive at school and beyond, while also ensuring that their parents can then advocate for their Rocketeers in the years to come and ensure they remain on track for college while also further transforming their home communities.

Therefore, we engage families all year long, from summer through the end of school.

Building strong relationships with our parents starts with the founding of each school. In the

months prior to opening, the founding Principal and the founding leadership team engages in a series of community meetings with families to discuss the vision of the new school and to learn of the hopes and dreams of families for their children. Additionally, there are several welcome parties for new families to celebrate their choice. Importantly, the founding leadership team also participates in home visits with founding families during pre-opening. The intent of the home visits is to build a relationship and to listen to families tell their stories about education and their own lives. By doing these home visits, the power dynamic is reversed and the dialogue becomes open, authentic, and relational. Furthermore, it is an opportunity for school leaders to learn more about the community. One of the final community meetings concludes with our parents naming the school in a manner aligned with a shared vision. Families work together in collaborative groups to create name choices, then vote. The news of the school name is then shared.

During summer and fall, our teachers conduct family home visits. By changing the dynamic from parent in a teacher's classroom, to teacher in a parent's house, we are able to develop much deeper ties with our parents that carry through the school year and beyond. During the 2018-19 school year, 93% of families received a home visit by 11/30/18. Parent engagement persists throughout the school year, including at monthly coffees, community meetings, in the classroom as volunteers, at our three parent-teacher conferences, and college field trips. Many parents become leaders within the school by serving on our Parent Leadership Teams. At our California schools, parents serve on School Site Councils, which consists of a small group of voluntary families who meet with the Principal to discuss concerns and to collaborate on major decisions. A similar and more formal structure will be implemented at both Rocketship schools in Nashville in the 2019-20 school year and when we launch NSH3 in 2021-22.

In the classroom, parents volunteer with tutoring and also work with teachers to provide a variety of important supports for our schools. This past year, parents at RUA created a homework tutoring group that meets on Saturdays. The aim of this event is for parents to help other parents coach their students with homework. The idea originated from a parent at a parent coffee meeting with the school principal. This is parent power on a small, but powerful scale. Parents have also worked hard to fundraise to purchase two cupolas for the courtyard at RUA. At Rocketship, we encourage families to visit the school to enjoy lunch with their students. The cupolas make it possible for more families to do so in all weather.

PARENT PARTNERSHIP IN THE SUMMER

Summer is the time to make great impressions on families. We provide families with pertinent information, build relationships, and provide them with a sense of belonging on each campus. Additionally, this is the time of year when parents sign the Parent Compact. The Parent Compact is a document that parents sign to acknowledge that they dedicate themselves to encouraging their students to work hard, to get their students to school on time, to enforce that their children respect all people, and to ensure there is a space at home set aside for homework and study.

The following table illustrates some of our other summer experiences.

Summer Engagements with Families

Engagement	Why?	Obligations
Launch Experience and Welcome Party for New Students	Joining a new school community or attending Kindergarten for the first time can be daunting. The launch experience is to welcome families into the school community in a non-intimidating way. Less about logistics, more about building relationships.	❏ Available to new Rocketship Families ❏ Attended by teachers and school leaders.
Orientation	Orientation happens in July. The intent is to build relationships while providing key information.	All families expected to attend. Key sessions and info shared: ❏ Parent handbook ❏ Attendance and truancy expectations ❏ Parent engagement expectations ❏ Parent volunteers and the Parent role in academics ❏ Operations ❏ Parent/ teacher partnership in school culture ❏ Sign the parent compact
Beginning of the Year BBQ	This event generally happens on a Saturday in July and is intended to build relationships amongst staff and families.	❏ All Teachers and staff attend ❏ Teachers lead grade level activities
Home Visits <July through November>		Goal: 100% of families receive a home visit by December

PARENT PARTNERSHIP DURING THE YEAR

While the theme of summer structures is to inform, welcome, and initiate relationships, the theme of the meetings during the school year emphasizes parent partnership and parent power. We highly encourage all families to partner with their school and to participate in 20 hours of school events or partnership opportunities. Furthermore, as Parent Power and Parent Partnership is one of our core pillars, our teachers are evaluated on their relationships with families. Teachers are

expected to have all home visits completed by December. Additionally, teachers are accountable for creating partnership opportunities and for encouraging families to participate in school-wide partnership opportunities, such as parent-teacher conferences or community meetings. The table below illustrates "During the School" events.

During the School Year		
Engagement	**Frequency**	**Topics**
Community Meetings	At Least 4x a year	● Title I Meeting ● Literacy ● Attendance ● Science Night ● College Trips ● Parent Survey Results ● 4th Grade Middle School Fair
Home Visits	From July-December, each parent receives at least one home visit.	● The aim of this visit is for teachers and families to build a strong relationship with each other. The intent is for both stakeholders to understand each other as people, then to build a partnership from there. ● Identify volunteer opportunities
Parent Conferences	3x a year	● 3x a year, each RPS school closes down classes for two days to have parent teacher conferences. ● Parents come to the school to receive a report card and to collectively set goals for the student.
Parent Coffee	Monthly	● 1x a month, school leaders host a Parent Coffee to report school progress to families, to discuss initiatives and to field questions, feedback and concerns. ● Identify parent volunteer opportunities

Sports and Enrichment Assemblies	Throughout the year and as available.	● RPS tries to provide families with a variety of enrichment assemblies, including the Arts and Athletics (we have talent shows, plays, choir performances, art shows, basketball games, dances, soccer games) ● RPS recognizes that these experiences are required so that our Rocketeers can acquire important vocabulary and knowledge, gain robust teamwork experiences and to experience enrichment that peers in more affluent communities experience.

COMMUNITY ENGAGEMENT

Currently, Rocketship Nashville partners with Fiftyforward. The mission of Fiftyforward is to "***support, champion and enhance life for those 50 and older.***" Currently, both of our schools have adopted classroom "grandparents" who work with classroom teachers to tutor and mentor students while providing additional support.

In 2018-19, we began a new program with Vanderbilt titled ROKET (Reaching Out to Kids with Emotional Trauma). Currently, the program is available at Rocketship Nashville Northeast Elementary. It's an intensive, multi-week training for families on how to address the impact of trauma. We are hopeful that we will expand its outreach to our other schools.

Rocketship Nashville Northeast also recently hosted a day-long shoe donation event by Journeys corporate office for area community members. Rocketship firmly believes in the "community school" model, where our schools should serve to provide resources and support for our families and community-at-large.

Additionally, we partner with Tom Joy, North, Frederick Thomas, Susan Gray, Dudley and Berry Head Starts. For all Head Starts, we open our doors for field trips and offer our school to be used for a collaborative graduation ceremonies if ever they are short on space.

We are also partners with the National Alliance on Mental Illness, NAMI. We volunteer our buildings to be used for meetings while also providing a resource for families.

1.13 EXISTING ACADEMIC PLAN (FOR EXISTING OPERATORS)

In this section:

(a) Describe any key academic plan features for the replication school that will differ from the operator's existing schools.

(b) Explain why you would implement these different features, any new resources they would require, and the rationale for the variation in approach.

EXISTING ACADEMIC PLAN

Rocketship Public Schools' education program is based on a rotational model. Students rotate between three content blocks every day: Humanities, STEM, and Learning Lab. During the Learning Lab block, Rocketeers access enrichments, tutoring, project-based learning, and adaptive online learning programs. Key features of Rocketship's education program are as follows:

Content Specialization. Rocketship teachers are subject experts who specialize in either Humanities or STEM. Content specialization allows teachers to develop deeper expertise that improves student understanding of core subjects. Teachers form collaborative grade level teams that work together to develop classroom management strategies, create lesson plans, and engage parents.

Personalized Learning. Rocketship teachers lead the learning process for every child we serve, meeting students at their individual level. Independent learning, small group tutoring, project-based learning and adaptive online learning programs augment teacher-led instruction and provide valuable time for students to develop more ownership of their learning and achieve the mastery they need to advance.

Data Driven Instruction. Our carefully orchestrated combination of instructional methods is made possible through a robust assessment suite that maps precisely where students need support. This is how we ensure we are optimizing our teachers' talent and instructional time. During "Data Days", which happen once every 8-10 weeks, teachers and school leaders gather for an entire day to internalize student data and develop actionable next steps for every Rocketeer.

Social-Emotional Learning and Behavior Support. Many of our students have experienced some form of trauma. That is why our schools feature robust support systems (e.g., Kimochis, Ruler, PBIS) to promote social-emotional learning and create positive school cultures that make every effort to *keep kids in class at all times.*

Meaningful Inclusion. Rocketship is proud to serve all students in our classrooms, including a full continuum of students with special needs (mild, moderate, and severe). Students with disabilities spend up to 80% of their day in general education classrooms, while our Integrated Special Educators (ISEs) parallel teach alongside our general education teachers. Not only are students

with disabilities integrated into general education classrooms, they are consistently highlighted for their strengths and progress.

Project GLAD. Given our large population of EL students, all Rocketship teachers are trained to use Project GLAD (Guided Language Acquisition Design) strategies in addition to other best practices for EL learners. Project GLAD was developed and tested by the US department of education and supports our teachers and our school leaders in understanding the different language acquisition strategies that they infuse into their units.

Parent Engagement. Rocketship families are deeply engaged in their students' academic life and our school community. Every fall, our teachers and leaders visit the home of every student we serve to learn more about their family, life, and experiences outside of school. By changing the dynamic from parent in a teacher's classroom, to teacher in a parent's house, we are able to develop much deeper ties with our parents that carry through the school year and beyond. This engagement persists throughout the school year, including at monthly coffees, community meetings, in the classroom as volunteers, regular parent-teacher communication, on college field trips, and more.

The current academic model will change to accommodate the new school in the following ways:

1. **Grades 2-4**: For our students in grades 2-4, we anticipate that many new to Rocketship students may come to us academically behind. In order to close achievement gaps, we will do the following:

    a. *Incorporate 15-20% of 3rd and 4th Grade Rocketeer Students and Families from our South Campus into the new school*. While relocating to the new campus will be solely based on parents' decisions to do so, we anticipate this occurring due to the number of families commuting from Antioch/Cane Ridge currently. By doing this, we will be better able to use peer-to-peer mixed ability groupings and accelerate learning through discussion. Additionally, experienced Rocketship parents will support new parents to help them learn how to best partner with teachers in order to accelerate student learning and build a strong school community.

    b. *Teacher Residencies:* NSH3 will partner with area universities to develop resident teachers from Nashville. Importantly, we want to work with local talent for our schools AND we want to leverage even more adults for more small group instruction in grades 2-4 for gap closing. By training teacher-residents in scripted research-based curriculum and by staying true to our coaching model, grades 2-4 students will receive even more small group instruction. We are currently in early discussions with the Relay Graduate School of Education to partner on this project.

2. **Experienced Staff:** RPS will have the opportunity to send current or incubated Nashville RPS staff to the new school. Our academic program is even stronger when implemented by teachers and school leaders who have a high level of expertise in its implementation. Additionally, new staff are able to accelerate their execution of our core program as there will be strong exemplars to learn from.

3. **Changes in English Language Learner (EL) Programming:** In 2017-18, RPS in Nashville made significant changes in its approach to EL instruction. The change was in response to an understanding that we had to do better for our EL students. We hired a Director of EL education for our Nashville schools. In addition to this hiring, each school hired EL instructors who explicitly pull students for services. Additionally, RPS began hiring one Humanities teacher per grade level who is EL certified. Different from our original application, RPS Nashville does not use the CELDT assessment for screening and assessing EL students.Like other schools in MNPS, we use the WiDa Access Assessment and our students are screened through the MNPS Office of English Language Learners.

1.14 PERFORMANCE MANAGEMENT (FOR EXISTING OPERATORS)

In this section:

(a) If different than the original application, describe any mission-specific educational goals and targets that the organization will have. State goals clearly in terms of the measures or assessments you plan to use.

(b) Explain how the organization will measure and evaluate academic progress of individual schools within your network throughout the school year.

(c) Describe the organization's approach to academic underperformance for schools that fall short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level.

(d) Describe the organization's plans to monitor performance of the portfolio as a whole. What actions will you take if the network as a whole fails to meet goals?

(e) Discuss how the organization assesses its readiness to grow and under what circumstances the organization will delay or modify its growth plan.

EDUCATIONAL GOALS

Our goals remain consistent with our original application. To summarize, in accordance with Rocketship's mission, our long-term academic achievement goal is for all students to graduate from Rocketship at or above grade level. Our achievement goals include the following:

- Rocketship will meet or exceed the average achievement for schools in the same geographic area on the state mandated achievement assessments (i.e. TCAP) and the TVAAS.
- All Rocketship students, including all subpopulations (i.e. English Learners, students with special needs) will demonstrate at least 1.5 years of growth towards grade-level proficiency in reading and language arts, as measured by the Northwest Evaluation Association (NWEA) benchmark assessments (administered three times per year).
- All Rocketship students, including all subpopulations, will demonstrate at least 1.5 years of

growth towards grade-level proficiency in mathematics, as measured by the NWEA benchmark assessments.

MEASURING ACADEMIC PROGRESS

Rocketship has developed a series of academic metrics, which include annual and interim goals, by creating network health dashboards to push us toward greater internal accountability and ensure that each individual school within the network is on track to meet our mission. These dashboards are reviewed by our centralized Achievement and Analytics teams in conjunction with school leaders and teachers. The data reviewed includes state standardized tests, national tests, and internal benchmark assessments. In addition to the National Dashboard, both the Director of Schools and the Manager of Achievement of RPS in Tennessee create additional dashboards that are specific to the region.

RESPONSE TO UNDERPERFORMANCE

As described in our original application (see pp. 12-14), Rocketship has a robust Response to Intervention (RTI) program to serve individual students who fall short of achievement expectations. RTI is a data-based instruction and intervention model designed to efficiently identify at-risk and academically low-achieving students, match them with appropriate, evidence-based interventions, and guide teams in engaging in a clear problem-solving process to ensure that every student receives the support they need in order to achieve grade level expectations. Consistent with TN state requirements and our other existing schools, we will employ RTI at Rocketship to assist students at the individual level. There are seven essential components:

1. Universal Screening: a systematic process for identifying a subset of students from the entire student population who are struggling academically and/or behaviorally, and are at-risk of negative short-or long-term outcomes.
2. Multiple Tiers of Support: the service delivery model of providing a graduate sequence of intensifying interventions in order to match services to student need.
3. Evidence-Based Interventions: the implementation of interventions and supports which are supported by empirical evidence to have positive academic and/or behavioral outcomes for the student population with which they are being implemented.
4. Ongoing Progress Monitoring: the continual monitoring (using research-based assessment methods) of the ongoing progress of students participating in intervention, in order to assess the effectiveness of interventions for specific students and overall.
5. Data-Based Decision Making: the utilization of student progress monitoring data to make decisions whether to intensify, modify, keep in place, or remove particular interventions or supports.
6. Treatment Integrity: the systematic monitoring of the implementation of interventions in

order to ensure that they are implemented as intended to enable appropriate and legally defensible decision-making.

7. Problem Solving: the dynamic and systematic process that guides the school team's behavior in: identifying the problem, analyzing the problem, developing a plan of action, implementing the plan, and evaluating the outcomes of the plan.

If a classroom falls below student achievement expectations over the course of a data-cycle (8 weeks for Reading, 4-5 weeks for Math, by Trimester for NWEA MAP), RPS School Leaders immediately work with teachers to identify the sources of the gaps, co-create a data-action plan, and a coaching plan with academic and teacher execution goals. Following the planning phase, Assistant Principals and Principals prioritize coaching in that particular classroom while also monitoring student outcomes on a weekly basis. Additionally, there is an increase in the frequency of student work review meetings. In the case that a teacher does not execute on the Coaching and Data Action Plan, we create a discussion log that may lead to a PIP.

If our school falls below student achievement expectations, we would take immediate corrective action, including working with the district and state where possible. Technical measures that we would take would include, but not be limited to:

- Perform a gap analysis to identify specific areas of deficiency;
- Consult with Rocketship staff members, parents, and the Rocketship Board of Directors to develop a targeted corrective action plan;
- Reserve funds for additional professional development;
- Consider implementing new or revised academic curricula to address specific deficiencies;
- Consider restructuring or replacing certain Rocketship staff.

MONITORING PERFORMANCE

Rocketship monitors portfolio performance using a network health dashboard. This dashboard monitors the health of our schools across a number of dimensions, including: student achievement, staff satisfaction, and staff retention. We also have quarterly data reviews to review in detail the performance of each school, recommend next steps for each school, and determine the appropriate network-level support for each campus. If the network fails to reach our goals, we would reevaluate our organizational resources and priorities to ensure our schools have the direction and staffing needed to accomplish our goals. We would also re-evaluate our growth plans.

DECISION TO GROW

We assess our readiness to grow through our greenlighting process. To greenlight a new school, we apply rigorous standards to evaluate network-wide readiness, which includes the overall health of the network as measured by our existing schools' performance and the network support

team's capacity to support growth, community support, financial commitments, affordable and safe facilities, and an identified school leader capable of founding a new school. If these conditions are not satisfied, our Senior Leadership Team and Board of Directors will not greenlight a new school or region. We have demonstrated through our past greenlighting decisions that we are willing to modify our growth plans to ensure quality consistent with quantity.

SECTION 2: OPERATIONS PLAN AND CAPACITY

2.11 NETWORK VISION, GROWTH PLAN, & CAPACITY (FOR EXISTING OPERATORS)

In this section:

(a) Describe the network's strategic vision, desired impact, and five-year growth plan for developing new schools in Tennessee. Include the following information: proposed years of opening; number and types of schools; any pending applications; all currently targeted markets/communities and criteria for selecting them; and projected enrollments.

(b) If the existing portfolio or growth plan includes schools in other states, explain specifically how Tennessee fits into the overall growth plan.

(c) Provide evidence of organizational capacity to open and operate high quality schools in Tennessee and elsewhere in accordance with the overall growth plan. Outline specific timelines for building or deploying organizational capacity to support the proposed schools.

(d) If applicable, list any schools that were previously approved by this or another authorizer but which failed to open or did not open on time, and explain the reasons for the failure or delay.

(e) Discuss the results of past replication efforts and lessons learned – including particular challenges or troubles encountered and how you have addressed them.

(f) Discuss the greatest anticipated risks and challenges to achieving the organization's desired outcomes in Tennessee over the next five years and how the organization will meet these challenges and mitigate risks.

(g) If you have already identified a charter school facility, indicate the location (including street address and school zone). Describe the facility, including whether it is new construction or part of an existing public or private school building. If a facility has not been identified, indicate any existing possibilities and the process that will be used to find a suitable facility. Include a timeline for facility selection and acquisition.

*(h) Provide, as **Attachment L**, the organization's most recent annual report.*

There is a significant and growing gap in student achievement in our country. It's a gap between ethnic groups, between income levels, even between neighboring communities in the same city. Ultimately, the achievement gap affects us all.

The achievement gap is bigger than grades and standardized tests. It affects dropout rates, college graduation, employment, lifetime earnings, and quality of living. And it's a perpetual cycle, persisting for generation after generation in the same community.

At Rocketship Public Schools we are driven by our vision to eliminate the achievement gap in our lifetime, which requires scaling our model.

5 YEAR GROWTH PLAN

When we entered Nashville, it had few elementary charter schools despite being located in a state that is one of the leadings states in education reform. While the overall performance of the elementary tier in Nashville has not historically been a huge community concern (like the performance of the other tier levels), the reality is that high-quality elementary schools in Nashville are primarily concentrated in more affluent neighborhoods and not consistently available to all families, especially those living in low-income communities. Over the next five years, we will grow Nashville and our other existing regions to catalyze change and look toward new regions to serve where there is need for high-quality public elementary school options in high-need communities.

Our impact strategy is not just about the number of Rocketship schools we open and high-quality seats we offer. We aim to catalyze parent-led movements for education equity and excellence in historically underserved communities. Communities like South Nashville. By engaging parents from the moment their child begins their formal education in elementary school, we build lifelong parent advocates who become champions for their child's education, hold leaders accountable, and enable high-quality public schools (both district and charter) to thrive.

In every community we enter, we have identified need and demand for high-quality public school options. We start by examining the size and severity of the achievement gap. Specifically, we look at the overall size and growth of economically disadvantaged students, minority populations, English Learners, and students with disabilities. We then evaluate local elementary school performance in ELA and math overall and for these subgroups to identify where there is a need for high-quality school choice. We also examine tailored metrics that reflect issues with which local communities are grappling like overcrowding in certain geographic pockets of Nashville schools. Key to this process is our focus on family and community engagement to ensure that we are entering areas where there is a demand for high-quality school choice and that we are meeting the unique needs of each community that we serve.

Over the past five years, Rocketship has opened new schools each year, often across multiple regions. This most recent year, Rocketship opened its thirteenth school in California and its second school in Milwaukee. The growth plan shown below is consistent with our track record of opening new schools each year.

For Nashville and Tennessee, Rocketship Public Schools distinguishes itself from other charter operators in the region. We open our schools large, typically with all or nearly all grade levels in Year 1. We unapologetically believe that high-quality school options must exist for **all** elementary students on the day of a school's initial opening -- that the school does not exist just for Kinder and 1st grade students. In many ways, charter operators that open with only K-1 are in the business of "achievement gap prevention." At Rocketship, we are in the business of closing the achievement gap, which means we accept second, third and fourth graders knowing that there are academic deficits. It is our moral obligation to do so. To the credit of our teachers, parents and school leaders, both of our TN schools receive scores of TVAAS 5— evidence that we are closing the achievement gap. What's more, we work with families to identify high-quality middle-schools for

their students to ensure that the gaps keep being closed until the student is college ready. Below is a table of our 5-year Growth Plan for TN:

	2020-21	2021-22	2022-23	2023-24	2024-25
Nashville: Number of Schools	2	3	4	4	4
Nashville: Number of Students Enrolled	1,100	1,556	2,142	2,196	2,220
TBD TN City: Number Of Schools				1	1
TBD TN City: Number of Enrolled Students				456	506

In addition to growing our impact in Tennessee from two schools to five schools by the 2024-25 school year, Rocketship Public Schools will be opening two new high-performing elementary schools in underserved communities in Washington D.C. where we already operate two schools. While there is considerable need and demand for high-quality public school options in Washington D.C., the availability of school facilities is a key constraint to our growth plan in the nation's capital. Rocketship's expansion in D.C. is led by our D.C. Regional Team and does not interfere with the work of our Tennessee Regional Team. In fact, our D.C. network has been an important incubator for talent in both sharing best practices as well transferring top talent to Tennessee. In addition to continuing to support academic excellence across all schools in current Rocketship regions, we are working to launch a fifth region in 2021. This new region will be supported by a new regional leadership team that is independent from the team leading our network of schools in Tennessee.

ORGANIZATIONAL CAPACITY

Rocketship has demonstrated organizational capacity to open and operate high-quality schools in Tennessee as evidenced by the successful launch of our first two schools, Rocketship Nashville Northeast Elementary and Rocketship United Academy. In less than two years Rocketship implemented its model with high fidelity at two schools serving nearly 900 students. After four years of operation, nearly 1,000 students are being served. Both of our schools received an overall

TVAAS score of 5 last year, and RUA has been designated a "Reward School" by the state of Tennessee.

In Nashville, we have established a local regional team consisting of a full-time Director of Schools, Manager of Achievement, Regional Director of Operations, Associate Director of Integrated Special Education, and Associate of Family and Community Engagement. Additionally, we have a talent recruiter dedicated to the region. We are confident that we have the right regional team in place to launch our next school in Nashville. **Descriptions below:**

Director of Schools: In addition to managing the Regional Team, the Director of Schools of Tennessee manages and develops the Principals at all RPS schools in Tennessee. The director is responsible for ensuring the RPS model is working with fidelity at our campuses and for ensuring the schools are functioning at a high-level.
Regional Director of Operations (RDO): The Regional Director of Operations is responsible for organizing and managing region-wide systems, services and business relationships , such as transportation. The RDO oversees that all schools meet their safety requirements via weekly and quarterly walkthroughs, provides PD and consulting to building level Business Operations Managers, co-plans opening and closing procedures, and works with MNPS on compliance.
Family and Community Engagement Associate: The Family and Community Engagement Associate is responsible for leading new family recruitment and community mobilizing efforts for new Rocketship schools; managing and coaching a team of family recruiters and interns in results-driven campaigns; developing key relationships and mobilizing community efforts in targeted areas of growth; and coordinating with school leaders in the recruitment, retention, engagement, and support of our students and families.
Manager of Achievement: The Manager of Achievement builds instructional staff capacity and elevates students achievement in the region balancing consistency across Rocketship Public Schools with the unique needs of each school and region. Additionally, the TN Manager of Achievement oversees all ELL PD, the coaching of ELL coaches, and ELL compliance.

Over the next few years, we will continue to invest in organizational systems, processes, and sustainability to further our regional capacity. This will enable Rocketship to efficiently and cost-effectively scale our operations within and across regions while maintaining the high level of academic achievement and operational efficiency that defines our schools and our network.

LESSONS LEARNED

GREENLIGHTING NEW REGIONS

Six years ago, we launched our first school outside of California in Milwaukee. Although we were successful in replicating the academic success and culture of our California schools in Milwaukee, we learned that there are unique challenges in each new region. In Milwaukee, we learned that a comprehensive understanding of unwritten community expectations and norms along with funding and regulatory structures is essential to open and sustain an excellent school. In addition, while our initial research of the Milwaukee expansion was sufficient to allow us to open a successful school, we realized in retrospect that there were many questions we didn't know enough about to ask before we made the decision to expand to Milwaukee. We immediately applied these lessons to our regional greenlighting process and have built the team, tools and systems to ensure that we are ready for the specific requirements and challenges of every region we open.

SYSTEMS & PROCESSES

We continue to build on this momentum, creating innovative solutions to drive efficiency throughout the organization. Key initiatives in this area include building robust playbooks for school and regional startup, further integrating tech systems to drive efficient, meaningful application of data and clearly articulating roles and decision rights across the organization. In addition, each individual function continues to automate, optimize and codify its practices as we grow, becoming increasingly efficient and effective at opening and operating high quality schools. To reap the benefits of being a network, Rocketship must create common systems and processes that can be leveraged across schools and regions. We initially underinvested in this area, attempting to simultaneously execute and optimize while running extremely lean operations. In recent years, however, we have more clearly recognized the need for upfront investment to create the systems and processes that will serve our network for years to come and have begun to put these in place.

TALENT

We have learned that the most significant barrier to opening new schools is the availability to cultivate high-quality talent for leadership positions at our schools. In order to mitigate this issue, Rocketship has created the Rising Leaders Program, which is a multi-year pathway for promising teachers to learn, practice, and refine leadership skills, all while internalizing the Rocketship Public School Model.

Organizationally, we also learned that consistent leaders and teachers are a bare requirement if a school is going to be successful. RPS invested heavily in moving a full-time talent recruiter to Tennessee to work with Principals. Because the talent recruiter has close ties and personal relationships with the principal, he is able to understand their needs and vision. This allows for creating the right match. We are happy to note that as of 3/29, all School Leadership teams are returning for 2019-20. Additionally, there are only two- teachers across Rocketship Nashville that are leaving. One of them is staying in the organization while the other teacher is exploring other options.

Another lesson learned concerns the importance of having leadership and faculty members that have local context. A pre-existing relationship working with a local authorizer and other stakeholders in a city or district is hugely valuable when opening new schools or replicating the model within a city.

LESSONS LEARNED IN TENNESSEE

For a detailed discussion of lessons learned at RUA, our existing school in south Nashville, please see "Consistently High Performing Schools" in Section 4.1.

At our North Campus, Rocketship Nashville Northeast, we have learned additional lessons in regards to operating in Tennessee that are different than the ones described in Section 4.1. The first lesson was for us to realize how important it is to work with the Charter Office of MNPS. There were two situations that could have been avoided if we just partnered and were more communicative with the office . One situation involved a student receiving Exceptional Education Services. If we had reached out to discuss the situation and context, many misunderstandings could have been avoided. This is covered more in Section K.

Another situation that could have been avoided with stronger communication with MNPS involved ELL scheduling and services. The state conducted a walkthrough of one of our campuses and found a few concerns with our scheduling of ELL services. If we had been more proactive and understanding of the requirements, we could have avoided some missteps. On our side, our students would have been better served if we had partnered with the Charter Office and the Office of English Language Learning. Since then, we have hired a Manager of Achievement who has 20% of her time dedicated to ELL. She maintains great communications to MNPS and always asks questions.

SUMMARY

Since 2006, Rocketship has grown to open new schools serving thousands of students with multiple authorizers. Students at our schools consistently show greater academic readiness than their peers at local and state schools. As of the writing of this application Rocketship operates 19 schools in four states. Nevertheless, replication is not without its challenges and our team has learned important lessons that will inform practices during the opening of this school.

KEY RISKS

Two of the greatest anticipated risks and challenges to achieving our desired outcomes are talent and facilities.

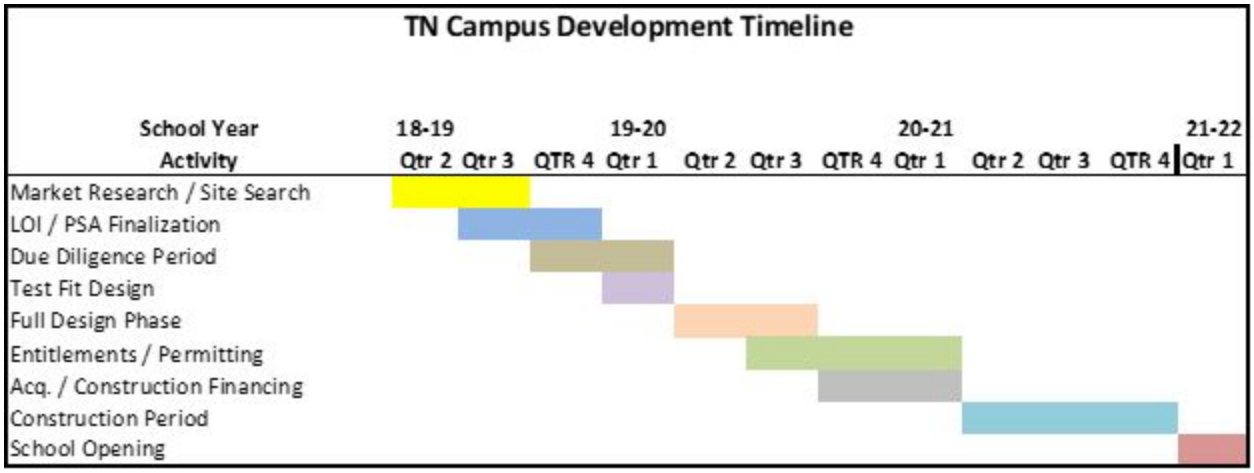
With teacher shortages across the country, identifying high-quality teachers and school leaders is a challenge most school systems are currently grappling with. To fill these positions, we have needed to recruit heavily from out-of-state. . We would like to change this. Recruiting teachers from out-of-state not only poses challenges related to navigating certification issues and reciprocity, but also means that our teacher tenure is shorter as many ultimately leave to return to their home states. We want to invest more deeply in identifying and developing local talent by creating a Teacher Internship Program. It is our hope that by acquiring talent from Tennessee and committing to Tennessee talent development, our teachers will stay with us longer and have even deeper connections to the communities we serve.

The second challenge we face is identifying and acquiring suitable facilities. This is, understandably, one of the most significant challenges that all charter schools face across the country. Not only is there high demand for a small number of existing school facilities, but local zoning and development processes can make new construction or major renovations highly complicated with a long timeline. Rocketship is poised to successfully address the facilities challenge due to our collective experience and a deliberate new region startup timeline.

As we continue our national growth, we will build on our experience through the successful development of fourteen construction projects for schools in California, Milwaukee, Washington, D.C., plus two facilities in Nashville. This experience will be useful as we begin to analyze the real estate market in our target neighborhoods in Nashville and identify whether we will acquire existing facilities or begin the new-construction process. Additionally, Rocketship has developed a relationship with the Turner Impact Capital (formerly known as the Canyon-Agassi Charter School Facilities Fund), and may work with them again to develop facilities for this proposed charter school.

FACILITIES PLAN

Rocketship intends to open its campus in or near the targeted communities noted herein. Below are additional details about the site search, development partnerships and financing experience of Rocketship and its partners and affiliates, along with a typical timeline of activities over a 19 month period. The chart includes the timeline for typical new construction as well as entitlements, use permits and building permits; targeting school opening for the 21-22 school year.



Site Search and Development Plan. Rocketship conducts a rigorous facilities acquisition process to open its campuses. Historically, this process has resulted in working with Launchpad Development Company (Launchpad), or other highly qualified partner developers. Launchpad has a solid track record of opening campuses in Nashville for Rocketship with the Turner Agassi Charter School Facilities Fund and Turner Impact Capital (TIC) to acquire land and build / finance Rocketship's campuses. Launchpad and TIC have developed and delivered two (2) campuses for Rocketship schools in Nashville, Northeast Nashville Elementary School in 2014, and United Academy in 2015, with a highly qualified team of local architects and contractors.

Rocketship budgets Facility Expenses based on lease payments determined by its real estate development partners based on the cost of each project. Both the Project Budget and the resulting Facility Expense are finalized and agreed to by all parties prior to project financing, and memorialized by an industry-standard lease document. The Facility Expense is comprised of normal and customary components of market rents including; project costs, property management fees, taxes, insurance, and reserves for replacement of capital items. This methodology results in market-based rents for Rocketship.

Financing Plan. Launchpad's and TIC's financing plans for the development of the new schools and sites is typically one of three main options listed below. With the financing options listed below, Launchpad has been able to complete all of its projects for Rocketship on time and within the approved project budget.

- New Market Tax Credits,
- Bridge financing during the development and construction periods that will be taken out by tax exempt bond financing once the project is complete and has opened, or
- Tax Exempt Bond financing.

Launchpad successfully financed four of the twelve permanent Rocketship campus projects in the Bay Area with New Market Tax Credits, followed by refinance using long term tax exempt bonds. One project financed with short term private bank financing that was ultimately refinanced with bonds, and seven with long term bonds in the pre-construction phase of the campuses. These transactions have resulted in the increased interest of local and national lenders as well as capital markets investors, providing confidence in the ability to finance the construction of new Rocketship schools moving forward.

2.12 NETWORK MANAGEMENT (FOR EXISTING OPERATORS)

In this section:

(a) Identify the organization's leadership team and their specific roles and responsibilities.

(b) Provide, as Attachment M, the organization charts for Year 1 network as a whole (including both network management and schools within the network), Year 3 network as a whole and Year 5 network as a whole. The network organization charts should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. If the school intends to contract with a charter management organization clearly show the provider's role in the organizational structure of the school.

(c) Explain any shared or centralized support services the network organization will provide to schools in Tennessee. Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among schools, and specific service goals. How will the organization measure successful delivery of these services? (In the case of a governing board proposing to contract with a management organization, service goals should be outlined in the term sheet and draft contract).

All Rocketship Education Tennessee schools authorized by MNPS will be governed by Rocketship Education's (RSED) Board of Directors and will benefit from the support of the Rocketship Education Network Support Team (NEST), as further described below. The NEST is overseen by a Senior Leadership Team (SLT), as described below:

SENIOR LEADERSHIP TEAM

Preston Smith: Preston Smith co-founded Rocketship in 2006. He has held numerous roles at Rocketship, including teacher, principal, Director of Schools, and Chief Achievement Officer. He has led Rocketship's professional development, leadership development, integrated special education, and student and teacher recruitment. In 2013, he was named CEO. Prior to Rocketship, Preston was founder and Principal of L.U.C.H.A. Elementary School, part of the Alum Rock Unified School District in San Jose, CA. After its first three years of operation, L.U.C.H.A. was the fourth highest performing low-income elementary school in California. Preston began his career in education as a Teach for America Corps (TFA) member at Clyde Arbuckle Elementary School (CA). In 2003, Preston was named "Teacher of the Year" at Arbuckle and was also nominated as one of six finalists for TFA's Sue Lehmann award, given to TFA corps members with the highest classroom academic gains in the nation. Preston is also an Aspen New Schools Fellow.

Preston is a proud Rocketeer parent of Zeke and Phoenix who attend Rocketship Fuerza Community Prep. He earned his Master in Educational Leadership from San Jose State University and graduated from University of North Carolina at Chapel Hill with a degree in Latin American Studies, Phi Beta Kappa.

Keysha Bailey: Chief Financial Officer. Ms. Bailey joined Rocketship on January 23, 2017 as its Chief Financial Officer, managing the Business teams - Accounting, Financial Planning, Real Estate,

HR/Benefits Management and Legal divisions of the organization. Ms. Bailey was most recently a Consultant focused on advising corporations on strategic finance and real estate matters. Additionally, Ms. Bailey has served as a Board Member and Secretary/Treasurer for Envision Schools in California, a network of charter schools currently operating 4 schools in San Francisco, Oakland and Hayward, CA.

Prior to Envision Schools, Ms. Bailey was Vice President, Asset Management with Prudential Real Estate Investors. In this capacity, Ms. Bailey led the strategy for over $2 billion in commercial real estate investments including operations, development and joint ventures. Prior to Prudential, Ms. Bailey was the President of a Colorado-based construction enterprise, with a focus on resort based development. Ms. Bailey was also Vice President in Investment Banking with J.P. Morgan in New York. During this time, Ms. Bailey raised over $10 billion in the public debt markets for real estate, energy, and diversified corporate clients. While at J.P. Morgan, her experience included derivative structuring and mergers and acquisitions. Ms. Bailey earned her BA in economics from Princeton University and an MBA in Finance from the Wharton School, University of Pennsylvania.

Lynn Liao: Chief Programs Officer. Ms. Liao is responsible for educational model design, curriculum development, talent management (including HR responsibilities for talent searches at all levels of the organization), leadership development, and recruitment and selection. Ms. Liao has led Rocketship's flexible model pilot program and the successful roll-out in school year 2013-14.

Ms. Liao joined Rocketship from The Broad Center for the Management of School Systems where she co-founded and led the growth of The Broad Residency, a national program to attract and support emerging business leaders to join urban school systems. Under her leadership, the program graduated over 200 Broad Residents, 90% who remain in K-12 education. She most recently served as managing director of network services. The goal of network services is to strengthen and leverage the power of the Broad Center's network of participants and graduates through career services and connecting network members to facilitate knowledge sharing and advance reforms.

Prior to joining The Broad Center, Ms. Liao served as a director at The Broad Foundation and was responsible for the Foundation's portfolio of investments in district and national principal leadership programs. She also served as the Foundation's liaison with districts including New York City, San Diego and Philadelphia supporting their work on district redesign and restructuring. Ms. Liao has a bachelor's degree in political economy from the University of California, Berkeley and an M.B.A. and master's degree in education from Stanford University.

Cheye Calvo: Chief Growth and Community Engagement Officer (formerly known as Growth & Policy). Mr. Calvo leads Rocketship's growth and community engagement team that partners with communities, stakeholders, parents, and families to grow and support Rocketship's network of highly successful public elementary charter schools. Mr. Calvo joins Rocketship after seven years with The SEED Foundation where, as chief expansion officer, he worked with communities across the country to explore innovative educational options for underserved students and opened and sustained urban, public college-preparatory boarding schools. Prior to SEED, Mr. Calvo worked for multiple state associations, most notably the National Conference of State Legislatures, where he served as a policy expert and directed federal affairs on a diverse array of issues impacting

states and communities. Early in his career, Mr. Calvo worked for the County Council in his native Prince George's County, Maryland.

From 2004 to 2015, Mr. Calvo served as the six-time elected mayor of the town of Berwyn Heights, Maryland, just outside of Washington, D.C. Mr. Calvo has a B.A. History and M.A History from the University of Wyoming.

Carolyn Davies Lynch: Vice President, Operations. Ms. Lynch leads Rocketship's work defining organizational strategy and building scalable systems supporting growth. She previously ran Rocketship's Operations function. Ms. Lynch came to Rocketship from The Boston Consulting Group, where she led strategic work for organizations ranging from school districts to multinational corporations. Her family drives her passion for education reform, as her mother comes from a long line of educators and her father was first in his family to attend college. Ms. Lynch has a Master of Education and a Master of Business Administration from Stanford University.

Christopher Murphy: Vice President, Marketing and Communications. Mr. Murphy is responsible for overseeing strategic communications, media relations, public information, fundraising and marketing at Rocketship. He spent the first decade of his career as a Strategic Planner for the world's top creative advertising agencies, building marketing strategies for blue-chip brands, national nonprofits, and global foundations. His work was recognized with five EFFIEs - the industry's top honor for marketing effectiveness. In 2009, Mr. Murphy left the advertising world, moved to Kenya, and built a strategic communications capacity for Sub-Saharan Africa's largest HIV control program. He went on to lead marketing and development for the East Africa based pioneering social enterprise Living Goods. He later headed up brand marketing at Common Sense Media, where he spearheaded a national campaign with Univision to help close the broadband internet access gap and directed a $30 million national PSA campaign. Mr. Murphy holds a B.S. in Marketing and Cultural Studies from the University of Minnesota and attended graduate school at the Newhouse School of Public Communications at Syracuse University.

REGIONAL LEADERSHIP TEAM

James Robinson: James Robinson is the Director of Schools for Rocketship Public Schools in Tennessee. Prior to becoming the Director of Schools, James Robinson founded Rocketship United Academy in Nashville in 2015. Under his leadership, Rocketship United consistently made double-digit leaps in proficiency on the Nationally Normed NWEA MAP Assessment. United also became the first new Rocketship region school to join the top quartile of all Rocketship schools in 2018 for its MAP performance. In a short amount of time, United has made double-digit gains in proficiency on TN READY for ELA and scored high on TVAAS, averaging 1.4 years of growth in a single school year.

Prior to serving as a Founding Principal in Nashville, James was an Assistant Principal at Rocketship Mosaic in San Jose, California. While at Mosaic, Robinson managed, coached and led the Special Education team, the Learning Lab and the 2nd and 3rd grade teams. Additionally, Mr. Robinson co-led professional development for guided reading, school culture and reading comprehension.

Before joining Rocketship, Mr. Robinson was selected for the CSP Leadership Fellowship in Minneapolis, MN. As a Leadership Fellow, James designed a school, conducted market research to identify a neighborhood to build a school and also consulted for the Harvest Network of Schools. Prior to being a fellow, James was a founding teacher at Uncommon Schools Rochester Prep.

Kat Powers: Nashville Manager of Achievement. Kat Powers started her career in education in 2008 teaching elementary school. After teaching for five years, Kat coached and designed the scope and sequence of programming for beginning teachers with Teacher For America Nashville. Kat came to Rocketship Nashville in 2017, joining the team as our ELL Program Manager and this year has taken on the role of Regional Achievement Manager, supporting school leaders in EL and academic support. Kat Powers earned her Bachelors of Science in Elementary Education from Montana State University - Billings and her Masters in Educational Leadership from Lipscomb.

Stefanie Bundy is the Regional Director of Operations. Mrs. Bundy started her career in education in 2013 with Success Academy Charter Schools in New York City. After working as the Business Operations Manager for one of their schools in Brooklyn for two years, Stefanie joined Rocketship as the founding Business Operations Manager at Rocketship United Academy. In 2017, Stefanie joined the regional team, and is now the Regional Director of Operations. She is a coach for the Operations teams at our two Nashville campuses, as well as a network wide partner in advancing operational excellence across all of our 19 schools nationwide. Stefanie Bundy earned her Bachelors of Science in Human and Organizational Development- with a focus in International Leadership & Development- from Vanderbilt University.

SUPPORT SERVICES

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

Rocketship is focused on easing the administrative burden of our schools so they can focus exclusively on instruction and student achievement. We do this by centralizing a full range of school services (see list below). To cover the cost of these services each school pays a 15% network support fee, much like a District supports the operations of the schools it supports. In addition, our Achievement Team and our Schools Team are part of Rocketship's centralized Network Support Team. Those teams are charged with developing the instructional vision, supports, mentoring, and professional development of our school leaders and teachers across all schools.

The current support that the Rocketship network support team provides includes the following:

- High-quality support via centralized Schools Team and Achievement Team to increase student achievement (i.e. planning and designing instructional materials and resources; creating academic visions and goals; coaching of school leaders and teachers; guiding the data analysis process; facilitating professional development for teachers and school leaders)
- Talent management (i.e. recruitment; teacher and school leader pipeline development)

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

These critical support services are comprehensive and support many academic and most non-academic obligations under state law, charter petitions, and memorandum of understandings established with authorizers.

To replicate our regional model and grow our impact as a network, we must also be financially sustainable as an organization. We believe that high quality, financially sustainable public schools are not just possible, but are necessary to close the achievement gap. A reliance on philanthropy that supports ongoing operations would limit the number of students and families that could be served. The first region Rocketship launched in San Jose achieved regional sustainability in 2013 -- meaning our eight schools in San Jose operated solely on public revenue. As Rocketship builds toward network-wide sustainability, our sustainable operating model already relies on financially sustainable individual schools. Of these funds for centralized effort, one-third supports the localized, on-the-ground, region-specific work of each functional team, such as managing and coaching school leaders, building local relationships and supporting school compliance and operations.

While each region requires startup philanthropy to cover upfront costs, after about five years and eight schools, this regional work can be completely sustained by public funds. The Bay Area region reached this point of regional sustainability in 2013-14 and we expect other regions to follow suit as they grow. The other two-thirds of centralized funding supports our national work of innovating on our instructional and operational models, supporting network growth and providing schools with intensive back-office support ranging from talent recruiting and development to finance and legal work.

DECISION-MAKING

Using the table below, summarize school- and organization-level decision-making responsibilities as they relate to key functions.

Function	Network Decision-Making	Regional and School Decision-Making

Performance Goals	Goals are set at Regional Network level and reflect RPS goals	Provide input into goal planning
Curriculum	Curriculum is Common Core-aligned	Regional and School leaders may adopt content for local standards. They provide feedback and refinement.
Professional Development	Creates PD programming for schools	Executes PD and plans additional school-level PD
Data Management and Interim Assessments	RPS systems are provided to school, NEST helps consolidate data and assessments	Participates in data cycles and actively manages data
Promotion Criteria	Set by national team	Makes determination for individual students
Culture	Some network-wide cultural elements exist	Schools responsible for creating and fostering a positive school culture
Budgeting, Finance, and Accounting	Generated by national office	School leaders manage school budget with guidance from national office
Student Recruitment	Provides strategy guidance, collateral, personnel resources	Hosts events for prospective students and families
School Staff Recruitment and Hiring	Shared between national office and individual schools	Shared between national office and individual schools
H/R Services (payroll, benefits, etc.)	National office provides all services	Communicates H/R changes to national office and MNPS

Development/ Fundraising	Conducted by national and regional staff	
Community Relations	Regional staff primarily responsible	Schools responsible for connecting with parents and nearest stakeholders
I/T	National office primarily responsible	

Function	Network Decision-Making	School Decision-Making
Facilities Management	National office provides support	Schools are equipped with a Business Operations Manager
Vendor Management / Procurement	National office provides most support	Schools provide input and some selection criteria
Other operational services, if applicable	National office provides personalized learning model, data management, and supports implementation	Executes RPS model, contributes to ongoing refinement process

2.13 NETWORK GOVERNANCE (FOR EXISTING OPERATORS)

a) *As applicable, describe the governance structure at the network level and how that relates to the individual school.*

- *Will each school/campus have an independent governing board, or will there be a single network level board governing multiple schools? If there will be a network-level board, discuss the plan for satisfying the statutory requirement of either: having a parent from one of the network's Tennessee schools serve on the governing body, or having advisory councils at each school.*

b) *Describe the size and composition (current and desired) for the board. Explain how the proposed governance structure and composition will help ensure that there will be active and effective representation of key stakeholders.*

c) *Discuss the powers and duties of the governing board(s). Identify key skills, areas of expertise, and constituencies that will be represented on the governing board(s).*

d) *Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; and b) the board will evaluate the success of the school and leader.*

e) *Explain how the interests of individual schools will be balanced with network interests and how key stakeholders will be represented.*

f) *Will the charter be held by the same existing non-profit board or will a new board be formed?*

- *If the existing board will also govern the new school:*
  - *Include a copy of the by-laws and organizational chart, with emphasis on what changes, if any, will need to take place at the board level for it to be effective (i.e., add members, redistribute roles, responsibilities, etc.).*
  - *Discuss any plans to transform the board's membership, mission, and by-laws to support the charter school expansion/replication plan. Describe the plan and timeline for completing the transition and orienting the board to its new duties.*

GOVERNANCE

Rocketship Education, Inc. has a single, network-level governing board that governs all schools in Tennessee. Additionally, the Rocketship Education Board of Directors has created Rocketship Education Tennessee LLC ("Rocketship TN"), a non-profit limited liability corporation formed under Tennessee law. Rocketship Education, Inc. is the sole member of Rocketship TN. Rocketship TN is comprised of a Board of Managers that is authorized to conduct certain specified actions on behalf of Rocketship TN. These actions include the following:

- Approve the annual Tennessee regional budget, fundraising events, and grant writing for Tennessee schools.
- Approve the enrollment and grade-level configuration for schools operating in Tennessee.
- Approve strategic growth plans, expansion, and greenlighting of new schools in Tennessee.
- Participate in dispute resolution resulting from legal actions.
- Monitor Rocketship schools in Tennessee to ensure each school is meeting the expectations and mission of the charter.
- Monitor the fiscal solvency of the Rocketship schools operating in Tennessee.
- Participate in the trainings on governance, leadership, strategic planning, and other corporate matters.
- Increase public awareness of and fundraising on behalf of Rocketship TN.

BOARD

Rocketship's Bylaws state that the Board must consist of at least three (3) and up to twenty-five (25) members. Board members serve for staggered terms of two years. This staggering of terms will create a natural flow for future elections and ensure that the Board does not experience full turnover at once.

The Board will be comprised of the following individual officers:

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

The Bylaws also authorize the Board to appoint one or more Vice Presidents, one or more assistant secretaries, one or more assistant treasurers, and other officers as deemed necessary.

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

New directors will be elected as defined in the Bylaws.

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

- Adopting policies that offer guidance and interpretation of the charter policies.
- Setting Rocketship's enrollment and grade-level configuration;
- Approval of annual school budget plans;
- Approval of all financial policies that set the processes and controls for contracts, expenditures, and internal controls;
- Hiring and firing of the CEO and oversight over other personnel actions
- Approval of bylaws, resolutions, and policies and procedures of school operation;
- Monitoring overall student performance;
- Monitoring Rocketship's performance and taking necessary action to ensure that the school remains true to its mission and charter;
- Monitoring Rocketship's fiscal solvency;
- Participation in Rocketship's annual independent fiscal audit;
- Increasing public awareness of Rocketship.

Qualifications of current and future board members include:

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

The Rocketship Education Board of Directors is comprised of members with expertise in various operational areas, including corporate governance, academics, and financial management. The addition of the Rocketship TN board adds a layer of expertise about, and connection to, the

Tennessee community. Furthermore, this structure ensures that all Rocketship schools in Tennessee operate under the oversight of two governing entities.

As described above, individual schools are vested with a number of decision-making responsibilities to ensure that the schools maintain ownership of their particular interests in certain operational areas. The Rocketship Education board provides higher-level oversight and decision-making. The Rocketship TN board provides valuable insights into the needs of the local communities that we serve.

The charter will be held by the existing Rocketship Education Board of Directors.

As the Board of Directors has governed the Rocketship schools in Nashville since 2014, Rocketship does not believe that any changes at the Board level are necessary. However, as described above, our Nashville schools now benefit from additional oversight and guidance from the local Rocketship TN board. The Bylaws of both our national and local board are included.

2.14 CHARTER SCHOOL MANAGEMENT CONTRACTS (FOR EXISTING OPERATORS, IF APPLICABLE)

If the proposed school intends to contract with a charter management organization (CMO) or other education service provider (ESP) for school management, provide the following information as Attachment N:

(a) An explanation of how and why the CMO was selected;

(b) A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the school governing board, the school staff, and the service provider; scope of services and resources to be provided by the CMO; performance evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract;

(c) A draft of the proposed management contract;

(d) Disclosure and explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities; and

(e) Documentation of the service provider's non-profit status and evidence that it is authorized to do business in Tennessee.

Not applicable.

2.15 PERSONNEL/HUMAN CAPITAL - NETWORK-WIDE STAFFING PROJECTIONS (FOR EXISTING OPERATORS)

Complete the following table indicating projected staffing needs for the entire network over the next five years. Include full-time staff and contract support that serve the network 50% or more. Change or add

functions and titles as needed to reflect organizational plans. If the proposed school plans to use a staffing model that diverges from the school staffing model in the original application, please explain.

Rocketship TN	**Year 1 (2021-22)**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Number of elementary schools	3	4	5	6	6
Number of middle schools	-	-	-	-	-
Number of high schools	-	-	-	-	-
Total schools	3	4	5	6	6
Student enrollment	1,556	2,142	2652	2726	2726

Management Organization Positions - Rocketship TN	**Year 1 (2021-22)**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Director of Schools	1	1	1	1	1
Director of Development	-	-	1	1	1
Director of Operations	1	1	1	1	1
Manager of Regional Achievement	1	1	2	2	2
Associate Director of ISE	1	1	1	1	1
Community Engagement Associate	1	1	1	1	1
Data Specialist / Registrar	1	1	1	1	1
Manager, Psychological and Social Emotional Services	1	1	1	1	1
Speech-Language Pathologist	2	2	3	3	3
Total back-office FTEs	9	9	12	12	12

Elementary School Staff - Rocketship TN	**Year 1 (2021-22)**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Principals	3.5	4.5	5.5	6	6
Assistant Principals	6	8	10	12	12
Business Operations Manager	3.5	4.5	5.5	6	6
Office Manager	3.5	4.5	5.5	6	6
Classroom Teachers (Core Subjects)	44	58	73	88	90
Classroom Teachers (Specials) - EL					

Para-professionals	**4**	**5**	**6**	**7**	**6**
Tutors	15	20	25	30	31
Integrated Special Education Teachers	5	7	9	11	11
Enrichment Coordinators	6	8	10	12	12
Teacher Aides and Assistants	5	8	11	14	15
School Operations Support Staff	15.5	20.3	25.4	30.8	31.8
Total FTEs at elementary schools	**111**	**147.8**	**185.9**	**222.8**	**226.8**

2.16 PERSONNEL/HUMAN CAPITAL - STAFFING PLANS, HIRING, MANAGEMENT, AND EVALUATION (FOR EXISTING OPERATORS)

In this section complete the following, if not previously addressed (in 2.4):

(a) Describe the organizational structure of the proposed school.

*(b) Provide the school organizational chart as **Attachment G**.*

(c) Delineate the relationship of the school organization to the network organization as a whole.

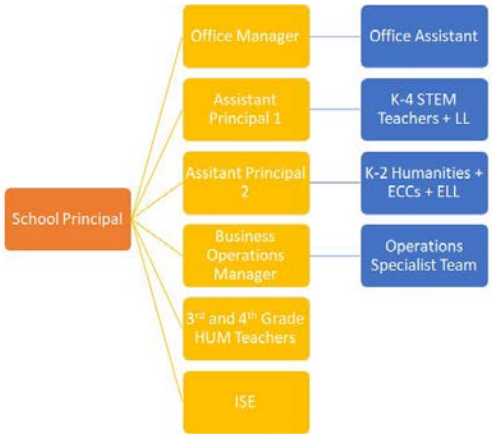
(d) Describe the operator's current or planned process for sourcing and training potential school leaders. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.

(e) Describe your organization's strategy and plans for recruiting and hiring teaching staff, including the plan for hiring highly qualified staff. Explain other key selection criteria and any special considerations relevant to your school design.

(f) Explain how the organization intends to handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover.

SCHOOL STRUCTURE

The organizational structure for the proposed school will not differ from existing Rocketship schools. The Principal of NSH3 will work with two Assistant Principals to support and coach all instructional faculty members. The Business Operations Manager (BOM) will manage daily operational functions including transportation, food service, and business maintenance. The BOM will provide leadership support to part-time support staff members. Rocketship will continue to work with outside service providers for some student supports such as physical and occupational therapy.



Please see Section 2.12 above for a detailed discussion of the relationship between our schools and our network.

LEADERSHIP OPPORTUNITIES AND CAREER PATHWAYS

Rocketship has a comprehensive development system for its Principals and Assistant Principals. School leaders receive ongoing professional development centered on key levers, which include data-driven instruction; coaching and observation; school culture; staff culture; and (for principals) school leader team management. School leaders who manage special education teachers also receive a special strand of professional development.

Our school leaders all spend approximately two hours each month receiving professional development from Rocketship's centralized Schools Team. Members of the Schools and Achievement Teams also attend meetings between school leaders and teachers to provide feedback on meeting facilitation and coaching. School leaders also do monthly school walk-throughs with the Schools and Achievement Teams.

Furthermore, as part of an effort to cultivate strong internal teacher-leader pipelines, Rocketship hires teachers to serve as Grade Level Leads (GLLs). The GLL partners with a school leader to set and drive the instructional and cultural visions for the grade level team. Specifically, GLLs are responsible for steering data-driven instruction, facilitating grade-level meetings on culture and operations, project management of grade-level events, and serving as a staff liaison within the school.

We look for candidates who have instructional expertise in the grade level and content area, a history of strong classroom culture and student results, and strong data analysis skills. GLLs are able to gain experience and development as an instructional leader of other adults through monthly centralized after-school professional development sessions, role-specific coaching from their school leader, joint observations, and periodic peer feedback. Our GLLs are able to authentically consider and prepare themselves for potential future roles as school leaders.

TEACHER RECRUITMENT

Effective recruitment and rigorous selection are the first components to ensuring that our teachers and school leaders are well-equipped to drive student achievement.

We develop a broad pipeline of educators and principals by cultivating candidates through diverse channels such as local college career fairs, Teach for America, referral programs for our current teachers, and use of social media and webinars. We hold open houses for candidates to visit our schools and get to know us. We aim to hire exceptionally well-qualified candidates, with a focus on those who have connections to our students' experiences and communities. Throughout our recruitment process, we build excitement for the meaningful work that we are doing to transform education and eliminate the achievement gap.

Additionally, we are committed to building capacity from within. In recent years, we have increased our support for instructional hourly staff members who have potential and interest in moving into full-time teaching roles. We believe in providing opportunities for all staff to develop and advance. To that end, all hourly staff receive 1:1 coaching with an Assistant Principal or Business Operations Manager while also participating in weekly PD and all other PD experiences. Furthermore, staff members in these positions have accumulated deep knowledge of Rocketship culture and practices that can translate into success in the classroom. This source of teacher talent also brings great diversity to our staff body, as candidates are often from our local school communities.

Once we develop a strong teacher candidate pool, the recruitment team screens resumes and passes teaching candidates to principals for hiring. As often as possible, we create group interview days that consist of live lesson demonstrations, leadership interviews, tours of the schools, data interviews, instructional interviews and, oftentimes, an interview with a parent panel. This process enables the principals to have pre-screened, high-quality candidates for their schools with the support of Rocketship's central office. At the same time, principals are empowered to select and staff their own schools, ensuring that they hire candidates that are a good match for their school.

Rocketship also has a Rising Leaders program that prepares teachers for the next steps in their leadership pathways through professional development in personal leadership skills, effective management frameworks, and essential mindsets. The program is ideal for educators who are interested in developing as a GLL and/or school leader within the next several years, and who are considering other centralized network roles. Members of the program engage in monthly workshops, which includes preparation work (i.e. short readings, videos, etc.) and occasional off-campus development sessions. The program also provides opportunities for teachers to practice and build their leadership skills in their work as classroom teachers and to build strong and collaborative relationships among teacher leaders across Rocketship campuses. Teacher Applicants must have a willingness to learn and reflect in group settings, a track record of high

student achievement, at least two years of teaching experience, demonstrated leadership in a formal or informal role, and exhibition of the Rocketship core characteristics by focusing on commitment to and ownership of their own development and investment in the community.

TEACHER PERFORMANCE AND RETENTION

Rocketship is committed to addressing and continually improving teacher retention in all of our schools. We have implemented a variety of programs, initiatives and support systems to make teaching a more viable and desirable career that the most talented individuals in our communities pursue. We provide support and counseling for principals, especially those new to the role, on teacher retention. To support all of our Principals, our HR department distributes an Intent to Return Survey to teachers at the end of January. Our HR team shares the results with Principals, then thought-partners with RPS Principals to engage teachers who are on the fence about returning to our schools. School Leaders work with the teacher an HR to assess what the School Leaders can do differently for the teacher. Principals also work with HR and the teacher in order to invest the teacher in development that leads to different positions within the organization. As an additional step, we share this Intent to Return Data with our Talent Recruitment team so that they can plan accordingly in their recruitment efforts.

Our Achievement Team focuses on teacher curricular tools and resources to provide teachers with high quality resources and supports. We have also introduced professional development funding that becomes available to teachers as they hit milestones of multiple years at Rocketship. In the past, we have sent teachers to NYC for Literacy PDs, as well as to the Ron Clark Academy to observe and learn from other joyous practitioners. Some teachers have even participated in total language immersion programs in South America. Rocketship has also structured compensation to reward high performance and bolster teacher retention. We have a performance-based pay system in which first and second year teachers earn a set salary but teachers with three or more years of experience are eligible for yearly increases based on their overall evaluation.

UNSATISFACTORY TEACHER PERFORMANCE

Teachers at RPS undergo countless hours of development each year. In addition, to regular professional development, each teacher engages in 1:1 meetings with their manager (a Principal or Assistant Principal) and In the Moment coaching sessions on a weekly basis in order to work on individual needs. Additionally, teachers engage in weekly data meetings and quarterly data days for more in depth development. Each month, school leadership teams engage in meeting with the RPS HR team for their People Partnership Meetings. During these meetings, school leaders discuss teacher and staff progress and flag any unsatisfactory teacher or staff performance. During these meetings, the team discusses plans for more intensive coaching and follow up. In cases that the intensive coaching does not work, School Leaders work with HR and create a discussion log that the school leaders and staff member will utilize for performance matters. If

little progress is made, HR and the School Leader collaborate to design a Professional Improvement Plan for the staff member, including a timeline.

UNSATISFACTORY SCHOOL LEADER PERFORMANCE

At RPS, prevention always comes first. RPS School leaders undergo countless hours of development. During the 2018-19 school year, RPS created additional ongoing School Leadership development programs.

In addition to School Leader Launch and Principal Team Meetings, School Leaders engage in Monthly Skill Labs and three Leadership Labs per year. The Skill Labs consist of in-day and live workshops at the school- level wherein School Leaders are coached on a variety of execution topics from the DoS and Manager of Achievement. For example, School Leaders hone their skills on In the Moment Coaching, Guided Reading and Questioning by being coached on their execution by Achievement Team members and consultants. Regular Leadership Labs are delivered by members of the RPS HR team. The topics of these labs are about managing people, accountability, difficult conversations and honing people skills. Because RPS new regions now have Directors of Schools who live in the same region as principals, SLs now benefit from having a coach and manager on the ground to help them thought-partner towards correct actions and solutions.

In the rare event that School Leader performance does not improve, RPS may bring in executive coaches from outside of RPS. In this case, HR, the Director of Schools and the Senior Leadership team monitor progress carefully and may reach the decision to implement a Professional Improvement Plan. A culmination of unsatisfactory student results, unsatisfactory manager effectiveness survey results, as well as unsatisfactory staff satisfaction results could prompt a PIP. The DoS and HR team work together to set clear goals and timelines for improvement plan, then meet collaboratively with the School Leader to see the plan implemented. In the case of termination, we are able to transition an Assistant Principal to the Principal role.

SECTION 3: FINANCIAL PLAN AND CAPACITY

3.4 FINANCIAL PLAN (FOR EXISTING OPERATORS NOT REQUIRED TO COMPLETE SECTIONS 3.1 AND 3.2)

(a) *Describe the systems and processes by which the organization will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted; and describe the criteria and procedures for the selection of contractors.*

(b) *If applicable, describe the fiscal health of other schools in your network. Are any of the schools on fiscal probation or in bankruptcy? No*

(c) *Present, as **Attachment P**, a detailed budget narrative describing assumptions and revenue estimates. (attachment)*

(d) *Include any committed contributions or in-kind donations of goods or services to be received by the charter school that will assist in evaluating the financial viability of the school. You should clearly indicate between those grants or in-kind donations which have already been firmly committed and those you are planning to pursue. For grants or donations that you are planning to pursue provide the source, estimated amount of contribution, and expected date of receipt if known.*

(e) *Provide 24-month cash flow projections. (attached)*

(f) *Detail the contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.*

(g) *Describe Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening. (section f)*

(h) *Explain how the organization will reach its fundraising goals over the next five years. Provide a development plan that includes staffing needs.*

(i) *Provide, as **Attachment O,** a detailed budget for the proposed school, and as **Attachment Q,** the network budget as a whole. You may reference school-level budgets provided in the original application, as appropriate.*

ACCOUNTING, PURCHASING, PAYROLL, AND AUDITS

Rocketship is focused on easing the administrative burden of our schools so they can focus exclusively on instruction and student achievement. We do this by centralizing a full range of school services that directly supports the operations of our schools, much like a school district supports the operations of the schools it supports. Rocketship will support with a centralized

team of accounting, payroll and procurement staffing. Audit services will be procured from an experienced external auditing firm, which will be reviewed by a Board audit committee.

FISCAL HEALTH

None of our schools are in fiscal probation or bankruptcy.

FINANCIAL SUPPORT

Rocketship provides financial support to our schools in their startup years as they grow enrollment to achieve sustainability. RPS NSH3 will be financially supported with a combination of philanthropy, federal charter school replication grants, and network grants. The federal charter school replication grant will provide $750,000. Philanthropy and network grants are projected at $1.2M.

CONTINGENCY

In the event that a contingency if required, RPS NSH3 will be able to rely on the RPS network to provide internal financial support through internal grants, internal loans, or the deferral of network service costs.

MEETING OUR FUNDRAISING GOALS

Fundraising is core to Rocketship's ability to grow to serve more students. Our fundraising need is determined by rigorous strategic and financial analyses. The process involves the Rocketship Board of Directors, the local Tennessee Board, our Senior Leadership Team, and the network support team, including Rocketship's Director of Development.

Rocketship's Director of Development works with the Tennessee Director of Schools and Rocketship's Chief Growth & Community Engagement Officer to develop a fundraising strategy and plan, identify key funder targets, create fundraising materials, manage prospect pipeline, and analyze and report on our fundraising progress and commitments. Most of Rocketship's Senior Leadership Team is also involved in the fundraising process. They provide inputs on new programmatic areas that Rocketship should pursue, meet with funders to share organizational knowledge and impact data about Rocketship, and work with the development team to set milestones for grant agreements. From a financial diligence and accountability standpoint, the Director of Development coordinates with the Finance and Accounting teams to ensure financial alignment. Fundraising reports are produced for Rocketship's CEO twice per month and quarterly to the Board of Directors.

Rocketship has focused on building community support for our schools in Nashville. We are working to establish authentic relationships with the leading education funders and foundations in the city.

SECTION 4: PORTFOLIO REVIEW/PERFORMANCE RECORD (FOR EXISTING OPERATORS)

4.1 PAST PERFORMANCE

In this section:

(a) Describe your existing educational program and whether or not it is a success.

*(b) Provide detailed student achievement and growth results for each school in the network as **Attachment R.***

(c) Have the schools in the network demonstrated success in raising student achievement levels by meeting/exceeding state and national standards for most students?

(d) If applicable, provide the graduation rates for each school in the network.

*(e) Using the Portfolio Summary Template, provide a detailed summary of all of the schools in the operator's portfolio as **Attachment S.***

(f) Select one or more of the consistently high-performing schools that the organization operates, and discuss the school's performance.

- *Be specific about the results on which you base your judgment that the school is high-performing.*
- *Discuss the primary causes to which you attribute the school's distinctive performance.*
- *Discuss any notable challenges that the school has overcome in achieving its results.*
- *Identify any ways in which the school's success has informed or affected how other schools in the network operate. Explain how the effective practice or structure or strategy was identified and how it was implemented elsewhere in the network.*

(g) Select one or more of the organization's schools whose performance is relatively low or not satisfactory and discuss the school's performance. Be specific about the results on which you base your judgment that performance is unsatisfactory.

- *Describe the primary causes to which you attribute the school's problems.*
- *Explain the specific strategies that you are employing to improve performance.*
- *How will you know when performance is satisfactory? What are your expectations for satisfactory performance in terms of performance levels and timing?*

*(h) For all schools operating under another authorizer: provide, as **Attachment T**, the most recent performance/evaluation/renewal reports produced by the authorizer(s) (or by a third- party evaluator, if applicable).*

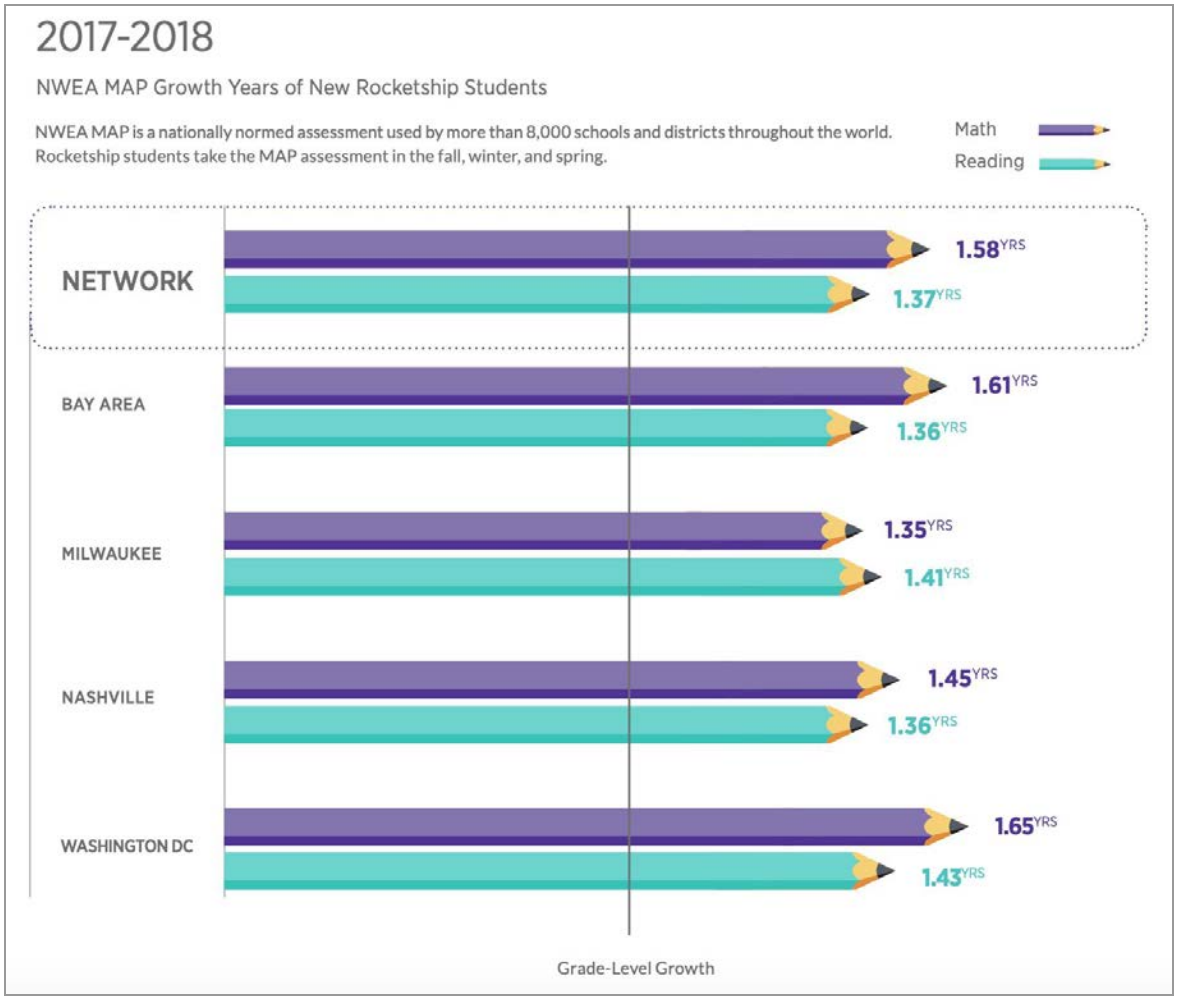
*(i) For all schools operating in the state of Tennessee: provide the following in **Attachment U**: (a) the last two years of audited financial statements for each school or school(s); and (b) the most recent internal financial statements, including balance sheets and income statements.*

(j) List any contracts with charter schools that have been terminated by either the organization or the school, including the reason(s) for such termination and whether the termination was for "material breach."

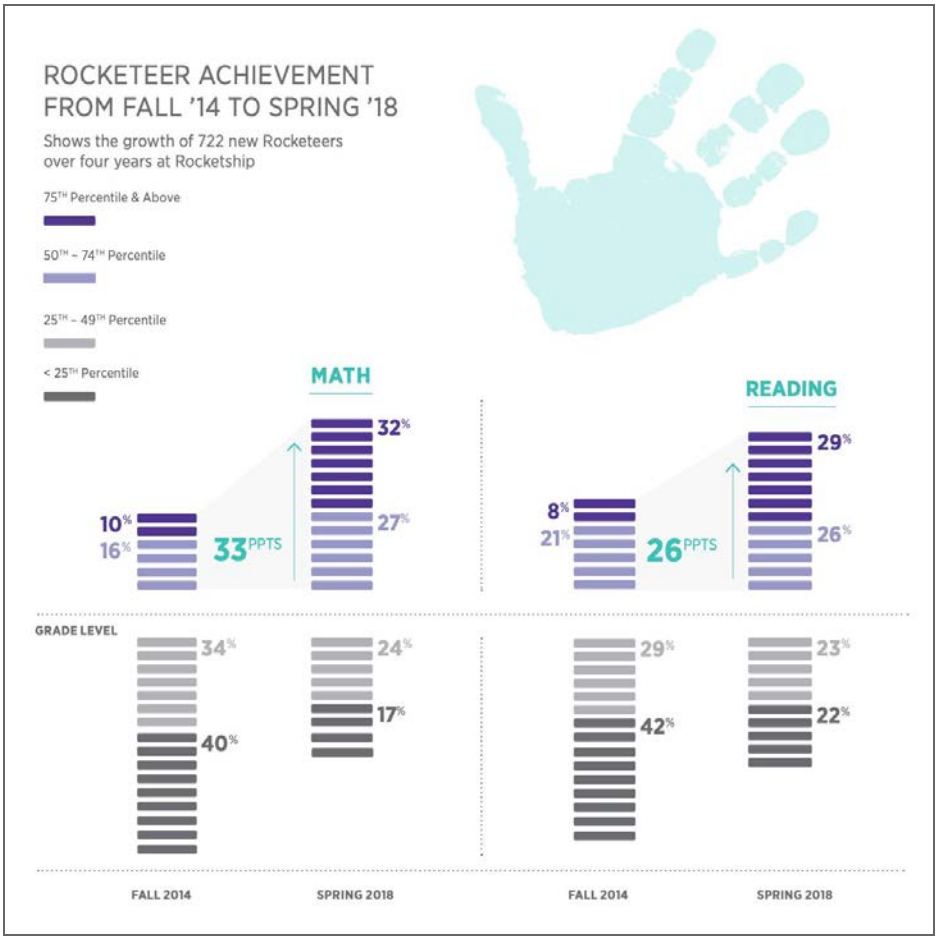
(k)	*List any and all charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated by the organization, and explain what caused these actions.*
(l)	*Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school operated by the organization in the last three years and how such deficiencies or violations were resolved.*
(m)	*Identify any current or past litigation, including arbitration proceedings, by school, that has involved the organization or any charter schools it operates. If applicable, provide in Attachment V: (1) the demand, (2) any response to the demand, and (3) the results of the arbitration or litigation.*

EDUCATIONAL PROGRAM AND RESULTS

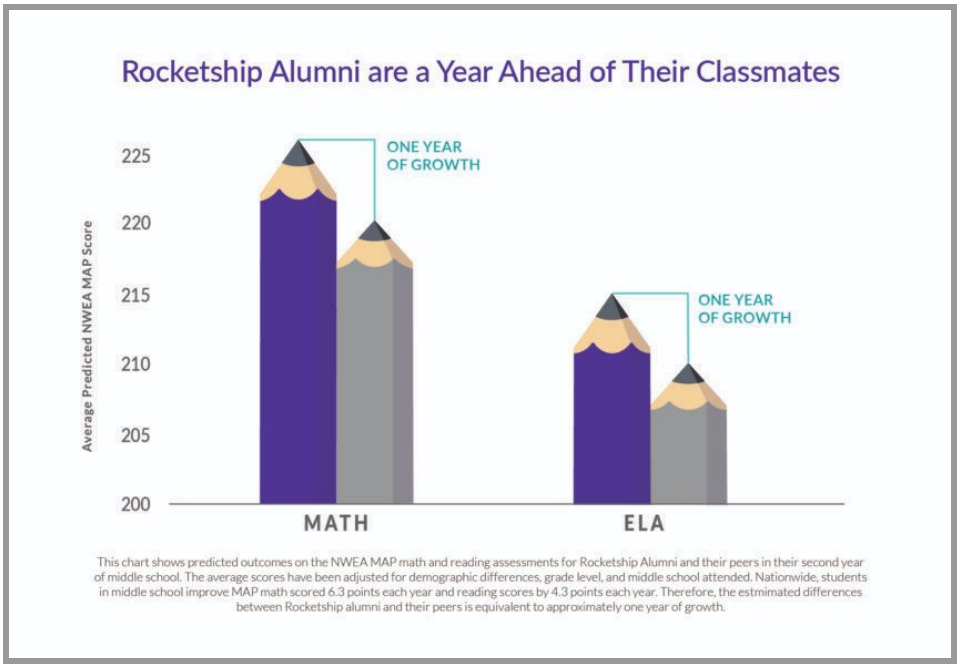
The Rocketship model has increased academic achievement for our students, across all regions in which we operate. To get every student on the college and career-ready path, our students must grow more than a grade level every single school year. Last year, our national student growth average was 1.3 years of growth in math and 1.2 years of growth in reading. For students with disabilities, the Rocketship national average was 1.37 years of growth in math and 1.27 years of growth in reading. And for students new to Rocketship – those who often come in many grade levels behind – our national network averaged 1.58 years of growth in math and 1.37 years of growth in reading.



Of course, if we hope to eliminate the achievement gap that separate our students from their more affluent peers, we need to stack our success - year after year. One good year of academic growth isn't good enough to ensure our students are on the college and career ready path. When we evaluate student achievement over four years at Rocketship, we see that a strong majority of our students are achieving at or above grade level by the time they graduate from Rocketship. The chart below shows the growth of 702 Rocketeers who began with us in Fall 2014 and were still with us in Spring 2018. In Fall 2014, just 26% of Rocketship students were at or above grade level in math. By Spring 2018, 59% of that same cohort of students were at or above grade level. In reading, only 29% of our students started 2014 on grade level. By Spring 2018, 55% were on the college-bound path. We still have to work harder to ensure all students are on the college bound path but the progress we are making gives us great confidence that we are on the right path.



In addition, the gains our Rocketeers make in elementary school extend into middle school. SRI International, an independent nonprofit research center, conducted a three-year study on the performance of our graduates in middle school. The study followed nearly 2,000 students and shows that Rocketship graduates are a year ahead of their middle school classmates in both math and reading and continue to demonstrate high-levels of key character skills associated with long-term success including self-efficacy, motivation and grit.



In every state Rocketship serves, our schools rank among the top performing public schools for serving disadvantaged communities. In California, Rocketship ranks in the top 10% in both math and English Language Arts performance among all California elementary school districts and charter networks serving a similar student population. In Washington D.C., both Rocketship schools achieved Tier 1 status — the highest ranking for DC Public Charter Schools — in their very first year of operation. In Wisconsin, Rocketship was one of just five elementary schools in Milwaukee to earn the state's 2018 "Beating the Odds" award for academic excellence in serving high-poverty student populations. And in Tennessee, both Rocketship schools in Nashville achieved the highest possible score on the state assessment for student growth (TVAAS).

Both RNNE and RUA are Title I schools, and 86% of our Rocketeers are African American and Hispanic. These students come to us with deep academic deficiencies. Yet through a combination of highly differentiated classroom instruction, targeted tutoring and strong partnerships with families, our Rocketeers are achieving academic growth that ranks among the highest across Metro Nashville. In 2017-18, both Rocketship United Academy and Rocketship Nashville Northeast Elementary scored the highest possible growth score — Level 5 — on the Tennessee Value-Added Assessment System (TVAAS).

Rocketship United Academy was named a "Reward School" by the Tennessee Department of Education for the 2017-18 school year. Only 11 of Nashville's 139 Title 1 schools earned this honor. On the 2018 state assessment, Rocketship United Academy students had the best year-over-year improvement in reading of any elementary school in Nashville by more than doubling the percentage of students on-track or mastered. RUA also serves one of the largest populations of English Learners in Nashville. English Learners at RUA are three times more likely to be proficient in reading than their peers throughout Nashville and the state.

For Rocketship Nashville Northeast Elementary, our students' growth rate in math was above the 80th percentile, meaning our students gained more math knowledge in one school year than 80

percent of their peers statewide. Furthermore, under Principal Gassaway's leadership from winter to spring last year, RNNE Rocketeers were on track to grow 1.6 years in math and 1.73 years in reading on the nationally normed NWEA MAP assessment.

Our Rocketeers' remarkable progress is a testament to the strength of our school communities. Since opening in Nashville in 2014, Rocketship continues to demonstrate that all students have the potential to achieve excellence, no matter where they were born or how much money their parents earn. In fact, economically disadvantaged students, English learners and students of color at Rocketship are outperforming the achievement of similar students across Metro Nashville.

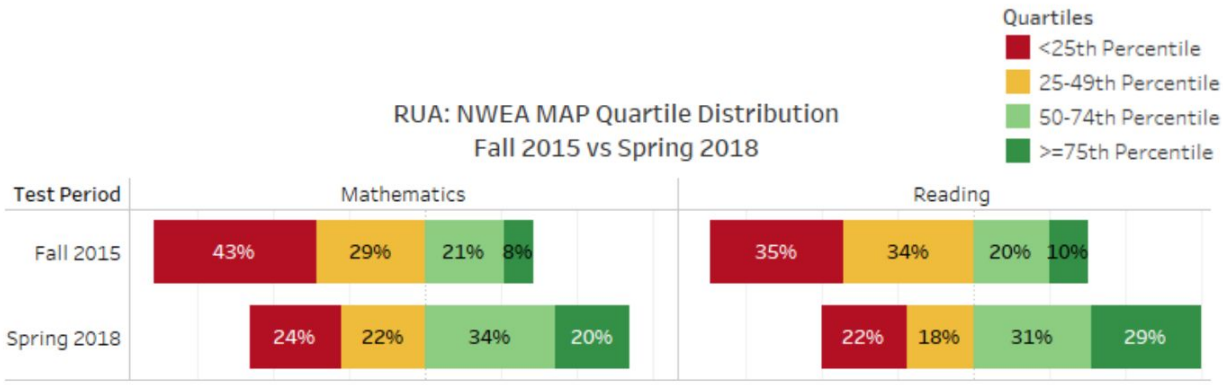
INTERNAL PERFORMANCE

Rocketship Public Schools administers multiple assessments to measure student success and program effectiveness. Internally, RPS uses the nationally normed MAP assessment by NWEA to compare our schools across the network. Additionally, RPS uses the MAP assessment to measure student growth. Because our students often arrive to our schools with an academic deficit, we set individual goals for students. Students who are far behind and who are new to Rocketship have a 1.5 year tiered growth goal. The school's job is to then develop a learning plan that helps the student attain their individual goal. The reason for this is that if a student arrives to us and is performing at the 23rd percentile, we have the obligation to grow the student to the 50th percentile, which equates to 1.6 years of growth. The following year, we set a similar goal until the student is in the 67th percentile or higher.

CONSISTENTLY HIGH-PERFORMING SCHOOLS

Although there are a few schools that are more established in CA performing higher than Rocketship United Academy (RUA), which is our school located in South Nashville, we believe that for the purpose of this application it is best to focus on a New Region success story that is based in Tennessee.

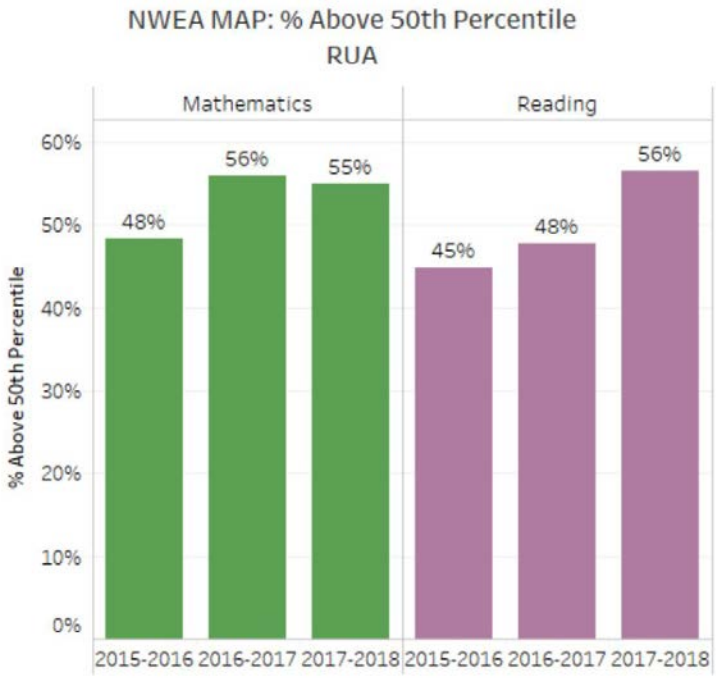
The illustration below shows the quartile growth for students who started school at RUA in 2015.



Source: NWEA MAP Quartiles, Fall 2015 and Spring 2018

The 50th percentile on NWEA MAP is considered the national norm. For Math, the percentage of students above the 50th percentile increased from 29% to 54%, while the bottom quartile was reduced by 19 percentage points. For Reading, the percentage of students above the 50th percentile increased from 30% to 60%. There was a reduction in the bottom quartile by 13 percentage points.

Based on this criteria, Rocketship United Academy has been successful in both subjects. The school has more work to do, but progress has been strong.



Source: NWEA MAP

Looking within the RPS Network, Rocketship United Academy was the first full-size RPS school in a new region to be in the top third of all Rocketship Public Schools for absolute achievement.

This serves as a proofpoint that the RPS model, when executed well and with fidelity, is effective in all states, not just California.

In California, our highest and most consistent performing school is Rocketship Mosaic. As an organization, one of our goals is to ensure that all SED students are performing in the top 10% of the state for both Math and Reading across all schools. This is an ambitious goal. Currently, Mosaic Elementary is meeting the benchmark across both subjects. **Please see the table below.**

2017-18 RPS Percentile Rankings for all CA schools with 3-5 grade results				
	ELA		Math	
School	All Students	SED	All students	SED
Mosaic Elementary	74	90	88	98

Importantly, we've seen consistent growth over the course of years, particularly in ELA.

ROMO Change in % of Students Proficient		
	Math	Reading
14.15	59%	42%
15-16	64%	49%
16.17	61%	50%
17-18	69%	61%

From 14.15-17.18 , the % of students proficient in math increased by 10%. In reading, the % of students proficient increased by 19%.

ROMO's distinctive performance can be attributed to a number of different factors, including:

- **Strong and consistent School Leadership**. ROMO's Principal and Assistant Principals are experienced educators with diverse backgrounds; effective and open-minded leaders who strive to stay familiar with issues affecting students, staff, and ROMO families; and passionate individuals who are dedicated to Rocketship's mission. In fact, the outgoing superintendent of the school district in which ROMO sits sent an email to Rocketship in which he personally thanked ROMO's Principal for being such a strong, innovative and talented leader in the local community. It's also important to note that the same principal has been at ROMO throughout this period.
- **Dedicated families and strong community support**. ROMO's involvement with the local

community have made the school a central piece of the daily lives of many families. Some of ROMO's staff members, including its Office Managers, are parents of ROMO students. ROMO regularly hosts events at the school, including cultural celebrations, health and wellness resource fairs, gardening and clean-up days, and charity walks, that are open to all families in an effort to cultivate school and community spirit.

- **Commitment to professional development.** In addition to participating in professional development offered by Rocketship, ROMO teachers and school leaders have attended trainings through a Charter School Compact with the local school district that have ranged on a wide array of topics including special education, science, and integrated mathematics instruction.

EXTERNAL MEASURES OF SUCCESS

External measures of success for RPS are state assessments. For the strength of its student performance and progress in the 2017-18 school year, Rocketship United Academy was designated a "Reward School" by the State of Tennessee in its third year of operation. RUA also earned a Level 5 TVAAS score last year, its first TVAAS score . While RUA still has work to do, it is performing close to the state average on TN Ready for ELA and is performing equally as well as the state for math. Furthermore, it improved from the previous year in both subjects. As a public charter school, we have the responsibility to improve student results quickly. That RUA is able to improve student achievement year-over-year in a short amount of time is what our program is designed to do. Please see the table below for progress:

TNReady: % On-track/Mastered All students, Grades 3-5				
	Math		ELA	
Entity	2016-17	2017-18	2016-17	2017-18
RUA	36%	40%	13%	32%
MNPS	29%	28%	25%	27%
TN State	40%	40%	34%	36%

Source: TN Department of Education, August 2018. Data downloaded from the TN Department of Education website (https://www.tn.gov/education/assessment/tnready.html).

It should be noted that when RUA's performance is compared to MNPS, the school outperformed more established schools.

ECONOMICALLY DISADVANTAGED STUDENTS

Rocketship Public Schools believes in the infinite possibility of human potential. As an organization, we work hard to ensure that we personalize each child's education in order for them to reach their potential and become their personal best. This is true for all children we serve. When it comes to serving Economically Disadvantaged (ED) students, RUA is outperforming the State and District average. For Math, RUA performed 22 percentage points above the local district average and 14 % pts above the TN state average for Economically Disadvantaged students. For ELA, students designated as ED at RUA performed 14 percentage points above local district average and 9 percentage points above TN state average.

TN Ready: % On-track/Mastered Economically Disadvantaged students, Grades 3-5				
	Math		ELA	
Entity	2016-17	2017-18	2016-17	2017-18
RUA	33%	38%	12%	29%
MNPS	18%	16%	14%	15%
TN State	24%	24%	19%	20%

Source: TN Department of Education, August 2018. Data downloaded from the TN Department of Education website (https://www.tn.gov/education/assessment/tnready.html).

RPS has a strong track record of serving Economically Disadvantaged students. For NSH3, we anticipate a similar ED population and we plan to serve them well.

ENGLISH LEARNERS

Antioch and South Nashville is becoming the home to many New Americans. When it comes to serving EL Students, RUA is outperforming the State and District average. For Math, RUA performed 17 percentage points above the local district average and 14 percentage points above the TN state average for EL. For ELA, ELs at RUA performed 11 percentage points above local district average and 10 percentage points above TN state average.

TNReady: % On-track/Mastered English Learners, Grades 3-5				
	Math		ELA	
Entity	2016-17	2017-18	2016-17	2017-18
RUA	27%	27%	8%	15%
MNPS	12%	10%	4%	4%
TN State	15%	13%	5%	5%

Source: TN Department of Education, August 2018. Data downloaded from the TN Department of Education website (https://www.tn.gov/education/assessment/tnready.html).

EL/ED STATE RANKINGS

Below is a table that illustrates how RUA's students perform compared to the rest of the state after its third year of operation. Included are the percentile ranking for All Students, EL and ED.

2017-18 RUA School Percentile Ranking on TNReady					
Grade Group	Subgroup	Math	ELA	Success Rate (Math and ELA)	Success Rate (Math and ELA and Science (5th-8th grades))
3rd-5th	All Students	59	52	56	48
3rd-5th	ED	84	76	82	75
3rd-5th	EL	87	82	87	86
3rd-8th	All Students	61	53	59	45
3rd-8th	ED	87	80	85	71
3rd-8th	EL	90	82	87	84

Source: TN Department of Education, August 2018. Data downloaded from the TN Department of Education website (https://www.tn.gov/education/assessment/tnready.html).

While the school has much work to do when considering its ranking for the all students category, RUA ranks very well in regards to its work with ED and EL students in the core subjects of Math and Reading. Having a success rate of 82 for ED students has the potential of being transformative.

RUA has demonstrated that it is not just a good choice for ED and EL students in Nashville, but it is also a good choice no matter where we are in Tennessee. We anticipate similar success at NSH3.

Note: The numbers for EL students are skewed as much of the EL data was not reported for many schools.

CLUSTER RANKINGS

RUA is located in South Nashville in the Glencliff cluster. The table below illustrates how it compares to other schools within the cluster.

2017-18 Glencliff Cluster: All Students, Grades 3-5							
	Math			ELA			
School Name	% On-Track/ Mastered	Rank	TVASS	% On-Track/ Mastered	Rank	TVASS	Overall TVASS
Rocketship United	40%	1	5	32%	1	5	5
Fall-Hamilton Elementary	24%	4	3	24%	2	1	1
Glencliff Elementary	29%	2	2	20%	3	5	4
Glengarry Elementary	25%	3	3	19%	5	3	3
Glenview Elementary	15%	6	1	9%	7	3	1
John B. Whitsitt Elementary	19%	5	3	20%	3	5	4
Paragon Mills Elementary	12%	7	5	18%	6	5	5

Source: TN Department of Education, August 2018. Data downloaded from the TN Department of Education website (https://www.tn.gov/education/data/tvaas.html).

For On-track and Mastery, RUA leads its cluster. It is also one of only two schools to receive a TVASS score of 5 for both subjects.

WiDa/ACCESS

As noted, South Nashville is becoming the home of many immigrants. To accommodate and welcome our New American populations, schools need to ensure they are providing an EL and language rich program that helps students acquire a new language and enhance overall academics. In order to assess students and program performance, the State of Tennessee requires all schools who are serving EL students to administer the WiDa Access assessment. The table below illustrates RUA's performance.

2017-18 ACCESS Results: RUA		
Entity	**% Students Exited**	**% Students Met Expected Growth**
RUA	20%	66%
MNPS	15%	47%
TN State	18%	*Nearly 50%

Source: TN Department of Education, October 2018.
*State results from 2018 ACCESS release note: https://www.tn.gov/education/news/2018/10/3/tdoe-releases-2018-english-learner-assessment-results.html.

Importantly, RPS EL students are learning to communicate at fast rate. On the 2017-18 Access Tests, students at RUA outperformed the state and MNPS for the percentage of students who exited EL. Additionally, RUA outperformed the State and MNPS for the percentage of students meeting their expected growth. At Rocketship, we understand that strong progress on language proficiency and language acquisition at the elementary levels paves the way for success in middle school and high school. Furthermore, our program fosters rigorous discourse for all learners. Our aim is to engage ALL students in conversations similar to what they will participate in during college.

LESSONS LEARNED

RPS learned many lessons between 2016-17 and 2017-18 in regards to working in Tennessee. In 2016-17, RUA was performing significantly behind the local district and the state for ELA and it was performing slightly behind the state in math. In 2017-18, we realized we needed to change our approach. ***The results were not good.***

As an organization, we hired a regional Manager of Achievement and EL Programming who was local to Nashville. The Manager of Achievement and EL Programming had a strong understanding of best practices for EL teaching and learning within the state of Tennessee and was instrumental in launching our incrementally more robust EL program. As a result, we saw the performance of our EL students increase. In addition to helping us with compliance, the Manager of Achievement and EL Programming provided coaching and direct management of EL teachers while conducting PD with the whole staff at RUA. Additionally, the Manager of Achievement and EL Programming conducted walkthroughs with building principals to identify opportunities for all students.

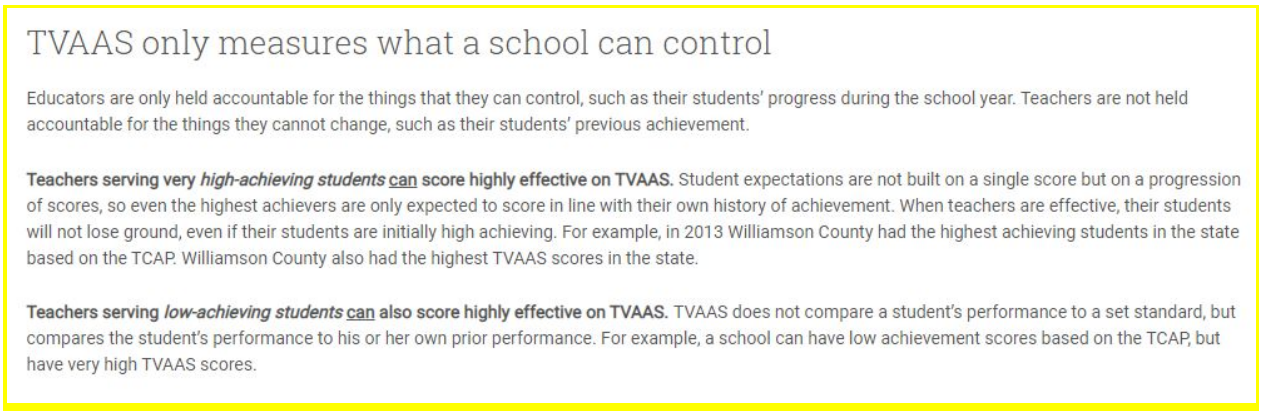
Importantly, the RPS Achievement team partnered with the Principal at Rocketship United Academy in order to understand and internalize Tennessee State Standards. As a result of this partnership, there was robust collaboration between the Principal and Achievement Team, which led us to adjusting our National Standards and our curricular materials to meet the needs of our Rocketeers being served at Rocketship United Academy in Nashville. **We realized that California based state standards are not what define success in Tennessee. It was because of this realization and the changes mentioned above that we saw success.**

To transfer this learning, we invested in moving the Principal from RUA into the Director of Schools (DoS) position in order to oversee similar success across both of our schools in Nashville for the long term. The DoS manages the principals and works with the Manager of Achievement to ensure the RPS program is effective in Tennessee.

ROCKETSHIP NASHVILLE NORTHEAST ELEMENTARY SCHOOL

OUTSTANDING TVAAS PERFORMANCE

TDOE developed TVAAS in recognition of the importance of student growth from year to year regardless of where they start. In fact, on Tennessee's TEAM teacher evaluation TVAAS receives **over twice** the weight that absolute achievement does (35% compared to 15%). This is a clear signal of the importance the state places on growth in assessing school and teacher efficacy. Here is an excerpt from the state website titled "TVAAS only measures what a school can control":



TVAAS only measures what a school can control

Educators are only held accountable for the things that they can control, such as their students' progress during the school year. Teachers are not held accountable for the things they cannot change, such as their students' previous achievement.

Teachers serving very *high-achieving students* can score highly effective on TVAAS. Student expectations are not built on a single score but on a progression of scores, so even the highest achievers are only expected to score in line with their own history of achievement. When teachers are effective, their students will not lose ground, even if their students are initially high achieving. For example, in 2013 Williamson County had the highest achieving students in the state based on the TCAP. Williamson County also had the highest TVAAS scores in the state.

Teachers serving *low-achieving students* can also score highly effective on TVAAS. TVAAS does not compare a student's performance to a set standard, but compares the student's performance to his or her own prior performance. For example, a school can have low achievement scores based on the TCAP, but have very high TVAAS scores.

[1]

Based on this state measure of "what a school can control," RNNE's performance is exceptional. As a Title 1 school, the vast majority of our students are economically disadvantaged and therefore most of them begin school behind their national peers. We believe this makes growth an even more important measure, since the only way to close the achievement gap for these students is to help them reach above average academic growth consistently over multiple years. **RNNE has consistently earned a TVAAS composite score of 5 for its TNReady results--the highest possible score--every year that TVAAS data has been available since the inception of the school.** Of all 81 elementary schools in MNPS, only 18 received a TVAAS composite score of 5. RNNE was one of those schools. In 2017-18, **RNNE's growth in math was in the top 20% of all elementary schools** in Nashville.

In contrast, as a district, MNPS has a composite score of 1 and 38% of elementary schools received an overall TVAAS composite of 1 or 2 , which indicates less than average growth (a score of 3 would indicate average growth).

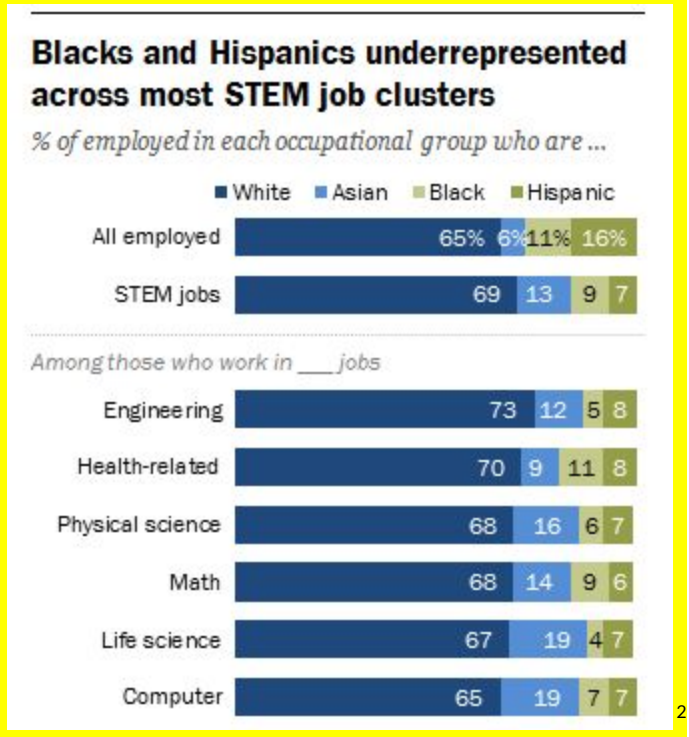
[1] *Information Source: https://team-tn.org/data/tvaas/*

Overall TVAAS Composite Score for All MNPS Schools					
Elementary Schools					
	% at 5	% at 4	% at 3	% at 2	% at 1
Composite	22%	14%	24%	7%	30%
Literacy	25%	15%	30%	16%	13%
Math	19%	7%	27%	11%	35%

We are proud of RNNE's strong growth in math and look forward to doing even better in terms of growth and achievement in the coming years. While we are unable to disclose the embargoed data from 2018-19, we are confident RNNE will impress stakeholders with its progress and results, especially in the area of math.

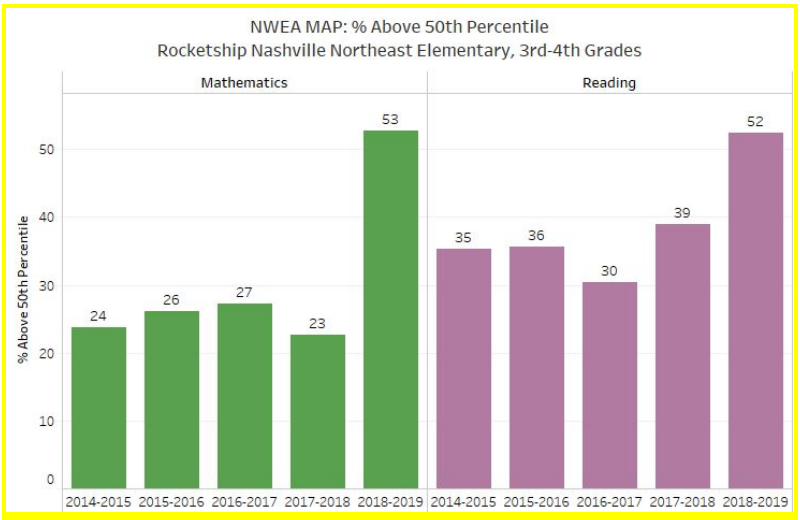
CONNECTION TO THE MISSION

As an organization, we recognize that the achievement gap is not only about academics. There is also an achievement gap in adult earnings for people of color. According to one recent report by the Pew Research Center, African Americans and Latinos are severely underrepresented in math and STEM jobs:



[2]

The future of high value earnings is in STEM. Therefore, it is crucial that we ensure our Rocketeers excel in math and science. RNNE has established a record of strong performance in mathematics based on NWEA-MAP scores, and we anticipate similar growth this year on TNReady. As seen in the data provided below, more than half of the Rocketeers at RNNE completed the 2018-19 school year above the 50th percentile in math.



[2] *Data Source: https://www.pewsocialtrends.org/2018/01/09/diversity-in-the-stem-workforce-varies-widely-across-jobs/*

CLOSING THE GAP ON MAP

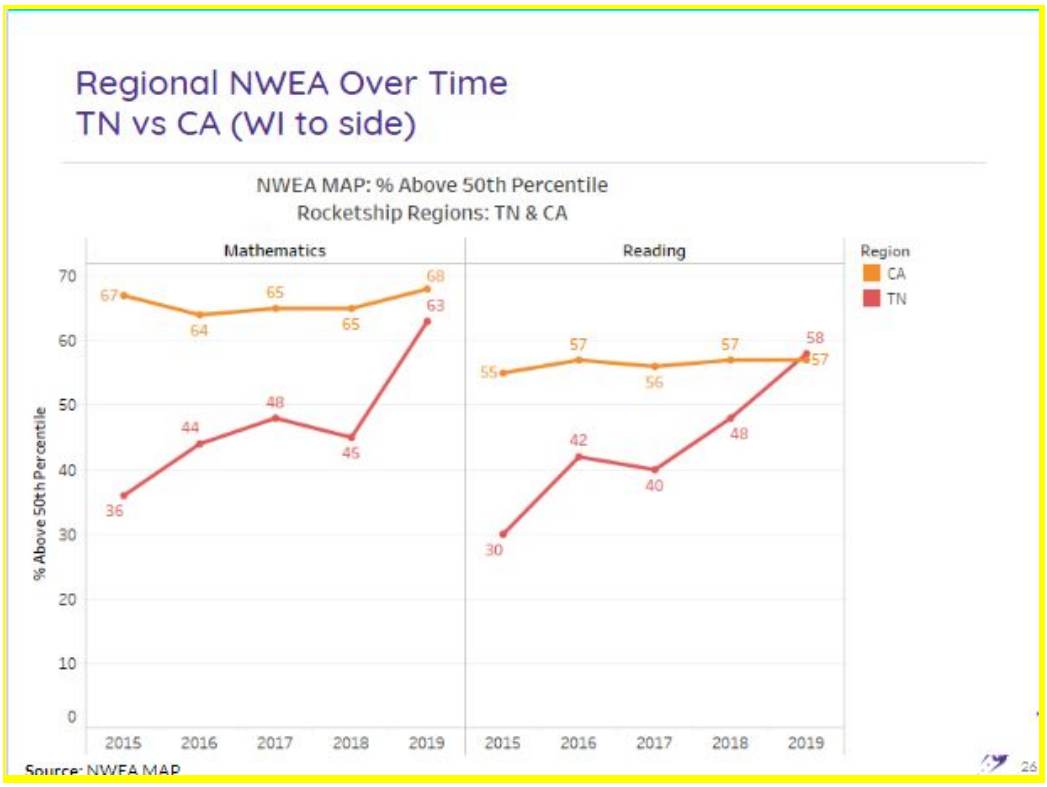
NWEA-MAP is a nationally normed assessment that both Rocketship and MNPS utilize. In fact, over the past two academic years, MNPS has recognized the validity of MAP by selecting it as one of the criteria for acceptance into the district's highly-competitive academic magnet schools. This decision was spurred by the unavailability of TNReady data following the 2015-16 school year when state testing was canceled. At Rocketship, we commend this decision. MAP is a well-researched and nationally-normed assessment recognized across the nation as a high-quality and valid assessment. Just as the district has used MAP data as a proxy when TNReady data was unavailable, we are making the case for the district to consider our 2018-19 MAP data since this past year's TNReady data is still under the state's embargo at the time of this resubmission.

RPS uses NWEA-MAP results to plan coaching supports for teachers and personalized instruction strategies and interventions for all students. Therefore, the validity of our MAP results is instilled in all staff as being of the utmost importance. RPS has strict policies for the administration of all assessments. An excerpt from our educator code of ethics is provided below:

The educator maintains a commitment to the profession by providing valid and reliable assessments within a controlled environment that does not include:

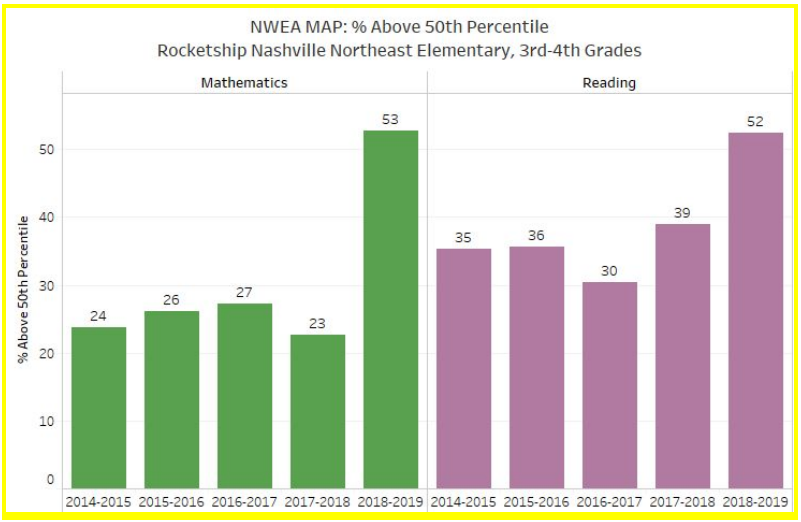
- *Cheating of any kind (including verbal or non-verbal indications to the student that a question is correct/incorrect during testing; providing any accommodations or modifications that are not both outlined in a student's individual IEP or 504 plan and allowable within the rules of that specific assessment; and allowing students to assist each other to answer questions);*
- *Leaving students unattended during an assessment;*
- *Accessing secure testing materials, including creating invalid student accounts or using fake/incorrect information to access assessment materials virtually;*
- *Retesting students without valid reason in accordance with this policy.*

Over the past four years, Rocketship Tennessee has made impactful gains on the NWEA-MAP benchmark assessment.



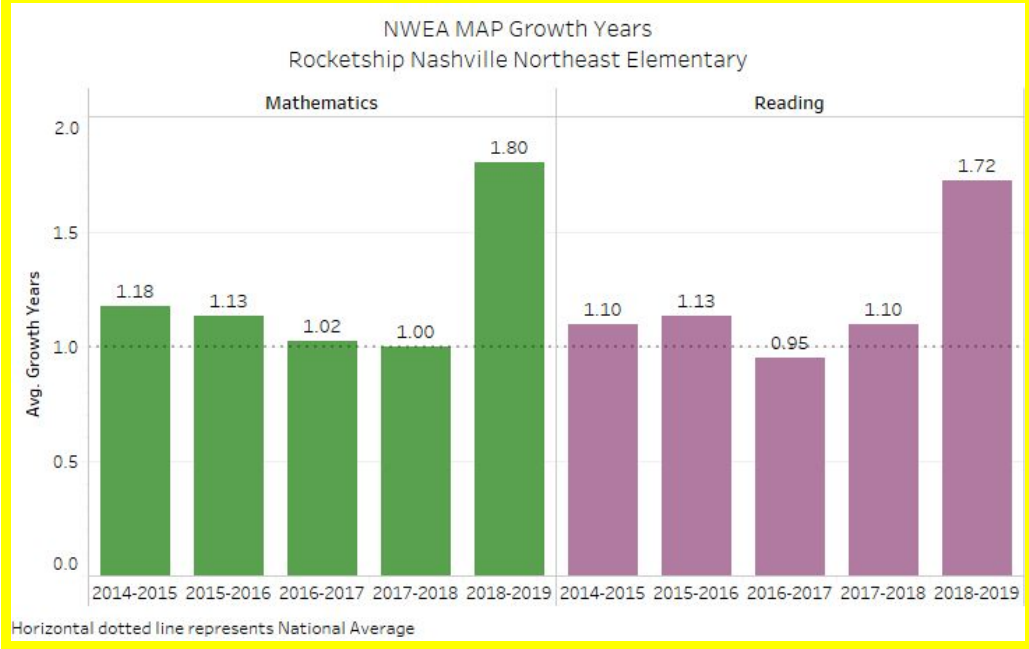
The above graph illustrates how RPS Tennessee schools compare to the results in our most mature region, California. Within 5 years, RPS Nashville is closing the gap with our other high-performing schools in CA. Currently, 63% of Rocketship Tennessee's students are performing at the 50th Percentile or higher in math. When it comes to reading, Rocketship Tennessee has surpassed our California schools by one percentage point with 58% of Rocketship Tennessee's students performing at the 50th percentile or higher.

RNNE has been a big driver in this movement as can be seen in the data provided below:



In 2018-19, the percentage of students at the 50th percentile in math jumped 30 percentage points at RNNE, growing from 23% to 53%. In reading, the percentage of students at the 50th percentile increased by 13 percentage points, rising from 39% to 52%.

Part of the reason for this gain can be seen in the average years growth visual below:



Because the vast majority of our students come to our schools behind their national peers, we set rigorous tiered growth goals for all students. If a student is going to move from performing in the 22nd percentile to the 40th percentile, it takes more than a single year of growth. That is why our goal is for our students to achieve 1.4 years of growth every year.

RNNE Network MAP Fall to Spring Reading Growth Summary Over Time
All Students

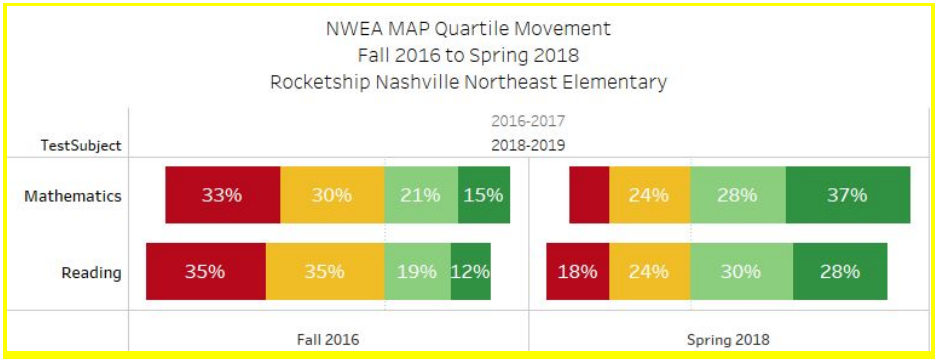
			2018-2019
Spring	Growth Yrs	Reading	1.72
	Met 1 Yrs Growth	Reading	85%
	Met Tiered Growth Goal	Reading	74%

In 2018-19, 77% of students met the tiered growth goal in math and 74% of students met the goal in ELA. Moreover, RNNE students **led the network in growth, growing an astonishing 1.8 years in math and 1.72 years in ELA overall**.

RNNE Network MAP Fall to Spring Mathematics Growth Summary Over Time
All Students

			2018-2019
Spring	Growth Yrs	Mathematics	1.80
	Met 1 Yrs Growth	Mathematics	89%
	Met Tiered Growth Goal	Mathematics	77%

By meeting these rigorous tiered growth targets year after year, we see achievement gaps start to close in an impactful way.



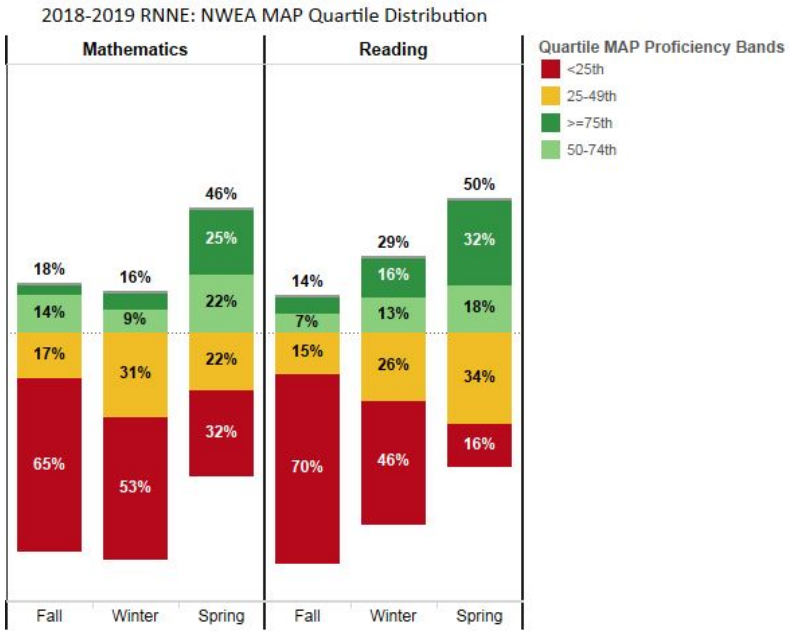
The above graphic follows a cohort of students at RNNE longitudinally over the course of 3 years. In math, 33% of students entered the school performing in the 25th percentile or below, while only 36% entered performing in the 50th percentile or higher. After 3 years, the percentage of students performing at the 25th percentile or below dropped to 12%, while the percentage of students at the 50th percentile increased to 55%. Similar gains were seen in reading.

While the state did not have consistent tests during this time period to measure growth year-over-year, we did. According to MAP data, students at RNNE are making consistent growth year after year. As such, students and families who were early adopters are seeing results now. We are confident that we will see this progress live out in our state testing results.

SUBGROUP GAINS IN MAP

When it comes to subgroups, RNNE is showing much promise with its students who have IEPs. Below is a graph showing changes in reading and math proficiency for students with IEPs based on the three NWEA-MAP benchmark assessments administered in 2018-19. Impressively, there was an increase in proficiency at the 50th percentile and higher by 28 percentage points in just one year in math and 36 percentage points in reading proficiency at the 50th percentile or higher..

Proficiency Gains for Students with IEPs



COMPARISONS

MNPS vs. RPS in Reading Proficiency on 2018-19 NWEA-MAP *(based on percentage of students above the 60th percentile, also known as Quintile 4 and 5)*			
	MNPS <Quintile 4 and 5> **February 2019**	RPS <Quintile 4 and 5> **Winter (December 2018)**	RPS <Quintile 4 and 5> **Spring (May 2019)**
2nd	35.9	38.1	49.3
3rd	34.8	40.0	42.1
4th	33.9	28.6	38.8

(Source of MNPS data: March 13, 2019 memo from the MNPS Department of Research, Assessment & Evaluation to the Director of Schools with February MAP results)

MNPS and RPS both administer the NWEA-MAP benchmark assessment three times a year. The third benchmark for MNPS is administered in February while RPS's second benchmark takes place closest to that date in December. In the above table, RNNE is outperforming all MNPS 2nd and 3rd grade students two months before MNPS students take the February benchmark. By the end of the year, RNNE outperformed MNPS in all grades 2-4 in reading.

What is missing from the MNPS data-set is a subgroup breakdown and an analysis of Title 1 schools vs. more affluent schools. The reported numbers include **all students**. To be clear, RNNE is a Title 1 school. The above results are further evidence as to why RNNE and Rocketship Public Schools are a strong choice for families. The table below demonstrates similar trends in math.

MNPS vs. RPS in Math Proficiency on 2018-19 NWEA-MAP (based on percentage of students above the 60th percentile, also known as Quintile 4 and 5)			
	MNPS < Quintile 4 and 5> **February 2019**	RPS< Quintile 4 and 5> **Winter (December 2018)**	RPS< Quintile 4 and 5> **Spring (May 2019)**
2nd	28.9	34.0	50.7
3rd	29.6	41.0	47.7
4th	27.4	30.2	39.6

(Source of MNPS data: March 13, 2019 memo from the MNPS Department of Research, Assessment & Evaluation to the Director of Schools with February MAP results)

PROFICIENCY IN READING BY SUBGROUPS <% IN QUINTILE 4 AND 5>

RPS is a charter school option for all families. However, our main mission is to eliminate the achievement gaps for historically disadvantaged students in our lifetime. Over the course of a year, we are getting that work done, one day and one student at a time.

MNPS vs. RPS Reading Proficiency for Students of Color on 2018-19 NWEA-MAP *(based on percentage of students above the 60th percentile, also known as Quintile 4 and 5)*			
	Hispanic	Black	White
MNPS<Feb- 3rd Benchmark>	21.9%	24.4%	55%
RNNE < **December-2nd Benchmark>**	26.9%	31.8%	41.7%
RNNE < **May-3rd benchmark>**	45.6%	46.6%	45.5%
RPS <**December-2nd Benchmark>**	31.9%	36.4%	43.3%
RPS <**May-3rd Benchmark>**	44.1%	49.1%	60.3%

As demonstrated in the data provided above, compared to MNPS, RNNE is making great gains in closing the achievement gaps for Hispanic and Black students. In February, 55% of MNPS white students were proficient based on MAP results compared to 21.9% Hispanic and 24.4% of Black Students.

By the end of the year at RNNE, we see that gap significantly close. We still have more work to do, but it is evident that RNNE is making a difference with its Hispanic and Black students by incrementally closing the achievement gap one day at a time.

The same is true in math. In fact, by the end of the year, students of color at RNNE did close the gap with white students in MNPS: 45.7% of white students were considered proficient at MNPS compared to 50.9% of Hispanic students and 56.2% of black students. See below.

MNPS vs. RPS Math Proficiency for Students of Color on 2018-19 NWEA-MAP *(based on percentage of students above the 50th percentile, also known as Quintile 4 and 5)*			
	Hispanic	Black	White
MNPS< February-3rd Benchmark>	16%	15.5%	45.7%
RNNE < December-2nd Benchmark>	26.9%	21.5%	41.7%
RNNE <May-3rd Benchmark>	50.9%	56.2%	41.7%
RPS < December-2nd Benchmark>	36.2%	33.2%	50.7%
RPS < May-3rd Benchmark>	49.7%	56.0%	56.3%

CONCLUSION

The TVAAS and NWEA-MAP data we have provided in this revised application demonstrate that RNNE has both a history of exceptional student growth and a record of increasing proficiency. Based on the above evidence of we are confident that RNNE, RUA and the Rocketship Public Schools network are all great options for **all** families, especially our students of color. We have a strong record of progress that is consistent with the TDOE's declaration that growth matters and TVAAS measures "what a school can control". Of the two years that TVAAS scores have been available, RNNE has received the highest score of 5. When it comes to comparing performance on MAP, both Nashville schools are outperforming the district in proficiency.

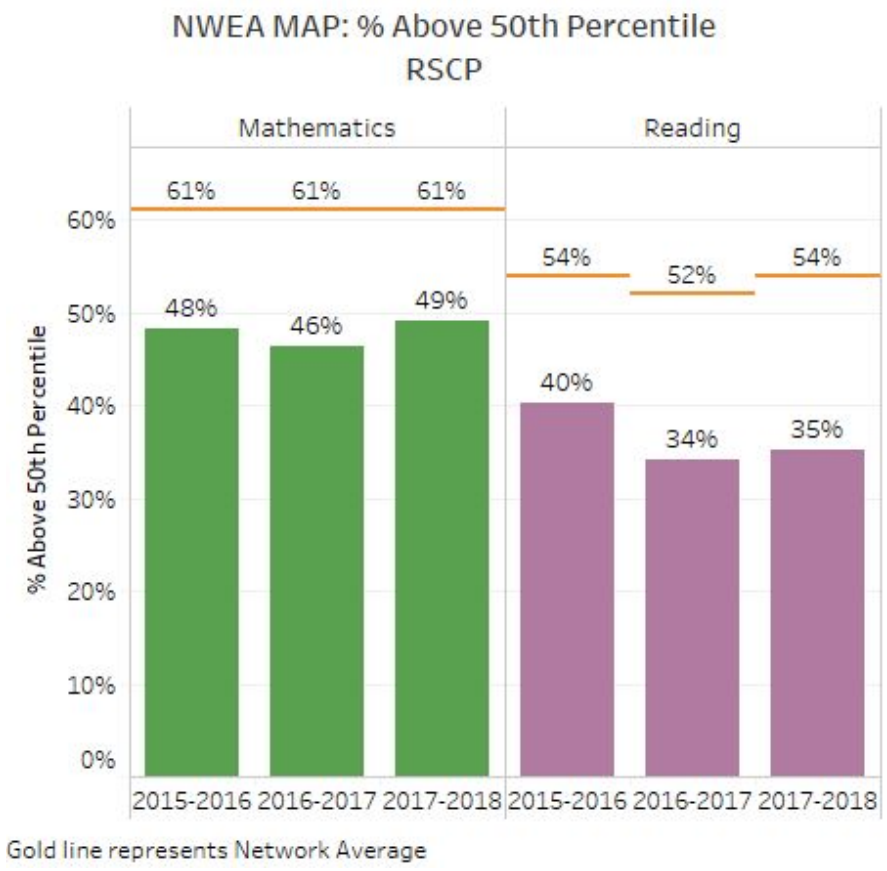
The evaluation report from the Office of Charter Schools noted that RPS partially meets standard on past performance due to RNNE's track record. Based on this additional data analysis we have provided, we think otherwise. It meets the standard.

LOW PERFORMANCE

In the 2013-14 school year, Rocketship opened its first school outside of California in Milwaukee, Wisconsin. Milwaukee is home to the nation's largest racial achievement gap. There are few cities that require more urgent attention than Milwaukee. Rocketship opened its first Milwaukee school, Rocketship Southside Community Prep, with 300 students in year one - larger than any other charter school opening in Milwaukee history.

Since year one, more than 80% of students enrolled at Rocketship Southside Community Prep are classified as socio-economically disadvantaged. The school has consistently outperformed the local average for Milwaukee Public Schools for all students and ranks among the top performing schools in the state for serving disadvantaged students. In 2016 and again in 2018 the school was recognized with the "Beating the Odds" award for excellence in serving high-poverty student populations by the Wisconsin Department of Public Instruction. However, Rocketship Southside Community Prep has consistently ranked among the bottom of performance across Rocketship Public Schools network of schools.

Rocketship Southside Community Prep has consistently trailed our network average for students performing at grade level in reading and math. Over the last three years, Southside Community Prep averages 15-20 points behind the network average in reading. In math, the three year gap average is between 12-15 points.



Source: NWEA MAP results, 2015-16 through 2017-18.

Public funding for education in Wisconsin has made it more challenging for Rocketship to operate its model with fidelity. In particular, certain subgroups are severely under-funded. K4 pupils are only funded at a 60% per pupil rate compared to grades K-5. Although not required, operating a K4 grade was almost mandatory to recruit students, as every other elementary school offered K4. RSCP opened with 120 K4 students in year one, three times as many as any other grade level but with 40% less funding support.

Special education funding in Wisconsin is also insufficient. In each of the past six years, approximately 15% of RSCP's student population receives special education services. However, Wisconsin's complex funding formula for special education services is set at 26% of prior year spending. To provide our Milwaukee special education students with the same quality of support as we provide in all Rocketship schools, we needed to fill a significant funding gap.

The Rocketship national network has had to increase its service and support levels in Milwaukee to ensure RSCP would meet the needs of the students and families it serves. As noted above, RSCP is one of the top performing schools in the state for serving disadvantaged students. Special education students at RSCP are outperforming their peers across Milwaukee Public Schools as well, establishing a reputation that RSCP serves all students with excellence. But the revenue

model in Milwaukee has constrained Rocketship's ability to invest in important regional supports that are needed to elevate the quality of instruction and academic outcomes Rocketship schools realize in other regions. We are working to solve this challenge through a combination of strategies including raising more philanthropic support. In addition, Wisconsin's new governor recently proposed a major overhaul of the state's school funding formula that accounts for the higher costs associated with educating students living in low-income households as well as a massive increase in the reimbursement provided for serving students with disabilities. Increased investment in public education for all schools, charter and district, will enable Rocketship to sustainably operate schools in Milwaukee that achieve the same level of excellence as all Rocketship schools.

CONTRACT TERMINATIONS

Not applicable.

CHARTER WITHDRAWALS, DELAYS, AND CONSOLIDATION

The response below describes the recent charter activity within the past five years. Prior to that, Rocketship had applied for charters in several different school districts in California as well as several other cities in the Midwest shortly after beginning operations in 2008. Rocketship decided to withdraw some applications during this time for strategic reasons to instead focus its operations on its existing schools in San Jose and grow its centralized network.

In February 2015, a settlement was entered into between Rocketship and the Santa Clara County Board of Education with a number of other school districts alleging that the County exceeded its authority when it authorized twenty countywide charters. The settlement stipulated that Rocketship must withdraw thirteen charters to the Santa Clara County Board.

In May 2018, Rocketship made the decision to delay the opening of a third school in Washington, D.C. The decision to delay came down to the availability of a viable school facility. The lack of affordable facilities is a huge barrier for charter schools across the District of Columbia. There is strong demand for high-quality schools in underserved neighborhoods, but the supply of affordable and suitable sites in those neighborhoods is scarce. The Rocketship DC team had found a suitable temporary space but the final renovation cost was more than double from that of our original estimate. After consulting with our construction and design partners who helped us develop our first two campuses in DC, we came to the conclusion that there was no way to meaningfully reduce the cost and provide students with an adequate, let alone excellent, school facility.

Additionally, Rocketship Public Schools consolidated two campuses in Nashville at the end of 2017-18 following the difficult decision to close Rocketship Partners Prep (RPP). RPP was opened

through the state's Achievement School District (ASD). We underestimated the viability of the ASD framework outlined in state law that requires we recruit 75% of our students from "priority" designated schools that are subject to change when the state recalculates its list of lowest-performing schools every three years. We knew before opening RPP that the ASD had worked with state legislators to change its approach to academic intervention and would no longer be opening new schools. RPP was the last new school to open under the ASD. The outcome we experienced reinforces why the state is refocusing its school improvement efforts on other strategies, and we should have given greater consideration to this before proceeding with the opening of RPP. Rocketship Nashville Northeast, located just 4 miles down the road from RPP, enrolled many of the RPP students.

PERFORMANCE DEFINICIENCES AND COMPLIANCE VIOLATIONS

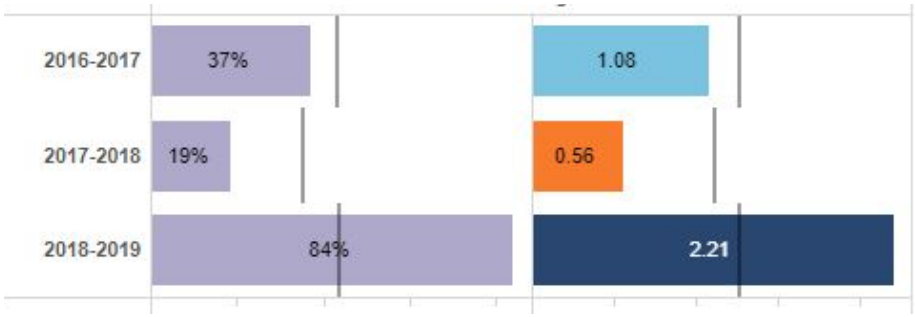
SECTION K

During the 2017-18 school year, Rocketship Nashville Northeast Elementary School was issued a Notice of Probation for Exceptional Education from the MNPS Office of Charter Schools and the Department of Exceptional Students. After further investigation, it was found that Rocketship Nashville Northeast had taken the correct precautions and actions regarding an out-of-state transfer student.

RPS depends on the MNPS Department of Exceptional services to provide our Integrated Special Education teachers with access to necessary tools such as Easy IEP. Most often, the services are efficiently provided. However, between 8/4/17 and 9/19/17 the department was not able to meet our needs. It was unintentional and without malice.

The Notice of Probation did provide us with an even greater sense of urgency when it comes to providing services to our students in our Exceptional Education Program at RNNE. As a result, Ms. Caity Hickey (formerly Yurchak), who serves RPS as our Associate Director of Special Education, was deployed full time to RNNE along with RPS psychologist, Francesca Fursi.
After January, Ms. Hickey joined Mr. Jermaine Gassaway to serve as Assistant Principal at RNNE while also serving as an Associate Director of Special Education for the Nashville Region. As a result, RNNE has made great progress in compliance and has made the appropriate shifts to the program for the purpose of driving achievement for all students. Below are the results so far:

NWEA MAP: RNNE Fall to Winter Growth Data,
Special Education Students, Reading



Source: NWEA MAP results, 2016-17 through 2018-19.

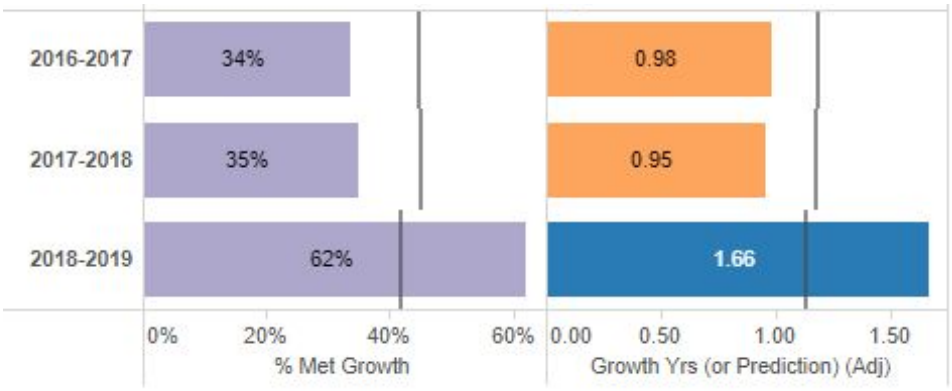
The illustration above is a graphic of NWEA MAP Fall to Winter growth data in Reading for our students receiving special education services. In 2018-19, RNNE students of this demographic are on track for making 2.21 years of growth. RNNE has made great progress in serving students with exceptionalities.

LOWEST 10% REACTION

On November 9th of 2017, Rocketship Nashville Northeast received a letter notifying RPS that RNNE had been identified among " the districts lowest 10% performing schools". The school opened in 2014 as the largest fresh-start charter school in Nashville with 448 students in grades kinder through 4th grade. In its first year of operation, it achieved the highest possible -- a Level 5 -- score on TVAAS and ranked second in growth among the city's 73 elementary schools. However, absolute performance on the state assessment lagged among the school's 3rd and 4th grade students, whose results ranked the school between the state's third and fourth percentile. Although the school's 16-17 performance represented an improvement from its previous ranks, it demonstrated that the school needed to do better. RNNE immediately put a plan in place. For science, RNNE added an additional instructor to focus on science instruction for 3rd and 4th graders. For Reading and Math, additional interventionists were hired to provide small group instruction in 3rd and 4th grade. In terms of leadership at RNNE, RPS transitioned a new principal into the school (Jermaine Gassaway) while transitioning the former principal into a regional position. The former principal supported the school in the creation of materials and professional development for teachers. Additionally, Rocketship's Vice President of Schools moved to the campus permanently to support the leadership transition and professional development.

Since 2017-18, RPS has provided continued support on the ground in the form of a Manager of Achievement and a Director of Schools. RNNE continues to work hard and is providing students with the small group instruction necessary for making meaningful gains. See the 2018-19 Fall-Winter growth data below for all students.

NWEA MAP: RNNE Fall to Winter Growth Data,
All Students, Reading



Source: NWEA MAP results, 2018-19.

While we still have much work to do in terms of overall proficiency, Mr. Gassaway and the RNNE team remain committed to small group instruction and intervention. The school is on pace to make 1.66 years of growth for reading. Additionally, RNNE had the highest growth data across the entire Rocketship network of 19 schools for Winter 18-19.

Looking at the current gains in proficiency, RNNE has moved 5.6% of students into the 50th percentile or higher on the NWEA MAP assessment, from 28.3%- 34.1%. For reading,RNNE has moved +17% of students into the 50th percentile or higher on the NWEA MAP assessment, 25.6% -42.7%.



OUT OF STATE COMPLIANCE FINDINGS

As a general rule , Rocketship Public Schools takes pride in ensuring that our Network Support Team provides our schools with all the tools and supports necessary to be successful. Over a history of 10+ years, we have shown good success. However, there are exceptions when we could have done better.

Recently, our newest school, Rocketship Delta Prep, located in Antioch, CA, received notice from its authorizer for compliance findings. The areas of concern center around compliance with our MOU, not academic performance or student safety. As a new school with a new authorizer, the communication practices between Rocketship Delta Prep and its authorizer needs improvement on both sides. In addition, the school surpassed its year one enrollment target by nearly three class sizes - enrolling over 450 students. Rocketship Delta Prep did not start the school year with all the

systems and supports needed in place to support our new school. Those issues were fully addressed by midyear and all areas of concern noted by our authorizer have been cured.

For 2017-18 fiscal year, Rocketship Education submitted its Consolidated Audit past the California statutory deadline of 12/15/18. Rocketship worked diligently with its auditors for months in a deeply productive process that ultimately led to an audit showing a financially healthy and well-managed organization. The audit delay was not due to wrongful conduct by Rocketship, but rather caused by a combination of factors, including the fact that the closing processes are complicated and increased staffing was needed (on both the Rocketship side and auditor side) to complete this complex task in a more timely manner. In response to the delayed audit, the Rocketship Board of Directors took strong action to provide additional oversight over the audit process. At their February 28, 2019 board meeting, the Rocketship Board of Directors formally established an Audit Committee. The Audit Committee will serve as an additional check and balance to ensure the timeliness of the audit work process and to address any responses to questions raised about the audit by any of our authorizers.

CURRENT OR PAST LITIGATION

The following description includes all litigation involving Rocketship Education for the past five years (going back to 2014). For a description of litigation prior to 2014, please notify the applicant and we are more than happy to provide a supplemental report.

PENDING LITIGATION

The only pending litigation involves an appeal by Rocketship of a ruling regarding the award of attorneys fees in an underlying matter that was adjudicated and decided in 2018. The matter is entitled San Jose Unified School District v. Santa Clara County Office of Education, et al., pending in Superior Court of the State of California, Santa Clara County, Case No., 113-CV-241695. The underlying matter was initiated in 2014 when San Jose Unified School District brought suit against Santa Clara County Office of Education and named Rocketship as the real party in interest. The San Jose Unified School District alleged that the County office had unlawfully granted a zoning exemption to Rocketship to build a school on a particular site. Judgement was entered in favor of the plaintiff, San Jose Unified School District, and they brought an action against SCCOE and Rocketship for attorneys fees. An order to pay attorneys fees was entered, and it is this order which is now being appealed.

PAST LITIGATION

In 2016, Rocketship Education was named as a defendant in a claim brought in Davidson County, TN. The case was a personal injury claim arising out of a bus accident that occurred in 2014 and is entitled Terri White v. Rocketship Education, Gray Line of Tennessee, et al, Case No. 16C331.

Rocketship tendered a request for indemnification both to Student Transit (its busing vendor) and its subcontractor, Gray Line of Tennessee ("Gray Line"). Gray Line accepted the defense and indemnification of Rocketship. Rocketship's position was that it was not the appropriate party to be held responsible as it did not provide the bus service at issue in this claim. In September 2018, the case was dismissed with prejudice.

As part of a worker's compensation matter filed in March 2016, a former employee alleged retaliatory discharge against Rocketship. The workers compensation matter was entitled Marisol Barajas v. Rocketship Education and the Hartford Insurance Company, pending in State of California, Workers Compensation Appeals Board, Case Nos. ADJ10089808 and ADJ 10180932. The case was dismissed with prejudice in February 2018.

In March 2017, Rocketship brought a declaratory judgement against Mount Diablo Unified School District in California for violations of Proposition 39, a California statutory scheme that mandates that school districts provide facility space to charter schools, based upon a reasonable estimate of in-district average daily attendance. The Superior Court ruled in favor of Rocketship, in March 2017, and the school district appealed. They dismissed their appeal several weeks later. The case was entitled Rocketship Education d/b/a Rocketship Futuro Academy v. Mount Diablo Unified School District, Superior Court of the State of California , County of Contra Costa, Case No. 17-0137.

ATTACHMENTS (FOR EXISTING TN OPERATOR PROPOSING EXACT STRUCTURE/GRADE FOCUS)

ATTACHMENT E:	Pledged Support from Prospective Partners & Letters of Support/MOUs/Contracts
ATTACHMENT F:	**F3.** Board Operating Agreement and By-laws
ATTACHMENT G:	School Organizational Chart
ATTACHMENT L:	Organization/Network Annual Reports or Audits (for existing operators)
ATTACHMENT M:	Network Organizational Chart (for existing operators)
ATTACHMENT N:	CMO Documentation (if applicable)
ATTACHMENT O:	Planning and Budget Worksheet
ATTACHMENT P:	Budget Narrative
ATTACHMENT Q:	Network Budget (for existing operators)
ATTACHMENT R:	Student Achievement/Growth Results (for existing operators)
ATTACHMENT S:	Portfolio Summary Template (for existing operators)
ATTACHMENT T:	School Reports/LEA Evaluations (for existing operators)
ATTACHMENT U:	School Financials (for existing operators)
ATTACHMENT V:	Litigation Documents (for existing operators, if applicable)

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ROCKETSHIP PUBLIC SCHOOLS

ROCKETSHIP PUBLIC SCHOOLS



Rocketship Dream Community Prep
Application to Amend Charter Agreement
October 2024

Docusign Envelope ID: 49A0BE87-F5A4-40CB-A2AD-6EFECFE87878

Application to Amend Charter Agreement

Part I: General Information

Name of Charter School: Rocketship Dream Community Prep

Amendment Petition Category identified in the Letter of Intent:
Check the box for the category under which this Amendment Petition falls:

X Change in governance structure (including, but not limited to, a change in the nonprofit entity governing the school), or addition of or changes to the charter management organization

X The addition or removal of a grade level or levels

X Changes in student enrollment which fall outside of the minimum or maximum enrollment thresholds set forth in the charter school's charter agreement

☐ The addition or removal of a plan to provide transportation to students attending the charter school

☐ Changes to the charter school's location, if outside the geographic area set forth in the charter agreement

☐ Changes to the charter school's academic focus or goals set forth in the charter agreement

☐ Changes identified in the charter agreement as material modifications or amendments. Please specify: _____
_____

☐ Other material changes not covered by any of the above categories. Please specify:

☐ EMERGENCY Petition. Please briefly describe the emergency: _____
_____

[Continue to School Background on next page]

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School Background

Provide the following information about your school:

a) Campus address: 5450 Mt View Road, Antioch, TN 37013

b) First school year in operation: 2022-2023

c) Grade levels and enrollment currently serving: Kindergarten – 4th Grade. Currently serving 450 students.

d) Grade levels and maximum enrollment to be served at maturation of charter agreement, if different: Kindergarten –5th Grade. Maximum enrollment to be served is 630 students.

e) End of current charter term: June 2032

Background Statements

1. **Provide details on the selected amendment above and describe the requested change, including the school's rationale for the proposed change. Describe any planning that is already underway to prepare for the proposed amendment.**

Change in Governance Structure

The proposed amendment will transfer the governance responsibility for Rocketship Dream Community Prep (the "School" or "RDCP") from the Rocketship Education Board of Directors (the "National Board") to the Rocketship Education Tennessee Board of Trustees ("RSED-TN Board"). After this transition, the RSED-TN Board, a Board composed of local, Tennessee board members, will assume oversight and governance responsibilities for the School. One goal of this governance transfer is to create a closer nexus to Tennessee, further enhancing opportunities for local voice.

The National Board's and RSED-TN Board's joint plan to transition governance from the National Board to the RSED-TN Board was predicated on RSED-TN's receipt of its exemption letter from the Internal Revenue Service ("IRS"). The IRS issued the Exemption Letter to RSED-TN on June 25, 2024. (*A copy of the Exemption Letter is included as Attachment 1a to this Application*.)

The National Board and the RSED-TN Board seek authorizer approval for this amendment to take effect, and transfer governance and oversight to the RSED-TN Board as of July 1, 2025. Until the proposed governance transfer is effected, the RSED-TN Board will continue to serve in a close advisory capacity to the National Board on matters related to the Rocketship Public Schools chartered in Tennessee.

Presuming the transfer of governance is approved, the RSED-TN Board and the School will continue to receive academic, financial, and operational support from the Rocketship Education ("RSED") CMO at the same level that currently is provided, without disruption.

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Grade Addition and Associated Enrollment Increase
The proposed amendments also include adding a fifth grade and increasing student enrollment at RDCP. Families at RDCP have expressed growing interest in having their student(s) continue at RDCP through fifth grade to help ensure a smoother transition into middle school. To formally assess this interest, the School conducted a survey, and families overwhelmingly supported the addition of fifth grade. For more information about this outreach and the outcomes of the survey please refer to the response to Question Number Three in Part II, Subpart B: Grade Levels.

2. **How will the proposed amendment support or enhance the school's mission and goals?**

Change in Governance Structure
The mission of the RSED network of schools is to catalyze transformative change in low-income communities through a scalable and sustainable public-school model that propels student achievement, develops exceptional educators, and partners with parents who enable and support high-quality public schools to thrive in their community. Community input and alignment are crucial to the Rocketship model. The proposed amendment will enhance local voice by establishing governance through the Tennessee-based RSED-TN Board.

Grade Addition and Associated Enrollment Increase
RDCP's current charter provides that it will serve grade levels K-4. Most local public elementary schools in the area end at grade level five. Accordingly, at present, rising fifth graders at RDCP must find a solution for their fifth grade year before transitioning to middle school, placing them in the position of potentially having more than one school transition between fourth and sixth grade. The requested grade level addition will allow students continuity of service in a program known to them. Moreover, by allowing students to complete their elementary education at RDCP through the addition of fifth grade classes, the school will be able to provide an additional year of enriched programming to students allowing them to continue to learn and grow within a familiar school community. This continuity in learning, affords students time to build stronger relationships with school staff and their peers, better preparing them for success in middle school, and further advancing Rocketship's mission.

3. **Describe how the proposed amendment will impact the school's finances. Explain any anticipated revenues or expenses arising from the proposed change. If expenses are anticipated, explain how the school will finance them. Please attach the school's (i) most recent audit, (ii) balance sheet for the fiscal quarter ending thirty (30) or more days prior to submission of the application, and (iii) budgets for the current fiscal year and two (2) succeeding fiscal years assuming the proposed amendment is approved.**

Change in Governance Structure
The proposed governance change amendment will not impact the school's finances.

Grade Addition and Associated Enrollment Increase
The proposed amendment adding a grade level and increasing enrollment will have an impact on the School's finances. Specifically, these changes will require the School to hire additional staff

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members, allocate a larger budget for breakfast and lunch, and increase funding for transportation-related expenses. The School anticipates these expenses will increase by approximately 10%. However, these anticipated expenses will be offset by an estimated increase in revenue of approximately 13%. (*Copies of the requested supporting financial documentation are included with this application and collectively marked as Attachment 2*).

4. **How has the school informed its external stakeholders (e.g. local school board representatives, neighbors, community partners) and internal stakeholders (e.g. staff, parents) of the proposed amendment? Please attach any written communication (e.g., meeting minutes). Describe any notable support for or opposition to the proposed amendment. If concerns have been brought to the school or governing board's attention, what is the plan to address them?**

Change in Governance Structure

The School has received strong encouragement and support for the proposed shift in governance from the local community. Although there has been substantial opportunity for collaboration between the National Board and the RSED-TN Board in the oversight of the Rocketship Tennessee schools, and although the RSED-TN Board has for multiple years operated as a local advisory board, the proposed governance structure will bring more of the decision-making closer to the communities being served and further expand the opportunity for local discourse.

Grade Addition and Associated Enrollment Increase

To gauge parent interest in the addition of fifth grade, the School conducted a survey. Our families expressed strong interest and support for RDCP to add a fifth grade. For more information about this outreach and the outcomes of the survey please refer to the response to Question Number Three in Part II, Subpart B: Grade Levels.

If the amendment is approved, the School plan to communicate our intention to enroll a fifth grade class to the community and existing families as soon as the School receive approval. This timeline allows families with current fourth graders ample opportunity to decide whether to remain at RDCP for their fifth-grade year.

5. **When did the school's governing board approve the proposed amendment? Please attach minutes from the meeting and vote results.**

The School's governing board approved the proposed amendments during its regular meeting on August 28, 2024. As of the submission of this application, the Board has not met again to approve the August 2024 meeting minutes. Accordingly, as an appropriate alternative, attached for your review is a Secretary's Certificate confirming the Board's approval. (*Copies of the Secretary's Certificates are included as Attachment 5 to this Application.*)

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Application to Amend a Charter Agreement

Signature Page

By our signatures below, we hereby certify that the governing body of the charter school identified herein has approved the submission of this application to amend a charter agreement.

Signed by: Daimon Hardy 1E361C08A6F3461...	Signed by: Louis Jordan 6C982B2EF21D4E6...
Contact Signature	Board Chair Signature
Daimon Hardy chief of Staff	Louis Jordan
Contact, Printed Name & Title	Board Chair, Printed Name
dhardy@rsed.org	louis_gjordan@hotmail.com
Contact Email Address	Board Chair Email Address
10/1/2024	10/1/2024
Date	Date

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Part II, Subpart A: Governance Structure

1. What is the school's current governance structure?

Since the charter was first authorized in 2020, Rocketship Dream Community Prep (the "School" or "RDCP") has been governed by the Board of Directors of Rocketship Education (the "National Board"). Rocketship Education is a California nonprofit public benefit corporation that is exempt under Section 501(c)(3) of the Internal Revenue Code ("RSED-National"). The National Board is responsible for the governance and oversight of the School.

Rocketship Education Tennessee ("RSED-TN") is a Tennessee nonprofit public benefit corporation, incorporated under the laws of the State of Tennessee, having its own independent Board of Trustees ("RSED-TN Board"). RSED-TN was formed and incorporated in March 2022. As of the date of its formation, the RSED-TN Board has served in an advisory capacity to the School's leadership team, while also providing the National Board counsel on local matters relating to Rocketship Public Schools chartered in Tennessee, including the School.

In addition, the RSED-TN Board Chair and a second RSED-TN Board member serve on the National Board and participate in the National Board's meetings as full voting members and as RSED-TN's representatives on national matters.

The compositions of both the National Board and the RSED-TN Board are outlined in their respective Bylaws, including the minimum and maximum number of directors, the process for nominating and seating new directors, and related provisions. Both Boards and any committees they may designate are designed to ensure stakeholder representation, content expertise, and experience.

Currently, there are twenty (20) members on the National Board. In addition to the local expertise of the RSED-TN Board (noted below), the School has benefited and will continue to benefit from the expertise and experience of the National Board, which includes nationally recognized experts and leaders in the fields of education, non-profit leadership, community advocacy, business, finance, real estate development, and human capital management.
The RSED-TN Board currently includes nine (9) racially/ethnically diverse members who are Nashville residents, including individuals with expertise in finance and accounting, non-profit governance, real estate and facilities, law, human resources, fundraising, marketing, public education, and community partnerships. As needed, new Board members are recruited via existing members and other contacts in the community, based on the RSED-TN Board's specific needs at the time.

Board members have a responsibility to solicit input from the School's parents, faculty, and staff regarding issues of significance, and to weigh input and opinions carefully before taking action.

Board members receive a comprehensive board orientation and periodic ongoing training directed to support Board members in meeting their fiduciary responsibilities to the organizations they serve. Board member training shall follow applicable requirements of TDOE Rule 0520-14-01-.07. New board members will receive six (6) hours of training within twelve months of

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joining the board. This training will include the topics required for charter school boards by the State Board of Education. The Board will conduct at least four (4) hours of annual board training for all members.

2. **What is the proposed governance structure?**

The proposed governance structure will replace RSED-National with RSED-TN as the entity that both holds the School's charter and oversees and governs RDCP. After the transfer, RSED-TN shall govern the School, and RSED-TN schools shall continue as members of the Rocketship Network. RSED-National shall remain involved in its capacity as a member of the Rocketship Network and in serving as the Sole Statutory Member of RSED-TN. Moreover, the Charter Management Organization ("CMO") that serves the RSED-National Network of public charter schools shall continue to serve RSED-TN schools as it has done throughout the School's history.

3. **How will the proposed governance structure improve oversight of the school and benefit students?**

The expectation is that the proposed governance structure will further enhance local community voice by transferring the oversight and governance of the School to an official board of local Tennessee citizens. Although there has been substantial opportunity for collaboration between the National Board and the RSED-TN Board in terms of the oversight of the Rocketship schools in Tennessee, and although the RSED-TN Board has for multiple years operated as a local advisory board under public transparency laws, the proposed governance structure will both bring the decision-making closer to the communities being served and expand the opportunity for local discourse.

4. **If the governing body is proposing to change CMOs or hire a CMO to oversee the day-to-day operations of the school, describe the following:**

    a. **An explanation of how and why the CMO was selected;**
    b. **A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the school governing board, the school staff, and the CMO; scope of services and resources to be provided by the CMO; performance evaluation measures and mechanisms; detailed explanation of compensation to be paid to the CMO; financial controls and oversight; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract;**
    c. **A draft of the proposed management contract;**
    d. **Disclosure and explanation of any existing or potential conflicts of interest between the school governing board and proposed CMO or any affiliated business entities; and**
    e. **Documentation of the CMO's non-profit status and evidence that it is authorized to do business in Tennessee.**

The proposed governance change will not change the School's service delivery by RSED-National's CMO. Instead, RSED-National's CMO division will continue to provide services to

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RSED-TN schools under the current arrangement and with the same fee and service structure currently in place.

5. **How will the school ensure that parent participation and input is protected within the proposed governance structure?**

Parent participation through the Parent Leadership Organizing Committee will continue in the same fashion in which they have operated at the School. In addition, the RSED-TN Board will continue to reserve seats for local Tennessee parent representation as currently structured. With decision-making authority now vested in RSED-TN, the participation of local parents will be enhanced by closer access to the School's governing body.

6. **Describe the school's plan for implementing and transitioning to the proposed governance structure, including timelines.**

RSED-National's and RSED-TN's joint plan to transition governance from the National Board to the RSED-TN Board was predicated on RSED-TN's receipt of its exemption letter from the Internal Revenue Service. The IRS issued the exemption letter on or about June 25, 2024 (*See Attachment 1a, Letter of Exemption Dated June 25, 2024*). Accordingly, RSED-National and RSED-TN are now poised to proceed with other steps that are required to transfer governance to the RSED-TN Board, including obtaining authorizer approval through this amendment process.

RSED-National and RSED-TN are seeking authorizer approval for this amendment to take effect and transfer governance as of July 1, 2025. This timeline is in compliance with those prescribed in Tennessee Public Charter School Commission's Rule 1185-01-01-.04. Moreover, the proposed timeline will permit the entities sufficient time to plan and execute an efficient and effective transfer of key operational functions from RSED-National to RSED-TN including, but not limited to (1) the transfer of state and federal funding from one nonprofit to another; (2) the transfer of any other state and federal accounts from one entity to another; (3) the transfer of employees as needed; and, (4) the transfer of the School Charter, and other assets belonging to the School, from RSED-National to RSED-TN.

Until such time as the proposed governance transfer is effected, the RSED-TN Board will continue to serve in a close advisory capacity to the National Board on matters related to the Rocketship Public Schools chartered in Tennessee. It is important to note that RSED-TN and the School will continue to receive academic, financial, and operational support from Rocketship Education at the same level that currently is provided, without disruption. Moreover, both the RSED-National Board and the RSED-TN Board will continue to monitor the School's performance, the performance of the Regional Team, and the School leader's performance using customized data dashboards that are designed to measure network and regional health.

7. **Attach the most recent non-profit certification for the proposed governing body.**

Copies of RSED-TN's Articles of Incorporation and By-laws, and its IRS Exemption Letter are included in the documents accompanying this application. (*Copies of the Articles of Incorporation, By-laws, and Exemption letter are collectively included as Attachment 1.*)

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Part II, Subpart B: Grade Levels

1. **What is the school's current grade structure?**

The current grade structure is kindergarten through 4th grade.

2. **What is the proposed grade structure?**

The proposed grade structure is kindergarten through 5th grade.

3. **Describe and attach documentary evidence of the community need for the proposed change in grade structure.**

Families have expressed interest in their student(s) continuing their education at RDCP through fifth grade. To further assess demand and understand its drivers, the School surveyed parents. Of the 23 unique respondents, all expressed support for adding fifth grade.

Below is a brief summary of responses provided by RDCP families:

- Families underscored that their children have made significant academic progress at RDCP. They attribute this success to the School's curriculum and view it as crucial for their children's continued growth and preparation for middle school.
- Some parents were concerned about the emotional and social impact of transitioning their children to a middle school environment after fourth grade. They believe that an extra year at Rocketship would provide their children with the stability needed to be better prepared emotionally and socially for middle school.
- Parents expressed the need for their children to continue their education at a school where they feel welcomed and where parents have close communication with staff.

(*Survey feedback from our families is included with this application and marked as Attachment 3.*)

4. **How will the addition or removal of the grade level(s) improve the school's existing program and benefit students?**

The addition of fifth grade to the School's existing program offers several key benefits that can enhance the overall educational experience for students:

- Continuity in Learning
- Stronger and Continuous Teacher-Student Relationships
- Preparation for Middle School
- Enhanced Curriculum Opportunities
- Leadership Opportunities
- Addition of High-Quality Teachers

Overall, the addition of fifth grade provides continuity and better prepares students for middle school.

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5. **How will the school adapt its physical space to accommodate the addition or removal of grade level(s)?**

The School plans to add two fifth grade classes at RDCP. Currently, the School does not have any open classrooms, and it does not intend to reduce the size or number of cohorts in any of our current grades. To accommodate the new fifth grade classes, two of the Extra Curricular Class Teachers will no longer have permanent classroom space and will become itinerant, traveling to each classroom when it is their time for Music or Art instead of the students rotating to them.

The School has also carefully considered space requirements beyond our classrooms, including transportation and cafeteria capacity. Currently, the School operates five (5) buses, each with ample room to accommodate additional students. As the School approaches next spring's enrollment period, it will adjust bus stop assignments if necessary to balance student distribution. The School has consulted with the student transportation provider, which has confirmed that an additional bus can be made available if required. The School cafeteria can accommodate over 150 students. Currently, the School has fewer than 90 students eating at one time, which provides sufficient seating and food line capacity, even with the addition of two fifth grade classes. The School does not anticipate any other adaptations at this time regarding physical space.

6. **How will the school adapt its staffing (e.g., teachers, educational aides, special population staff, other support staff, etc.) to accommodate the addition or removal of grade level(s)?**

Overall, the School plans to add five additional staff members to accommodate a fifth grade. Two of the additional staff members will be teachers with expertise in upper elementary education. One teacher will teach humanities and the other will teach STEM. Based on the current RDCP population and the area's demographics, the School anticipates hiring one additional English Language Learning Specialist, one special education staff member, and one paraprofessional.

7. **How does the school's record of achievement support the approval of this amendment? For purposes of this question, the authorizer will review various metrics of success, including but not limited to the school's scores on TVAAS, TNReady and the authorizer's school performance framework, as well as the school's financial information and duration of operations.**

In its first year of operation (school year 2022-23), RDCP earned the highest score on the new Tennessee School Report Card among all the elementary schools in the Antioch Cluster, with an overall grade of "B" and a weighted final score of 4.0 out of 5.0.

RDCP's B grade was largely driven by achieving the highest TVAAS composite level for the overall school, all major subgroups, and the growth of the school's highest-need students (students who ranked in the school's bottom 25% based on the prior year's achievement scores). TVAAS results for SY2023-24 have not yet been released at the time of this submission.

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Along with strong growth, RDCP outperformed the average elementary proficiency rates on TNReady in the local Antioch cluster in its two years of operation. In both years, RDCP has earned the 2nd highest success rate within the cluster.

The addition of fifth grade would allow the school to continue the academic growth of its students for one more year and further set them up for middle school success.

8. **Complete the proposed enrollment summary for each grade level and each year remaining in the charter agreement in the tables below:**

The numbers below represent enrollment caps, the maximum number of students the School will enroll and shall not exceed. Actual enrollment may be less than the numbers shared below.

Grade Level	Year 4: 2025-26	Year 5: 2026-27	Year 6: 2027-28	Year 7: 2028-29	Year 8: 2029-30	Year 9: 2030-31	Year 10: 2031-32	At Capacity:
K	105	105	105	105	105	105	105	105
1	105	105	105	105	105	105	105	105
2	105	105	105	105	105	105	105	105
3	105	105	105	105	105	105	105	105
4	105	105	105	105	105	105	105	105
5	105	105	105	105	105	105	105	105
6	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0
9	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0
Totals	630	630	630	630	630	630	630	630

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Anticipated Demographics		
% of Economically Disadvantaged Students	**% of Students with Disabilities**	**% of English Language Learners**
26%	10%	32%

Part II Subpart C: Student Enrollment

1. **What is the school's current enrollment by grade level and by year of the charter agreement?**

For SY 2024 – 2025, regional and network leaders budgeted for an enrollment target of 450 students for Rocketship Dream Community Prep (the "School" or "RDCP").

While the original charter agreement did not specify enrollment targets, it set enrollment caps– the maximum number of students enrolled per grade. The School's total enrollment cap is 560 students, with a limit of 112 students per grade level (K – 4).

Grade	Current Enrollment	Charter Stated Enrollment Cap by SY 2024-2025
K	100	112
1	105	112
2	103	112
3	76	112
4	66	112
Total	450	560

2. **How will a change in enrollment improve the school's existing program and benefit students?**

The increase in enrollment is the result of adding fifth grade to RDCP. The addition of fifth grade and increase in enrollment will improve the school's existing program by allowing students to complete their elementary education in the same school. This increase in a continuity of learning also affords students time to build stronger relationships with school staff and their peers, further setting them up for success in middle school.

3. **Describe and attach documentary evidence of the demand for this enrollment change. How does the scope, pace, and need for this enrollment change align with current demographic and growth projections in the city?**

The enrollment change is a result of the addition of a grade level, not demographic change or growth of the city.

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Families at RDCP have expressed growing interest in having their student(s) continue at RDCP through fifth grade to help ensure a smoother transition into middle school. To formally assess this interest, the School conducted a survey, and families overwhelmingly supported the addition of fifth grade. For more information about this outreach and the outcomes of the survey please refer to the response to question number three in Part II, Subpart B: Grade Levels.

At the time of the School's founding, it was customary for all of the surrounding MNPS-operated elementary schools to enroll K – Fourth Grade, and Fifth-Grade students were served by MNPS middle schools. In recent years, MNPS changed its structure to move fifth grade from middle school to elementary school. (*See Attachment 4, Selection from MNPS Website regarding its grade spans*.)

Currently, the surrounding MNPS-operated elementary schools serve K - 5 and middle school starts at 6th grade. Under RDCP's current model, fourth-grade students must transition to an MNPS-operated elementary school or alternate charter-operated school for fifth grade before moving into middle school for sixth grade. By adding a fifth grade, RDCP will offer families the option to avoid this extra transition, providing a smoother progression from RDCP to middle school.

4. **Describe the school's post-lottery enrollment/waiting list process.**

When the lottery is conducted, students who do not receive a spot at RDCP are placed on a waitlist in an order determined by the lottery's random algorithm. As seats become available, the School offers enrollment to the waitlisted students in sequential order. The waitlist is maintained into the school year, and the School continues to extend enrollment offers as openings arise, moving down the waitlist sequentially.

5. **Discuss the school's enrollment trends over the past three (3) years, including any waitlist information.**

School Year 2022-2023 was the first year of enrollment at RDCP. In that first school year, RDCP had a total enrollment of 340 students and no waitlist.

Enrollment increased in the 2023 – 2024 school year, with a total enrollment of 383 at year-end. The School had a waitlist of 47.

In 2024-2025, RDCP enrollment increased to 450 students, with a waitlist exceeding 130 students at the beginning of the year.

6. **How will the school adapt its physical space to accommodate a change in enrollment?**

Please refer to the response to question number five in Part II, Subpart B: Grade Levels, above.

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7. **How will the school adapt its staffing (e.g., teachers, educational aides, special population staff, other support staff, etc.) to accommodate the change in enrollment?**

Please refer to the response to question number six in Part II, Subpart B: Grade Levels, above.

8. **Describe ways that the school ensures recruitment, enrollment, and retention of students with disabilities and English language learners, along with the school's target population.**

The School recruits students neutrally, inclusively, and irrespective of a student's needs. School staff and recruitment representatives engage with parents to explain how the School serves students and what sets it apart from other local schools. To ensure effective communication, the School's student recruitment team includes staff members who speak the various languages of the School's community, ensuring families receive essential information. Additionally, the School's marketing materials are published in multiple languages, removing language barriers and making it easier for families to learn about the School and the opportunities it offers within the community.

9. **How does the school's record of achievement support the approval of this amendment? For purposes of this question, the authorizer will review various metrics of success, including but not limited to the school's scores on TVAAS, TNReady and the authorizer's school performance framework, as well as the school's financial information and duration of operations.**

Please refer to the response to question number seven in Part II, Subpart B: Grade Levels, above.

10. **Complete the proposed enrollment summary for each grade level and each year remaining in the charter agreement in the tables below:**

Please refer to the response to question number eight in Part II, Subpart B: Grade Levels, above.

Supporting Documentation Pursuant to The Tennessee Public Charter School Commission Amendment Petition by Commission-Authorized Schools Policy 3.900

a) **The contingency plan of the charter school if the proposed amendment is not approved.**

If the governance amendment is not approved, it will impede Rocketship Dream Community Prep's ("RDCP") ability to transition toward a more regionalized governance model with a board of local, Tennessee citizens. Should the amendment be denied, the School's governance

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structure will remain unchanged. In this case, the National Board and the local board would continue to work closely together to maximize local community input and voice.

If the amendment to add fifth grade is not approved, the School will continue to operate as a K-4 elementary school. The School's staff will continue to share information with families about the area schools that serve fifth grade and guide them to make the best decision for their students.

Although RDCP strongly believes that educating students through the fifth grade is in the best interest of its students, it remains fiscally and operationally stable to continue as a K-4 school if necessary.

RDCP believes all three amendments are in the best interest of the School, its students, and other stakeholders; therefore, if the amendment is not approved RDCP will cure any deficiencies and resubmit the amendment application during the next amendment cycle.

b) Academic results, including but not limited to teacher turnover and/or retention statistics, metrics regarding EL and special population students, performance improvement over grades, achievement gap.

Seventy-four percent of the inaugural Fall 2022 K-3rd grade cohort at RDCP re-enrolled in Fall 2023. As of September 1, 2024, 82% of the K-3 students from Fall 2023 returned in Fall 2024, marking an improvement in RDCP's retention rate in its second year

Baseline	Retained through	Fall-to-Fall Retention Rate (K-3rd)
Oct. 1, 2022	Oct. 1, 2023	74%
Oct. 1, 2023	Sept. 1, 2024	82%

Since RDCP has only operated for two full years, resulting in one cohort of third grade students with two years of TNReady scores. Among these students, those who were enrolled in 2022-2023 and returned for the full year in 2023-2024 achieved a three percentage point increase in the TNReady Success Rate.

Success Rate (TNReady) *[40% ELA, 40% Math, 20% Science]*			
Cohort	2022-23 3rd Grade	2023-24 4th Grade	YoY Change
Retained 2022-23 students *(37 students)*	38%	41%	+3 % pts
All tested students	35%	42%	+7 % pts

RDCP's TNReady success rates and TVAAS scores by subgroup indicate that RDCP achieved the highest TVAAS composite level for all reported subgroups. However, the overall TNReady

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success rate declined due to a lower-performing third grade cohort compared to the previous year's exiting fourth grade cohort. It is important to note that the 2023-2024 third graders began Kindergarten in Fall 2020, during which they experienced significant schooling disruptions due to the COVID-19 pandemic. Additionally, RDCP's economically disadvantaged subgroup saw an improvement of three percentage points last year.

	Success Rate (TNReady) *[40% ELA, 40% Math, 20% Science]*		TVAAS Composite	
Subgroup	2022-23	2023-24	2022-23	2023-24
All students	35%	31%	5	TBD
Black/Hispanic/Native American	35%	33%	5	TBD
Economically Disadvantaged	21%	24%	5	TBD
EL	31%	24%	5	TBD
SwD	n<10	n<10	Insufficient n-size for reporting	TBD

RDCP has identified an achievement gap on TNReady between economically disadvantaged students and their non-economically disadvantaged peers. Encouragingly, this gap narrowed last year. However, the achievement gap on TNReady between our English Learner (EL) students and their non-EL peers has increased. The School is focused on improving outcomes for this subgroup and others.

	Success Rate (TNReady) *[40% ELA, 40% Math, 20% Science]*			
Subgroup	2022-23	Difference from All Students	2023-24	Difference from All Students
All students	35%	-	31%	-
Black/Hispanic/Native American	35%	0%	33%	+2%
Economically Disadvantaged	21%	-14%	24%	-7%
Non-Economically Disadvantaged	41%	+6%	34%	+3%

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ED-Non ED Gap	*-20%*		*-10%*	
EL	31%	-4%	24%	-7%
Non-EL	37%	+2%	37%	+6%
EL-Non EL Gap	*-6%*		*-13%*	

While RDCP's EL achievement on TNReady was lower in 2023-24, EL students across all grade levels demonstrated continued progress in their English fluency based on WIDA ACCESS scores. Approximately 60% of EL students have met their ACCESS growth targets in the past two years with approximately10% exiting from EL services each year.

WIDA ACCESS data (EL proficiency and Growth)			
School Year	Exit rate	% Met ACCESS Growth Target	Avg Composite Level
2022-23	9.7%	61.8%	3.2
2023-24	10.6%	60.9%	2.9

c) A statement related to the impact of an approved amendment on neighboring schools.

RDCP's current charter provides that it will serve grade levels K-4. Most local public elementary schools in the area end at grade level five. Accordingly, at present, rising fifth graders at RDCP must find a solution for their fifth grade year before transitioning to middle school, placing them in the position of potentially having more than one school transition between fourth and sixth grade. The requested grade level addition will allow students continuity of service in a program known to them at RDCP.

If the proposed charter amendment is approved, RDCP families will have the option to remain at RDCP for an additional year before proceeding to a middle school of their choice. Student retention at RDCP through fifth grade may impact fifth grade enrollment at the neighboring schools that serve fifth grade. Adding a fifth grade at RDCP would align the grade model to the majority of elementary schools in the area which would help ensure a smoother transition for our students into local middle school.

d) Evidence of community support (e.g. statements of support, survey results, etc.) and comparative enrollment for neighboring schools.

Families at RDCP have expressed growing interest in having their student(s) continue at RDCP through fifth grade to help ensure a smoother transition into middle school. To formally assess this interest, the School conducted a survey, and families overwhelmingly supported the addition of fifth grade. For more information about this outreach and the outcomes of the survey please

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refer to the response to question number three in Part II, Subpart B: Grade Levels. (*Additionally, survey feedback from our families is included with this application as Attachment 3.*)

Earlier this year, RDCP conducted a survey to assess parental interest in the potential addition of fifth grade. Of the 23 unique respondents, all expressed support for the addition of fifth grade. Below are a few narrative responses describing why they wanted a fifth grade at RDCP:

> *"After coming from a school where my son had fallen behind my son has made great progress at Rocketship. It would be amazing for him to get another year of preparation."*
>
> *"We would love to have a 5th grade class in our school in order to continue with the same education excellence we've received so far and be even better prepared for Middle School (and be at our beloved school one more year)"*
>
> *"I love how they engage in my child and he has been doing great."*
> *"We've had a great experience with learning, communication, and staff interaction since starting Kindergarten at Rocketship Dream."*
>
> *"Rocketship offers an excellent curriculum and my children love everything about it. I wish there was a Rocketship middle and high school, then they will be rocketeers until they about to go to college."*

Comparative Enrollment in The Cane Ridge and Antioch Clusters

MNPS- Elementary Schools	
School Name	**Enrollment (May 2024)**
Cane Ridge	765
Eagle View	741
Cole	844
A.Z. Kelley	689
Henry Maxwell	587
Lake View	617
JE Moss	700
Thomas Edison	632
Mt. View	791
Smith Springs	754
Una	791

MNPS- Middle School	
School Name	**Enrollment (May 2024)**
Antioch	748
Thurgood Marshal	787
Margaret Allen	316
Apollo	741
John F. Kennedy	971

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Charter Elementary Schools	
School Name	Enrollment (May 2024)
Nashville Collegiate	431 (SY 22 –23)*
KIPP Antioch College Prep Elementary	654 (SY 22 – 23)
RDCP	380

Charter Middle Schools	
School Name	Enrollment (May 2024)
Nashville Collegiate	431 (SY 22 – 23)*
KIPP Antioch College Prep	505 (SY 22 – 23)
KIPP Antioch Global	**
Knowledge Academy	534
Intrepid	841

* Includes grades K – 6

** Enrollment not available

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Letter of Intent

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Fall: Letter of Intent must be submitted by **September 1**, with the application due by **October 1**.
Spring: Letter of Intent must be submitted by **January 15**, with the application due by **February 14**.
If the due date falls on a Saturday, Sunday or state-observed holiday, the due date shall be the next business day.

LETTER OF INTENT TO AMEND A CHARTER AGREEMENT

Name of Charter School: Rocketship Dream Community Prep

Name of Authorizer: Tennessee Public Charter School Commission

Name of Contact Person: Daimon Hardy
This is the person who will serve as the primary contact for the application, including notices and other follow-up.

Contact Person Mailing Address: 311 Plus Park Blvd Suite 130 Nashville, TN 37217

Contact Person Primary Telephone: 404-992-3498

Contact Person Alternate Telephone: _____

Contact Person Email Address: dhardy@rsed.org

Name of School Leader: Jessica Alexander

School Year Proposed Amendment Will Take Effect: 25-26

Amendment Petition Category:
Check the box for the category under which this Amendment Petition falls:

- [x] Change in governance structure (including, but not limited to, a change in the nonprofit entity governing the school), or addition of or changes to the charter management organization.
- [x] The addition or removal of a grade level or levels. *Letter of Intent must be filed by **September 1** (or next business day) of the school year preceding the school year in which the proposed amendment would take effect).*
- [x] Changes in student enrollment which fall outside of the minimum or maximum enrollment thresholds set forth in the charter school's charter agreement. *Letter of Intent must be filed by **September 1** (or next business day) of the school year preceding the school year in which the proposed amendment would take effect).*
- [ ] The addition or removal of a plan to provide transportation to students attending the charter school.

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- ☐ Changes to the charter school's location, if outside the geographic area set forth in the charter agreement.
- ☐ Changes to the charter school's academic focus set forth in the charter agreement.
- ☐ Changes identified in the charter agreement as material modifications or amendments. Please specify: _____
- ☐ Other material change not covered by any of the above categories. Please specify: _____

By our signatures below, we hereby certify that the governing body of the charter school identified herein has approved the submission of this Letter of Intent.

Contact Signature

Board Chair Signature

Daimon Hardy, Chief of Staff
Contact, Printed Name & Title

Louis Jordan, Board Chair
Board Chair, Printed Name

8/22/24
Date

08/30/24
Date

This completed and signed form shall be saved as a PDF and submitted to the applicant's authorizer as well as to the Tennessee Department of Education, Division of Choice, at Charter.Schools@tn.gov.

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ATTACHMENT 1

a) IRS Exemption Letter
b) Articles of Incorporation (First Amended and Restated Charter)
c) By-laws

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ATTACHMENT 1a

IRS Exemption Letter

Docusign Envelope ID: 49A0BE87-F5A4-40CB-A2AD-6EFECFE87878

Department of the Treasury
Internal Revenue Service
Tax Exempt and Government Entities
P.O. Box 2508
Cincinnati, OH 45201

Date:
06/25/2024
Taxpayer ID number:
87-4651451
Taxpayer or applicant name:
ROCKETSHIP EDUCATION TENNESSEE
Form or application number:
1023
Person to contact:
Name: Naziat Adnan
ID number: 11795
Telephone: 718-834-2256

CALEB BARRON ESQ
1600 DIVISION STREET SUITE 700
NASHVILLE, TN 37203

Dear Representative:

We're sending the enclosed material to you because of a power of attorney or other authorization we have on file.

If you have questions, contact the person listed at the top of this letter.

Sincerely,

Stephen A. Martin
Director, Exempt Organizations
Rulings and Agreements

Enclosures:
Letter 947

Letter 937-A (Rev. 3-2021)
Catalog Number 39205F

Docusign Envelope ID: 49A0BE87-F5A4-40CB-A2AD-6EFECFE87878

Department of the Treasury
Internal Revenue Service
Tax Exempt and Government Entities
P.O. Box 2508
Cincinnati, OH 45201

ROCKETSHIP EDUCATION TENNESSEE
350 TWIN DOLPHIN DRIVE SUITE 109
REDWOOD CITY, CA 94065-1023

Date:
06/25/2024
Employer ID number:
87-4651451
Person to contact:
Name: Naziat Adnan
ID number: 11795
Telephone: 877-829-5500
Accounting period ending:
June 30
Public charity status:
170(b)(1)(A)(ii)
Form 990 / 990-EZ / 990-N required:
Yes
Effective date of exemption:
March 7, 2022
Contribution deductibility:
Yes
Addendum applies:
No
DLN:
26053756005633

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

Information for Charter Schools
You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

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For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

We sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

Stephen A. Martin
Director, Exempt Organizations
Rulings and Agreements

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ATTACHMENT 1b

Articles of Incorporation (First Amended and Restated Charter)

Docusign Envelope ID: 49A0BE87-F5A4-40CB-A2AD-6EFECFE87878

Tre Hargett
Secretary of State

Division of Business Services
Department of State
State of Tennessee
312 Rosa L. Parks AVE, 6th FL
Nashville, TN 37243-1102

November 3, 2023

Rocketship Education Tennessee
COMPLIANCE DEPARTMENT
STE 109
350 TWIN DOLPHIN DR
REDWOOD CITY, CA 94065-1458

Filing Acknowledgment

Please review the filing information below and notify our office immediately of any discrepancies.

Control # : 1291671 Status: Active
Filing Type: Nonprofit Corporation - Domestic

Document Receipt

Receipt # : 008443806 Filing Fee: $20.00

Payment-Check/MO - BRADLEY ARANT BOULT CUMMINGS LLP, BIRMINGHAM, AL $20.00

Amendment Type: Amended and Restated Formation Documents Image # : B1442-8536
Filed Date: 11/02/2023 2:35 PM

This will acknowledge the filing of the attached amended and restated formation document with an effective date as indicated above. When corresponding with this office or submitting documents for filing, please refer to the control number given above.

Tre Hargett
Secretary of State

Processed By: Cassandra Bowman

Field Name	Changed From	Changed To
Filing Name	ROCKETSHIP PUBLIC SCHOOLS TENNESSEE	Rocketship Education Tennessee
Public Benefit	Mutual	Public
Registered Agent Organization Name	ROCKETSHIP PUBLIC SCHOOLS TENNESSEE	ROCKETSHIP EDUCATION TENNESSEE

Docusign Envelope ID: 49A0BE87-F5A4-40CB-A2AD-6EFECFE87878

B1442-8536 11/02/2023 2:35 PM Received by Tennessee Secretary of State Tre Hargett

FILED

FIRST AMENDED AND RESTATED CHARTER OF ROCKETSHIP EDUCATION TENNESSEE (FORMERLY "ROCKETSHIP PUBLIC SCHOOLS TENNESSEE")

Pursuant to Tennessee Code Annotated Sections 48-60-105 and -106, as amended, the undersigned corporation hereby adopts the following First Amended and Restated Charter:

1. The name of the corporation is Rocketship Education Tennessee (formerly "Rocketship Public Schools Tennessee") (the "Corporation").

2. The Corporation is a public benefit corporation.

3. The name and address of the Corporation's registered agent is:

   Rocketship Education Tennessee
   CT Corporation System
   300 Montvue Road
   Knoxville, TN 37919-5510
   Knox County

4. The Corporation's fiscal year close month is June and its period of duration is perpetual.

5. This First Amended and Restated Charter shall be effective as of March 7, 2022.

6. The Corporation is not for profit and is organized exclusively for charitable and educational purposes under section 501(c)(3) of the Internal Revenue Code, as amended, or corresponding section of any future federal tax code.

7. The Corporation is a public benefit corporation. The Corporation is not a religious corporation. The Corporation has a member.

8. The address of the Corporation's principal executive office is:

   Compliance Department
   Suite 109
   350 Twin Dolphin Drive
   Redwood City, CA 94065-1458

9. Upon the dissolution of the Corporation, all assets of the Corporation shall be distributed to the sole member of the Corporation, provided that the sole member is at such time organized exclusively for charitable or educational purposes under section 501(c)(3) of the Internal Revenue Code, as amended, or corresponding section of any future federal tax code. If the sole member of the Corporation is not so organized at such time, all assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, as amended, or corresponding section of any future federal tax code, or shall be

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distributed to the federal government, or to a state or local government, for a public purpose.

10. This First Amended and Restated Charter was duly adopted on August 31, 2023, by the Corporation's Board of Trustees with approval by the Corporation's sole Member.

11. Additional approval for the amendment (as permitted by Tennessee Code Annotated Section 48-60-301) was not required.

ROCKETSHIP EDUCATION TENNESSEE

By: Margaret Kiley King

Name: Margaret Kiley King

Title: Secretary

Date: 10/24/2023

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ATTACHMENT 1c

By-laws

Docusign Envelope ID: 49A0BE87-F5A4-40CB-A2AD-6EFECFE87878

BY-LAWS

OF

ROCKETSHIP EDUCATION TENNESSEE

ARTICLE I
PURPOSES, OPERATION

1.1. Purposes. The purposes of Rocketship Education Tennessee (formerly "Rocketship Public Schools Tennessee") (the"Corporation") shall be as set forth in the Articles of Incorporation.

1.2. Mission and Vision. The Corporation may adopt a mission statement and a vision statement consistent with its stated charitable purposes and charter agreement.

1.3. Gifts and Distributions. The Corporation may accomplish its purposes directly or by making grants or other payments to third parties. The Board of Trustees may establish guidelines for the acceptance of gifts and the disbursement of funds by the Corporation in such manner as may, in the judgment of the Board of Trustees, be consistent with the purposes of the Corporation.

1.4. Restrictions. The activities of the Corporation shall be limited to the exclusive purposes permitted for tax exempt status under Internal Revenue Code Section 501(c)(3), and shall in no event expand beyond the activities allowed under Article III of the Articles of Incorporation. All of the assets of the Corporation shall be administered and all of the net earnings of the Corporation shall be devoted to the purposes of the Corporation as aforesaid, and no part of the assets or net earnings of the Corporation shall inure to the benefit of any private shareholder or individual. No substantial part of theactivities of the Corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation (except as otherwise provided in Internal Revenue Code Section 501(h)), and the Corporation shall not participate in, nor intervene in (including the publishing or distributing of statements), any political campaign on behalf of (or in opposition to) any candidate for public office.

ARTICLE II
OFFICES

2.1. Principal Office. The principal office of the Corporation shall be located in the Tennessee. The Corporation may have such other offices, either within or without the Tennessee, as the Board of Trustees may designate from time to time.

2.2. Registered Office. The registered office of the Corporation may be, but need not be, identical with the Corporation's principal office in Tennessee, and the Board of Trustees may from time to time change the address of the registered office to any location within Tennessee.

ARTICLE III
MEMBERS

3.1. Designation of Members. The initial sole member of the Corporation shall be Rocketship Education, Inc., a California nonprofit public benefit corporation (the "Sole Member" or "Rocketship Education"). The Board of Directors of the Corporation may, by written notice given to the Secretary or any Director of the Corporation, designate a single successor member who shall succeed it as the sole member of the Corporation. Such successor member may also designate a single successor member to succeed such successor member as the sole member of the Corporation, and so forth. The Corporation and any of its successors shall hereinafter be referred to as the "Sole Member."

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3.2. Rights of the Sole Member. Subject to applicable laws and except as otherwise set forth in these By-laws, the Sole Member shall have all statutory rights as a "member" of the Corporation as defined in Title 48, as amended, of the Tennessee Code. , including, but not limited to, the rights: (1) to approve the dissolution and liquidation of the Corporation; (2) to approve any plan of merger for the Corporation or any amendment to such plan; (3) to approve the sale, lease, exchange, or other disposition of all, or substantially all, of the Corporation's assets; (4) to inspect and copy any corporate records (including by an agent or attorney); and (5) to, at any time, remove any or all of the trustees of this Corporation, with or without cause, and then fill the vacancy or vacancies left by such removal. This Corporation may not, without the written consent of the Sole Member, make amendments to the Corporation's Articles of Incorporation or Bylaws. Except as otherwise permitted under the Corporation's Articles of Incorporation for a charitable Sole Member and applicable law, no right, title or interest in any property or earnings of the Corporation shall inure to any member during the existence of the Corporation or upon its dissolution.

3.3. Termination of Sole Member. If, at any time the legal existence of the Sole Member ceases or the Sole Member otherwise ceases to serve as a member, and if no successor Sole Member has been designated or if any such designee is unable or unwilling to serve as a member, then the membership of the Corporation shall consist of its Board of Directors as such Board is then and may thereafter from time to time be constituted. If the Directors become the members of the Corporation, the Corporation may continue in existence or may be dissolved as set forth in the Corporation's Articlesof Incorporation. If the Corporation continues in existence with the Board of Directors as its members, then the Board shall cause conforming and appropriate amendments to be made to the Corporation's Articles of Incorporation and these By-laws.

3.4. Action By Members. For so long as the Corporation or a successor Sole Member designated pursuant to Section 3.3 serves as the Sole Member of the Corporation, there shall be no meetings of members and all actions of the Sole Member shall be taken without a meeting by a written consent signed by the Sole Member setting forth the action so taken. If, at any time, the then-acting members of the Board of Directors should become members of the Corporation, as provided in Section 3.3 above, the actions of the Board of Directors in their capacities as such members shall be taken at meetings or by written consent and be otherwise subject to the provisions of Article IV below relating to the Board of Directors.

3.5. Statutory Membership. Except as provided in Section 3.3, the Sole Member shall be theonly statutory member of the Corporation, as the term "member" is defined in Title 48, as amended, of the Tennessee Code. Nothing in this Article III shall be construed to limit the Corporation's rights to refer to persons associated with it as members even though such persons are not statutory members of the Corporation under Title 48 of the Tennessee Code, including honorary or donor members. The Corporation's Board of Directors may confer, by amendment of these Bylaws (subject to the approval required under Article XI), some or all of a statutory member's rights upon any person. The Board of Directors may also, in its discretion, without establishing memberships, establish advisory councils, honorary boards,or other auxiliary groups as it deems appropriate, pursuant to Section 6.2, below.

ARTICLE IV
BOARD OF TRUSTEES

4.1. General Powers and Responsibilities. The affairs of the Corporation shall be managed by its board of trustees (the "Board of Trustees" with each member a "Trustee"). The Board of Trustees shall utilize and distribute the net earnings and principal funds of the Corporation solely in accordance with the purposes for which the Corporation is organized. The Board of Trustees' duties and responsibilities include, but are not limited to:

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(a) Setting the enrollment and grade-level configuration for any schools operated by the Corporation, including increasing enrollment to maximum levels, subject to authorization from the proper authorities;

(b) Approval of annual budgets, calendars, salary schedules, major fundraising events, and grant writing for schools operated by the Corporation;

(c) Negotiation and approval of a Memorandum of Understanding ("MOU") or other contracts for the Corporation with the Tennessee;

(d) Approval of all financial policies that set the processes and controls for contracts, expenditures and internal control;

(e) Supervisory oversight of personnel actions (including hiring, discipline anddismissal, subject to Trustee recusal for any actions involving such Trustee);

(f) Approval of all changes to the charter agreement to be submitted in accordance with applicable law;

(g) Participation, as necessary, in dispute resolution for the Corporation;

(h) Evaluation of principals of schools operated by the Corporation, subject to Trustee recusal for any actions involving such Trustee;

(i) Monitoring the performance of schools operated by the Corporation and taking necessary actions to ensure that such schools remain true to the Corporation's mission and charter;

(j) Monitoring the fiscal solvency of schools operated by the Corporation;

(k) Participating and monitoring, as necessary, any fiscal audits of the Corporation;

(l) Participating, as necessary, in any student expulsion matters;

(m) Participating in any training for Trustees regarding governance matters, strategic planning, or other corporate matters; and

(n) Increasing public awareness of the Corporation's activities.

4.2. Number, Qualification, Tenure, Manner of Election and Qualifications.

(a) *Number.* The number of voting Trustees ("Trustees") shall be at least three (3), but no more than fifteen (15) Trustees. Three (3) initial voting Trustees ("Initial Trustees") shall be appointed by the incorporator. The exact authorized number of trustees shall be fixed, within the limits set forth in these bylaws, by the Board of Trustees. All trustees shall be designated and elected by the existing Board of Trustees. All trustees are to be designated and elected at a meeting of the Board of Trustees.

(b) *Elections.* Except for the Initial Trustees appointed by the Incorporator, Trustees shall be elected annually by the Board of Trustees.

(c) *Terms.* The Trustees shall serve staggered terms such that no more than two-

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thirds (2/3) of the Trustees' terms shall expire in the same year. At its first meeting the Initial Trustees of the Corporation shall each be assigned a three (3) year initial term. Trustees may serve more than one (1) term on the Board and there is no limit on the number of terms. Trustees shall take office immediately following the close of the annual meeting at which they were elected. Each Trustee shall serve a term of two (2) years (except for Initial Trustees initially serving three (3) year terms), or until his or her successor has been elected, or until his or her death, or until he or she shall resign or shall have been removed in the manner provided in Section 4.8.

(d) *Qualifications.* A majority of Trustees must be residents of the Tennessee. In considering a potential Trustee, the following factors about a person may be considered, plus any other lawful factors deemed relevant: operation of charter schools; real estate expertise; legal expertise; financial expertise; fundraising ability; significant involvement in communities served by the Corporation; subject and professional development knowledge inliteracy and math; and capacity to take a leadership role in the governance of the Corporation.

4.3. Meetings.

(a) *Regular and Annual Meetings.* The Board of Trustees may provide, by resolution, the time and place for the holding of regular meetings, including the annual meetings. The Board of Trustees shall meet no less than four (4) times per full calendar year, asprorated for partial years.

(b) *Open Meetings.* The Board of Directors shall comply with the Tennessee Meetings Act (the "Open Meetings Act"), including with respect to notice of meetings, meeting quorum, actions taken by written consent and telephonic meetings

(c) Emergency meetings of the Board of Trustees may be called, provided such meetingscomply with the Open Meetings Act.

4.4. Notice. Notice of any public meeting shall be given in compliance with the laws of Tennessee.

4.5. Quorum. Except as otherwise provided by applicable law, a majority of the Trustees then in office shall constitute a quorum for the transaction of business at any meeting of the Board of Trustees, but such quorum shall never be less than two Trustees. If less than such quorum is present at a meeting a majority of the Trustees present may adjourn the meeting from time to time without further notice.

4.6. Manner of Acting. The act of a majority of the Trustees present at a meeting at which a quorum is present shall be the act of the Board of Trustees, unless the act of a greater number is required by these Bylaws or by law.

4.7. Removal and Resignation of Trustee. Any Trustee may be removed from office with or without cause by the affirmative vote of a majority of the Trustees then in office who are present and voting at a meeting of the Board of Trustees at which a quorum is present. Any Trustee may be also removed from office with or without cause subject to the terms of Section 3.2 above. A Trustee may resign from the Board of Trustees at any time by delivering a written notification of resignation to the President or Secretary of the Corporation, which shall be effective as of the date that such notice is received by the President or Secretary or as of such other date as may be specified in such notice, as applicable.

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4.8. Vacancies. Any vacancy occurring in the Board of Trustees may be filled by the Board ofTrustees, or according to Section 3.2 above.

4.9. Compensation. Trustees of the Corporation shall serve without compensation. However, Trustees may receive reasonable compensation for personal services rendered which are necessary to carry out the exempt purposes of the Corporation, so long as such compensation is authorized by the Board of Trustees. Any engagement of a Trustee to provide services to the Corporation shall be in compliance with any conflict of interest policy of the Corporation. In addition, Trustees may receive reimbursement for reasonable expenses incurred in connection with Corporation matters if such reimbursement is not excessive and is authorized by the Board of Trustees.

4.10. Presumption of Assent. A Trustee who is present at a meeting of the Board of Trustees at which action is taken on any matter shall be presumed to have assented to the action taken unless hisor her dissent shall be entered in the minutes of the meeting or unless he or she shall file his or her written dissent to such action with the person acting as the secretary of the meeting before the adjournment thereof or shall forward such dissent in the manner specified for the giving of notices in Section 4.5 to the Secretary of the Corporation immediately after the adjournment of the meeting. Suchright to dissent shall not apply to a Trustee who voted in favor of such action.

ARTICLE V
OFFICERS

5.1. Principal Officers. The principal Officers of the Corporation ("Officers") shall be a President, a Secretary and a Treasurer, each of whom shall be elected by the Board of Trustees pursuanto these Bylaws. Such other Officers and assistant Officers as may be deemed necessary may be electedor appointed by the Board of Trustees. Any two or more offices may be held by the same person, except the offices of President and Treasurer.

5.2. Election and Terms of Office. Once elected, each Officer shall hold office until his or her successor shall have been elected by the Board of Trustees or until his or her death or until he or she shall resign or shall have been removed as provided in Section 5.3 or for such term as the Board of Trustees considers appropriate.

5.3. Removal and Resignation of Officer. Any Officer may be removed from office, either with or without cause, by the affirmative vote of a majority of Trustees then in office. An Officer may resign at any time by delivering a written resignation to the President or Secretary of the Corporation, which shall be effective as of the date that such notice is received by the President or Secretary or as of such other date as may be specified in such notice, as applicable.

5.4. Vacancies. A vacancy in any principal office because of death, resignation, removal, disqualification or otherwise may be filled by the Board of Trustees for the unexpired portion of the term, or for such other term as the Board of Trustees considers appropriate.

5.5. President. Subject to the control of the Board of Trustees, the President shall in general supervise and control all of the business and affairs of the Corporation and shall, when present, preside at all meetings of the Board of Trustees. He or she may sign, with the Secretary or any other Officer of the Corporation authorized by the Board of Trustees, any deeds, mortgages, bonds, contracts, or other instruments which the Board of Trustees has authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board of Trustees or by these Bylaws

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or some other law to be otherwise signed or executed, and in general shall perform all duties incident to the office of President and such other duties as may be prescribed by the Board of Trustees from time totime.

5.6. Secretary. The Secretary (or an Assistant Secretary if requested by the Board of Trustees) shall: (a) keep any minutes of the Board of Trustees' meetings in one or more books provided for that purpose; (b) see that all notices are duly given by law; (c) serve as custodian of the corporate books and records of the Corporation; and (d) in general, perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him or her by the President orby the Board of Trustees. The Secretary shall perform such other duties and have such other powers asthe Board of Trustees may from time to time prescribe.

5.7. Treasurer. If required by the Board of Trustees, the Treasurer shall give a bond for the faithful discharge of his or her duties in such sum and with such surety or sureties as the Board of Trustees shall determine. He or she shall: (a) have charge and custody of and be responsible for all funds, securities, and financial records of the Corporation; (b) receive and give receipts for monies due and payable to the Corporation from any source whatsoever, and deposit all monies in the name of the Corporation in such banks, trust companies or other depositories as shall be selected in accordance with the provisions of these Bylaws; and (c) in general, perform all of the duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him or her by the President or by the Board of Trustees. The Treasurer shall send or cause to be given to the Board of Trustees any financial statements or reports that are required or requested to be made by law, by these Bylaws, or by the Board of Trustees.

5.8. Compensation of Officers. Officers of the Corporation shall serve without compensation., Officers may receive reimbursement for reasonable expenses incurred in connection with Corporation matters.

ARTICLE VI
COMMITTEES OF THE BOARD OF TRUSTEES

6.1. Committees, Generally. The Board of Trustees may establish standing or temporary committees as it considers appropriate. The Board of Trustees shall appoint the members of the committees by majority vote and name the chairperson. A committee shall consist of three (3) or more Trustees and shall perform such duties and have such responsibilities as are provided in the resolution establishing any such committee, as initially adopted or thereafter supplemented or amended. The Board of Trustees may elect one or more persons as alternate members of any such committee who may take the place of any absent member or members at any meeting of the committee upon request of the committee's chairperson or other person presiding at such committee meeting. The designationof a committee or committees and the delegation thereto of any Board authority will not operate to relieve the Board of Trustees, or any member thereof, of any responsibility imposed upon it or him or her by law.

6.2. Advisory Committees. The Board of Trustees, by resolution, may designate one or more advisory committees to assist it in any capacity as it directs, but such committees or advisory bodies shall not have any of the powers of the Board of Trustees.

6.3. Parent/Teacher Council Encouraged. The Board of Trustees shall encourage parents of students attending schools of the Corporation to form one or more Parent/Teacher Councils to serve as advisory bodies to facilitate communication among parents, teachers and the Board of Trustees to promote cultural and school activities within the school community.

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ARTICLE VII
POLICIES

7.1. Conflict of Interest Policy. The Board of Trustees shall adopt a conflict of interest policyupon such terms and conditions as the Board of Trustees from time to time considers appropriate (the "Conflict of Interest Policy"). A copy of the Conflict of Interest Policy adopted by the Board of Trustees and in effect on the date of these Bylaws is attached as Exhibit A.

7.2. Non-Discrimination Policy. The Corporation and the Board of Trustees do not and shall not discriminate on the basis of race, color, religion or creed, gender, gender expression, age, national origin or ancestry, disability, marital status, sexual orientation, or military status in any of its activities. These activities include, but are not limited to, treatment of students, hiring and firing of staff, selection of volunteers and vendors, and provision of services.

7.3. Other Policies. The Board of Trustees may adopt other policies and procedures for the Corporation as consistent with the Articles of Incorporation, these Bylaws, and the Corporation's charter agreement.

ARTICLE VIII
INDEMNIFICATION

8.1. Mandatory Indemnification. The Corporation shall indemnify its Trustees and Officers against any and all Liabilities to the extent allowed under the state of Tennessee, and advance any and all reasonable expenses, incurred by them in any proceeding to which any Trustee or Officer is a party because such Trustee or Officer is a Trustee or Officer of the Corporation. The Corporation may indemnify its employees and authorized agents acting within the scope of their duties as such to the same extent as Trustees or Officers hereunder. The rights to indemnification granted hereunder shall not be deemed exclusive of any other rights to indemnification against liabilities or the advancement of expenses which such person may be entitled under any written agreement, Board resolution, or otherwise.

8.2. Non-Liability of Trustees, Officers, and Others. The directors, officers, and other volunteers (collective, "volunteers") shall be immune from civil liability except where the injury or damage was the result of the willful misconduct of the volunteer; a crime, unless the volunteer had reasonable cause to believe that the act was lawful; a transaction that resulted in an improper personal benefit of money, property, or service to the volunteer; or an act or omission that is not in good faith and is beyond the scope of authority of the Corporation pursuant to the Corporation's Articles or Bylaws.

No employee of the Corporation shall be held personally liable in damages for any acts or omissions in providing services or performing duties on behalf of the Corporation in an amount greater than the total amount of compensation, other than reimbursement of expenses, received from the Corporation for performing those services or duties during the 12 months immediately preceding the actor omission for which liability was imposed. This limitation of liability shall not apply when the injury or damage was the result of the willful misconduct of the employee; a crime, unless the employee had reasonable cause to believe that the act was lawful; a transaction that resulted in an improper personal benefit of money, property, or service to the employee; or an act or omission that is not in good faithand is beyond the scope of authority of the Corporation pursuant to the Corporation's bylaws. This limitation of liability also shall not apply to any licensed professional employee operating in his or her professional capacity.

8.3. Permissive Supplementary Benefits. The Corporation may, but shall not be required to, supplement the foregoing right to indemnification against liability and advancement of expenses under

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Section 8.1 by (a) the purchase of insurance on behalf of any one or more of such Trustees or Officers, whether or not the Corporation would be obligated to indemnify or advance Expenses to such Trustee or Officer under Section 8.1, and (b) entering into individual or group indemnification agreements with any one or more of such Trustees or Officers.

8.4. Certain Restrictions. Notwithstanding any other provision of this Article to the contrary, for any time that the Corporation is treated as a "private foundation" under Internal Revenue Code Section 509 and taxes are potentially imposable under Internal Revenue Code Section 4941, no person shall be entitled to indemnification hereunder if such indemnification or the payment by the Corporation of any monies in connection therewith constitutes, or would constitute, an act of "self- dealing" within the meaning of Internal Revenue Code Section 4941. The Corporation shall have the right to rely on a written opinion of independent legal counsel with respect to any determination of "self-dealing" hereunder which shall be binding and conclusive unless a contrary determination shall be made in any administrative or court proceeding and the time for appeal by either party to such proceeding shall have expired. If the Corporation shall have made any payment under this Article VIII prior to a determination that such payment constitutes an act of "self-dealing," the person to whom or for whose benefit such payment was made shall repay the amount thereof to the Corporation on demand if it should subsequently be determined that such payment constituted an act of "self-dealing."Nothing herein shall be construed as placing upon the Corporation any obligation to contest by court or administrative proceedings, or otherwise, any assertion that any indemnification or payment pursuant to this Article VIII constitutes an act of self-dealing. This provision is not intended to apply to the Corporation unless, under Internal Revenue Code Section 4941, taxes are potentially imposable on acts of self-dealing with the Corporation.

8.5. Effect of Invalidity. The invalidity or unenforceability of any provision of this Article shallnot affect the validity or enforceability of any other provision of this Article VIII or of these Bylaws.

ARTICLE IX
MANAGEMENT, EMPLOYEES

The Board of Trustees is authorized, but is not required to, employ an Executive Director and such other employees for the Corporation as it deems necessary. The duties, responsibilities, and compensation of any employee of the Corporation shall be determined by and at the direction of the Board of Trustees, or by the President or such other person to whom such responsibility may be delegated by the Board of Trustees, as consistent with the charter agreement.

ARTICLE X
CONTRACTS, CHECKS, DEPOSITS, GIFTS, REPORTS AND STATEMENTS

10.1. Contracts. The Board of Trustees may authorize any Officer or Officers, agent or agents of the Corporation, in addition to the Officers so authorized by these Bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent, or employee shall have any power or authority to bind the Corporation by any contract or engagement orto pledge the Corporation's credit or to render the Corporation liable monetarily for any purpose or in any amount.

10.2. Checks, Drafts, Etc. All checks, drafts or orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such Officer or Officers, agent or agents of the Corporation and in such manner as is from time to time determinedby resolution of the Board of Trustees. In the absence of such determination by the Board of Trustees,such instruments shall be signed by the Treasurer then in office.

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10.3. Deposits. All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board of Trustees may select.

10.4. Gifts. The Board of Trustees may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purposes or for any special purpose of the Corporation. The Board of Trustees is authorized to cause gift acknowledgement letters to be sent to the Corporation's donors for purposes of substantiating charitable contributions.

10.5. Books, Accounts and Reports. The Corporation shall keep or cause to be kept correct and complete books and records of accounts and also keep minutes of the proceedings of the Board of Trustees and its committees. The Corporation shall keep other records, such as student records, as required by law. The Corporation shall cause to be filed the necessary reports, tax returns or other documents as may be required by law on its own behalf.

10.6. Annual Statement of Certain Transactions and Indemnifications. As part of the annual report to all Trustees, or as a separate document if no annual report is issued, the Corporation shall, within one-hundred twenty (120) days after the end of the Corporation's fiscal year, cause to be delivered to each Trustee a statement of any transactions or indemnifications as follows:

(a) Any transaction in which the Corporation was a party and in which an "interested person" (as defined in the conflict of interest policy) had a direct or indirect material financial interest if the transaction, or several transactions with the same interested person in the aggregate, involved more than Fifty Thousand Dollars ($50,000);

(b) The statement shall include: a brief description of the transaction or indemnification; the names of the interested persons involved; the interested persons' relationship to the Corporation; and the nature of their interest.

ARTICLE XI
AMENDMENT

These Bylaws and the Corporation's Articles of Incorporation may be amended or repealed only by consent of two-thirds (2/3) of the Trustees then in office. No amendment shall change any provisions of these Bylaws to make such provisions inconsistent with the charter agreement or the Corporation's Articles of Incorporation.

ARTICLE XII
MISCELLANEOUS

12.1. Subsidiaries. The Corporation is authorized to form subsidiaries, including single-member limited liability companies (LLCs), to operate schools in Tennessee. References to the "Corporation" within these Bylaws include references to the Corporation's subsidiaries, as appropriate or necessary. For example, the Corporation would include the activities of any disregarded LLC on the Corporation's own tax return and the Corporation would have the obligation under Section 10.5 to keep records of the disregarded entity's finances and activities.

12.2. Waiver of Notice. Whenever any notice or waiver is required to be given under the provisions of laws of the state of Tennessee, or under the provisions of the Corporation's Articles of Incorporation or these Bylaws, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice. The attendance of a Trustee or any other person at any meeting shall constitute a waiver of notice

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of such meeting, except where a Trustee or other such person attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

12.3. Tax Status. Notwithstanding anything herein contained to the contrary, no action shall be required or permitted to be taken under these Bylaws or by the Officers or Trustees of this Corporation which would not be permitted to be taken by an organization described in Internal RevenueCode Section 501(c)(3).

12.4. Certain Restrictions. In the event the Corporation is treated as a private foundation under Internal Revenue Code Section 509(a) for any tax year and is potentially subject to taxes under Internal Revenue Code Sections 4941 through 4945, inclusive (the "private foundation taxes"), then, notwithstanding anything in these Bylaws, no action shall be required or permitted to be taken under these Bylaws or by the Officers or Trustees of the Corporation that would result in the imposition of private foundation taxes.

12.5. Fiscal Year. The fiscal year of the Corporation shall be as determined by the Board of Trustees, with the initial fiscal year selected as ending June 30.

12.6. Conflict of Laws. These Bylaws are intended to be consistent with, and shall be construed under, the laws of the Tennessee with regard to conflicts of laws provisions.

12.7. Internal Revenue Code. All references to sections of the "Internal Revenue Code" shall be considered to be references to sections of the Internal Revenue Code of 1986, as from time to time amended, to the corresponding provisions of any similar tax law subsequently enacted and to all regulations issued under such sections and provisions.

12.8. Charter Agreement. References to the "charter agreement" refer to any approved charter authority with the Board. These Bylaws are intended to be consistent with the Corporation's authority under such charter agreement, and these Bylaws andany policies and procedures adopted by the Board of Trustees, or upon its authorization, shall be interpreted and construed accordingly.

ARTICLE XIII
NON-PROFIT GENERAL MATTERS

The Corporation is a nonprofit corporation that is organized exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and is not organized for the private gain of any person. This Corporation is organized exclusively for charitable and educational purposes within the meaning of Section501(c)(3) of the Internal Revenue Code or the corresponding provisions of any future United States Internal Revenue Law. Not withstanding any other provision of these Bylaws, this Corporation shall not, except to an insubstantial and legally permitted degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of the Corporation, and the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code or the corresponding provisions of any future United States Internal Revenue Law, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code or the corresponding provisions of any future United States Internal Revenue Law. All Corporate assets are irrevocably dedicated to charitable and educational benefits. No part of the net earnings of this Corporation shall inure to the benefit of any of its directors or officers, or any other private person or individual except to the extent permitted by federal income tax laws. Upon the winding up and dissolution of the Corporation, its assets remaining after payment or adequate provision of payments of all just debts and obligations of the Corporation shall be distributed for one or more of the exempt purposes within the meaning of Section

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501(c)(3) of the Internal Revenue Code, as the Board of Trustees may select. In no event shall assets be distributed to any organization if any part of the net earnings of such organization inures to the benefit of any private person or individual or if the organization engages in activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code or the corresponding provisions of any future United States Internal Revenue Law or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code or the corresponding provisions of any future United States Internal Revenue Law.

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CERTIFICATE OF SECRETARY

I, Margaret Riley King, certify that I am the current and acting Secretary of the Corporation, and the above Bylaws are the bylaws of the Corporation as adopted by the Board of Trustees on August 31, 2023, effective as of March 7, 2022.

EXECUTED on 9/1/2023 in the County of Davidson in the State of Tennessee.

DocuSigned by:

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SECRETARY

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EXHIBIT A

ROCKETSHIP EDUCATION TENNESSEE
CONFLICT OF INTEREST POLICY

ARTICLE I
PURPOSE

The Board of Trustees of Rocketship Education Tennessee (the "Board") which administers Rocketship Education Tennessee (the "Corporation") follows a policy of avoiding any conflict of interest or the appearance of any conflict of interest on the part of the members of the Board of the Corporation.

A conflict of interest exists when the personal or professional interests of a member of the Board or other interested person may affect his or her ability to be objective. The Board recognizes that Board members and other interested persons may have various affiliations with organizations having business relationships with, or which seek grants from, the Corporation. While such affiliations are generally beneficial to the Corporation, they may give rise to actual or potential conflicts of interest.

The purpose of this Policy is to protect the Corporation's interest in its grant making and business relationships and to establish conflict of interest guidelines in order to reduce or eliminate perceptions of favoritism or undue influence. This Policy is intended to supplement, but not replace, Rocketship Public Schools Tennessee Board policy as well as any applicable laws governing conflicts of interest applicable to non-profit and charitable organizations, including, without limitation, any provisions of theInternal Revenue Code or regulations issued thereunder restricting or regulating conflicts of interest involving tax exempt organizations.

ARTICLE II
DEFINITIONS

2.1. Interested Person. Any Trustee, Officer, or member of a committee with Board-delegated powers who has a direct or indirect Conflicting Interest, as defined below, is an interested person. If a person is an interested person with respect to any Corporation entity, he or she is an interested person with respect to all Corporation entities.

2.2. Fiduciary Duty. An obligation of Trustees and Officers to act in the course of their duties solely in the Corporation's best interests without regard to the interests of any other organization or person with which that Trustee or Officer are related or associated, refrain from participating in transactions or exploiting opportunities if that Trustee or Officer cannot act with undivided loyalty to the Corporation, and refrain from using information regarding the Corporation's activities not generally known outside the Corporation for that Trustee's or Officer's personal benefit.

2.3. Community Relationship. A Community Relationship exists if a person is an Officer, Trustee, trustee, employee, consultant or advisor to, or has any compensation or other financial arrangement with, a nonprofit or other agency or organization which is principally engaged in charitable, educational, community or other non-business activities (a "Non-Profit Entity").

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2.4. Conflicting Interest. A person has a Conflicting Interest if the person has, directly or indirectly, through business, investment, or family:

(a) An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement;

(b) A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement;

(c) A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement; or

(d) A Community Relationship with any non-profit entity with respect to which the Corporation is considering any decision or advice to make, or to reduce, augment or condition, any grant.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A Conflicting Interest does not necessarily create a conflict of interest. Under Section 3.3,a person who has a Conflicting Interest only has a conflict of interest if the appropriate Board of Trustees or committee decides that a conflict of interest exists.

ARTICLE III
PROCEDURES

3.1. Duty to Disclose. In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the Conflicting Interest and be given the opportunity to disclose all material facts to the Trustees or members of an appropriate committee with Board- delegated powers considering the proposed transaction or arrangement.

3.2. Permission to Disclose Perceived Conflicts. Any Trustee may communicate with the President when that Trustee believes there is an existing, apparent or perceived conflict of interest on the part of any Trustee that has not been reported to the Board of Trustees or acknowledged in any way. The President shall make an investigation and may also seek the advice and counsel of other Trustees or legal counsel. The President shall then discuss the matter with the affected Trustee. In the event the affected Trustee refuses to acknowledge or resolve the conflict of interest, such Trustee may be removed from the discussion, removed from the Board of Trustees or asked to resign as a member ofthe Board of Trustees. However, no Trustee will be removed or asked to resign from the Board unless the affected Trustee has had the opportunity to address the full Board of Trustees regarding the matter.

3.3. Determining Whether a Conflict of Interest Exists. After disclosure of the Conflicting Interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board of Trustees or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board members shall decide if a conflict of interest exists. If an actual conflict of interest exists, the party with the Conflicting Interest and the Corporation shall notenter into or continue the transaction or arrangement until the Board of Trustees determines how to proceed. Any person with a Conflicting Interest shall abstain from the consideration of whether a conflict of interest exists.

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3.4. Procedures for Addressing the Conflict of Interest.

(a) An interested person may make a presentation at the Board of Trustees meeting or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possibleconflict of interest.

(b) The Board of Trustees shall determine by a majority vote of the disinterested Trustees whether the transaction or arrangement is fair and, in the Corporation's, best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement. The party with the Conflicting Interest shall abstain from voting on the approval of the transaction or arrangement.

3.5. Violations of the Conflict of Interest Policy.

(a) If the Board of Trustees or committee has reasonable cause to believe that a person has failed to disclose actual or possible conflicts of interest, it shall inform that person of the basis for such belief and afford that person an opportunity to explain the alleged failure to disclose actual or possible conflicts of interests.

(b) If, after hearing the person's response and after making further investigation as warranted by the circumstances, the Board of Trustees or committee determines the person has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

ARTICLE IV
RECORDS OF PROCEEDINGS

4.1. Minutes. The minutes of the Board of Trustees and all committees with Board-delegated powers shall contain:

(a) The names of the persons who disclosed or otherwise were found to have a Conflicting Interest in connection with an actual or possible conflict of interest, the nature of the Conflicting Interest, any action taken to determine whether a conflict of interest was present, and the governing Board's or committee's decision as to whether a conflict of interest in fact existed.

(b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

ARTICLE V
COMPENSATION

5.1. Corporation Trustees. A voting member of the Board of Trustees who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.

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5.2. Corporation Employees. If any employee is a voting member of the Board of Trustees, such employee is precluded from discussion and voting on matters pertaining to that employee's compensation; provided, however, that no employee is prohibited from providing information to the Board of Trustees regarding compensation

5.3. Corporation Committee Members. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.

ARTICLE VI
ANNUAL STATEMENTS

Each Trustee, Officer, employee and member of a committee with Board-delegated powers shall annually sign a statement (the "Annual Statement") which affirms that such person: (a) has received a copy of the conflicts of interest policy, (b) has read and understands the policy, (c) has agreed to comply with the policy, and (d) understands that the Corporation is a tax-exempt organization and that, in orderto maintain its federal tax exemption, it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

ARTICLE VII
PERIODIC REVIEWS

7.1. Reviews of Corporation Matters. To ensure the Corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

(a) Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.

(b) Whether partnerships, joint ventures, and arrangements with management organizations conform to the Corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes, and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

7.2. Use of Outside Experts. When conducting the periodic reviews as provided for in Article VII, the Corporation may, but need not, use outside advisors. If outside advisors are used, their use shall not relieve the governing Board of its responsibility for ensuring periodic reviews are conducted.

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ATTACHMENT 2

Financial Documents

a) Most recent audit
b) Balance sheet
c) Budgets

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ATTACHMENT 2a

Financial Documents - Audit

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ROCKETSHIP NASHVILLE

FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION

YEAR ENDED JUNE 30, 2023

COMPRISED OF:

Rocketship Nashville Northeast Elementary
Rocketship United Academy
Rocketship Dream Community Prep
Rocketship Partners Community Prep (Closed)

OPERATED BY:

Rocketship Education, Inc.



CPAs | CONSULTANTS | WEALTH ADVISORS

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ROCKETSHIP NASHVILLE
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INDEPENDENT AUDITORS' REPORT

Board of Directors
Rocketship Education, Inc.
Redwood City, California

Report on the Audit of the Financial Statements

Opinions

We have audited the accompanying financial statements of the governmental activities and the general fund of Rocketship Nashville, comprised of Tennessee Public Charter Schools, operated by Rocketship Education, Inc. (RSED), as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise Rocketship Nashville's basic financial statements as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and the general fund of Rocketship Nashville, as of June 30, 2023, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Rocketship Nashville and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Rocketship Nashville's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

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Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Rocketship Nashville's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Rocketship Nashville's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, Statement of Revenues, Expenditures, and Changes in Fund Balance General Fund – Budget to Actual, schedule of Rocketship Nashville's proportionate share of the net pension liability, and the schedules of School pension contributions be presented to supplement the basic financial statements. Such information is the responsibility of management and although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context.

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Board of Directors
Rocketship Education, Inc.

We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Rocketship Nashville's basic financial statements. The combining schedules, as listed in the table of contents, and the schedule of expenditures of federal awards and state financial assistance are presented for purposes of additional analysis as required by requirements of the state of Tennessee Comptroller of the Treasury's Audit Manual, and are not a required part of the basic financial statements. The combining schedules and the schedule of expenditures of federal awards and state financial assistance are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the basic financial statements as a whole.

The list of board of directors and administrators, which is the responsibility of management, is presented for the purpose of additional analysis and is not a required part of the financial statements. Such information has not been subjected to the audit procedures applied in the audit of the basic financial statements, and accordingly, we do not express an opinion or provide any assurance on it.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated December 28, 2023, on our consideration of Rocketship Nashville's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Rocketship Nashville's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Rocketship Nashville's internal control over financial reporting and compliance.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP

Glendora, California
December 28, 2023

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ROCKETSHIP NASHVILLE
MANAGEMENT'S DISCUSSION AND ANALYSIS
YEAR ENDED JUNE 30, 2023

This section of the Rocketship Nashville annual financial report presents our discussion and analysis of Rocketship Nashville's financial performance for the fiscal year ended June 30, 2023. Please read it in conjunction with the audited financial statements, which immediately follow this section.

Financial Highlights

- The assets and deferred outflows of resources of Rocketship Nashville exceeded its liabilities and deferred inflows of resources at the close of the fiscal year by $5,444,184 (net position).
- The assets of Rocketship Nashville's governmental fund are $6,967,590, which is comprised of cash and cash equivalents, accounts receivable, and prepaid items. The liabilities of Rocketship Nashville's governmental fund at the close of the fiscal year are $1,522,645, which is comprised of accounts payable and related party payables to Rocketship Education (RSED).
- Rocketship Nashville's governmental fund had revenues of $26,441,319; program expenditures of $48,700,398; and other financing sources of $24,132,049 resulting in a total change in fund balance of $1,872,970 for the year ended June 30, 2023.
- As of the close of the current fiscal year, Rocketship Nashville's governmental fund reported ending fund balance of $5,763,575.

Overview of the Financial Statements

The discussion and analysis is intended to serve as an introduction to Rocketship Nashville's basic financial statements. Rocketship Nashville's basic financial statements are comprised of three components: (1) Statement of Net Position and Governmental Fund Balance Sheet, (2) Statement of Activities and Governmental Fund Revenues, Expenditures and Changes in Fund Balance and (3) Notes to the Basic Financial Statements. In addition, the financial statements also include Required Supplementary Information as required by the Governmental Accounting Standards Board (GASB).

Government-Wide Financial Statements

The government-wide financial statements are designed to provide readers with a broad overview of Rocketship Nashville's finances, in a manner similar to a private-sector business.

The *statement of net position* presents information on all of Rocketship Nashville's assets and deferred outflows and liabilities and deferred inflows, with the difference between the two reported as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of Rocketship Nashville is improving or deteriorating.

The *statement of activities presents* information showing how Rocketship Nashville's net position changed during the most recent fiscal year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will result in cash flows in future fiscal periods.

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Government-Wide Financial Analysis

As noted earlier, net position may serve over time as a useful indicator of a government's financial position. In this case, Rocketship Nashville's assets and deferred outflows of resources exceeded liabilities and deferred inflows of resources significantly by approximately $5,444,184.

Rocketship Nashville
Net Position

	Governmental Activities 2022	Governmental Activities 2023
Assets		
Current Assets	$ 5,722,408	$ 6,967,590
Noncurrent Assets	25,259,826	38,082,333
Total Assets	30,982,234	45,049,923
Deferred Outflows of Resources		
Deferred Outflows of Resources - Pensions	765,977	1,161,584
Total Deferred Outflows of Resources	765,977	1,161,584
Liabilities		
Current Liabilities	1,675,700	1,324,868
Noncurrent Liabilities	23,873,434	38,687,755
Total liabilities	25,549,134	40,012,623
Deferred Inflows of Resources		
Deferred Inflows of Resources - Pensions	1,922,652	754,700
Total Deferred Outflows of Resources	1,922,652	754,700
Net Position		
Invested in Capital Assets	(141,574)	(950,165)
Restricted for Pension Benefits	1,942,572	542,520
Unrestricted	2,475,427	5,851,829
Total Net Position	$ 4,276,425	$ 5,444,184

The current assets balance is primarily accounts receivable at June 30, 2023 that were due from the state of Tennessee, cash and cash equivalents, and prepaid assets. The total noncurrent assets are comprised of net pension asset, stabilization restricted investments and capital assets that were purchased with an original cost of $5,000 or more. The liabilities balance is a combination of accounts payable that were due but not paid at June 30, net pension liability, deferred rent liability, short and long-term debt and related party payables related to management fee expense.

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Rocketship Nashville
Changes in Net Position

	Governmental Activities 2022	Governmental Activities 2023
General Revenues		
Tennessee Basic Education Program Revenue	$ 14,567,771	$ 20,307,365
Other State Revenues	-	501,516
Federal Grant Revenue	3,747,237	5,104,163
Private Grants and Contributions	23,252	455,141
All Other Revenue	(87,996)	73,134
Total General Revenues	18,250,264	26,441,319
Expenses		
Governmental Activities - Education Programs	12,903,543	21,670,918
Supporting Services	2,826,887	3,602,642
Total Expenses	15,730,430	25,273,560
Change in Net Position	2,519,834	1,167,759
Net Position - Beginning of Year	1,756,591	4,276,425
Net Position - End of Year	$ 4,276,425	$ 5,444,184

Governmental Fund

The focus of Rocketship Nashville's governmental fund is to provide information on near-term inflows, outflows, and balances of spendable resources. Such information is useful in assessing Rocketship Nashville's financing requirements. In particular, fund balance may serve as a useful measure of a government's net resources available for spending for program purposes at the end of the fiscal year.

Governmental Fund Revenues

During this year of Rocketship Nashville's operations, the primary source of revenue is Basic Education Program revenue from the state of Tennessee, federal funding, private grants, and contributions.

Governmental Fund Expenditures

Total expenditures consist of salary and benefit costs, and other expenditures needed to operate Rocketship Nashville.

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Fund Financial Analysis

As noted earlier, Rocketship Nashville uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements.

Revenue by Source
Governmental Fund

	2022	2023
Revenues by Source		
General Revenues	$ 14,567,771	$ 20,307,365
Program Revenues	3,682,493	6,133,954
Total Revenues	$ 18,250,264	$ 26,441,319

Expenditures by Function
Governmental Fund

	2022	2023
Expenditures by Function		
Educational Programs	$ 13,359,219	$ 20,000,139
Supporting Services	2,826,887	2,789,176
Capital Outlay	14,000	24,155,544
Debt Service	210,574	1,755,539
Total Expenditures	$ 16,410,680	$ 48,700,398

Other Sources/(Uses)
General Fund

	2022	2023
Other Changes		
Other Financing Soures	$ -	$ 24,132,049
Total Other Changes	$ -	$ 24,132,049

As of the end of the current fiscal year, Rocketship Nashville's governmental fund reported an ending fund balance of $5,763,575.

Capital Assets and Debt Administration

Capital Assets

Rocketship Nashville had capital assets net of accumulated depreciation and amortization of $37,539,813 as of June 30, 2023.

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Long-Term Debt

Rocketship Nashville had $38,489,978 of lease liabilities as of June 30, 2023.

Economic Factors

In Fiscal Year 2022-2023, Rocketship Nashville Schools opened its third campus. In future years, the third school will have a significant positive impact on the Rocketship Nashville School's financial position.

Contacting Rocketship Nashville's Financial Management

This financial report is designed to provide our citizens, taxpayers, parents, investors, and creditors with a general overview of Rocketship Nashville's finances. If you have questions regarding this report or need additional financial information, contact Rocketship Nashville's CFO at finance@rsed.org.

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ROCKETSHIP NASHVILLE
STATEMENT OF NET POSITION AND GOVERNMENTAL FUND BALANCE SHEET
JUNE 30, 2023

	General Fund	Adjustments (Note 2)	Statement of Net Position
ASSETS			
CURRENT ASSETS			
Cash and Cash Equivalents	$ 3,148,795	$ -	$ 3,148,795
Accounts Receivable	3,463,818	-	3,463,818
Prepaid Items and Other Assets	354,977	-	354,977
Total Current Assets	6,967,590	-	6,967,590
NONCURRENT ASSETS			
Net Pension Asset	-	223,890	223,890
Stabilization Restricted Investments	318,630	-	318,630
Capital Assets, Net of Accumulated Depreciation	-	91,492	91,492
Right of Use Asset, Net of Accumulated Amortization	-	37,448,321	37,448,321
Total Noncurrent Assets	318,630	37,763,703	38,082,333
Total Assets	$ 7,286,220	$ 37,763,703	$ 45,049,923
DEFERRED OUTFLOWS OF RESOURCES			
Deferred Outflows of Resources - Pensions	$ -	$ 1,161,584	$ 1,161,584
LIABILITIES, DEFERRED INFLOWS OF RESOURCES, FUND BALANCE, AND NET POSITION			
CURRENT LIABILITIES			
Accounts Payable	$ 701,889	$ -	$ 701,889
Unearned Revenue	74,911	-	74,911
Lease Liability - Due Within One Year	-	548,068	548,068
Total Current Liabilities	776,800	548,068	1,324,868
NONCURRENT LIABILITIES			
Related Party Payable	745,845	-	745,845
Lease Liability - Due In More Than One Year	-	37,941,910	37,941,910
Total Noncurrent Liabilities	745,845	37,941,910	38,687,755
Total Liabilities	1,522,645	38,489,978	40,012,623
DEFERRED INFLOWS OF RESOURCES			
Deferred Inflows of Resources - Pensions	-	754,700	754,700
FUND BALANCE			
Nonspendable for Prepaid Items	354,977	(354,977)	-
Restricted for Stabilization Fund	318,630	(318,630)	-
Unassigned	5,089,968	(5,089,968)	-
Total Fund Balance	5,763,575	(5,763,575)	-
Total Liabilities and Fund Balance	$ 7,286,220		
NET POSITION			
Net Investment in Capital Assets		(950,165)	(950,165)
Restricted for Pension Benefits		542,520	542,520
Unrestricted		5,851,829	5,851,829
Total Net Position		5,444,184	5,444,184
Total Liabilities, Deferred Inflows of Resources, Fund Balance, and Net Position		$ 38,925,287	$ 46,211,507

See accompanying Notes to Financial Statements.

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ROCKETSHIP NASHVILLE
STATEMENTS OF ACTIVITIES AND GOVERNMENTAL FUND REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
YEAR ENDED JUNE 30, 2023

	General Fund	Adjustments (Note 3)	Statement of Activities
REVENUES			
General Revenues:			
Tennessee Basic Education Program	$ 20,307,365	$ -	$ 20,307,365
Program Revenues:			
Other State Revenue	501,516	-	501,516
Federal Grant Revenues	5,104,163	-	5,104,163
Private Grants and Contributions	-	455,141	455,141
Revenues - Internal School Funds	482,254	(482,254)	-
All Other Local Revenues	46,021	27,113	73,134
Total Revenues	26,441,319	-	26,441,319
EXPENDITURES/EXPENSES			
Program Expenses - Educational Programs	19,829,343	1,841,575	21,670,918
Supporting Services	2,789,176	813,466	3,602,642
Expenses - Internal School Funds	170,796	(170,796)	-
Debt Service	1,755,539	(1,755,539)	-
Capital Outlay	24,155,544	(24,155,544)	-
Total Expenditures/Expenses	48,700,398	(23,426,838)	25,273,560
OTHER CHANGES			
Other Financing Sources - Proceeds from Leases	24,132,049	(24,132,049)	-
Total Other Changes	24,132,049	(24,132,049)	-
CHANGE IN FUND BALANCE/NET POSITION	1,872,970	(705,211)	1,167,759
Fund Balance/Net Position - Beginning of Year	3,890,605	385,820	4,276,425
FUND BALANCE/NET POSITION - END OF YEAR	$ 5,763,575	$ (319,391)	$ 5,444,184

See accompanying Notes to Financial Statements.

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NOTE 1 SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

General

Rocketship Education (RSED) is a California nonprofit public benefit corporation incorporated in 2006. RSED was formed to manage, guide, direct, and promote a network of public elementary charter schools and has previously opened schools in California and Wisconsin. RSED began school operations in Tennessee in the 2014/2015 fiscal year and currently operates three charter schools, Rocketship Nashville Northeast Elementary (RNNE), Rocketship United Academy (RUA), and Rocketship Dream Community Prep. These financial statements reflect the activities or these three schools and one closed charter, Rocketship Partners Community Prep (RPP). Rocketship Nashville's support is derived primarily from state of Tennessee public education monies, foundation contributions and various government agency grants.

Accounting Policies

As required by the State of Tennessee *Audit Manual*, issued by the Tennessee Comptroller of the Treasury, Rocketship Nashville accounts for its financial transactions in accordance with accounting principles generally accepted in the United States of America as applied to governmental agencies. The Governmental Accounting Standards Board (GASB) is the accepted standard setting body for establishing governmental accounting and financial reporting principles.

Measurement Focus and Financial Statement Presentation

Government-Wide Financial Statements

The statement of net position and the statement of activities display information about Rocketship Nashville as a whole. All of Rocketship Nashville's activities as a charter school are considered governmental in nature per the state of Tennessee *Audit Manual*, issued by the Tennessee Comptroller of the Treasury; therefore, Rocketship Nashville does not report any business-type activities.

The government-wide statements are prepared using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded at the time the liabilities are incurred, regardless of when the cash flows occur. Governmental fund financial statements, therefore, include a reconciliation with brief explanations to better identify the relationship between the government-wide statements and the statements for governmental funds (see Notes 2 and 3).

Governmental Fund Financial Statements

Rocketship Nashville has one governmental fund, the general fund, which is reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available if they are collected within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, Rocketship Nashville considers revenues to be available if they are collected within 60 days of the end of the current fiscal period, with the exception of state and federal apportionment, interest and reimbursement grants, and private grants which are considered available as collectible within one year. Expenditures generally are recorded when a fund liability is incurred. Rocketship Nashville accounts for all of its operating activities in its general fund.

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NOTE 1 SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Measurement Focus and Financial Statement Presentation (Continued)

Governmental Fund Financial Statements (Continued)

When both restricted and unrestricted resources are available for use, it is Rocketship Nashville's policy to first apply the expenditure toward restricted fund balance and then to other, less restrictive classifications - committed, assigned, and then unassigned fund balances.

Prepaid Items

Payments made for services that will benefit periods beyond June 30, 2023, are recorded as prepaid items. In the governmental fund balance sheet, there is a reservation of fund balance equal to the amount of prepaid items that is classified as nonspendable, as these amounts are not available for expenditure.

Capital Assets

Capital assets are those purchased or acquired with an original cost of $5,000 or more and are reported at historical cost or estimated historical cost. Contributed assets are reported at acquisition value as of the date received. Additions, improvements, and other capital outlays that significantly extend the useful life of an asset are capitalized. Other costs incurred for repairs and maintenance are expensed as incurred. Depreciation on all capital assets is provided on a straight-line basis over the estimated useful lives of the capital assets as follows:

Building improvements	15 years
Equipment	5 years

Right of use lease assets are amortized over the shorter of the lease term or the useful life o the underlying asset.

Deferred Outflows/Inflows of Resources

In addition to assets, the statement of net position reports a separate section for deferred outflows of resources. This separate financial section, deferred outflows of resources, represents a consumption of net position that applies to a future period(s) and will not be recognized as an outflow of resources (expense/expenditure) until then.

In addition to liabilities, the statement of net position reports a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources represent an acquisition of net position that applies to a future period(s) and will not be recognized as an inflow of resources (revenue) until that time.

Deferred Outflows – Pension

The deferred outflow of resources related to pensions resulted from School contributions to employee pension plans subsequent to the measurement date of the actuarial valuations for the pension plans. The deferred outflow - pension contributions will be recognized as a reduction of the net pension liability in the subsequent fiscal year.

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NOTE 1 SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Deferred Outflows/Inflows of Resources (Continued)

Deferred Inflows – Pension

The deferred inflows of resources represent an acquisition of net position by Rocketship Nashville that is applicable to a future reporting period. The deferred inflows of resources are related to pensions and are amortized to pension expense.

Revenues

Revenue resulting from exchange transactions in which each party gives and receives essentially equal value is recorded under the accrual basis when the exchange takes place.

Nonexchange transactions are those in which Rocketship Nashville receives value without directly giving equal value in return and includes private grants and contributions and state revenue. Under the accrual basis, this revenue is recognized in the fiscal year in which all eligibility requirements have been satisfied. Eligibility requirements include timing requirements, which specify the year when the resources are to be used or the fiscal year when use is first permitted, matching requirements under which Rocketship Nashville must provide local resources to be used for a specific purpose and expenditure requirements, in which the resources are provided to Rocketship Nashville on a reimbursement basis.

Unearned Revenue

Unearned revenue arises when assets are received before revenue recognition criteria have been satisfied. Grants and entitlements received before eligibility requirements are recorded as unearned revenue.

Fund Balance

Fund balance presented in the governmental fund financial statements represent the difference between assets and liabilities. Accounting standards require that the fund balance be classified into the following categories based upon the type of restrictions imposed on the use of funds:

- Nonspendable - This classification includes amounts that cannot be spent because they are either (a) not in spendable form or (b) legally or contractually required to be maintained intact.
- Restricted - This classification includes amounts that have constraints placed on the use of resources that are either (a) externally imposed by creditors, grantors, contributors, or laws or regulations of other governments or (b) imposed by law through constitutional provisions or enabling legislation.
- Committed - This classification includes amounts that can be used only for the specific purposes determined by a formal action of the entity's highest level of decision-making authority.
- Assigned - This classification includes amounts intended to be used by the entity for specific purposes but do not meet the criteria to be classified as restricted or committed.
- Unassigned - This classification is the residual amount for Rocketship Nashville's general fund and includes all spendable amounts not contained in the other classifications.

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NOTE 1 SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Net Position

The net position is the residual of assets plus deferred outflows of resources less liabilities less deferred inflows of resources. Rocketship Nashville maintains the following classifications of net position:

- Net Investment in Capital Assets – Capital assets, net of accumulated depreciation, reduced by any borrowings used for the acquisition, construction or improvement of those assets.
- Restricted – Net position whose use is subject to externally imposed conditions that can be fulfilled by the actions of Rocketship Nashville or by the passage of time. This includes Stabilization Funds for pensions (see Note 12).
- Unrestricted: All other categories of net position.

When an expense is incurred for purposes for which both restricted and unrestricted funds are available, Rocketship Nashville considers restricted funds to have been spent first. Additionally, if different levels of unrestricted funds are available for spending Rocketship Nashville considers committed funds to be expended first followed by assigned and then unassigned funds.

Budgets and Budgetary Accounting

The School adopts an annual budget for the General Fund. The Board or management can modify the budget by line item within the total fund's appropriation. Formal budgetary integration is employed as a management control device during the year for the General Fund. Budgets are adopted on a basis consistent with accounting principles generally accepted in the United States of America (GAAP).

Excess of Expenditures over Budget

For the year ended June 30, 2023, total expenditures exceeded budget for the general fund by $27,069,154 due in large part to capital outlay from new lease liabilities amounting to $24,132,049.

Use of Estimates

The preparation of financial statements in accordance with the accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, deferred outflows, liabilities and deferred inflows and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses/expenditures during the reporting period. Actual amounts could differ from those estimates.

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NOTE 1 SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

New Accounting Pronouncements

In May 2020, the GASB issued Statement No. 96, *Subscription-Based Information* Technology Arrangements*,* effective for periods beginning after June 15, 2022. This statement provides guidance on the accounting and financial reporting for subscription-based information technology arrangements (SBITA) for government end users and requires recognition of right to use assets and corresponding liabilities for SBITA's that meet certain criteria.

The School adopted the requirements of the guidance effective July 1, 2022 and has applied the provisions of this standard to the beginning of the period of adoption noting the implementation had no impact on the financial statements.

NOTE 2 EXPLANATION OF DIFFERENCES BETWEEN THE BALANCE SHEET AND THE STATEMENT OF NET POSITION

Total fund balance of Rocketship Nashville's general fund differs from net position of governmental activities primarily because of the long-term economic resources measurement focus of the statement of net position versus the current financial resources measurement focus of the governmental fund balance sheet.

The differences are described below:

Fund Balance - June 30, 2023	$ 5,763,575
Capital assets in governmental activities are not financial resources and, therefore, are not reported as assets in the general fund.	37,539,813
Net pension liability (asset) is not carried on the general fund balance sheet	223,890
Pension activity recorded during the fiscal year are removed/added from fund expenditures and are recorded as a deferred outflow/inflow of resources. This amount will be recognized as an adjustment of the net pension liability in the subsequent year.	406,884
Long-term debt is not due and payable in the current period and, therefore, is not reported as a liability in the general fund.	(38,489,978)
Net Position - June 30, 2023	$ 5,444,184

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NOTE 3 EXPLANATION OF DIFFERENCES BETWEEN STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE AND THE STATEMENT OF ACTIVITIES

The net change in fund balance for the general fund differs from the change in net position for governmental activities primarily because of the long-term economic resources measurement focus of the statement of activities versus the current financial resources measurement focus of the general fund statement of revenues, expenditures, and changes in fund balance.

The differences are described below:

Net Change in Fund Balance - For the Year Ended June 30, 2023	$ 1,872,970
Governmental funds report outlays for capital assets as expenditures because such outlays use current financial resources. In contrast, they are capitalized and depreciated in the statement of activities	22,782,425
Pension contributions made during the fiscal year are removed/added from fund expenses and are recorded as a deferred outflow/inflows of resources. This amount will be recognized as a reduction of the net pension liability in the subsequent year.	98,540
Increases in the liability for accrued interest are not recorded as expenditures in governmental funds because they are not expected to be liquidated with current financial resources. In the statement of activities, changes in accrued interest are recognized as expenses.	4,844
Proceeds/Repayment of long-term debt is reported as a other financing source/expenditure in governmental funds but is not shown in the statement of activities	(23,591,020)
Change in Net Position - For the Year Ended June 30, 2023	$ 1,167,759

NOTE 4 CASH AND CASH EQUIVALENTS

Custodial Credit Risk

Custodial credit risk for deposits is the risk that, in the event of the failure of a depository financial institution, a government will not be able to recover its deposits or will not be able to recover collateral securities that are in the possession of an outside party.

Rocketship Nashville does not have a formal deposit policy that address its exposure to custodial credit risk; however, it does limit deposits to those instruments allowed by applicable state laws. Cash and cash equivalents as of June 30, 2023 are held entirely with financial institutions.

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NOTE 4 CASH AND CASH EQUIVALENTS (CONTINUED)

Custodial Credit Risk (Continued)

RSED manages its cash and cash equivalents on a corporation-wide basis. At times RSED Nashville balances may reflect a cash deficit; however, liabilities are covered by the RSED home office cash balance. RSED and Rocketship Nashville have not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on its cash and cash equivalents.

NOTE 5 ACCOUNTS RECEIVABLE

Accounts receivable primarily consist of funds due from various governmental units. Management believes all these amounts are collectible; therefore, no provisions for uncollectible accounts were recorded. As of June 30, 2023, all amounts are considered collectible within one year.

Accounts receivable consisted of the following as of June 30, 2023:

Federal and State Government	$ 3,463,035
Other	783
Total	$ 3,463,818

NOTE 6 CAPITAL ASSETS AND DEPRECIATION

Capital assets and depreciation consisted of the following:

	Balance July 1, 2022	Additions	Deductions	Balance June 30, 2023
Capital Assets, being Depreciated and Amortized:				
Building improvements	$ 72,924	$ -	$ -	$ 72,924
Equipment	59,804	23,495	-	83,299
Right of Use Asset	24,124,136	24,132,049	8,838,198	39,417,987
Total Capital Assets, being Depreciated and Amortized	24,256,864	24,155,544	8,838,198	39,574,210
Less: Accumulated Depreciation and Amortization for:				
Building improvements	(12,530)	(4,011)	-	(16,541)
Equipment	(41,047)	(7,143)	-	(48,190)
Right of Use Asset	(886,033)	(1,387,255)	(303,622)	(1,969,666)
Total Accumulated Depreciation and Amortization	(939,610)	(1,398,409)	(303,622)	(2,034,397)
Total Capital Assets, being Depreciated and Amortized, Net	23,317,254	22,757,135	8,534,576	37,539,813
Governmental Activities Capital Assets, Net	$ 23,317,254	$ 22,757,135	$ 8,534,576	$ 37,539,813

Depreciation expense was $11,154 for the year ended June 30, 2023.

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NOTE 7 RELATED PARTY PAYABLE

During the year, RNNE, RUA and RPP each had amounts payable to RSED that are not due within one year and will be repaid as funds are available for repayment.

NOTE 8 RISK MANAGEMENT

Rocketship Nashville is exposed to various risks of loss related to theft of, damage to, and destruction of assets, errors, and omissions, injuries to employees and natural disasters. Rocketship Nashville's policy is to minimize these risks through the purchase of commercial insurance. Settled claims have not exceeded the commercial insurance coverage since Rocketship Nashville's inception.

NOTE 9 LEASE LIABILITY

Rocketship Nashville has facility and equipment leases under long-term, noncancellable lease agreements where the last agreement expires in 2052.

	Balance July 1, 2022	Additions	Deductions	Balance June 30, 2023	Due in One Year
Lease Liability	$ 23,458,828	$ 24,132,049	$ (9,100,899)	$ 38,489,978	$ 548,068

Total future minimum lease payments under the lease agreements are as follows:

Year Ending June 30,	Principal	Interest	Total
2024	$ 548,068	$ 1,351,847	$ 1,899,915
2025	563,380	1,332,805	1,896,185
2026	751,754	1,310,474	2,062,228
2027	725,526	1,284,286	2,009,812
2028	711,364	1,259,430	1,970,794
2029-2033	4,377,512	5,868,490	10,246,002
2034-2038	6,194,980	4,945,232	11,140,212
2039-2043	8,326,653	3,666,064	11,992,717
2044-2048	10,701,351	1,977,783	12,679,134
2049-2053	5,589,390	298,542	5,887,932
Total	$ 38,489,978	$ 23,294,953	$ 61,784,931

Right-to-use assets acquired through outstanding leases are shown below, by underlying asset class as of June 30, 2023.

	Governmental Activities		
	Leased Assets Cost	Accumulated Amortization	Leased Assets, Net
Real Estate	$ 38,806,313	$ (1,855,421)	$ 36,950,892
Equipment	611,674	(114,245)	497,429
Total	$ 39,417,987	$ (1,969,666)	$ 37,448,321

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NOTE 10 COMMITMENTS AND CONTINGENCIES

State and Federal Allowances, Awards and Grants

Rocketship Nashville has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is believed that any required reimbursement would not be material.

Litigation

Various claims and litigation involving Rocketship Nashville are currently outstanding. However, based on consultation with legal counsel, management believes that the ultimate resolution of these matters will not have a material adverse effect on Rocketship Nashville's financial position or results of operations.

NOTE 11 EMPLOYEE PENSION PLANS

TCRS Teacher Legacy Pension Plan – Cost Sharing Plan

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the Teacher Legacy Pension Plan in the Tennessee Consolidated Retirement System (TCRS) and additions to/deductions from the plan's fiduciary net position have been determined on the same basis as they are reported by the TCRS. For this purpose, benefits (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms of the Teacher Legacy Pension Plan. Investments are reported at fair value.

TCRS Teacher Retirement Plan – Cost Sharing Plan

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the Teacher Retirement Plan in the Tennessee Consolidated Retirement System (TCRS) and additions to/deductions from the plan's fiduciary net position have been determined on the same basis as they are reported by the TCRS. For this purpose, benefits (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms of the Teacher Retirement Plan. Investments are reported at fair value.

Metro Retirement Plan – Single Employer Plan

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the Metro Retirement Plan and additions to/deductions from the plan's fiduciary net position have been determined on the same basis as they are reported by the Metropolitan Nashville Public Schools. For this purpose, benefits (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms of the Metro Retirement Plan. Investments are reported at fair value.

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NOTE 11 EMPLOYEE PENSION PLANS (CONTINUED)

Teacher Legacy Pension Plan - General Information

Plan Description

The Tennessee Consolidated Retirement System (TCRS) was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans of the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publicly available financial report that can be obtained at https://treasury.tn.gov/Retirement/Boards-and-Governance/Reporting-and-Investment-Policies.

Teachers employed by Rocketship Nashville with membership in the TCRS before July 1, 2014 are provided with pensions through the Teacher Legacy Pension Plan, a cost sharing multiemployer pension plan administered by the TCRS. The Teacher Legacy Pension Plan closed to new membership on June 30, 2014 but will continue providing benefits to existing members and retirees. The Teacher Retirement Plan became effective July 1, 2014 for teachers employed by Local Education Agencies (LEAs) after June 30, 2014. The Teacher Retirement Plan is a separate cost-sharing, multiemployer defined benefit plan.

Benefits Provided

Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. Members of the Teacher Legacy Pension Plan are eligible to retire with an unreduced benefit at age 60 with five years of service credit, or after 30 years of service credit regardless of age. Benefits are determined by a formula using the member's highest five consecutive years average compensation and the member's service credit. A reduced early retirement benefit is available at age 55 if vested. Members are vested with five years of service credit. Service-related disability benefits are provided regardless of length of service. Five years of service is required for nonservice-related disability eligibility. The service-related and nonservice-related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10% and include projected service credits. A variety of death benefits are available under various eligibility criteria. Member and beneficiary annuitants are entitled to automatic cost of living adjustments (COLAs) after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the consumer price index (CPI) during the prior calendar year, capped at 3%, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A 1% COLA is granted if the CPI change is between one-half percent and 1%. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest.

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NOTE 11 EMPLOYEE PENSION PLANS (CONTINUED)

Contributions

Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly. Teachers contribute 5% of salary. The Local Education Agencies (LEAs) make employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. By law, employer contributions for the Teacher Legacy Pension Plan are required to be paid. The TCRS may intercept the state shared taxes of the sponsoring governmental entity of the LEA if the required employer contributions are not remitted. Employer contributions by Rocketship Nashville for the year ended June 30, 2023, to the Teacher Legacy Pension Plan were $58,365 which is 10.30% of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

Teacher Legacy Pension Plan - Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

Pension Asset

At June 30, 2023, Rocketship Nashville reported an asset of $135,238 for its proportionate share of net pension asset. The net pension asset was measured as of June 30, 2022, and the total pension liability used to calculate the net pension asset was determined by an actuarial valuation as of that date. Rocketship Nashville's proportion of the net pension asset was based on Rocketship Nashville's share of contributions to the pension plan relative to the contributions of all LEAs. At the June 30, 2022, measurement date, Rocketship Nashville's proportion was 0.011027%. The proportion measured as of June 30, 2021 was 0.012383%.

Pension Expense

For the year ended June 30, 2023, Rocketship Nashville recognized negative pension expense of ($1,587).

Deferred Outflows of Resources and Deferred Inflows of Resources

For the year ended June 30, 2023, Rocketship Nashville reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences Between Expected and Actual Experience	$ 22,246	$ 22,851
Net Difference Between Projected and Actual Earnings on Pension Plan Investments	84,720	-
Changes in Assumptions	2,313	-
Changes in Proportion on Net Pension Liability (Asset)	17,518	3,378
Contributions Subsequent to the Measurement Date of June 30, 2022	58,365	N/A
Total	$ 185,162	$ 26,229

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NOTE 11 EMPLOYEE PENSION PLANS (CONTINUED)

Teacher Legacy Pension Plan - Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

Deferred Outflows of Resources and Deferred Inflows of Resources (Continued)

Rocketship Nashville employer contributions of $58,365, reported as pension related deferred outflows of resources subsequent to the measurement date, will be recognized as a change in the net pension liability in the year ended June 30, 2024. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ending June 30,	Amount
2024	$ 17,330
2025	29,730
2026	(17,871)
2027	71,379
2028	-
Thereafter	-

In the preceding table, positive amounts will increase pension expense, while negative amounts will decrease pension expense.

Actuarial Assumptions

The total pension liability in the June 30, 2022 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.25%
Salary Increases	Graded salary ranges from 8.72% to 3.44% based on age, including inflation, averaging 4.00%
Investment Rate of Return	6.75%, net of pension plan investment expenses, including inflation
Cost-of Living Adjustment	2.125%

Mortality rates were based on actual experience including an adjustment for some anticipated improvement.

The actuarial assumptions used in the June 30, 2022, actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2016 through June 30, 2020. As a result of the 2020 actuarial experience study, investment and demographic assumptions were adjusted to more closely reflect actual and expected future experience.

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NOTE 11 EMPLOYEE PENSION PLANS (CONTINUED)

Teacher Legacy Pension Plan - Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

Actuarial Assumptions (Continued)

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2020 actuarial experience study. A blend of future capital market projections and historical market returns was used in a building-block method in which a best-estimate of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) is developed for each major asset class. These best estimates are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation of 2.25%. The best-estimates of geometric real rates of return and the TCRS investment policy target asset allocation for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. Equity	4.88 %	31 %
Developed Market International Equity	5.37	14
Emerging Market International Equity	6.09	4
Private Equity and Strategic Lending	6.57	20
U.S. Fixed Income	1.20	20
Real Estate	4.38	10
Short-Term Securities	-	1
Total		100 %

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 6.75% based on a blending of the three factors described above.

Discount Rate

The discount rate used to measure the total pension liability was 6.75%. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from all LEAs will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

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NOTE 11 EMPLOYEE PENSION PLANS (CONTINUED)

Teacher Legacy Pension Plan - Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

Sensitivity of the Proportionate Share of Net Pension Liability (Asset) to Changes in the Discount Rate

The following presents Rocketship Nashville's proportionate share of the net pension liability (asset) calculated using the discount rate of 6.75%, as well as what Rocketship Nashville's proportionate share of the net pension liability (asset) would be if it were calculated using a discount rate that is one-percentage-point lower (5.75%) or one-percentage-point higher (7.75%) than the current rate:

	One Percent Decrease (5.75%)	Current Discount Rate (6.75%)	One Percent Increase (7.75%)
Rocketship's Proportionate Share of the Net Pension Liability (Asset)	$ 267,860	$ (135,238)	$ (470,992)

Pension Plan Fiduciary Net Position

Detailed information about the pension plan's fiduciary net position is available in a separately issued TCRS financial report.

Teacher Legacy Pension Plan - Payable to the Pension Plan

At June 30, 2023, Rocketship Nashville reported a payable of $-0- for the outstanding amount of contributions to the pension plan.

Teacher Pension Plan - General Information

Plan Description

The Tennessee Consolidated Retirement System (TCRS) was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans in the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publicly available financial report that can be obtained at https://treasury.tn.gov/Retirement/Boards-and-Governance/Reporting-and-Investment-Policies.

Teachers with membership in the TCRS before July 1, 2014 are provided with pensions through the Teacher Retirement Plan, a cost sharing multiemployer pension plan administered by the TCRS. The Teacher Legacy Pension Plan closed to new membership on June 30, 2014, but will continue providing benefits to existing members and retirees.

The Teacher Retirement Plan became effective July 1, 2014 for teachers employed by Local Education Agencies (LEAs) after June 30, 2014. The Teacher Retirement Plan is a separate cost sharing, multiemployer defined benefit plan.

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NOTE 11 EMPLOYEE PENSION PLANS (CONTINUED)

Teacher Pension Plan - General Information (Continued)

Benefits Provided

Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. Members of the Teacher Retirement Plan are eligible to retire with an unreduced benefit at age 65 with five years of service credit or pursuant to the rule of 90 in which the member's age and service credit total 90. Benefits are determined by a formula using the member's highest five consecutive year average compensation and the member's years of service credit. A reduced early retirement benefit is available at age 60 and vested or pursuant to the rule of 80. Members are vested with five years of service credit. Service-related disability benefits are provided regardless of length of service. Five years of service is required for nonservice-related disability eligibility. The service-related and nonservice-related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10% and include projected service credits. A variety of death benefits are available under various eligibility criteria. Member and beneficiary annuitants are entitled to automatic cost of living adjustments (COLAs) after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the consumer price index (CPI) during the prior calendar year, capped at 3%, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A 1% COLA is granted if the CPI change is between one-half percent and 1%. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest. Under the Teacher Retirement Plan, benefit terms and conditions, including COLAs, can be adjusted on a prospective basis. Moreover, there are defined cost controls and unfunded liability controls that provide for the adjustment of benefit terms and conditions on an automatic basis.

Contributions

Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly or by automatic cost controls set out in law. Teachers contribute 5% of salary. The Local Education Agencies (LEAs) make employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. Per the statutory provisions governing the TCRS, the employer contribution rate cannot be less than 4%, except in years when the maximum funded level, as established by the TCRS Board of Trustees, is reached. By law, employer contributions for the Teacher Retirement Plan are required to be paid. TCRS may intercept the state shared taxes of the sponsoring governmental entity of the LEA if the required employer contributions are not remitted. Employer contributions for the year ended June 30, 2023 to the Teacher Retirement Plan were $148,237 which is 2.02% of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

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NOTE 11 EMPLOYEE PENSION PLANS (CONTINUED)

Teacher Pension Plan - Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

Pension Asset

At June 30, 2023, Rocketship Nashville reported an asset of $63,547 for its proportionate share of the net pension asset. The net pension asset was measured as of June 30, 2022, and the total pension liability used to calculate the net pension asset was determined by an actuarial value as of that date. Rocketship Nashville's proportion of the net pension asset was based on Rocketship Nashville's share of contributions to the pension plan relative to the contributions of all participating LEAs. At the measurement date of June 30, 2022 Rocketship Nashville's proportion was 0.209778%. At the measurement date of June 30, 2021 Rocketship Nashville's proportion was 0.211878%.

Pension Expense

For the year ended June 30, 2023 Rocketship Nashville recognized pension expense of $91,541.

Deferred Outflows of Resources and Deferred Inflows of Resources

For the year ended June 30, 2023, Rocketship Nashville reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences Between Expected and Actual Experience	$ 3,475	$ 38,609
Net Difference Between Projected and Actual Earnings on Pension Plan Investments	20,030	-
Changes in Assumptions	74,442	-
Changes in Proportion on Net Pension Liability (Asset)	23,116	7,360
Contributions Subsequent to the Measurement Date of June 30, 2022	148,237	N/A
Total	$ 269,300	$ 45,969

Rocketship Nashville employer contributions of $148,237, reported as pension related deferred outflows of resources subsequent to the measurement date, will be recognized as a change in the net pension liability (asset) in the year ended June 30, 2024. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ending June 30,	Amount
2024	$ 3,191
2025	3,395
2026	104
2027	34,992
2028	5,413
Thereafter	27,999

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NOTE 11 EMPLOYEE PENSION PLANS (CONTINUED)

Teacher Pension Plan - Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

Deferred Outflows of Resources and Deferred Inflows of Resources (Continued)

In the preceding table, positive amounts will increase pension expense, while negative amounts will decrease pension expense.

Actuarial Assumptions

The total pension liability in the June 30, 2022 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.25%
Salary Increases	Graded salary ranges from 8.72% to 3.44% based on age, including inflation, averaging 4.00%
Investment Rate of Return	6.75%, net of pension plan investment expenses, including inflation
Cost-of Living Adjustment	2.125%

Mortality rates were based on actual experience including an adjustment for some anticipated improvement.

The actuarial assumptions used in the June 30, 2022 actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2016 through June 30, 2020. As a result of the 2020 actuarial experience study, investment and demographic assumptions were adjusted to more closely reflect actual and expected future experience.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2020 actuarial experience study. A blend of future capital market projections and historical market returns was used in a building-block method in which a best-estimate of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) is developed for each major asset class. These best estimates are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation of 2.25%. The best-estimates of geometric real rates of return and the TCRS investment policy target asset allocation for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. Equity	4.88 %	31 %
Developed Market International Equity	5.37	14
Emerging Market International Equity	6.09	4
Private Equity and Strategic Lending	6.57	20
U.S. Fixed Income	1.20	20
Real Estate	4.38	10
Short-Term Securities	-	1
Total		100 %

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NOTE 11 EMPLOYEE PENSION PLANS (CONTINUED)

Teacher Pension Plan - Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 6.75% based on a blending of the three factors described above.

Discount Rate

The discount rate used to measure the total pension liability was 6.75%. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from all LEAs will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the Proportionate Share of Net Pension Liability (Asset) to Changes in the Discount Rate

The following presents Rocketship Nashville's proportionate share of the net pension liability (asset) calculated using the discount rate of 6.75%, as well as what Rocketship Nashville's proportionate share of the net pension liability (asset) would be if it were calculated using a discount rate that is one-percentage-point lower (5.75%) or one-percentage point higher (7.75%) than the current rate:

	One Percent Decrease (5.75%)	Current Discount Rate (6.75%)	One Percent Increase (7.75%)
Rocketship's Proportionate Share of the Net Pension Liability (Asset)	$ 333,586	$ (63,547)	$ (353,756)

Pension Plan Fiduciary Net Position

Detailed information about the pension plan's fiduciary net position is available in a separately issued TCRS financial report.

Teacher Pension Plan - Payable to the Pension Plan

At June 30, 2023, Rocketship Nashville reported a payable of $52,607 for the outstanding amount of contributions to the pension plan.

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NOTE 11 EMPLOYEE PENSION PLANS (CONTINUED)

Metro Pension Plan - General Information

Plan Administration

The plan administrator is the Metropolitan Government of Nashville and Davidson County and was established or continue under the authority of the Metropolitan Charter, Article XIII, effective April 1, 1963. Approval of the Metropolitan Council is required to establish and amend benefit provisions. Article XIII also requires that all pension plans be actuarially sound. Administrative costs of the plans are financed through plan assets. The plans are managed and administered by the Metropolitan Employee Benefit Board (the Board), an independent board created by the Metropolitan Charter. The Board is composed of ten members, as follows: Finance Director, Human Resources Director, three members appointed by the Mayor, and five members selected by employees and retirees of the Metropolitan Government. The Metropolitan Government of Nashville and Davidson County issues a publicly available financial report that can be obtained at https://www.nashville.gov.

Plan Description Division B

As of July 1, 1995, Division B of the Metro Plan was established for all noncertificated employees of the Metropolitan Nashville Public Schools and all other Government employees. Employees with an effective hire date of July 1, 1995 or later are only eligible to participate in Division B of the Metro Plan. Also, Government employees as of June 30, 1995 who were qualified members of Division A were given the option to transfer to Division B as of January 1, 1996, subject to written application approved by the Benefit Board. Substantially all employees transferred to Division B of the Metro Plan.

Normal retirement for employees other than police officers and fire fighters occurs at the unreduced retirement age which is the earlier of (a) the date when the employee's age plus the completed years of credited employee service equals 85, but not before age 60; or (b) the date when the employee reaches age 65 and completes five years of credited employee service. The lifetime monthly benefit is calculated as 1/12 of the sum of 1.75% of average earnings based upon the previous 60 consecutive months of credited service which produce the highest earnings. Benefits fully vest on completing five years of service for employees employed on or between October 1, 2001 and December 31, 2012 who vest before leaving employment. Benefits fully vest on completing 10 years of service for employees and nonvested employees hired or rehired on or after January 1, 2013.

Normal retirement for police officers and fire fighters occurs any time after attaining the unreduced retirement age which is the date when the employee's age plus the completed years of credited police and fire service equals 75, but not before age 53 nor after age 60. The lifetime monthly benefit is 1/12 of the sum of 2% of average earnings for each year of credited fire and police service not in excess of 25 years; plus 1.75% of average earnings for each year that the credited police or fire service exceeds 25 years. Benefits fully vest on completing five years of service for employees employed on or between October 1, 2001 and December 31, 2012 who vest before leaving employment. Benefits fully vest on completing 10 years of service for employees and nonvested employees hired or rehired on or after January 1, 2013.

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NOTE 11 EMPLOYEE PENSION PLANS (CONTINUED)

Metro Pension Plan - General Information (Continued)

Plan Description Division B (Continued)

An early retirement pension is available for retired employees if the termination occurs prior to the eligibility under normal retirement but after age 50 (45 for police and fire) and after the completion of 10 years of credited employee service. Such shall be payable as either a monthly deferred early employee service pension beginning the month after the attainment of the normal retirement age or an immediate monthly early employee service pension beginning on the first day of the month following termination. The lifetime monthly benefit for the immediate monthly early employee service pension is reduced by 4% for each of the first five years by which the retirement date precedes the normal retirement age, and by 8% for each additional year by which the retirement date precedes the normal retirement age; provided, however, that the immediate monthly benefit shall not be less than the actuarial equivalent of the deferred pension provided by the Metro Plan.

Any employee who terminates after the completion of at least 10 years of service (or five years of service if hired before January 1, 2013) and before eligibility for normal retirement or early retirement shall be eligible to receive a monthly deferred pension which shall commence on the first day of the month following the attainment of unreduced retirement age, computed and payable in accordance with the Metro Plan.

Any employee with unused sick leave time at service retirement shall receive 100% credit for the time, subject to an affirmative election at the time of retirement.

Any employee who terminates and is rehired is eligible to reconnect prior service after being regularly employed continuously for one year.

All assets of the Metropolitan Employees' Benefit Trust Fund may legally be used to pay benefits to any plan members or beneficiaries, regardless of whether the members participate in Division A or Division B of the Metro Plan.

Contributions

The funding policy is to provide for periodic contributions at actuarially determined rates that are designed to accumulate sufficient assets to pay benefits when due. All other funding is provided by the Government with an actuarially recommended employer contribution rate of 12.340% for the noncertificated employees of Metropolitan Nashville Public Schools and all other Metro employees. Employer contributions for the year ended June 30, 2023 to the Metro Plan were $314,372 which is 12.881% of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

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NOTE 11 EMPLOYEE PENSION PLANS (CONTINUED)

Metro Pension Plan - Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

Pension Liability

At June 30, 2023, Rocketship Nashville reported an asset of $25,105 for its proportionate share of the net pension asset. The net pension asset was measured as of June 30, 2022 and the total pension asset used to calculate the net pension asset was determined by an actuarial value as of that date. Rocketship Nashville's proportion of the net pension asset was based on Rocketship Nashville's share of contributions to the pension plan relative to the contributions of all participating LEAs. At the measurement date of June 30, 2022 Rocketship Nashville's proportion was 0.191212558%. At the measurement date of June 30, 2021 Rocketship Nashville's proportion was 0.161695%.

Pension Expense

For the year ended June 30, 2023, Rocketship Nashville recognized negative pension expense of ($22,048).

Deferred Outflows of Resources and Deferred Inflows of Resources

For the year ended June 30, 2023, Rocketship Nashville reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences Between Expected and Actual Experience	$ 151,759	$ 35,232
Net Difference between Projected and Actual Earnings on Pension Plan Investments	-	647,270
Changes in Assumptions	240,991	-
Changes in Proportion on Net Pension Liability (Asset)	-	-
Contributions Subsequent to the Measurement Date of June 30, 2022	314,372	N/A
Total	$ 707,122	$ 682,502

Rocketship Nashville employer contributions of $314,372, reported as pension related deferred outflows of resources subsequent to the measurement date, will be recognized as a change in the net pension liability (asset) in the year ended June 30, 2024. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ending June 30,	Amount
2023	$ (190,727)
2024	(157,257)
2025	(184,707)
2026	151,714
2027	38,113
Thereafter	53,112

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NOTE 11 EMPLOYEE PENSION PLANS (CONTINUED)

Metro Pension Plan - Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

Deferred Outflows of Resources and Deferred Inflows of Resources (Continued)

In the preceding table, positive amounts will increase pension expense, while negative amounts will decrease pension expense.

Investment Policy

The investments of the Metro Plan are administered in accordance with the Statement of Investment Policy of the Government's Employee Benefit System. The Investment Committee of the Government's Employee Benefit System has been given the authority under Section 13.04 of the Metropolitan Charter to regulate and determine all matters dealing with the investments of the Plans. The policy emphasizes a long-term investment strategy. Short-term fluctuations in the market value of the portfolio should not influence the investment structure under normal circumstances. The policy outlines asset allocation targets as follows:

Asset Class	Target Allocation	
Domestic Equity	20-30	%
International Equity	8-18	
Fixed Income	15-25	
Fixed Income Alternatives	0-21	
Real Estate	0-15	
Cash Equivalents	0-5	
Private Equity	0-15	

There were no changes in the investment policy in the current year.

Net Pension Liability Actuarial Assumptions

The long-term expected rate of return on the pension plan investments was determined using building-block method in which best-estimate ranges of expected future real rates of return are developed for each major asset class from historical returns and consensus expectations of future returns as follows:

Asset Class	Long-Term Expected Real Rate of Return
Domestic Equity	5.10 %
International Equity	5.30
Equity Hedge	7.90
Fixed Income	2.30
Fixed Income Alternatives	2.70
Real Estate	4.90
Private Equity	7.90

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NOTE 11 EMPLOYEE PENSION PLANS (CONTINUED)

Metro Pension Plan - Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

Discount Rate

The discount rate used to measure the total pension liability was 7.00%. Based on the plan assumptions and funding policy, the fiduciary net position for each plan was projected to be available to make all projected future benefit payments to current members. Therefore, the long-term expected rate of return on investments was applied to all periods of projected benefit payments to determine the total pension liability (asset).

Sensitivity of the Net Pension Liability to Changes in the Discount Rate

The following presents the net pension liability, calculated using the discount rate of 7.00%, as well as what the net pension liability would be if it were calculated using a discount rate that is one-percentage-point lower (6.00%) or one-percentage-point higher (8.00%) than the current rate:

	One Percent Decrease (6.00%)	Current Discount Rate (7.00%)	One Percent Increase (8.00%)
Rocketship's Proportionate Share of the Net Pension Liability (Asset)	$ (32,253)	$ (25,105)	$ (18,740)

Pension expense is comprised of various elements including service cost, interest, changes in benefit terms, investment experience, and the amortization of deferred outflows and inflows of resources, which are all factors used by the actuaries in the calculation of the net pension liability (asset).

Reconciliation of Net Pension Assets and Liabilities at June 30, 2023

The following will reconcile the various retirement plans to the statement of net position:

	Total Pension Asset (Liability)	Deferred Outflows of Resources	Deferred Inflows of Resources	Pension Expense
Teacher Legacy Plan	$ 135,238	$ 185,162	$ (26,229)	$ (1,587)
Teacher Plan	63,547	269,300	(45,969)	91,541
Metro Plan	25,105	707,122	(682,502)	(22,048)
Total	$ 223,890	$ 1,161,584	$ (754,700)	$ 67,906

Hybrid Plan 401(k)

The TCRS Retirement Plan has a defined contribution component to the plan. Under the terms of the plan for the defined contribution component, employees contribute 2% of their salaries to the plan, but are allowed an opt-out feature. Rocketship Nashville is required to contribute 5% of annual salaries, to an individual employee account. During the year ended June 30, 2023, the contribution expense was $74,918. Employees are immediately vested in the plan.

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NOTE 12 TCRS STABILIZATION TRUST

The Stabilization Reserve Trust (SRT) is a legal trust separate and apart from the normal Hybrid Plan Trust. The SRT is designed to specifically accumulate assets for the future. The assets in this plan are not used to pay benefits now but will be used as necessary in the future.

Legal Provisions

Rocketship Nashville is a member of the Tennessee Consolidated Retirement System (TCRS) Stabilization Reserve Trust. Rocketship Nashville has placed funds into the irrevocable trust as authorized by statute under Tennessee Code Annotated (TCA), Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of the trust. Funds of trust members are held and invested in the name of the trust for the benefit of each member. Each member's funds are restricted for the payment of retirement benefits of that member's employees. Trust funds are not subject to the claims of general creditors of Rocketship Nashville. The trust is authorized to make investments as directed by the TCRS Board of Trustees. Rocketship Nashville may not impose any restrictions on investments placed by the trust on their behalf.

Investment Balances

Assets of the TCRS, including the Stabilization Reserve Trust, are invested in the Tennessee Retiree Group Trust (TRGT). The TRGT is not registered with the Securities and Exchange Commission (SEC) as an investment company. The state of Tennessee has not obtained a credit quality rating for the TRGT from a nationally recognized credit ratings agency. The fair value of investment positions in the TRGT is determined daily based on the fair value of the pool's underlying portfolio. Furthermore, TCRS had not obtained or provided any legally binding guarantees to support the value of participant shares during the fiscal year. There are no restrictions on the sale or redemption of shares.

Investments are reported at fair value or amortized which approximates fair value. Securities traded on a national exchange are valued at the last reported sales price. Investment income consists of realized and unrealized appreciation (depreciation) in the fair Securities and securities transactions are recorded in the financial statements on a trade-date basis. The fair value of assets of the TRGT held at June 30, 2023, represents the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants. Assets held are categorized for fair value measurement within the fair value hierarchy established by GAAP. The hierarchy is based on the valuation inputs used to measure the fair value of the asset and give the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements).

Level 1 – Unadjusted quoted prices for identical assets or liabilities in active markets that can be accessed at the measurement date.

Level 2 – Quoted prices for similar assets or liabilities in active markets; quoted prices for identical or similar assets or liabilities in markets that are not active; assets or liabilities that have a bid-ask spread price in an inactive dealer market, brokered market and principal-to-principal market; and Level 1 assets or liabilities that are adjusted.

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NOTE 12 TCRS STABILIZATION TRUST (CONTINUED)

Investment Balances (Continued)

Level 3 – Valuations derived from valuation techniques in which significant inputs are unobservable.

Investments using the Net Asset Value (NAV) per share have no readily determinable fair value and have been determined using amortized cost which approximates fair value.

Where inputs used in the measurement of fair value fall into different levels of the hierarchy, fair value of the instrument in its entirety is categorized based on the lowest level input that is significant to the valuation. This assessment requires professional judgement and as such management of the TRGT developed a fair value committee that worked in conjunction with the plan's custodian and investment professionals to make these valuations. All assets held were valued individually and aggregated into classes so to be represented in the table below.

Short-term securities generally include investments in money market-type securities reported at cost plus accrued interest.

Equity and equity derivative securities classified in Level 1 are valued using last reported sales prices quoted in active markets that can be accessed at the measurement date. Equity and equity derivative securities classified in Level 2 are securities whose values are derived daily from associated traded securities. Equity securities classified in Level 3 are valued with last trade data having limited trading volume.

U.S. Treasury Bills, Bonds, Notes and Futures classified in Level 1 are valued using last reported sales prices quoted in active markets that can be accessed at the measurement date. Debt and debt derivative securities classified in Level 2 are valued using a bid-ask spread price from multiple independent brokers, dealers, or market principals, which are known to be actively involved in the market. Level 3 debt securities are valued using proprietary information, a single pricing source, or other unobservable inputs related to similar assets or liabilities.

Real estate investments classified in Level 3 are valued using the last valuations provided by external investment advisors or independent external appraisers. Generally, all direct real estate investments are appraised by a qualified independent appraiser(s) with the professional designation of Member of the Appraisal Institute (MAI), or its equivalent, every three years beginning from the acquisition date of the property. The appraisals are performed using generally accepted valuation approaches applicable to the property type.

Investments in private mutual funds, traditional private equity funds, strategic lending funds and real estate funds that report using GAAP, the fair value, as well as the unfunded commitments, were determined using the prior quarter's NAV, as reported by the fund managers, plus the current cash flows. These assets were then categorized by investment strategy. In instances where the fund investment reported using non-GAAP standards, the investment was valued using the same method, but was classified in Level 3.

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NOTE 12 TCRS STABILIZATION TRUST (CONTINUED)

At June 30, 2023, Rocketship Nashville had the following investments held by the trust on its behalf.

Investment	Weighted Average Maturity (Days)	Maturities	Fair Value
Investments at Fair Value:			
U.S. Equity	N/A	N/A	$ 98,775
Developed Market International Equity	N/A	N/A	44,608
Emerging Market International Equity	N/A	N/A	12,745
U.S. Fixed Income	N/A	N/A	63,726
Real Estate	N/A	N/A	31,863
Short-Term Securities	N/A	N/A	3,186
Investments at Amortized Cost Using the NAV:			
Private Equity and Strategic Lending	N/A	N/A	63,727
Total			$ 318,630

		Fair Value Measurements Using			
Investment by Fair Value Level	Fair Value 6/30/2023	Quoted Prices in Active Markets for Identical Assets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)	Amortized Cost NAV
U.S. Equity	$ 98,775	$ 98,775	$ -	$ -	$ -
Developed Market International Equity	44,608	44,608	-	-	-
Emerging Market International Equity	12,745	12,745	-	-	-
U.S. Fixed Income	63,726	-	63,726	-	-
Real Estate	31,863	-	-	31,863	-
Short-Term Securities	3,186	-	3,186	-	-
Private Equity and Strategic Lending	63,727	-	-	-	63,727
Total	$ 318,630	$ 156,128	$ 66,912	$ 31,863	$ 63,727

Risks and Uncertainties

The trust's investments include various types of investment funds, which in turn invest in any combination of stock, bonds and other investments exposed to various risks, such as interest rate, credit, and market risk. Due to the level of risk associated with certain investment securities, it is at least reasonably possible that changes in the values of investment securities will occur in the near term and that such changes could materially affect the amounts reported for trust investments.

Interest Rate Risk

Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. Rocketship Nashville does not have the ability to limit trust investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates.

Credit Risk

Credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligations. Rocketship Nashville does not have the ability to limit the credit ratings of individual investments made by the trust.

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NOTE 12 TCRS STABILIZATION TRUST (CONTINUED)

Concentration of Credit Risk

Concentration of credit risk is the risk of loss attributed to the magnitude of the county's investment in a single issuer. Rocketship Nashville places no limit on the amount the county may invest in one issuer.

Custodial Credit Risk

Custodial credit risk for investments is the risk that, in the event of a failure of the counterparty to a transaction, the county will not be able to recover the value of its investments or collateral securities that are in the possession of an outside party. Pursuant to the trust agreement, investments are held in the name of the trust for the benefit of Rocketship Nashville to pay retirement benefits of Rocketship Nashville Department employees.

For further information concerning Rocketship Nashville's investments with the TCRS Stabilization Reserve Trust, audited financial statements of the Tennessee Consolidated Retirement System may be obtained at www.treasury.tn.gov/tcrs.

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REQUIRED SUPPLEMENTARY INFORMATION
AND SUPPLEMENTARY INFORMATION

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ROCKETSHIP NASHVILLE
BOARD OF DIRECTORS AND ADMINISTRATORS
JUNE 30, 2023

RSED BOARD OF DIRECTORS

Member	Office
Louis Jordan	Board Chair
Alex Terman	Treasurer
Greg Stanger	Secretary
Deborah McGriff	Member
Raymond Raven	Member
April Taylor	Member
Jolene Sloter	Member
Michael Fox	Member
June Nwabara	Member
Charmaine Detweiler	Member
Daniel Velasco	Member
Yolanda Bernal Samano	Member
Malka Borrego	Member
Julie Miller	Member
Hugo Castaneda	Member
Michelle Mercado	Member
Daniel Sanchez	Member
Deja Gipson	Member
Brian Kilb	Member
Rajen Sheth	Member

Tennessee Advisory Board:

April Taylor	Chair
Dr. James Hildreth	Member
Philip Elbert	Member
Rob Elliott	Member
Anderson Green	Member
June Nwabara	Member
Margaret Riley King	Member
Dr. Diarese George	Member
Abby Spaulding	Member

ADMINISTRATORS

Preston Smith	Co-Founder, CEO and President
Matthew Shaw	Chief Financial Officer
Maria Heridia	Chief Legal Officer
Christopher Murphy	Chief Communications Officer
Lamar Wade	Chief People Officer
William Hill	Executive Director – Rocketship Nashville

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ROCKETSHIP NASHVILLE
SCHEDULE OF PROPORTIONATE SHARE OF THE NET PENSION LIABILITY – RSI
YEAR ENDED JUNE 30, 2023

Teacher Legacy Pension Plan:

	2015	2016	2017	2018	2019	2020	2021	2022
Organization's Proportion of the Net Pension Liability (Asset)	0.044481%	0.022290%	0.022521%	0.012925%	0.010263%	0.011681%	0.012383%	0.011027%
Organization's Proportionate Share of the Net Pension Liability (Asset)	$ 5,932	$ 137,302	$ (7,370)	$ (45,481)	$ (105,527)	$ (89,079)	$ (534,123)	$ (135,238)
Organization's Covered Payroll	$ 542,090	$ 804,631	$ 796,122	$ 452,581	$ 344,147	$ 388,784	$ 406,442	$ 362,898
Organization's Proportionate Share of the Net Pension Liability (Asset) as a Percentage of its Covered Payroll	1.09%	17.31%	-0.93%	-10.05%	-30.66%	-22.91%	-131.41%	-37.27%
Plan Fiduciary Net Position as a Percentage of the Total Pension Liability	99.81%	94.14%	100.14%	101.49%	104.28%	103.09%	116.13%	104.42%

Teacher Retirement Plan:

	2015	2016	2017	2018	2019	2020	2021	2022
Organization's Proportion of the Net Pension Liability (Asset)	0.203979%	0.226073%	0.253528%	0.265373%	0.200533%	0.212954%	0.211878%	0.209778%
Organization's Proportionate Share of the Net Pension Liability (Asset)	$ (8,206)	$ (27,699)	$ (66,888)	$ (120,354)	$ (113,198)	$ (121,095)	$ (229,509)	$ (63,547)
Organization's Covered Payroll	$ 423,814	$ 1,170,940	$ 1,664,002	$ 2,319,041	$ 2,122,044	$ 2,687,287	$ 3,057,860	$ 3,582,368
Organization's Proportionate Share of the Net Pension Liability (Asset) as a Percentage of its Covered Payroll	-1.94%	-2.37%	-4.02%	-5.19%	-5.33%	-4.51%	-7.51%	-1.77%
Plan Fiduciary Net Position as a Percentage of the Total Pension Liability	127.46%	121.88%	126.81%	126.81%	123.07%	116.52%	121.53%	104.55%

Metro Plan:

	2016	2017	2018	2019	2020	2021	2022
Organization's Proportion of the Net Pension Liability (Asset)	0.040830%	0.163999%	0.148040%	0.146693%	0.282177%	0.161695%	0.191213%
Organization's Proportionate Share of the Net Pension Liability (Asset)	$ 90,364	$ 66,984	$ 120,813	$ 183,919	$ 611,762	$ (925,281)	$ (25,105)
Organization's Covered Payroll	$ 525,809	$ 883,618	$ 854,406	$ 935,803	$ 1,800,359	$ 1,404,218	$ 2,751,142
Organization's Proportionate Share of the Net Pension Liability (Asset) as a Percentage of its Covered Payroll	92.39%	98.64%	97.45%	96.37%	93.79%	-65.89%	-0.91%
Plan Fiduciary Net Position as a Percentage of the Total Pension Liability (Asset)	41.66%	7.58%	14.14%	19.65%	33.98%	115.75%	104.35%

*Accounting standards require calculation of the proportionate share of the pension liability based on the plan information for the previous year. Rocketship Nashville was not yet in operation in the previous year and therefore has no calculated proportion share of the net pension liability as of June 30, 2015.

Note: Accounting standards require presentation of 10 years of information. However, the information in this schedule is not required to be presented retroactively. Years will be added to this schedule as future data becomes available.

See Auditors' Report and Notes to Required Supplementary Information and Other Supplementary Information.

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ROCKETSHIP NASHVILLE
SCHEDULE OF PENSION CONTRIBUTIONS – RSI
YEAR ENDED JUNE 30, 2023

Teacher Legacy Pension Plan:

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Contractually Required Contributions	$ 49,005	$ 72,739	$ 71,970	$ 41,094	$ 84,923	$ 35,998	$ 41,328	$ 41,472	$ 39,694	$ 58,365
Contributions in Relation to the Contractually Required Contribution	49,005	72,739	71,970	41,094	84,923	35,998	41,328	41,472	39,694	58,365
Contribution Deficiency (Excess)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Organization's Covered Payroll	$ 542,090	$ 804,634	$ 796,122	$ 452,581	$ 935,275	$ 344,149	$ 388,786	$ 403,817	$ 386,504	$ 566,650
Contributions as a Percentage of Covered Payroll	9.04%	9.04%	9.04%	9.08%	9.08%	10.46%	10.63%	10.27%	10.27%	10.30%

Teacher Retirement Plan:

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Contractually Required Contributions	$ 10,595	$ 29,306	$ 66,560	$ 37,818	$ 36,463	$ 41,168	$ 54,553	$ 61,769	$ 100,816	$ 148,237
Contributions in Relation to the Contractually Required Contribution	16,953	46,829	66,560	92,762	36,463	41,168	54,553	61,769	100,816	148,237
Contribution Deficiency (Excess)	$ (6,358)	$ (17,523)	$ -	$ (54,944)	$ -	$ -	$ -	$ -	$ -	$ -
Organization's Covered Payroll	$ 423,814	$ 1,170,725	$ 1,664,000	$ 2,319,041	$ 911,575	$ 2,122,062	$ 2,687,340	$ 2,721,488	$ 2,520,400	$ 3,705,925
Contributions as a Percentage of Covered Payroll	4.00%	4.00%	4.00%	4.00%	4.00%	1.94%	2.03%	2.02%	4.00%	4.00%

Metro Plan:

	2015	2016	2017	2018	2019	2020	2021	2022	2023
Contractually Required Contributions	$ 38,399	$ 84,813	$ 121,144	$ 100,384	$ 115,946	$ 221,884	$ 139,728	$ 177,354	$ 314,372
Contributions in Relation to the Contractually Required Contribution	38,399	84,813	121,144	100,384	115,946	221,884	139,728	177,354	314,372
Contribution Deficiency (Excess)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Organization's Covered Payroll	$ 209,716	$ 525,809	$ 883,618	$ 854,406	$ 935,803	$ 1,798,088	$ 1,032,815	$ 1,376,865	$ 2,440,587
Contributions as a Percentage of Covered Payroll	18.31%	16.13%	13.71%	11.75%	12.39%	12.34%	12.34%	12.88%	12.88%

Note: Accounting standards require presentation of 10 years of information. However, the information in this schedule is not required to be presented retroactively. Years will be added to this schedule as future data becomes available.

Starting 2019, the statute governing the Teacher Retirement Plan provided for contributions in excess of the actuarially determined contribution rate be deposited into a stabilization reserve.

Changes of assumptions:. In 2021, the following assumptions were changed to the TCRS Teacher Retirement Plan and Teacher Legacy Plans: decreased inflation rate from 2.50 percent to 2.25 percent; decreased the investment rate of return from 7.25 percent to 6.75 percent; decreased the cost-of-living adjustment from 2.25 percent to 2.125 percent; and modified mortality assumptions. In 2017, the following assumptions were changed: decreased inflation rate from 3.00 percent to 2.50 percent; decreased the investment rate of return from 7 .50 percent to 7 .25 percent; decreased the cost-of-living adjustment from 2.50 percent to 2.25 percent; decreased salary growth graded ranges from an average of 4.25 percent to an average of 4.00 percent; and modified mortality assumptions.

See Auditors' Report and Notes to Required Supplementary Information and Other Supplementary Information.

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ROCKETSHIP NASHVILLE
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE GENERAL FUND – BUDGET TO ACTUAL
YEAR ENDED JUNE 30, 2023

	Budgeted Amounts		Actual	Variance Between Final
	Original	Final	(Budgetary Basis)	Budget and Actual
REVENUES				
Basic Education Program	$ 18,777,969	$ 18,777,969	$ 20,307,365	$ 1,529,396
Other State Revenues	-	-	501,516	501,516
Federal Revenues	4,424,247	4,424,247	5,104,163	679,916
Revenues - Internal School Funds	-	-	482,254	482,254
All Other Local Revenues	925	925	46,021	45,096
Total Revenues	23,203,141	23,203,141	26,441,319	3,238,178
EXPENDITURES				
Program Expenses - Educational Programs	18,298,474	18,298,474	19,829,343	1,530,869
Supporting Services	3,326,679	3,326,679	2,789,176	(537,503)
Expenses - Internal School Funds	-	-	170,796	170,796
Debt Service	-	-	1,755,539	1,755,539
Capital Outlay	6,091	6,091	24,155,544	24,149,453
Total Expenditures	21,631,244	21,631,244	48,700,398	27,069,154
OTHER CHANGES				
Other Financing Sources - Proceeds from Leases	-	-	24,132,049	24,132,049
Total Other Changes	-	-	24,132,049	24,132,049
CHANGE IN FUND BALANCE	1,571,897	1,571,897	1,872,970	301,073
Fund Balance - July 1, 2022	3,890,605	3,890,605	3,890,605	-
FUND BALANCE - JUNE 30, 2023	$ 5,462,502	$ 5,462,502	$ 5,763,575	$ 301,073

See Auditors' Report and Notes to Required Supplementary Information and Other Supplementary Information.

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ROCKETSHIP NASHVILLE
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
AND STATE FINANCIAL ASSISTANCE
YEAR ENDED JUNE 30, 2023

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Assistance Listing Number	Pass-Through Entity Identifying Number	Additional Award Identification	Federal Expenditures
FEDERAL AWARDS				
U.S. Department of Education				
Pass-Through Program From				
Metro Nashville Public Schools:				
Title I, Part A, Basic Grants				
Low-Income and Neglected	84.010	N/A		$ 923,441
ESSA: School Improvement Funding for LEAs	84.010	N/A		237,254
Charter School Grant	84.282M	N/A		676,894
Special Education Cluster:				
Special Education IDEA	84.027	N/A		219,974
Subtotal: Special Ed Cluster				219,974
ESSER II	84.425D	N/A	COVID-19	1,822,969
Total U.S. Department of Education				3,880,532
U.S. Department of Agriculture				
Pass-Through Program From				
Metro Nashville Public Schools:				
National School Lunch Program	10.555	N/A		745,915
School Breakfast Program	10.553	N/A		477,716
Subtotal: Child Nutrition Cluster				1,223,631
Total U.S. Department of Agriculture				1,223,631
Total Federal Awards				$ 5,104,163
STATE FINANCIAL ASSISTANCE				
Tennessee Department of Education				
Passed Through Metro Nashville Public Schools:				
Basic Education Program	N/A	N/A		$ 20,307,365
Total State Financial Assistance				$ 20,307,365
Total Federal Awards and State Financial Assistance				$ 25,411,528

N/A - Not available

See Auditors' Report and Notes to Required Supplementary Information and Other Supplementary Information.

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ROCKETSHIP NASHVILLE
COMBINING SCHEDULE OF NET POSITION BY LOCATION
JUNE 30, 2023

	Rocketship Northeast	Rocketship United Academy	Rocketship Partners Community Prep	Rocketship Dream Community Prep	Total
ASSETS					
CURRENT ASSETS					
Cash and Cash Equivalents	$ 857,883	$ 4,134,561	$ (611,825)	$ (1,231,824)	$ 3,148,795
Accounts Receivable	1,410,765	1,128,459	-	924,594	3,463,818
Prepaid Expenses and Other Assets	98,489	128,147	-	128,341	354,977
Total Current Assets	2,367,137	5,391,167	(611,825)	(178,889)	6,967,590
NONCURRENT ASSETS					
Net Pension Asset	98,199	88,798	-	36,893	223,890
Stabilization Restricted Investments	137,155	122,326	-	59,149	318,630
Capital Assets, Net of Accumulated Depreciation	75,572	15,920	-	-	91,492
Right of Use Asset, Net of Accumulated Amortization	7,148,612	7,321,799	-	22,977,910	37,448,321
Total Noncurrent Assets	7,459,538	7,548,843	-	23,073,952	38,082,333
Total Assets	$ 9,826,675	$ 12,940,010	$ (611,825)	$ 22,895,063	$ 45,049,923
DEFERRED OUTFLOWS OF RESOURCES					
Deferred Outflows of Resources - Pensions	$ 537,425	$ 438,638	$ -	$ 185,521	$ 1,161,584
LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND NET POSITION					
CURRENT LIABILITIES					
Accounts Payable and Accrued Liabilities	$ 365,316	$ 207,016	$ -	$ 129,557	$ 701,889
Uneared Revenues	35,822	39,089	-	-	74,911
Lease Liability - Due Within One Year	209,573	239,947	-	98,548	548,068
Total Current Liabilities	610,711	486,052	-	228,105	1,324,868
NONCURRENT LIABILITIES					
Accrued Liabilities	-	-	-	-	-
Related Party Payable	283,868	405,259	56,718	-	745,845
Lease Liability - Due in More Than One Year	7,175,775	7,264,884	-	23,501,251	37,941,910
Total Noncurrent Liabilities	7,459,643	7,670,143	56,718	23,501,251	38,687,755
Total Liabilities	8,070,354	8,156,195	56,718	23,729,356	40,012,623
DEFERRED INFLOWS OF RESOURCES					
Deferred Inflows of Resources - Pensions	373,773	367,527	-	13,400	754,700
NET POSITION					
Net Investment in Capital Assets	(161,164)	(167,112)	-	(621,889)	(950,165)
Restricted for Pension Benefits	235,354	211,124	-	96,042	542,520
Unrestricted	1,845,783	4,810,914	(668,543)	(136,325)	5,851,829
Total Net Position	1,919,973	4,854,926	(668,543)	(662,172)	5,444,184
Total Liabilities, Deferred Inflows of Resources, and Net Position	$ 10,364,100	$ 13,378,648	$ (611,825)	$ 23,080,584	$ 46,211,507

See Auditors' Report and Notes to Required Supplementary Information and Other Supplementary Information.

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ROCKETSHIP NASHVILLE
COMBINING SCHEDULE OF ACTIVITIES BY LOCATION
YEAR ENDED JUNE 30, 2023

	Rocketship Northeast	Rocketship United Academy	Rocketship Partners Community Prep	Rocketship Dream Community Prep	Total
REVENUES					
General Revenues:					
Tennessee Basic Education Program	$ 7,666,108	$ 7,581,973	$ -	$ 5,059,284	$ 20,307,365
Program Revenues:					
Other State Revenue	200,113	210,686	-	90,717	501,516
Federal Grant Revenues	2,056,079	1,802,767	-	1,245,317	5,104,163
Private Grants and Contributions	169,552	162,787	-	122,802	455,141
All Other Local Revenues	6,977	14,524	-	51,633	73,134
Total Revenues	10,098,829	9,772,737	-	6,569,753	26,441,319
EXPENSES					
Program Expenses - Educational Programs	7,933,729	7,554,156	-	6,183,033	21,670,918
Supporting Services	1,421,766	1,367,410	-	813,466	3,602,642
Total Expenses	9,355,495	8,921,566	-	6,996,499	25,273,560
CHANGE IN NET POSITION	743,334	851,171	-	(426,746)	1,167,759
Net Position - Beginning of Year	1,176,639	4,003,755	(668,543)	(235,426)	4,276,425
NET POSITION - END OF YEAR	$ 1,919,973	$ 4,854,926	$ (668,543)	$ (662,172)	$ 5,444,184

See Auditors' Report and Notes to Required Supplementary Information and Other Supplementary Information.

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ROCKETSHIP NASHVILLE
COMBINING SCHEDULE OF GOVERNMENTAL FUND BALANCE SHEET BY LOCATION
JUNE 30, 2023

	Rocketship Northeast	Rocketship United Academy	Rocketship Partners Community Prep	Rocketship Dream Community Prep	Total
ASSETS					
CURRENT ASSETS					
Cash and Cash Equivalents	$ 857,883	$ 4,134,561	$ (611,825)	$ (1,231,824)	$ 3,148,795
Accounts Receivable	1,410,765	1,128,459	-	924,594	3,463,818
Prepaid Items and Other Assets	98,489	128,147	-	128,341	354,977
Total Current Assets	2,367,137	5,391,167	(611,825)	(178,889)	6,967,590
LONG-TERM ASSETS					
Stabilization Restricted Investments	137,155	122,326	-	59,149	318,630
Total Long-Term Assets	137,155	122,326	-	59,149	318,630
Total Assets	$ 2,504,292	$ 5,513,493	$ (611,825)	$ (119,740)	$ 7,286,220
LIABILITIES AND FUND BALANCE					
CURRENT LIABILITIES					
Accounts Payable	$ 365,316	$ 207,016	$ -	$ 129,557	$ 701,889
Unearned Revenue	35,822	39,089	-	-	74,911
Total Current Liabilities	401,138	246,105	-	129,557	776,800
LONG-TERM LIABILITIES					
Related Party Payable	283,868	405,259	56,718	-	745,845
Total Long-Term Liabilities	283,868	405,259	56,718	-	745,845
Total Liabilities	685,006	651,364	56,718	129,557	1,522,645
FUND BALANCE					
Nonspendable for Prepaid Items	98,489	128,147	-	128,341	354,977
Restricted for Stabilization Fund	137,155	122,326	-	59,149	318,630
Unassigned	1,583,642	4,611,656	(668,543)	(436,787)	5,089,968
Total Fund Balance	1,819,286	4,862,129	(668,543)	(249,297)	5,763,575
Total Liabilities and Fund Balance	$ 2,504,292	$ 5,513,493	$ (611,825)	$ (119,740)	$ 7,286,220

See Auditors' Report and Notes to Required Supplementary Information and Other Supplementary Information.

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ROCKETSHIP NASHVILLE
COMBINING SCHEDULE OF GOVERNMENTAL FUND REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE BY LOCATION
YEAR ENDED JUNE 30, 2023

	Rocketship Northeast	Rocketship United Academy	Rocketship Partners Community Prep	Rocketship Dream Community Prep	Total
REVENUES					
General Revenues:					
Tennessee Basic Education Program	$ 7,666,108	$ 7,581,973	$ -	$ 5,059,284	$ 20,307,365
Program Revenues:					
Other State Revenue	200,113	210,686	-	90,717	501,516
Federal Grant Revenues	2,056,079	1,802,767	-	1,245,317	5,104,163
Revenues - Internal School Funds	171,493	175,789	-	134,972	482,254
All Other Local Revenues	5,036	1,522	-	39,463	46,021
Total Revenues	10,098,829	9,772,737	-	6,569,753	26,441,319
EXPENDITURES					
Program Expenses - Educational Programs	7,323,796	6,806,763	-	5,698,784	19,829,343
Supporting Services	1,421,766	1,367,410	-	-	2,789,176
Expenses - Internal School Funds	46,417	72,759	-	51,620	170,796
Debt Service	446,786	475,533	-	833,220	1,755,539
Capital Outlay	204,230	206,732	-	23,744,582	24,155,544
Total Expenditures	9,442,995	8,929,197	-	30,328,206	48,700,398
OTHER CHANGES					
Other Financing Sources - Proceeds from Leases	180,735	206,732	-	23,744,582	24,132,049
Total Other Changes	180,735	206,732	-	23,744,582	24,132,049
CHANGE IN FUND BALANCE	836,569	1,050,272	-	(13,871)	1,872,970
Fund Balance - Beginning of Year	982,717	3,811,857	(668,543)	(235,426)	3,890,605
FUND BALANCE - END OF YEAR	$ 1,819,286	$ 4,862,129	$ (668,543)	$ (249,297)	$ 5,763,575

See Auditors' Report and Notes to Required Supplementary Information and Other Supplementary Information.

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ROCKETSHIP NASHVILLE
NOTES TO REQUIRED SUPPLEMENTARY INFORMATION
AND OTHER SUPPLEMENTARY INFORMATION
JUNE 30, 2023

NOTE 1 SCHEDULES OF SCHOOL'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY – RSI

The schedules present information on Rocketship Nashville's proportionate share of the net pension liability, the plans' fiduciary net position and, when applicable, the State's proportionate share of the net pension liability associated with Rocketship Nashville. Accounting standards require calculation of the proportionate share of the pension liability based on the plan information for the previous year. Rocketship Nashville was not yet in operation in the year prior to the year ended June 30, 2016, and therefore has no calculated proportion share of the net pension liability. In the future, as data becomes available, 10 years of information will be presented.

NOTE 2 SCHEDULES OF SCHOOL CONTRIBUTIONS – RSI

The schedules present information on Rocketship Nashville's required contribution, the amounts actually contributed, and any excess or deficiency related to the required contribution. In the future, as data becomes available, 10 years of information will be presented. The accompanying schedule of expenditures of federal awards and state financial assistance includes the government grant activity of Rocketship Nashville and is presented on the accrual basis of accounting.

NOTE 3 STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE GENERAL FUND – BUDGET TO ACTUAL

The information is this schedule is presented in accordance with the requirements of the state of Tennessee Comptroller of the Treasury's Audit Manual.

NOTE 4 SCHEDULES OF EXPENDITURES OF FEDERAL AWARDS AND STATE FINANCIAL ASSISTANCE – OTHER SUPPLEMENTARY INFORMATION

The schedules of expenditures of federal awards and state financial assistance include the grant activity of Rocketship Nashville, and is presented on the modified accrual basis of accounting. The information in these schedules is presented in accordance with the requirements of the state of Tennessee Comptroller of the Treasury's Audit Manual. Therefore, some amounts presented in these schedules may differ from amounts presented in or used in the preparation of the financial statements.

NOTE 5 SUPPLEMENTARY SCHEDULES BY LOCATION – OTHER SUPPLEMENTARY INFORMATION

The information in these schedules are presented in accordance with the requirements of the state of Tennessee Comptroller of the Treasury's Audit Manual.

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INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Directors
Rocketship Education, Inc.
Redwood City, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities and the governmental fund of Rocketship Nashville, comprised of Tennessee Public Charter Schools, operated by Rocketship Education, Inc. (RSED), as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise Rocketship Nashville's basic financial statements, and have issued our report thereon dated December 28, 2023.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Rocketship Nashville's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Rocketship Nashville's internal control. Accordingly, we do not express an opinion on the effectiveness of Rocketship Nashville's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies in internal control, such that there is a reasonable possibility that a material misstatement of Rocketship Nashville's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that that were not identified.

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Board of Directors
Rocketship Education, Inc.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether Rocketship Nashville's financial statements are free from material misstatement, we performed tests of Rocketship Nashville's compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP

Glendora, California
December 28, 2023

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ROCKETSHIP NASHVILLE
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2023

There were no findings for the year ended June 30, 2023.

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ROCKETSHIP NASHVILLE
STATUS OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2023

There were no findings for the year ended June 30, 2022.

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ATTACHMENT 2b

Financial Documents - Balance Sheet

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Rocketship Education Inc.
Balance Sheet
As of June 30, 2024

	Unaudited RSED - TN NE Elementary	Unaudited RSED - TN United Academy	Unaudited RSED - TN Dream Comm. Prep	Unaudited RSED - TN Partner Community
Assets				
Cash and cash equivalents	3,053,913	6,557,247	(1,090,383)	(611,825)
Accounts Receivable	639,111	611,516	943,529	-
Prepaid expenses and deposits	45,731	77,313	56,173	-
Security Deposits	-	-	-	-
Property, plant & equipment	7,799,072	7,789,649	23,763,126	-
Less: Accumulated depreciation	(499,933)	(453,329)	(1,116,074)	-
Intercompany-Due From	109,440	(58,742)	(79,571)	-
Total Assets	**11,147,335**	**14,523,654**	**22,476,799**	**(611,825)**
Liabilities				
Accounts payable	111,815	67,262	25,778	-
Accrued liabilities	91,564	128,278	179,915	-
Accrued lease payments S-T	219,992	235,439	103,962	-
Deferred Revenue	2,805	3,393	-	-
Deferred management fee S-T	-	-	-	-
Intercompany-Due To	-	-	-	-
Current portion of loans payable	-	-	-	-
Total Current Liabilities	**426,176**	**434,372**	**309,655**	**-**
Accrued lease payments L-T	6,956,050	7,044,955	23,470,523	-
Accrued Interest	-	-	-	-
Loans payable L-T	283,868	405,259	-	56,718
Total Long-Tern Liabilities	**7,239,919**	**7,450,214**	**23,470,523**	**56,718**
Total Liabilities	**7,666,094**	**7,884,586**	**23,780,179**	**56,718**
Net Assets	**3,481,241**	**6,639,068**	**(1,303,380)**	**(668,543)**
Total Liabilities and Net Assets	**11,147,335**	**14,523,654**	**22,476,799**	**(611,825)**

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Rocketship Education Inc.
Income Satement
As of June 30, 2024

	Unaudited RSED - TN NE Elementary	Unaudited RSED - TN United Academy	Unaudited RSED - TN Dream Comm. Prep	Unaudited RSED - TN Partner Community
Revenue				
State Revenue	228,045	472,196	132,281	-
Federal Revenue	2,063,375	1,893,133	1,069,929	-
Other Local Revenues	8,857,764	8,994,195	6,282,381	-
Contributions	125,460	124,620	92,895	-
Other Revenue	-	-	-	-
Total Revenue	**11,274,643**	**11,484,143**	**7,577,487**	**-**
Expenses				
Compensation	5,057,288	4,886,740	3,665,081	-
Materials and Supplies	531,389	514,913	382,080	-
Student Food Services	446,582	393,980	380,506	-
Facility Fee	493,185	563,491	1,495,208	-
Facility Costs	392,830	295,206	229,774	-
Other Program Expenses	1,102,816	1,324,959	1,002,798	-
Support Services	1,561,511	1,617,680	968,868	-
Total Expenses	**9,585,601**	**9,596,969**	**8,124,315**	**-**
Change in net assets	**1,689,042**	**1,887,174**	**(546,828)**	**-**
Beginning Net Assets	**1,792,198**	**4,751,894**	**(756,552)**	**(668,543)**
Ending Net Assets	**3,481,241**	**6,639,068**	**(1,303,380)**	**(668,543)**

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ATTACHMENT 2c

Financial Documents - Budgets

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RDCP Proposed Amendment Budget Projections			
RDCP	**FY25 Budget**	**FY26**	**FY27**
Enrollment	**450**	**510**	**510**
Federal Income	$931,500	$1,055,700	$1,055,700
State Revenue Sources	$7,731,850	$8,757,430	$8,757,430
Other Local Revenues	$15,750	$17,850	$17,850
Internal Transfers/Network Support		$0	$0
Grants and Fundraising	$0	$0	$0
8999ST_StateRev_Mod		$0	$0
Total Revenues	**$8,679,100**	**$9,830,980**	**$9,830,980**
Certificated Salaries	$1,798,713	$1,989,866	$1,989,866
Classified Salaries	$1,488,792	$1,650,031	$1,650,031
Employee Benefits	$1,040,004	$1,201,166	$1,201,166
Books and Supplies	$316,943	$359,203	$359,203
Food Services	$364,500	$413,100	$413,100
Services and Other Operating Expenses	$1,296,296	$1,383,915	$1,383,915
Travel & Conferences	$17,023	$18,725	$18,725
Dues and Insurance	$39,464	$39,464	$39,464
Rental, Leases, & Repairs Less Facility Fees	$157,787	$157,787	$157,787
Facilities Fees/Rent	$895,000	$895,000	$895,000
Management Fee	$1,240,778	$1,405,415	$1,405,415
Capital Outlay	$0	$0	$0
Interest Expense	$0	$0	$0
Miscellaneous Expense	$0	$0	$0
Total Expenses	**$8,655,300**	**$9,513,672**	**$9,513,672**
CINA	**$23,800**	**$317,308**	**$317,308**

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ATTACHMENT 3

Interest Form/Survey Feedback

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ROCKETSHIP PUBLIC SCHOOLS

Daimon Hardy <dhardy@rsed.org>

Fwd: 5th Grade Interest Form/ Interés de 5º Grade

1 message

Guadalupe Davalos <gdavalos@rsed.org> Wed, Sep 25, 2024 at 11:30 AM
To: Daimon Hardy <dhardy@rsed.org>

---------- Forwarded message ---------
From: **doris calderon** <doris.rubi88@gmail.com>
Date: Wed, Sep 25, 2024 at 11:12 AM
Subject: Fwd: 5th Grade Interest Form/ Interés de 5º Grade
To: Meyers, Guadalupe <gdavalos@rsed.org>

---------- Forwarded message ---------
From: **Google Forms** <forms-receipts-noreply@google.com>
Date: Mon, Aug 26, 2024 at 5:45 PM
Subject: 5th Grade Interest Form/ Interés de 5º Grade
To: <doris.rubi88@gmail.com>

Thanks for filling out 5th Grade Interest Form/ Interés de 5º Grade

Here's what was received.

5th Grade Interest Form/ Interés de 5º Grade

We are excited to announce that we are opening a 5th grade class for the next school year! If you are interested in enrolling your child, please fill out this interest form. ¡Estamos emocionados de anunciar que estamos abriendo una clase de 5º grado para el próximo año escolar! Si está interesado en inscribir a su hijo, complete este formulario de interés/ waxaan ku ogetsiinnay in laa furaayo 5th grade.Haddii add rabto buuxi foomka.

Your email (**doris.rubi88@gmail.com**) was recorded when you submitted this form.

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Name/ Nombre / Magacaga *

Doris Calderon

Cell/telaphonka *

6156743863

What is your Rocketship school?/ Cual es tu escuela Rocketship?/Iskool kaa addaa *

- [ ] Rocketship Dream Community Prep
- [x] Rocketship United Academy

What grade is your Rocketeer in? /¿En qué grado está tu Rocketeer?/ gradekaa ardayagaa ku jiiraa *

- ( ) Kinder
- ( ) 1
- ( ) 2
- ( ) 3
- (•) 4

Please share why you would like a 5th grade class?/Por favor, comparta por qué le gustaría una clase de 5º grado./ fadlan nalawadaag hadii aad rabtiid classka 5nd *

I would love to keep my daughter in same school as her sibling and stay in same environment

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Create your own Google Form

Report Abuse

Guadalupe Davalos
gdavalos@rsed.org | 805.340.8844

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Name/ Nombre / Magacaga	Email Address	What is your Rocketship school?/ Cual es tu escuela	What grade is your Rocketeer in? /¿En qué grado está tu	Please share why you would like a 5th grade class?/Por favor, comparta por qué le gustaría una clase de 5º grado./ fadlan nalawadaag hadii aad rabtiid classka 5nd
Doris Calderon	doris.rubi88@gmail.com	Rocketship United Academy	4	I would love to keep my daughter in same school as her sibling and stay in same environment.
Crystal Villarreal	cvillarreal87@gmail.com	Rocketship Dream Community Prep	2	My daughter has excelled at Rocketship, an additional year would be a blessing.
Candice Williams	canwaters@gmail.com	Rocketship Dream Community Prep	2	We've had a great experience with learning, communication, and staff interaction since starting Kindergarten at Rocketship Dream.
Maryoris	endrick1206a@gmail.com	Rocketship Dream Community Prep	4	Me gusta su curriculum de estudio quiero que continúe en este rocketship/ **I like the curriculum, I want them to continue in this rocketship.**
Mirna	mirnacardoza96@gmail.com	Rocketship Dream Community Prep	3	Para aprender hablar inglés/ **so my child learns more English.**
Shelby duncan	shelbydunc2.0@gmail.com	Rocketship United Academy	2	Cause this is a great school the staff cares and the system works all the test through the year to make sure they stay on level and the extra the school brings and does
Cameo Ross	mimirosa.cr@gmail.com	Rocketship Dream Community Prep	4	After coming from a school where my son had fallen behind my son has made great progress at Rocketship. It would be amazing for him to get another year of preparation.
Luciana	griselisestaba@gmail.com	Rocketship United Academy	3	Me gusta que agregaran el 5to grado de una vez así para no cambiar ah mi hija de la escuela ,ah ella le gusta mucho/ I **want 5th grade added because I don't want my daughter to change school, she likes it a lot**
Farhiyo Hashi	farhiyo.hashi@gmail.com	Rocketship United Academy	4	So daughter can still see here friends from kindergarten
Mariana zuazua	marhianazoe3096@gmail.com	Rocketship Dream Community Prep	4	Es una escuela muy completa y muy organizada, mi hija esta contenta de asistir ahi. Me gustaría que ella aun siga creciendo con los mismos maestros y compañeros. **It is a very great environment and very organized school, my daughter is happy to attend there. I would like her to continue growing with the same teachers and classmates.**
Paola Lezcano	lezcanopa@gmail.com	Rocketship Dream Community Prep	2	We would love to have a 5th grade class in our school in order to continue with the same education excellence we've received so far and be even better prepared for Middle School (and be at our beloved school one more year)
Ronni jara	ronnijara@gmail.com	Rocketship Dream Community Prep	2	I think it us more age appropriate for 5th grade to be an elementary school
Angelica Blassingame	angelica.blassingame1@gmail.com	Rocketship United Academy	4	My daughter loves rocketship so much and her friends there. I would love her to have 5th grade at rocketship.
Elidetd pena	elidetdpena@gmail.com	Rocketship United Academy	4	My son loves RUA
Dominick Abiel Palencia Ortega	ortegaloany1@gmail.com	Rocketship Dream Community Prep	4	I would like Dominick to continue 5th grade in elementary because I feel that kids at his age are not ready to explore Middle school environment which sometimes is scary
LaKeyia	lee.lakeyia27@gmail.com	Rocketship Dream Community Prep	4	I love how they engage in my child and he has been doing great.
Msnha Osman	insafaabubakar@gmail.com	Rocketship United Academy	4	I want my child to continue RUA
Isaac Abdu	isaacadd14@gmail.com	Rocketship United Academy	2	Rocketship United Academy is very convenient from where we live, academic wise is great, also my kids love their teachers, and their school.
Frunshana Whitaker	frunshana@gmail.com	Rocketship United Academy	Kinder	So that my daughter can receive her entire elementary journey with those she started with at Rocketship.
LaRinda Derrick	lderr6979@gmail.com	Rocketship United Academy	4	I would like for my child to stay at the same school and not have to switch just after being there for one year.
Shukri	shukrijama205@gmail.com	Rocketship United Academy	4	I my child be in rocketship school because she is been in this school since kindergarten and she has friends, teachers, principals who became family members . I want to keep her as long as possible and also her siblings are with her too. And so much more .
Yayi	g.yayi.m@gmail.com	Rocketship Dream Community Prep	3	Rocketship offers an excellent curriculum and my children love everything about it. I wish there was a Rocketship middle and high school, then they will be rocketeers until they about to go to college.
Osdaneris	osda1993iguaran@gmail.com	Rocketship United Academy	4	Porque Rocketship es una muy buena escuela/ **Because Rocketship is a very great school.**

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Name/ Nombre / Magacaga	Email Address	What is your Rocketship school?/ Cual es tu escuela	What grade is your Rocketeer in? /¿En qué grado está tu	Please share why you would like a 5th grade class?/Por favor, comparta por qué le gustaría una clase de 5º grado./ fadlan nalawadaag hadii aad rabtiid classka 5nd
Alicia Martin-Luster	aliciamartinluster@gmail.com	Rocketship United Academy	4	My child would be closer to home, and he would be with a school family that he is already familiar with. He also seems very motivated to learn at RUA
Raven howard	ravenhoward687@gmail.com	Rocketship United Academy	4	Because me and my student love rocketship.
Katherynne	vasquezkatherynne@gmail.com	Rocketship Dream Community Prep	4	Because he already knows everyone.
Ximenna Gomez	mielmacias4@gmail.com	Rocketship United Academy	4	Porque me gusta el método de aprendizaje de la escuela/ **Because I like the school's learning method**
Alberto padilla	albertopadilla760@gmail.com	Rocketship United Academy	1	Porque es una escuela muy buena y me gustaría que mi hija sugiera el esa escuela la verdad enseñan muy bien/ **Because it is a very good school and I would like my daughter to continue in the school. The truth is, they teach very well.**
Teneisha Watkins	teneishalee@gmail.com	Rocketship United Academy	2	My daughter loves rocketship and I would want here to stay attending as long as possible
Eileen	eileenayala45@gmail.com	Rocketship Dream Community Prep	2	Por que me ah gustado como educan y los métodos que usan para que nuestros niños estén muy capacitado/ **Because I liked how they educate and the methods they use so that our children are highly qualified.**
Lenisay Vargas	lenisayvl26@gmail.com	Rocketship United Academy	4	Seria de agrado continuar perteneciendo a esta gran familia de rocketship, sería otro paso más para todos los niños con aprendizaje y responsabilidad ante todo/ **It would be a pleasure to continue belonging to this great rocketship family, it would be another step for all children with learning and responsibility above all.**
Karin abreu	leleabreu1997@gmail.com	Rocketship United Academy	3	It just helps for my child to not have to go to a regular school just for one year she loves rocketship and rocketship has helped her so much
Donavyn Johnson	ckdj4kings@gmail.com	Rocketship Dream Community Prep	2	RDCP my kids love it here and I wish they would just go up to 8th grade
Nick Bundy	nicholasjaybundy@gmail.com	Rocketship United Academy	2	Would love Riley to stay there through 5th and then transition to a middle school
Alan Lara	hdezgris@gmail.com	Rocketship United Academy	4	Por que hasta el día de hoy e visto que mi hijo se siente feliz,satisfecho,emocionado y eso es algo muy importante como para mi como mamá, como para el crecimiento de mi hijo es por eso que me encantaría que hubiese 5° grado/ **Because to this day I have seen that my son feels happy, satisfied, excited and that is something very important for me as a mother, as for my son's growth, that is why I would love for there to be 5th grade.**
Cassandra custis	cac063095@gmail.com	Rocketship United Academy	3	Convenient and good school
Don Forbes	tuggiefoxx@gmail.com	Rocketship United Academy	3	Thanks to Rocketship Uninted my son is doing great in school And with them adding a grade 5 he'll continue doing great in class
Ana Melgar	anamaricelamelgar2030@gmail.com	Rocketship United Academy	4	Para que mi hija siga estudiando hay/ **I want my daughter to continue to her education there**
YUNIOR MEJIA	juniormj1183@gmail.com	Rocketship Dream Community Prep	4	PORQUE ROCKETSHIP ES UNA BUENA ESCUELA/ **Because Rocketship is a great school**
Raquel Jennings	raqueljennings40@gmail.com	Rocketship United Academy	4	I would like a 5th grade class because this school is doin a great job so far and there is no child/ children is left behind. I really wish that the school can go up to 6 grade so the kids can get ready for their junior school because the stuff would teach them how to be and get ready for the next chapter in there schooling. I just love this school great job everyone.
Argelia	arismendi.argelia@gmail.com	Rocketship Dream Community Prep	2	Yes, because I really like the vision, mission and strength that RDCP has and I really appreciate if my son can be there until fifth grade.
Tiya Lettsome	tlettsome.95@gmail.com	Rocketship United Academy	3	Yes
Mariajose fuentes	estevezmerari746@gmail.com	Rocketship United Academy	4	Si me gustaria/ **Yes, I would like that**
Rosa Molina	lasalvadorena2@hotmail.com	Rocketship United Academy	2	Porque Para Mi ah sido y será la mejor escuela de mis hijos y quiero que termine su elementary aquí/ **Because for me it has been and will be the best school for my children and I want them to finish their elementary school here.**

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Name/ Nombre / Magacaga	**Email Address**	What is your Rocketship school?/ Cual es tu escuela	What grade is your Rocketeer in? /¿En qué grado está tu	Please share why you would like a 5th grade class?/Por favor, comparta por qué le gustaría una clase de 5º grado./ fadlan nalawadaag hadii aad rabtiid classka 5nd
Maximiliano Díaz cruz	81yasmincruz@gmail.com	Rocketship Dream Community Prep	4	Es una muy buena escuela y mi hijo está muy contento en ella/ **It is a very good school and my son is very happy in it.**
Victoria Ramírez-Moreno	mendez.jd19@gmail.com	Rocketship Dream Community Prep	4	Me ciento satisfecha con la escuela / **I feel very satified with the school**
Mervat	dareenlayanmoh2014@gmail.com	Rocketship Dream Community Prep	4	Because it is a good school
Peyton Trotter	peytonraetrotter@gmail.com	Rocketship United Academy	2	I love rocketship and the teachers and staff. This school has helped my son and I would love for him to continue loving the school as long as possible !
Theresa Aiava	taiava1228@gmail.com	Rocketship Dream Community Prep	2	Growth
Steven martinez	elsamorenomendez19@gmail.com	Rocketship Dream Community Prep	4	Porque es una opción muy importante como uno de padres/ **Because it is a very great choice school for me as a parent.**
Crystal Doss	cdoss2@gmail.com	Rocketship Dream Community Prep	1	First, I believe my son will continue to flourish at Rocketship and I am aligned with Rocketship's learning approach and administration.

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ATTACHMENT 4

MNPS Website

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METRO SCHOOLS REIMAGINED

An Initiative to Improve Academic Outcomes for All Students

Metro Schools is a diverse, vibrant school system, committed to finding innovative solutions that provide students with the best possible Pre-K-12 experience.

Through Metro Schools' ReimaginED initiative, a comprehensive planning process that seeks to thoroughly review many different types of information - including student academic achievement, current and projected enrollment, building use, programs and staffing - and take that information to reimagine how to best improve academic outcomes for all students, the district is exploring new systems of supports, rebranded and strengthened academic pathways and a focus on cluster climate and culture.



Metro Schools ReimaginED has identified uniform strategies that each cluster will implement alongside its academic programming and student supports.

Uniform Strategies

- Intensive, ongoing professional development for teachers
- Unified cluster leadership structure
- Cluster support network of internal and external leaders
- Community partnerships
- Advocacy Centers in all elementary schools

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- Mentors for teachers and principals
- Post-secondary opportunities and transition supports
- Consistent instructional support for literacy
- Community partnerships for personalized literacy
- PreK/K-5, 6-8, 9-12 school model
- SEL + Academics integration
- Robust instructional technology to support blending learning

These uniform strategies, coupled with the district's **Focused Outcomes,** will mean that MNPS students will receive educational experiences that are robust and rigorous, that allow students to explore their interests, and that create choice for families. Across the district, all MNPS students can expect exposure to all the uniform strategies.

Hunters Lane, McGavock, and Stratford have started in-depth data dives and cluster collaborations to identify best practices that can be leveraged across clusters and determine academic pathways that reflect each cluster's strength and diversity.

Transition Timeline for Martin Luther King Jr. Academic Magnet and MLK @ Head Magnet Middle

- 

  Head Magnet will transition to the grades 6 to 8 model along with all other

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magnet middle schools in the 2024-25 school year.

- Martin Luther King, Jr. Academic Magnet will transition to a grade 9 to 12 high school in the 2027-2028 school year.

We have outlined **details of upcoming changes** at MLK and Head Magnet Middle, including information on enrollment, academics, staffing and more.

Reimagining 5th Grade at MNPS

Starting in 2021, 5th grade began moving from middle schools to elementary schools with the Pearl-Cohn, Maplewood and Whites Creek clusters.

MNPS data shows 5th-grade students who remain in the elementary setting outperform their peers who are in a middle school setting, and this change would better align MNPS grade levels with state grade band curriculum standards. Additionally, previous engagement efforts show that MNPS parents would like their 5th-grade students to remain in the elementary setting.

The following is the schedule for transition for elementary schools from a Pre-K-4 to a Pre-K-5 model. Some of the transition timelines will be contingent on capital funding allocations to allow for the expansion or replacement of existing schools. Optional middle magnet schools are scheduled to transition to the 6-8 model in 2024-25.



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Watch this informational video on the 5th Grade Transition Process and Timeline

2021-22 2022-23 2023-24 2024-25

- Cockrill Elementary
- Park Avenue Elementary
- Robert Churchwell Museum Magnet Elementary
- Jones Paideia Elementary Magnet
- Ida B. Wells Elementary
- Shwab Elementary
- Tom Joy Elementary
- Chadwell Elementary
- Hattie Cotton Elementary
- Joelton Elementary
- Cumberland Elementary
- Alex Green Elementary

Advocacy Centers

We have long recognized that our youngest learners need support to help them develop their emotional wellbeing and behavioral regulation strategies.

An **Advocacy Center**, then, is a regulation space that employs a structured model

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designed to support wellness for elementary students who become emotionally or behaviorally dysregulated during the school day and need short-term, trauma-



informed and restorative care. Each center will have a coach who has completed extensive training in the use of calming, restorative strategies designed to assist students in regulating their emotions so that they can return to their classroom communities.

Centers are designed and furnished with materials that support stress reduction and regulation. All elementary schools in the first six ReimaginED clusters and all early-learning centers are in the process of establishing their centers and hiring coaches.

Advocacy Centers have been established in all district elementary schools thanks to investments by Mayor John Cooper, the Metro Council, the Board of Education, and the use of federal ESSER grant funds.

Learn More About MNPS ReimaginED

Read about **Metro Schools ReimaginED**.

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ATTACHMENT 5

Communications with Stakeholders:

Secretary's Certificates

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BOARD OF DIRECTORS
ROCKETSHIP EDUCATION

SECRETARY'S CERTIFICATE

The undersigned, Greg Stanger, hereby certifies that he is the duly elected and acting Secretary of Rocketship Education, a California nonprofit, public benefit corporation (RSED), and that, as such, he is duly authorized to execute and deliver this Secretary's Certificate on behalf of RSED. He hereby further certifies on behalf of RSED, that:

1. During its regularly scheduled Board Meeting held on August 28, 2024, the Board was presented with Agenda Item Number 8(D) (Agenda Item 8D), entitled, "Approve Applications to TN Authorizers for Material Revisions to Charters of: Rocketship Dream Community Prep (RDCP), Rocketship Nashville Northeast Elementary (RNNE), and Rocketship United Academy (RUA)," (TN Material Amendment Applications). A true and correct copy of the Executive Summary for the TN Material Amendment Applications presented as part of the Board Agenda is attached hereto as Exhibit "1").
2. As the Board that oversees and governs the Rocketship Public Schools in Tennessee including, RDCP, RNNE, and RUA, the Board entertained Agenda Item 8D, and after opportunity for discussion and deliberation, the Board voted to approve the submission of Material Amendment Applications on behalf of RDCP, RNNE and RUA to make various changes to each of the charters including:
    a. For RNNE, a material amendment transferring governance and oversight from RSED-National to RSED-TN.
    b. For RUA, material amendments:
        i. Transferring governance and oversight from RSED-National to RSED-TN
        ii. To add the 5th Grade
        iii. To effect changes in student enrollment which fall outside of the minimum and/or maximum enrollment thresholds set forth in the current charter agreement.
    c. For RDCP, material amendments:
        i. Transferring governance and oversight from RSED-National to RSED-TN
        ii. To add the 5th Grade
        iii. To effect changes in student enrollment which fall outside of the minimum and/or maximum enrollment thresholds set forth in the current charter agreement.

[SIGNATURE PAGE FOLLOWS]

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IN WITNESS WHEREOF, the undersigned has executed this Secretary's Certificate on behalf of the Company as of this 26th day of September, 2024.

Rocketship Education

By DocuSigned by: Greg Stanger
FE6E879F766D47E...

Name: Greg Stanger

Title: SECRETARY

The undersigned hereby certifies that the person named above is the duly elected, qualified and acting Secretary of the Company, and that the signature appearing above is such person's true and genuine signature.

IN WITNESS WHEREOF, the undersigned has executed this Secretary's Certificate on behalf of the Company as of the date set forth above.

Rocketship Education

By DocuSigned by: Justin White
867005D28536473...

Name: Justin White

Title: Director, Governance & Compliance

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ROCKETSHIP PUBLIC SCHOOLS

Exhibit "1"

Executive Summary
Rocketship Education
Board of Directors
August 28, 2024

Agenda Item: **8D.** **Subject:** **Approve Applications to TN Authorizers for Material Amendments to Charters of: Rocketship Dream Community Prep, Rocketship Nashville Northeast Elementary, and Rocketship United Academy**	X	**OPEN/ACTION**
		INFORMATION
		CONSENT

Recommendation(s):

Staff members recommend that the Rocketship Education (RSED-National) Board of Directors (Board) approve the submission of the attached Letters of Intent (LOI) in relation to sought-after material amendments to the charters of the following schools: Rocketship Dream Community Prep (RDCP), Rocketship Nashville Northeast Elementary (RNNE), and Rocketship United Academy (RUA). If approved, these LOIs will be submitted to the authorizers for each of these schools by September 1, 2024 according to authorizer requirements.

To summarize, the material amendments sought in the course of these applications include the following:

- For RNNE, a material amendment transferring governance and oversight from RSED-National to RSED-TN.

- For RUA, material amendments:

    - Transferring governance and oversight from RSED-National to RSED-TN
    - To add the 5th Grade
    - To effect changes in student enrollment which fall outside of the minimum and/or maximum enrollment thresholds set forth in the current charter agreement.

- For RDCP, material amendments:

    - Transferring governance and oversight from RSED-National to RSED-TN
    - To add the 5th Grade
    - To effect changes in student enrollment which fall outside of the minimum and/or maximum enrollment thresholds set forth in the current charter agreement.

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Presuming the Board approves of these proposed material amendments, and the submission of the corresponding LOIs, formal Applications for Material Amendments shall be prepared according to the terms outlined here and filed by October 1, 2024 per authorizer requirements.

In addition, staff members request that the Board authorize staff to take all necessary steps toward effecting the Material Amendments sought in the course of this process as generally outlined here.

Background:

Re: Governance Material Amendment

Since their authorization, the Board has been responsible for the governance and oversight of each of the Rocketship public charter schools in Tennessee including RDCP, RNNE, and RUA. In the course of its work with the Tennessee schools, the Board and RSED-National's central staff members have collaborated with local Rocketship school leaders in Tennessee, as well as community and parent advisory groups, to ensure that decision-making was reflective of the communities served in Tennessee.

In addition, RSED-National assisted in establishing a Tennessee Rocketship nonprofit entity, Rocketship Education Tennessee (RSED-TN). RSED-TN is a Tennessee nonprofit public benefit corporation, incorporated under the laws of the State of Tennessee, having its own independent Board of Trustees (RSED-TN Board). RSED-TN was formed and incorporated in March 2022. As of the date of its formation, the RSED-TN Board has served in an advisory capacity to the School's leadership team, while also providing the Board counsel on local matters relating to Rocketship Public Schools chartered in Tennessee. In addition, currently, the RSED-TN Board Chair and a second RSED-TN Board member serve on the Board and participate in the Board's meetings as full voting members and as RSED-TN's representatives on national matters.

The Board's intention with RSED-TN was (and is) to transfer the governance and oversight of the three (3) Rocketship Tennessee public charter schools over to RSED-TN after RSED-TN received its tax exemption letter from the Internal Revenue Service (IRS), and after ensuring that all applicable governmental agencies and boards had approved the proposed transfer of the three charters from RSED-National to RSED-TN. RSED-TN was issued its exemption letter on June 25, 2024. Accordingly, the parties are now able to take the next set of required steps to transfer the charters of RDCP, RUA, and RNNE to governance and oversight under RSED-TN.

In order to begin the transfer of the TN charters from RSED-National to RSED-TN, the parties will have to obtain permission from various governmental entities and boards. One of the first steps in this process is to obtain authorizer approval of Material Amendments to the charters for each of these schools in the area of governance. Attached to this Executive Summary are copies of Letters of Intent which must precede the full Applications for the Material Amendments. These LOIs will initiate the process and must be filed by September 1, 2024.

Re: Addition of Grade 5 and Student Enrollment Changes

In addition to the material amendments related to governance and oversight, with the Board's approval, staff will file Material Amendment Applications to add the 5th Grade to both RDCP and RUA. Moreover, with Board approval, staff will file Material Amendment Applications to reflect changes in student enrollment which fall outside of the minimum and/or maximum enrollment thresholds set forth in the current charter agreements for RDCP and RUA, respectively.

Summary of Previous Board Action:

None.

Docusign Envelope ID: 49A0BE87-F5A4-40CB-A2AD-6EFECFE87878

Fiscal Impact:

Costs to effect the transition are currently estimated at up to $10,000 in external fees.

Submitted by:

Daimon Hardy, Chief of Staff, RSED-TN
Lamar Wade, Interim Executive Director, RSED-TN
Rocketship Education, National Network Leadership Team

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BOARD OF TRUSTEES
ROCKETSHIP EDUCATION TENNESSEE

SECRETARY'S CERTIFICATE

The undersigned, Margaret Riley King, hereby certifies that she is the duly elected and acting Secretary of Rocketship Education Tennessee, a Tennessee nonprofit, public benefit corporation (RSED-TN), and that, as such, she is duly authorized to execute and deliver this Secretary's Certificate on behalf of RSED-TN. She hereby further certifies on behalf of RSED, that:

1. During its regularly scheduled Board Meeting held on August 28, 2024, the Board was presented with Agenda Item Number 8(D), entitled, "Approve Applications to TN Authorizers for Material Revisions to Charters of: Rocketship Dream Community Prep (RDCP), Rocketship Nashville Northeast Elementary (RNNE), and Rocketship United Academy (RUA)," (TN Material Amendment Applications). A true and correct copy of the Executive Summary for the TN Material Amendment Applications presented as part of the Board Agenda is attached hereto as Exhibit "1").
2. As the board that intends to assume governance oversight responsibility for the Rocketship Public Schools in Tennessee including, RDCP, RNNE, and RUA, the Board entertained Agenda Item 8(D), and after opportunity for discussion and deliberation, the Board voted to approve the submission of Material Amendment Applications on behalf of RDCP, RNNE and RUA to make various changes to each of the charters including:
    a. For RNNE, a material amendment transferring governance and oversight from RSED-National to RSED-TN.
    b. For RUA, material amendments:
        i. Transferring governance and oversight from RSED-National to RSED-TN
        ii. To add the 5th Grade
        iii. To effect changes in student enrollment which fall outside of the minimum and/or maximum enrollment thresholds set forth in the current charter agreement.
    c. For RDCP, material amendments:
        i. Transferring governance and oversight from RSED-National to RSED-TN
        ii. To add the 5th Grade
        iii. To effect changes in student enrollment which fall outside of the minimum and/or maximum enrollment thresholds set forth in the current charter agreement.

[SIGNATURE PAGE FOLLOWS]

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IN WITNESS WHEREOF, the undersigned has executed this Secretary's Certificate on behalf of the Company as of this 26th day of September, 2024.

Rocketship Education Tennessee

By: DocuSigned by: _____
7A2B57D6C96F479...

Name: Margaret Riley King

Title: SECRETARY

The undersigned hereby certifies that the person named above is the duly elected, qualified and acting Secretary of the Company, and that the signature appearing above is such person's true and genuine signature.

IN WITNESS WHEREOF, the undersigned has executed this Secretary's Certificate on behalf of the Company as of the date set forth above.

Rocketship Education Tennessee

By: DocuSigned by: Justin White
867005D28536473...

Name: Justin White

Title: Director, Governance & Compliance

Docusign Envelope ID: 49A0BE87-F5A4-40CB-A2AD-6EFECFE87878

ROCKETSHIP PUBLIC SCHOOLS

Exhibit "1"

Executive Summary
Rocketship Education
Board of Directors
August 28, 2024

Agenda Item: **8D.** **Subject:** **Approve Applications to TN Authorizers for Material Amendments to Charters of: Rocketship Dream Community Prep, Rocketship Nashville Northeast Elementary, and Rocketship United Academy**	X	**OPEN/ACTION**
		INFORMATION
		CONSENT

Recommendation(s):

Staff members recommend that the Rocketship Education (RSED-National) Board of Directors (Board) approve the submission of the attached Letters of Intent (LOI) in relation to sought-after material amendments to the charters of the following schools: Rocketship Dream Community Prep (RDCP), Rocketship Nashville Northeast Elementary (RNNE), and Rocketship United Academy (RUA). If approved, these LOIs will be submitted to the authorizers for each of these schools by September 1, 2024 according to authorizer requirements.

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- For RUA, material amendments:

    - Transferring governance and oversight from RSED-National to RSED-TN
    - To add the 5th Grade
    - To effect changes in student enrollment which fall outside of the minimum and/or maximum enrollment thresholds set forth in the current charter agreement.

- For RDCP, material amendments:

    - Transferring governance and oversight from RSED-National to RSED-TN
    - To add the 5th Grade
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Docusign Envelope ID: 49A0BE87-F5A4-40CB-A2AD-6EFECFE87878

Presuming the Board approves of these proposed material amendments, and the submission of the corresponding LOIs, formal Applications for Material Amendments shall be prepared according to the terms outlined here and filed by October 1, 2024 per authorizer requirements.

In addition, staff members request that the Board authorize staff to take all necessary steps toward effecting the Material Amendments sought in the course of this process as generally outlined here.

Background:

Re: Governance Material Amendment

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In addition, RSED-National assisted in establishing a Tennessee Rocketship nonprofit entity, Rocketship Education Tennessee (RSED-TN). RSED-TN is a Tennessee nonprofit public benefit corporation, incorporated under the laws of the State of Tennessee, having its own independent Board of Trustees (RSED-TN Board). RSED-TN was formed and incorporated in March 2022. As of the date of its formation, the RSED-TN Board has served in an advisory capacity to the School's leadership team, while also providing the Board counsel on local matters relating to Rocketship Public Schools chartered in Tennessee. In addition, currently, the RSED-TN Board Chair and a second RSED-TN Board member serve on the Board and participate in the Board's meetings as full voting members and as RSED-TN's representatives on national matters.

The Board's intention with RSED-TN was (and is) to transfer the governance and oversight of the three (3) Rocketship Tennessee public charter schools over to RSED-TN after RSED-TN received its tax exemption letter from the Internal Revenue Service (IRS), and after ensuring that all applicable governmental agencies and boards had approved the proposed transfer of the three charters from RSED-National to RSED-TN. RSED-TN was issued its exemption letter on June 25, 2024. Accordingly, the parties are now able to take the next set of required steps to transfer the charters of RDCP, RUA, and RNNE to governance and oversight under RSED-TN.

In order to begin the transfer of the TN charters from RSED-National to RSED-TN, the parties will have to obtain permission from various governmental entities and boards. One of the first steps in this process is to obtain authorizer approval of Material Amendments to the charters for each of these schools in the area of governance. Attached to this Executive Summary are copies of Letters of Intent which must precede the full Applications for the Material Amendments. These LOIs will initiate the process and must be filed by September 1, 2024.

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Summary of Previous Board Action:

None.

Docusign Envelope ID: 49A0BE87-F5A4-40CB-A2AD-6EFECFE87878

Fiscal Impact:

Costs to effect the transition are currently estimated at up to $10,000 in external fees.

Submitted by:

Daimon Hardy, Chief of Staff, RSED-TN
Lamar Wade, Interim Executive Director, RSED-TN
Rocketship Education, National Network Leadership Team

other electronic notices and disclosures that we will provide to you, please verify that you were able to read this electronic disclosure and that you also were able to print on paper or electronically save this page for your future reference and access or that you were able to e-mail this disclosure and consent to an address where you will be able to print on paper or save it for your future reference and access. Further, if you consent to receiving notices and disclosures exclusively in electronic format on the terms and conditions described above, please let us know by clicking the Ã¦I agreeÃ† button below.
By checking the Ã¦I AgreeÃ† box, I confirm that:

- I can access and read this Electronic CONSENT TO ELECTRONIC RECEIPT OF ELECTRONIC CONSUMER DISCLOSURES document; and

- I can print on paper the disclosure or save or send the disclosure to a place where I can print it, for future reference and access; and

- Until or unless I notify Rocketship Education as described above, I consent to receive from exclusively through electronic means all notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to me by Rocketship Education during the course of my relationship with you.

Attachment W Cover Page

Operating Budget Template

REQUIRED FOR ALL SPONSORS

NOTE: Sponsors must submit the completed Operating Budget Template as a separate document.

File Name: Rocketship Education Tennesee TN 5 - Attachment W - Operating Budget.xlsx

Attachment X Cover Page

Operating Budget Narrative

REQUIRED FOR ALL SPONSORS

Section 3.2 – Operating Budget Narrative

Drawing on Rocketship Public School's (RSED-National) more than 18 years of experience opening and operating schools in Tennessee and across the country, we've developed a financial model that enables the schools to operate sustainably as they grow. This budget is developed consistently with Rocketship's staffing and educational model and will allow us to bring the required resources to bear.

While the model here is based around a maximum enrollment of at least 576 students (96 per cohort), the budget carries substantial contingency in the form of reduced enrollment assumptions (88 students per cohort funded) and operating net income at full scale. This margin enables the school to operate at a reduced enrollment, as few as 450 students at scale or 215 students in year 1, before changes to expenses must be made.

The operating budget is developed with conservative revenue estimates that are consistent with Rocketship and other charter operators' experience in Tennessee. Specifically, we assume a TISA funding amount of $15,594 per student, as set by the state charter application template. Other public revenues for ESEA, IDEA, NSLP and other state and federal sources are consistent with Rocketship's experience in Tennessee to date.

We include in our budget a $750,000 state CSP pre-opening grant, to be spent in the pre-opening year and first operating year. While these funds are not a certainty, the state has been consistent in making these awards to startup campuses and we view them as highly likely. At this stage, we don't model any private philanthropy as necessary to meet the spending requirements of our program and so do not budget them here. However, should the region not receive CSP funding, the development team at the CMO and the RSED-TN Executive Director will partner together in pursuing additional philanthropic funding to cover those costs. The region has a strong pipeline of potential donors locally and nationally as demonstrated by the support letters included in **Attachment D**.

At this stage, we don't model any private philanthropy as necessary to meet the spending requirements of our program and so do not budget them here.

At this stage, we don't model any private philanthropy as necessary to meet the spending requirements of our program and so do not budget them here. We don't anticipate direct borrowing by the school in any way. It is our intent to access the public tax-exempt bond market for facilities financing, as Rocketship has done numerous times in the past.

In developing the expenditure plan for the Operating Budget, we relied heavily on our prior experience operating three charter school campuses in Tennessee. Using the last several years of outcomes and our current-year budget, we developed estimates of per-pupil, per-employee, and fixed costs for each category. Those estimates were used to create a budget model for each year of the new school's growth. Expenses are presumed to grow at an average of 1% per year.

Our budget has been developed with a robust special education staffing model, which we believe will be adequate to meet the needs of all of our students inside our Integrated Special Education model. However, should one or more particularly high needs students enroll, we will ensure that the student's needs are met consistent with the law and accepted best practices. The expenses related to those students can be absorbed by our staffing and consulting budget or through our expense contingency.

RSED-National's Business team is a skilled and experienced group of more than 20 finance, accounting, grants management, and payroll professionals who are collectively responsible for ensuring that our funds are managed diligently and with integrity. We use modern accounting, human capital, and purchasing platforms to ensure required approvals are received consistent with our policies.

Rocketship Tennessee has an extensive fiscal policies manual, available upon request, that provides guidance for staff on purchasing, accounting standards, travel and expense thresholds, and other

relevant policy areas. This manual is revisited frequently and approved by both the Rocketship Tennessee Board and the RSED-National Board.

The RSED-National Business team is responsible for retaining independent financial auditors each year for each of the charter-holding entities, including Rocketship Tennessee. The auditors have experience with Tennessee charter school requirements and test for our compliance with state and federal policies and our own policy manuals. Those audits are submitted to authorizers and through the Federal Audit Clearinghouse as well as shared with our boards.

All of TN 5 financial reporting responsibilities will be overseen by the RSED-National team, with local governance and support provided by the Rocketship Tennessee Board of Directors, our Business Committee, and regional executive team. Daily financial operations will be managed by the Rocketship Tennessee Executive Director, who will receive support from the Regional Director of Operations to ensure strong fiscal controls are in place and maintained.

RSED-TN receives financial management support from our CMO, RSED-National. Through the CMO, RSED-National manages financial and accounting operations, including payroll, benefits, and audits. As well, RSED-National provides back-end fundraising support to ensure RSED-TN achieves its philanthropic goals, as needed.

The RSED-National Business team has a collective 50+ years of charter school financial management experience, including more than 5 individuals with CPA licenses. Both the Rocketship Tennessee and RSED-National Boards of Directors will add extended finances expertise from professionals with 50+ years of corporate, finance, and nonprofit management experience.

The Rocketship model and our developed budget have the flexibility to adjust up or down as revenues shift. Should student enrollment not match projections, we have the ability to adjust the number of classrooms and the subsequent required staffing to match. Additionally, changes in enrollment will necessitate fewer Chromebooks and other supply purchases.

Additionally, although this budget conservatively does not incorporate philanthropy, Rocketship has shown itself consistently capable of raising funds from national and local donors. Should this new campus experience revenue challenges, we are confident that we can raise funding to make up the difference.

In the event that a cash flow contingency is required, TN 5 will be able to rely on RSED-National to provide internal financial support through internal grants, internal loans, or the deferral of network service costs.

Attachment Y Cover Page

Network Financial Plan

REQUIRED IF ANSWERED "YES" TO SPONSOR HISTORY AND INTENT QUESTION 3

NOTE: Attachment Y is submitted as a separate document. Please see Attachment Y - TN Network Financial Plan.xlsx

	All Schools						Regional NEST					
	Year 0 FY26	Year 1 FY27	Year 2 FY28	Year 3 FY29	Year 4 FY30	Year 5 FY31	Year 1 FY26	Year 2 FY27	Year 3 FY28	Year 4 FY29	Year 5 FY30	Year 6 FY31
Enrollment	1545	2005	2189	2327	2557	2649	2005	2189	2327	2557	2649	2005
Revenue:												
Federal Income	$3,399,000	$4,411,000	$4,815,800	$5,119,400	$5,625,400	$5,827,800						
State Revenue Sources	$26,971,065	$32,931,065	$35,315,065	$37,103,065	$40,083,065	$41,275,065						
Regional Fee							$1,518,503	$1,867,103	$2,006,543	$2,111,123	$2,285,423	$2,355,143
Grants and Fundraising												
Total Revenues	$30,621,610	$38,194,070	$40,533,054	$42,224,792	$45,711,022	$47,105,514	$1,520,508	$1,869,292	$2,008,870	$2,113,680	$2,288,072	$2,357,148
Expenses:												
Salaries	$9,037,050	$11,523,866	$12,781,595	$13,623,773	$14,418,083	$15,030,091	$1,207,688	$1,231,842	$1,362,891	$1,390,149	$1,417,951	$1,446,311
Employee Benefits	$2,429,400	$3,129,887	$3,444,393	$3,649,706	$3,839,135	$3,747,729	$217,384	$221,732	$245,320	$250,227	$255,231	$260,336
Books and Supplies	$1,346,250	$1,774,813	$1,847,220	$1,954,635	$2,089,450	$2,251,650	$31,934	$31,934	$31,934	$31,934	$31,934	$31,934
Food Services	$1,277,715	$1,658,135	$1,810,303	$1,924,429	$2,114,639	$2,190,723	$1,285	$1,285	$1,285	$1,285	$1,285	$1,285
Services and Other Operating Expenses	$3,708,000	$4,812,000	$5,253,600	$5,486,880	$6,010,080	$6,357,600	$269,662	$269,662	$269,662	$269,662	$269,662	$269,662
Travel & Conferences	$150,000	$249,999	$250,000	$250,000	$250,000	$250,005	$50,000	$50,000	$50,000	$50,000	$50,000	$50,000
Dues and Insurance	$168,405	$218,545	$238,601	$253,643	$278,713	$288,741	$500	$500	$500	$500	$500	$500
Rental, Leases, & Repairs Less Facility Fees	$593,280	$769,920	$840,576	$893,568	$981,888	$1,017,216	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500
Facilities Fees/Rent	$1,975,161	$2,365,981	$3,615,981	$4,006,801	$4,006,801	$3,040,981	$0	$0	$0	$0	$0	$0
Management Fee (Regional and National	$4,555,510	$5,601,310	$6,019,630	$6,333,370	$6,856,270	$7,065,430	$0	$0	$0	$0	$0	$0
Total Expenses	$25,240,770	$32,104,455	$36,101,898	$38,376,805	$40,845,058	$41,240,166	$1,779,953	$1,808,454	$1,963,092	$1,995,256	$2,028,064	$2,061,527
							$0					
CINA	$5,380,840	$6,089,615	$4,431,156	$3,847,987	$4,865,964	$5,865,348	**-$259,445**	**$60,838**	**$45,778**	**$118,424**	**$260,008**	**$295,621**

	RNNE						RUA						RDCP						TN4						TN5						All Schools					
	FY26	FY27	FY28	FY29	FY30	FY31	FY26	FY27	FY28	FY29	FY30	FY31	FY26	FY27	FY28	FY29	FY30	FY31	FY26	FY27	FY28	FY29	FY30	FY31	FY26	FY27	FY28	FY29	FY30	FY31	FY26	FY27	FY28	FY29	FY30	FY31
State Per Pupil	$17,457	$17,457	$17,457	$17,457	$17,457	$17,457	$17,457	$17,457	$17,457	$17,457	$17,457	$17,457	$17,457	$17,457	$17,457	$17,457	$17,457	$17,457	$12,000	$12,000	$12,000	$12,000	$12,000	$12,000	$14,000	$14,000	$14,000	$14,000	$14,000	$14,000						
Medicaid Per Pup	$450	$450	$450	$450	$450	$450	$450	$450	$450	$450	$450	$450	$450	$450	$450	$450	$450	$450	$450	$450	$450	$450	$450	$450	$450	$450	$450	$450	$450	$450						
Title Per Pupil	$800	$800	$800	$800	$800	$800	$800	$800	$800	$800	$800	$800	$800	$800	$800	$800	$800	$800	$800	$800	$800	$800	$800	$800	$800	$800	$800	$800	$800	$800						
IDEA Per Pupil	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200						
Food Per Pupil	$750	$750	$750	$750	$750	$750	$750	$750	$750	$750	$750	$750	$750	$750	$750	$750	$750	$750	$750	$750	$750	$750	$750	$750	$750	$750	$750	$750	$750	$750						

Enrollment																													All Schools					
																													FY26	FY27	FY28	FY29	FY30	FY31
K	90	90	90	90	90	90	96	96	96	96	96	96	96	96	96	96	96	96		96	96	96	96	96		88	88	88	88	88	282	466	466	466	466	466
1	91	91	91	91	91	91	96	96	96	96	96	96	101	101	101	101	101	101		48	96	96	96	96		44	88	88	88	88	288	380	472	472	472	472
2	91	91	91	91	91	91	100	100	100	100	100	100	105	105	105	105	105	105		48	48	96	96	96		44	44	88	88	88	296	388	388	480	480	480
3	80	80	80	80	80	80	95	95	95	95	95	95	94	94	94	94	94	94		24	48	48	96	96		22	44	44	88	88	269	315	361	361	453	453
4	80	80	80	80	80	80	100	100	100	100	100	100	70	70	70	70	70	70		24	24	48	96	96		22	22	44	88	88	250	296	296	342	434	434
5	55	55	55	55	55	55	50	50	50	50	50	50	55	55	55	55	55	55		0	24	24	48	96		0	22	22	44	88	160	160	206	206	252	344
Total	487	487	487	487	487	487	537	537	537	537	537	537	521	521	521	521	521	521		240	336	408	528	576		220	308	374	484	528	1545	2005	2189	2327	2557	2649

	RNNE						RUA				
	FY26	FY27	FY28	FY29	FY30	FY31	FY26	FY27	FY28	FY29	FY30
Principal	1	1	1	1	1	1	1	1	1	1	1
Assistant Principal	3	3	3	3	3	3	3	3	3	3	3
Office Manager	1	1	1	1	1	1	1	1	1	1	1
Admin/Office Assistant	1	1	1	1	1	1	1	1	1	1	1
Business Operations Manager	1	1	1	1	1	1	1	1	1	1	1
Teachers	17	17	17	17	17	17	17	17	17	17	17
ECC	4	4	4	4	4	4	4	4	4	4	4
ILS/Tutor	3	3	3	3	3	3	5	5	5	5	5
Allocated Regional Staff (Facilitiies Maintenance, Speech Pathologists, School Psychologists)	0.333	0.25	0.2	0.2	0.2	0.2	0.333	0.25	0.2	0.2	0.2
EL Specialist	3	3	3	3	3	3	3	3	3	3	3
Stipends/Bonus											
Education Specialist - ISE Teacher	4	4	4	4	4	4	4	4	4	4	4
Paraprofessionals	7	7	7	7	7	7	6	6	6	6	6
1:1											
School Nurse/Social Worker	1	1	1	1	1	1	1	1	1	1	1
Operations Specialist	8	8	8	8	8	8	7	7	7	7	7
Total Headcount	54.333333	54.25	54.2	54.2	54.2	54.2	54.333333	54.25	54.2	54.2	54.2
Benefits											
Health/Vision Dental Per Employee	$9,400	$9,400	$9,400	$9,400	$9,400	$9,400	$9,400	$9,400	$9,400	$9,400	$9,400
Tax and Unemployment Percent of Salary	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%
Average Salaries											
Principal	$121,200	$123,624	$126,096	$128,618	$131,191	$133,815	$121,200	$123,624	$126,096	$128,618	$131,191
Assistant Principal	$85,000	$86,700	$88,434	$90,203	$92,007	$93,847	$85,000	$86,700	$88,434	$90,203	$92,007
Office Manager	$50,000	$51,000	$52,020	$53,060	$54,122	$55,204	$50,000	$51,000	$52,020	$53,060	$54,122
Admin/Office Assistant	$38,000	$38,760	$39,535	$40,326	$41,132	$41,955	$38,000	$38,760	$39,535	$40,326	$41,132
Business Operations Manager	$85,850	$87,567	$89,318	$91,105	$92,927	$94,785	$85,850	$87,567	$89,318	$91,105	$92,927
Teachers	$60,000	$61,200	$62,424	$63,672	$64,946	$66,245	$60,000	$61,200	$62,424	$63,672	$64,946
ECC	$43,000	$43,860	$44,737	$45,632	$46,545	$47,475	$43,000	$43,860	$44,737	$45,632	$46,545
ILS/Tutor	$40,000	$40,800	$41,616	$42,448	$43,297	$44,163	$40,000	$40,800	$41,616	$42,448	$43,297
Allocated Regional Staff (Facilitiies Maintenance, Speech Pathologists, School Psychologists)	$276,000	$281,520	$420,322	$508,319	$518,485	$518,485	$276,000	$281,520	$420,322	$508,319	$518,485
EL Specialist (NSH)	$60,000	$61,200	$62,424	$63,672	$64,946	$66,245	$60,000	$61,200	$62,424	$63,672	$64,946
		$0	$0	$0	$0	$0		$0	$0	$0	$0
Education Specialist - ISE Teacher	$60,000	$61,200	$62,424	$63,672	$64,946	$66,245	$60,000	$61,200	$62,424	$63,672	$64,946
Paraprofessionals	$38,000	$38,760	$39,535	$40,326	$41,132	$41,955	$38,000	$38,760	$39,535	$40,326	$41,132
1:1	$38,000	$38,760	$39,535	$40,326	$41,132	$41,955	$38,000	$38,760	$39,535	$40,326	$41,132
Social Worker/Counselor/School Nurse	$60,000	$61,200	$62,424	$63,672	$64,946	$66,245	$60,000	$61,200	$62,424	$63,672	$64,946
Operations Specialist	$40,320	$41,126	$41,949	$42,788	$43,644	$44,517	$40,320	$41,126	$41,949	$42,788	$43,644
Total Salary	$3,022,610	$3,059,602	$3,133,071	$3,211,651	$3,275,884	$3,339,327	$3,024,290	$3,061,316	$3,134,819	$3,213,433	$3,277,702
Total Benefits	$812,994.32	$815,910.22	$822,787.10	$830,645.05	$837,068.35	$843,412.72	$813,162.32	$816,081.58	$822,961.88	$830,823.33	$837,250.20

	RDCP						TN4						TN5				
FY31	FY26	FY27	FY28	FY29	FY30	FY31	FY26	FY27	FY28	FY29	FY30	FY31	FY26	FY27	FY28	FY29	FY30
1	1	1	1	1	1	1	1	1	1	1	1	1		1	1	1	1
3	3	3	3	3	3	3		0.5	1	2	2	2		1	2	2	2
1	1	1	1	1	1	1		1	1	1	1	1		1	1	1	1
1	1	1	1	1	1	1				1	1	1				1	1
1	1	1	1	1	1	1	0.5	0.5	1	1	1	1		0.5	1	1	1
17	17	17	17	17	17	17		8	11	13	15	17		8	11	13	15
4	4	4	4	4	4	4		1	1	2	2	2		1	1	2	2
5	4	4	4	4	4	4		1	2	2	3	3		1	2	2	3
0.2	0.333	0.25	0.2	0.2	0.2	0.2								0.25	0.2	0.2	0.2
3	4	4	4	4	4	4		1	1	1	1	1		2	3	3	4
4	3	3	3	3	3	3		2	2	3	4	4		1	2	2	3
6	4	4	4	4	4	4		1	1	1	1	1		1	2	2	2
1	1	1	1	1	1	1		1	1	1	1	1		1	2	2	2
7	5	5	5	5	5	5		2	2	3	4	4		5	5	5	5
54.2	49.333333	49.25	49.2	49.2	49.2	49.2		20	25	32	37	39		23.75	33.2	37.2	42.2
$9,400	$9,400	$9,400	$9,400	$9,400	$9,400	####	$9,400	$9,400	$9,400	$9,400	$9,400	$9,400	$9,400	$9,400	$9,400	$9,400	$9,400
10.00%	10.00%	10.00%	10.00%	10.00%	10.00%	####	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%
$133,815	$121,200	$123,624	$126,096	$128,618	$131,191	####	$121,200	$123,624	$126,096	$128,618	$131,191	$133,815	$121,200	$123,624	$126,096	$128,618	$131,191
$93,847	$85,000	$86,700	$88,434	$90,203	$92,007	####	$85,000	$86,700	$88,434	$90,203	$92,007	$93,847	$85,000	$86,700	$88,434	$90,203	$92,007
$55,204	$50,000	$51,000	$52,020	$53,060	$54,122	####	$50,000	$51,000	$52,020	$53,060	$54,122	$55,204	$50,000	$51,000	$52,020	$53,060	$54,122
$41,955	$38,000	$38,760	$39,535	$40,326	$41,132	####	$38,000	$38,760	$39,535	$40,326	$41,132	$41,955	$38,000	$38,760	$39,535	$40,326	$41,132
$94,785	$85,850	$87,567	$89,318	$91,105	$92,927	####	$85,850	$87,567	$89,318	$91,105	$92,927	$94,785	$85,850	$87,567	$89,318	$91,105	$92,927
$66,245	$60,000	$61,200	$62,424	$63,672	$64,946	####	$60,000	$61,200	$62,424	$63,672	$64,946	$66,245	$60,000	$61,200	$62,424	$63,672	$64,946
$47,475	$43,000	$43,860	$44,737	$45,632	$46,545	####	$43,000	$43,860	$44,737	$45,632	$46,545	$47,475	$43,000	$43,860	$44,737	$45,632	$46,545
$44,163	$40,000	$40,800	$41,616	$42,448	$43,297	####	$40,000	$40,800	$41,616	$42,448	$43,297	$44,163	$40,000	$40,800	$41,616	$42,448	$43,297
$518,485	$276,000	$281,520	$420,322	$508,319	$518,485	####	$276,000	$281,520	$420,322	$508,319	$518,485	$518,485	$276,000	$281,520	$420,322	$508,319	$518,485
$66,245	$60,000	$61,200	$62,424	$63,672	$64,946	####	$60,000	$61,200	$62,424	$63,672	$64,946	$66,245	$60,000	$61,200	$62,424	$63,672	$64,946
$0		$0	$0	$0	$0	$0		$0	$0	$0	$0	$0		$0	$0	$0	$0
$66,245	$60,000	$61,200	$62,424	$63,672	$64,946	####	$60,000	$61,200	$62,424	$63,672	$64,946	$66,245	$60,000	$61,200	$62,424	$63,672	$64,946
$41,955	$38,000	$38,760	$39,535	$40,326	$41,132	####	$38,000	$38,760	$39,535	$40,326	$41,132	$41,955	$38,000	$38,760	$39,535	$40,326	$41,132
$41,955	$38,000	$38,760	$39,535	$40,326	$41,132	####	$38,000	$38,760	$39,535	$40,326	$41,132	$41,955	$38,000	$38,760	$39,535	$40,326	$41,132
$66,245	$60,000	$61,200	$62,424	$63,672	$64,946	####	$60,000	$61,200	$62,424	$63,672	$64,946	$66,245	$60,000	$61,200	$62,424	$63,672	$64,946
$44,517	$40,320	$41,126	$41,949	$42,788	$43,644	####	$40,320	$41,126	$41,949	$42,788	$43,644	$44,517	$40,320	$41,126	$41,949	$42,788	$43,644
$3,341,182	$2,827,650	$2,860,743	$2,930,235	$3,004,757	$3,064,853	####	$164,125	$1,201,830	$1,543,631	$1,984,470	$2,305,938	$2,484,546	$0	#######	$2,068,783	$2,339,380	$2,689,249
$843,598.21	$746,498.32	$749,024.30	$755,503.46	$762,955.74	$768,965.25	####	#######	$308,183.03	$389,363.11	$499,246.96	$578,393.77	$615,054.62	$0.00	#######	$518,958.34	$583,618.00	$665,604.86

		All Schools					
FY31	Role	FY26	FY27	FY28	FY29	FY30	FY31
1	Principal	4	5	5	5	5	5
2	Assistant Principal	9	10.5	12	13	13	13
1	Office Manager	3	5	5	5	5	5
1	Admin/Office Assistant	3	3	3	5	5	5
1	Business Operations Manager	3.5	4	5	5	5	5
15	Teachers	51	67	73	77	81	83
2	ECC	12	14	14	16	16	16
3	ILS/Tutor	12	14	16	16	18	18
0.2		1	1	0.8	0.8	0.8	0.8
4	EL Specialist	10	13	14	14	15	15
	Stipends/Bonus	0	0	0	0	0	0
3	Education Specialist - ISE Teacher	11	14	15	16	18	18
2	Paraprofessionals	17	19	20	20	20	20
	1:1	0	0	0	0	0	0
2	School Nurse/Social Worker	3	5	6	6	6	6
5	Operations Specialist	20	27	27	28	29	29
42.2	Total Headcount	158	202	216	227	237	239
$9,400		$9,400	$9,400	$9,400	$9,400	$9,400	$9,401
10.00%		10.00%	10.00%	10.00%	10.00%	10.00%	110.00%
$133,815		$121,200	$123,624	$126,096	$128,618	$131,191	$133,815
$93,847		$85,000	$86,700	$88,434	$90,203	$92,007	$93,847
$55,204		$50,000	$51,000	$52,020	$53,060	$54,122	$55,204
$41,955		$38,000	$38,760	$39,535	$40,326	$41,132	$41,955
$94,785		$85,850	$87,567	$89,318	$91,105	$92,927	$94,785
$66,245		$60,000	$61,200	$62,424	$63,672	$64,946	$66,245
$47,475		$43,000	$43,860	$44,737	$45,632	$46,545	$47,475
$44,163		$40,000	$40,800	$41,616	$42,448	$43,297	$44,163
$518,485		$276,000	$281,520	$420,322	$508,319	$518,485	$518,485
$66,245		$60,000	$61,200	$62,424	$63,672	$64,946	$66,245
$0			$0	$0	$0	$0	$0
$66,245		$60,000	$61,200	$62,424	$63,672	$64,946	$66,245
$41,955		$38,000	$38,760	$39,535	$40,326	$41,132	$41,955
$41,955		$38,000	$38,760	$39,535	$40,326	$41,132	$41,955
$66,245		$60,000	$61,200	$62,424	$63,672	$64,946	$66,245
$44,517		$40,320	$41,126	$41,949	$42,788	$43,644	$44,517
$2,740,960		$9,038,675	$11,622,431	$12,810,539	$13,753,691	$14,613,624	$15,030,091
$670,775.96		$2,389,067.46	$3,056,343	$3,309,574	$3,507,289	$3,687,282	$18,778,059

Network Positions - RPS Tennessee	Year of Operation					
Regional Headcount	2025-26	2026-27	2027-28	2028-29	2029-30	2029-31
Executive Director	1	1	1	1	1	1
Director of Schools	1	1	1	1	1	1
Regional Director of Operations	1	1	1	1	1	1
Chief of Staff	1	1	1	1	1	1
Director of Community Organizing and Family Engagemer	1	1	1	1	1	1
Associate Director of Integrated Special Education	1	1	1	1	1	1
Achievement Manager	2	2	3	3	3	3
Speech Language Pathologist	2	2	3	3	3	3
School Psychologist	1	1	1	2	2	2
Manager. Family Recruitment	1	1	1	1	1	1
Family Recruiters (PT)	7	7	8	8	8	8
Facilities Maintenance Technician	1	1	2	2	2	2
Total Network Staff	20	20	24	25	25	25

Regional Salary Scale	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Executive Director	$200,000	$204,000	$208,080	$212,242	$216,486	$220,816
Director of Schools	$152,500	$155,550	$158,661	$161,834	$165,071	$168,372
Regional Director of Operations	$115,000	$117,300	$119,646	$122,039	$124,480	$126,969
Chief of Staff	$128,750	$131,325	$133,952	$136,631	$139,363	$142,150
Director of Community Organizing and Family Engagemer	$152,250	$155,295	$158,401	$161,569	$164,800	$168,096
Associate Director of Integrated Special Education	$101,228	$103,253	$105,318	$107,424	$109,572	$111,764
Achievement Manager	$85,000	$86,700	$88,434	$90,203	$92,007	$93,847
Speech Language Pathologist	$73,000	$74,460	$75,949	$77,468	$79,018	$80,598
School Psychologist	$75,000	$76,500	$78,030	$79,591	$81,182	$82,806
Manager. Family Recruitment	$67,000	$68,340	$69,707	$71,101	$72,523	$73,973
Family Recruiters (PT)	$17,280	$17,626	$17,978	$18,338	$18,704	$19,079
Facilities Maintenance Technician	$55,000	$56,100	$57,222	$58,366	$59,534	$60,724
Total Salary	1483688	1513361.76	1783212.307	1898467.153	1936436.496	1975165.226
Allocated Roles	$276,000	$281,520	$420,322	$508,319	$518,485	$528,855
Salary Cost to Regional NeST	$1,207,688	$1,231,842	$1,362,891	$1,390,149	$1,417,951	$1,446,311

RNNE					RUA					RDCP		
FY26	FY27	FY28	FY29	FY30	FY26	FY27	FY28	FY29	FY30	FY26	FY27	FY28
$575,000	$575,000	$575,000	$575,000	$575,000	$505,161	$505,161	$505,161	$505,161	$505,161	$895,000	$895,000	$895,000

Note: All three existing schools are in long-term leases with rents as shown here.
TN4 is projected to occupy a temporary or phased facility at 50% of long-term cost for its first 2 years

TN5 is projected to occupy a permanent space from Day 1

		TN4					TN5				
FY29	FY30	FY26	FY27	FY28	FY29	FY30	FY26	FY27	FY28	FY29	FY30
$895,000	$895,000	$0	$390,820	$390,820	$781,640	$781,640	$0	$0	$1,250,000	$1,250,000	$1,250,000

Drivers Item	FY25	FY26	FY27	FY28	FY29	FY30
Books and Supplies	$850.00	$867.00	$884.34	$902.03	$920.07	$938.47
Food Services	$827.00	$843.54	$860.41	$877.62	$895.17	$913.07
Services and Other Operating Expenses	$2,400.00	$2,448.00	$2,496.96	$2,546.90	$2,597.84	$2,649.79
Travel & Conferences	$84.00	$85.68	$87.39	$89.14	$90.92	$92.74
Dues and Insurance	$109.00	$111.18	$113.40	$115.67	$117.99	$120.34
& Repairs Less	$384.00	$391.68	$399.51	$407.50	$415.65	$423.97

Attachment Z Cover Page

Portfolio and Performance Template

REQUIRED IF ANSWERED "YES" TO SPONSOR HISTORY AND INTENT QUESTION 1

NOTE: Sponsors must submit the completed Portfolio and Performance Template as a separate document.

Please see Rocketship Education Tennesee TN 5 - Attachment Z - Portfolio_and_Performance State_Assessments.xlsx

Attachment AA Cover Page

Performance and Evaluation Reports

REQUIRED IF ANSWERED "YES" TO SPONSOR HISTORY AND INTENT QUESTION 1

United Academy

320 Plus Park Blvd.
Nashville, TN 37217

Contact Information:
Tygima Steele
Principal
tsteele@rsed.org
Office: 615-712-7499
Open and Operating

Demographics	2021-22
African American:	46%
Hispanic:	48%
White:	5%
Asian:	0%
ED:	28%
SWD:	9%
EL:	45%

Rocketship United

Academics

The chart below provides an overview of the TN Ready 2020-2021 success rate (how many students are succeeding on state exams) achievement (how students performed on ELA, mathematics, Social Studies, and Science assessments), chronic absenteeism (absent for 10 percent or more instructional days for any reason, including excused absences and out-of-school suspensions), and discipline data for the charter school.

Success Rate %	ELA Achievement %	Math Achievement %	Science Achievement %	Social Studies Achievement %	Chronic Absenteeism %	Discipline %
14.6%	16.7%	11.4%	9.6%	N/A	15.1%	0%

Financials

The following financial data is from the charter school's unaudited 2020 and 2021 Annual Financial Reports. The data reflects the current changes in the school's financial health and sustainability in place of the final 2021 Independent Audit Report. The ratings are based and aligned to the Performance Framework, Section II Near Term Indicators, and Sustainability Indicators. The Debt Default Indicator is from the 2020 Independent Audited Financial Statement.

Rocketship United	
Section II Financial Performance	
Indicators and Measures	
Near Term Indicators:	Ratings:
1(a) Current Ratio	Meets Standards
1(b) Unrestricted Days Cash	Meets Standards
1(c) Enrollment Variance	Meets Standards
1(d) Debt Default	Meets Standards
Sustainability Indicators:	Ratings:
2(a) Total Margin	Meets Standards
2(b) Debt to Asset Ratio	Meets Standards
2(c) Cash Flow	Positive
2(d) Debt Service Coverage Ratio	Meets Standards

Operations

Charter schools are required to meet certain regulatory requirements and responsibilities established by applicable state/federal law as well as charter agreements. This section reports the school's overall performance in the 2020-2021 school year based on measures relevant to organizational health and performance.

Educational Program

Charter Terms	Meets Standards
Compliance with Education Requirements	Meets Standards
Students with Disabilities Rights	Meets Standards
English Language Learners Rights	Meets Standards

Financial Management and Oversight

Financial Management and Compliance	Meets Standards
Generally Accepted Accounting Principles	Meets Standards

Governance and Reporting

Governance Requirements	Meets Standards
Accountability of Management	Meets Standards
Reporting Requirements	Meets Standards

Students and Employees

Rights of Students	Meets Standards
Credentialing	Meets Standards
Employment Rights	Meets Standards
Background Checks	Meets Standards

School Environment

Facilities and Transportation	Meets Standards
Health and Safety	Meets Standards
Information Handling	Meets Standards

Additional Obligations

Other Obligations	Meets Standards

Rocketship United Annual Performance Framework SY 2021-2022

320 Plus Park Blvd.
Nashville, TN 37217

Contact Information:
Tygima Steele
Principal
tsteele@rsed.org
Office: 615-712-7499
Open and Operating

Demographics	2021-22
African American:	46%
Hispanic:	48%
White:	5%
Asian:	0%
ED:	28%
SWD:	9%
EL:	45%

Annual Performance Framework Ratings SY 2021-2022

Exceeds the Standard
Meets the Standard
Does Not Meet the Standard
Falls Far Below Standard

Academics: As a result of disruptions to the 2020-21 school year caused by the COVID-19 public health emergency, the Tennessee State Legislature passed the Accountability Hold Harmless Act. This legislation removes negative consequences associated with evaluation and accountability for the 2020-21 school year. As a result, assessment scores for the 2020-21 school year are included for reporting purposes only and shall not be used to inform negative consequences against the school. No overall rating is provided for any MNPS charter school.

Overall Achievement Metrics

Sub-Category	Description	Grade Level	Falls Far Below Standard	Does Not Meet Standard	Meets Standard	Exceeds Standard	Total Weight
	Points Total		1	2	3	4	
Absolute Achievement	Absolute performance in ELA, as measured by Tennessee state assessments - Percent of students scoring On Track/Mastered	All	Less than 20%	20%-34.9%	35%-49.9%	50% or more	8.3%
	Absolute performance in math, as measured by Tennessee state assessments - Percent of students scoring On Track/Mastered	All	Less than 20%	20%-34.9%	35%-49.9%	50% or more	8.3%
	Absolute performance in science, as measured by Tennessee State Assessments - Percent of students scoring On Track/Mastered	All	Less than 40%	40%-49.9%	50%-70%	Greater than 70%	8.3%
Growth	TVAAS overall composite index	All	Level 1	Level 2	Level 3	Level 4 & 5	20%
Chronic Absenteeism	The percent of students missing 10 percent or more of enrolled school days	HS	Greater than 30%	20.1-30%	10.1%-20%	10% or less	5%
		K-8	Greater than 20%	13.1%-20%	6.1%-13%	6% or less	

Comparative Performance Metrics

Measure	Description		Falls Far Below Standard	Does Not Meet Standard	Meets Standard	Exceeds Standard	Total Weight
2a	School comparative performance to authorizing district average in ELA	All Grades	More than 15 percentage points lower than the authorizing district	5.1-15 percentage points lower than the authorizing district	Up to 5 percentage points below or above the authorizing district	Greater than 5 percentage points higher than the authorizing district	7.5%
2b	School comparative performance to authorizing district average in math	All Grades	More than 15 percentage points lower than the authorizing district	5.1-15 percentage points lower than the authorizing district	Up to 5 percentage points below or above the authorizing district	Greater than 5 percentage points higher than the authorizing district	7.5%
2c	School comparative performance to authorizing district average in science	All Grades	More than 15 percentage points lower than the authorizing district	5.1-15 percentage points lower than the authorizing district	Up to 5 percentage points below or above the authorizing district	Greater than 5 percentage points higher than the authorizing district	7.5%
2d	School comparative performance to authorizing district average in social studies	All Grades	More than 15 percentage points lower than the authorizing district	5.1-15 percentage points lower than the authorizing district	Up to 5 percentage points below or above the authorizing district	Greater than 5 percentage points higher than the authorizing district	7.5%

School Culture Metrics

Measure	Description	Grade Level	Falls Far Below Standard	Does Not Meet Standard	Meets Standard	Exceeds Standard	Total Weight
3a	Suspension rate	ES	5% or more	4%-4.9%	3%-3.9%	Less than 3%	5%
		MS	20% or more	13%-19.9%	5%-12.9%	Less than 5%	
		HS	10% or more	8%-9.9%	4%-7.9%	Less than 4%	
3b	Student attrition rate	All	35% or more	25%-34.9%	15%-24.9%	Less than 15%	5%
3c	Teacher retention rate	All	Less than 65%	65%-74.9%	75%-84.9%	85% or more	5%
3d	Student attendance rate	All	Less than 90%	90%-93.9%	94%-96.9%	97% or more	5%

Rating	Falls Far Below Standard	Does Not Meet Standard	Meets Standard	Exceeds Standard
Points	1	2	3	4

Academic	2021-2022	Rating
ELA	27.4%	2
Math	24.2%	2
Science	16%	1
Social Studies	N/A	N/A
Growth	5	4
Chronic Absenteeism	37.6%	1
	Overall Achievement (50%)	**1.3**
ELA	1.5% Below MNPS	3
Math	1.2% Below MNPS	3
Science	11.5% Below MNPS	2
Social Studies	N/A	N/A
	Comparative Performance (30%)	**0.8**
Suspension Rate	0%	4
Student Attrition Rate	1%	4
Teacher Retention Rate	79%	3
Student Attendance Rate	90.3%	2
	School Culture (20%)	**0.65**
Overall APF	**3**	

Financials

Annually, a charter school will be rated on the following near term and sustainability indicators. Any school that receives a “Falls Far Below” rating in any category will receive an immediate Plan of Correction to assist in remedying the deficiencies in this financial area. Three or more successive years of ratings that include a measure in the “Falls Far Below” category may result in a recommendation of immediate revocation of the charter.

Indicators and Measures		
Section II Financial Performance		
1. Near Term Indicators:	**Outcome**	**Standard**
A. Current Ratio		Meets Standard
B. Unrestricted Days Cash		Meets Standard
C. Enrollment Variance	104%	Meets Standard
D. Default	not in default	Meets Standard
2. Sustainability Indicators:	**Outcome**	**Standard**
A. Total Margin		Meets Standard
1. Current year Income to Revenue		
2. Aggregated Total Margin-three yr. ^ in Net Position		
B. Debt to Asset Ratio		Meets Standard
C. Cash Flow		
1. Multi Year Cash Flow	1,598,469	Meets Standard
2. Most recent year cash flow	1,540,356	Meets Standard
D. Debt Service Coverage Ratio		Meets Standard

Operations

Charter schools are required to meet certain regulatory requirements and responsibilities established by applicable state/federal law as well as charter agreements. This section reports the school’s overall performance in the 2020-2021 school year based on measures relevant to organizational health and performance.

Educational Program

Charter Terms	Meets Standards
Compliance with Education Requirements	Meets Standards
Students with Disabilities Rights	Meets Standards
English Language Learners Rights	Meets Standards

Financial Management and Oversight

Financial Management and Compliance	Meets Standards
Generally Accepted Accounting Principles	Meets Standards

Governance and Reporting

Governance Requirements	Meets Standards
Accountability of Management	Meets Standards
Reporting Requirements	Meets Standards

Students and Employees

Rights of Students	Meets Standards
Credentialing	Meets Standards
Employment Rights	Meets Standards
Background Checks	Meets Standards

School Environment

Facilities and Transportation	Meets Standards
Health and Safety	Meets Standards
Information Handling	Meets Standards

Additional Obligations

Other Obligations	Meets Standards

Rocketship United Academy

320 Plus Park Blvd.
Nashville, TN 37217

Contact Information:

Tygima Steele
Principal
tsteele@rsed.org
Office: 615-712-7499
Open and Operating

Demographics	2022-23
African American:	47%
Hispanic:	47%
White:	5%
Asian:	
ED:	43%
SWD:	11%
EL:	48%

Rocketship United

Academics: Pursuant to T.C.A § 49-13-102, two of the purposes of a charter school are to improve learning for all students and to ensure that children have the opportunity to reach proficiency on state academic assessments. In addition, the law states that "[t]he performance-related provisions within a charter agreement shall be based on a performance framework that clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluation of each public charter school." The academic performance framework is made up of three key areas. Student Achievement (50%) Comparative Performance (30%) and School Culture (20%).

Overall Achievement Metrics

Sub-Category	Description	Grade Level	Falls Far Below Standard	Does Not Meet Standard	Meets Standard	Exceeds Standard	Total Weight
	Points Total		1	2	3	4	
Absolute Achievement	Absolute performance in ELA, as measured by Tennessee state assessments - Percent of students scoring On Track/Mastered	All	Less than 20%	20%-34.9%	35%-49.9%	50% or more	8.3%
	Absolute performance in math, as measured by Tennessee state assessments - Percent of students scoring On Track/Mastered	All	Less than 20%	20%-34.9%	35%-49.9%	50% or more	8.3%
	Absolute performance in science, as measured by Tennessee State Assessments - Percent of students scoring On Track/Mastered	All	Less than 40%	40%-49.9%	50%-70%	Greater than 70%	8.3%
Growth	TVAAS overall composite index	All	Level 1	Level 2	Level 3	Level 4 & 5	20%
Chronic Absenteeism	The percent of students missing 10 percent or more of enrolled school days	HS	Greater than 30%	20.1-30%	10.1%-20%	10% or less	5%
		K-8	Greater than 20%	13.1%-20%	6.1%-13%	6% or less	

Comparative Performance Metrics

Measure	Description		Falls Far Below Standard	Does Not Meet Standard	Meets Standard	Exceeds Standard	Total Weight
2a	School comparative performance to authorizing district average in ELA	All Grades	More than 15 percentage points lower than the authorizing district	5.1-15 percentage points lower than the authorizing district	Up to 5 percentage points below or above the authorizing district	Greater than 5 percentage points higher than the authorizing district	7.5%
2b	School comparative performance to authorizing district average in math	All Grades	More than 15 percentage points lower than the authorizing district	5.1-15 percentage points lower than the authorizing district	Up to 5 percentage points below or above the authorizing district	Greater than 5 percentage points higher than the authorizing district	7.5%
2c	School comparative performance to authorizing district average in science	All Grades	More than 15 percentage points lower than the authorizing district	5.1-15 percentage points lower than the authorizing district	Up to 5 percentage points below or above the authorizing district	Greater than 5 percentage points higher than the authorizing district	7.5%
2d	School comparative performance to authorizing district average in social studies	All Grades	More than 15 percentage points lower than the authorizing district	5.1-15 percentage points lower than the authorizing district	Up to 5 percentage points below or above the authorizing district	Greater than 5 percentage points higher than the authorizing district	7.5%

School Culture Metrics

Measure	Description	Grade Level	Falls Far Below Standard	Does Not Meet Standard	Meets Standard	Exceeds Standard	Total Weight
3a	Suspension rate	ES	5% or more	4%-4.9%	3%-3.9%	Less than 3%	5%
		MS	20% or more	13%-19.9%	5%-12.9%	Less than 5%	
		HS	10% or more	8%-9.9%	4%-7.9%	Less than 4%	
3b	Student attrition rate	All	35% or more	25%-34.9%	15%-24.9%	Less than 15%	5%
3c	Teacher retention rate	All	Less than 65%	65%-74.9%	75%-84.9%	85% or more	5%
3d	Student attendance rate	All	Less than 90%	90%-93.9%	94%-96.9%	97% or more	5%

Academic	2022-2023	Rating
ELA Proficiency	39%	3
Math Proficiency	32%	2
Science Proficiency	29%	1
Social Studies Proficiency	NA	NA
Growth (TVAAS)	5	4
Chronic Absenteeism	29.5%	1
	Overall Achievement ()	1.3
ELA	6%	4
Math	0%	3
Science	-6%	2
Social Studies	NA	NA
	Comparative Performance ()	**0.9**
Suspension Rate	1.6%	4
Student Attrition Rate	13.6%	4
Teacher Retention Rate	95%	4
Student Attendance Rate	91.7%	2
	School Culture ()	0.70
Overall APF	2.9	

Rating	Falls Far Below Standard	Does Not Meet Standard	Meets Standard	Exceeds Standard
Points	**1**	**2**	**3**	**4**

Financials: The following financial data is pending for the 2023 Annual Financial Report. The data from the reports were used to reflect each charter school's financial health and sustainability. The ratings will be based on and align with the 2023 Performance Framework, Section II Near Term Indicators and Sustainability indicators.

Rocketship United		
Section II Financial Performance		
Indicators and Measures	Outcomes:	Standards:
Near Term Indicators:		
1(a) Current Ratio		Meets Standard
1(b) Unrestricted Days Cash		Meets Standard
1(c) Enrollment Variance	88%	Does Not Meet Standard
1(d) Debt Default		Meets standard
Sustainability Indicators:		
2(a) Total Margin		Meets Standard
2(b) Debt to Asset Ratio		Meets Standard
2(c) Cash Flow		Meets Standard
2(d) Debt Service Coverage Ratio		Meets Standard

Operations: Charter schools are required to meet certain regulatory requirements and responsibilities established by applicable state/federal law as well as charter agreements. This section reports the school's overall performance in the 2022-2023 school year based on measures relevant to organizational health and performance. A complete evaluation of the charter performance framework indicators identified in the Operations/Organizational section is forthcoming.

Educational Program

Charter Terms	
Compliance with Education Requirements	Meets Standards
Students with Disabilities Rights	Meets Standards
English Language Learners Rights	Meets Standards

Financial Management and Oversight

Financial Management and Compliance	Meets Standard
Generally Accepted Accounting Principles	Meets Standard

Governance and Reporting

Governance Requirements	Meets Standard
Accountability of Management	Meets Standard
Reporting Requirements	Meets Standard

Students and Employees

Rights of Students	Meets Standard
Credentialing	Does Not Meet Standard
Employment Rights	Meets Standard
Background Checks	Meets Standard

School Environment

Facilities and Transportation	Meets Standard
Health and Safety	Meets Standard
Information Handling	Meets Standard

Additional Obligations

Other Obligations	Does Not Meet Standard

Rocketship United

School Information	
School ID/State ID	668/8070
School Location	320 Plus Park Boulevard Nashville, TN 37217
School Leader	Benjamin Harp bharp@rsed.org 615-712-7499
Status	Open and Operating
Demographics	
African-American	45%
Hispanic	49%
White	4%
Asian	0%
American Indian or Alaskan Native	0%
ED	31%
SWD	11%
EL	50%

Rocketship United

Academics: Pursuant to T.C.A § 49-13-102, two of the purposes of a charter school are to improve learning for all students and to ensure that children have the opportunity to reach proficiency on state academic assessments. In addition, the law states that "[t]he performance-related provisions within a charter agreement shall be based on a performance framework that clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluation of each public charter school." The academic performance framework is made up of three key areas. Student Achievement (50%) Comparative Performance (30%) and School Culture (20%).

Overall Achievement Metrics

Sub-Category	Description	Grade Level	Falls Far Below Standard	Does Not Meet Standard	Meets Standard	Exceeds Standard	Total Weight
	Points Total		1	2	3	4	
Absolute Achievement	Absolute performance in ELA, as measured by Tennessee state assessments - Percent of students scoring On Track/Mastered	All	Less than 20%	20%-34.9%	35%-49.9%	50% or more	8.3%
	Absolute performance in math, as measured by Tennessee state assessments - Percent of students scoring On Track/Mastered	All	Less than 20%	20%-34.9%	35%-49.9%	50% or more	8.3%
	Absolute performance in science, as measured by Tennessee State Assessments - Percent of students scoring On Track/Mastered	All	Less than 40%	40%-49.9%	50%-70%	Greater than 70%	8.3%
Growth	TVAAS overall composite index	All	Level 1	Level 2	Level 3	Level 4 & 5	20%
Chronic Absenteeism	The percent of students missing 10 percent or more of enrolled school days	HS	Greater than 30%	20.1-30%	10.1%-20%	10% or less	5%
		K-8	Greater than 20%	13.1%-20%	6.1%-13%	6% or less	

Comparative Performance Metrics

Measure	Description		Falls Far Below Standard	Does Not Meet Standard	Meets Standard	Exceeds Standard	Total Weight
2a	School comparative performance to authorizing district average in ELA	All Grades	More than 15 percentage points lower than the authorizing district	5.1-15 percentage points lower than the authorizing district	Up to 5 percentage points below or above the authorizing district	Greater than 5 percentage points higher than the authorizing district	7.5%
2b	School comparative performance to authorizing district average in math	All Grades	More than 15 percentage points lower than the authorizing district	5.1-15 percentage points lower than the authorizing district	Up to 5 percentage points below or above the authorizing district	Greater than 5 percentage points higher than the authorizing district	7.5%
2c	School comparative performance to authorizing district average in science	All Grades	More than 15 percentage points lower than the authorizing district	5.1-15 percentage points lower than the authorizing district	Up to 5 percentage points below or above the authorizing district	Greater than 5 percentage points higher than the authorizing district	7.5%
2d	School comparative performance to authorizing district average in social studies	All Grades	More than 15 percentage points lower than the authorizing district	5.1-15 percentage points lower than the authorizing district	Up to 5 percentage points below or above the authorizing district	Greater than 5 percentage points higher than the authorizing district	7.5%

School Culture Metrics

Measure	Description	Grade Level	Falls Far Below Standard	Does Not Meet Standard	Meets Standard	Exceeds Standard	Total Weight
3a	Suspension rate	ES	5% or more	4%-4.9%	3%-3.9%	Less than 3%	5%
		MS	20% or more	13%-19.9%	5%-12.9%	Less than 5%	
		HS	10% or more	8%-9.9%	4%-7.9%	Less than 4%	
3b	Student attrition rate	All	35% or more	25%-34.9%	15%-24.9%	Less than 15%	5%
3c	Teacher retention rate	All	Less than 65%	65%-74.9%	75%-84.9%	85% or more	5%
3d	Student attendance rate	All	Less than 90%	90%-93.9%	94%-96.9%	97% or more	5%

Academic	2023-2024	Rating
ELA Proficiency	26%	2
Math Proficiency	27%	2
Science Proficiency	22%	1
Social Studies Proficiency	NA	NA
Growth (TVAAS)	4	4
Chronic Absenteeism	40%	1
	Overall Achievement ()	1.3
ELA	-9%	2
Math	-7%	2
Science	-15%	2
Social Studies		
	Comparative Performance ()	0 .6
Suspension Rate	2%	4
Student Attrition Rate	18.6%	3
Teacher Retention Rate	82%	3
Student Attendance Rate	90.1%	2
	School Culture ()	0.6
Overall APF	2.5 (3.0)	

Rating	Falls Far Below Standard	Does Not Meet Standard	Meets Standard	Exceeds Standard
Points	1	2	3	4

Financials: The following financial data is pending for the 2024 Annual Financial Report. The data from the reports were used to reflect each charter school's financial health and sustainability. The ratings will be based on and align with the 2024 Performance Framework, Section II Near Term Indicators and Sustainability indicators.

Rocketship United		
Section II Financial Performance		
Indicators and Measures	Outcomes:	Standards:
Near Term Indicators:		
1(a) Current Ratio		Pending
1(b) Unrestricted Days Cash		Pending
1(c) Enrollment Variance		Pending
1(d) Debt Default		Pending
Sustainability Indicators:		
2(a) Total Margin		Pending
2(b) Debt to Asset Ratio		Pending
2(c) Cash Flow		Pending
2(d) Debt Service Coverage Ratio		Pending

Operations: Charter schools are required to meet certain regulatory requirements and responsibilities established by applicable state/federal law as well as charter agreements. This section reports the school's overall performance in the 2023-2024 school year based on measures relevant to organizational health and performance. A complete evaluation of the charter performance framework indicators identified in the Operations/Organizational section is forthcoming.

Educational Program

Charter Terms	Meets Standard
Compliance with Education Requirements	Meets Standard
Students with Disabilities Rights	Meets Standard
English Language Learners Rights	Meets Standard

Financial Management and Oversight

Financial Management and Compliance	Pending
Generally Accepted Accounting Principles	Pending

Governance and Reporting

Governance Requirements	Does Not Meets Standard
Accountability of Management	Meets Standard
Reporting Requirements	Meets Standard

Students and Employees

Rights of Students	Meets Standard
Credentialing	Meets Standard
Employment Rights	Meets Standard
Background Checks	Meets Standard

School Environment

Facilities and Transportation	Meets Standard
Health and Safety	Meets Standard
Information Handling	Meets Standard

Additional Obligations

Other Obligations	Meets Standard

Rocketship United Academy

320 Plus Park Blvd.
Nashville, TN 37217

Contact Information:

Tygima Steele
Principal
tsteele@rsed.org
Office: 615-712-7499
Open and Operating

Demographics	2022-23
African American:	47%
Hispanic:	47%
White:	5%
Asian:	
ED:	43%
SWD:	11%
EL:	48%

Rocketship United

Academics: Pursuant to T.C.A § 49-13-102, two of the purposes of a charter school are to improve learning for all students and to ensure that children have the opportunity to reach proficiency on state academic assessments. In addition, the law states that "[t]he performance-related provisions within a charter agreement shall be based on a performance framework that clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluation of each public charter school." The academic performance framework is made up of three key areas. Student Achievement (50%) Comparative Performance (30%) and School Culture (20%).

Overall Achievement Metrics

Sub-Category	Description	Grade Level	Falls Far Below Standard	Does Not Meet Standard	Meets Standard	Exceeds Standard	Total Weight
	Points Total		1	2	3	4	
Absolute Achievement	Absolute performance in ELA, as measured by Tennessee state assessments - Percent of students scoring On Track/Mastered	All	Less than 20%	20%-34.9%	35%-49.9%	50% or more	8.3%
	Absolute performance in math, as measured by Tennessee state assessments - Percent of students scoring On Track/Mastered	All	Less than 20%	20%-34.9%	35%-49.9%	50% or more	8.3%
	Absolute performance in science, as measured by Tennessee State Assessments - Percent of students scoring On Track/Mastered	All	Less than 40%	40%-49.9%	50%-70%	Greater than 70%	8.3%
Growth	TVAAS overall composite index	All	Level 1	Level 2	Level 3	Level 4 & 5	20%
Chronic Absenteeism	The percent of students missing 10 percent or more of enrolled school days	HS	Greater than 30%	20.1-30%	10.1%-20%	10% or less	5%
		K-8	Greater than 20%	13.1%-20%	6.1%-13%	6% or less	

Comparative Performance Metrics

Measure	Description		Falls Far Below Standard	Does Not Meet Standard	Meets Standard	Exceeds Standard	Total Weight
2a	School comparative performance to authorizing district average in ELA	All Grades	More than 15 percentage points lower than the authorizing district	5.1-15 percentage points lower than the authorizing district	Up to 5 percentage points below or above the authorizing district	Greater than 5 percentage points higher than the authorizing district	7.5%
2b	School comparative performance to authorizing district average in math	All Grades	More than 15 percentage points lower than the authorizing district	5.1-15 percentage points lower than the authorizing district	Up to 5 percentage points below or above the authorizing district	Greater than 5 percentage points higher than the authorizing district	7.5%
2c	School comparative performance to authorizing district average in science	All Grades	More than 15 percentage points lower than the authorizing district	5.1-15 percentage points lower than the authorizing district	Up to 5 percentage points below or above the authorizing district	Greater than 5 percentage points higher than the authorizing district	7.5%
2d	School comparative performance to authorizing district average in social studies	All Grades	More than 15 percentage points lower than the authorizing district	5.1-15 percentage points lower than the authorizing district	Up to 5 percentage points below or above the authorizing district	Greater than 5 percentage points higher than the authorizing district	7.5%

School Culture Metrics

Measure	Description	Grade Level	Falls Far Below Standard	Does Not Meet Standard	Meets Standard	Exceeds Standard	Total Weight
3a	Suspension rate	ES	5% or more	4%-4.9%	3%-3.9%	Less than 3%	5%
		MS	20% or more	13%-19.9%	5%-12.9%	Less than 5%	
		HS	10% or more	8%-9.9%	4%-7.9%	Less than 4%	
3b	Student attrition rate	All	35% or more	25%-34.9%	15%-24.9%	Less than 15%	5%
3c	Teacher retention rate	All	Less than 65%	65%-74.9%	75%-84.9%	85% or more	5%
3d	Student attendance rate	All	Less than 90%	90%-93.9%	94%-96.9%	97% or more	5%

Academic	2022-2023	Rating
ELA Proficiency	39%	3
Math Proficiency	32%	2
Science Proficiency	29%	1
Social Studies Proficiency	NA	NA
Growth (TVAAS)	5	4
Chronic Absenteeism	29.5%	1
	Overall Achievement ()	1.3
ELA	6%	4
Math	0%	3
Science	-6%	2
Social Studies	NA	NA
	Comparative Performance ()	**0.9**
Suspension Rate	1.6%	4
Student Attrition Rate	13.6%	4
Teacher Retention Rate	95%	4
Student Attendance Rate	91.7%	2
	School Culture ()	0.70
Overall APF	2.9	

Rating	Falls Far Below Standard	Does Not Meet Standard	Meets Standard	Exceeds Standard
Points	**1**	**2**	**3**	**4**

Financials: The following financial data is pending for the 2023 Annual Financial Report. The data from the reports were used to reflect each charter school's financial health and sustainability. The ratings will be based on and align with the 2023 Performance Framework, Section II Near Term Indicators and Sustainability indicators.

Rocketship United		
Section II Financial Performance		
Indicators and Measures	Outcomes:	Standards:
Near Term Indicators:		
1(a) Current Ratio		Meets Standard
1(b) Unrestricted Days Cash		Meets Standard
1(c) Enrollment Variance	88%	Does Not Meet Standard
1(d) Debt Default		Meets standard
Sustainability Indicators:		
2(a) Total Margin		Meets Standard
2(b) Debt to Asset Ratio		Meets Standard
2(c) Cash Flow		Meets Standard
2(d) Debt Service Coverage Ratio		Meets Standard

Operations: Charter schools are required to meet certain regulatory requirements and responsibilities established by applicable state/federal law as well as charter agreements. This section reports the school's overall performance in the 2022-2023 school year based on measures relevant to organizational health and performance. A complete evaluation of the charter performance framework indicators identified in the Operations/Organizational section is forthcoming.

Educational Program

Charter Terms	
Compliance with Education Requirements	Meets Standards
Students with Disabilities Rights	Meets Standards
English Language Learners Rights	Meets Standards

Financial Management and Oversight

Financial Management and Compliance	Meets Standard
Generally Accepted Accounting Principles	Meets Standard

Governance and Reporting

Governance Requirements	Meets Standard
Accountability of Management	Meets Standard
Reporting Requirements	Meets Standard

Students and Employees

Rights of Students	Meets Standard
Credentialing	Does Not Meet Standard
Employment Rights	Meets Standard
Background Checks	Meets Standard

School Environment

Facilities and Transportation	Meets Standard
Health and Safety	Meets Standard
Information Handling	Meets Standard

Additional Obligations

Other Obligations	Does Not Meet Standard

Rocketship United

School Information	
School ID/State ID	668/8070
School Location	320 Plus Park Boulevard Nashville, TN 37217
School Leader	Benjamin Harp bharp@rsed.org 615-712-7499
Status	Open and Operating
Demographics	
African-American	47%
Hispanic	46%
White	0%
Asian	0%
American Indian or Alaskan Native	0%
ED	31%
SWD	11%
EL	55%

Rocketship United

Academics: Pursuant to T.C.A § 49-13-102, two of the purposes of a charter school are to improve learning for all students and to ensure that children have the opportunity to reach proficiency on state academic assessments. In addition, the law states that "[t]he performance-related provisions within a charter agreement shall be based on a performance framework that clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluation of each public charter school." The academic performance framework is made up of three key areas. Student Achievement (50%) Comparative Performance (30%) and School Culture (20%).

Overall Achievement Metrics

Sub-Category	Description	Grade Level	Falls Far Below Standard	Does Not Meet Standard	Meets Standard	Exceeds Standard	Total Weight
	Points Total		1	2	3	4	
Absolute Achievement	Absolute performance in ELA, as measured by Tennessee state assessments - Percent of students scoring On Track/Mastered	All	Less than 20%	20%-34.9%	35%-49.9%	50% or more	8.3%
	Absolute performance in math, as measured by Tennessee state assessments - Percent of students scoring On Track/Mastered	All	Less than 20%	20%-34.9%	35%-49.9%	50% or more	8.3%
	Absolute performance in science, as measured by Tennessee State Assessments - Percent of students scoring On Track/Mastered	All	Less than 40%	40%-49.9%	50%-70%	Greater than 70%	8.3%
Growth	TVAAS overall composite index	All	Level 1	Level 2	Level 3	Level 4 & 5	20%
Chronic Absenteeism	The percent of students missing 10 percent or more of enrolled school days	HS	Greater than 30%	20.1-30%	10.1%-20%	10% or less	5%
		K-8	Greater than 20%	13.1%-20%	6.1%-13%	6% or less	

Comparative Performance Metrics

Measure	Description		Falls Far Below Standard	Does Not Meet Standard	Meets Standard	Exceeds Standard	Total Weight
2a	School comparative performance to authorizing district average in ELA	All Grades	More than 15 percentage points lower than the authorizing district	5.1-15 percentage points lower than the authorizing district	Up to 5 percentage points below or above the authorizing district	Greater than 5 percentage points higher than the authorizing district	7.5%
2b	School comparative performance to authorizing district average in math	All Grades	More than 15 percentage points lower than the authorizing district	5.1-15 percentage points lower than the authorizing district	Up to 5 percentage points below or above the authorizing district	Greater than 5 percentage points higher than the authorizing district	7.5%
2c	School comparative performance to authorizing district average in science	All Grades	More than 15 percentage points lower than the authorizing district	5.1-15 percentage points lower than the authorizing district	Up to 5 percentage points below or above the authorizing district	Greater than 5 percentage points higher than the authorizing district	7.5%
2d	School comparative performance to authorizing district average in social studies	All Grades	More than 15 percentage points lower than the authorizing district	5.1-15 percentage points lower than the authorizing district	Up to 5 percentage points below or above the authorizing district	Greater than 5 percentage points higher than the authorizing district	7.5%

School Culture Metrics

Measure	Description	Grade Level	Falls Far Below Standard	Does Not Meet Standard	Meets Standard	Exceeds Standard	Total Weight
3a	Suspension rate	ES	5% or more	4%-4.9%	3%-3.9%	Less than 3%	5%
		MS	20% or more	13%-19.9%	5%-12.9%	Less than 5%	
		HS	10% or more	8%-9.9%	4%-7.9%	Less than 4%	
3b	Student attrition rate	All	35% or more	25%-34.9%	15%-24.9%	Less than 15%	5%
3c	Teacher retention rate	All	Less than 65%	65%-74.9%	75%-84.9%	85% or more	5%
3d	Student attendance rate	All	Less than 90%	90%-93.9%	94%-96.9%	97% or more	5%

Academic	2023-2024	Rating
ELA Proficiency	26%	2
Math Proficiency	27%	2
Science Proficiency	22%	1
Social Studies Proficiency	NA	NA
Growth (TVAAS)	4	4
Chronic Absenteeism	40%	1
	Overall Achievement ()	1.3
ELA	-9%	2
Math	-7%	2
Science	-15%	2
Social Studies		
	Comparative Performance ()	0 .6
Suspension Rate	2%	4
Student Attrition Rate	18.6%	3
Teacher Retention Rate	82%	3
Student Attendance Rate	90.1%	2
	School Culture ()	0.6
Overall APF	2.5 (3.0)	

Rating	Falls Far Below Standard	Does Not Meet Standard	Meets Standard	Exceeds Standard
Points	1	2	3	4

Financials: The following financial data is pending for the 2024 Annual Financial Report. The data from the reports were used to reflect each charter school's financial health and sustainability. The ratings will be based on and align with the 2024 Performance Framework, Section II Near Term Indicators and Sustainability indicators.

Rocketship United		
Section II Financial Performance		
Indicators and Measures	Outcomes:	Standards:
Near Term Indicators:		
1(a) Current Ratio		Pending
1(b) Unrestricted Days Cash		Pending
1(c) Enrollment Variance		Pending
1(d) Debt Default		Pending
Sustainability Indicators:		
2(a) Total Margin		Pending
2(b) Debt to Asset Ratio		Pending
2(c) Cash Flow		Pending
2(d) Debt Service Coverage Ratio		Pending

Operations: Charter schools are required to meet certain regulatory requirements and responsibilities established by applicable state/federal law as well as charter agreements. This section reports the school's overall performance in the 2023-2024 school year based on measures relevant to organizational health and performance. A complete evaluation of the charter performance framework indicators identified in the Operations/Organizational section is forthcoming.

Educational Program

Charter Terms	Meets Standard
Compliance with Education Requirements	Meets Standard
Students with Disabilities Rights	Meets Standard
English Language Learners Rights	Meets Standard

Financial Management and Oversight

Financial Management and Compliance	Pending
Generally Accepted Accounting Principles	Pending

Governance and Reporting

Governance Requirements	Does Not Meets Standard
Accountability of Management	Meets Standard
Reporting Requirements	Meets Standard

Students and Employees

Rights of Students	Meets Standard
Credentialing	Meets Standard
Employment Rights	Meets Standard
Background Checks	Meets Standard

School Environment

Facilities and Transportation	Meets Standard
Health and Safety	Meets Standard
Information Handling	Meets Standard

Additional Obligations

Other Obligations	Meets Standard

Rocketship United Academy

Based on the data accumulated to date, this school is **on track to:**

School Name: Rocketship United Academy
Address: 320 Plus Park Blvd.
Nashville, TN 37217
Website: www.rsed.org/nashville
Phone: (615) 712-7499

Profile

Principal: **Ms. Tygima Steele**

Opened:	**2015**	**Identification**
Current Grades:	**K-4**	**2018 Reward School**
Approved Grades:	**K-4**	
Enrollment:	**535**	

Demographics	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
African-American:	N/A	N/A	N/A	49%	47%	42%	44%	45%
Hispanic:	N/A	N/A	N/A	37%	41%	47%	46%	45%
White:	N/A	N/A	N/A	13%	12%	10%	9%	8%
Asian:	N/A	N/A	N/A	0%	1%	1%	1%	0%
ED:	N/A	N/A	N/A	71%	59%	62%	51%	52%
SWD:	N/A	N/A	N/A	5%	9%	10%	10%	10%
EL:	N/A	N/A	N/A	36%	50%	35%	41%	36%

Financial	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Near Term:								
Current Ratio	N/A	N/A	N/A					
Umrestr. Days Cash	N/A	N/A	N/A					
Enroll. Variation	N/A	N/A	N/A					
Default	N/A	N/A	N/A					
Sustainability:								
Total Margin	N/A	N/A	N/A					
Debt/Asset Ratio	N/A	N/A	N/A					
Cash Flow	N/A	N/A	N/A					
Debt Serv. Ratio	N/A	N/A	N/A					
Overall Financial	N/A	N/A	N/A					

KEY to Ratings
Exceeds Standards
Meets Standards
Does Not Meet Standards
Falls Far Below Standards

School Performance Summary (2014-21)

Application Due:	**April 1**	**2024**
5-year Review:	**October**	**2020**

Academic	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ELA	N/A	N/A	N/A	13.2%	32.2%	28.4%		
Math	N/A	N/A	N/A	35.8%	39.8%	48.0%		
Science	N/A	N/A	N/A	32.6%	45.5%			
Social Studies								
Overall Growth	N/A	N/A	N/A	N/A	5	3		
Chronic Absenteeism	N/A	N/A	N/A	9.9%	10.4%	15.1%	15%	
Overall Achievement (50%)	N/A	N/A	N/A					
ELA	N/A	N/A	N/A		7.5	2.30%		
Math	N/A	N/A	N/A		17.9	21.90%		
Science	N/A	N/A	N/A		7.6			
Social Studies	N/A	N/A	N/A	N/A	N/A			
Comparative Performance (30%)	N/A	N/A	N/A					
Suspension Rate					0.80%	8.00%	0%	
Student Attrition Rate	N/A	N/A	N/A	N/A	N/A			
Teacher Retention Rate	N/A	N/A	N/A	N/A	N/A			
Student Attendance Rate	N/A	N/A	95%	95%	95.0%	93.5%		
School Culture (20%)								
Overall APF								

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Organization								
Educ. Program	N/A	N/A	N/A					
Fin. Management	N/A	N/A	N/A					
Governance/Rptng	N/A	N/A	N/A					
Students/Employees	N/A	N/A	N/A					
Environment	N/A	N/A	N/A					
Obligations	N/A	N/A	N/A					
Overall Organization	N/A	N/A	N/A					

Preliminary TCAP Results – Assessment Files

	RDCP			**MNPS 3-4**			**Difference**		
	ELA	Math	Science	ELA	Math	Science	ELA	Math	Science
All	25%	37%	22%	35%	34%	37%	-10%	3%	-15%
BHN	24%	36%	-	23%	24%	-	1%	12%	-
ED	20%	31%	-	19%	17%	-	1%	14%	-
EL	17%	26%	-	11%	17%	-	6%	9%	-
SWD	*0%**	16%	-	10%	11%	-	-10%	5%	-

*Eleven student scores included in file.

Note: schools are held accountable to the accountability files released later in the fall. The table above does not include ELA and math alternative assessment results.

TENNESSEE
PUBLIC CHARTER SCHOOL COMMISSION

ORGANIZATIONAL PERFORMANCE FRAMEWORK INDICATORS														
	Indicators	A	B	C	D	E	F	G	H	I	J	K	L	M
Quarter One	Educational Program 1(f): Rights of Students with Disabilities													
	Educational Program 1(g): Rights of English Learners													
	Governance and Reporting 3(c): Reporting Requirements													
	Students and Employees 4(d): Credentialing													
	Students and Employees 4(f): Background Checks													
	Near Term Financial Indicators 1(c): Enrollment Variance													
	Additional Obligations 6(a): Additional Obligations													
Quarter Two	Educational Program 1(b): Compliance with Education Requirements													
	Educational Program 1(f): Rights of Students with Disabilities													
	Educational Program 1(g): Rights of English Learners													
	Financial Management and Oversight 2(a): Financial Reporting and													
	Governance and Reporting 3(a): Governance Requirements													
	Governance and Reporting 3(c): Reporting Requirements													
	Students and Employees 4(c): Attendance													
	Students and Employees 4(d): Credentialing													
	Students and Employees 4(f): Background Checks													
	School Environment 5(b): Health and Safety													
	Near Term Financial Indicators 1(c): Enrollment Variance													
	Additional Obligations 6(a): Additional Obligations													
	Educational Program 1(b): Compliance with Education Requirements													
Quarter Three	Educational Program 1(f): Rights of Students with Disabilities													
	Educational Program 1(g): Rights of English Learners													
	Financial Management and Oversight 2(a): Financial Reporting and													
	Governance and Reporting 3(a): Governance Requirements													
	Governance and Reporting 3(c): Reporting Requirements													
	Students and Employees 4(d): Credentialing													
	Students and Employees 4(f): Background Checks													
	Near Term Financial Indicators 1(c): Enrollment Variance													

Key: Color Coding
Off track
Majority on-track, 1-2 areas of focus
On-track
not applicable

Rocketship Dream Community Prep		
Indicator	**Rating**	**Notes**
1. Education Program		
1 (a). Is the school implementing the material terms of the education program as defined in the current charter contract?	Meets	
The school implemented the material terms of the education program in all material respects and the education program in operation reflects the material terms as defined in the charter agreement, or the school has gained approval for a charter modification to the material terms pursuant to T.C.A. § 49-13-110. If shortcomings were identified, the school promptly came into compliance.	Meets	
1(b). Is the school complying with applicable education requirements?	Meets	
The school materially complies with applicable laws, rules, regulations, LEA policies and procedures, and provisions of the charter agreement relating to education requirements, including but not limited to:	Meets	
Instructional Days or minutes requirements	Meets	
Graduation and promotion requirements	Meets	
Content standards	Meets	
State Assessments	Meets	
Implementation Response to Instruction and Intervention (RTI2)	Meets	
Implementation of mandated programming as a result of state or federal funding	Meets	
If shortcomings were identified, the school promptly came into compliance.	--	
1(c). Is the school enrolled in alignment with the charter agreement?	Hold harmless	School was enrolled at 67.0% of capacity.
**Schools that are scaling opening by grade level year over year will be held to their total yearly enrollment count per their approved applications and charter agreements until full enrollment across all grade levels is met.* The school is within 15% variance of its maximum allotted students per the terms of the charter agreement.	--	
1(d). Is the school retaining students year over year?	TBD	School retained ##.#% of eligible students.
The school materially complies with applicable LEA policies and procedures, and provisions of the charter agreement relating to retention rate goals, including but not limited to:	TBD	
Meeting retention rate goals outlined in the School or LEA Plan (if applicable); and/or	TBD	
If shortcomings were identified, the school promptly came into compliance.	--	
1(e).Is the school retaining students that fall within the special populations subgroups including students with disabilities, English Learners, economically disadvantaged students, and Black, Hispanic, and Native American subgroups at a similar rate to their overall student retention rate?	TBD	School retained student subgroups at the following rates: SWD: ##.#% ELL: ##.#% ED: ##.#% BHN: ##.#%
The school materially complies with applicable LEA policies and procedures, and provisions of the charter agreement relating to retention rate goals by subgroup, including but not limited to:	TBD	
Meeting retention rate goals outlined in the School or LEA Plan (if applicable); and/or	TBD	
If shortcomings were identified, the school promptly came into compliance.	--	
1(f). Is the school protecting the rights of students with disabilities?	Meets	
The school materially complies with applicable laws, rules, regulations, LEA policies and procedures, and provisions of the charter agreement (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to:	Meets	
Equitable access and opportunity to enroll	Meets	
Identification and referral	Meets	
Appropriate development and implementation of Individualized Education Plans and Section 504 plans, in compliance with required timelines	Meets	
Organizational compliance, including provision of services in the least restrictive environment and appropriate inclusion in the school's academic program, assessments, and extracurricular activities	Meets	
Discipline, including due process protections, manifestation determinations, and behavioral intervention plans	Meets	
Access to the school's facility and program students in a lawful manner and consistent with students' IEPs or Section 504 Plans	Meets	
Securing and properly accounting for all applicable federal and state funding	Meets	
If shortcomings were identified, the school promptly came into compliance.	--	
1(g). Is the school protecting the rights of English Learner (EL) students?	Meets	
The school materially complies with applicable laws, rules, regulations, LEA policies and procedures, and provisions of the charter agreement (including Title I and III of the Every Student Succeeds Act (ESSA)) relating to the English Learner requirements, including but not limited to:	Meets	
Required policies and notifications related to the service of EL students	Meets	
Proper steps for identification of students in need of EL services, in compliance with required timelines	Meets	
Appropriate and equitable delivery of services to identified students	Meets	
Compliance with 1:35 EL teacher to student ratio	Hold harmless	Out of compliance 1:64. Has staffing plan to be in compliance for SY24-25.
Annual assessment of EL students (screener and annual assessment)	Meets	
Appropriate accommodations on assessments	Meets	
Exiting of students from EL services	Meets	
Ongoing monitoring of exited students	Meets	
If shortcomings were identified, the school promptly came into compliance.	--	
Section 2: Financial Management		
2(a). Is the school meeting financial reporting and compliance requirements?	TBD	

The school materially complies with applicable laws, rules, regulations, LEA policies and procedures, and provisions of the charter agreement relating to financial reporting requirements, including but not limited to:	TBD	
Complete and on-time submission of financial reports, including initial and revised board adopted budgets, periodic financial reports as required by the Commission via the Reporting Calendar, and any reporting requirements if the board contracts with an Education Service Provider (ESP)	Meets	
On-time submission and completion of annual independent audit and corrective action plans, if applicable	TBD	
Complete and on-time submission of all additional reporting requirements related to the use of public funds	Meets	
If shortcomings were identified, the school promptly came into compliance.	--	
2(b). Is the school following Generally Accepted Accounting Principles?	TBD	
The school materially complies with applicable laws, rules, regulations, LEA policies and procedures, and provisions of the charter agreement relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to:	TBD	
An unqualified audit opinion	TBD	
An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses	TBD	
An audit that does not include a going concern disclosure in the notes or an explanatory paragraph indicative of concern related to GAAP or material compliance with LEA rules and/or policies within the audit report	TBD	
If shortcomings were identified, the school promptly came into compliance.	--	
Section 3: Governance and Reporting		
3(a). Is the school complying with governance requirements?	Meets	
The school materially complies with applicable laws, rules, regulations, LEA policies and procedures, and provisions of the charter agreement relating to governance by its board, including but not limited to:	Meets	
Board policies, including those related to oversight of an Education Service Provider (ESP) or Charter Management Organization (CMO), if applicable	Meets	
Board bylaws	Meets	
State open meetings law	Meets	
Code of ethics	Meets	
Conflicts of interest	Meets	
Board composition and/or membership rules pursuant to T.C.A. § 49-13-109 (e.g. inclusion of a parent on board or proper membership on school advisory council.)	Meets	
If shortcomings were identified, the school promptly came into compliance.	--	
3(b). Is the school holding management accountable (Applicable to schools contracting with an Educational Service Provider (ESP) or Charter Management Organization (CMO))?	Meets	
The school materially complies with applicable laws, rules, regulations, LEA Policies and Procedures, and provisions of the charter agreement relating to oversight of school management through an ESP or CMO, including but not limited to:	Meets	
Maintaining authority over management, holding it accountable for performance as agreed under a written performance agreement, and requiring annual financial reports of the ESP or CMO.	Meets	
3(c). Is the school complying with reporting requirements?	Meets	
The school materially complies with applicable laws, rules, regulations, LEA policies and procedures, and provisions of the charter agreement relating to relevant reporting requirements to the Commission, Tennessee Department of Education, and/or federal authorities. The school submits timely, complete, and accurate reports, including but not limited to:	Meets	
On-time completion rate for Reporting Calendar submissions of at least 85% (not applicable to schools in their first year of operation).	Meets	98.0%
Timely and accurate attendance and enrollment reporting	Meets	
Timely and accurate reporting related to state and federal compliance and oversight	Meets	
Timely and accurate reporting of additional information requested by the Commission	Meets	
Section 4: Students and Employees		
4(a). Is the school protecting the rights of all students?	Meets	
The school materially complies with applicable laws, rules, regulations, LEA policies and procedures, and provisions of the charter agreement relating to the rights of students, including but not limited to:	Meets	
Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment (including rights to enroll or maintain enrollment)	Meets	
The collection and protection of student information (that could be used in discriminatory ways or otherwise contrary to law)	Meets	
Due process protections, privacy, civil rights, and student liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction	Meets	
Conduct of discipline (discipline hearings and suspension and expulsion policies and practices)	Meets	
4(b). Is the school meeting suspension rate goals?	Hold harmless	
The school materially complies with applicable laws, rules, regulations, LEA policies and procedures, and provisions of the charter agreement relating to suspension rate goals, including but not limited to:	--	SY23-24 Suspension Rate: 1.7%
Meeting suspension rate goals outlined in the School or LEA plan (if applicable)	--	BHN: 1.6% ED: 0.8% EL: 0.7% SWD: 4.5%
If shortcomings were identified, the school promptly came into compliance.	--	

4(c). Is the school meeting attendance goals?	TBD	For SY23-24, schools are held to their chronic absenteeism goals. In SY24-25 LEA goal is 94% - schools maintain a an attendance rate within 3% of the LEA goal. The subgroups should be within 3% of the school's overall rate.
The school materially complies with applicable laws, rules, regulations, LEA policies and procedures, and provisions of the charter agreement relating to attendance goals, including but not limited to:	TBD	Attendance Rate: 93.6%
Meeting attendance goals outlined in the charter agreement	Hold harmless	Overall: 94.2% BHN: 94.2% ED: 93.3% EL: 94.1% SWD: 94.0%
Meeting attendance goals outlined in the School or LEA plan (if applicable)	TBD	SY22-23 Chronic Absenteeism: ##.#% SY23-24 Chronic Absenteeism: ##.#% Goal: Not met/met
If shortcomings were identified, the school promptly came into compliance.		
4(d). Is the school meeting teacher and other staff credentialing requirements?	Meets	
The school materially complies with applicable laws, rules, regulations, LEA policies and procedures, and provisions of the charter agreement (including the federal Highly Qualified Teacher and Paraprofessional requirements within Elementary and Secondary Education Act [ESEA] as amended by ESSA) relating to state certification requirements.	Meets	
If shortcomings were identified, the school promptly came into compliance.	--	
4(e). Is the school complying with laws regarding employee rights?	Meets	
The school materially complies with applicable laws, rules, regulations, LEA policies and procedures, and provisions of the charter agreement relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts (if applicable). The school does not interfere with employees' rights to organize collectively or otherwise violate staff collective bargaining rights.	Meets	
If shortcomings were identified, the school promptly came into compliance.	--	
4(f). Is the school completing required background checks?	Meets	
The school materially complies with applicable laws, rules, regulations, LEA policies and procedures, and provisions of the charter agreement relating to background checks of all applicable individuals (including staff, contractors and volunteers, where applicable).	Meets	
If shortcomings were identified, the school promptly came into compliance.	--	
4(g). Is the school retaining teachers?	TBD	Teacher Retention Rate: ##.#%
School maintains a teacher retention rate of 75% or higher annually.	TBD	
Section 5: School Environment		
5(a). Is the school complying with facilities and transportation requirements?	Meets	
The school materially complies with applicable laws, rules, regulations, and provisions of the charter agreement relating to the school facilities, grounds, and transportation, including but not limited to:	Meets	
Americans with Disabilities Act (ADA)	Meets	
Fire inspections and related records	Meets	
Viable certificate of occupancy or other required building use authorization	Meets	
Asbestos Inspections	Meets	
Documentation of requisite insurance coverage	Meets	
Student transportation (including transportation for students with disabilities)	Meets	
If shortcomings were identified, the school promptly came into compliance.	--	
5(b). Is the school complying with health and safety requirements?	Meets	
The school materially complies with applicable laws, rules, regulations, LEA policies and procedures, and provisions of the charter agreement relating to safety and the provision of health-related services, including but not limited to:	Meets	
Appropriate nursing services, school health reporting requirements, and dispensing of medication	Meets	
Food service requirements	Meets	
Emergency Operations Plans, including emergency operations plans and required drills/trainings	Meets	
Other state/district requirements	Meets	
If shortcomings were identified, the school promptly came into compliance.	--	
5(c). Is the school handling information appropriately?	Meets	
The school materially complies with applicable laws, rules, regulations, LEA policies and procedures, and provisions regarding the handling of information, including but not limited to:	Meets	
Maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable laws	Meets	
Access to documents maintained by the school under the state's open records law and other applicable authorities	Meets	
Transferring of student records	Meets	
Proper and secure maintenance of testing materials	Meets	
If shortcomings were identified, the school promptly came into compliance.	--	
Section 6: Additional Obligations		
6(a). Is the school complying with all other obligations?	Meets	
The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter agreement that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources:	Meets	
Revisions to state law	Meets	
LEA policies and procedures	Meets	
Consent decrees	Meets	
Intervention requirements by the authorizer	Meets	
Requirements by other entities to which the school is accountable (e.g. Tennessee Department of Education)	Meets	

Nashville Northeast Elementary

2526 Dickerson Road
Nashville, TN 37207

Contact Information:

Bobby Miles
Principal
bmiles@rsed.org
Office: 615-650-5560
Open and Operating

Demographics	2022-23
African American:	70%
Hispanic:	25%
White:	5%
Asian:	
ED:	65%
SWD:	17%
EL:	21%

Rocketship Northeast

Academics: Pursuant to T.C.A § 49-13-102, two of the purposes of a charter school are to improve learning for all students and to ensure that children have the opportunity to reach proficiency on state academic assessments. In addition, the law states that "[t]he performance-related provisions within a charter agreement shall be based on a performance framework that clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluation of each public charter school." The academic performance framework is made up of three key areas. Student Achievement (50%) Comparative Performance (30%) and School Culture (20%).

Overall Achievement Metrics

Sub-Category	Description	Grade Level	Falls Far Below Standard	Does Not Meet Standard	Meets Standard	Exceeds Standard	Total Weight
	Points Total		1	2	3	4	
Absolute Achievement	Absolute performance in ELA, as measured by Tennessee state assessments - Percent of students scoring On Track/Mastered	All	Less than 20%	20%-34.9%	35%-49.9%	50% or more	8.3%
	Absolute performance in math, as measured by Tennessee state assessments - Percent of students scoring On Track/Mastered	All	Less than 20%	20%-34.9%	35%-49.9%	50% or more	8.3%
	Absolute performance in science, as measured by Tennessee State Assessments - Percent of students scoring On Track/Mastered	All	Less than 40%	40%-49.9%	50%-70%	Greater than 70%	8.3%
Growth	TVAAS overall composite index	All	Level 1	Level 2	Level 3	Level 4 & 5	20%
Chronic Absenteeism	The percent of students missing 10 percent or more of enrolled school days	HS	Greater than 30%	20.1-30%	10.1%-20%	10% or less	5%
		K-8	Greater than 20%	13.1%-20%	6.1%-13%	6% or less	

Comparative Performance Metrics

Measure	Description		Falls Far Below Standard	Does Not Meet Standard	Meets Standard	Exceeds Standard	Total Weight
2a	School comparative performance to authorizing district average in ELA	All Grades	More than 15 percentage points lower than the authorizing district	5.1-15 percentage points lower than the authorizing district	Up to 5 percentage points below or above the authorizing district	Greater than 5 percentage points higher than the authorizing district	7.5%
2b	School comparative performance to authorizing district average in math	All Grades	More than 15 percentage points lower than the authorizing district	5.1-15 percentage points lower than the authorizing district	Up to 5 percentage points below or above the authorizing district	Greater than 5 percentage points higher than the authorizing district	7.5%
2c	School comparative performance to authorizing district average in science	All Grades	More than 15 percentage points lower than the authorizing district	5.1-15 percentage points lower than the authorizing district	Up to 5 percentage points below or above the authorizing district	Greater than 5 percentage points higher than the authorizing district	7.5%
2d	School comparative performance to authorizing district average in social studies	All Grades	More than 15 percentage points lower than the authorizing district	5.1-15 percentage points lower than the authorizing district	Up to 5 percentage points below or above the authorizing district	Greater than 5 percentage points higher than the authorizing district	7.5%

School Culture Metrics

Measure	Description	Grade Level	Falls Far Below Standard	Does Not Meet Standard	Meets Standard	Exceeds Standard	Total Weight
3a	Suspension rate	ES	5% or more	4%-4.9%	3%-3.9%	Less than 3%	5%
		MS	20% or more	13%-19.9%	5%-12.9%	Less than 5%	
		HS	10% or more	8%-9.9%	4%-7.9%	Less than 4%	
3b	Student attrition rate	All	35% or more	25%-34.9%	15%-24.9%	Less than 15%	5%
3c	Teacher retention rate	All	Less than 65%	65%-74.9%	75%-84.9%	85% or more	5%
3d	Student attendance rate	All	Less than 90%	90%-93.9%	94%-96.9%	97% or more	5%

Academic	2022-2023	Rating
ELA Proficiency	20%	2
Math Proficiency	13%	1
Science Proficiency	14%	1
Social Studies Proficiency	NA	NA
Growth (TVAAS)	4	4
Chronic Absenteeism	41.5%	1
	Overall Achievement ()	1.2
ELA	-11%	2
Math	-17%	1
Science	-18%	1
Social Studies	NA	NA
	Comparative Performance ()	**0.4**
Suspension Rate	0.7%	4
Student Attrition Rate	2%	4
Teacher Retention Rate	96%	4
Student Attendance Rate	89%	1
	School Culture ()	0.65
Overall APF	2.45	

Rating	Falls Far Below Standard	Does Not Meet Standard	Meets Standard	Exceeds Standard
Points	**1**	**2**	**3**	**4**

Financials: The following financial data is pending for the 2023 Annual Financial Report. The data from the reports were used to reflect each charter school's financial health and sustainability. The ratings will be based on and align with the 2023 Performance Framework, Section II Near Term Indicators and Sustainability indicators.

Rocketship Northeast		
Section II Financial Performance		
Indicators and Measures	Outcomes:	Standards:
Near Term Indicators:		
1(a) Current Ratio		Meets Standard
1(b) Unrestricted Days Cash		Meets Standard
1(c) Enrollment Variance	97%	Meets Standard
1(d) Debt Default		Meets Standard
Sustainability Indicators:		
2(a) Total Margin		Meets Standard
2(b) Debt to Asset Ratio		Meets Standard
2(c) Cash Flow		Meets Standard
2(d) Debt Service Coverage Ratio		Meets Standard

Operations: Charter schools are required to meet certain regulatory requirements and responsibilities established by applicable state/federal law as well as charter agreements. This section reports the school's overall performance in the 2022-2023 school year based on measures relevant to organizational health and performance. A complete evaluation of the charter performance framework indicators identified in the Operations/Organizational section is forthcoming.

Educational Program

Charter Terms	
Compliance with Education Requirements	Meets Standards
Students with Disabilities Rights	Meets Standards
English Language Learners Rights	Meets Standards

Financial Management and Oversight

Financial Management and Compliance	Meets Standard
Generally Accepted Accounting Principles	Meets Standard

Governance and Reporting

Governance Requirements	Meets Standard
Accountability of Management	Meets Standard
Reporting Requirements	Meets Standard

Students and Employees

Rights of Students	Meets Standard
Credentialing	Does Not Meet Standard
Employment Rights	Meets Standard
Background Checks	Meets Standard

School Environment

Facilities and Transportation	Meets Standard
Health and Safety	Meets Standard
Information Handling	Meets Standard

Additional Obligations

Other Obligations	Does Not Meet Standard

Attachment BB Cover Page

Renewal and Interim Reports

REQUIRED IF ANSWERED "YES" TO SPONSOR HISTORY AND INTENT QUESTION 1

METRO NASHVILLE PUBLIC SCHOOLS

OFFICE OF CHARTER SCHOOLS

Greetings Rocketship Northeast (K-5) School Charter School Leaders,

We appreciate all the work you have done in serving Metro Nashville Public Schools' (MNPS) charter students over the past 9 years. As you are aware, by April 1, 2023, you may apply to renew your charter. Tennessee law provides that when the deadline falls on a Saturday, Sunday, or State observed holiday, the application materials are due on the next business day. MNPS has served as the school's charter authorizer over the past 9 years and is required to submit to the school a performance report that reflects the renewal evaluation. Below you will find information regarding the areas of Demographics, Academics, Operations, and Finance:

2022-2023 Demographics (source: Data Warehouse report as of 1/3/2023):

	District	Maplewood Cluster	School
Economically Disadvantaged	35.44%	48.28%	64.52%[+]
Students with Disabilities	12.67%	14.12%	14.31%
English Learners	23.10%	16.12%	19.15%

[+] Qualifies as Title I school based on current MNPS Title I formula

Academics:

During the first 9 years of your charter agreement with MNPS, the school has not received a Priority, Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) status from the Tennessee Department of Education. Below are 8 years of academic data of percentage of students scoring proficient on the state assessment (source: Data Warehouse).

Math TCAP

Year	District	Cluster	School
2014-15	44%	36%	29%
2015-16	TCAP not administered	-	-
2016-17	26%	13%	20%
2017-18	25%	13%	11%
2018-19	29%	20%	33%
2019-20	TCAP not administered Covid	-	-
2020-21	13%*	3%*	2%*
2021-22	25%	8%	15%

Reading TCAP

Year	District	Cluster	School
2014-15	39%	26%	18%
2015-16	TCAP not administered	-	-
2016-17	25%	17%	20%
2017-18	26%	15%	17%
2018-19	25%	17%	24%
2019-20	TCAP not administered Covid	-	-
2020-21	18%*	6%*	10%*
2021-22	31%	10%	18%

Science TCAP

Year	District	Cluster	School
2014-15	48%	31%	26%
2015-16	TCAP not administered	-	-
2016-17	42%	21%	11%
2017-18	42%	12%	8%
2018-19	Subject not tested	-	-
2019-20	TCAP not administered Covid	-	-
2020-21	19%*	6%*	4%*
2021-22	27%	8%	9%

Social Studies TCAP

Year	District	Cluster	School
2014-15	Subject not tested	-	-
2015-16	TCAP not administered	-	-
2016-17	Subject not tested	-	-
2017-18	26%	Subject only tested for grades 6-8	Subject only tested for grades 6-8
2018-19	26%	Subject only tested for grades 6-8	Subject only tested for grades 6-8
2019-20	TCAP not administered Covid	-	-
2020-21	20%*	Subject only tested for grades 6-8	Subject only tested for grades 6-8
2021-22	23%	Subject only tested for grades 6-8	Subject only tested for grades 6-8

*Scores in 20-21 are held harmless based on the 20-21 Accountability Hold Harmless Act legislation (SB7001/HB7003) which removes negative consequences associated with evaluation and accountability.

Operations:

Based on 8 years of your school's Annual Performance Framework, MNPS Charter Schools Office has not had any major concerns around the operation of your charter school. Additionally, the school has not received three or more successive years of ratings that include a measure in the "Falls Far Below" category resulting in immediate revocation of the charter.

2021-2022 Non-Academic Data (source: 2021-2022 Annual Performance Framework)

	School
Student Attendance Rate	86.5%
Student Attrition	5%
Teacher Retention	71%

Finance:

Based on 8 years of your school's Annual Performance Framework, MNPS Charter Schools Office has not had any major concerns around the financial health of your charter school. Additionally, the school has not received three or more successive years of ratings that include a measure in the "Falls Far Below" category resulting in immediate revocation of the charter.

We appreciate your hard work and dedication in educating the students in Nashville, TN. As always, feel free to reach out to the MNPS Charter Schools Office if you have questions or concerns.

Respectfully,

The Metro Nashville Public Schools Charter Schools Office

METRO NASHVILLE PUBLIC SCHOOLS

OFFICE OF CHARTER SCHOOLS

Greetings Rocketship United Charter School Leaders,

We appreciate all the work you have done in serving Metro Nashville Public Schools' (MNPS) charter students over the past nine years. As you are aware, you may apply to renew your charter by April 1, 2024. Tennessee law provides that when the deadline falls on a Saturday, Sunday, or State observed holiday, the application materials are due on the next business day. MNPS has served as the school's charter authorizer over the past nine years and is required to submit a performance report to the school that reflects the renewal evaluation. Below you will find information regarding the areas of Demographics, Academics, Operations, and Finance which have been collected from Data Warehouse reports and 22-23 Annual Performance Framework:

Demographics:

Enrollment

Year	School
2015-16	363
2016-17	493
2017-18	518
2018-19	535
2019-20	549
2020-21	550
2021-22	541
2022-23	483

Subgroups

2022-2023	School	Cluster	District
ED	61%	55%	51%
SWD	9%	11%	13%
EL	49%	45%	25%

Non-academic

2022-2023	School
Student Attendance Rate	91.7%
Student Attrition Rate	13.60%
Teacher Retention Rate	95%

Academics:

During the 9 years of your charter agreement with MNPS, the school has not received a Priority, Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) status from the Tennessee Department of Education. The data charts provided reflect 8 years of academic data of the percentage of students scoring proficient on the state assessment and end-of-course (EOC) exams for your charter school.

Math TCAP

Year	Grade Band	School	Cluster*	District
2015-16	Grades K-4	NO TCAP	NO TCAP	No TCAP
2016-17	Grades K-4	35%	23%	30%
2017-18	Grades K-4	39%	22%	28%
2018-19	Grades K-4	46%	27%	34%
2019-20	Grades K-4	NO TCAP	NO TCAP	No TCAP
2020-21**	Grades K-4	10%	7%	16%
2021-22	Grades K-4	24%	17%	25%
2022-23	Grades K-4	30%	26%	31%

ELA TCAP

Year	Grade Band	School	Cluster*	District
2015-16	Grades K-4	NO TCAP	NO TCAP	No TCAP
2016-17	Grades K-4	13%	12%	27%
2017-18	Grades K-4	31%	18%	28%
2018-19	Grades K-4	28%	16%	27%
2019-20	Grades K-4	NO TCAP	NO TCAP	No TCAP
2020-21**	Grades K-4	16%	11%	21%
2021-22	Grades K-4	27%	17%	28%
2022-23	Grades K-4	37%	23%	32%

Science TCAP

Year	Grade Band	School	Cluster*	District
2015-16	Grades K-4	NO TCAP	NO TCAP	NO TCAP
2016-17	Grades K-4	14%	20%	36%
2017-18	Grades K-4	N/A	N/A	N/A
2018-19	Grades K-4	N/A	N/A	N/A
2019-20	Grades K-4	NO TCAP	NO TCAP	NO TCAP
2020-21**	Grades K-4	10%	11%	22%

2021-22	Grades K-4	16%	14%	27%
2022-23	Grades K-4	25%	21%	33%

Social Studies TCAP

Year	Grade Band	School	Cluster*	District
2015-16	Grades K-4	NO TCAP	NO TCAP	No TCAP
2016-17	Grades K-4	N/A	N/A	N/A
2017-18	Grades K-4	16%	12%	26%
2018-19	Grades K-4	N/A	N/A	N/A
2019-20	Grades K-4	NO TCAP	NO TCAP	NO TCAP
2020-21**	Grades K-4	N/A	N/A	N/A
2021-22	Grades K-4	N/A	N/A	N/A
2022-23	Grades K-4	N/A	N/A	N/A

*Comparison to Glencliff Cluster Grades K-4 Fall Hamilton ES, Glencliff ES, Glengarry ES, Glenview ES, J B Whitsitt ES, Paragon Mills ES.

**Scores in 20-21 are held harmless based on the 20-21 Accountability Hold Harmless Act legislation (SB7001/HB7003) which removes negative consequences associated with evaluation and accountability.

Chronic Absenteeism

Year	School
2015-16	16%
2016-17	9.9%
2017-18	12%
2018-19	13.5%
2019-20	14.6%
2020-21	14.9%
2021-22	38.8%
2022-23	29.6%

Out-of-School Suspension

Year	School
2015-16	3.6%
2016-17	9.8%
2017-18	0.9%
2018-19	0.8%
2019-20	0.2%
2020-21	0%
2021-22	0.3%
2022-23	1.7%

Operations:

During the 9 years of your charter contract with MNPS, your charter school has consistently performed at a rating of Meets the Standard with the district. This standing is based on the operational data of the Annual Performance Framework. Overall, the MNPS Charter Schools Office has not had any major concerns or identified measures within the Performance Framework of Falls Far Below category for three or more consecutive years resulting in immediate revocation of the charter.

Finance:

During the 9 years of your charter contract with MNPS, your charter school has consistently performed at a rating of Meets the Standard for the majority of the indicators included in the metrics of the Model Performance Framework Financial section. Overall, the MNPS Charter Schools Office has not had any major concerns or identified measures within the Performance Framework of Falls Far Below category for three or more consecutive years resulting in immediate revocation of the charter.

We appreciate your hard work and dedication in educating the students in Nashville, TN. As always, feel free to reach out to the MNPS Charter Schools Office if you have questions or concerns.

Respectfully,

The Metro Nashville Public Schools Office of Charter Schools

Attachment CC Cover Page

Annual Reports

REQUIRED IF ANSWERED "YES" TO SPONSOR HISTORY AND INTENT QUESTION 1

TENNESSEE
PUBLIC CHARTER SCHOOL COMMISSION

ROCKETSHIP DREAM COMMUNITY PREP

Annual Report

JANUARY 1, 2024





Rocketship Dream Community Prep

General Information	
School Name	Rocketship Dream Community Prep
Governing Board	Rocketship Public Schools
Charter Management Organization	Rocketship Public Schools
Contracted Services	N/A
Address	5450 Mt View Rd, Antioch, TN 37013
Phone	(615) 637-2210
Website	https://www.rocketshipschools.org/schools/antioch/
School Leader	Jessica Alexander, jalexander@rsed.org
Model	Personalized Instruction/Blended Learning
Operating Status	Open and operating
Year Opened	2022
Grades Served in 2022-23	K-4
Enrollment in 2022-23	340 students
Approved Waivers	View here

Other Information		
Population	**School**	**Metro Nashville Public Schools**
Black/Hispanic/Native American	94%	71%
Economically Disadvantaged	25%	37%
Students with Disabilities	8%	13%
English Learners	36%	23%
English Learners with Transitional 1 – 4	39%	28%

ROCKETSHIP
DREAM COMMUNITY PREP

615-637-2210
5450 Mt View Rd, Antioch, TN 37013

A Message From Rocketship Dream Community Prep:

Rocketship Dream Community Prep is a high-performing elementary school in the Antioch community, serving grades k-4. Based upon personalized learning, the rigorous curriculum at Rocketship Dream meets each student where they are to fully unleash their unique potential.

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

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

Rocketship schools are community schools. Across all our schools, families are deeply engaged in their student's academic life and our school community. Our parents name our schools, help design the enrichment offering, and select the school's unique fifth core value. Then, every fall, our teachers and leaders visit the home of every student we serve to learn more about their family, life, and experiences outside of school. By changing the dynamic from parent in a teacher's classroom, to teacher in a parent's house we are able to develop much deeper ties with our parents that carries through the school year and beyond.

Our first year at Rocketship Dream saw incredible academic growth and achievement from students in all grades and of all backgrounds. We have built a strong foundation of community who are all working together to support our Rocketeers as they pursue their dreams. We cannot wait to see what more is yet to come!

Jessica Alexander
Founding Principal, Rocketship Dream Community Prep

I. Academic Performance

MEETS STANDARD

The academic performance for Rocketship Dream Community Prep in 2022-23 based on the Commission's School Performance Framework is as follows:

INDICATORS AND MEASURES	SCHOOL PERFORMANCE	RATING
STUDENT OUTCOMES		
School academic performance, as measured by the Tennessee Department of Education	State Letter Grade: B	Meets Standard
MISSION-SPECIFIC GOAL		
Mission-Specific Goal	School reports exceeding mission-specific goal.	Exceeds
COMPARATIVE PERFORMANCE		
Comparative Performance to Resident District		
School comparative performance to Metro Nashville Public Schools ("MNPS") in ELA	RDCP 32.6%, MNPS Grades 3-4 33.0%	Meets Standard
School comparative performance to MNPS in Math	RDCP 46.4%, MNPS Grades 3-4 31.9%	Exceeds
School comparative performance to MNPS in Science	RDCP 26.8%, MNPS Grades 3-4 34.5%	Does Not Meet
School comparative performance to MNPS in Social Studies	N/A	N/A
Comparative Subgroup Performance to Resident District		
Students with Disabilities comparative performance to MNPS in ELA	suppressed due to n count	--
Students with Disabilities comparative performance to MNPS in Math	suppressed due to n count	--
English Learners comparative performance to MNPS in ELA	RDCP 27.6%, MNPS Grades 3-4 12.4%	Exceeds
English Learners comparative performance to MNPS in Math	RDCP 44.8%, MNPS Grades 3-4 16.8%	Exceeds
Economically disadvantaged students comparative performance to MNPS in ELA	RDCP 18.5%, MNPS Grades 3-4 17.3%	Meets Standard
Economically disadvantaged students comparative performance to MNPS in Math	RDCP 27.6%, MNPS Grades 3-4 16.2%	Exceeds
Black, Hispanic, Native American students comparative performance to MNPS in ELA	RDCP 33.7%, MNPS Grades 3-4 22.4%	Exceeds
Black, Hispanic, Native American students comparative performance to MNPS in Math	RDCP 45.5%, MNPS Grades 3-4 21.4%	Exceeds
TENNESSEE VALUE-ADDED ASSESSMENT SYSTEM ("TVAAS") COMPOSITE INDEX		
Overall Tennessee Value-Added Assessment System ("TVAAS") Composite Index	School-Wide Composite: 5	Exceeds

II. Financial Performance

MEETS STANDARD

The financial performance for Rocketship Dream Community Prep in 2022-23 is as follows:

INDICATORS AND MEASURES	RATING
NEAR TERM FINANCIAL HEALTH	
Current Ratio	Meets Standard
Unrestricted Days Cash	Meets Standard
Enrollment Variance	Does Not Meet
Debt Default	Meets Standard
FINANCIAL SUSTAINABILITY	
Total Margin	Meets Standard
Debt to Asset Ratio	Meets Standard
Debt Service Coverage Ratio	Meets Standard
Unrestricted Net Position	Meets Standard
Total Margin by School	Falls Far Below

III. Organizational Performance

MEETS STANDARD

The organizational performance for Rocketship Dream Community Prep in 2022-23 is as follows:

INDICATORS AND MEASURES	RATING
EDUCATION PROGRAM COMPLIANCE	
Charter Terms	Meets Standard
Compliance with Education Requirements	Meets Standard
Enrollment in Alignment with the Charter Agreement	Falls Far Below
Student Retention Rates	n/a: baseline year
Student Retention Rates by Subgroup	n/a: baseline year
Students with Disabilities Rights	Meets Standard
English Learner Rights	Meets Standard
FINANCIAL MANAGEMENT AND OVERSIGHT	
Financial Reporting and Compliance Reporting	Meets Standard
Generally Accepted Accounting Principles	Meets Standard
GOVERNANCE AND REPORTING	
Governance Requirements	Meets Standard
Accountability of Management	Meets Standard
Reporting Requirements	Meets Standard
STUDENTS AND EMPLOYEES	
Rights of Students	Meets Standard
Suspension Rate Goals	n/a: new reporting system
Attendance	n/a: Year 1
Credentialing	Meets Standard

INDICATORS AND MEASURES	RATING
Employment Rights	Meets Standard
Background Checks	Meets Standard
Teacher Retention	Meets Standard
SCHOOL ENVIRONMENT	
Facilities and Transportation	Meets Standard
Health and Safety	Meets Standard
Information Handling	Meets Standard
ADDITIONAL OBLIGATIONS	
All Other Obligations	Meets Standard

2023
2024



ROCKETSHIP DREAM COMMUNITY PREP

ANNUAL REPORT

TENNESSEE
PUBLIC CHARTER SCHOOL COMMISSION

Dream Community Prep
ROCKETSHIP



Rocketship Dream Community Prep

General Information	
School Name	Rocketship Dream Community Prep
Governing Board	Rocketship Public Schools
Contracted Services	N/A
Address	5450 Mt View Rd, Antioch, TN 37013
Phone	(615) 637-2210
Website	https://www.rocketshipschools.org/schools/antioch/
School Leader	Jessica Alexander, jalexander@rsed.org
Model	Personalized Instruction/Blended Learning
Operating Status	Open and operating
Year Opened	2022
Grades Served in 2023-24	K-4
Enrollment in 2023-24	394 students
Approved Waivers	Under Exhibits in Charter Agreement

Other Information		
Population	**School**	**Metro Nashville Public Schools**
Black/Hispanic/Native American	91%	72%
Economically Disadvantaged	3%	31%
Students with Disabilities	11%	14%
English Learners with Transitional 1 – 4	40%	29%

School Performance	
Academic Performance	**Meets Standard**
Financial Performance	**Pending**
Organizational Performance	**Meets Standard**

ROCKETSHIP
DREAM COMMUNITY PREP

615-637-2210
5450 Mt View Rd, Antioch, TN 37013

A Message From Rocketship Dream Community Prep:

Rocketship Dream Community Prep is a high-performing elementary school in the Antioch community, serving grades K-4. Based upon personalized learning, the rigorous curriculum at Rocketship Dream meets each student where they are to fully unleash their unique potential.

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

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

Rocketship schools are community schools. Across all our schools, families are deeply engaged in their student's academic life and our school community. Our parents name our schools, help design the enrichment offering, and select the school's unique fifth core value. Then, every fall, our teachers and leaders visit the home of every student we serve to learn more about their family, life, and experiences outside of school. By changing the dynamic from parent in a teacher's classroom, to teacher in a parent's house we are able to develop much deeper ties with our parents that carries through the school year and beyond.

Rocketship Dream continues to see incredible academic growth and achievement from students in all grades and of all backgrounds. We have built a strong foundation of community who are all working together to support our Rocketeers as they pursue their dreams. We cannot wait to see what more is yet to come!

Jessica Alexander
Founding Principal, Rocketship Dream Community Prep

I. Academic Performance

MEETS STANDARD

The academic performance for Rocketship Dream Community Prep in 2023-24 based on the Commission's School Performance Framework is as follows:

INDICATORS AND MEASURES	SCHOOL PERFORMANCE	RATING
STUDENT OUTCOMES		
School academic performance, as measured by the Tennessee Department of Education	State Letter Grade: B	Meets Standard
MISSION-SPECIFIC GOAL		
Mission-Specific Goal	School reports meeting mission-specific goal.	Meets Standard
COMPARATIVE PERFORMANCE		
Comparative Performance to Resident District		
School comparative performance to Metro Nashville Public Schools ("MNPS") in ELA	RDCP 25.2%, MNPS Grades 3-4 34.7%	Does Not Meet
School comparative performance to MNPS in Math	RDCP 39.6%, MNPS Grades 3-4 34.1%	Exceeds
School comparative performance to MNPS in Science	RDCP 24.3%, MNPS Grades 3-4 36.7%	Does Not Meet
Comparative Subgroup Performance to Resident District		
Students with Disabilities comparative performance to MNPS in ELA	suppressed due to n count	--
Students with Disabilities comparative performance to MNPS in Math	suppressed due to n count	--
English Learners comparative performance to MNPS in ELA	RDCP 16.3%, MNPS Grades 3-4 10.9%	Exceeds
English Learners comparative performance to MNPS in Math	RDCP 23.3%, MNPS Grades 3-4 16.9%	Exceeds
Economically disadvantaged students comparative performance to MNPS in ELA	RDCP 18.2%, MNPS Grades 3-4 19.3%	Meets Standard
Economically disadvantaged students comparative performance to MNPS in Math	RDCP 33.3%, MNPS Grades 3-4 17.1%	Exceeds
Black, Hispanic, Native American students comparative performance to MNPS in ELA	RDCP 24.5%, MNPS Grades 3-4 23.4%	Meets Standard
Black, Hispanic, Native American students comparative performance to MNPS in Math	RDCP 38.4%, MNPS Grades 3-4 23.4%	Exceeds
TENNESSEE VALUE-ADDED ASSESSMENT SYSTEM ("TVAAS") COMPOSITE INDEX		
Overall Tennessee Value-Added Assessment System ("TVAAS") Composite Index	School-Wide Composite: 4	Exceeds

II. Financial Performance

Pending

The financial performance for Rocketship Dream Community Prep in 2023-24 is as follows:

INDICATORS AND MEASURES	RATING
NEAR TERM FINANCIAL HEALTH	
Current Ratio	
Unrestricted Days Cash	
Enrollment Variance	
Debt Default	
FINANCIAL SUSTAINABILITY	
Total Margin	
Debt to Asset Ratio	
Debt Service Coverage Ratio	
Unrestricted Net Position	
Total Margin by School	

III. Organizational Performance

MEETS STANDARD

The organizational performance for Rocketship Dream Community Prep in 2023-24 is as follows:

INDICATORS AND MEASURES	RATING
EDUCATION PROGRAM COMPLIANCE	
Charter Terms	Meets Standard
Compliance with Education Requirements	Meets Standard
Enrollment in Alignment with the Charter Agreement	Hold Harmless
Student Retention Rates	Meets Standard
Student Retention Rates by Subgroup	Meets Standard
Students with Disabilities Rights	Meets Standard
English Learner Rights	Meets Standard
FINANCIAL MANAGEMENT AND OVERSIGHT	
Financial Reporting and Compliance Reporting	Pending
Generally Accepted Accounting Principles	Pending
GOVERNANCE AND REPORTING	
Governance Requirements	Meets Standard
Accountability of Management	Meets Standard
Reporting Requirements	Meets Standard
STUDENTS AND EMPLOYEES	
Rights of Students	Meets Standard
Suspension Rate Goals	Hold Harmless
Attendance	Meets Standard
Credentialing	Meets Standard

INDICATORS AND MEASURES	RATING
Employment Rights	Meets Standard
Background Checks	Meets Standard
Teacher Retention	Falls Far Below
SCHOOL ENVIRONMENT	
Facilities and Transportation	Meets Standard
Health and Safety	Meets Standard
Information Handling	Meets Standard
ADDITIONAL OBLIGATIONS	
All Other Obligations	Meets Standard

Attachment DD Cover Page

Litigation Documents

REQUIRED IF ANSWERED "YES" TO SPONSOR HISTORY AND INTENT QUESTION 1

Attachment DD

The following table lists current or past litigation, and corresponding resolutions for charter schools sponsored, operated, or managed in Tennessee by the network or sponsor, that were filed during the past **three (3) years** (filed from September 2022 forward). For a description of litigation filed prior to September 2022, please notify the applicant and we will review historical records to supplement the response if needed. Please note: This table does not include administrative filings such as workers' compensation or special education matters, nor does it include wage garnishment matters against employees where Rocketship is listed by the creditor as a garnishing party.

No.	Date Filed	Jurisdiction/Case No.	Resolution
1	02/16/2023	U.S. Equal Employment Opportunity Commission Charge No: 494-2023- ***03	Closed and Dismissed (02/03/2023)
2	08/25/23	U.S. Equal Employment Opportunity Commission Charge No: 494-2023-***87	Closed and Dismissed (03/18/2024)
3	10/26/2023	U.S. Equal Employment Opportunity Commission Charge No: 494-2023-***27	Closed, Dismissed, and Settled (03/22/2024)
4	10/27/2023	U.S. Equal Employment Opportunity Commission Charge No: 494-2023-***32	Closed and Dismissed (05/29/2024)
5	6/06/2024	United States District Court for the Middle District of Tennessee Case No. 3-24cv700	Active Case

Attachment EE Cover Page

Audited Financial Statements

REQUIRED IF ANSWERED "YES" TO SPONSOR HISTORY AND INTENT QUESTION 1

ROCKETSHIP NASHVILLE

FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION

YEAR ENDED JUNE 30, 2022

COMPRISED OF:

Rocketship Nashville Northeast Elementary
Rocketship United Academy
Rocketship Dream Community Prep
Rocketship Partners Community Prep (Closed)

OPERATED BY:

Rocketship Education, Inc.

CPAs | CONSULTANTS | WEALTH ADVISORS

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ROCKETSHIP NASHVILLE
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YEAR ENDED JUNE 30, 2022

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INDEPENDENT AUDITORS' REPORT

Board of Directors
Rocketship Education, Inc.
Redwood City, California

Report on the Audit of the Financial Statements

Opinions

We have audited the accompanying financial statements of the governmental activities and the general fund of Rocketship Nashville, comprised of Tennessee Public Charter Schools, operated by Rocketship Education, Inc. (RSED), as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise Rocketship Nashville's basic financial statements as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and the general fund of Rocketship Nashville, as of June 30, 2022, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Rocketship Nashville and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Rocketship Nashville's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

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Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Rocketship Nashville's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Rocketship Nashville's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, schedule of Rocketship Nashville's proportionate share of the net pension liability, and the schedules of School pension contributions be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context.

We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Management has omitted the budgetary comparison information that accounting principles generally accepted in the United States of America require to be presented to supplement the basic financial statements. Such missing information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. Our opinion on the basic financial statements is not affected by this missing information.

Supplementary Information

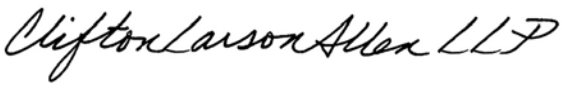
Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Rocketship Nashville's basic financial statements. The combining schedules, as listed in the table of contents, and the schedule of expenditures of federal awards and state financial assistance are presented for purposes of additional analysis as required by requirements of the state of Tennessee Comptroller of the Treasury's Audit Manual, and are not a required part of the basic financial statements.

The combining schedules and the schedule of expenditures of federal awards and state financial assistance are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the basic financial statements as a whole.

The list of board of directors and administrators has not been subjected to the audit procedures applied in the audit of the basic financial statements, and accordingly, we do not express an opinion or provide any assurance on it.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated December 22, 2022, on our consideration of Rocketship Nashville's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Rocketship Nashville's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Rocketship Nashville's internal control over financial reporting and compliance.



CliftonLarsonAllen LLP

Glendora, California
December 22, 2022

This section of the Rocketship Nashville annual financial report presents our discussion and analysis of Rocketship Nashville's financial performance for the fiscal year ended June 30, 2022. Please read it in conjunction with the audited financial statements, which immediately follow this section.

Financial Highlights

- The liabilities and deferred inflows of resources of Rocketship Nashville exceeded its assets and deferred outflows of resources at the close of the fiscal year by $4,093,300 (net position).
- As of the close of the current fiscal year, Rocketship Nashville's governmental fund reported ending fund balance of $3,890,605.
- The assets of Rocketship Nashville's governmental fund are comprised of cash and cash equivalents, accounts receivable, and prepaid items. The liabilities of Rocketship Nashville's governmental fund at the close of the fiscal year are $2,085,462, which is comprised of accounts payable and long- term intercompany payables to Rocketship Education (RSED).
- Rocketship Nashville's governmental fund had revenues of $18,334,928 and program expenditures of $16,495,344 for the year ended June 30, 2022.

Overview of the Financial Statements

The discussion and analysis is intended to serve as an introduction to Rocketship Nashville's basic financial statements. Rocketship Nashville's basic financial statements are comprised of three components: (1) Statement of Net Position and Governmental Fund Balance Sheet, (2) Statement of Activities and Governmental Fund Revenues, Expenditures and Changes in Fund Balance and (3) Notes to the Basic Financial Statements. In addition, the financial statements also include Required Supplementary Information as required by the Governmental Accounting Standards Board (GASB).

Government-Wide Financial Statements

The government-wide financial statements are designed to provide readers with a broad overview of Rocketship Nashville's finances, in a manner similar to a private-sector business.

The *statement of net position* presents information on all of Rocketship Nashville's assets and deferred outflows and liabilities and deferred inflows, with the difference between the two reported as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of Rocketship Nashville is improving or deteriorating.

The *statement of activities presents* information showing how Rocketship Nashville's net position changed during the most recent fiscal year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will result in cash flows in future fiscal periods.

Government-Wide Financial Analysis

As noted earlier, net position may serve over time as a useful indicator of a government's financial position. In this case, Rocketship Nashville's liabilities and deferred inflows of resources significantly exceeded assets and deferred outflows of resources by approximately $4,093,300.

Rocketship Nashville
Net Position

	Governmental Activities 2021	Governmental Activities 2022
Assets		
Current Assets	$ 3,713,781	$ 5,722,408
Noncurrent Assets	476,870	25,259,826
Total Assets	4,190,651	30,982,234
Deferred Outflows of Resources		
Deferred Outflows of Resources - Pensions	650,772	765,977
Total Deferred Outflows of Resources	650,772	765,977
Liabilities		
Current Liabilities	711,037	1,675,700
Noncurrent Liabilities	1,977,834	23,873,434
Total liabilities	2,688,871	25,549,134
Deferred Inflows of Resources		
Deferred Inflows of Resources - Pensions	395,961	1,922,652
Total Deferred Outflows of Resources	395,961	1,922,652
Net Position		
Invested in Capital Assets	72,574	(141,574)
Restricted for Pension Benefits	404,296	1,942,572
Unrestricted	1,279,721	2,475,427
Total Net Position	$ 1,756,591	$ 4,276,425

The current assets balance is primarily accounts receivable at June 30, 2022 that were due from the state of Tennessee, cash and cash equivalents, and prepaid assets. The total noncurrent assets are comprised of net pension asset, stabilization restricted investments and capital assets that were purchased with an original cost of $5,000 or more. The liabilities balance is a combination of accounts payable that were due but not paid at June 30, net pension liability, deferred rent liability, short and long-term debt and related party payables related to management fee expense.

Rocketship Nashville
Changes in Net Position

	Governmental Activities 2021	Governmental Activities 2022
General Revenues		
Tennessee Basic Education Program Revenue	$ 13,187,808	$ 14,567,771
Other State Revenues	127,204	-
Federal Grant Revenue	1,292,911	3,747,237
Private Grants and Contributions	1,170	23,252
All Other Revenue	8	(87,996)
Total General Revenues	14,609,101	18,250,264
Expenses		
Governmental Activities - Education Programs	10,439,421	12,903,543
Supporting Services	2,253,101	2,826,887
Total Expenses	12,692,522	15,730,430
Change in Net Position	1,916,579	2,519,834
Net Position - Beginning of Year	(159,988)	1,756,591
Net Position - End of Year	$ 1,756,591	$ 4,276,425

Governmental Fund

The focus of Rocketship Nashville's governmental fund is to provide information on near-term inflows, outflows, and balances of spendable resources. Such information is useful in assessing Rocketship Nashville's financing requirements. In particular, fund balance may serve as a useful measure of a government's net resources available for spending for program purposes at the end of the fiscal year.

Governmental Fund Revenues

During this year of Rocketship Nashville's operations, the primary source of revenue is Basic Education Program revenue from the state of Tennessee, federal funding, private grants, and contributions.

Governmental Fund Expenditures

Total expenditures consist of salary and benefit costs, and other expenditures needed to operate Rocketship Nashville.

Fund Financial Analysis

As noted earlier, Rocketship Nashville uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements.

Revenue by Source
Governmental Fund

	2021	2022
Revenues by Source		
General Revenues	$ 13,187,808	$ 14,567,771
Program Revenues	1,421,293	3,682,493
Total Revenues	$ 14,609,101	$ 18,250,264

Expenditures by Source
Governmental Fund

	2021	2022
Expenditures by Function		
Educational Programs	$ 10,086,098	$ 13,359,219
Supporting Services	2,253,101	2,826,887
Capital Outlay	-	14,000
Debt Service	100,000	210,574
Total Expenditures	$ 12,439,199	$ 16,410,680

As of the end of the current fiscal year, Rocketship Nashville's governmental fund reported an ending fund balance of $3,890,605.

Capital Assets and Debt Administration

Capital Assets

Rocketship Nashville had capital assets net of accumulated depreciation of $79,151 as of June 30, 2022.

Long-Term Debt

Rocketship Nashville had $-0- of long-term debt outstanding as of June 30, 2022.

Economic Factors

In Fiscal Year 2022-2023, Rocketship Nashville Schools opened its third campus. The third school will have a significant positive impact on the Rocketship Nashville School's financial position as it will increase the total students served by more than 30%.

Contacting Rocketship Nashville's Financial Management

This financial report is designed to provide our citizens, taxpayers, parents, investors, and creditors with a general overview of Rocketship Nashville's finances. If you have questions regarding this report or need additional financial information, contact Rocketship Nashville's CFO at finance@rsed.org.

ROCKETSHIP NASHVILLE
STATEMENT OF NET POSITION AND GOVERNMENTAL FUND BALANCE SHEET
JUNE 30, 2022

	General Fund	Adjustments (Note 2)	Statement of Net Position
ASSETS			
CURRENT ASSETS			
Cash and Cash Equivalents	$ 2,676,106	$ -	$ 2,676,106
Accounts Receivable	2,616,845	-	2,616,845
Prepaid Items	429,457	-	429,457
Total Current Assets	5,722,408	-	5,722,408
NONCURRENT ASSETS			
Net Pension Asset	-	1,688,913	1,688,913
Stabilization Restricted Investments	253,659	-	253,659
Capital Assets, Net of Accumulated Depreciation	-	79,151	79,151
Right of Use Asset, Net	-	23,238,103	23,238,103
Total Noncurrent Assets	253,659	25,006,167	25,259,826
Total Assets	$ 5,976,067	$ 25,006,167	$ 30,982,234
DEFERRED OUTFLOWS OF RESOURCES			
Deferred Outflows of Resources - Pensions	$ -	$ 765,977	$ 765,977
LIABILITIES, DEFERRED INFLOWS OF RESOURCES, FUND BALANCE, AND NET POSITION			
CURRENT LIABILITIES			
Accounts Payable	$ 996,335	$ -	$ 996,335
Lease Liability - Due Within One Year	-	679,365	679,365
Total Current Liabilities	996,335	679,365	1,675,700
NONCURRENT LIABILITIES			
Accrued Liabilities	-	4,844	4,844
Net Pension Liability	-	-	-
Related Party Payable	1,089,127	-	1,089,127
Lease Liability - Due In More Than One Year	-	22,779,463	22,779,463
Total Noncurrent Liabilities	1,089,127	22,784,307	23,873,434
Total Liabilities	2,085,462	23,463,672	25,549,134
DEFERRED INFLOWS OF RESOURCES			
Deferred Inflows of Resources - Pensions	-	1,922,652	1,922,652
FUND BALANCE			
Nonspendable for Prepaid Items	429,457	(429,457)	-
Restricted for Stabilization Fund	253,659	(253,659)	-
Unassigned	3,207,489	(3,207,489)	-
Total Fund Balance	3,890,605	(3,890,605)	-
Total Liabilities and Fund Balance	$ 5,976,067		
NET POSITION			
Invested in Capital Assets		(141,574)	(141,574)
Restricted for Pension Benefits		1,942,572	1,942,572
Unrestricted		2,475,427	2,475,427
Total Net Position		4,276,425	4,276,425
Total Liabilities, Deferred Inflows of Resources, Fund Balance, and Net Position		$ 25,772,144	$ 31,748,211

See accompanying Notes to Financial Statements.

ROCKETSHIP NASHVILLE NORTHEAST ELEMENTARY
STATEMENTS OF ACTIVITIES AND GOVERNMENTAL FUND REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
YEAR ENDED JUNE 30, 2022

	General Fund	Adjustments (Note 3)	Statement of Activities
REVENUES			
General Revenues:			
Tennessee Basic Education Program	$ 14,567,771	$ -	$ 14,567,771
Program Revenues:			
Other State Revenue	-	-	-
Federal Grant Revenues	3,747,237	-	3,747,237
Private Grants and Contributions	23,252	-	23,252
All Other Local Revenues	(87,996)	-	(87,996)
Total Revenues	18,250,264	-	18,250,264
EXPENDITURES/EXPENSES			
Program Expenses - Educational Programs	13,359,219	(455,676)	12,903,543
Supporting Services	2,826,887	-	2,826,887
Debt Service	210,574	(210,574)	-
Capital Outlay	14,000	(14,000)	-
Total Expenditures/Expenses	16,410,680	(680,250)	15,730,430
CHANGE IN FUND BALANCE/NET POSITION	1,839,584	680,250	2,519,834
Fund Balance/Net Position - Beginning of Year	2,051,021	(294,430)	1,756,591
FUND BALANCE/NET POSITION - END OF YEAR	$ 3,890,605	$ 385,820	$ 4,276,425

See accompanying Notes to Financial Statements.

NOTE 1 SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

General

Rocketship Education (RSED) is a California nonprofit public benefit corporation incorporated in 2006. RSED was formed to manage, guide, direct, and promote a network of public elementary charter schools and has previously opened schools in California and Wisconsin. RSED began school operations in Tennessee in the 2014/2015 fiscal year and currently operates three charter schools, Rocketship Nashville Northeast Elementary (RNNE), Rocketship United Academy (RUA), and Rocketship Dream Community Prep. These financial statements reflect the activities or these three schools and one closed charter, Rocketship Partners Community Prep (RPP). Rocketship Nashville's support is derived primarily from state of Tennessee public education monies, foundation contributions and various government agency grants.

Accounting Policies

As required by the State of Tennessee *Audit Manual*, issued by the Tennessee Comptroller of the Treasury, Rocketship Nashville accounts for its financial transactions in accordance with accounting principles generally accepted in the United States of America as applied to governmental agencies. The Governmental Accounting Standards Board (GASB) is the accepted standard setting body for establishing governmental accounting and financial reporting principles.

Measurement Focus and Financial Statement Presentation

Government-Wide Financial Statements

The statement of net position and the statement of activities display information about Rocketship Nashville as a whole. All of Rocketship Nashville's activities as a charter school are considered governmental in nature per the state of Tennessee *Audit Manual*, issued by the Tennessee Comptroller of the Treasury; therefore, Rocketship Nashville does not report any business-type activities.

The government-wide statements are prepared using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded at the time the liabilities are incurred, regardless of when the cash flows occur. Governmental fund financial statements, therefore, include a reconciliation with brief explanations to better identify the relationship between the government-wide statements and the statements for governmental funds (see Notes 2 and 3).

Governmental Fund Financial Statements

Rocketship Nashville has one governmental fund, the general fund, which is reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available if they are collected within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, Rocketship Nashville considers revenues to be available if they are collected within 60 days of the end of the current fiscal period, with the exception of state and federal apportionment, interest and reimbursement grants, and private grants which are considered available as collectible within one year. Expenditures generally are recorded when a fund liability is incurred. Rocketship Nashville accounts for all of its operating activities in its general fund.

NOTE 1 SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Measurement Focus and Financial Statement Presentation (Continued)

Governmental Fund Financial Statements (Continued)

When both restricted and unrestricted resources are available for use, it is Rocketship Nashville's policy to first apply the expenditure toward restricted fund balance and then to other, less restrictive classifications - committed, assigned, and then unassigned fund balances.

Prepaid Items

Payments made for services that will benefit periods beyond June 30, 2022, are recorded as prepaid items. In the governmental fund balance sheet, there is a reservation of fund balance equal to the amount of prepaid items that is classified as nonspendable, as these amounts are not available for expenditure.

Capital Assets

Capital assets are those purchased or acquired with an original cost of $5,000 or more and are reported at historical cost or estimated historical cost. Contributed assets are reported at acquisition value as of the date received. Additions, improvements, and other capital outlays that significantly extend the useful life of an asset are capitalized. Other costs incurred for repairs and maintenance are expensed as incurred. Depreciation on all capital assets is provided on a straight-line basis over the estimated useful lives of the capital assets as follows:

Building improvements	15 years
Equipment	5 years

Deferred Outflows/Inflows of Resources

In addition to assets, the statement of net position reports a separate section for deferred outflows of resources. This separate financial section, deferred outflows of resources, represents a consumption of net position that applies to a future period(s) and will not be recognized as an outflow of resources (expense/expenditure) until then.

In addition to liabilities, the statement of net position reports a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources represent an acquisition of net position that applies to a future period(s) and will not be recognized as an inflow of resources (revenue) until that time.

Deferred Outflows – Pension

The deferred outflow of resources related to pensions resulted from School contributions to employee pension plans subsequent to the measurement date of the actuarial valuations for the pension plans. The deferred outflow - pension contributions will be recognized as a reduction of the net pension liability in the subsequent fiscal year.

NOTE 1 SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Deferred Outflows/Inflows of Resources (Continued)

Deferred Inflows – Pension

The deferred inflows of resources represent an acquisition of net position by Rocketship Nashville that is applicable to a future reporting period. The deferred inflows of resources are related to pensions and are amortized to pension expense.

Revenues

Revenue resulting from exchange transactions in which each party gives and receives essentially equal value is recorded under the accrual basis when the exchange takes place.

Nonexchange transactions are those in which Rocketship Nashville receives value without directly giving equal value in return and includes private grants and contributions and state revenue. Under the accrual basis, this revenue is recognized in the fiscal year in which all eligibility requirements have been satisfied. Eligibility requirements include timing requirements, which specify the year when the resources are to be used or the fiscal year when use is first permitted, matching requirements under which Rocketship Nashville must provide local resources to be used for a specific purpose and expenditure requirements, in which the resources are provided to Rocketship Nashville on a reimbursement basis.

Unearned Revenue

Unearned revenue arises when assets are received before revenue recognition criteria have been satisfied. Grants and entitlements received before eligibility requirements are recorded as unearned revenue.

Fund Balance

Fund balance presented in the governmental fund financial statements represent the difference between assets and liabilities. Accounting standards require that the fund balance be classified into the following categories based upon the type of restrictions imposed on the use of funds:

- Nonspendable - This classification includes amounts that cannot be spent because they are either (a) not in spendable form or (b) legally or contractually required to be maintained intact.
- Restricted - This classification includes amounts that have constraints placed on the use of resources that are either (a) externally imposed by creditors, grantors, contributors, or laws or regulations of other governments or (b) imposed by law through constitutional provisions or enabling legislation.
- Committed - This classification includes amounts that can be used only for the specific purposes determined by a formal action of the entity's highest level of decision-making authority.
- Assigned - This classification includes amounts intended to be used by the entity for specific purposes but do not meet the criteria to be classified as restricted or committed.
- Unassigned - This classification is the residual amount for Rocketship Nashville's general fund and includes all spendable amounts not contained in the other classifications.

NOTE 1 SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Net Position

The net position is the residual of assets plus deferred outflows of resources less liabilities less deferred inflows of resources. Rocketship Nashville maintains the following classifications of net position:

- Net Investment in Capital Assets – Capital assets, net of accumulated depreciation, reduced by any borrowings used for the acquisition, construction or improvement of those assets.
- Restricted – Net position whose use is subject to externally imposed conditions that can be fulfilled by the actions of Rocketship Nashville or by the passage of time. This includes Stabilization Funds for pensions (see Note 12).
- Unrestricted: All other categories of net position.

When an expense is incurred for purposes for which both restricted and unrestricted funds are available, Rocketship Nashville considers restricted funds to have been spent first. Additionally, if different levels of unrestricted funds are available for spending Rocketship Nashville considers committed funds to be expended first followed by assigned and then unassigned funds.

Budgets and Budgetary Accounting

The School adopts an annual budget for the General Fund. The Board or management can modify the budget by line item within the total fund's appropriation. Formal budgetary integration is employed as a management control device during the year for the General Fund. Budgets are adopted on a basis consistent with accounting principles generally accepted in the United States of America (GAAP).

Use of Estimates

The preparation of financial statements in accordance with the accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, deferred outflows, liabilities and deferred inflows and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses/expenditures during the reporting period. Actual amounts could differ from those estimates.

New Accounting Pronouncements

In June 2017, the Governmental Accounting Standards Board (GASB) issued GASB Statement No. 87, *Leases*. This standard requires the recognition of certain lease assets and liabilities for leases that previously were classified as operating leases and as inflows of resources or outflows of resources recognized based on the payment provisions of the contract. It establishes a single model for lease accounting based on the foundational principle that leases are financings of the right to use an underlying asset.

NOTE 1 SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

New Accounting Pronouncements (Continued)

Under this standard, a lessee is required to recognize a lease liability and an intangible right-to-use lease asse, and a lessor is required to recognize a lease receivable and a deferred inflow of resources. Rocketship Nashville adopted the requirements of the guidance effective July 1, 2021 and has applies the provisions of this standard to the beginning of the period of adoption.

In May 2020, the GASB issued Statement No. 96, Subscription-Based Information Technology Arrangements, effective for periods beginning after June 15, 2022. This statement provides guidance on the accounting and financial reporting for subscription-based information technology arrangements (SBITA) for government end users and requires recognition of right to use assets and corresponding liabilities for SBITA's that meet certain criteria. Management has not yet completed its assessment of this statement.

NOTE 2 EXPLANATION OF DIFFERENCES BETWEEN THE BALANCE SHEET AND THE STATEMENT OF NET POSITION

Total fund balance of Rocketship Nashville's general fund differs from net position of governmental activities primarily because of the long-term economic resources measurement focus of the statement of net position versus the current financial resources measurement focus of the governmental fund balance sheet.

The differences are described below:

Fund Balance - June 30, 2022	$ 3,890,605
Capital assets in governmental activities are not financial resources and, therefore, are not reported as assets in the general fund.	23,317,254
Net pension liability (asset) is not carried on the general fund balance sheet	1,688,913
Pension activity recorded during the fiscal year are removed/added from fund expenditures and are recorded as a deferred outflow/inflow of resources. This amount will be recognized as an adjustment of the net pension liability in the subsequent year.	(1,156,675)
Accrued interest is not due and payable in the current period and, therefore, is not reported as a liability in the general fund.	(4,844)
Long-term debt is not due and payable in the current period and, therefore, is not reported as a liability in the general fund.	(23,458,828)
Net Position - June 30, 2022	$ 4,276,425

NOTE 3 EXPLANATION OF DIFFERENCES BETWEEN STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE AND THE STATEMENT OF ACTIVITIES

The net change in fund balance for the general fund differs from the change in net position for governmental activities primarily because of the long-term economic resources measurement focus of the statement of activities versus the current financial resources measurement focus of the general fund statement of revenues, expenditures, and changes in fund balance.

The differences are described below:

Net Change in Fund Balance - For the Year Ended June 30, 2022	$	1,839,584
Governmental funds report outlays for capital assets as expenditures because such outlays use current financial resources. In contrast, they are capitalized and depreciated in the statement of activities		(879,456)
Pension contributions made during the fiscal year are removed/added from fund expenses and are recorded as a deferred outflow/inflows of resources. This amount will be recognized as a reduction of the net pension liability in the subsequent year.		679,015
Increases in the liability for accrued interest are not recorded as expenditures in governmental funds because they are not expected to be liquidated with current financial resources. In the statement of activities, changes in accrued interest are recognized as expenses.		10,574
Changes in the liability for deferred rent are not recorded as expenditures in governmental funds because they are not expected to be liquidated with current financial resources. In the statement of activities, changes in deferred rent are recognized as expenses.		4,809
Repayment of long-term debt is reported as an expenditure in governmental funds but as a reduction in principal outstanding in the statement of activities.		865,308
Change in Net Position - For the Year Ended June 30, 2022	$	2,519,834

NOTE 4 CASH AND CASH EQUIVALENTS

Custodial Credit Risk

Custodial credit risk for deposits is the risk that, in the event of the failure of a depository financial institution, a government will not be able to recover its deposits or will not be able to recover collateral securities that are in the possession of an outside party. Rocketship Nashville does not have a formal deposit policy that address its exposure to custodial credit risk; however, it does limit deposits to those instruments allowed by applicable state laws. Cash and cash equivalents as of June 30, 2022 are held entirely with financial institutions.

RSED manages its cash and cash equivalents on a corporation-wide basis. At times RSED Nashville balances may reflect a cash deficit; however, liabilities are covered by the RSED home office cash balance. RSED and Rocketship Nashville have not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on its cash and cash equivalents.

NOTE 5 ACCOUNTS RECEIVABLE

Accounts receivable primarily consist of funds due from various governmental units. Management believes all these amounts are collectible; therefore, no provisions for uncollectible accounts were recorded. As of June 30, 2022, all amounts are considered collectible within one year.

Accounts receivable consisted of the following as of June 30, 2022:

Federal and State Government	$ 2,616,845
Total	$ 2,616,845

NOTE 6 CAPITAL ASSETS AND DEPRECIATION

Capital assets and depreciation consisted of the following:

	Balance July 1, 2021	Additions	Deductions	Balance June 30, 2022
Capital Assets, being Depreciated:				
Building improvements	$ 72,924	$ -	$ -	$ 72,924
Equipment	45,804	14,000	-	59,804
Total Capital Assets, being Depreciated	118,728	14,000	-	132,728
Less: Accumulated Depreciation for:				
Building improvements	(8,519)	(4,011)	-	(12,530)
Equipment	(37,635)	(3,412)	-	(41,047)
Total Accumulated Depreciation	(46,154)	(7,423)	-	(53,577)
Total Capital Assets, being Depreciated, Net	72,574	6,577	-	79,151
Governmental Activities Capital Assets, Net	$ 72,574	$ 6,577	$ -	$ 79,151

NOTE 6 CAPITAL ASSETS AND DEPRECIATION (CONTINUED)

Depreciation expense was $7,423 for the year ended June 30, 2022.

NOTE 7 LONG-TERM DEBT

During the 2014/15 school year, RUA and RPP each entered into $100,000 Subordinated Loan Agreements with effective interest rates of 1.0%. In June 2020, Rocketship National and Charter School Growth Fund amended and restated the 2015 loan agreement (first amendment), modifying debt maturity dates. The outstanding balances for RUA and RPP were repaid during the year ended June 30, 2022.

NOTE 8 RELATED PARTY PAYABLE

During the year, RNNE, RUA and RPP each had amounts payable to RSED that are not due within one year and will be repaid as funds are available for repayment.

NOTE 9 RISK MANAGEMENT

Rocketship Nashville is exposed to various risks of loss related to theft of, damage to, and destruction of assets, errors, and omissions, injuries to employees and natural disasters. Rocketship Nashville's policy is to minimize these risks through the purchase of commercial insurance. Settled claims have not exceeded the commercial insurance coverage since Rocketship Nashville's inception.

NOTE 10 LEASE LIABILITY

Rocketship Nashville has facility and equipment leases under long-term, noncancellable lease agreements where the last agreement expires in 2052.

Total future minimum lease payments under the lease agreements are as follows:

Year Ending June 30,	Principal	Interest	Total
2023	$ 679,365	$ 477,181	$ 1,156,546
2024	676,818	463,080	1,139,898
2025	647,829	449,448	1,097,277
2026	644,156	436,163	1,080,319
2027	657,779	422,700	1,080,479
2028-2032	3,503,463	1,901,375	5,404,838
2033-2037	3,889,613	1,519,456	5,409,069
2038-2042	4,318,060	1,095,454	5,413,514
2043-2047	4,793,425	624,763	5,418,188
2048-2052	3,648,320	154,934	3,803,254
Total	$ 23,458,828	$ 7,544,554	$ 31,003,382

NOTE 10 LEASE LIABILITY (CONTINUED)

Right-to-use assets acquired through outstanding leases are shown below, by underlying asset class as of June 30, 2022.

	Governmental Activities		
	Leased Assets Cost	Accumulated Amortization	Leased Assets, Net
Real Estate	$ 23,900,739	$ (811,605)	$ 23,089,134
Equipment	223,397	(74,428)	148,969
Total	$ 24,124,136	$ (886,033)	$ 23,238,103

NOTE 11 COMMITMENTS AND CONTINGENCIES

State and Federal Allowances, Awards and Grants

Rocketship Nashville has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is believed that any required reimbursement would not be material.

Litigation

Various claims and litigation involving Rocketship Nashville are currently outstanding. However, based on consultation with legal counsel, management believes that the ultimate resolution of these matters will not have a material adverse effect on Rocketship Nashville's financial position or results of operations.

NOTE 12 EMPLOYEE PENSION PLANS

TCRS Teacher Legacy Pension Plan

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the Teacher Legacy Pension Plan in the Tennessee Consolidated Retirement System (TCRS) and additions to/deductions from the plan's fiduciary net position have been determined on the same basis as they are reported by the TCRS. For this purpose, benefits (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms of the Teacher Legacy Pension Plan. Investments are reported at fair value.

TCRS Teacher Retirement Plan

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the Teacher Retirement Plan in the Tennessee Consolidated Retirement System (TCRS) and additions to/deductions from the plan's fiduciary net position have been determined on the same basis as they are reported by the TCRS. For this purpose, benefits (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms of the Teacher Retirement Plan. Investments are reported at fair value.

NOTE 12 EMPLOYEE PENSION PLANS (CONTINUED)

Metro Retirement Plan

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the Metro Retirement Plan and additions to/deductions from the plan's fiduciary net position have been determined on the same basis as they are reported by the Metropolitan Nashville Public Schools. For this purpose, benefits (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms of the Metro Retirement Plan. Investments are reported at fair value.

Teacher Legacy Pension Plan - General Information

Plan Description

The Tennessee Consolidated Retirement System (TCRS) was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans of the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publicly available financial report that can be obtained at https://treasury.tn.gov/Retirement/Boards-and-Governance/Reporting-and-Investment-Policies.

Teachers employed by Rocketship Nashville with membership in the TCRS before July 1, 2014 are provided with pensions through the Teacher Legacy Pension Plan, a cost sharing multiemployer pension plan administered by the TCRS. The Teacher Legacy Pension Plan closed to new membership on June 30, 2014 but will continue providing benefits to existing members and retirees. The Teacher Retirement Plan became effective July 1, 2014 for teachers employed by Local Education Agencies (LEAs) after June 30, 2014. The Teacher Retirement Plan is a separate cost-sharing, multiemployer defined benefit plan.

Benefits Provided

Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. Members of the Teacher Legacy Pension Plan are eligible to retire with an unreduced benefit at age 60 with five years of service credit, or after 30 years of service credit regardless of age. Benefits are determined by a formula using the member's highest five consecutive years average compensation and the member's service credit. A reduced early retirement benefit is available at age 55 if vested. Members are vested with five years of service credit. Service-related disability benefits are provided regardless of length of service. Five years of service is required for nonservice-related disability eligibility. The service-related and nonservice-related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10% and include projected service credits. A variety of death benefits are available under various eligibility criteria. Member and beneficiary annuitants are entitled to automatic cost of living adjustments (COLAs) after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the consumer price index (CPI) during the prior calendar year, capped at 3%, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A 1% COLA is granted if the CPI change is between one-half percent and 1%. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest.

NOTE 12 EMPLOYEE PENSION PLANS (CONTINUED)

Contributions

Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly. Teachers contribute 5% of salary. The Local Education Agencies (LEAs) make employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. By law, employer contributions for the Teacher Legacy Pension Plan are required to be paid. The TCRS may intercept the state shared taxes of the sponsoring governmental entity of the LEA if the required employer contributions are not remitted. Employer contributions by Rocketship Nashville for the year ended June 30, 2022, to the Teacher Legacy Pension Plan were $39,694 which is 10.27% of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

Teacher Legacy Pension Plan - Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

Pension Asset

At June 30, 2022, Rocketship Nashville reported an asset of $534,123 for its proportionate share of net pension asset. The net pension asset was measured as of June 30, 2021, and the total pension liability used to calculate the net pension asset was determined by an actuarial valuation as of that date. Rocketship Nashville's proportion of the net pension asset was based on Rocketship Nashville's share of contributions to the pension plan relative to the contributions of all LEAs. At the June 30, 2021, measurement date, Rocketship Nashville's proportion was 0.012383%. The proportion measured as of June 30, 2020 was 0.011681%.

Pension Expense

For the year ended June 30, 2022, Rocketship Nashville recognized negative pension expense of ($80,279).

Deferred Outflows of Resources and Deferred Inflows of Resources

For the year ended June 30, 2022, Rocketship Nashville reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences Between Expected and Actual Experience	$ 1,795	$ 44,548
Net Difference Between Projected and Actual Earnings on Pension Plan Investments	-	425,951
Changes in Assumptions	142,709	-
Changes in Proportion on Net Pension Liability (Asset)	847	12,134
Contributions Subsequent to the Measurement Date of June 30, 2021	39,694	N/A
Total	$ 185,045	$ 482,633

NOTE 12 EMPLOYEE PENSION PLANS (CONTINUED)

Teacher Legacy Pension Plan - Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

Deferred Outflows of Resources and Deferred Inflows of Resources (Continued)

Rocketship Nashville employer contributions of $39,694, reported as pension related deferred outflows of resources subsequent to the measurement date, will be recognized as a change in the net pension liability in the year ended June 30, 2023. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ending June 30,	Amount
2023	$ (85,776)
2024	(75,203)
2025	(61,353)
2026	(114,950)
2027	-
Thereafter	-

In the preceding table, positive amounts will increase pension expense, while negative amounts will decrease pension expense.

Actuarial Assumptions

The total pension liability in the June 30, 2021 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.25%
Salary Increases	Graded salary ranges from 8.72% to 3.44% based on age, including inflation, averaging 4.00%
Investment Rate of Return	6.75%, net of pension plan investment expenses, including inflation
Cost-of Living Adjustment	2.125%

Mortality rates were based on actual experience including an adjustment for some anticipated improvement.

The actuarial assumptions used in the June 30, 2021, actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2016 through June 30, 2020. As a result of the 2020 actuarial experience study, investment and demographic assumptions were adjusted to more closely reflect actual and expected future experience.

NOTE 12 EMPLOYEE PENSION PLANS (CONTINUED)

Teacher Legacy Pension Plan - Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

Actuarial Assumptions (Continued)

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2020 actuarial experience study. A blend of future capital market projections and historical market returns was used in a building-block method in which a best-estimate of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) is developed for each major asset class. These best estimates are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation of 2.25%. The best-estimates of geometric real rates of return and the TCRS investment policy target asset allocation for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. Equity	4.88 %	31 %
Developed Market International Equity	5.37	14
Emerging Market International Equity	6.09	4
Private Equity and Strategic Lending	6.57	20
U.S. Fixed Income	1.20	20
Real Estate	4.38	10
Short-Term Securities	-	1
Total		100 %

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 6.75% based on a blending of the three factors described above.

Discount Rate

The discount rate used to measure the total pension liability was 6.75%. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from all LEAs will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

NOTE 12 EMPLOYEE PENSION PLANS (CONTINUED)

Teacher Legacy Pension Plan - Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

Sensitivity of the Proportionate Share of Net Pension Liability (Asset) to Changes in the Discount Rate

The following presents Rocketship Nashville's proportionate share of the net pension liability (asset) calculated using the discount rate of 6.75%, as well as what Rocketship Nashville's proportionate share of the net pension liability (asset) would be if it were calculated using a discount rate that is one-percentage-point lower (5.75%) or one-percentage-point higher (7.75%) than the current rate:

	One Percent Decrease (5.75%)	Current Discount Rate (6.75%)	One Percent Increase (7.75%)
Rocketship's Proportionate Share of the Net Pension Liability (Asset)	$ (95,056)	$ (534,123)	$ (899,515)

Pension Plan Fiduciary Net Position

Detailed information about the pension plan's fiduciary net position is available in a separately issued TCRS financial report.

Teacher Legacy Pension Plan - Payable to the Pension Plan

At June 30, 2022, Rocketship Nashville reported a payable of $-0- for the outstanding amount of contributions to the pension plan.

Teacher Pension Plan - General Information

Plan Description

The Tennessee Consolidated Retirement System (TCRS) was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans in the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publicly available financial report that can be obtained at https://treasury.tn.gov/Retirement/Boards-and-Governance/Reporting-and-Investment-Policies.

Teachers with membership in the TCRS before July 1, 2014 are provided with pensions through the Teacher Retirement Plan, a cost sharing multiemployer pension plan administered by the TCRS. The Teacher Legacy Pension Plan closed to new membership on June 30, 2014, but will continue providing benefits to existing members and retirees.

The Teacher Retirement Plan became effective July 1, 2014 for teachers employed by Local Education Agencies (LEAs) after June 30, 2014. The Teacher Retirement Plan is a separate cost sharing, multiemployer defined benefit plan.

NOTE 12 EMPLOYEE PENSION PLANS (CONTINUED)

Teacher Pension Plan - General Information (Continued)

Benefits Provided

Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. Members of the Teacher Retirement Plan are eligible to retire with an unreduced benefit at age 65 with five years of service credit or pursuant to the rule of 90 in which the member's age and service credit total 90. Benefits are determined by a formula using the member's highest five consecutive year average compensation and the member's years of service credit. A reduced early retirement benefit is available at age 60 and vested or pursuant to the rule of 80. Members are vested with five years of service credit. Service-related disability benefits are provided regardless of length of service. Five years of service is required for nonservice-related disability eligibility. The service-related and nonservice-related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10% and include projected service credits. A variety of death benefits are available under various eligibility criteria. Member and beneficiary annuitants are entitled to automatic cost of living adjustments (COLAs) after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the consumer price index (CPI) during the prior calendar year, capped at 3%, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A 1% COLA is granted if the CPI change is between one-half percent and 1%. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest. Under the Teacher Retirement Plan, benefit terms and conditions, including COLAs, can be adjusted on a prospective basis. Moreover, there are defined cost controls and unfunded liability controls that provide for the adjustment of benefit terms and conditions on an automatic basis.

Contributions

Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly or by automatic cost controls set out in law. Teachers contribute 5% of salary. The Local Education Agencies (LEAs) make employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. Per the statutory provisions governing the TCRS, the employer contribution rate cannot be less than 4%, except in years when the maximum funded level, as established by the TCRS Board of Trustees, is reached. By law, employer contributions for the Teacher Retirement Plan are required to be paid. TCRS may intercept the state shared taxes of the sponsoring governmental entity of the LEA if the required employer contributions are not remitted. Employer contributions for the year ended June 30, 2022 to the Teacher Retirement Plan were $59,974 which is 2.02% of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

NOTE 12 EMPLOYEE PENSION PLANS (CONTINUED)

Teacher Pension Plan - Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

Pension Asset

At June 30, 2022, Rocketship Nashville reported an asset of $229,509 for its proportionate share of the net pension asset. The net pension asset was measured as of June 30, 2021, and the total pension liability used to calculate the net pension asset was determined by an actuarial value as of that date. Rocketship Nashville's proportion of the net pension asset was based on Rocketship Nashville's share of contributions to the pension plan relative to the contributions of all participating LEAs. At the measurement date of June 30, 2021 Rocketship Nashville's proportion was 0.211878%. At the measurement date of June 30, 2020 Rocketship Nashville's proportion was 0.212954%.

Pension Expense

For the year ended June 30, 2022 Rocketship Nashville recognized negative pension expense of ($29,487).

Deferred Outflows of Resources and Deferred Inflows of Resources

For the year ended June 30, 2022, Rocketship Nashville reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences Between Expected and Actual Experience	$ 3,993	$ 41,995
Net Difference Between Projected and Actual Earnings on Pension Plan Investments	-	132,111
Changes in Assumptions	82,782	-
Changes in Proportion on Net Pension Liability (Asset)	24,256	8,256
Contributions Subsequent to the Measurement Date of June 30, 2021	100,816	N/A
Total	$ 211,847	$ 182,362

Rocketship Nashville employer contributions of $100,816, reported as pension related deferred outflows of resources subsequent to the measurement date, will be recognized as a change in the net pension liability (asset) in the year ended June 30, 2023. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ending June 30,	Amount
2023	$ (27,402)
2024	(26,679)
2025	(26,473)
2026	(29,798)
2027	5,440
Thereafter	33,581

NOTE 12 EMPLOYEE PENSION PLANS (CONTINUED)

Teacher Pension Plan - Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

Deferred Outflows of Resources and Deferred Inflows of Resources (Continued)

In the preceding table, positive amounts will increase pension expense, while negative amounts will decrease pension expense.

Actuarial Assumptions

The total pension liability in the June 30, 2021 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.25%
Salary Increases	Graded salary ranges from 8.72% to 3.44% based on age, including inflation, averaging 4.00%
Investment Rate of Return	6.75%, net of pension plan investment expenses, including inflation
Cost-of Living Adjustment	2.125%

Mortality rates were based on actual experience including an adjustment for some anticipated improvement.

The actuarial assumptions used in the June 30, 2021 actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2016 through June 30, 2020. As a result of the 2020 actuarial experience study, investment and demographic assumptions were adjusted to more closely reflect actual and expected future experience.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2020 actuarial experience study. A blend of future capital market projections and historical market returns was used in a building-block method in which a best-estimate of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) is developed for each major asset class. These best estimates are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation of 2.25%. The best-estimates of geometric real rates of return and the TCRS investment policy target asset allocation for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. Equity	4.88 %	31 %
Developed Market International Equity	5.37	14
Emerging Market International Equity	6.09	4
Private Equity and Strategic Lending	6.57	20
U.S. Fixed Income	1.20	20
Real Estate	4.38	10
Short-Term Securities	-	1
Total		100 %

NOTE 12 EMPLOYEE PENSION PLANS (CONTINUED)

Teacher Pension Plan - Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 6.75% based on a blending of the three factors described above.

Discount Rate

The discount rate used to measure the total pension liability was 6.75%. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from all LEAs will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the Proportionate Share of Net Pension Liability (Asset) to Changes in the Discount Rate

The following presents Rocketship Nashville's proportionate share of the net pension liability (asset) calculated using the discount rate of 6.75%, as well as what Rocketship Nashville's proportionate share of the net pension liability (asset) would be if it were calculated using a discount rate that is one-percentage-point lower (5.75%) or one-percentage point higher (7.75%) than the current rate:

	One Percent Decrease (5.75%)	Current Discount Rate (6.75%)	One Percent Increase (7.75%)
Rocketship's Proportionate Share of the Net Pension Liability (Asset)	$ 78,899	$ (229,509)	$ (456,970)

Pension Plan Fiduciary Net Position

Detailed information about the pension plan's fiduciary net position is available in a separately issued TCRS financial report.

Teacher Pension Plan - Payable to the Pension Plan

At June 30, 2022, Rocketship Nashville reported a payable of $-0- for the outstanding amount of contributions to the pension plan.

NOTE 12 EMPLOYEE PENSION PLANS (CONTINUED)

Metro Pension Plan - General Information

Plan Administration

The plan administrator is the Metropolitan Government of Nashville and Davidson County and was established or continue under the authority of the Metropolitan Charter, Article XIII, effective April 1, 1963. Approval of the Metropolitan Council is required to establish and amend benefit provisions. Article XIII also requires that all pension plans be actuarially sound. Administrative costs of the plans are financed through plan assets. The plans are managed and administered by the Metropolitan Employee Benefit Board (the Board), an independent board created by the Metropolitan Charter. The Board is composed of ten members, as follows: Finance Director, Human Resources Director, three members appointed by the Mayor, and five members selected by employees and retirees of the Metropolitan Government. The Metropolitan Government of Nashville and Davidson County issues a publicly available financial report that can be obtained at https://www.nashville.gov.

Plan Description Division B

As of July 1, 1995, Division B of the Metro Plan was established for all noncertificated employees of the Metropolitan Nashville Public Schools and all other Government employees. Employees with an effective hire date of July 1, 1995 or later are only eligible to participate in Division B of the Metro Plan. Also, Government employees as of June 30, 1995 who were qualified members of Division A were given the option to transfer to Division B as of January 1, 1996, subject to written application approved by the Benefit Board. Substantially all employees transferred to Division B of the Metro Plan.

Normal retirement for employees other than police officers and fire fighters occurs at the unreduced retirement age which is the earlier of (a) the date when the employee's age plus the completed years of credited employee service equals 85, but not before age 60; or (b) the date when the employee reaches age 65 and completes five years of credited employee service. The lifetime monthly benefit is calculated as 1/12 of the sum of 1.75% of average earnings based upon the previous 60 consecutive months of credited service which produce the highest earnings. Benefits fully vest on completing five years of service for employees employed on or between October 1, 2001 and December 31, 2012 who vest before leaving employment. Benefits fully vest on completing 10 years of service for employees and nonvested employees hired or rehired on or after January 1, 2013.

Normal retirement for police officers and fire fighters occurs any time after attaining the unreduced retirement age which is the date when the employee's age plus the completed years of credited police and fire service equals 75, but not before age 53 nor after age 60. The lifetime monthly benefit is 1/12 of the sum of 2% of average earnings for each year of credited fire and police service not in excess of 25 years; plus 1.75% of average earnings for each year that the credited police or fire service exceeds 25 years. Benefits fully vest on completing five years of service for employees employed on or between October 1, 2001 and December 31, 2012 who vest before leaving employment. Benefits fully vest on completing 10 years of service for employees and nonvested employees hired or rehired on or after January 1, 2013.

NOTE 12 EMPLOYEE PENSION PLANS (CONTINUED)

Metro Pension Plan - General Information (Continued)

Plan Description Division B (Continued)

An early retirement pension is available for retired employees if the termination occurs prior to the eligibility under normal retirement but after age 50 (45 for police and fire) and after the completion of 10 years of credited employee service. Such shall be payable as either a monthly deferred early employee service pension beginning the month after the attainment of the normal retirement age or an immediate monthly early employee service pension beginning on the first day of the month following termination. The lifetime monthly benefit for the immediate monthly early employee service pension is reduced by 4% for each of the first five years by which the retirement date precedes the normal retirement age, and by 8% for each additional year by which the retirement date precedes the normal retirement age; provided, however, that the immediate monthly benefit shall not be less than the actuarial equivalent of the deferred pension provided by the Metro Plan.

Any employee who terminates after the completion of at least 10 years of service (or five years of service if hired before January 1, 2013) and before eligibility for normal retirement or early retirement shall be eligible to receive a monthly deferred pension which shall commence on the first day of the month following the attainment of unreduced retirement age, computed and payable in accordance with the Metro Plan.

Any employee with unused sick leave time at service retirement shall receive 100% credit for the time, subject to an affirmative election at the time of retirement.

Any employee who terminates and is rehired is eligible to reconnect prior service after being regularly employed continuously for one year.

All assets of the Metropolitan Employees' Benefit Trust Fund may legally be used to pay benefits to any plan members or beneficiaries, regardless of whether the members participate in Division A or Division B of the Metro Plan.

Contributions

The funding policy is to provide for periodic contributions at actuarially determined rates that are designed to accumulate sufficient assets to pay benefits when due. All other funding is provided by the Government with an actuarially recommended employer contribution rate of 12.340% for the noncertificated employees of Metropolitan Nashville Public Schools and all other Metro employees. Employer contributions for the year ended June 30, 2022 to the Metro Plan were $177,354 which is 12.881% of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

NOTE 12 EMPLOYEE PENSION PLANS (CONTINUED)

Metro Pension Plan - Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

Pension Liability

At June 30, 2022, Rocketship Nashville reported an asset of $925,281 for its proportionate share of the net pension asset. The net pension asset was measured as of June 30, 2021 and the total pension asset used to calculate the net pension asset was determined by an actuarial value as of that date. Rocketship Nashville's proportion of the net pension asset was based on Rocketship Nashville's share of contributions to the pension plan relative to the contributions of all participating LEAs. At the measurement date of June 30, 2021 Rocketship Nashville's proportion was 0.161695%. At the measurement date of June 30, 2020 Rocketship Nashville's proportion was 0.282177%.

Pension Expense

For the year ended June 30, 2022, Rocketship Nashville recognized pension expense of $177,354.

Deferred Outflows of Resources and Deferred Inflows of Resources

For the year ended June 30, 2022, Rocketship Nashville reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences Between Expected and Actual Experience	$ 107,693	$ 55,890
Net Difference between Projected and Actual Earnings on Pension Plan Investments	-	1,201,767
Changes in Proportion on Net Pension Liability (Asset)	84,038	-
Contributions Subsequent to the Measurement Date of June 30, 2021	177,354	N/A
Total	$ 369,085	$ 1,257,657

Rocketship Nashville employer contributions of $177,354, reported as pension related deferred outflows of resources subsequent to the measurement date, will be recognized as a change in the net pension liability (asset) in the year ended June 30, 2023. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ending June 30,	Amount
2023	$ (309,184)
2024	(271,805)
2025	(243,501)
2026	(266,714)
2027	17,774
Thereafter	7,504

NOTE 12 EMPLOYEE PENSION PLANS (CONTINUED)

Metro Pension Plan - Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

Deferred Outflows of Resources and Deferred Inflows of Resources (Continued)

In the preceding table, positive amounts will increase pension expense, while negative amounts will decrease pension expense.

Investment Policy

The investments of the Metro Plan are administered in accordance with the Statement of Investment Policy of the Government's Employee Benefit System. The Investment Committee of the Government's Employee Benefit System has been given the authority under Section 13.04 of the Metropolitan Charter to regulate and determine all matters dealing with the investments of the Plans. The policy emphasizes a long-term investment strategy. Short-term fluctuations in the market value of the portfolio should not influence the investment structure under normal circumstances. The policy outlines asset allocation targets as follows:

Asset Class	Target Allocation	
Domestic Equity	10-25	%
International Equity	10-25	
Fixed Income	10-30	
Fixed Income Alternatives	5-25	
Real Assets	5-15	
Cash Equivalents	0-3	
Private Equity	5-15	

There were no changes in the investment policy in the current year.

Net Pension Liability Actuarial Assumptions

The long-term expected rate of return on the pension plan investments was determined using building-block method in which best-estimate ranges of expected future real rates of return are developed for each major asset class from historical returns and consensus expectations of future returns as follows:

Asset Class	Long-Term Expected Real Rate of Return
Domestic Equity	5.10 %
International Equity	5.30
Fixed Income	2.30
Fixed Income Alternatives	2.70
Real Assets	4.90
Private Equity	7.90

NOTE 12 EMPLOYEE PENSION PLANS (CONTINUED)

Metro Pension Plan - Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

Discount Rate

The discount rate used to measure the total pension liability was 7.25%. Based on the plan assumptions and funding policy, the fiduciary net position for each plan was projected to be available to make all projected future benefit payments to current members. Therefore, the long-term expected rate of return on investments was applied to all periods of projected benefit payments to determine the total pension liability (asset).

Sensitivity of the Net Pension Liability to Changes in the Discount Rate

The following presents the net pension liability, calculated using the discount rate of 7.25%, as well as what the net pension liability would be if it were calculated using a discount rate that is one-percentage-point lower (6.25%) or one-percentage-point higher (8.25%) than the current rate:

	One Percent Decrease (6.25%)	Current Discount Rate (7.25%)	One Percent Increase (8.25%)
Rocketship's Proportionate Share of the Net Pension Liability (Asset)	$ (299,077)	$ (925,281)	$ (1,493,212)

Pension expense is comprised of various elements including service cost, interest, changes in benefit terms, investment experience, and the amortization of deferred outflows and inflows of resources, which are all factors used by the actuaries in the calculation of the net pension liability (asset).

Reconciliation of Net Pension Assets and Liabilities at June 30, 2022

The following will reconcile the various retirement plans to the statement of net position:

	Total Pension Asset (Liability)	Deferred Outflows of Resources	Deferred Inflows of Resources	Pension Expense
Teacher Legacy Plan	$ 534,123	$ 185,045	$ (482,633)	$ 50,883
Teacher Plan	229,509	211,847	(182,362)	37,511
Metro Plan	925,281	369,085	(1,257,657)	(54,895)
Total	$ 1,688,913	$ 765,977	$ (1,922,652)	$ 33,499

Hybrid Plan 401(k)

The TCRS Retirement Plan has a defined contribution component to the plan. Under the terms of the plan for the defined contribution component, employees contribute 2% of their salaries to the plan, but are allowed an opt-out feature. Rocketship Nashville is required to contribute 5% of annual salaries, to an individual employee account. During the year ended June 30, 2022, the contribution expense was $41,302. Employees are immediately vested in the plan.

NOTE 13 TCRS STABILIZATION TRUST

The Stabilization Reserve Trust (SRT) is a legal trust separate and apart from the normal Hybrid Plan Trust. The SRT is designed to specifically accumulate assets for the future. The assets in this plan are not used to pay benefits now but will be used as necessary in the future.

Legal Provisions

Rocketship Nashville is a member of the Tennessee Consolidated Retirement System (TCRS) Stabilization Reserve Trust. Rocketship Nashville has placed funds into the irrevocable trust as authorized by statute under Tennessee Code Annotated (TCA), Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of the trust. Funds of trust members are held and invested in the name of the trust for the benefit of each member. Each member's funds are restricted for the payment of retirement benefits of that member's employees. Trust funds are not subject to the claims of general creditors of Rocketship Nashville. The trust is authorized to make investments as directed by the TCRS Board of Trustees. Rocketship Nashville may not impose any restrictions on investments placed by the trust on their behalf.

Investment Balances

Assets of the TCRS, including the Stabilization Reserve Trust, are invested in the Tennessee Retiree Group Trust (TRGT). The TRGT is not registered with the Securities and Exchange Commission (SEC) as an investment company. The state of Tennessee has not obtained a credit quality rating for the TRGT from a nationally recognized credit ratings agency. The fair value of investment positions in the TRGT is determined daily based on the fair value of the pool's underlying portfolio. Furthermore, TCRS had not obtained or provided any legally binding guarantees to support the value of participant shares during the fiscal year. There are no restrictions on the sale or redemption of shares.

Investments are reported at fair value or amortized which approximates fair value. Securities traded on a national exchange are valued at the last reported sales price. Investment income consists of realized and unrealized appreciation (depreciation) in the fair Securities and securities transactions are recorded in the financial statements on a trade-date basis. The fair value of assets of the TRGT held at June 30, 2022, represents the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants. Assets held are categorized for fair value measurement within the fair value hierarchy established by GAAP. The hierarchy is based on the valuation inputs used to measure the fair value of the asset and give the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements).

Level 1 – Unadjusted quoted prices for identical assets or liabilities in active markets that can be accessed at the measurement date.

Level 2 – Quoted prices for similar assets or liabilities in active markets; quoted prices for identical or similar assets or liabilities in markets that are not active; assets or liabilities that have a bid-ask spread price in an inactive dealer market, brokered market and principal-to-principal market; and Level 1 assets or liabilities that are adjusted.

NOTE 13 TCRS STABILIZATION TRUST (CONTINUED)

Investment Balances (Continued)

Level 3 – Valuations derived from valuation techniques in which significant inputs are unobservable.

Investments using the Net Asset Value (NAV) per share have no readily determinable fair value and have been determined using amortized cost which approximates fair value.

Where inputs used in the measurement of fair value fall into different levels of the hierarchy, fair value of the instrument in its entirety is categorized based on the lowest level input that is significant to the valuation. This assessment requires professional judgement and as such management of the TRGT developed a fair value committee that worked in conjunction with the plan's custodian and investment professionals to make these valuations. All assets held were valued individually and aggregated into classes so to be represented in the table below.

Short-term securities generally include investments in money market-type securities reported at cost plus accrued interest.

Equity and equity derivative securities classified in Level 1 are valued using last reported sales prices quoted in active markets that can be accessed at the measurement date. Equity and equity derivative securities classified in Level 2 are securities whose values are derived daily from associated traded securities. Equity securities classified in Level 3 are valued with last trade data having limited trading volume.

U.S. Treasury Bills, Bonds, Notes and Futures classified in Level 1 are valued using last reported sales prices quoted in active markets that can be accessed at the measurement date. Debt and debt derivative securities classified in Level 2 are valued using a bid-ask spread price from multiple independent brokers, dealers, or market principals, which are known to be actively involved in the market. Level 3 debt securities are valued using proprietary information, a single pricing source, or other unobservable inputs related to similar assets or liabilities.

Real estate investments classified in Level 3 are valued using the last valuations provided by external investment advisors or independent external appraisers. Generally, all direct real estate investments are appraised by a qualified independent appraiser(s) with the professional designation of Member of the Appraisal Institute (MAI), or its equivalent, every three years beginning from the acquisition date of the property. The appraisals are performed using generally accepted valuation approaches applicable to the property type.

Investments in private mutual funds, traditional private equity funds, strategic lending funds and real estate funds that report using GAAP, the fair value, as well as the unfunded commitments, were determined using the prior quarter's NAV, as reported by the fund managers, plus the current cash flows. These assets were then categorized by investment strategy. In instances where the fund investment reported using non-GAAP standards, the investment was valued using the same method, but was classified in Level 3.

NOTE 13 TCRS STABILIZATION TRUST (CONTINUED)

At June 30, 2022, Rocketship Nashville had the following investments held by the trust on its behalf.

Investment	Weighted Average Maturity (Days)	Maturities	Fair Value
Investments at Fair Value:			
U.S. Equity	N/A	N/A	$ 78,634
Developed Market International Equity	N/A	N/A	35,512
Emerging Market International Equity	N/A	N/A	10,146
U.S. Fixed Income	N/A	N/A	50,732
Real Estate	N/A	N/A	25,366
Short-Term Securities	N/A	N/A	2,537
Investments at Amortized Cost Using the NAV:			
Private Equity and Strategic Lending	N/A	N/A	50,732
Total			$ 253,659

		Fair Value Measurements Using			
Investment by Fair Value Level	Fair Value 6/30/2022	Quoted Prices in Active Markets for Identical Assets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)	Amortized Cost NAV
U.S. Equity	$ 78,634	$ 78,634	$ -	$ -	$ -
Developed Market International Equity	35,512	35,512	-	-	-
Emerging Market International Equity	10,146	10,146	-	-	-
U.S. Fixed Income	50,732	-	50,732	-	-
Real Estate	25,366	-	-	25,366	-
Short-Term Securities	2,537	-	2,537	-	-
Private Equity and Strategic Lending	50,732	-	-	-	50,732
Total	$ 253,659	$ 124,292	$ 53,269	$ 25,366	$ 50,732

Risks and Uncertainties

The trust's investments include various types of investment funds, which in turn invest in any combination of stock, bonds and other investments exposed to various risks, such as interest rate, credit, and market risk. Due to the level of risk associated with certain investment securities, it is at least reasonably possible that changes in the values of investment securities will occur in the near term and that such changes could materially affect the amounts reported for trust investments.

Interest Rate Risk

Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. Rocketship Nashville does not have the ability to limit trust investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates.

NOTE 13 TCRS STABILIZATION TRUST (CONTINUED)

Credit Risk

Credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligations. Rocketship Nashville does not have the ability to limit the credit ratings of individual investments made by the trust.

Concentration of Credit Risk

Concentration of credit risk is the risk of loss attributed to the magnitude of the county's investment in a single issuer. Rocketship Nashville places no limit on the amount the county may invest in one issuer.

Custodial Credit Risk

Custodial credit risk for investments is the risk that, in the event of a failure of the counterparty to a transaction, the county will not be able to recover the value of its investments or collateral securities that are in the possession of an outside party. Pursuant to the trust agreement, investments are held in the name of the trust for the benefit of Rocketship Nashville to pay retirement benefits of Rocketship Nashville Department employees.

For further information concerning Rocketship Nashville's investments with the TCRS Stabilization Reserve Trust, audited financial statements of the Tennessee Consolidated Retirement System may be obtained at www.treasury.tn.gov/tcrs.

REQUIRED SUPPLEMENTARY INFORMATION
AND OTHER SUPPLEMENTARY INFORMATION

ROCKETSHIP NASHVILLE
BOARD OF DIRECTORS AND ADMINISTRATORS
JUNE 30, 2022

RSED BOARD OF DIRECTORS

Member	Office	Term Expires
Louis Jordan	Board Chair	2023
Alex Terman	Treasurer	2023
Greg Stanger	Secretary	2023
Deborah McGriff	Member	2023
Raymond Raven	Member	2023
Ralph Weber	Member	2023
Jolene Sloter	Member	2023
Michael Fox	Member	2023
June Nwabara	Member	2024
Charmaine Detweiler	Member	2023
Julia Stiglitz	Member	2023
Daniel Velasco	Member	2023
Yolanda Bernal Samano	Member	2024
Malka Borrego	Member	2023
Julie Miller	Member	2023
Tennessee Advisory Board		
Abby Spaulding	Chair	2022
Dr. James Hildreth	Member	2022
Philip Elbert	Member	2022
April Taylor	Member	2022
Rob Elliott	Member	2023
Anderson Green	Member	2022
June Nwabara	Member	2022
Margaret Riley King	Member	2022
Dr. Diarese George	Member	2023
Alicia Soto	Member	2023

ADMINISTRATORS

Preston Smith	Co-Founder, CEO and President
Matthew Shaw	Chief Financial Officer
Lynn Liao	Chief Talent Officer
Carolyn Davies Lynch	Chief Operating Officer
Christopher Murphy	Chief Communications Officer
Lamar Wade	Chief People Officer

ROCKETSHIP NASHVILLE
SCHEDULE OF PROPORTIONATE SHARE OF THE NET PENSION LIABILITY – RSI
YEAR ENDED JUNE 30, 2022

Teacher Legacy Pension Plan:

	2015	2016	2017	2018	2019	2020	2021
Organization's Proportion of the Net Pension Liability (Asset)	0.044481%	0.022290%	0.022521%	0.012925%	0.010263%	0.011681%	0.012383%
Organization's Proportionate Share of the Net Pension Liability (Asset)	$ 5,932	$ 137,302	$ (7,370)	$ (45,481)	$ (105,527)	$ (89,079)	$ (534,123)
Organization's Covered Payroll	$ 542,090	$ 804,631	$ 796,122	$ 452,581	$ 344,147	$ 388,784	$ 406,442
Organization's Proportionate Share of the Net Pension Liability (Asset) as a Percentage of its Covered Payroll	1.09%	17.31%	-0.93%	-10.05%	-30.66%	-22.91%	-131.41%
Plan Fiduciary Net Position as a Percentage of the Total Pension Liability	99.81%	94.14%	100.14%	101.49%	104.28%	103.09%	116.13%

Teacher Retirement Plan:

	2015	2016	2017	2018	2019	2020	2021
Organization's Proportion of the Net Pension Liability (Asset)	0.203979%	0.226073%	0.253528%	0.265373%	0.200533%	0.212954%	0.211878%
Organization's Proportionate Share of the Net Pension Liability (Asset)	$ (8,206)	$ (27,699)	$ (66,888)	$ (120,354)	$ (113,198)	$ (121,095)	$ (229,509)
Organization's Covered Payroll	$ 423,814	$ 1,170,940	$ 1,664,002	$ 2,319,041	$ 2,122,044	$ 2,687,287	$ 3,057,860
Organization's Proportionate Share of the Net Pension Liability (Asset) as a Percentage of its Covered Payroll	-1.94%	-2.37%	-4.02%	-5.19%	-5.33%	-4.51%	-7.51%
Plan Fiduciary Net Position as a Percentage of the Total Pension Liability	127.46%	121.88%	126.81%	126.81%	123.07%	116.52%	121.53%

Metro Plan:

	2016	2017	2018	2019	2020	2021
Organization's Proportion of the Net Pension Liability (Asset)	0.040830%	0.163999%	0.148040%	0.146693%	0.282177%	0.161695%
Organization's Proportionate Share of the Net Pension Liability (Asset)	$ 90,364	$ 66,984	$ 120,813	$ 183,919	$ 611,762	$ (925,281)
Organization's Covered Payroll	$ 525,809	$ 883,618	$ 854,406	$ 935,803	$ 1,800,359	$ 1,404,218
Organization's Proportionate Share of the Net Pension Liability (Asset) as a Percentage of its Covered Payroll	92.39%	98.64%	97.45%	96.37%	93.79%	-65.89%
Plan Fiduciary Net Position as a Percentage of the Total Pension Liability (Asset)	41.66%	7.58%	14.14%	19.65%	33.98%	115.75%

*Accounting standards require calculation of the proportionate share of the pension liability based on the plan information for the previous year. Rocketship Nashville was not yet in operation in the previous year and therefore has no calculated proportion share of the net pension liability as of June 30, 2015.

Note: Accounting standards require presentation of 10 years of information. However, the information in this schedule is not required to be presented retroactively. Years will be added to this schedule as future data becomes available.

See Auditors' Report and Notes to Required Supplementary Information and Other Supplementary Information.

ROCKETSHIP NASHVILLE
SCHEDULE OF PENSION CONTRIBUTIONS – RSI
YEAR ENDED JUNE 30, 2022

Teacher Legacy Pension Plan:

	2014	2015	2016	2017	2018	2019	2020	2021	2022
Contractually Required Contributions	$ 49,005	$ 72,739	$ 71,970	$ 41,094	$ 84,923	$ 35,998	$ 41,328	$ 38,352	$ 39,694
Contributions in Relation to the Contractually Required Contribution	49,005	72,739	71,970	41,094	84,923	35,998	41,328	38,352	39,694
Contribution Deficiency (Excess)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Organization's Covered Payroll	$ 542,090	$ 804,634	$ 796,122	$ 452,581	$ 935,275	$ 344,149	$ 388,786	$ 373,437	$ 386,504
Contributions as a Percentage of Covered Payroll	9.04%	9.04%	9.04%	9.08%	9.08%	10.46%	10.63%	10.27%	10.27%

Teacher Retirement Plan:

	2014	2015	2016	2017	2018	2019	2020	2021	2022
Contractually Required Contributions	$ 10,595	$ 29,306	$ 66,560	$ 37,818	$ 36,463	$ 41,168	$ 54,553	$ 59,974	$ 100,816
Contributions in Relation to the Contractually Required Contribution	16,953	46,829	66,560	92,762	36,463	41,168	54,553	59,974	100,816
Contribution Deficiency (Excess)	$ (6,358)	$ (17,523)	$ -	$ (54,944)	$ -	$ -	$ -	$ -	$ -
Organization's Covered Payroll	$ 423,814	$ 1,170,725	$ 1,664,000	$ 2,319,041	$ 911,575	$ 2,122,062	$ 2,687,340	$ 2,721,488	$ 2,520,400
Contributions as a Percentage of Covered Payroll	4.00%	4.00%	4.00%	4.00%	4.00%	1.94%	2.03%	2.02%	4.00%

Metro Plan:

	2015	2016	2017	2018	2019	2020	2021	2022
Contractually Required Contributions	$ 38,399	$ 84,813	$ 121,144	$ 100,384	$ 115,946	$ 221,884	$ 139,728	$ 177,354
Contributions in Relation to the Contractually Required Contribution	38,399	84,813	121,144	100,384	115,946	221,884	139,728	177,354
Contribution Deficiency (Excess)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Organization's Covered Payroll	$ 209,716	$ 525,809	$ 883,618	$ 854,406	$ 935,803	$ 1,798,088	$ 1,032,815	$ 1,376,865
Contributions as a Percentage of Covered Payroll	18.31%	16.13%	13.71%	11.75%	12.39%	12.34%	12.34%	12.88%

Note: Accounting standards require presentation of 10 years of information. However, the information in this schedule is not required to be presented retroactively. Years will be added to this schedule as future data becomes available.

See Auditors' Report and Notes to Required Supplementary Information and Other Supplementary Information.

ROCKETSHIP NASHVILLE
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS AND STATE FINANCIAL ASSISTANCE
YEAR ENDED JUNE 30, 2022

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Assistance Listing Number	Pass-Through Entity Identifying Number	Additional Award Identification	Federal Expenditures
FEDERAL AWARDS				
U.S. Department of Education				
Pass-Through Program From				
Metro Nashville Public Schools:				
Title I, Part A, Basic Grants				
Low-Income and Neglected	84.010	N/A		$ 1,038,483
Title II	84.367	N/A		(6,953)
Special Education Cluster:				
Special Education IDEA	84.027	N/A		231,383
Subtotal: Special Ed Cluster				231,383
ESSER II	84.425D	N/A	COVID-19	1,584,484
COVID-19 GEER-WI	84.425C	N/A	COVID-19	93,054
Total U.S. Department of Education				2,940,451
U.S. Department of Agriculture				
Pass-Through Program From				
Metro Nashville Public Schools:				
National School Lunch Program	10.555	N/A		442,522
Emergency Operational Costs Reimbursement Program	10.555	N/A		104,921
School Breakfast Program	10.553	N/A		256,280
Subtotal: Child Nutrition Cluster				803,723
Pandemic Electronic Benefit Transfer (P-EBT)				
Administrative Costs Grant	10.649	N/A	COVID-19	3,063
Total U.S. Department of Agriculture				806,786
Total Federal Awards				$ 3,747,237
STATE FINANCIAL ASSISTANCE				
Tennessee Department of Education				
Passed Through Metro Nashville Public Schools:				
Basic Education Program	N/A	N/A		$ 14,567,771
Total State Financial Assistance				$ 14,567,771
Total Federal Awards and State Financial Assistance				$ 18,315,008

N/A - Not available

See Auditors' Report and Notes to Required Supplementary Information and Other Supplementary Information.

ROCKETSHIP NASHVILLE
COMBINING SCHEDULE OF NET POSITION BY LOCATION
JUNE 30, 2022

	Rocketship Northeast	Rocketship United Academy	Rocketship Partners Community Prep	Rocketship Dream Community Prep	Total
ASSETS					
CURRENT ASSETS					
Cash and Cash Equivalents	$ 649,787	$ 3,016,229	$ (611,825)	$ (378,085)	$ 2,676,106
Accounts Receivable	1,266,633	1,350,212	-	-	2,616,845
Prepaid Expenses	110,319	113,038	-	206,100	429,457
Total Current Assets	2,026,739	4,479,479	(611,825)	(171,985)	5,722,408
NONCURRENT ASSETS					
Net Pension Asset	895,550	793,363	-	-	1,688,913
Stabilization Restricted Investments	117,707	133,986	-	1,966	253,659
Capital Assets, Net of Accumulated Depreciation	60,892	18,259	-	-	79,151
Right of Use Asset, Net	12,797,104	10,440,999	-	-	23,238,103
Total Noncurrent Assets	13,871,253	11,386,607	-	1,966	25,259,826
Total Assets	$ 15,897,992	$ 15,866,086	$ (611,825)	$ (170,019)	$ 30,982,234
DEFERRED OUTFLOWS OF RESOURCES					
Deferred Outflows of Resources - Pensions	$ 393,749	$ 372,228	$ -	$ -	$ 765,977
LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND NET POSITION					
CURRENT LIABILITIES					
Accounts Payable	$ 477,861	$ 396,349	$ 56,718	$ 65,407	$ 996,335
Lease Liability - Due Within One Year	349,957	329,408	-	-	679,365
Loans Payable - Due Within One Year	-	-	-	-	-
Total Current Liabilities	827,818	725,757	56,718	65,407	1,675,700
NONCURRENT LIABILITIES					
Accrued Liabilities	4,844	-	-	-	4,844
Deferred Rent Liability	-	-	-	-	-
Net Pension Liability	-	-	-	-	-
Related Party Payable	683,868	405,259	-	-	1,089,127
Lease Liability - Due in More Than One Year	12,567,487	10,211,976	-	-	22,779,463
Loans Payable - Due In More Than One Year	-	-	-	-	-
Total Noncurrent Liabilities	13,256,199	10,617,235	-	-	23,873,434
Total Liabilities	14,084,017	11,342,992	56,718	65,407	25,549,134
DEFERRED INFLOWS OF RESOURCES					
Deferred Inflows of Resources - Pensions	1,031,085	891,567	-	-	1,922,652
NET POSITION					
Invested in Capital Assets	(59,448)	(82,126)	-	-	(141,574)
Restricted for Pension Benefits	1,013,257	927,349	-	1,966	1,942,572
Unrestricted	222,830	3,158,532	(668,543)	(237,392)	2,475,427
Total Net Position	1,176,639	4,003,755	(668,543)	(235,426)	4,276,425
Total Liabilities, Deferred Inflows of Resources, and Net Position	$ 16,291,741	$ 16,238,314	$ (611,825)	$ (170,019)	$ 31,748,211

See Auditors' Report and Notes to Required Supplementary Information and Other Supplementary Information.

ROCKETSHIP NASHVILLE
COMBINING SCHEDULE OF ACTIVITIES BY LOCATION
YEAR ENDED JUNE 30, 2022

	Rocketship Northeast	Rocketship United Academy	Rocketship Partners Community Prep	Rocketship Dream Community Prep	Total
REVENUES					
General Revenues:					
Tennessee Basic Education Program	$ 6,619,336	$ 7,948,435	$ -	$ -	$ 14,567,771
Program Revenues:					
Federal Grant Revenues	1,872,365	1,874,872	-	-	3,747,237
Private Grants and Contributions	17,828	5,424	-	-	23,252
All Other Local Revenues	(69,342)	(18,654)	-	-	(87,996)
Total Revenues	8,440,187	9,810,077	-	-	18,250,264
EXPENSES					
Program Expenses - Educational Programs	5,947,401	6,720,716	-	235,426	12,903,543
Supporting Services	1,304,413	1,522,474	-	-	2,826,887
Total Expenses	7,251,814	8,243,190	-	235,426	15,730,430
CHANGE IN NET POSITION	1,188,373	1,566,887	-	(235,426)	2,519,834
Net Position - Beginning of Year	(11,734)	2,436,868	(668,543)	-	1,756,591
NET POSITION - END OF YEAR	$ 1,176,639	$ 4,003,755	$ (668,543)	$ (235,426)	$ 4,276,425

See Auditors' Report and Notes to Required Supplementary Information and Other Supplementary Information.

ROCKETSHIP NASHVILLE
COMBINING SCHEDULE OF GOVERNMENTAL FUND BALANCE SHEET BY LOCATION
JUNE 30, 2022

	Rocketship Northeast	Rocketship United Academy	Rocketship Partners Community Prep	Rocketship Dream Community Prep	Total
ASSETS					
CURRENT ASSETS					
Cash and Cash Equivalents	$ 649,787	$ 3,016,229	$ (611,825)	$ (378,085)	$ 2,676,106
Accounts Receivable	1,266,633	1,350,212	-	-	2,616,845
Prepaid Items	110,319	113,038	-	206,100	429,457
Total Current Assets	2,026,739	4,479,479	(611,825)	(171,985)	5,722,408
LONG-TERM ASSETS					
Stabilization Restricted Investments	117,707	133,986	-	1,966	253,659
Total Long-Term Assets	117,707	133,986	-	1,966	253,659
Total Assets	$ 2,144,446	$ 4,613,465	$ (611,825)	$ (170,019)	$ 5,976,067
LIABILITIES AND FUND BALANCE					
CURRENT LIABILITIES					
Accounts Payable	$ 477,861	$ 396,349	$ 56,718	$ 65,407	$ 996,335
Total Current Liabilities	477,861	396,349	56,718	65,407	996,335
LONG-TERM LIABILITIES					
Related Party Payable	683,868	405,259	-	-	1,089,127
Total Long-Term Liabilities	683,868	405,259	-	-	1,089,127
Total Liabilities	1,161,729	801,608	56,718	65,407	2,085,462
FUND BALANCE					
Nonspendable for Prepaid Items	110,319	113,038	-	206,100	429,457
Restricted for Stabilization Fund	117,707	133,986	-	1,966	253,659
Unassigned	754,691	3,564,833	(668,543)	(443,492)	3,207,489
Total Fund Balance	982,717	3,811,857	(668,543)	(235,426)	3,890,605
Total Liabilities and Fund Balance	$ 2,144,446	$ 4,613,465	$ (611,825)	$ (170,019)	$ 5,976,067

See Auditors' Report and Notes to Required Supplementary Information and Other Supplementary Information.

ROCKETSHIP NASHVILLE
COMBINING SCHEDULE OF GOVERNMENTAL FUND REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE BY LOCATION
YEAR ENDED JUNE 30, 2022

	Rocketship Northeast	Rocketship United Academy	Rocketship Partners Community Prep	Rocketship Dream Community Prep	Total
REVENUES					
General Revenues:					
Tennessee Basic Education Program	$ 6,619,336	$ 7,948,435	$ -	$ -	$ 14,567,771
Program Revenues:					
Other State Revenue	-	-	-	-	-
Federal Grant Revenues	1,872,365	1,874,872	-	-	3,747,237
Private Grants and Contributions	17,828	5,424	-	-	23,252
All Other Local Revenues	(69,342)	(18,654)	-	-	(87,996)
Total Revenues	8,440,187	9,810,077	-	-	18,250,264
EXPENDITURES					
Program Expenses - Educational Programs	6,193,256	6,930,537	-	235,426	13,359,219
Supporting Services	1,304,413	1,522,474	-	-	2,826,887
Debt Service	-	106,055	104,519	-	210,574
Capital Outlay	5,600	8,400	-	-	14,000
Total Expenditures	7,503,269	8,567,466	104,519	235,426	16,410,680
CHANGE IN FUND BALANCE	936,918	1,242,611	(104,519)	(235,426)	1,839,584
Fund Balance - Beginning of Year	45,799	2,569,246	(564,024)	-	2,051,021
FUND BALANCE - END OF YEAR	$ 982,717	$ 3,811,857	$ (668,543)	$ (235,426)	$ 3,890,605

See Auditors' Report and Notes to Required Supplementary Information and Other Supplementary Information.

NOTE 1 SCHEDULES OF SCHOOL'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY – RSI

The schedules present information on Rocketship Nashville's proportionate share of the net pension liability, the plans' fiduciary net position and, when applicable, the State's proportionate share of the net pension liability associated with Rocketship Nashville. Accounting standards require calculation of the proportionate share of the pension liability based on the plan information for the previous year. Rocketship Nashville was not yet in operation in the year prior to the year ended June 30, 2016, and therefore has no calculated proportion share of the net pension liability. In the future, as data becomes available, 10 years of information will be presented.

NOTE 2 SCHEDULES OF SCHOOL CONTRIBUTIONS – RSI

The schedules present information on Rocketship Nashville's required contribution, the amounts actually contributed, and any excess or deficiency related to the required contribution. In the future, as data becomes available, 10 years of information will be presented. The accompanying schedule of expenditures of federal awards and state financial assistance includes the government grant activity of Rocketship Nashville and is presented on the accrual basis of accounting.

NOTE 3 SCHEDULES OF EXPENDITURES OF FEDERAL AWARDS AND STATE FINANCIAL ASSISTANCE – OTHER SUPPLEMENTARY INFORMATION

The schedules of expenditures of federal awards and state financial assistance include the grant activity of Rocketship Nashville, and is presented on the modified accrual basis of accounting. The information in these schedules is presented in accordance with the requirements of the state of Tennessee Comptroller of the Treasury's Audit Manual. Therefore, some amounts presented in these schedules may differ from amounts presented in or used in the preparation of the financial statements.

NOTE 4 SUPPLEMENTARY SCHEDULES BY LOCATION – OTHER SUPPLEMENTARY INFORMATION

The information in these schedules are presented in accordance with the requirements of the state of Tennessee Comptroller of the Treasury's Audit Manual.

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INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Directors
Rocketship Education, Inc.
Redwood City, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities and the governmental fund of Rocketship Nashville, comprised of Tennessee Public Charter Schools, operated by Rocketship Education, Inc. (RSED), as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise Rocketship Nashville's basic financial statements, and have issued our report thereon dated December 22, 2022.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Rocketship Nashville's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Rocketship Nashville's internal control. Accordingly, we do not express an opinion on the effectiveness of Rocketship Nashville's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies in internal control such that there is a reasonable possibility that a material misstatement of Rocketship Nashville's financial statements will not be prevented or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that that have not been identified.

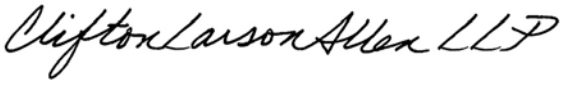
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Compliance and Other Matters

As part of obtaining reasonable assurance about whether Rocketship Nashville's financial statements are free from material misstatement, we performed tests of Rocketship Nashville's compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



CliftonLarsonAllen LLP

Glendora, California
December 22, 2022

ROCKETSHIP NASHVILLE
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2022

There were no findings for the year ended June 30, 2022.

ROCKETSHIP NASHVILLE
STATUS OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2022

There were no findings for the year ended June 30, 2021.

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SEC-registered investment advisor.

ROCKETSHIP NASHVILLE

FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION

YEAR ENDED JUNE 30, 2023

COMPRISED OF:

Rocketship Nashville Northeast Elementary
Rocketship United Academy
Rocketship Dream Community Prep
Rocketship Partners Community Prep (Closed)

OPERATED BY:

Rocketship Education, Inc.



CPAs | CONSULTANTS | WEALTH ADVISORS

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INDEPENDENT AUDITORS' REPORT

Board of Directors
Rocketship Education, Inc.
Redwood City, California

Report on the Audit of the Financial Statements

Opinions

We have audited the accompanying financial statements of the governmental activities and the general fund of Rocketship Nashville, comprised of Tennessee Public Charter Schools, operated by Rocketship Education, Inc. (RSED), as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise Rocketship Nashville's basic financial statements as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and the general fund of Rocketship Nashville, as of June 30, 2023, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Rocketship Nashville and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Rocketship Nashville's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

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Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Rocketship Nashville's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Rocketship Nashville's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, Statement of Revenues, Expenditures, and Changes in Fund Balance General Fund – Budget to Actual, schedule of Rocketship Nashville's proportionate share of the net pension liability, and the schedules of School pension contributions be presented to supplement the basic financial statements. Such information is the responsibility of management and although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context.

We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Rocketship Nashville's basic financial statements. The combining schedules, as listed in the table of contents, and the schedule of expenditures of federal awards and state financial assistance are presented for purposes of additional analysis as required by requirements of the state of Tennessee Comptroller of the Treasury's Audit Manual, and are not a required part of the basic financial statements. The combining schedules and the schedule of expenditures of federal awards and state financial assistance are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the basic financial statements as a whole.

The list of board of directors and administrators, which is the responsibility of management, is presented for the purpose of additional analysis and is not a required part of the financial statements. Such information has not been subjected to the audit procedures applied in the audit of the basic financial statements, and accordingly, we do not express an opinion or provide any assurance on it.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated December 28, 2023, on our consideration of Rocketship Nashville's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Rocketship Nashville's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Rocketship Nashville's internal control over financial reporting and compliance.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP

Glendora, California
December 28, 2023

This section of the Rocketship Nashville annual financial report presents our discussion and analysis of Rocketship Nashville's financial performance for the fiscal year ended June 30, 2023. Please read it in conjunction with the audited financial statements, which immediately follow this section.

Financial Highlights

- The assets and deferred outflows of resources of Rocketship Nashville exceeded its liabilities and deferred inflows of resources at the close of the fiscal year by $5,444,184 (net position).
- The assets of Rocketship Nashville's governmental fund are $6,967,590, which is comprised of cash and cash equivalents, accounts receivable, and prepaid items. The liabilities of Rocketship Nashville's governmental fund at the close of the fiscal year are $1,522,645, which is comprised of accounts payable and related party payables to Rocketship Education (RSED).
- Rocketship Nashville's governmental fund had revenues of $26,441,319; program expenditures of $48,700,398; and other financing sources of $24,132,049 resulting in a total change in fund balance of $1,872,970 for the year ended June 30, 2023.
- As of the close of the current fiscal year, Rocketship Nashville's governmental fund reported ending fund balance of $5,763,575.

Overview of the Financial Statements

The discussion and analysis is intended to serve as an introduction to Rocketship Nashville's basic financial statements. Rocketship Nashville's basic financial statements are comprised of three components: (1) Statement of Net Position and Governmental Fund Balance Sheet, (2) Statement of Activities and Governmental Fund Revenues, Expenditures and Changes in Fund Balance and (3) Notes to the Basic Financial Statements. In addition, the financial statements also include Required Supplementary Information as required by the Governmental Accounting Standards Board (GASB).

Government-Wide Financial Statements

The government-wide financial statements are designed to provide readers with a broad overview of Rocketship Nashville's finances, in a manner similar to a private-sector business.

The *statement of net position* presents information on all of Rocketship Nashville's assets and deferred outflows and liabilities and deferred inflows, with the difference between the two reported as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of Rocketship Nashville is improving or deteriorating.

The *statement of activities presents* information showing how Rocketship Nashville's net position changed during the most recent fiscal year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will result in cash flows in future fiscal periods.

Government-Wide Financial Analysis

As noted earlier, net position may serve over time as a useful indicator of a government's financial position. In this case, Rocketship Nashville's assets and deferred outflows of resources exceeded liabilities and deferred inflows of resources significantly by approximately $5,444,184.

Rocketship Nashville
Net Position

	Governmental Activities 2022	Governmental Activities 2023
Assets		
Current Assets	$ 5,722,408	$ 6,967,590
Noncurrent Assets	25,259,826	38,082,333
Total Assets	30,982,234	45,049,923
Deferred Outflows of Resources		
Deferred Outflows of Resources - Pensions	765,977	1,161,584
Total Deferred Outflows of Resources	765,977	1,161,584
Liabilities		
Current Liabilities	1,675,700	1,324,868
Noncurrent Liabilities	23,873,434	38,687,755
Total liabilities	25,549,134	40,012,623
Deferred Inflows of Resources		
Deferred Inflows of Resources - Pensions	1,922,652	754,700
Total Deferred Outflows of Resources	1,922,652	754,700
Net Position		
Invested in Capital Assets	(141,574)	(950,165)
Restricted for Pension Benefits	1,942,572	542,520
Unrestricted	2,475,427	5,851,829
Total Net Position	$ 4,276,425	$ 5,444,184

The current assets balance is primarily accounts receivable at June 30, 2023 that were due from the state of Tennessee, cash and cash equivalents, and prepaid assets. The total noncurrent assets are comprised of net pension asset, stabilization restricted investments and capital assets that were purchased with an original cost of $5,000 or more. The liabilities balance is a combination of accounts payable that were due but not paid at June 30, net pension liability, deferred rent liability, short and long-term debt and related party payables related to management fee expense.

Rocketship Nashville
Changes in Net Position

	Governmental Activities 2022	Governmental Activities 2023
General Revenues		
Tennessee Basic Education Program Revenue	$ 14,567,771	$ 20,307,365
Other State Revenues	-	501,516
Federal Grant Revenue	3,747,237	5,104,163
Private Grants and Contributions	23,252	455,141
All Other Revenue	(87,996)	73,134
Total General Revenues	18,250,264	26,441,319
Expenses		
Governmental Activities - Education Programs	12,903,543	21,670,918
Supporting Services	2,826,887	3,602,642
Total Expenses	15,730,430	25,273,560
Change in Net Position	2,519,834	1,167,759
Net Position - Beginning of Year	1,756,591	4,276,425
Net Position - End of Year	$ 4,276,425	$ 5,444,184

Governmental Fund

The focus of Rocketship Nashville's governmental fund is to provide information on near-term inflows, outflows, and balances of spendable resources. Such information is useful in assessing Rocketship Nashville's financing requirements. In particular, fund balance may serve as a useful measure of a government's net resources available for spending for program purposes at the end of the fiscal year.

Governmental Fund Revenues

During this year of Rocketship Nashville's operations, the primary source of revenue is Basic Education Program revenue from the state of Tennessee, federal funding, private grants, and contributions.

Governmental Fund Expenditures

Total expenditures consist of salary and benefit costs, and other expenditures needed to operate Rocketship Nashville.

Fund Financial Analysis

As noted earlier, Rocketship Nashville uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements.

Revenue by Source
Governmental Fund

	2022	2023
Revenues by Source		
General Revenues	$ 14,567,771	$ 20,307,365
Program Revenues	3,682,493	6,133,954
Total Revenues	$ 18,250,264	$ 26,441,319

Expenditures by Function
Governmental Fund

	2022	2023
Expenditures by Function		
Educational Programs	$ 13,359,219	$ 20,000,139
Supporting Services	2,826,887	2,789,176
Capital Outlay	14,000	24,155,544
Debt Service	210,574	1,755,539
Total Expenditures	$ 16,410,680	$ 48,700,398

Other Sources/(Uses)
General Fund

	2022	2023
Other Changes		
Other Financing Soures	$ -	$ 24,132,049
Total Other Changes	$ -	$ 24,132,049

As of the end of the current fiscal year, Rocketship Nashville's governmental fund reported an ending fund balance of $5,763,575.

Capital Assets and Debt Administration

Capital Assets

Rocketship Nashville had capital assets net of accumulated depreciation and amortization of $37,539,813 as of June 30, 2023.

Long-Term Debt

Rocketship Nashville had $38,489,978 of lease liabilities as of June 30, 2023.

Economic Factors

In Fiscal Year 2022-2023, Rocketship Nashville Schools opened its third campus. In future years, the third school will have a significant positive impact on the Rocketship Nashville School's financial position.

Contacting Rocketship Nashville's Financial Management

This financial report is designed to provide our citizens, taxpayers, parents, investors, and creditors with a general overview of Rocketship Nashville's finances. If you have questions regarding this report or need additional financial information, contact Rocketship Nashville's CFO at finance@rsed.org.

ROCKETSHIP NASHVILLE
STATEMENT OF NET POSITION AND GOVERNMENTAL FUND BALANCE SHEET
JUNE 30, 2023

	General Fund	Adjustments (Note 2)	Statement of Net Position
ASSETS			
CURRENT ASSETS			
Cash and Cash Equivalents	$ 3,148,795	$ -	$ 3,148,795
Accounts Receivable	3,463,818	-	3,463,818
Prepaid Items and Other Assets	354,977	-	354,977
Total Current Assets	6,967,590	-	6,967,590
NONCURRENT ASSETS			
Net Pension Asset	-	223,890	223,890
Stabilization Restricted Investments	318,630	-	318,630
Capital Assets, Net of Accumulated Depreciation	-	91,492	91,492
Right of Use Asset, Net of Accumulated Amortization	-	37,448,321	37,448,321
Total Noncurrent Assets	318,630	37,763,703	38,082,333
Total Assets	$ 7,286,220	$ 37,763,703	$ 45,049,923
DEFERRED OUTFLOWS OF RESOURCES			
Deferred Outflows of Resources - Pensions	$ -	$ 1,161,584	$ 1,161,584
LIABILITIES, DEFERRED INFLOWS OF RESOURCES, FUND BALANCE, AND NET POSITION			
CURRENT LIABILITIES			
Accounts Payable	$ 701,889	$ -	$ 701,889
Unearned Revenue	74,911	-	74,911
Lease Liability - Due Within One Year	-	548,068	548,068
Total Current Liabilities	776,800	548,068	1,324,868
NONCURRENT LIABILITIES			
Related Party Payable	745,845	-	745,845
Lease Liability - Due In More Than One Year	-	37,941,910	37,941,910
Total Noncurrent Liabilities	745,845	37,941,910	38,687,755
Total Liabilities	1,522,645	38,489,978	40,012,623
DEFERRED INFLOWS OF RESOURCES			
Deferred Inflows of Resources - Pensions	-	754,700	754,700
FUND BALANCE			
Nonspendable for Prepaid Items	354,977	(354,977)	-
Restricted for Stabilization Fund	318,630	(318,630)	-
Unassigned	5,089,968	(5,089,968)	-
Total Fund Balance	5,763,575	(5,763,575)	-
Total Liabilities and Fund Balance	$ 7,286,220		
NET POSITION			
Net Investment in Capital Assets		(950,165)	(950,165)
Restricted for Pension Benefits		542,520	542,520
Unrestricted		5,851,829	5,851,829
Total Net Position		5,444,184	5,444,184
Total Liabilities, Deferred Inflows of Resources, Fund Balance, and Net Position		$ 38,925,287	$ 46,211,507

See accompanying Notes to Financial Statements.

ROCKETSHIP NASHVILLE
STATEMENTS OF ACTIVITIES AND GOVERNMENTAL FUND REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
YEAR ENDED JUNE 30, 2023

	General Fund	Adjustments (Note 3)	Statement of Activities
REVENUES			
General Revenues:			
Tennessee Basic Education Program	$ 20,307,365	$ -	$ 20,307,365
Program Revenues:			
Other State Revenue	501,516	-	501,516
Federal Grant Revenues	5,104,163	-	5,104,163
Private Grants and Contributions	-	455,141	455,141
Revenues - Internal School Funds	482,254	(482,254)	-
All Other Local Revenues	46,021	27,113	73,134
Total Revenues	26,441,319	-	26,441,319
EXPENDITURES/EXPENSES			
Program Expenses - Educational Programs	19,829,343	1,841,575	21,670,918
Supporting Services	2,789,176	813,466	3,602,642
Expenses - Internal School Funds	170,796	(170,796)	-
Debt Service	1,755,539	(1,755,539)	-
Capital Outlay	24,155,544	(24,155,544)	-
Total Expenditures/Expenses	48,700,398	(23,426,838)	25,273,560
OTHER CHANGES			
Other Financing Sources - Proceeds from Leases	24,132,049	(24,132,049)	-
Total Other Changes	24,132,049	(24,132,049)	-
CHANGE IN FUND BALANCE/NET POSITION	1,872,970	(705,211)	1,167,759
Fund Balance/Net Position - Beginning of Year	3,890,605	385,820	4,276,425
FUND BALANCE/NET POSITION - END OF YEAR	$ 5,763,575	$ (319,391)	$ 5,444,184

See accompanying Notes to Financial Statements.

NOTE 1 SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

General

Rocketship Education (RSED) is a California nonprofit public benefit corporation incorporated in 2006. RSED was formed to manage, guide, direct, and promote a network of public elementary charter schools and has previously opened schools in California and Wisconsin. RSED began school operations in Tennessee in the 2014/2015 fiscal year and currently operates three charter schools, Rocketship Nashville Northeast Elementary (RNNE), Rocketship United Academy (RUA), and Rocketship Dream Community Prep. These financial statements reflect the activities or these three schools and one closed charter, Rocketship Partners Community Prep (RPP). Rocketship Nashville's support is derived primarily from state of Tennessee public education monies, foundation contributions and various government agency grants.

Accounting Policies

As required by the State of Tennessee *Audit Manual*, issued by the Tennessee Comptroller of the Treasury, Rocketship Nashville accounts for its financial transactions in accordance with accounting principles generally accepted in the United States of America as applied to governmental agencies. The Governmental Accounting Standards Board (GASB) is the accepted standard setting body for establishing governmental accounting and financial reporting principles.

Measurement Focus and Financial Statement Presentation

Government-Wide Financial Statements

The statement of net position and the statement of activities display information about Rocketship Nashville as a whole. All of Rocketship Nashville's activities as a charter school are considered governmental in nature per the state of Tennessee *Audit Manual*, issued by the Tennessee Comptroller of the Treasury; therefore, Rocketship Nashville does not report any business-type activities.

The government-wide statements are prepared using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded at the time the liabilities are incurred, regardless of when the cash flows occur. Governmental fund financial statements, therefore, include a reconciliation with brief explanations to better identify the relationship between the government-wide statements and the statements for governmental funds (see Notes 2 and 3).

Governmental Fund Financial Statements

Rocketship Nashville has one governmental fund, the general fund, which is reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available if they are collected within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, Rocketship Nashville considers revenues to be available if they are collected within 60 days of the end of the current fiscal period, with the exception of state and federal apportionment, interest and reimbursement grants, and private grants which are considered available as collectible within one year. Expenditures generally are recorded when a fund liability is incurred. Rocketship Nashville accounts for all of its operating activities in its general fund.

NOTE 1 SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Measurement Focus and Financial Statement Presentation (Continued)

Governmental Fund Financial Statements (Continued)

When both restricted and unrestricted resources are available for use, it is Rocketship Nashville's policy to first apply the expenditure toward restricted fund balance and then to other, less restrictive classifications - committed, assigned, and then unassigned fund balances.

Prepaid Items

Payments made for services that will benefit periods beyond June 30, 2023, are recorded as prepaid items. In the governmental fund balance sheet, there is a reservation of fund balance equal to the amount of prepaid items that is classified as nonspendable, as these amounts are not available for expenditure.

Capital Assets

Capital assets are those purchased or acquired with an original cost of $5,000 or more and are reported at historical cost or estimated historical cost. Contributed assets are reported at acquisition value as of the date received. Additions, improvements, and other capital outlays that significantly extend the useful life of an asset are capitalized. Other costs incurred for repairs and maintenance are expensed as incurred. Depreciation on all capital assets is provided on a straight-line basis over the estimated useful lives of the capital assets as follows:

Building improvements	15 years
Equipment	5 years

Right of use lease assets are amortized over the shorter of the lease term or the useful life o the underlying asset.

Deferred Outflows/Inflows of Resources

In addition to assets, the statement of net position reports a separate section for deferred outflows of resources. This separate financial section, deferred outflows of resources, represents a consumption of net position that applies to a future period(s) and will not be recognized as an outflow of resources (expense/expenditure) until then.

In addition to liabilities, the statement of net position reports a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources represent an acquisition of net position that applies to a future period(s) and will not be recognized as an inflow of resources (revenue) until that time.

Deferred Outflows – Pension

The deferred outflow of resources related to pensions resulted from School contributions to employee pension plans subsequent to the measurement date of the actuarial valuations for the pension plans. The deferred outflow - pension contributions will be recognized as a reduction of the net pension liability in the subsequent fiscal year.

NOTE 1 SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Deferred Outflows/Inflows of Resources (Continued)

Deferred Inflows – Pension

The deferred inflows of resources represent an acquisition of net position by Rocketship Nashville that is applicable to a future reporting period. The deferred inflows of resources are related to pensions and are amortized to pension expense.

Revenues

Revenue resulting from exchange transactions in which each party gives and receives essentially equal value is recorded under the accrual basis when the exchange takes place.

Nonexchange transactions are those in which Rocketship Nashville receives value without directly giving equal value in return and includes private grants and contributions and state revenue. Under the accrual basis, this revenue is recognized in the fiscal year in which all eligibility requirements have been satisfied. Eligibility requirements include timing requirements, which specify the year when the resources are to be used or the fiscal year when use is first permitted, matching requirements under which Rocketship Nashville must provide local resources to be used for a specific purpose and expenditure requirements, in which the resources are provided to Rocketship Nashville on a reimbursement basis.

Unearned Revenue

Unearned revenue arises when assets are received before revenue recognition criteria have been satisfied. Grants and entitlements received before eligibility requirements are recorded as unearned revenue.

Fund Balance

Fund balance presented in the governmental fund financial statements represent the difference between assets and liabilities. Accounting standards require that the fund balance be classified into the following categories based upon the type of restrictions imposed on the use of funds:

- Nonspendable - This classification includes amounts that cannot be spent because they are either (a) not in spendable form or (b) legally or contractually required to be maintained intact.
- Restricted - This classification includes amounts that have constraints placed on the use of resources that are either (a) externally imposed by creditors, grantors, contributors, or laws or regulations of other governments or (b) imposed by law through constitutional provisions or enabling legislation.
- Committed - This classification includes amounts that can be used only for the specific purposes determined by a formal action of the entity's highest level of decision-making authority.
- Assigned - This classification includes amounts intended to be used by the entity for specific purposes but do not meet the criteria to be classified as restricted or committed.
- Unassigned - This classification is the residual amount for Rocketship Nashville's general fund and includes all spendable amounts not contained in the other classifications.

NOTE 1 SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Net Position

The net position is the residual of assets plus deferred outflows of resources less liabilities less deferred inflows of resources. Rocketship Nashville maintains the following classifications of net position:

- Net Investment in Capital Assets – Capital assets, net of accumulated depreciation, reduced by any borrowings used for the acquisition, construction or improvement of those assets.
- Restricted – Net position whose use is subject to externally imposed conditions that can be fulfilled by the actions of Rocketship Nashville or by the passage of time. This includes Stabilization Funds for pensions (see Note 12).
- Unrestricted: All other categories of net position.

When an expense is incurred for purposes for which both restricted and unrestricted funds are available, Rocketship Nashville considers restricted funds to have been spent first. Additionally, if different levels of unrestricted funds are available for spending Rocketship Nashville considers committed funds to be expended first followed by assigned and then unassigned funds.

Budgets and Budgetary Accounting

The School adopts an annual budget for the General Fund. The Board or management can modify the budget by line item within the total fund's appropriation. Formal budgetary integration is employed as a management control device during the year for the General Fund. Budgets are adopted on a basis consistent with accounting principles generally accepted in the United States of America (GAAP).

Excess of Expenditures over Budget

For the year ended June 30, 2023, total expenditures exceeded budget for the general fund by $27,069,154 due in large part to capital outlay from new lease liabilities amounting to $24,132,049.

Use of Estimates

The preparation of financial statements in accordance with the accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, deferred outflows, liabilities and deferred inflows and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses/expenditures during the reporting period. Actual amounts could differ from those estimates.

NOTE 1 SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

New Accounting Pronouncements

In May 2020, the GASB issued Statement No. 96, *Subscription-Based Information* Technology Arrangements*,* effective for periods beginning after June 15, 2022. This statement provides guidance on the accounting and financial reporting for subscription-based information technology arrangements (SBITA) for government end users and requires recognition of right to use assets and corresponding liabilities for SBITA's that meet certain criteria.

The School adopted the requirements of the guidance effective July 1, 2022 and has applied the provisions of this standard to the beginning of the period of adoption noting the implementation had no impact on the financial statements.

NOTE 2 EXPLANATION OF DIFFERENCES BETWEEN THE BALANCE SHEET AND THE STATEMENT OF NET POSITION

Total fund balance of Rocketship Nashville's general fund differs from net position of governmental activities primarily because of the long-term economic resources measurement focus of the statement of net position versus the current financial resources measurement focus of the governmental fund balance sheet.

The differences are described below:

Fund Balance - June 30, 2023	$ 5,763,575
Capital assets in governmental activities are not financial resources and, therefore, are not reported as assets in the general fund.	37,539,813
Net pension liability (asset) is not carried on the general fund balance sheet	223,890
Pension activity recorded during the fiscal year are removed/added from fund expenditures and are recorded as a deferred outflow/inflow of resources. This amount will be recognized as an adjustment of the net pension liability in the subsequent year.	406,884
Long-term debt is not due and payable in the current period and, therefore, is not reported as a liability in the general fund.	(38,489,978)
Net Position - June 30, 2023	$ 5,444,184

NOTE 3 EXPLANATION OF DIFFERENCES BETWEEN STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE AND THE STATEMENT OF ACTIVITIES

The net change in fund balance for the general fund differs from the change in net position for governmental activities primarily because of the long-term economic resources measurement focus of the statement of activities versus the current financial resources measurement focus of the general fund statement of revenues, expenditures, and changes in fund balance.

The differences are described below:

Net Change in Fund Balance - For the Year Ended June 30, 2023	$ 1,872,970
Governmental funds report outlays for capital assets as expenditures because such outlays use current financial resources. In contrast, they are capitalized and depreciated in the statement of activities	22,782,425
Pension contributions made during the fiscal year are removed/added from fund expenses and are recorded as a deferred outflow/inflows of resources. This amount will be recognized as a reduction of the net pension liability in the subsequent year.	98,540
Increases in the liability for accrued interest are not recorded as expenditures in governmental funds because they are not expected to be liquidated with current financial resources. In the statement of activities, changes in accrued interest are recognized as expenses.	4,844
Proceeds/Repayment of long-term debt is reported as a other financing source/expenditure in governmental funds but is not shown in the statement of activities	(23,591,020)
Change in Net Position - For the Year Ended June 30, 2023	$ 1,167,759

NOTE 4 CASH AND CASH EQUIVALENTS

Custodial Credit Risk

Custodial credit risk for deposits is the risk that, in the event of the failure of a depository financial institution, a government will not be able to recover its deposits or will not be able to recover collateral securities that are in the possession of an outside party.

Rocketship Nashville does not have a formal deposit policy that address its exposure to custodial credit risk; however, it does limit deposits to those instruments allowed by applicable state laws. Cash and cash equivalents as of June 30, 2023 are held entirely with financial institutions.

NOTE 4 CASH AND CASH EQUIVALENTS (CONTINUED)

Custodial Credit Risk (Continued)

RSED manages its cash and cash equivalents on a corporation-wide basis. At times RSED Nashville balances may reflect a cash deficit; however, liabilities are covered by the RSED home office cash balance. RSED and Rocketship Nashville have not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on its cash and cash equivalents.

NOTE 5 ACCOUNTS RECEIVABLE

Accounts receivable primarily consist of funds due from various governmental units. Management believes all these amounts are collectible; therefore, no provisions for uncollectible accounts were recorded. As of June 30, 2023, all amounts are considered collectible within one year.

Accounts receivable consisted of the following as of June 30, 2023:

Federal and State Government	$ 3,463,035
Other	783
Total	$ 3,463,818

NOTE 6 CAPITAL ASSETS AND DEPRECIATION

Capital assets and depreciation consisted of the following:

	Balance July 1, 2022	Additions	Deductions	Balance June 30, 2023
Capital Assets, being Depreciated and Amortized:				
Building improvements	$ 72,924	$ -	$ -	$ 72,924
Equipment	59,804	23,495	-	83,299
Right of Use Asset	24,124,136	24,132,049	8,838,198	39,417,987
Total Capital Assets, being Depreciated and Amortized	24,256,864	24,155,544	8,838,198	39,574,210
Less: Accumulated Depreciation and Amortization for:				
Building improvements	(12,530)	(4,011)	-	(16,541)
Equipment	(41,047)	(7,143)	-	(48,190)
Right of Use Asset	(886,033)	(1,387,255)	(303,622)	(1,969,666)
Total Accumulated Depreciation and Amortization	(939,610)	(1,398,409)	(303,622)	(2,034,397)
Total Capital Assets, being Depreciated and Amortized, Net	23,317,254	22,757,135	8,534,576	37,539,813
Governmental Activities Capital Assets, Net	$ 23,317,254	$ 22,757,135	$ 8,534,576	$ 37,539,813

Depreciation expense was $11,154 for the year ended June 30, 2023.

NOTE 7 RELATED PARTY PAYABLE

During the year, RNNE, RUA and RPP each had amounts payable to RSED that are not due within one year and will be repaid as funds are available for repayment.

NOTE 8 RISK MANAGEMENT

Rocketship Nashville is exposed to various risks of loss related to theft of, damage to, and destruction of assets, errors, and omissions, injuries to employees and natural disasters. Rocketship Nashville's policy is to minimize these risks through the purchase of commercial insurance. Settled claims have not exceeded the commercial insurance coverage since Rocketship Nashville's inception.

NOTE 9 LEASE LIABILITY

Rocketship Nashville has facility and equipment leases under long-term, noncancellable lease agreements where the last agreement expires in 2052.

	Balance July 1, 2022	Additions	Deductions	Balance June 30, 2023	Due in One Year
Lease Liability	$ 23,458,828	$ 24,132,049	$ (9,100,899)	$ 38,489,978	$ 548,068

Total future minimum lease payments under the lease agreements are as follows:

Year Ending June 30,	Principal	Interest	Total
2024	$ 548,068	$ 1,351,847	$ 1,899,915
2025	563,380	1,332,805	1,896,185
2026	751,754	1,310,474	2,062,228
2027	725,526	1,284,286	2,009,812
2028	711,364	1,259,430	1,970,794
2029-2033	4,377,512	5,868,490	10,246,002
2034-2038	6,194,980	4,945,232	11,140,212
2039-2043	8,326,653	3,666,064	11,992,717
2044-2048	10,701,351	1,977,783	12,679,134
2049-2053	5,589,390	298,542	5,887,932
Total	$ 38,489,978	$ 23,294,953	$ 61,784,931

Right-to-use assets acquired through outstanding leases are shown below, by underlying asset class as of June 30, 2023.

	Governmental Activities		
	Leased Assets Cost	Accumulated Amortization	Leased Assets, Net
Real Estate	$ 38,806,313	$ (1,855,421)	$ 36,950,892
Equipment	611,674	(114,245)	497,429
Total	$ 39,417,987	$ (1,969,666)	$ 37,448,321

NOTE 10 COMMITMENTS AND CONTINGENCIES

State and Federal Allowances, Awards and Grants

Rocketship Nashville has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is believed that any required reimbursement would not be material.

Litigation

Various claims and litigation involving Rocketship Nashville are currently outstanding. However, based on consultation with legal counsel, management believes that the ultimate resolution of these matters will not have a material adverse effect on Rocketship Nashville's financial position or results of operations.

NOTE 11 EMPLOYEE PENSION PLANS

TCRS Teacher Legacy Pension Plan – Cost Sharing Plan

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the Teacher Legacy Pension Plan in the Tennessee Consolidated Retirement System (TCRS) and additions to/deductions from the plan's fiduciary net position have been determined on the same basis as they are reported by the TCRS. For this purpose, benefits (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms of the Teacher Legacy Pension Plan. Investments are reported at fair value.

TCRS Teacher Retirement Plan – Cost Sharing Plan

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the Teacher Retirement Plan in the Tennessee Consolidated Retirement System (TCRS) and additions to/deductions from the plan's fiduciary net position have been determined on the same basis as they are reported by the TCRS. For this purpose, benefits (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms of the Teacher Retirement Plan. Investments are reported at fair value.

Metro Retirement Plan – Single Employer Plan

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the Metro Retirement Plan and additions to/deductions from the plan's fiduciary net position have been determined on the same basis as they are reported by the Metropolitan Nashville Public Schools. For this purpose, benefits (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms of the Metro Retirement Plan. Investments are reported at fair value.

NOTE 11 EMPLOYEE PENSION PLANS (CONTINUED)

Teacher Legacy Pension Plan - General Information

Plan Description

The Tennessee Consolidated Retirement System (TCRS) was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans of the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publicly available financial report that can be obtained at https://treasury.tn.gov/Retirement/Boards-and-Governance/Reporting-and-Investment-Policies.

Teachers employed by Rocketship Nashville with membership in the TCRS before July 1, 2014 are provided with pensions through the Teacher Legacy Pension Plan, a cost sharing multiemployer pension plan administered by the TCRS. The Teacher Legacy Pension Plan closed to new membership on June 30, 2014 but will continue providing benefits to existing members and retirees. The Teacher Retirement Plan became effective July 1, 2014 for teachers employed by Local Education Agencies (LEAs) after June 30, 2014. The Teacher Retirement Plan is a separate cost-sharing, multiemployer defined benefit plan.

Benefits Provided

Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. Members of the Teacher Legacy Pension Plan are eligible to retire with an unreduced benefit at age 60 with five years of service credit, or after 30 years of service credit regardless of age. Benefits are determined by a formula using the member's highest five consecutive years average compensation and the member's service credit. A reduced early retirement benefit is available at age 55 if vested. Members are vested with five years of service credit. Service-related disability benefits are provided regardless of length of service. Five years of service is required for nonservice-related disability eligibility. The service-related and nonservice-related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10% and include projected service credits. A variety of death benefits are available under various eligibility criteria. Member and beneficiary annuitants are entitled to automatic cost of living adjustments (COLAs) after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the consumer price index (CPI) during the prior calendar year, capped at 3%, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A 1% COLA is granted if the CPI change is between one-half percent and 1%. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest.

NOTE 11 EMPLOYEE PENSION PLANS (CONTINUED)

Contributions

Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly. Teachers contribute 5% of salary. The Local Education Agencies (LEAs) make employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. By law, employer contributions for the Teacher Legacy Pension Plan are required to be paid. The TCRS may intercept the state shared taxes of the sponsoring governmental entity of the LEA if the required employer contributions are not remitted. Employer contributions by Rocketship Nashville for the year ended June 30, 2023, to the Teacher Legacy Pension Plan were $58,365 which is 10.30% of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

Teacher Legacy Pension Plan - Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

Pension Asset

At June 30, 2023, Rocketship Nashville reported an asset of $135,238 for its proportionate share of net pension asset. The net pension asset was measured as of June 30, 2022, and the total pension liability used to calculate the net pension asset was determined by an actuarial valuation as of that date. Rocketship Nashville's proportion of the net pension asset was based on Rocketship Nashville's share of contributions to the pension plan relative to the contributions of all LEAs. At the June 30, 2022, measurement date, Rocketship Nashville's proportion was 0.011027%. The proportion measured as of June 30, 2021 was 0.012383%.

Pension Expense

For the year ended June 30, 2023, Rocketship Nashville recognized negative pension expense of ($1,587).

Deferred Outflows of Resources and Deferred Inflows of Resources

For the year ended June 30, 2023, Rocketship Nashville reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences Between Expected and Actual Experience	$ 22,246	$ 22,851
Net Difference Between Projected and Actual Earnings on Pension Plan Investments	84,720	-
Changes in Assumptions	2,313	-
Changes in Proportion on Net Pension Liability (Asset)	17,518	3,378
Contributions Subsequent to the Measurement Date of June 30, 2022	58,365	N/A
Total	$ 185,162	$ 26,229

NOTE 11 EMPLOYEE PENSION PLANS (CONTINUED)

Teacher Legacy Pension Plan - Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

Deferred Outflows of Resources and Deferred Inflows of Resources (Continued)

Rocketship Nashville employer contributions of $58,365, reported as pension related deferred outflows of resources subsequent to the measurement date, will be recognized as a change in the net pension liability in the year ended June 30, 2024. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ending June 30,	Amount
2024	$ 17,330
2025	29,730
2026	(17,871)
2027	71,379
2028	-
Thereafter	-

In the preceding table, positive amounts will increase pension expense, while negative amounts will decrease pension expense.

Actuarial Assumptions

The total pension liability in the June 30, 2022 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.25%
Salary Increases	Graded salary ranges from 8.72% to 3.44% based on age, including inflation, averaging 4.00%
Investment Rate of Return	6.75%, net of pension plan investment expenses, including inflation
Cost-of Living Adjustment	2.125%

Mortality rates were based on actual experience including an adjustment for some anticipated improvement.

The actuarial assumptions used in the June 30, 2022, actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2016 through June 30, 2020. As a result of the 2020 actuarial experience study, investment and demographic assumptions were adjusted to more closely reflect actual and expected future experience.

NOTE 11 EMPLOYEE PENSION PLANS (CONTINUED)

Teacher Legacy Pension Plan - Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

Actuarial Assumptions (Continued)

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2020 actuarial experience study. A blend of future capital market projections and historical market returns was used in a building-block method in which a best-estimate of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) is developed for each major asset class. These best estimates are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation of 2.25%. The best-estimates of geometric real rates of return and the TCRS investment policy target asset allocation for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. Equity	4.88 %	31 %
Developed Market International Equity	5.37	14
Emerging Market International Equity	6.09	4
Private Equity and Strategic Lending	6.57	20
U.S. Fixed Income	1.20	20
Real Estate	4.38	10
Short-Term Securities	-	1
Total		100 %

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 6.75% based on a blending of the three factors described above.

Discount Rate

The discount rate used to measure the total pension liability was 6.75%. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from all LEAs will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

NOTE 11 EMPLOYEE PENSION PLANS (CONTINUED)

Teacher Legacy Pension Plan - Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

Sensitivity of the Proportionate Share of Net Pension Liability (Asset) to Changes in the Discount Rate

The following presents Rocketship Nashville's proportionate share of the net pension liability (asset) calculated using the discount rate of 6.75%, as well as what Rocketship Nashville's proportionate share of the net pension liability (asset) would be if it were calculated using a discount rate that is one-percentage-point lower (5.75%) or one-percentage-point higher (7.75%) than the current rate:

	One Percent Decrease (5.75%)	Current Discount Rate (6.75%)	One Percent Increase (7.75%)
Rocketship's Proportionate Share of the Net Pension Liability (Asset)	$ 267,860	$ (135,238)	$ (470,992)

Pension Plan Fiduciary Net Position

Detailed information about the pension plan's fiduciary net position is available in a separately issued TCRS financial report.

Teacher Legacy Pension Plan - Payable to the Pension Plan

At June 30, 2023, Rocketship Nashville reported a payable of $-0- for the outstanding amount of contributions to the pension plan.

Teacher Pension Plan - General Information

Plan Description

The Tennessee Consolidated Retirement System (TCRS) was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans in the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publicly available financial report that can be obtained at https://treasury.tn.gov/Retirement/Boards-and-Governance/Reporting-and-Investment-Policies.

Teachers with membership in the TCRS before July 1, 2014 are provided with pensions through the Teacher Retirement Plan, a cost sharing multiemployer pension plan administered by the TCRS. The Teacher Legacy Pension Plan closed to new membership on June 30, 2014, but will continue providing benefits to existing members and retirees.

The Teacher Retirement Plan became effective July 1, 2014 for teachers employed by Local Education Agencies (LEAs) after June 30, 2014. The Teacher Retirement Plan is a separate cost sharing, multiemployer defined benefit plan.

NOTE 11 EMPLOYEE PENSION PLANS (CONTINUED)

Teacher Pension Plan - General Information (Continued)

Benefits Provided

Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. Members of the Teacher Retirement Plan are eligible to retire with an unreduced benefit at age 65 with five years of service credit or pursuant to the rule of 90 in which the member's age and service credit total 90. Benefits are determined by a formula using the member's highest five consecutive year average compensation and the member's years of service credit. A reduced early retirement benefit is available at age 60 and vested or pursuant to the rule of 80. Members are vested with five years of service credit. Service-related disability benefits are provided regardless of length of service. Five years of service is required for nonservice-related disability eligibility. The service-related and nonservice-related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10% and include projected service credits. A variety of death benefits are available under various eligibility criteria. Member and beneficiary annuitants are entitled to automatic cost of living adjustments (COLAs) after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the consumer price index (CPI) during the prior calendar year, capped at 3%, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A 1% COLA is granted if the CPI change is between one-half percent and 1%. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest. Under the Teacher Retirement Plan, benefit terms and conditions, including COLAs, can be adjusted on a prospective basis. Moreover, there are defined cost controls and unfunded liability controls that provide for the adjustment of benefit terms and conditions on an automatic basis.

Contributions

Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly or by automatic cost controls set out in law. Teachers contribute 5% of salary. The Local Education Agencies (LEAs) make employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. Per the statutory provisions governing the TCRS, the employer contribution rate cannot be less than 4%, except in years when the maximum funded level, as established by the TCRS Board of Trustees, is reached. By law, employer contributions for the Teacher Retirement Plan are required to be paid. TCRS may intercept the state shared taxes of the sponsoring governmental entity of the LEA if the required employer contributions are not remitted. Employer contributions for the year ended June 30, 2023 to the Teacher Retirement Plan were $148,237 which is 2.02% of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

NOTE 11 EMPLOYEE PENSION PLANS (CONTINUED)

Teacher Pension Plan - Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

Pension Asset

At June 30, 2023, Rocketship Nashville reported an asset of $63,547 for its proportionate share of the net pension asset. The net pension asset was measured as of June 30, 2022, and the total pension liability used to calculate the net pension asset was determined by an actuarial value as of that date. Rocketship Nashville's proportion of the net pension asset was based on Rocketship Nashville's share of contributions to the pension plan relative to the contributions of all participating LEAs. At the measurement date of June 30, 2022 Rocketship Nashville's proportion was 0.209778%. At the measurement date of June 30, 2021 Rocketship Nashville's proportion was 0.211878%.

Pension Expense

For the year ended June 30, 2023 Rocketship Nashville recognized pension expense of $91,541.

Deferred Outflows of Resources and Deferred Inflows of Resources

For the year ended June 30, 2023, Rocketship Nashville reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences Between Expected and Actual Experience	$ 3,475	$ 38,609
Net Difference Between Projected and Actual Earnings on Pension Plan Investments	20,030	-
Changes in Assumptions	74,442	-
Changes in Proportion on Net Pension Liability (Asset)	23,116	7,360
Contributions Subsequent to the Measurement Date of June 30, 2022	148,237	N/A
Total	$ 269,300	$ 45,969

Rocketship Nashville employer contributions of $148,237, reported as pension related deferred outflows of resources subsequent to the measurement date, will be recognized as a change in the net pension liability (asset) in the year ended June 30, 2024. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ending June 30,	Amount
2024	$ 3,191
2025	3,395
2026	104
2027	34,992
2028	5,413
Thereafter	27,999

NOTE 11 EMPLOYEE PENSION PLANS (CONTINUED)

Teacher Pension Plan - Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

Deferred Outflows of Resources and Deferred Inflows of Resources (Continued)

In the preceding table, positive amounts will increase pension expense, while negative amounts will decrease pension expense.

Actuarial Assumptions

The total pension liability in the June 30, 2022 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.25%
Salary Increases	Graded salary ranges from 8.72% to 3.44% based on age, including inflation, averaging 4.00%
Investment Rate of Return	6.75%, net of pension plan investment expenses, including inflation
Cost-of Living Adjustment	2.125%

Mortality rates were based on actual experience including an adjustment for some anticipated improvement.

The actuarial assumptions used in the June 30, 2022 actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2016 through June 30, 2020. As a result of the 2020 actuarial experience study, investment and demographic assumptions were adjusted to more closely reflect actual and expected future experience.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2020 actuarial experience study. A blend of future capital market projections and historical market returns was used in a building-block method in which a best-estimate of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) is developed for each major asset class. These best estimates are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation of 2.25%. The best-estimates of geometric real rates of return and the TCRS investment policy target asset allocation for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. Equity	4.88 %	31 %
Developed Market International Equity	5.37	14
Emerging Market International Equity	6.09	4
Private Equity and Strategic Lending	6.57	20
U.S. Fixed Income	1.20	20
Real Estate	4.38	10
Short-Term Securities	-	1
Total		100 %

NOTE 11 EMPLOYEE PENSION PLANS (CONTINUED)

Teacher Pension Plan - Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 6.75% based on a blending of the three factors described above.

Discount Rate

The discount rate used to measure the total pension liability was 6.75%. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from all LEAs will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the Proportionate Share of Net Pension Liability (Asset) to Changes in the Discount Rate

The following presents Rocketship Nashville's proportionate share of the net pension liability (asset) calculated using the discount rate of 6.75%, as well as what Rocketship Nashville's proportionate share of the net pension liability (asset) would be if it were calculated using a discount rate that is one-percentage-point lower (5.75%) or one-percentage point higher (7.75%) than the current rate:

	One Percent Decrease (5.75%)	Current Discount Rate (6.75%)	One Percent Increase (7.75%)
Rocketship's Proportionate Share of the Net Pension Liability (Asset)	$ 333,586	$ (63,547)	$ (353,756)

Pension Plan Fiduciary Net Position

Detailed information about the pension plan's fiduciary net position is available in a separately issued TCRS financial report.

Teacher Pension Plan - Payable to the Pension Plan

At June 30, 2023, Rocketship Nashville reported a payable of $52,607 for the outstanding amount of contributions to the pension plan.

NOTE 11 EMPLOYEE PENSION PLANS (CONTINUED)

Metro Pension Plan - General Information

Plan Administration

The plan administrator is the Metropolitan Government of Nashville and Davidson County and was established or continue under the authority of the Metropolitan Charter, Article XIII, effective April 1, 1963. Approval of the Metropolitan Council is required to establish and amend benefit provisions. Article XIII also requires that all pension plans be actuarially sound. Administrative costs of the plans are financed through plan assets. The plans are managed and administered by the Metropolitan Employee Benefit Board (the Board), an independent board created by the Metropolitan Charter. The Board is composed of ten members, as follows: Finance Director, Human Resources Director, three members appointed by the Mayor, and five members selected by employees and retirees of the Metropolitan Government. The Metropolitan Government of Nashville and Davidson County issues a publicly available financial report that can be obtained at https://www.nashville.gov.

Plan Description Division B

As of July 1, 1995, Division B of the Metro Plan was established for all noncertificated employees of the Metropolitan Nashville Public Schools and all other Government employees. Employees with an effective hire date of July 1, 1995 or later are only eligible to participate in Division B of the Metro Plan. Also, Government employees as of June 30, 1995 who were qualified members of Division A were given the option to transfer to Division B as of January 1, 1996, subject to written application approved by the Benefit Board. Substantially all employees transferred to Division B of the Metro Plan.

Normal retirement for employees other than police officers and fire fighters occurs at the unreduced retirement age which is the earlier of (a) the date when the employee's age plus the completed years of credited employee service equals 85, but not before age 60; or (b) the date when the employee reaches age 65 and completes five years of credited employee service. The lifetime monthly benefit is calculated as 1/12 of the sum of 1.75% of average earnings based upon the previous 60 consecutive months of credited service which produce the highest earnings. Benefits fully vest on completing five years of service for employees employed on or between October 1, 2001 and December 31, 2012 who vest before leaving employment. Benefits fully vest on completing 10 years of service for employees and nonvested employees hired or rehired on or after January 1, 2013.

Normal retirement for police officers and fire fighters occurs any time after attaining the unreduced retirement age which is the date when the employee's age plus the completed years of credited police and fire service equals 75, but not before age 53 nor after age 60. The lifetime monthly benefit is 1/12 of the sum of 2% of average earnings for each year of credited fire and police service not in excess of 25 years; plus 1.75% of average earnings for each year that the credited police or fire service exceeds 25 years. Benefits fully vest on completing five years of service for employees employed on or between October 1, 2001 and December 31, 2012 who vest before leaving employment. Benefits fully vest on completing 10 years of service for employees and nonvested employees hired or rehired on or after January 1, 2013.

NOTE 11 EMPLOYEE PENSION PLANS (CONTINUED)

Metro Pension Plan - General Information (Continued)

Plan Description Division B (Continued)

An early retirement pension is available for retired employees if the termination occurs prior to the eligibility under normal retirement but after age 50 (45 for police and fire) and after the completion of 10 years of credited employee service. Such shall be payable as either a monthly deferred early employee service pension beginning the month after the attainment of the normal retirement age or an immediate monthly early employee service pension beginning on the first day of the month following termination. The lifetime monthly benefit for the immediate monthly early employee service pension is reduced by 4% for each of the first five years by which the retirement date precedes the normal retirement age, and by 8% for each additional year by which the retirement date precedes the normal retirement age; provided, however, that the immediate monthly benefit shall not be less than the actuarial equivalent of the deferred pension provided by the Metro Plan.

Any employee who terminates after the completion of at least 10 years of service (or five years of service if hired before January 1, 2013) and before eligibility for normal retirement or early retirement shall be eligible to receive a monthly deferred pension which shall commence on the first day of the month following the attainment of unreduced retirement age, computed and payable in accordance with the Metro Plan.

Any employee with unused sick leave time at service retirement shall receive 100% credit for the time, subject to an affirmative election at the time of retirement.

Any employee who terminates and is rehired is eligible to reconnect prior service after being regularly employed continuously for one year.

All assets of the Metropolitan Employees' Benefit Trust Fund may legally be used to pay benefits to any plan members or beneficiaries, regardless of whether the members participate in Division A or Division B of the Metro Plan.

Contributions

The funding policy is to provide for periodic contributions at actuarially determined rates that are designed to accumulate sufficient assets to pay benefits when due. All other funding is provided by the Government with an actuarially recommended employer contribution rate of 12.340% for the noncertificated employees of Metropolitan Nashville Public Schools and all other Metro employees. Employer contributions for the year ended June 30, 2023 to the Metro Plan were $314,372 which is 12.881% of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

NOTE 11 EMPLOYEE PENSION PLANS (CONTINUED)

Metro Pension Plan - Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

Pension Liability

At June 30, 2023, Rocketship Nashville reported an asset of $25,105 for its proportionate share of the net pension asset. The net pension asset was measured as of June 30, 2022 and the total pension asset used to calculate the net pension asset was determined by an actuarial value as of that date. Rocketship Nashville's proportion of the net pension asset was based on Rocketship Nashville's share of contributions to the pension plan relative to the contributions of all participating LEAs. At the measurement date of June 30, 2022 Rocketship Nashville's proportion was 0.191212558%. At the measurement date of June 30, 2021 Rocketship Nashville's proportion was 0.161695%.

Pension Expense

For the year ended June 30, 2023, Rocketship Nashville recognized negative pension expense of ($22,048).

Deferred Outflows of Resources and Deferred Inflows of Resources

For the year ended June 30, 2023, Rocketship Nashville reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences Between Expected and Actual Experience	$ 151,759	$ 35,232
Net Difference between Projected and Actual Earnings on Pension Plan Investments	-	647,270
Changes in Assumptions	240,991	-
Changes in Proportion on Net Pension Liability (Asset)	-	-
Contributions Subsequent to the Measurement Date of June 30, 2022	314,372	N/A
Total	$ 707,122	$ 682,502

Rocketship Nashville employer contributions of $314,372, reported as pension related deferred outflows of resources subsequent to the measurement date, will be recognized as a change in the net pension liability (asset) in the year ended June 30, 2024. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ending June 30,	Amount
2023	$ (190,727)
2024	(157,257)
2025	(184,707)
2026	151,714
2027	38,113
Thereafter	53,112

NOTE 11 EMPLOYEE PENSION PLANS (CONTINUED)

Metro Pension Plan - Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

Deferred Outflows of Resources and Deferred Inflows of Resources (Continued)

In the preceding table, positive amounts will increase pension expense, while negative amounts will decrease pension expense.

Investment Policy

The investments of the Metro Plan are administered in accordance with the Statement of Investment Policy of the Government's Employee Benefit System. The Investment Committee of the Government's Employee Benefit System has been given the authority under Section 13.04 of the Metropolitan Charter to regulate and determine all matters dealing with the investments of the Plans. The policy emphasizes a long-term investment strategy. Short-term fluctuations in the market value of the portfolio should not influence the investment structure under normal circumstances. The policy outlines asset allocation targets as follows:

Asset Class	Target Allocation	
Domestic Equity	20-30	%
International Equity	8-18	
Fixed Income	15-25	
Fixed Income Alternatives	0-21	
Real Estate	0-15	
Cash Equivalents	0-5	
Private Equity	0-15	

There were no changes in the investment policy in the current year.

Net Pension Liability Actuarial Assumptions

The long-term expected rate of return on the pension plan investments was determined using building-block method in which best-estimate ranges of expected future real rates of return are developed for each major asset class from historical returns and consensus expectations of future returns as follows:

Asset Class	Long-Term Expected Real Rate of Return
Domestic Equity	5.10 %
International Equity	5.30
Equity Hedge	7.90
Fixed Income	2.30
Fixed Income Alternatives	2.70
Real Estate	4.90
Private Equity	7.90

NOTE 11 EMPLOYEE PENSION PLANS (CONTINUED)

Metro Pension Plan - Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

Discount Rate

The discount rate used to measure the total pension liability was 7.00%. Based on the plan assumptions and funding policy, the fiduciary net position for each plan was projected to be available to make all projected future benefit payments to current members. Therefore, the long-term expected rate of return on investments was applied to all periods of projected benefit payments to determine the total pension liability (asset).

Sensitivity of the Net Pension Liability to Changes in the Discount Rate

The following presents the net pension liability, calculated using the discount rate of 7.00%, as well as what the net pension liability would be if it were calculated using a discount rate that is one-percentage-point lower (6.00%) or one-percentage-point higher (8.00%) than the current rate:

	One Percent Decrease (6.00%)	Current Discount Rate (7.00%)	One Percent Increase (8.00%)
Rocketship's Proportionate Share of the Net Pension Liability (Asset)	$ (32,253)	$ (25,105)	$ (18,740)

Pension expense is comprised of various elements including service cost, interest, changes in benefit terms, investment experience, and the amortization of deferred outflows and inflows of resources, which are all factors used by the actuaries in the calculation of the net pension liability (asset).

Reconciliation of Net Pension Assets and Liabilities at June 30, 2023

The following will reconcile the various retirement plans to the statement of net position:

	Total Pension Asset (Liability)	Deferred Outflows of Resources	Deferred Inflows of Resources	Pension Expense
Teacher Legacy Plan	$ 135,238	$ 185,162	$ (26,229)	$ (1,587)
Teacher Plan	63,547	269,300	(45,969)	91,541
Metro Plan	25,105	707,122	(682,502)	(22,048)
Total	$ 223,890	$ 1,161,584	$ (754,700)	$ 67,906

Hybrid Plan 401(k)

The TCRS Retirement Plan has a defined contribution component to the plan. Under the terms of the plan for the defined contribution component, employees contribute 2% of their salaries to the plan, but are allowed an opt-out feature. Rocketship Nashville is required to contribute 5% of annual salaries, to an individual employee account. During the year ended June 30, 2023, the contribution expense was $74,918. Employees are immediately vested in the plan.

NOTE 12 TCRS STABILIZATION TRUST

The Stabilization Reserve Trust (SRT) is a legal trust separate and apart from the normal Hybrid Plan Trust. The SRT is designed to specifically accumulate assets for the future. The assets in this plan are not used to pay benefits now but will be used as necessary in the future.

Legal Provisions

Rocketship Nashville is a member of the Tennessee Consolidated Retirement System (TCRS) Stabilization Reserve Trust. Rocketship Nashville has placed funds into the irrevocable trust as authorized by statute under Tennessee Code Annotated (TCA), Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of the trust. Funds of trust members are held and invested in the name of the trust for the benefit of each member. Each member's funds are restricted for the payment of retirement benefits of that member's employees. Trust funds are not subject to the claims of general creditors of Rocketship Nashville. The trust is authorized to make investments as directed by the TCRS Board of Trustees. Rocketship Nashville may not impose any restrictions on investments placed by the trust on their behalf.

Investment Balances

Assets of the TCRS, including the Stabilization Reserve Trust, are invested in the Tennessee Retiree Group Trust (TRGT). The TRGT is not registered with the Securities and Exchange Commission (SEC) as an investment company. The state of Tennessee has not obtained a credit quality rating for the TRGT from a nationally recognized credit ratings agency. The fair value of investment positions in the TRGT is determined daily based on the fair value of the pool's underlying portfolio. Furthermore, TCRS had not obtained or provided any legally binding guarantees to support the value of participant shares during the fiscal year. There are no restrictions on the sale or redemption of shares.

Investments are reported at fair value or amortized which approximates fair value. Securities traded on a national exchange are valued at the last reported sales price. Investment income consists of realized and unrealized appreciation (depreciation) in the fair Securities and securities transactions are recorded in the financial statements on a trade-date basis. The fair value of assets of the TRGT held at June 30, 2023, represents the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants. Assets held are categorized for fair value measurement within the fair value hierarchy established by GAAP. The hierarchy is based on the valuation inputs used to measure the fair value of the asset and give the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements).

Level 1 – Unadjusted quoted prices for identical assets or liabilities in active markets that can be accessed at the measurement date.

Level 2 – Quoted prices for similar assets or liabilities in active markets; quoted prices for identical or similar assets or liabilities in markets that are not active; assets or liabilities that have a bid-ask spread price in an inactive dealer market, brokered market and principal-to-principal market; and Level 1 assets or liabilities that are adjusted.

NOTE 12 TCRS STABILIZATION TRUST (CONTINUED)

Investment Balances (Continued)

Level 3 – Valuations derived from valuation techniques in which significant inputs are unobservable.

Investments using the Net Asset Value (NAV) per share have no readily determinable fair value and have been determined using amortized cost which approximates fair value.

Where inputs used in the measurement of fair value fall into different levels of the hierarchy, fair value of the instrument in its entirety is categorized based on the lowest level input that is significant to the valuation. This assessment requires professional judgement and as such management of the TRGT developed a fair value committee that worked in conjunction with the plan's custodian and investment professionals to make these valuations. All assets held were valued individually and aggregated into classes so to be represented in the table below.

Short-term securities generally include investments in money market-type securities reported at cost plus accrued interest.

Equity and equity derivative securities classified in Level 1 are valued using last reported sales prices quoted in active markets that can be accessed at the measurement date. Equity and equity derivative securities classified in Level 2 are securities whose values are derived daily from associated traded securities. Equity securities classified in Level 3 are valued with last trade data having limited trading volume.

U.S. Treasury Bills, Bonds, Notes and Futures classified in Level 1 are valued using last reported sales prices quoted in active markets that can be accessed at the measurement date. Debt and debt derivative securities classified in Level 2 are valued using a bid-ask spread price from multiple independent brokers, dealers, or market principals, which are known to be actively involved in the market. Level 3 debt securities are valued using proprietary information, a single pricing source, or other unobservable inputs related to similar assets or liabilities.

Real estate investments classified in Level 3 are valued using the last valuations provided by external investment advisors or independent external appraisers. Generally, all direct real estate investments are appraised by a qualified independent appraiser(s) with the professional designation of Member of the Appraisal Institute (MAI), or its equivalent, every three years beginning from the acquisition date of the property. The appraisals are performed using generally accepted valuation approaches applicable to the property type.

Investments in private mutual funds, traditional private equity funds, strategic lending funds and real estate funds that report using GAAP, the fair value, as well as the unfunded commitments, were determined using the prior quarter's NAV, as reported by the fund managers, plus the current cash flows. These assets were then categorized by investment strategy. In instances where the fund investment reported using non-GAAP standards, the investment was valued using the same method, but was classified in Level 3.

NOTE 12 TCRS STABILIZATION TRUST (CONTINUED)

At June 30, 2023, Rocketship Nashville had the following investments held by the trust on its behalf.

Investment	Weighted Average Maturity (Days)	Maturities	Fair Value
Investments at Fair Value:			
U.S. Equity	N/A	N/A	$ 98,775
Developed Market International Equity	N/A	N/A	44,608
Emerging Market International Equity	N/A	N/A	12,745
U.S. Fixed Income	N/A	N/A	63,726
Real Estate	N/A	N/A	31,863
Short-Term Securities	N/A	N/A	3,186
Investments at Amortized Cost Using the NAV:			
Private Equity and Strategic Lending	N/A	N/A	63,727
Total			$ 318,630

		Fair Value Measurements Using			
Investment by Fair Value Level	Fair Value 6/30/2023	Quoted Prices in Active Markets for Identical Assets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)	Amortized Cost NAV
U.S. Equity	$ 98,775	$ 98,775	$ -	$ -	$ -
Developed Market International Equity	44,608	44,608	-	-	-
Emerging Market International Equity	12,745	12,745	-	-	-
U.S. Fixed Income	63,726	-	63,726	-	-
Real Estate	31,863	-	-	31,863	-
Short-Term Securities	3,186	-	3,186	-	-
Private Equity and Strategic Lending	63,727	-	-	-	63,727
Total	$ 318,630	$ 156,128	$ 66,912	$ 31,863	$ 63,727

Risks and Uncertainties

The trust's investments include various types of investment funds, which in turn invest in any combination of stock, bonds and other investments exposed to various risks, such as interest rate, credit, and market risk. Due to the level of risk associated with certain investment securities, it is at least reasonably possible that changes in the values of investment securities will occur in the near term and that such changes could materially affect the amounts reported for trust investments.

Interest Rate Risk

Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. Rocketship Nashville does not have the ability to limit trust investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates.

Credit Risk

Credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligations. Rocketship Nashville does not have the ability to limit the credit ratings of individual investments made by the trust.

NOTE 12 TCRS STABILIZATION TRUST (CONTINUED)

Concentration of Credit Risk

Concentration of credit risk is the risk of loss attributed to the magnitude of the county's investment in a single issuer. Rocketship Nashville places no limit on the amount the county may invest in one issuer.

Custodial Credit Risk

Custodial credit risk for investments is the risk that, in the event of a failure of the counterparty to a transaction, the county will not be able to recover the value of its investments or collateral securities that are in the possession of an outside party. Pursuant to the trust agreement, investments are held in the name of the trust for the benefit of Rocketship Nashville to pay retirement benefits of Rocketship Nashville Department employees.

For further information concerning Rocketship Nashville's investments with the TCRS Stabilization Reserve Trust, audited financial statements of the Tennessee Consolidated Retirement System may be obtained at www.treasury.tn.gov/tcrs.

REQUIRED SUPPLEMENTARY INFORMATION
AND SUPPLEMENTARY INFORMATION

ROCKETSHIP NASHVILLE
BOARD OF DIRECTORS AND ADMINISTRATORS
JUNE 30, 2023

RSED BOARD OF DIRECTORS

Member	Office
Louis Jordan	Board Chair
Alex Terman	Treasurer
Greg Stanger	Secretary
Deborah McGriff	Member
Raymond Raven	Member
April Taylor	Member
Jolene Sloter	Member
Michael Fox	Member
June Nwabara	Member
Charmaine Detweiler	Member
Daniel Velasco	Member
Yolanda Bernal Samano	Member
Malka Borrego	Member
Julie Miller	Member
Hugo Castaneda	Member
Michelle Mercado	Member
Daniel Sanchez	Member
Deja Gipson	Member
Brian Kilb	Member
Rajen Sheth	Member

Tennessee Advisory Board:

April Taylor	Chair
Dr. James Hildreth	Member
Philip Elbert	Member
Rob Elliott	Member
Anderson Green	Member
June Nwabara	Member
Margaret Riley King	Member
Dr. Diarese George	Member
Abby Spaulding	Member

ADMINISTRATORS

Preston Smith	Co-Founder, CEO and President
Matthew Shaw	Chief Financial Officer
Maria Heridia	Chief Legal Officer
Christopher Murphy	Chief Communications Officer
Lamar Wade	Chief People Officer
William Hill	Executive Director – Rocketship Nashville

ROCKETSHIP NASHVILLE
SCHEDULE OF PROPORTIONATE SHARE OF THE NET PENSION LIABILITY – RSI
YEAR ENDED JUNE 30, 2023

Teacher Legacy Pension Plan:

	2015	2016	2017	2018	2019	2020	2021	2022
Organization's Proportion of the Net Pension Liability (Asset)	0.044481%	0.022290%	0.022521%	0.012925%	0.010263%	0.011681%	0.012383%	0.011027%
Organization's Proportionate Share of the Net Pension Liability (Asset)	$ 5,932	$ 137,302	$ (7,370)	$ (45,481)	$ (105,527)	$ (89,079)	$ (534,123)	$ (135,238)
Organization's Covered Payroll	$ 542,090	$ 804,631	$ 796,122	$ 452,581	$ 344,147	$ 388,784	$ 406,442	$ 362,898
Organization's Proportionate Share of the Net Pension Liability (Asset) as a Percentage of its Covered Payroll	1.09%	17.31%	-0.93%	-10.05%	-30.66%	-22.91%	-131.41%	-37.27%
Plan Fiduciary Net Position as a Percentage of the Total Pension Liability	99.81%	94.14%	100.14%	101.49%	104.28%	103.09%	116.13%	104.42%

Teacher Retirement Plan:

	2015	2016	2017	2018	2019	2020	2021	2022
Organization's Proportion of the Net Pension Liability (Asset)	0.203979%	0.226073%	0.253528%	0.265373%	0.200533%	0.212954%	0.211878%	0.209778%
Organization's Proportionate Share of the Net Pension Liability (Asset)	$ (8,206)	$ (27,699)	$ (66,888)	$ (120,354)	$ (113,198)	$ (121,095)	$ (229,509)	$ (63,547)
Organization's Covered Payroll	$ 423,814	$ 1,170,940	$ 1,664,002	$ 2,319,041	$ 2,122,044	$ 2,687,287	$ 3,057,860	$ 3,582,368
Organization's Proportionate Share of the Net Pension Liability (Asset) as a Percentage of its Covered Payroll	-1.94%	-2.37%	-4.02%	-5.19%	-5.33%	-4.51%	-7.51%	-1.77%
Plan Fiduciary Net Position as a Percentage of the Total Pension Liability	127.46%	121.88%	126.81%	126.81%	123.07%	116.52%	121.53%	104.55%

Metro Plan:

	2016	2017	2018	2019	2020	2021	2022
Organization's Proportion of the Net Pension Liability (Asset)	0.040830%	0.163999%	0.148040%	0.146693%	0.282177%	0.161695%	0.191213%
Organization's Proportionate Share of the Net Pension Liability (Asset)	$ 90,364	$ 66,984	$ 120,813	$ 183,919	$ 611,762	$ (925,281)	$ (25,105)
Organization's Covered Payroll	$ 525,809	$ 883,618	$ 854,406	$ 935,803	$ 1,800,359	$ 1,404,218	$ 2,751,142
Organization's Proportionate Share of the Net Pension Liability (Asset) as a Percentage of its Covered Payroll	92.39%	98.64%	97.45%	96.37%	93.79%	-65.89%	-0.91%
Plan Fiduciary Net Position as a Percentage of the Total Pension Liability (Asset)	41.66%	7.58%	14.14%	19.65%	33.98%	115.75%	104.35%

*Accounting standards require calculation of the proportionate share of the pension liability based on the plan information for the previous year. Rocketship Nashville was not yet in operation in the previous year and therefore has no calculated proportion share of the net pension liability as of June 30, 2015.

Note: Accounting standards require presentation of 10 years of information. However, the information in this schedule is not required to be presented retroactively. Years will be added to this schedule as future data becomes available.

See Auditors' Report and Notes to Required Supplementary Information and Other Supplementary Information.

ROCKETSHIP NASHVILLE
SCHEDULE OF PENSION CONTRIBUTIONS – RSI
YEAR ENDED JUNE 30, 2023

Teacher Legacy Pension Plan:

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Contractually Required Contributions	$ 49,005	$ 72,739	$ 71,970	$ 41,094	$ 84,923	$ 35,998	$ 41,328	$ 41,472	$ 39,694	$ 58,365
Contributions in Relation to the Contractually Required Contribution	49,005	72,739	71,970	41,094	84,923	35,998	41,328	41,472	39,694	58,365
Contribution Deficiency (Excess)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Organization's Covered Payroll	$ 542,090	$ 804,634	$ 796,122	$ 452,581	$ 935,275	$ 344,149	$ 388,786	$ 403,817	$ 386,504	$ 566,650
Contributions as a Percentage of Covered Payroll	9.04%	9.04%	9.04%	9.08%	9.08%	10.46%	10.63%	10.27%	10.27%	10.30%

Teacher Retirement Plan:

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Contractually Required Contributions	$ 10,595	$ 29,306	$ 66,560	$ 37,818	$ 36,463	$ 41,168	$ 54,553	$ 61,769	$ 100,816	$ 148,237
Contributions in Relation to the Contractually Required Contribution	16,953	46,829	66,560	92,762	36,463	41,168	54,553	61,769	100,816	148,237
Contribution Deficiency (Excess)	$ (6,358)	$ (17,523)	$ -	$ (54,944)	$ -	$ -	$ -	$ -	$ -	$ -
Organization's Covered Payroll	$ 423,814	$ 1,170,725	$ 1,664,000	$ 2,319,041	$ 911,575	$ 2,122,062	$ 2,687,340	$ 2,721,488	$ 2,520,400	$ 3,705,925
Contributions as a Percentage of Covered Payroll	4.00%	4.00%	4.00%	4.00%	4.00%	1.94%	2.03%	2.02%	4.00%	4.00%

Metro Plan:

	2015	2016	2017	2018	2019	2020	2021	2022	2023
Contractually Required Contributions	$ 38,399	$ 84,813	$ 121,144	$ 100,384	$ 115,946	$ 221,884	$ 139,728	$ 177,354	$ 314,372
Contributions in Relation to the Contractually Required Contribution	38,399	84,813	121,144	100,384	115,946	221,884	139,728	177,354	314,372
Contribution Deficiency (Excess)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Organization's Covered Payroll	$ 209,716	$ 525,809	$ 883,618	$ 854,406	$ 935,803	$ 1,798,088	$ 1,032,815	$ 1,376,865	$ 2,440,587
Contributions as a Percentage of Covered Payroll	18.31%	16.13%	13.71%	11.75%	12.39%	12.34%	12.34%	12.88%	12.88%

Note: Accounting standards require presentation of 10 years of information. However, the information in this schedule is not required to be presented retroactively. Years will be added to this schedule as future data becomes available.

Starting 2019, the statute governing the Teacher Retirement Plan provided for contributions in excess of the actuarially determined contribution rate be deposited into a stabilization reserve.

Changes of assumptions:. In 2021, the following assumptions were changed to the TCRS Teacher Retirement Plan and Teacher Legacy Plans: decreased inflation rate from 2.50 percent to 2.25 percent; decreased the investment rate of return from 7.25 percent to 6.75 percent; decreased the cost-of-living adjustment from 2.25 percent to 2.125 percent; and modified mortality assumptions. In 2017, the following assumptions were changed: decreased inflation rate from 3.00 percent to 2.50 percent; decreased the investment rate of return from 7 .50 percent to 7 .25 percent; decreased the cost-of-living adjustment from 2.50 percent to 2.25 percent; decreased salary growth graded ranges from an average of 4.25 percent to an average of 4.00 percent; and modified mortality assumptions.

See Auditors' Report and Notes to Required Supplementary Information and Other Supplementary Information.

ROCKETSHIP NASHVILLE
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE GENERAL FUND – BUDGET TO ACTUAL
YEAR ENDED JUNE 30, 2023

	Budgeted Amounts		Actual	Variance Between Final
	Original	Final	(Budgetary Basis)	Budget and Actual
REVENUES				
Basic Education Program	$ 18,777,969	$ 18,777,969	$ 20,307,365	$ 1,529,396
Other State Revenues	-	-	501,516	501,516
Federal Revenues	4,424,247	4,424,247	5,104,163	679,916
Revenues - Internal School Funds	-	-	482,254	482,254
All Other Local Revenues	925	925	46,021	45,096
Total Revenues	23,203,141	23,203,141	26,441,319	3,238,178
EXPENDITURES				
Program Expenses - Educational Programs	18,298,474	18,298,474	19,829,343	1,530,869
Supporting Services	3,326,679	3,326,679	2,789,176	(537,503)
Expenses - Internal School Funds	-	-	170,796	170,796
Debt Service	-	-	1,755,539	1,755,539
Capital Outlay	6,091	6,091	24,155,544	24,149,453
Total Expenditures	21,631,244	21,631,244	48,700,398	27,069,154
OTHER CHANGES				
Other Financing Sources - Proceeds from Leases	-	-	24,132,049	24,132,049
Total Other Changes	-	-	24,132,049	24,132,049
CHANGE IN FUND BALANCE	1,571,897	1,571,897	1,872,970	301,073
Fund Balance - July 1, 2022	3,890,605	3,890,605	3,890,605	-
FUND BALANCE - JUNE 30, 2023	$ 5,462,502	$ 5,462,502	$ 5,763,575	$ 301,073

See Auditors' Report and Notes to Required Supplementary Information and Other Supplementary Information.

ROCKETSHIP NASHVILLE
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
AND STATE FINANCIAL ASSISTANCE
YEAR ENDED JUNE 30, 2023

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Assistance Listing Number	Pass-Through Entity Identifying Number	Additional Award Identification	Federal Expenditures
FEDERAL AWARDS				
U.S. Department of Education				
Pass-Through Program From				
Metro Nashville Public Schools:				
Title I, Part A, Basic Grants				
Low-Income and Neglected	84.010	N/A		$ 923,441
ESSA: School Improvement Funding for LEAs	84.010	N/A		237,254
Charter School Grant	84.282M	N/A		676,894
Special Education Cluster:				
Special Education IDEA	84.027	N/A		219,974
Subtotal: Special Ed Cluster				219,974
ESSER II	84.425D	N/A	COVID-19	1,822,969
Total U.S. Department of Education				3,880,532
U.S. Department of Agriculture				
Pass-Through Program From				
Metro Nashville Public Schools:				
National School Lunch Program	10.555	N/A		745,915
School Breakfast Program	10.553	N/A		477,716
Subtotal: Child Nutrition Cluster				1,223,631
Total U.S. Department of Agriculture				1,223,631
Total Federal Awards				$ 5,104,163
STATE FINANCIAL ASSISTANCE				
Tennessee Department of Education				
Passed Through Metro Nashville Public Schools:				
Basic Education Program	N/A	N/A		$ 20,307,365
Total State Financial Assistance				$ 20,307,365
Total Federal Awards and State Financial Assistance				$ 25,411,528

N/A - Not available

See Auditors' Report and Notes to Required Supplementary Information and Other Supplementary Information.

ROCKETSHIP NASHVILLE
COMBINING SCHEDULE OF NET POSITION BY LOCATION
JUNE 30, 2023

	Rocketship Northeast	Rocketship United Academy	Rocketship Partners Community Prep	Rocketship Dream Community Prep	Total
ASSETS					
CURRENT ASSETS					
Cash and Cash Equivalents	$ 857,883	$ 4,134,561	$ (611,825)	$ (1,231,824)	$ 3,148,795
Accounts Receivable	1,410,765	1,128,459	-	924,594	3,463,818
Prepaid Expenses and Other Assets	98,489	128,147	-	128,341	354,977
Total Current Assets	2,367,137	5,391,167	(611,825)	(178,889)	6,967,590
NONCURRENT ASSETS					
Net Pension Asset	98,199	88,798	-	36,893	223,890
Stabilization Restricted Investments	137,155	122,326	-	59,149	318,630
Capital Assets, Net of Accumulated Depreciation	75,572	15,920	-	-	91,492
Right of Use Asset, Net of Accumulated Amortization	7,148,612	7,321,799	-	22,977,910	37,448,321
Total Noncurrent Assets	7,459,538	7,548,843	-	23,073,952	38,082,333
Total Assets	$ 9,826,675	$ 12,940,010	$ (611,825)	$ 22,895,063	$ 45,049,923
DEFERRED OUTFLOWS OF RESOURCES					
Deferred Outflows of Resources - Pensions	$ 537,425	$ 438,638	$ -	$ 185,521	$ 1,161,584
LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND NET POSITION					
CURRENT LIABILITIES					
Accounts Payable and Accrued Liabilities	$ 365,316	$ 207,016	$ -	$ 129,557	$ 701,889
Uneared Revenues	35,822	39,089	-	-	74,911
Lease Liability - Due Within One Year	209,573	239,947	-	98,548	548,068
Total Current Liabilities	610,711	486,052	-	228,105	1,324,868
NONCURRENT LIABILITIES					
Accrued Liabilities	-	-	-	-	-
Related Party Payable	283,868	405,259	56,718	-	745,845
Lease Liability - Due in More Than One Year	7,175,775	7,264,884	-	23,501,251	37,941,910
Total Noncurrent Liabilities	7,459,643	7,670,143	56,718	23,501,251	38,687,755
Total Liabilities	8,070,354	8,156,195	56,718	23,729,356	40,012,623
DEFERRED INFLOWS OF RESOURCES					
Deferred Inflows of Resources - Pensions	373,773	367,527	-	13,400	754,700
NET POSITION					
Net Investment in Capital Assets	(161,164)	(167,112)	-	(621,889)	(950,165)
Restricted for Pension Benefits	235,354	211,124	-	96,042	542,520
Unrestricted	1,845,783	4,810,914	(668,543)	(136,325)	5,851,829
Total Net Position	1,919,973	4,854,926	(668,543)	(662,172)	5,444,184
Total Liabilities, Deferred Inflows of Resources, and Net Position	$ 10,364,100	$ 13,378,648	$ (611,825)	$ 23,080,584	$ 46,211,507

See Auditors' Report and Notes to Required Supplementary Information and Other Supplementary Information.

ROCKETSHIP NASHVILLE
COMBINING SCHEDULE OF ACTIVITIES BY LOCATION
YEAR ENDED JUNE 30, 2023

	Rocketship Northeast	Rocketship United Academy	Rocketship Partners Community Prep	Rocketship Dream Community Prep	Total
REVENUES					
General Revenues:					
Tennessee Basic Education Program	$ 7,666,108	$ 7,581,973	$ -	$ 5,059,284	$ 20,307,365
Program Revenues:					
Other State Revenue	200,113	210,686	-	90,717	501,516
Federal Grant Revenues	2,056,079	1,802,767	-	1,245,317	5,104,163
Private Grants and Contributions	169,552	162,787	-	122,802	455,141
All Other Local Revenues	6,977	14,524	-	51,633	73,134
Total Revenues	10,098,829	9,772,737	-	6,569,753	26,441,319
EXPENSES					
Program Expenses - Educational Programs	7,933,729	7,554,156	-	6,183,033	21,670,918
Supporting Services	1,421,766	1,367,410	-	813,466	3,602,642
Total Expenses	9,355,495	8,921,566	-	6,996,499	25,273,560
CHANGE IN NET POSITION	743,334	851,171	-	(426,746)	1,167,759
Net Position - Beginning of Year	1,176,639	4,003,755	(668,543)	(235,426)	4,276,425
NET POSITION - END OF YEAR	$ 1,919,973	$ 4,854,926	$ (668,543)	$ (662,172)	$ 5,444,184

See Auditors' Report and Notes to Required Supplementary Information and Other Supplementary Information.

ROCKETSHIP NASHVILLE
COMBINING SCHEDULE OF GOVERNMENTAL FUND BALANCE SHEET BY LOCATION
JUNE 30, 2023

	Rocketship Northeast	Rocketship United Academy	Rocketship Partners Community Prep	Rocketship Dream Community Prep	Total
ASSETS					
CURRENT ASSETS					
Cash and Cash Equivalents	$ 857,883	$ 4,134,561	$ (611,825)	$ (1,231,824)	$ 3,148,795
Accounts Receivable	1,410,765	1,128,459	-	924,594	3,463,818
Prepaid Items and Other Assets	98,489	128,147	-	128,341	354,977
Total Current Assets	2,367,137	5,391,167	(611,825)	(178,889)	6,967,590
LONG-TERM ASSETS					
Stabilization Restricted Investments	137,155	122,326	-	59,149	318,630
Total Long-Term Assets	137,155	122,326	-	59,149	318,630
Total Assets	$ 2,504,292	$ 5,513,493	$ (611,825)	$ (119,740)	$ 7,286,220
LIABILITIES AND FUND BALANCE					
CURRENT LIABILITIES					
Accounts Payable	$ 365,316	$ 207,016	$ -	$ 129,557	$ 701,889
Unearned Revenue	35,822	39,089	-	-	74,911
Total Current Liabilities	401,138	246,105	-	129,557	776,800
LONG-TERM LIABILITIES					
Related Party Payable	283,868	405,259	56,718	-	745,845
Total Long-Term Liabilities	283,868	405,259	56,718	-	745,845
Total Liabilities	685,006	651,364	56,718	129,557	1,522,645
FUND BALANCE					
Nonspendable for Prepaid Items	98,489	128,147	-	128,341	354,977
Restricted for Stabilization Fund	137,155	122,326	-	59,149	318,630
Unassigned	1,583,642	4,611,656	(668,543)	(436,787)	5,089,968
Total Fund Balance	1,819,286	4,862,129	(668,543)	(249,297)	5,763,575
Total Liabilities and Fund Balance	$ 2,504,292	$ 5,513,493	$ (611,825)	$ (119,740)	$ 7,286,220

See Auditors' Report and Notes to Required Supplementary Information and Other Supplementary Information.

ROCKETSHIP NASHVILLE
COMBINING SCHEDULE OF GOVERNMENTAL FUND REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE BY LOCATION
YEAR ENDED JUNE 30, 2023

	Rocketship Northeast	Rocketship United Academy	Rocketship Partners Community Prep	Rocketship Dream Community Prep	Total
REVENUES					
General Revenues:					
Tennessee Basic Education Program	$ 7,666,108	$ 7,581,973	$ -	$ 5,059,284	$ 20,307,365
Program Revenues:					
Other State Revenue	200,113	210,686	-	90,717	501,516
Federal Grant Revenues	2,056,079	1,802,767	-	1,245,317	5,104,163
Revenues - Internal School Funds	171,493	175,789	-	134,972	482,254
All Other Local Revenues	5,036	1,522	-	39,463	46,021
Total Revenues	10,098,829	9,772,737	-	6,569,753	26,441,319
EXPENDITURES					
Program Expenses - Educational Programs	7,323,796	6,806,763	-	5,698,784	19,829,343
Supporting Services	1,421,766	1,367,410	-	-	2,789,176
Expenses - Internal School Funds	46,417	72,759	-	51,620	170,796
Debt Service	446,786	475,533	-	833,220	1,755,539
Capital Outlay	204,230	206,732	-	23,744,582	24,155,544
Total Expenditures	9,442,995	8,929,197	-	30,328,206	48,700,398
OTHER CHANGES					
Other Financing Sources - Proceeds from Leases	180,735	206,732	-	23,744,582	24,132,049
Total Other Changes	180,735	206,732	-	23,744,582	24,132,049
CHANGE IN FUND BALANCE	836,569	1,050,272	-	(13,871)	1,872,970
Fund Balance - Beginning of Year	982,717	3,811,857	(668,543)	(235,426)	3,890,605
FUND BALANCE - END OF YEAR	$ 1,819,286	$ 4,862,129	$ (668,543)	$ (249,297)	$ 5,763,575

See Auditors' Report and Notes to Required Supplementary Information and Other Supplementary Information.

NOTE 1 SCHEDULES OF SCHOOL'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY – RSI

The schedules present information on Rocketship Nashville's proportionate share of the net pension liability, the plans' fiduciary net position and, when applicable, the State's proportionate share of the net pension liability associated with Rocketship Nashville. Accounting standards require calculation of the proportionate share of the pension liability based on the plan information for the previous year. Rocketship Nashville was not yet in operation in the year prior to the year ended June 30, 2016, and therefore has no calculated proportion share of the net pension liability. In the future, as data becomes available, 10 years of information will be presented.

NOTE 2 SCHEDULES OF SCHOOL CONTRIBUTIONS – RSI

The schedules present information on Rocketship Nashville's required contribution, the amounts actually contributed, and any excess or deficiency related to the required contribution. In the future, as data becomes available, 10 years of information will be presented. The accompanying schedule of expenditures of federal awards and state financial assistance includes the government grant activity of Rocketship Nashville and is presented on the accrual basis of accounting.

NOTE 3 STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE GENERAL FUND – BUDGET TO ACTUAL

The information is this schedule is presented in accordance with the requirements of the state of Tennessee Comptroller of the Treasury's Audit Manual.

NOTE 4 SCHEDULES OF EXPENDITURES OF FEDERAL AWARDS AND STATE FINANCIAL ASSISTANCE – OTHER SUPPLEMENTARY INFORMATION

The schedules of expenditures of federal awards and state financial assistance include the grant activity of Rocketship Nashville, and is presented on the modified accrual basis of accounting. The information in these schedules is presented in accordance with the requirements of the state of Tennessee Comptroller of the Treasury's Audit Manual. Therefore, some amounts presented in these schedules may differ from amounts presented in or used in the preparation of the financial statements.

NOTE 5 SUPPLEMENTARY SCHEDULES BY LOCATION – OTHER SUPPLEMENTARY INFORMATION

The information in these schedules are presented in accordance with the requirements of the state of Tennessee Comptroller of the Treasury's Audit Manual.

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INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Directors
Rocketship Education, Inc.
Redwood City, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities and the governmental fund of Rocketship Nashville, comprised of Tennessee Public Charter Schools, operated by Rocketship Education, Inc. (RSED), as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise Rocketship Nashville's basic financial statements, and have issued our report thereon dated December 28, 2023.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Rocketship Nashville's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Rocketship Nashville's internal control. Accordingly, we do not express an opinion on the effectiveness of Rocketship Nashville's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies in internal control, such that there is a reasonable possibility that a material misstatement of Rocketship Nashville's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that that were not identified.

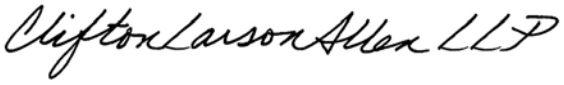
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Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether Rocketship Nashville's financial statements are free from material misstatement, we performed tests of Rocketship Nashville's compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



CliftonLarsonAllen LLP

Glendora, California
December 28, 2023

ROCKETSHIP NASHVILLE
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2023

There were no findings for the year ended June 30, 2023.

ROCKETSHIP NASHVILLE
STATUS OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2023

There were no findings for the year ended June 30, 2022.

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Investment advisory services are offered through CliftonLarsonAllen Wealth Advisors, LLC, an
SEC-registered investment advisor.

ROCKETSHIP TENNESSEE

FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION

YEAR ENDED JUNE 30, 2024

COMPRISED OF:

Rocketship Nashville Northeast Elementary
Rocketship United Academy
Rocketship Dream Community Prep
Rocketship Partners Community Prep (Closed)

OPERATED BY:

Rocketship Education, Inc.



CPAs | CONSULTANTS | WEALTH ADVISORS

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INDEPENDENT AUDITORS' REPORT

Board of Directors
Rocketship Education, Inc.
Redwood City, California

Report on the Audit of the Financial Statements

Opinions

We have audited the accompanying financial statements of the governmental activities and the general fund of Rocketship Tennessee, comprised of Tennessee Public Charter Schools, operated by Rocketship Education, Inc. (RSED), as of and for the year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise Rocketship Tennessee's basic financial statements as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and the general fund of Rocketship Tennessee, as of June 30, 2024, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Rocketship Tennessee and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Rocketship Tennessee's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

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Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Rocketship Tennessee's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Rocketship Tennessee's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, schedule of Rocketship Tennessee's proportionate share of the net pension liability, and the schedules of School pension contributions be presented to supplement the basic financial statements. Such information is the responsibility of management and although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context.

We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Rocketship Tennessee's basic financial statements. The schedule of revenues, expenditures, and changes in fund balance general fund – budget to actual, combining schedules, as listed in the table of contents, and the schedule of expenditures of federal awards and state financial assistance are presented for purposes of additional analysis as required by requirements of the state of Tennessee Comptroller of the Treasury's Audit Manual, and are not a required part of the basic financial statements. The combining schedules and the schedule of expenditures of federal awards and state financial assistance are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the basic financial statements as a whole.

The list of board of directors and administrators, which is the responsibility of management, is presented for the purpose of additional analysis and is not a required part of the financial statements. Such information has not been subjected to the audit procedures applied in the audit of the basic financial statements, and accordingly, we do not express an opinion or provide any assurance on it.

Other Information

Management is responsible for the other information included in the annual report. The other information comprises the listing of board of directors and administrators but does not include the basic financial statements and our auditors' report thereon. Our opinions on the basic financial statements do not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the basic financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the basic financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Board of Directors
Rocketship Tennessee

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 11, 2024, on our consideration of Rocketship Tennessee's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Rocketship Tennessee's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Rocketship Tennessee's internal control over financial reporting and compliance.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP

Nashville, Tennessee
December 11, 2024

This section of the Rocketship Tennessee annual financial report presents our discussion and analysis of Rocketship Tennessee's financial performance for the fiscal year ended June 30, 2024. Please read it in conjunction with the audited financial statements, which immediately follow this section.

Financial Highlights

- The assets and deferred outflows of resources of Rocketship Tennessee exceeded its liabilities and deferred inflows of resources at the close of the fiscal year by $8,207,337 (net position).
- The assets of Rocketship Tennessee's governmental fund are $10,692,636, which is comprised of cash and cash equivalents, accounts receivable, and prepaid items. The liabilities of Rocketship Tennessee's governmental fund at the close of the fiscal year are $1,556,938, which is comprised of accounts payable and related party payables to Rocketship Education (RSED).
- Rocketship Tennessee's governmental fund had revenues of $30,367,472; Rocketship Tennessee program expenditures of $27,011,379; and other financing sources of $16,030 resulting in a total change in fund balance of $3,372,123 for the year ended June 30, 2024.
- As of the close of the current fiscal year, Rocketship Tennessee's governmental fund reported ending fund balance of $9,135,698.

Overview of the Financial Statements

The discussion and analysis is intended to serve as an introduction to Rocketship Tennessee's basic financial statements. Rocketship Tennessee's basic financial statements are comprised of three components: (1) Statement of Net Position and Governmental Fund Balance Sheet, (2) Statement of Activities and Governmental Fund Revenues, Expenditures and Changes in Fund Balance and (3) Notes to the Basic Financial Statements. In addition, the financial statements also include Required Supplementary Information as required by the Governmental Accounting Standards Board (GASB).

Government-Wide Financial Statements

The government-wide financial statements are designed to provide readers with a broad overview of Rocketship Tennessee's finances, in a manner similar to a private-sector business.

The *statement of net position* presents information on all of Rocketship Tennessee's assets and deferred outflows and liabilities and deferred inflows, with the difference between the two reported as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of Rocketship Tennessee is improving or deteriorating.

The *statement of activities presents* information showing how Rocketship Tennessee's net position changed during the most recent fiscal year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will result in cash flows in future fiscal periods.

Government-Wide Financial Analysis

As noted earlier, net position may serve over time as a useful indicator of a government's financial position. In this case, Rocketship Tennessee's assets and deferred outflows of resources exceeded liabilities and deferred inflows of resources significantly by approximately $8,207,337.

Rocketship Tennessee
Net Position

	Governmental Activities 2023	Governmental Activities 2024
Assets		
Current Assets	$ 6,967,590	$ 10,282,323
Noncurrent Assets	38,082,333	36,513,070
Total Assets	45,049,923	46,795,393
Deferred Outflows of Resources		
Deferred Outflows of Resources - Pensions	1,161,584	1,338,059
Total Deferred Outflows of Resources	1,161,584	1,338,059
Liabilities		
Current Liabilities	1,324,868	1,338,237
Noncurrent Liabilities	38,687,755	38,406,391
Total liabilities	40,012,623	39,744,628
Deferred Inflows of Resources		
Deferred Inflows of Resources - Pensions	754,700	181,487
Total Deferred Outflows of Resources	754,700	181,487
Net Position		
Invested in Capital Assets	(950,165)	(1,840,123)
Restricted for Pension Benefits	542,520	410,313
Unrestricted	5,851,829	9,637,147
Total Net Position	$ 5,444,184	$ 8,207,337

The current assets balance is primarily accounts receivable at June 30, 2024 that were due from the state of Tennessee, cash and cash equivalents, and prepaid assets. The total noncurrent assets are comprised of net pension asset, stabilization restricted investments and capital assets that were purchased with an original cost of $5,000 or more. The liabilities balance is a combination of accounts payable that were due but not paid at June 30, net pension liability, deferred rent liability, short and long-term debt and related party payables related to management fee expense.

Rocketship Tennessee
Changes in Net Position

	Governmental Activities 2023	Governmental Activities 2024
General Revenues		
Tennessee Investment in Student Achievement	$ 20,307,365	$ 23,625,924
Other State Revenues	501,516	832,522
Federal Grant Revenue	5,104,163	5,026,437
Private Grants and Contributions	455,141	342,975
All Other Revenue	73,134	539,614
Total General Revenues	26,441,319	30,367,472
Expenses		
Governmental Activities - Education Programs	21,670,918	23,289,626
Supporting Services	3,602,642	4,314,693
Total Expenses	25,273,560	27,604,319
Change in Net Position	1,167,759	2,763,153
Net Position - Beginning of Year	4,276,425	5,444,184
Net Position - End of Year	$ 5,444,184	$ 8,207,337

Governmental Fund

The focus of Rocketship Tennessee's governmental fund is to provide information on near-term inflows, outflows, and balances of spendable resources. Such information is useful in assessing Rocketship Tennessee's financing requirements. In particular, fund balance may serve as a useful measure of a government's net resources available for spending for program purposes at the end of the fiscal year.

Governmental Fund Revenues

During this year of Rocketship Tennessee's operations, the primary source of revenue is Investment in Student Achievement revenue from the state of Tennessee, federal funding, private grants, and contributions.

Governmental Fund Expenditures

Total expenditures consist of salary and benefit costs, and other expenditures needed to operate Rocketship Tennessee.

Fund Financial Analysis

As noted earlier, Rocketship Tennessee uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements.

Revenue by Source
Governmental Fund

	2023	2024
Revenues by Source		
General Revenues	$ 20,307,365	$ 23,625,924
Program Revenues	6,133,954	6,741,548
Total Revenues	$ 26,441,319	$ 30,367,472

Expenditures by Function
Governmental Fund

	2023	2024
Expenditures by Function		
Educational Programs	$ 20,000,139	$ 23,065,267
Supporting Services	2,789,176	3,266,947
Capital Outlay	24,155,544	143,314
Debt Service	1,755,539	535,851
Total Expenditures	$ 48,700,398	$ 27,011,379

Other Sources/(Uses)
Governmental Fund

	2023	2024
Other Changes		
Other Financing Sources	$ 24,132,049	$ 16,030
Total Other Changes	$ 24,132,049	$ 16,030

As of the end of the current fiscal year, Rocketship Tennessee's governmental fund reported an ending fund balance of $9,135,698.

Capital Assets and Debt Administration

Capital Assets

Rocketship Tennessee had capital assets net of accumulated depreciation and amortization of $36,102,757 as of June 30, 2024.

Long-Term Debt

Rocketship Tennessee had $37,942,880 of lease liabilities as of June 30, 2024.

Economic Factors

In future years, Rocketship Public Schools Tennessee will expand all three of its existing campuses to serve 5th grade, to better align with surrounding middle school enrollment patterns. Additionally, the region is actively working to expand to 5 schools across the greater Nashville area. Both of those developments are expected to increase revenue to the organization.

Contacting Rocketship Tennessee's Financial Management

This financial report is designed to provide our citizens, taxpayers, parents, investors, and creditors with a general overview of Rocketship Tennessee's finances. If you have questions regarding this report or need additional financial information, contact Rocketship Tennessee's CFO at finance@rsed.org.

ROCKETSHIP TENNESSEE
STATEMENT OF NET POSITION AND GOVERNMENTAL FUND BALANCE SHEET
JUNE 30, 2024

	General Fund	Adjustments (Note 2)	Statement of Net Position
ASSETS			
CURRENT ASSETS			
Cash and Cash Equivalents	$ 7,908,950	$ -	$ 7,908,950
Accounts Receivable	1,807,032	-	1,807,032
Pledges Receivable	317,333	-	317,333
Inventory	69,791	-	69,791
Prepaid Items and Other Assets	179,217	-	179,217
Total Current Assets	10,282,323	-	10,282,323
NONCURRENT ASSETS			
Stabilization Restricted Investments	410,313	-	410,313
Capital Assets, Net of Accumulated Depreciation	-	183,619	183,619
Right of Use Asset, Net of Accumulated Amortization	-	35,919,138	35,919,138
Total Noncurrent Assets	410,313	36,102,757	36,513,070
Total Assets	$ 10,692,636	$ 36,102,757	$ 46,795,393
DEFERRED OUTFLOWS OF RESOURCES			
Deferred Outflows of Resources - Pensions	$ -	$ 1,338,059	$ 1,338,059
LIABILITIES, DEFERRED INFLOWS OF RESOURCES, FUND BALANCE, AND NET POSITION			
CURRENT LIABILITIES			
Accounts Payable	$ 776,022	$ -	$ 776,022
Unearned Revenue	6,198	-	6,198
Lease Liability - Due Within One Year	-	556,017	556,017
Total Current Liabilities	782,220	556,017	1,338,237
NONCURRENT LIABILITIES			
Related Party Payable	774,718	-	774,718
Net Pension Liability	-	244,810	244,810
Lease Liability - Due In More Than One Year	-	37,386,863	37,386,863
Total Noncurrent Liabilities	774,718	37,631,673	38,406,391
Total Liabilities	1,556,938	38,187,690	39,744,628
DEFERRED INFLOWS OF RESOURCES			
Deferred Inflows of Resources - Pensions	-	181,487	181,487
FUND BALANCE			
Nonspendable for Prepaid Items	179,217	(179,217)	-
Restricted for Stabilization Fund	410,313	(410,313)	-
Unassigned	8,546,168	(8,546,168)	-
Total Fund Balance	9,135,698	(9,135,698)	-
Total Liabilities and Fund Balance	$ 10,692,636		
NET POSITION			
Net Investment in Capital Assets		(1,840,123)	(1,840,123)
Restricted for Pension Benefits		410,313	410,313
Unrestricted		9,637,147	9,637,147
Total Net Position		8,207,337	8,207,337
Total Liabilities, Deferred Inflows of Resources, Fund Balance, and Net Position		$ 37,440,816	$ 48,133,452

See accompanying Notes to Financial Statements.

ROCKETSHIP TENNESSEE
STATEMENT OF ACTIVITIES AND GOVERNMENTAL FUND REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
YEAR ENDED JUNE 30, 2024

	General Fund	Adjustments (Note 3)	Statement of Activities
REVENUES			
General Revenues:			
Tennessee Investment in Student Achievement	$ 23,625,924	$ -	$ 23,625,924
Program Revenues:			
Other State Revenue	832,522	-	832,522
Federal Grant Revenues	5,026,437	-	5,026,437
Private Grants and Contributions	-	342,975	342,975
Revenues - Internal School Funds	365,667	(365,667)	-
All Other Local Revenues	516,922	22,692	539,614
Total Revenues	30,367,472	-	30,367,472
EXPENDITURES/EXPENSES			
Program Expenses - Educational Programs	22,888,736	400,890	23,289,626
Supporting Services	3,266,947	1,047,746	4,314,693
Expenses - Internal School Funds	176,531	(176,531)	-
Debt Service	535,851	(535,851)	-
Capital Outlay	143,314	(143,314)	-
Total Expenditures/Expenses	27,011,379	592,940	27,604,319
OTHER CHANGES			
Other Financing Sources - Proceeds from Leases	16,030	(16,030)	-
Total Other Changes	16,030	(16,030)	-
CHANGE IN FUND BALANCE/NET POSITION	3,372,123	(608,970)	2,763,153
Fund Balance/Net Position - Beginning of Year	5,763,575	(319,391)	5,444,184
FUND BALANCE/NET POSITION - END OF YEAR	$ 9,135,698	$ (928,361)	$ 8,207,337

See accompanying Notes to Financial Statements.

NOTE 1 SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

General

Rocketship Education (RSED) is a California nonprofit public benefit corporation incorporated in 2006. RSED was formed to manage, guide, direct, and promote a network of public elementary charter schools and has previously opened schools in California and Wisconsin. RSED began school operations in Tennessee in the 2014/2015 fiscal year and currently operates three charter schools, Rocketship Nashville Northeast Elementary (RNNE), Rocketship United Academy (RUA), and Rocketship Dream Community Prep. These financial statements reflect the activities or these three schools and one closed charter, Rocketship Partners Community Prep (RPP). Rocketship Tennessee's support is derived primarily from state of Tennessee public education monies, foundation contributions and various government agency grants.

Accounting Policies

As required by the State of Tennessee *Audit Manual*, issued by the Tennessee Comptroller of the Treasury, Rocketship Tennessee accounts for its financial transactions in accordance with accounting principles generally accepted in the United States of America as applied to governmental agencies. The Governmental Accounting Standards Board (GASB) is the accepted standard setting body for establishing governmental accounting and financial reporting principles.

Measurement Focus and Financial Statement Presentation

Government-Wide Financial Statements

The statement of net position and the statement of activities display information about Rocketship Tennessee as a whole. All of Rocketship Tennessee's activities as a charter school are considered governmental in nature per the state of Tennessee *Audit Manual*, issued by the Tennessee Comptroller of the Treasury; therefore, Rocketship Tennessee does not report any business-type activities.

The government-wide statements are prepared using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded at the time the liabilities are incurred, regardless of when the cash flows occur. Governmental fund financial statements, therefore, include a reconciliation with brief explanations to better identify the relationship between the government-wide statements and the statements for governmental funds (see Notes 2 and 3).

Governmental Fund Financial Statements

Rocketship Tennessee has one governmental fund, the general fund, which is reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available if they are collected within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, Rocketship Tennessee considers revenues to be available if they are collected within 60 days of the end of the current fiscal period, with the exception of state and federal apportionment, interest and reimbursement grants, and private grants which are considered available as collectible within one year. Expenditures generally are recorded when a fund liability is incurred. Rocketship Tennessee accounts for all of its operating activities in its general fund.

NOTE 1 SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Measurement Focus and Financial Statement Presentation (Continued)

Governmental Fund Financial Statements (Continued)

When both restricted and unrestricted resources are available for use, it is Rocketship Tennessee's policy to first apply the expenditure toward restricted fund balance and then to other, less restrictive classifications - committed, assigned, and then unassigned fund balances.

Prepaid Items

Payments made for services that will benefit periods beyond June 30, 2024, are recorded as prepaid items. In the governmental fund balance sheet, there is a reservation of fund balance equal to the amount of prepaid items that is classified as nonspendable, as these amounts are not available for expenditure.

Capital Assets

Capital assets are those purchased or acquired with an original cost of $5,000 or more and are reported at historical cost or estimated historical cost. Contributed assets are reported at acquisition value as of the date received. Additions, improvements, and other capital outlays that significantly extend the useful life of an asset are capitalized. Other costs incurred for repairs and maintenance are expensed as incurred. Depreciation on all capital assets is provided on a straight-line basis over the estimated useful lives of the capital assets as follows:

Building improvements	15 years
Equipment	5 years

Right of use lease assets are amortized over the shorter of the lease term or the useful life of the underlying asset.

Deferred Outflows/Inflows of Resources

In addition to assets, the statement of net position reports a separate section for deferred outflows of resources. This separate financial section, deferred outflows of resources, represents a consumption of net position that applies to a future period(s) and will not be recognized as an outflow of resources (expense/expenditure) until then.

In addition to liabilities, the statement of net position reports a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources represent an acquisition of net position that applies to a future period(s) and will not be recognized as an inflow of resources (revenue) until that time.

Deferred Outflows – Pension

The deferred outflow of resources related to pensions resulted from School contributions to employee pension plans subsequent to the measurement date of the actuarial valuations for the pension plans. The deferred outflow - pension contributions will be recognized as a reduction of the net pension liability in the subsequent fiscal year.

NOTE 1 SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Deferred Outflows/Inflows of Resources (Continued)

Deferred Inflows – Pension

The deferred inflows of resources represent an acquisition of net position by Rocketship Tennessee that is applicable to a future reporting period. The deferred inflows of resources are related to pensions and are amortized to pension expense.

Revenues

Revenue resulting from exchange transactions in which each party gives and receives essentially equal value is recorded under the accrual basis when the exchange takes place.

Nonexchange transactions are those in which Rocketship Tennessee receives value without directly giving equal value in return and includes private grants and contributions and state revenue. Under the accrual basis, this revenue is recognized in the fiscal year in which all eligibility requirements have been satisfied. Eligibility requirements include timing requirements, which specify the year when the resources are to be used or the fiscal year when use is first permitted, matching requirements under which Rocketship Tennessee must provide local resources to be used for a specific purpose and expenditure requirements, in which the resources are provided to Rocketship Tennessee on a reimbursement basis.

Unearned Revenue

Unearned revenue arises when assets are received before revenue recognition criteria have been satisfied. Grants and entitlements received before eligibility requirements are recorded as unearned revenue.

Fund Balance

Fund balance presented in the governmental fund financial statements represent the difference between assets and liabilities. Accounting standards require that the fund balance be classified into the following categories based upon the type of restrictions imposed on the use of funds:

- Nonspendable – This classification includes amounts that cannot be spent because they are either (a) not in spendable form or (b) legally or contractually required to be maintained intact.
- Restricted – This classification includes amounts that have constraints placed on the use of resources that are either (a) externally imposed by creditors, grantors, contributors, or laws or regulations of other governments or (b) imposed by law through constitutional provisions or enabling legislation.
- Committed – This classification includes amounts that can be used only for the specific purposes determined by a formal action of the entity's highest level of decision-making authority.
- Assigned – This classification includes amounts intended to be used by the entity for specific purposes but do not meet the criteria to be classified as restricted or committed.
- Unassigned – This classification is the residual amount for Rocketship Tennessee's general fund and includes all spendable amounts not contained in the other classifications.

NOTE 1 SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Net Position

The net position is the residual of assets plus deferred outflows of resources less liabilities less deferred inflows of resources. Rocketship Tennessee maintains the following classifications of net position:

- Net Investment in Capital Assets – Capital assets, net of accumulated depreciation, reduced by any borrowings used for the acquisition, construction or improvement of those assets.
- Restricted – Net position whose use is subject to externally imposed conditions that can be fulfilled by the actions of Rocketship Tennessee or by the passage of time. This includes Stabilization Funds for pensions (see Note 12).
- Unrestricted: All other categories of net position.

When an expense is incurred for purposes for which both restricted and unrestricted funds are available, Rocketship Tennessee considers restricted funds to have been spent first. Additionally, if different levels of unrestricted funds are available for spending Rocketship Tennessee considers committed funds to be expended first followed by assigned and then unassigned funds.

Budgets and Budgetary Accounting

The School adopts an annual budget for the General Fund. The Board or management can modify the budget by line item within the total fund's appropriation. Formal budgetary integration is employed as a management control device during the year for the General Fund. Budgets are adopted on a basis consistent with accounting principles generally accepted in the United States of America (GAAP).

Excess of Expenditures over Budget

For the year ended June 30, 2024, total expenditures exceeded budget for the general fund by $409,317. The Tennessee schools outperformed their original revenue budget by about 11% on the basis of higher-than-projected student enrollment and increases in state and federal funding. The region overspent its expense budget by about 1.5%, mostly driven by increased management fee (driven by revenue increases), increased staffing to support more special education students, and other typical fluctuations in expenses.

Use of Estimates

The preparation of financial statements in accordance with the accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, deferred outflows, liabilities and deferred inflows and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses/expenditures during the reporting period. Actual amounts could differ from those estimates.

NOTE 2 EXPLANATION OF DIFFERENCES BETWEEN THE BALANCE SHEET AND THE STATEMENT OF NET POSITION

Total fund balance of Rocketship Tennessee's general fund differs from net position of governmental activities primarily because of the long-term economic resources measurement focus of the statement of net position versus the current financial resources measurement focus of the governmental fund balance sheet.

The differences are described below:

Fund Balance - June 30, 2024	$ 9,135,698
Capital assets in governmental activities are not financial resources and, therefore, are not reported as assets in the general fund.	36,102,757
Net pension liability (asset) is not carried on the general fund balance sheet	(244,810)
Pension activity recorded during the fiscal year are removed/added from fund expenditures and are recorded as a deferred outflow/inflow of resources. This amount will be recognized as an adjustment of the net pension liability in the subsequent year.	1,156,572
Long-term debt is not due and payable in the current period and, therefore, is not reported as a liability in the general fund.	(37,942,880)
Net Position - June 30, 2024	$ 8,207,337

NOTE 3 EXPLANATION OF DIFFERENCES BETWEEN STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE AND THE STATEMENT OF ACTIVITIES

The net change in fund balance for the general fund differs from the change in net position for governmental activities primarily because of the long-term economic resources measurement focus of the statement of activities versus the current financial resources measurement focus of the general fund statement of revenues, expenditures, and changes in fund balance.

NOTE 3 EXPLANATION OF DIFFERENCES BETWEEN STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE AND THE STATEMENT OF ACTIVITIES (CONTINUED)

The differences are described below:

Net Change in Fund Balance - For the Year Ended June 30, 2024	$	3,372,123
Governmental funds report outlays for capital assets as expenditures because such outlays use current financial resources. In contrast, they are capitalized and depreciated in the statement of activities		(1,409,779)
Pension contributions made during the fiscal year are removed/added from fund expenses and are recorded as a deferred outflow/inflows of resources. This amount will be recognized as a reduction of the net pension liability in the subsequent year.		280,988
Proceeds/Repayment of long-term debt is reported as an other financing source/expenditure in governmental funds but is not shown in the statement of activities		519,821
Change in Net Position - For the Year Ended June 30, 2024	$	2,763,153

NOTE 4 CASH AND CASH EQUIVALENTS

Custodial Credit Risk

Custodial credit risk for deposits is the risk that, in the event of the failure of a depository financial institution, a government will not be able to recover its deposits or will not be able to recover collateral securities that are in the possession of an outside party.

Rocketship Tennessee does not have a formal deposit policy that address its exposure to custodial credit risk; however, it does limit deposits to those instruments allowed by applicable state laws. Cash and cash equivalents as of June 30, 2024 are held entirely with financial institutions.

RSED manages its cash and cash equivalents on a corporation-wide basis. At times RSED Nashville balances may reflect a cash deficit; however, liabilities are covered by the RSED home office cash balance. RSED and Rocketship Tennessee have not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on its cash and cash equivalents.

NOTE 5 ACCOUNTS RECEIVABLE

Accounts receivable primarily consist of funds due from various governmental units. Management believes all these amounts are collectible; therefore, no provisions for uncollectible accounts were recorded. As of June 30, 2024, all amounts are considered collectible within one year.

Accounts receivable consisted of the following as of June 30, 2024:

Federal and State Government	$ 1,603,586
Other	203,446
Total	$ 1,807,032

NOTE 6 CAPITAL ASSETS AND DEPRECIATION

Capital assets and depreciation consisted of the following:

	Balance July 1, 2023	Additions	Deductions	Balance June 30, 2024
Capital Assets, not being Depreciated and Amortized:				
Construction in progress	$ -	$ 23,000	$ -	$ 23,000
Total Capital Assets, not being Depreciated and Amortized	-	23,000	-	23,000
Capital Assets, being Depreciated and Amortized:				
Building improvements	72,924	68,003	-	140,927
Equipment	83,299	36,281	-	119,580
Right of Use Asset - Building	38,806,313	-	-	38,806,313
Right of Use Asset - Equipment	611,674	16,030	84,936	542,768
Total Capital Assets, being Depreciated and Amortized	39,574,210	120,314	84,936	39,609,588
Less: Accumulated Depreciation and Amortization for:				
Building improvements	(16,541)	(16,863)	-	(33,404)
Equipment	(48,190)	(18,294)	-	(66,484)
Right of Use Asset - Building	(1,855,721)	(1,374,733)		(3,230,454)
Right of Use Asset - Equipment	(113,945)	(134,690)	(49,146)	(199,489)
Total Accumulated Depreciation and Amortization	(2,034,397)	(1,544,580)	(49,146)	(3,529,831)
Total Capital Assets, being Depreciated and Amortized, Net	37,539,813	(1,424,266)	35,790	36,079,757
Governmental Activities Capital Assets, Net	$ 37,539,813	$ (1,401,266)	$ 35,790	$ 36,102,757

Depreciation and amortization expense was $1,544,580 for the year ended June 30, 2024.

NOTE 7 RELATED PARTY PAYABLE

During the year, RNNE, RUA and RPP each had amounts payable to RSED that are not due within one year and will be repaid as funds are available for repayment.

NOTE 8 RISK MANAGEMENT

Rocketship Tennessee is exposed to various risks of loss related to theft of, damage to, and destruction of assets, errors, and omissions, injuries to employees and natural disasters. Rocketship Tennessee's policy is to minimize these risks through the purchase of commercial insurance. Settled claims have not exceeded the commercial insurance coverage since Rocketship Tennessee's inception.

NOTE 9 LEASE LIABILITY

Rocketship Tennessee has facility and equipment leases under long-term, noncancellable lease agreements where the last agreement expires in 2054.

	Balance July 1, 2023	Additions	Deductions	Balance June 30, 2024	Due in One Year
Lease Liability	$ 38,489,978	$ 16,030	$ (563,128)	$ 37,942,880	$ 556,017

Total future minimum lease payments under the lease agreements are as follows:

Year Ending June 30,	Principal	Interest	Total
2025	$ 556,017	$ 1,332,978	$ 1,888,995
2026	757,060	1,310,663	2,067,723
2027	728,733	1,284,322	2,013,055
2028	711,364	1,259,430	1,970,794
2029	763,081	1,233,414	1,996,495
2030-2034	4,672,147	5,708,776	10,380,923
2035-2039	6,622,026	4,719,045	11,341,071
2040-2044	8,797,586	3,363,709	12,161,295
2045-2049	10,765,697	1,597,340	12,363,037
2050-2054	3,569,169	133,827	3,702,996
Total	$ 37,942,880	$ 21,943,504	$ 59,886,384

Right-to-use assets acquired through outstanding leases are shown below, by underlying asset class as of June 30, 2024.

	Governmental Activities		
	Leased Assets Cost	Accumulated Amortization	Leased Assets, Net
Real Estate	$ 38,806,313	$ (3,230,454)	$ 35,575,859
Equipment	542,768	(199,489)	343,279
Total	$ 39,349,081	$ (3,429,943)	$ 35,919,138

NOTE 10 STEWARDSHIP, COMPLIANCE, AND ACCOUNTABILITY

Deficit Fund Balance/Net Position

As of June 30, 2024, the following locations had a deficit fund balance/net position:

	Deficit	
	Fund Balance	Net Position
Rocketship Partners Community Prep	$ (668,543)	$ (668,543)
Rocketship Dream Community Prep	(325,110)	(1,510,558)

These deficits are derived from operational expenses exceeding revenues during the schools' start up periods. We anticipate that the deficit at RDCP will be funded by future revenues. Rocketship Community ceased operations in 2019 and the negative fund balance will be evaluated in the coming fiscal year.

NOTE 11 COMMITMENTS AND CONTINGENCIES

State and Federal Allowances, Awards and Grants

Rocketship Tennessee has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is believed that any required reimbursement would not be material.

Litigation

Various claims and litigation involving Rocketship Tennessee are currently outstanding. However, based on consultation with legal counsel, management believes that the ultimate resolution of these matters will not have a material adverse effect on Rocketship Tennessee’s financial position or results of operations.

NOTE 12 EMPLOYEE PENSION PLANS

TCRS Teacher Legacy Pension Plan – Cost Sharing Plan

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the Teacher Legacy Pension Plan in the Tennessee Consolidated Retirement System (TCRS) and additions to/deductions from the plan’s fiduciary net position have been determined on the same basis as they are reported by the TCRS. For this purpose, benefits (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms of the Teacher Legacy Pension Plan. Investments are reported at fair value.

NOTE 12 EMPLOYEE PENSION PLANS (CONTINUED)

TCRS Teacher Retirement Plan – Cost Sharing Plan

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the Teacher Retirement Plan in the Tennessee Consolidated Retirement System (TCRS) and additions to/deductions from the plan's fiduciary net position have been determined on the same basis as they are reported by the TCRS. For this purpose, benefits (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms of the Teacher Retirement Plan. Investments are reported at fair value.

Metro Retirement Plan – Single Employer Plan

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the Metro Retirement Plan and additions to/deductions from the plan's fiduciary net position have been determined on the same basis as they are reported by the Metropolitan Nashville Public Schools. For this purpose, benefits (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms of the Metro Retirement Plan. Investments are reported at fair value.

Teacher Legacy Pension Plan - General Information

Plan Description

The Tennessee Consolidated Retirement System (TCRS) was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans of the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publicly available financial report that can be obtained at https://treasury.tn.gov/Retirement/Boards-and-Governance/Reporting-and-Investment-Policies.

Teachers employed by Rocketship Tennessee with membership in the TCRS before July 1, 2014 are provided with pensions through the Teacher Legacy Pension Plan, a cost sharing multiemployer pension plan administered by the TCRS. The Teacher Legacy Pension Plan closed to new membership on June 30, 2014 but will continue providing benefits to existing members and retirees. The Teacher Retirement Plan became effective July 1, 2014 for teachers employed by Local Education Agencies (LEAs) after June 30, 2014. The Teacher Retirement Plan is a separate cost-sharing, multiemployer defined benefit plan.

NOTE 12 EMPLOYEE PENSION PLANS (CONTINUED)

Teacher Legacy Pension Plan - General Information (Continued)

Benefits Provided

Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. Members of the Teacher Legacy Pension Plan are eligible to retire with an unreduced benefit at age 60 with five years of service credit, or after 30 years of service credit regardless of age. Benefits are determined by a formula using the member's highest five consecutive years average compensation and the member's service credit. A reduced early retirement benefit is available at age 55 if vested. Members are vested with five years of service credit. Service-related disability benefits are provided regardless of length of service. Five years of service is required for nonservice-related disability eligibility. The service-related and nonservice-related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10% and include projected service credits. A variety of death benefits are available under various eligibility criteria. Member and beneficiary annuitants are entitled to automatic cost of living adjustments (COLAs) after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the consumer price index (CPI) during the prior calendar year, capped at 3%, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A 1% COLA is granted if the CPI change is between one-half percent and 1%. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest.

Contributions

Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly. Teachers contribute 5% of salary. The Local Education Agencies (LEAs) make employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. By law, employer contributions for the Teacher Legacy Pension Plan are required to be paid. The TCRS may intercept the state shared taxes of the sponsoring governmental entity of the LEA if the required employer contributions are not remitted. Employer contributions by Rocketship Tennessee for the year ended June 30, 2024, to the Teacher Legacy Pension Plan were $33,608 which is 8.69% of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

NOTE 12 EMPLOYEE PENSION PLANS (CONTINUED)

Teacher Legacy Pension Plan - Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

Pension Asset

At June 30, 2024, Rocketship Tennessee reported an asset of $139,691 for its proportionate share of net pension asset. The net pension asset was measured as of June 30, 2023, and the total pension liability used to calculate the net pension asset was determined by an actuarial valuation as of that date. Rocketship Tennessee's proportion of the net pension asset was based on Rocketship Tennessee's share of contributions to the pension plan relative to the contributions of all LEAs. At the June 30, 2023, measurement date, Rocketship Tennessee's proportion was 0.011849%. The proportion measured as of June 30, 2022 was 0.011027%.

Pension Expense

For the year ended June 30, 2024, Rocketship Tennessee recognized pension expense of $35,128.

Deferred Outflows of Resources and Deferred Inflows of Resources

For the year ended June 30, 2024, Rocketship Tennessee reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences Between Expected and Actual Experience	$ 33,281	$ 6,483
Net Difference Between Projected and Actual Earnings on Pension Plan Investments	24,237	-
Changes in Assumptions	45,515	-
Changes in Proportion on Net Pension Liability (Asset)	11,397	13,549
Contributions Subsequent to the Measurement Date of June 30, 2022	33,608	N/A
Total	$ 148,038	$ 20,032

Rocketship Tennessee employer contributions of $33,608, reported as pension related deferred outflows of resources subsequent to the measurement date, will be recognized as a change in the net pension liability in the year ended June 30, 2025. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ending June 30,	Amount
2024	$ 33,452
2025	(17,782)
2026	78,539
2027	189
2028	-
Thereafter	-

NOTE 12 EMPLOYEE PENSION PLANS (CONTINUED)

Teacher Legacy Pension Plan - Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

Deferred Outflows of Resources and Deferred Inflows of Resources (Continued)

In the preceding table, positive amounts will increase pension expense, while negative amounts will decrease pension expense.

Actuarial Assumptions

The total pension liability in the June 30, 2023 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.25%
Salary Increases	Graded salary ranges from 8.72% to 3.44% based on age, including inflation, averaging 4.00%
Investment Rate of Return	6.75%, net of pension plan investment expenses, including inflation
Cost-of Living Adjustment	2.125%

Mortality rates were based on actual experience including an adjustment for some anticipated improvement.

The actuarial assumptions used in the June 30, 2023, actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2016 through June 30, 2020. As a result of the 2020 actuarial experience study, investment and demographic assumptions were adjusted to more closely reflect actual and expected future experience.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2020 actuarial experience study. A blend of future capital market projections and historical market returns was used in a building-block method in which a best-estimate of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) is developed for each major asset class. These best estimates are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation of 2.25%. The best-estimates of geometric real rates of return and the TCRS investment policy target asset allocation for each major asset class are summarized in the following table:

NOTE 12 EMPLOYEE PENSION PLANS (CONTINUED)

Teacher Legacy Pension Plan - Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

Actuarial Assumptions (Continued)

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. Equity	4.88 %	31 %
Developed Market International Equity	5.37	14
Emerging Market International Equity	6.09	4
Private Equity and Strategic Lending	6.57	20
U.S. Fixed Income	1.20	20
Real Estate	4.38	10
Short-Term Securities	-	1
Total		100 %

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 6.75% based on a blending of the three factors described above.

Discount Rate

The discount rate used to measure the total pension liability was 6.75%. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from all LEAs will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the Proportionate Share of Net Pension Liability (Asset) to Changes in the Discount Rate

The following presents Rocketship Tennessee's proportionate share of the net pension liability (asset) calculated using the discount rate of 6.75%, as well as what Rocketship Tennessee's proportionate share of the net pension liability (asset) would be if it were calculated using a discount rate that is one-percentage-point lower (5.75%) or one-percentage-point higher (7.75%) than the current rate:

	One Percent Decrease (5.75%)	Current Discount Rate (6.75%)	One Percent Increase (7.75%)
Rocketship's Proportionate Share of the Net Pension Liability (Asset)	$ 304,256	$ (139,691)	$ (508,930)

NOTE 12 EMPLOYEE PENSION PLANS (CONTINUED)

Teacher Legacy Pension Plan - Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

Pension Plan Fiduciary Net Position

Detailed information about the pension plan's fiduciary net position is available in a separately issued TCRS financial report.

Teacher Legacy Pension Plan - Payable to the Pension Plan

At June 30, 2024, Rocketship Tennessee reported a payable of $-0- for the outstanding amount of contributions to the pension plan.

Teacher Pension Plan - General Information

Plan Description

The Tennessee Consolidated Retirement System (TCRS) was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans in the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publicly available financial report that can be obtained at https://treasury.tn.gov/Retirement/Boards-and-Governance/Reporting-and-Investment-Policies.

Teachers with membership in the TCRS before July 1, 2014 are provided with pensions through the Teacher Retirement Plan, a cost sharing multiemployer pension plan administered by the TCRS. The Teacher Legacy Pension Plan closed to new membership on June 30, 2014, but will continue providing benefits to existing members and retirees.

The Teacher Retirement Plan became effective July 1, 2014 for teachers employed by Local Education Agencies (LEAs) after June 30, 2014. The Teacher Retirement Plan is a separate cost sharing, multiemployer defined benefit plan.

NOTE 12 EMPLOYEE PENSION PLANS (CONTINUED)

Teacher Pension Plan - General Information (Continued)

Benefits Provided

Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. Members of the Teacher Retirement Plan are eligible to retire with an unreduced benefit at age 65 with five years of service credit or pursuant to the rule of 90 in which the member's age and service credit total 90. Benefits are determined by a formula using the member's highest five consecutive year average compensation and the member's years of service credit. A reduced early retirement benefit is available at age 60 and vested or pursuant to the rule of 80. Members are vested with five years of service credit. Service-related disability benefits are provided regardless of length of service. Five years of service is required for nonservice-related disability eligibility. The service-related and nonservice-related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10% and include projected service credits. A variety of death benefits are available under various eligibility criteria. Member and beneficiary annuitants are entitled to automatic cost of living adjustments (COLAs) after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the consumer price index (CPI) during the prior calendar year, capped at 3%, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A 1% COLA is granted if the CPI change is between one-half percent and 1%. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest. Under the Teacher Retirement Plan, benefit terms and conditions, including COLAs, can be adjusted on a prospective basis. Moreover, there are defined cost controls and unfunded liability controls that provide for the adjustment of benefit terms and conditions on an automatic basis.

Contributions

Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly or by automatic cost controls set out in law. Teachers contribute 5% of salary. The Local Education Agencies (LEAs) make employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. Per the statutory provisions governing the TCRS, the employer contribution rate cannot be less than 4%, except in years when the maximum funded level, as established by the TCRS Board of Trustees, is reached. By law, employer contributions for the Teacher Retirement Plan are required to be paid. TCRS may intercept the state shared taxes of the sponsoring governmental entity of the LEA if the required employer contributions are not remitted. Employer contributions for the year ended June 30, 2024 to the Teacher Retirement Plan were $161,503 which is 2.87% of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

NOTE 12 EMPLOYEE PENSION PLANS (CONTINUED)

Teacher Pension Plan - Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

Pension Asset

At June 30, 2024, Rocketship Tennessee reported an asset of $86,655 for its proportionate share of the net pension asset. The net pension asset was measured as of June 30, 2023, and the total pension liability used to calculate the net pension asset was determined by an actuarial value as of that date. Rocketship Tennessee's proportion of the net pension asset was based on Rocketship Tennessee's share of contributions to the pension plan relative to the contributions of all participating LEAs. At the measurement date of June 30, 2023 Rocketship Tennessee's proportion was 0.204358%. At the measurement date of June 30, 2022 Rocketship Tennessee's proportion was 0.209778%.

Pension Expense

For the year ended June 30, 2024 Rocketship Tennessee recognized pension expense of $112,091.

Deferred Outflows of Resources and Deferred Inflows of Resources

For the year ended June 30, 2024, Rocketship Tennessee reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences Between Expected and Actual Experience	$ 2,919	$ 50,579
Net Difference Between Projected and Actual Earnings on Pension Plan Investments	22,031	-
Changes in Assumptions	65,194	-
Changes in Proportion on Net Pension Liability (Asset)	23,453	6,464
Contributions Subsequent to the Measurement Date of June 30, 2022	161,503	N/A
Total	$ 275,100	$ 57,043

Rocketship Tennessee employer contributions of $161,503, reported as pension related deferred outflows of resources subsequent to the measurement date, will be recognized as a change in the net pension liability (asset) in the year ended June 30, 2025. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ending June 30,	Amount
2024	$ 2,018
2025	(1,189)
2026	32,798
2027	3,983
2028	4,118
Thereafter	14,826

NOTE 12 EMPLOYEE PENSION PLANS (CONTINUED)

Teacher Pension Plan - Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

Deferred Outflows of Resources and Deferred Inflows of Resources (Continued)

In the preceding table, positive amounts will increase pension expense, while negative amounts will decrease pension expense.

Actuarial Assumptions

The total pension liability in the June 30, 2023 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.25%
Salary Increases	Graded salary ranges from 8.72% to 3.44% based on age, including inflation, averaging 4.00%
Investment Rate of Return	6.75%, net of pension plan investment expenses, including inflation
Cost-of Living Adjustment	2.125%

Mortality rates were based on actual experience including an adjustment for some anticipated improvement.

The actuarial assumptions used in the June 30, 2023 actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2016 through June 30, 2020. As a result of the 2020 actuarial experience study, investment and demographic assumptions were adjusted to more closely reflect actual and expected future experience.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2020 actuarial experience study. A blend of future capital market projections and historical market returns was used in a building-block method in which a best-estimate of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) is developed for each major asset class. These best estimates are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation of 2.25%. The best-estimates of geometric real rates of return and the TCRS investment policy target asset allocation for each major asset class are summarized in the following table:

NOTE 12 EMPLOYEE PENSION PLANS (CONTINUED)

Teacher Pension Plan - Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

Actuarial Assumptions (Continued)

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. Equity	4.88 %	31 %
Developed Market International Equity	5.37	14
Emerging Market International Equity	6.09	4
Private Equity and Strategic Lending	6.57	20
U.S. Fixed Income	1.20	20
Real Estate	4.38	10
Short-Term Securities	-	1
Total		100 %

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 6.75% based on a blending of the three factors described above.

Discount Rate

The discount rate used to measure the total pension liability was 6.75%. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from all LEAs will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the Proportionate Share of Net Pension Liability (Asset) to Changes in the Discount Rate

The following presents Rocketship Tennessee's proportionate share of the net pension liability (asset) calculated using the discount rate of 6.75%, as well as what Rocketship Tennessee's proportionate share of the net pension liability (asset) would be if it were calculated using a discount rate that is one-percentage-point lower (5.75%) or one-percentage point higher (7.75%) than the current rate:

	One Percent Decrease (5.75%)	Current Discount Rate (6.75%)	One Percent Increase (7.75%)
Rocketship's Proportionate Share of the Net Pension Liability (Asset)	$ 398,608	$ (86,655)	$ (436,005)

NOTE 12 EMPLOYEE PENSION PLANS (CONTINUED)

Teacher Pension Plan - Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

Pension Plan Fiduciary Net Position

Detailed information about the pension plan's fiduciary net position is available in a separately issued TCRS financial report.

Teacher Pension Plan - Payable to the Pension Plan

At June 30, 2024, Rocketship Tennessee reported a payable of $246,917 for the outstanding amount of contributions to the pension plan.

Metro Pension Plan - General Information

Plan Administration

The plan administrator is the Metropolitan Government of Nashville and Davidson County and was established or continue under the authority of the Metropolitan Charter, Article XIII, effective April 1, 1963. Approval of the Metropolitan Council is required to establish and amend benefit provisions. Article XIII also requires that all pension plans be actuarially sound. Administrative costs of the plans are financed through plan assets. The plans are managed and administered by the Metropolitan Employee Benefit Board (the Board), an independent board created by the Metropolitan Charter. The Board is composed of ten members, as follows: Finance Director, Human Resources Director, three members appointed by the Mayor, and five members selected by employees and retirees of the Metropolitan Government. The Metropolitan Government of Nashville and Davidson County issues a publicly available financial report that can be obtained at https://www.nashville.gov.

Plan Description Division B

As of July 1, 1995, Division B of the Metro Plan was established for all noncertificated employees of the Metropolitan Nashville Public Schools and all other Government employees. Employees with an effective hire date of July 1, 1995 or later are only eligible to participate in Division B of the Metro Plan. Also, Government employees as of June 30, 1995 who were qualified members of Division A were given the option to transfer to Division B as of January 1, 1996, subject to written application approved by the Benefit Board. Substantially all employees transferred to Division B of the Metro Plan.

Normal retirement for employees other than police officers and fire fighters occurs at the unreduced retirement age which is the earlier of (a) the date when the employee's age plus the completed years of credited employee service equals 85, but not before age 60; or (b) the date when the employee reaches age 65 and completes five years of credited employee service. The lifetime monthly benefit is calculated as 1/12 of the sum of 1.75% of average earnings based upon the previous 60 consecutive months of credited service which produce the highest earnings. Benefits fully vest on completing five years of service for employees employed on or between October 1, 2001 and December 31, 2012 who vest before leaving employment. Benefits fully vest on completing 10 years of service for employees and nonvested employees hired or rehired on or after January 1, 2013.

NOTE 12 EMPLOYEE PENSION PLANS (CONTINUED)

Metro Pension Plan - General Information (Continued)

Plan Description Division B (Continued)

Normal retirement for police officers and fire fighters occurs any time after attaining the unreduced retirement age which is the date when the employee's age plus the completed years of credited police and fire service equals 75, but not before age 53 nor after age 60. The lifetime monthly benefit is 1/12 of the sum of 2% of average earnings for each year of credited fire and police service not in excess of 25 years; plus 1.75% of average earnings for each year that the credited police or fire service exceeds 25 years. Benefits fully vest on completing five years of service for employees employed on or between October 1, 2001 and December 31, 2012 who vest before leaving employment. Benefits fully vest on completing 10 years of service for employees and nonvested employees hired or rehired on or after January 1, 2013.

An early retirement pension is available for retired employees if the termination occurs prior to the eligibility under normal retirement but after age 50 (45 for police and fire) and after the completion of 10 years of credited employee service. Such shall be payable as either a monthly deferred early employee service pension beginning the month after the attainment of the normal retirement age or an immediate monthly early employee service pension beginning on the first day of the month following termination. The lifetime monthly benefit for the immediate monthly early employee service pension is reduced by 4% for each of the first five years by which the retirement date precedes the normal retirement age, and by 8% for each additional year by which the retirement date precedes the normal retirement age; provided, however, that the immediate monthly benefit shall not be less than the actuarial equivalent of the deferred pension provided by the Metro Plan.

Any employee who terminates after the completion of at least 10 years of service (or five years of service if hired before January 1, 2013) and before eligibility for normal retirement or early retirement shall be eligible to receive a monthly deferred pension which shall commence on the first day of the month following the attainment of unreduced retirement age, computed and payable in accordance with the Metro Plan.

Any employee with unused sick leave time at service retirement shall receive 100% credit for the time, subject to an affirmative election at the time of retirement.

Any employee who terminates and is rehired is eligible to reconnect prior service after being regularly employed continuously for one year.

All assets of the Metropolitan Employees' Benefit Trust Fund may legally be used to pay benefits to any plan members or beneficiaries, regardless of whether the members participate in Division A or Division B of the Metro Plan.

NOTE 12 EMPLOYEE PENSION PLANS (CONTINUED)

Metro Pension Plan - General Information (Continued)

Contributions

The funding policy is to provide for periodic contributions at actuarially determined rates that are designed to accumulate sufficient assets to pay benefits when due. All other funding is provided by the Government with an actuarially recommended employer contribution rate of 12.816% for the noncertificated employees of Metropolitan Nashville Public Schools and all other Metro employees. Employer contributions for the year ended June 30, 2024 to the Metro Plan were $176,604 which is 12.455% of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

Metro Pension Plan - Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

Pension Liability

At June 30, 2024, Rocketship Tennessee reported a liability of $471,156 for its proportionate share of the net pension asset. The net pension asset was measured as of June 30, 2023 and the total pension asset used to calculate the net pension asset was determined by an actuarial value as of that date. Rocketship Tennessee's proportion of the net pension asset was based on Rocketship Tennessee's share of contributions to the pension plan relative to the contributions of all participating LEAs. At the measurement date of June 30, 2023 Rocketship Tennessee's proportion was 0.300653991%. At the measurement date of June 30, 2022 Rocketship Tennessee's proportion was 0.191212558%.

Pension Expense

For the year ended June 30, 2024, Rocketship Tennessee recognized pension expense of $204,453.

Deferred Outflows of Resources and Deferred Inflows of Resources

For the year ended June 30, 2024, Rocketship Tennessee reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences Between Expected and Actual Experience	$ 235,132	$ 32,194
Net Difference between Projected and Actual Earnings on Pension Plan Investments	-	72,218
Changes in Assumptions	503,185	-
Changes in Proportion on Net Pension Liability (Asset)	-	-
Contributions Subsequent to the Measurement Date of June 30, 2022	176,604	N/A
Total	$ 914,921	$ 104,412

NOTE 12 EMPLOYEE PENSION PLANS (CONTINUED)

Metro Pension Plan - Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

Deferred Outflows of Resources and Deferred Inflows of Resources (Continued)

Rocketship Tennessee employer contributions of $176,604, reported as pension related deferred outflows of resources subsequent to the measurement date, will be recognized as a change in the net pension liability (asset) in the year ended June 30, 2025. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ending June 30,	Amount
2023	$ (49,862)
2024	(93,023)
2025	435,950
2026	257,329
2027	57,614
Thereafter	25,897

In the preceding table, positive amounts will increase pension expense, while negative amounts will decrease pension expense.

Investment Policy

The investments of the Metro Plan are administered in accordance with the Statement of Investment Policy of the Government's Employee Benefit System. The Investment Committee of the Government's Employee Benefit System has been given the authority under Section 13.04 of the Metropolitan Charter to regulate and determine all matters dealing with the investments of the Plans. The policy emphasizes a long-term investment strategy. Short-term fluctuations in the market value of the portfolio should not influence the investment structure under normal circumstances. The policy outlines asset allocation targets as follows:

Asset Class	Target Allocation
Domestic Equity	12-22 %
International Equity	7-17
Fixed Income	17-33
Private Debt	12-20
Real Estate	5-12
Cash Equivalents	0-5
Private Equity	15-23

There were no changes in the investment policy in the current year.

NOTE 12 EMPLOYEE PENSION PLANS (CONTINUED)

Metro Pension Plan - Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

Net Pension Liability Actuarial Assumptions

The long-term expected rate of return on the pension plan investments was determined using building-block method in which best-estimate ranges of expected future real rates of return are developed for each major asset class from historical returns and consensus expectations of future returns as follows:

Asset Class	Long-Term Expected Real Rate of Return
Domestic Equity	4.20 %
International Equity	4.60
Fixed Income	1.50
Private Debt	4.60
Real Estate	3.50
Private Equity	7.30

Discount Rate

The discount rate used to measure the total pension liability was 7.00%. Based on the plan assumptions and funding policy, the fiduciary net position for each plan was projected to be available to make all projected future benefit payments to current members. Therefore, the long-term expected rate of return on investments was applied to all periods of projected benefit payments to determine the total pension liability (asset).

Sensitivity of the Net Pension Liability to Changes in the Discount Rate

The following presents the net pension liability, calculated using the discount rate of 7.00%, as well as what the net pension liability would be if it were calculated using a discount rate that is one-percentage-point lower (6.00%) or one-percentage-point higher (8.00%) than the current rate:

	One Percent Decrease (6.00%)	Current Discount Rate (7.00%)	One Percent Increase (8.00%)
Rocketship's Proportionate Share of the Net Pension Liability (Asset)	$ 1,979,499	$ 471,156	$ (712,534)

Pension expense is comprised of various elements including service cost, interest, changes in benefit terms, investment experience, and the amortization of deferred outflows and inflows of resources, which are all factors used by the actuaries in the calculation of the net pension liability (asset).

NOTE 12 EMPLOYEE PENSION PLANS (CONTINUED)

Reconciliation of Net Pension Assets and Liabilities at June 30, 2024

The following will reconcile the various retirement plans to the statement of net position:

	Total Pension Asset (Liability)	Deferred Outflows of Resources	Deferred Inflows of Resources	Pension Expense
Teacher Legacy Plan	$ 139,691	$ 148,038	$ (20,032)	$ (1,587)
Teacher Plan	86,655	275,100	(57,043)	91,541
Metro Plan	(471,156)	914,921	(104,412)	204,453
Total	$ (244,810)	$ 1,338,059	$ (181,487)	$ 294,407

Hybrid Plan 401(k)

The TCRS Retirement Plan has a defined contribution component to the plan. Under the terms of the plan for the defined contribution component, employees contribute 2% of their salaries to the plan, but are allowed an opt-out feature. Rocketship Tennessee is required to contribute 5% of annual salaries, to an individual employee account. During the year ended June 30, 2024, the contribution expense was $202,795. Employees are immediately vested in the plan.

NOTE 13 TCRS STABILIZATION TRUST

The Stabilization Reserve Trust (SRT) is a legal trust separate and apart from the normal Hybrid Plan Trust. The SRT is designed to specifically accumulate assets for the future. The assets in this plan are not used to pay benefits now but will be used as necessary in the future.

Legal Provisions

Rocketship Tennessee is a member of the Tennessee Consolidated Retirement System (TCRS) Stabilization Reserve Trust. Rocketship Tennessee has placed funds into the irrevocable trust as authorized by statute under Tennessee Code Annotated (TCA), Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of the trust. Funds of trust members are held and invested in the name of the trust for the benefit of each member. Each member's funds are restricted for the payment of retirement benefits of that member's employees. Trust funds are not subject to the claims of general creditors of Rocketship Tennessee. The trust is authorized to make investments as directed by the TCRS Board of Trustees. Rocketship Tennessee may not impose any restrictions on investments placed by the trust on their behalf.

NOTE 13 TCRS STABILIZATION TRUST (CONTINUED)

Investment Balances

Assets of the TCRS, including the Stabilization Reserve Trust, are invested in the Tennessee Retiree Group Trust (TRGT). The TRGT is not registered with the Securities and Exchange Commission (SEC) as an investment company. The state of Tennessee has not obtained a credit quality rating for the TRGT from a nationally recognized credit ratings agency. The fair value of investment positions in the TRGT is determined daily based on the fair value of the pool's underlying portfolio. Furthermore, TCRS had not obtained or provided any legally binding guarantees to support the value of participant shares during the fiscal year. There are no restrictions on the sale or redemption of shares.

Investments are reported at fair value or amortized which approximates fair value. Securities traded on a national exchange are valued at the last reported sales price. Investment income consists of realized and unrealized appreciation (depreciation) in the fair Securities and securities transactions are recorded in the financial statements on a trade-date basis. The fair value of assets of the TRGT held at June 30, 2024, represents the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants. Assets held are categorized for fair value measurement within the fair value hierarchy established by GAAP. The hierarchy is based on the valuation inputs used to measure the fair value of the asset and give the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements).

Level 1 – Unadjusted quoted prices for identical assets or liabilities in active markets that can be accessed at the measurement date.

Level 2 – Quoted prices for similar assets or liabilities in active markets; quoted prices for identical or similar assets or liabilities in markets that are not active; assets or liabilities that have a bid-ask spread price in an inactive dealer market, brokered market and principal-to-principal market; and Level 1 assets or liabilities that are adjusted.

Level 3 – Valuations derived from valuation techniques in which significant inputs are unobservable.

Investments using the Net Asset Value (NAV) per share have no readily determinable fair value and have been determined using amortized cost which approximates fair value.

Where inputs used in the measurement of fair value fall into different levels of the hierarchy, fair value of the instrument in its entirety is categorized based on the lowest level input that is significant to the valuation. This assessment requires professional judgement and as such management of the TRGT developed a fair value committee that worked in conjunction with the plan's custodian and investment professionals to make these valuations. All assets held were valued individually and aggregated into classes so to be represented in the table below.

NOTE 13 TCRS STABILIZATION TRUST (CONTINUED)

Investment Balances (Continued)

Short-term securities generally include investments in money market-type securities reported at cost plus accrued interest.

Equity and equity derivative securities classified in Level 1 are valued using last reported sales prices quoted in active markets that can be accessed at the measurement date. Equity and equity derivative securities classified in Level 2 are securities whose values are derived daily from associated traded securities. Equity securities classified in Level 3 are valued with last trade data having limited trading volume.

U.S. Treasury Bills, Bonds, Notes and Futures classified in Level 1 are valued using last reported sales prices quoted in active markets that can be accessed at the measurement date. Debt and debt derivative securities classified in Level 2 are valued using a bid-ask spread price from multiple independent brokers, dealers, or market principals, which are known to be actively involved in the market. Level 3 debt securities are valued using proprietary information, a single pricing source, or other unobservable inputs related to similar assets or liabilities.

Real estate investments classified in Level 3 are valued using the last valuations provided by external investment advisors or independent external appraisers. Generally, all direct real estate investments are appraised by a qualified independent appraiser(s) with the professional designation of Member of the Appraisal Institute (MAI), or its equivalent, every three years beginning from the acquisition date of the property. The appraisals are performed using generally accepted valuation approaches applicable to the property type.

Investments in private mutual funds, traditional private equity funds, strategic lending funds and real estate funds that report using GAAP, the fair value, as well as the unfunded commitments, were determined using the prior quarter's NAV, as reported by the fund managers, plus the current cash flows. These assets were then categorized by investment strategy. In instances where the fund investment reported using non-GAAP standards, the investment was valued using the same method, but was classified in Level 3.

NOTE 13 TCRS STABILIZATION TRUST (CONTINUED)

At June 30, 2024, Rocketship Tennessee had the following investments held by the trust on its behalf.

Investment	Weighted Average Maturity (Days)	Maturities	Fair Value
Investments at Fair Value:			
U.S. Equity	N/A	N/A	$ 127,197
Developed Market International Equity	N/A	N/A	57,444
Emerging Market International Equity	N/A	N/A	16,413
U.S. Fixed Income	N/A	N/A	82,063
Real Estate	N/A	N/A	41,031
Short-Term Securities	N/A	N/A	4,103
Investments at Amortized Cost Using the NAV:			
Private Equity and Strategic Lending	N/A	N/A	82,062
Total			$ 410,313

		Fair Value Measurements Using			
Investment by Fair Value Level	Fair Value 6/30/2024	Quoted Prices in Active Markets for Identical Assets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)	Amortized Cost NAV
U.S. Equity	$ 127,197	$ 127,197	$ -	$ -	$ -
Developed Market International Equity	57,444	57,444	-	-	-
Emerging Market International Equity	16,413	16,413	-	-	-
U.S. Fixed Income	82,063	-	82,063	-	-
Real Estate	41,031	-	-	41,031	-
Short-Term Securities	4,103	-	4,103	-	-
Private Equity and Strategic Lending	82,062	-	-	-	82,062
Total	$ 410,313	$ 201,054	$ 86,166	$ 41,031	$ 82,062

Risks and Uncertainties

The trust's investments include various types of investment funds, which in turn invest in any combination of stock, bonds and other investments exposed to various risks, such as interest rate, credit, and market risk. Due to the level of risk associated with certain investment securities, it is at least reasonably possible that changes in the values of investment securities will occur in the near term and that such changes could materially affect the amounts reported for trust investments.

Interest Rate Risk

Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. Rocketship Tennessee does not have the ability to limit trust investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates.

Credit Risk

Credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligations. Rocketship Tennessee does not have the ability to limit the credit ratings of individual investments made by the trust.

NOTE 13 TCRS STABILIZATION TRUST (CONTINUED)

Concentration of Credit Risk

Concentration of credit risk is the risk of loss attributed to the magnitude of the county's investment in a single issuer. Rocketship Tennessee places no limit on the amount the county may invest in one issuer.

Custodial Credit Risk

Custodial credit risk for investments is the risk that, in the event of a failure of the counterparty to a transaction, the county will not be able to recover the value of its investments or collateral securities that are in the possession of an outside party. Pursuant to the trust agreement, investments are held in the name of the trust for the benefit of Rocketship Tennessee to pay retirement benefits of Rocketship Tennessee Department employees.

For further information concerning Rocketship Tennessee's investments with the TCRS Stabilization Reserve Trust, audited financial statements of the Tennessee Consolidated Retirement System may be obtained at www.treasury.tn.gov/tcrs.

REQUIRED SUPPLEMENTARY INFORMATION
AND SUPPLEMENTARY INFORMATION

ROCKETSHIP TENNESSEE
SCHEDULE OF PROPORTIONATE SHARE OF THE NET PENSION LIABILITY – RSI
YEAR ENDED JUNE 30, 2024

	2015	2016	2017	2018	2019	2020	2021	2022	2023
Organization's Proportion of the Net Pension Liability (Asset)	0.044481%	0.022290%	0.022521%	0.012925%	0.010263%	0.011681%	0.012383%	0.011027%	0.011849%
Organization's Proportionate Share of the Net Pension Liability (Asset)	$ 5,932	$ 137,302	$ (7,370)	$ (45,481)	$ (105,527)	$ (89,079)	$ (534,123)	$ (135,238)	$ (139,691)
Organization's Covered Payroll	$ 542,090	$ 804,631	$ 796,122	$ 452,581	$ 344,147	$ 388,784	$ 406,442	$ 362,898	$ 384,490
Organization's Proportionate Share of the Net Pension Liability (Asset) as a Percentage of its Covered Payroll	1.09%	17.31%	-0.93%	-10.05%	-30.66%	-22.91%	-131.41%	-37.27%	-36.33%
Plan Fiduciary Net Position as a Percentage of the Total Pension Liability	99.81%	94.14%	100.14%	101.49%	104.28%	103.09%	116.13%	104.42%	104.11%

Teacher Retirement Plan:

	2015	2016	2017	2018	2019	2020	2021	2022	2023
Organization's Proportion of the Net Pension Liability (Asset)	0.203979%	0.226073%	0.253528%	0.265373%	0.200533%	0.212954%	0.211878%	0.209778%	0.204358%
Organization's Proportionate Share of the Net Pension Liability (Asset)	$ (8,206)	$ (27,699)	$ (66,888)	$ (120,354)	$ (113,198)	$ (121,095)	$ (229,509)	$ (63,547)	$ (86,655)
Organization's Covered Payroll	$ 423,814	$ 1,170,940	$ 1,664,002	$ 2,319,041	$ 2,122,044	$ 2,687,287	$ 3,057,860	$ 3,582,368	$ 4,064,769
Organization's Proportionate Share of the Net Pension Liability (Asset) as a Percentage of its Covered Payroll	-1.94%	-2.37%	-4.02%	-5.19%	-5.33%	-4.51%	-7.51%	-1.77%	-2.13%
Plan Fiduciary Net Position as a Percentage of the Total Pension Liability	127.46%	121.88%	126.81%	126.81%	123.07%	116.52%	121.53%	104.55%	104.97%

Metro Plan:

	2016	2017	2018	2019	2020	2021	2022	2023
Organization's Proportion of the Net Pension Liability (Asset)	0.040830%	0.163999%	0.148040%	0.146693%	0.282177%	0.161695%	0.191213%	0.300654%
Organization's Proportionate Share of the Net Pension Liability (Asset)	$ 90,364	$ 66,984	$ 120,813	$ 183,919	$ 611,762	$ (925,281)	$ (25,105)	$ 471,156
Organization's Covered Payroll	$ 525,809	$ 883,618	$ 854,406	$ 935,803	$ 1,800,359	$ 1,404,218	$ 2,751,142	$ 2,751,142
Organization's Proportionate Share of the Net Pension Liability (Asset) as a Percentage of its Covered Payroll	92.39%	98.64%	97.45%	96.37%	93.79%	-65.89%	-0.91%	17.13%
Plan Fiduciary Net Position as a Percentage of the Total Pension Liability (Asset)	41.66%	7.58%	14.14%	19.65%	33.98%	115.75%	104.35%	96.20%

*Accounting standards require calculation of the proportionate share of the pension liability based on the plan information for the previous year. Rocketship Tennessee was not yet in operation in the previous year and therefore has no calculated proportion share of the net pension liability as of June 30, 2015.

Note: Accounting standards require presentation of 10 years of information. However, the information in this schedule is not required to be presented retroactively. Years will be added to this schedule as future data becomes available.

See Auditors' Report and Notes to Required Supplementary Information and Other Supplementary Information.

ROCKETSHIP TENNESSEE
SCHEDULE OF PENSION CONTRIBUTIONS – RSI
YEAR ENDED JUNE 30, 2024

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Contractually Required Contributions	$ 72,739	$ 71,970	$ 41,094	$ 84,923	$ 35,998	$ 41,328	$ 41,472	$ 39,694	$ 58,365	$ 33,608
Contributions in Relation to the Contractually Required Contribution	72,739	71,970	41,094	84,923	35,998	41,328	41,472	39,694	58,365	33,608
Contribution Deficiency (Excess)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Organization's Covered Payroll	$ 804,634	$ 796,122	$ 452,581	$ 935,275	$ 344,149	$ 388,786	$ 403,817	$ 386,504	$ 566,650	$ 386,743
Contributions as a Percentage of Covered Payroll	9.04%	9.04%	9.08%	9.08%	10.46%	10.63%	10.27%	10.27%	10.30%	8.69%

Teacher Retirement Plan:

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Contractually Required Contributions	$ 29,306	$ 66,560	$ 37,818	$ 36,463	$ 41,168	$ 54,553	$ 61,769	$ 100,816	$ 148,237	$ 161,503
Contributions in Relation to the Contractually Required Contribution	46,829	66,560	92,762	36,463	41,168	54,553	61,769	100,816	148,237	161,503
Contribution Deficiency (Excess)	$ (17,523)	$ -	$ (54,944)	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Organization's Covered Payroll	$ 1,170,725	$ 1,664,000	$ 2,319,041	$ 911,575	$ 2,122,062	$ 2,687,340	$ 2,721,488	$ 2,520,400	$ 3,705,925	$ 5,627,282
Contributions as a Percentage of Covered Payroll	4.00%	4.00%	4.00%	4.00%	1.94%	2.03%	2.02%	4.00%	4.00%	2.87%

Metro Plan:

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Contractually Required Contributions	$ 38,399	$ 84,813	$ 121,144	$ 100,384	$ 115,946	$ 221,884	$ 139,728	$ 177,354	$ 176,604	$ 176,604
Contributions in Relation to the Contractually Required Contribution	38,399	84,813	121,144	100,384	115,946	221,884	139,728	177,354	176,604	176,604
Contribution Deficiency (Excess)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Organization's Covered Payroll	$ 209,716	$ 525,809	$ 883,618	$ 854,406	$ 935,803	$ 1,798,088	$ 1,032,815	$ 1,376,865	$ 1,371,043	$ 1,417,937
Contributions as a Percentage of Covered Payroll	18.31%	16.13%	13.71%	11.75%	12.39%	12.34%	12.34%	12.88%	12.88%	12.46%

Starting 2019, the statute governing the Teacher Retirement Plan provided for contributions in excess of the actuarially determined contribution rate be deposited into a stabilization reserve.

Changes of assumptions:. In 2021, the following assumptions were changed to the TCRS Teacher Retirement Plan and Teacher Legacy Plans: decreased inflation rate from 2.50 percent to 2.25 percent; decreased the investment rate of return from 7.25 percent to 6.75 percent; decreased the cost-of-living adjustment from 2.25 percent to 2.125 percent; and modified mortality assumptions. In 2017, the following assumptions were changed: decreased inflation rate from 3.00 percent to 2.50 percent; decreased the investment rate of return from 7 .50 percent to 7 .25 percent; decreased the cost-of-living adjustment from 2.50 percent to 2.25 percent; decreased salary growth graded ranges from an average of 4.25 percent to an average of 4.00 percent; and modified mortality assumptions.

See Auditors' Report and Notes to Required Supplementary Information and Other Supplementary Information.

ROCKETSHIP TENNESSEE
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE GENERAL FUND – BUDGET TO ACTUAL
YEAR ENDED JUNE 30, 2024

	Budgeted Amounts		Actual	Variance Between Final
	Original	Final	(Budgetary Basis)	Budget and Actual
REVENUES				
Tennessee Investment in Student Achievement	$ 22,749,611	$ 22,749,611	$ 23,625,924	$ 876,313
Other State Revenues	153,807	153,807	832,522	678,715
Federal Revenues	3,917,934	3,917,934	5,026,437	1,108,503
Revenues - Internal School Funds	239,013	239,013	365,667	126,654
All Other Local Revenues	248,574	248,574	516,922	268,348
Total Revenues	27,308,939	27,308,939	30,367,472	3,058,533
EXPENDITURES				
Program Expenses - Educational Programs	22,734,388	22,734,388	22,888,736	(154,348)
Supporting Services	3,855,102	3,855,102	3,266,947	588,155
Expenses - Internal School Funds	-	-	176,531	(176,531)
Debt Service	-	-	535,851	(535,851)
Capital Outlay	12,572	12,572	143,314	(130,742)
Total Expenditures	26,602,062	26,602,062	27,011,379	(409,317)
OTHER CHANGES				
Other Financing Sources - Proceeds from Leases	-	-	16,030	16,030
Total Other Changes	-	-	16,030	16,030
CHANGE IN FUND BALANCE	706,877	706,877	3,372,123	3,483,880
Fund Balance - July 1, 2023	5,763,575	5,763,575	5,763,575	-
FUND BALANCE - JUNE 30, 2024	$ 6,470,452	$ 6,470,452	$ 9,135,698	$ 2,665,246

See Auditors' Report and Notes to Required Supplementary Information and Other Supplementary Information.

ROCKETSHIP TENNESSEE
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
AND STATE FINANCIAL ASSISTANCE
YEAR ENDED JUNE 30, 2024

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Assistance Listing Number	Pass-Through Entity Identifying Number	Additional Award Identification	Federal Expenditures
FEDERAL AWARDS				
U.S. Department of Education				
Pass-Through Program From				
Metro Nashville Public Schools:				
Title I, Part A, Basic Grants				
Low-Income and Neglected	84.010	2023-408002-DPI-TI-A-141		$ 815,359
Charter School Grant	84.282M	N/A		354,577
ESEA Consolidated School Wide	84.010A	N/A		147,546
ESSER III	84.425W	N/A	COVID-19	2,006,156
P-EBT Local Administrative Cost Grant	10.649	N/A		653
IDEA Flow Through Entitlement	84.027	2023-408002-DPI-FLOW-341		233,771
Total U.S. Department of Education				3,558,062
U.S. Department of Agriculture				
Pass-Through Program From				
Metro Nashville Public Schools:				
National School Lunch Program	10.555	N/A		933,151
School Breakfast Program	10.553	N/A		535,224
Subtotal: Child Nutrition Cluster				1,468,375
Total U.S. Department of Agriculture				1,468,375
Total Federal Awards				5,026,437
STATE FINANCIAL ASSISTANCE				
Tennessee Department of Education				
Passed Through Metro Nashville Public Schools:				
Tennessee Investment in Student Achievement	N/A	N/A		23,625,924
Total State Financial Assistance				23,625,924
Total Federal Awards and State Financial Assistance				$ 28,652,361

See Auditors' Report and Notes to Required Supplementary Information and Other Supplementary Information.

ROCKETSHIP TENNESSEE
COMBINING SCHEDULE OF NET POSITION BY LOCATION
JUNE 30, 2024

	Rocketship Northeast	Rocketship United Academy	Rocketship Partners Community Prep	Rocketship Dream Community Prep	Total
ASSETS					
CURRENT ASSETS					
Cash and Cash Equivalents	$ 3,053,912	$ 6,557,246	$ (611,825)	$ (1,090,383)	$ 7,908,950
Accounts Receivable	489,924	480,460	-	836,648	1,807,032
Pledges Receivable	118,272	116,368	-	82,693	317,333
Inventory	30,916	14,687	-	24,188	69,791
Prepaid Expenses and Other Assets	45,731	77,313	-	56,173	179,217
Total Current Assets	3,738,755	7,246,074	(611,825)	(90,681)	10,282,323
NONCURRENT ASSETS					
Stabilization Restricted Investments	176,620	157,524	-	76,169	410,313
Capital Assets, Net of Accumulated Depreciation	116,081	59,364	-	8,174	183,619
Right of Use Asset, Net of Accumulated Amortization	6,825,590	6,967,526	-	22,126,022	35,919,138
Total Noncurrent Assets	7,118,291	7,184,414	-	22,210,365	36,513,070
Total Assets	$ 10,857,046	$ 14,430,488	$ (611,825)	$ 22,119,684	$ 46,795,393
DEFERRED OUTFLOWS OF RESOURCES					
Deferred Outflows of Resources - Pensions	$ 585,275	$ 413,639	$ -	$ 339,145	$ 1,338,059
LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND NET POSITION					
CURRENT LIABILITIES					
Accounts Payable and Accrued Liabilities	$ 262,511	$ 282,484	$ -	$ 231,027	$ 776,022
Unearned Revenues	2,805	3,393	-	-	6,198
Lease Liability - Due Within One Year	219,224	234,853	-	101,940	556,017
Total Current Liabilities	484,540	520,730	-	332,967	1,338,237
NONCURRENT LIABILITIES					
Related Party Payable	174,428	464,001	56,718	79,571	774,718
Net Pension Asset	119,163	16,018	-	109,629	244,810
Lease Liability - Due in More Than One Year	6,963,132	7,024,420	-	23,399,311	37,386,863
Total Noncurrent Liabilities	7,256,723	7,504,439	56,718	23,588,511	38,406,391
Total Liabilities	7,741,263	8,025,169	56,718	23,921,478	39,744,628
DEFERRED INFLOWS OF RESOURCES					
Deferred Inflows of Resources - Pensions	81,193	52,385	-	47,909	181,487
NET POSITION					
Net Investment in Capital Assets	(240,685)	(232,383)	-	(1,367,055)	(1,840,123)
Restricted for Pension Benefits	295,783	173,542	-	185,798	655,123
Unrestricted	3,564,767	6,825,414	(668,543)	(329,301)	9,392,337
Total Net Position	3,619,865	6,766,573	(668,543)	(1,510,558)	8,207,337
Total Liabilities, Deferred Inflows of Resources, and Net Position	$ 11,442,321	$ 14,844,127	$ (611,825)	$ 22,458,829	$ 48,133,452

See Auditors' Report and Notes to Required Supplementary Information and Other Supplementary Information.

ROCKETSHIP TENNESSEE
COMBINING SCHEDULE OF ACTIVITIES BY LOCATION
YEAR ENDED JUNE 30, 2024

	Rocketship Northeast	Rocketship United Academy	Rocketship Partners Community Prep	Rocketship Dream Community Prep	Total
REVENUES					
General Revenues:					
Tennessee Basic Education Program	$ 8,597,083	$ 8,888,125	$ -	$ 6,140,716	$ 23,625,924
Program Revenues:					
Other State Revenue	228,045	472,196	-	132,281	832,522
Federal Grant Revenues	2,063,375	1,893,133	-	1,069,929	5,026,437
Private Grants and Contributions	125,460	124,620	-	92,895	342,975
All Other Local Revenues	272,402	119,198	-	148,014	539,614
Total Revenues	11,286,365	11,497,272	-	7,583,835	30,367,472
EXPENSES					
Program Expenses - Educational Programs	7,981,084	7,924,067	-	7,384,475	23,289,626
Supporting Services	1,605,389	1,661,558	-	1,047,746	4,314,693
Total Expenses	9,586,473	9,585,625	-	8,432,221	27,604,319
CHANGE IN NET POSITION	1,699,892	1,911,647	-	(848,386)	2,763,153
Net Position - Beginning of Year	1,919,973	4,854,926	(668,543)	(662,172)	5,444,184
NET POSITION - END OF YEAR	$ 3,619,865	$ 6,766,573	$ (668,543)	$ (1,510,558)	$ 8,207,337

See Auditors' Report and Notes to Required Supplementary Information and Other Supplementary Information.

ROCKETSHIP TENNESSEE
COMBINING SCHEDULE OF GOVERNMENTAL FUND BALANCE SHEET BY LOCATION
JUNE 30, 2024

	Rocketship Northeast	Rocketship United Academy	Rocketship Partners Community Prep	Rocketship Dream Community Prep	Total
ASSETS					
CURRENT ASSETS					
Cash and Cash Equivalents	$ 3,053,912	$ 6,557,246	$ (611,825)	$ (1,090,383)	$ 7,908,950
Accounts Receivable	489,924	480,460	-	836,648	1,807,032
Pledges Receivable	118,272	116,368	-	82,693	317,333
Inventory	30,916	14,687	-	24,188	69,791
Prepaid Items and Other Assets	45,731	77,313	-	56,173	179,217
Total Current Assets	3,738,755	7,246,074	(611,825)	(90,681)	10,282,323
LONG-TERM ASSETS					
Stabilization Restricted Investments	176,620	157,524	-	76,169	410,313
Total Long-Term Assets	176,620	157,524	-	76,169	410,313
Total Assets	$ 3,915,375	$ 7,403,598	$ (611,825)	$ (14,512)	$ 10,692,636
LIABILITIES AND FUND BALANCE					
CURRENT LIABILITIES					
Accounts Payable	$ 262,511	$ 282,484	$ -	$ 231,027	$ 776,022
Unearned Revenue	2,805	3,393	-	-	6,198
Total Current Liabilities	265,316	285,877	-	231,027	782,220
LONG-TERM LIABILITIES					
Related Party Payable	174,428	464,001	56,718	79,571	774,718
Total Long-Term Liabilities	174,428	464,001	56,718	79,571	774,718
Total Liabilities	439,744	749,878	56,718	310,598	1,556,938
FUND BALANCE					
Nonspendable for Prepaid Items	45,731	77,313	-	56,173	179,217
Restricted for Stabilization Fund	176,620	157,524	-	76,169	410,313
Unassigned	3,253,280	6,418,883	(668,543)	(457,452)	8,546,168
Total Fund Balance	3,475,631	6,653,720	(668,543)	(325,110)	9,135,698
Total Liabilities and Fund Balance	$ 3,915,375	$ 7,403,598	$ (611,825)	$ (14,512)	$ 10,692,636

See Auditors' Report and Notes to Required Supplementary Information and Other Supplementary Information.

ROCKETSHIP TENNESSEE
COMBINING SCHEDULE OF GOVERNMENTAL FUND REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE BY LOCATION
YEAR ENDED JUNE 30, 2024

	Rocketship Northeast	Rocketship United Academy	Rocketship Partners Community Prep	Rocketship Dream Community Prep	Total
REVENUES					
General Revenues:					
Tennessee Basic Education Program	$ 8,597,083	$ 8,888,125	$ -	$ 6,140,716	$ 23,625,924
Program Revenues:					
Other State Revenue	228,045	472,196	-	132,281	832,522
Federal Grant Revenues	2,063,375	1,893,133	-	1,069,929	5,026,437
Revenues - Internal School Funds	129,139	131,622	-	104,906	365,667
All Other Local Revenues	268,723	112,196	-	136,003	516,922
Total Revenues	11,286,365	11,497,272	-	7,583,835	30,367,472
EXPENDITURES					
Program Expenses - Educational Programs	7,680,495	7,699,500	-	7,508,741	22,888,736
Supporting Services	1,605,389	1,661,558	-	-	3,266,947
Expenses - Internal School Funds	76,054	61,739	-	38,738	176,531
Debt Service	211,121	226,182	-	98,548	535,851
Capital Outlay	65,270	64,423	-	13,621	143,314
Total Expenditures	9,638,329	9,713,402	-	7,659,648	27,011,379
OTHER CHANGES					
Other Financing Sources - Proceeds from Leases	8,309	7,721	-	-	16,030
Total Other Changes	8,309	7,721	-	-	16,030
CHANGE IN FUND BALANCE	1,656,345	1,791,591	-	(75,813)	3,372,123
Fund Balance - Beginning of Year	1,819,286	4,862,129	(668,543)	(249,297)	5,763,575
FUND BALANCE - END OF YEAR	$ 3,475,631	$ 6,653,720	$ (668,543)	$ (325,110)	$ 9,135,698

See Auditors' Report and Notes to Required Supplementary Information and Other Supplementary Information.

ROCKETSHIP TENNESSEE
NOTES TO REQUIRED SUPPLEMENTARY INFORMATION
AND OTHER SUPPLEMENTARY INFORMATION
JUNE 30, 2024

NOTE 1 SCHEDULES OF SCHOOL'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY – RSI

The schedules present information on Rocketship Tennessee's proportionate share of the net pension liability, the plans' fiduciary net position and, when applicable, the State's proportionate share of the net pension liability associated with Rocketship Tennessee. Accounting standards require calculation of the proportionate share of the pension liability based on the plan information for the previous year. Rocketship Tennessee was not yet in operation in the year prior to the year ended June 30, 2016, and therefore has no calculated proportion share of the net pension liability. In the future, as data becomes available, 10 years of information will be presented.

NOTE 2 SCHEDULES OF SCHOOL CONTRIBUTIONS – RSI

The schedules present information on Rocketship Tennessee's required contribution, the amounts actually contributed, and any excess or deficiency related to the required contribution. The accompanying schedule of expenditures of federal awards and state financial assistance includes the government grant activity of Rocketship Tennessee and is presented on the accrual basis of accounting.

NOTE 3 STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE GENERAL FUND – BUDGET TO ACTUAL

The information is this schedule is presented in accordance with the requirements of the state of Tennessee Comptroller of the Treasury's Audit Manual.

NOTE 4 SCHEDULES OF EXPENDITURES OF FEDERAL AWARDS AND STATE FINANCIAL ASSISTANCE – OTHER SUPPLEMENTARY INFORMATION

The schedules of expenditures of federal awards and state financial assistance include the grant activity of Rocketship Tennessee, and is presented on the modified accrual basis of accounting. The information in these schedules is presented in accordance with the requirements of the state of Tennessee Comptroller of the Treasury's Audit Manual. Therefore, some amounts presented in these schedules may differ from amounts presented in or used in the preparation of the financial statements.

NOTE 5 SUPPLEMENTARY SCHEDULES BY LOCATION – OTHER SUPPLEMENTARY INFORMATION

The information in these schedules are presented in accordance with the requirements of the state of Tennessee Comptroller of the Treasury's Audit Manual.

OTHER INFORMATION

ROCKETSHIP TENNESSEE
BOARD OF DIRECTORS AND ADMINISTRATORS
JUNE 30, 2024

RSED BOARD OF DIRECTORS

Member	Office
Louis Jordan	Board Chair
Alex Terman	Treasurer
Greg Stanger	Secretary
Deborah McGriff	Member
Raymond Raven	Member
April Taylor	Member
Jolene Sloter	Member
Michael Fox	Member
June Nwabara	Member
Charmaine Detweiler	Member
Daniel Velasco	Member
Yolanda Bernal Samano	Member
Malka Borrego	Member
Julie Miller	Member
Hugo Castaneda	Member
Michelle Mercado	Member
Daniel Sanchez	Member
Deja Gipson	Member
Brian Kilb	Member
Rajen Sheth	Member

Tennessee Advisory Board:

April Taylor	Chair
Dr. James Hildreth	Member
Philip Elbert	Member
Rob Elliott	Member
Anderson Green	Member
June Nwabara	Member
Margaret Riley King	Member
Dr. Diarese George	Member
Abby Spaulding	Member

ADMINISTRATORS

Preston Smith	Co-Founder, CEO and President
Ben Carson	Chief Financial Officer
Maria Heridia	Chief Legal Officer
Christopher Murphy	Chief Communications Officer
Lamar Wade	Chief People Officer and Interim Executive Director – Rocketship Tennessee

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INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Directors
Rocketship Education, Inc.
Redwood City, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities and the governmental fund of Rocketship Tennessee, comprised of Tennessee Public Charter Schools, operated by Rocketship Tennessee (RSED), as of and for the year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise Rocketship Tennessee's basic financial statements, and have issued our report thereon dated December 11, 2024.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Rocketship Tennessee's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Rocketship Tennessee's internal control. Accordingly, we do not express an opinion on the effectiveness of Rocketship Tennessee's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies in internal control, such that there is a reasonable possibility that a material misstatement of Rocketship Tennessee's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that that were not identified.

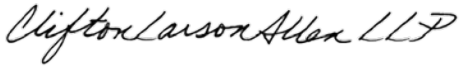
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Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether Rocketship Tennessee's financial statements are free from material misstatement, we performed tests of Rocketship Tennessee's compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



CliftonLarsonAllen LLP

Nashville, Tennessee
December 11, 2024

ROCKETSHIP TENNESSEE
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2024

There were no findings for the year ended June 30, 2024.

ROCKETSHIP TENNESSEE
STATUS OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2024

There were no findings for the year ended June 30, 2023.

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APPENDIX

CIS Center for Internet Security®

CIS Controls

CIS Critical Security Controls®

Version 8

V8

CIS Critical Security Controls

Version 8

Acknowledgments

CIS would like to thank the many security experts who volunteer their time and talent to support the CIS Critical Security Controls® (CIS Controls®) and other CIS work. CIS products represent the effort of a veritable army of volunteers from across the industry, generously giving their time and talent in the name of a more secure online experience for everyone.

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May 2021

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Glossary

Administrator accounts	Dedicated accounts with escalated privileges and used for managing aspects of a computer, domain, or the whole enterprise information technology infrastructure. Common administrator account subtypes include root accounts, local administrator and domain administrator accounts, and network or security appliance administrator accounts.
Application	A program, or group of programs, hosted on enterprise assets and designed for end-users. Applications are considered a software asset in this document. Examples include web, database, cloud-based, and mobile applications.
Authentication systems	A system or mechanism used to identify a user through associating an incoming request with a set of identifying credentials. The credentials provided are compared to those on a file in a database of the authorized user's information on a local operating system, user directory service, or within an authentication server. Examples of authentication systems can include active directory, Multi-Factor Authentication (MFA), biometrics, and tokens.
Authorization systems	A system or mechanism used to determine access levels or user/client privileges related to system resources including files, services, computer programs, data, and application features. An authorization system grants or denies access to a resource based on the user's identity. Examples of authorization systems can include active directory, access control lists, and role-based access control lists.
Cloud environment	A virtualized environment that provides convenient, on-demand network access to a shared pool of configurable resources such as network, computing, storage, applications, and services. There are five essential characteristics to a cloud environment: on-demand self-service, broad network access, resource pooling, rapid elasticity, and measured service. Some services offered through cloud environments include Software as a Service (SaaS), Platform as a Service (PaaS), and Infrastructure as a Service (IaaS).
Database	Organized collection of data, generally stored and accessed electronically from a computer system. Databases can reside remotely or on-site. Database Management Systems (DMSs) are used to administer databases, and are not considered part of a database for this document.
End-user devices	Information technology (IT) assets used among members of an enterprise during work, off-hours, or any other purpose. End-user devices include mobile and portable devices such as laptops, smartphones and tablets, as well as desktops and workstations. For the purpose of this document, end-user devices are a subset of enterprise assets.
Enterprise assets	Assets with the potential to store or process data. For the purpose of this document, enterprise assets include end-user devices, network devices, non-computing/Internet of Things (IoT) devices, and servers, in virtual, cloud-based, and physical environments.
Externally-exposed enterprise assets	Refers to enterprise assets that are public facing and discoverable through domain name system reconnaissance and network scanning from the public internet outside of the enterprise's network.
Internal enterprise assets	Refers to non-public facing enterprise assets that can only be identified through network scans and reconnaissance from within an enterprise's network through authorized authenticated or unauthenticated access.

Library	Pre-written code, classes, procedures, scripts, configuration data, and more, used to develop software programs and applications. It is designed to assist both the programmer and the programming language compiler in building and executing software.
Mobile end-user devices	Small, enterprise issued end-user devices with intrinsic wireless capability, such as smartphones and tablets. Mobile end-user devices are a subset of portable end-user devices, including laptops, which may require external hardware for connectivity. For the purpose of this document, mobile end-user devices are a subset of end-user devices.
Network devices	Electronic devices required for communication and interaction between devices on a computer network. Network devices include wireless access points, firewalls, physical/virtual gateways, routers, and switches. These devices consist of physical hardware, as well as virtual and cloud-based devices. For the purpose of this document, network devices are a subset of enterprise assets.
Network infrastructure	Refers to all of the resources of a network that make network or internet connectivity, management, business operations, and communication possible. It consists of hardware and software, systems and devices, and it enables computing and communication between users, services, applications, and processes. Network infrastructure can be cloud, physical, or virtual.
Non-computing/Internet of Things (IoT) devices	Devices embedded with sensors, software, and other technologies for the purpose of connecting, storing, and exchanging data with other devices and systems over the internet. While these devices are not used for computational processes, they support an enterprise's ability to conduct business processes. Examples of these devices include printers, smart screens, physical security sensors, industrial control systems, and information technology sensors. For the purpose of this document, non-computing/IoT devices are a subset of enterprise assets.
Operating system	System software on enterprise assets that manages computer hardware and software resources, and provides common services for programs. Operating systems are considered a software asset and can be single- and multi-tasking, single- and multi-user, distributed, templated, embedded, real-time, and library.
Physical environment	Physical hardware parts that make up a network, including cables and routers. The hardware is required for communication and interaction between devices on a network.
Portable end-user devices	Transportable, end-user devices that have the capability to wirelessly connect to a network. For the purpose of this document, portable end-user devices can include laptops and mobile devices such as smartphones and tablets, all of which are a subset of enterprise assets.
Remote devices	Any enterprise asset capable of connecting to a network remotely, usually from public internet. This can include enterprise assets such as end-user devices, network devices, non-computing/Internet of Things (IoT) devices, and servers.
Remote file systems	Enable an application that runs on an enterprise asset to access files stored on a different asset. Remote file systems often make other resources, such as remote non-computing devices, accessible from an asset. The remote file access takes place using some form of local area network, wide area network, point-to-point link, or other communication mechanism. These file systems are often referred to as network file systems or distributed file systems.

Removable media	Any type of storage device that can be removed from a computer while the system is running and allows data to be moved from one system to another. Examples of removable media include compact discs (CDs), digital versatile discs (DVDs) and Blu-ray discs, tape backups, as well as diskettes and universal serial bus (USB) drives.
Servers	A device or system that provides resources, data, services, or programs to other devices on either a local area network or wide area network. Servers can provide resources and use them from another system at the same time. Examples include web servers, application servers, mail servers, and file servers.
Service accounts	A dedicated account with escalated privileges used for running applications and other processes. Service accounts may also be created just to own data and configuration files. They are not intended to be used by people, except for performing administrative operations.
Services	Refers to a software functionality or a set of software functionalities, such as the retrieval of specified information or the execution of a set of operations. Services provide a mechanism to enable access to one or more capabilities, where the access is provided using a prescribed interface and based on the identity of the requestor per the enterprise's usage policies.
Social engineering	Refers to a broad range of malicious activities accomplished through human interactions on various platforms, such as email or phone. It relies on psychological manipulation to trick users into making security mistakes or giving away sensitive information.
Software assets	Also referred to as software in this document, these are the programs and other operating information used within an enterprise asset. Software assets include operating systems and applications.
User accounts	An identity created for a person in a computer or computing system. For the purpose of this document, user accounts refer to "standard" or "interactive" user accounts with limited privileges and are used for general tasks such as reading email and surfing the web. User accounts with escalated privileges are covered under administrator accounts.
Virtual environment	Simulates hardware to allow a software environment to run without the need to use a lot of actual hardware. Virtualized environments are used to make a small number of resources act as many with plenty of processing, memory, storage, and network capacity. Virtualization is a fundamental technology that allows cloud computing to work.

Acronyms and Abbreviations

AAA	Authentication, Authorization, and Auditing
ACL	Access Control List
AD	Active Directory
AoC	Attestation of Compliance
API	Application Programming Interface
BEC	Business Email Compromise
C2	Command and Control
CCE	Common Configuration Enumeration
CDM	Community Defense Model
CIA	Confidentiality, Integrity, and Availability
CIS	Center for Internet Security
CIS-CAT	CIS Configuration Assessment Tool
COTS	Commercial off-the-Shelf
CPE	Common Platform Enumeration
CREST	Council of Registered Security Testers
CSA	Cloud Security Alliance
CSP	Cloud Service Provider
CVE	Common Vulnerabilities and Exposures
CVSS	Common Vulnerability Scoring System
DBIR	Data Breach Investigations Report
DEP	Data Execution Prevention
DG	Development Group
DHCP	Dynamic Host Configuration Protocol
DKIM	DomainKeys Identified Mail
DLP	Data Loss Prevention
DMARC	Domain-based Message Authentication, Reporting, and Conformance
DMS	Database Management System
DNS	Domain Name System
DPI	Deep Packet Inspection
EDR	Endpoint Detection and Response
EOL	End of Life
FFIEC	Federal Financial Institutions Examination Council
FISMA	Federal Information Security Modernization Act
GRC	Governance Risk and Compliance
HECVAT	Higher Education Community Vendor Assessment Toolkit
HIPAA	Health Insurance Portability and Accountability Act
HTTP	Hypertext Transfer Protocol
HTTPS	Hypertext Transfer Protocol Secure
IaaS	Infrastructure as a Service
IAM	Identity and Access Management
IDS	Intrusion Detection System
IG	Implementation Group
IOCs	Indicators of Compromise
IoT	Internet of Things
IP	Internet Protocol
IPS	Intrusion Prevention System
ISAC	Information Sharing and Analysis Center
ISO	International Organization for Standardization
IT	Information Technology
LotL	Living off the Land
MDM	Mobile Device Management
MFA	Multi-Factor Authentication
MITRE ATT&CK	MITRE Adversarial Tactics, Techniques, and Common Knowledge®
MS-ISAC	Multi-State Information Sharing and Analysis Center
NaaS	Network-as-a-Service
NCSA	National Cyber Security Alliance
NIDS	Network Intrusion Detection System
NIST	National Institute of Standards and Technology
OS	Operating System
OSS	Open Source Software
OVAL	Open Vulnerability and Assessment Language
OWASP	Open Web Application Security Project
PaaS	Platform as a Service
PAM	Privileged Access Management
PCI	Payment Card Industry

SaaS	Software as a Service
SAFECode	Software Assurance Forum for Excellence in Code
SCADA	Supervisory Control and Data Acquisition
SCAP	Security Content Automation Protocol
SIEM	Security Information and Event Management
SIP	System Integrity Protection
SMS	Short Messaging Service
SOC	Security Operations Center
SOC 2	Service Organization Control 2
SPAM	Something Posing as Mail
SPF	Sender Policy Framework
SQL	Structured Query Language
SSDF	Secure Software Development Framework
SSH	Secure Shell
SSO	Single Sign-On
Telnet	Teletype Network
TLS	Transport Layer Security
TTPs	Tactics, Techniques, and Procedures
U.K.	United Kingdom
URL	Uniform Resource Locator
USB	Universal Serial Bus
VPN	Virtual Private Network
WDEG	Windows Defender Exploit Guard
WPA2	Wi-Fi Protected Access 2
XCCDF	Extensible Configuration Checklist Description Format

Overview

Introduction

The CIS Critical Security Controls® (CIS Controls®) started as a simple grassroots activity to identify the most common and important real-world cyber-attacks that affect enterprises every day, translate that knowledge and experience into positive, constructive action for defenders, and then share that information with a wider audience. The original goals were modest—to help people and enterprises focus their attention and get started on the most important steps to defend themselves from the attacks that really mattered.

Led by the Center for Internet Security® (CIS®), the CIS Controls have matured into an international community of volunteer individuals and institutions that:

- Share insights into attacks and attackers, identify root causes, and translate that into classes of defensive action
- Create and share tools, working aids, and stories of adoption and problem-solving
- Map the CIS Controls to regulatory and compliance frameworks in order to ensure alignment and bring collective priority and focus to them
- Identify common problems and barriers (like initial assessment and implementation roadmaps), and solve them as a community

The CIS Controls reflect the combined knowledge of experts from every part of the ecosystem (companies, governments, individuals), with every role (threat responders and analysts, technologists, information technology (IT) operators and defenders, vulnerability-finders, tool makers, solution providers, users, policy-makers, auditors, etc.), and across many sectors (government, power, defense, finance, transportation, academia, consulting, security, IT, etc.), who have banded together to create, adopt, and support the CIS Controls.

Evolution of the CIS Controls

The CIS Controls started like many similar activities; we gathered experts together, and shared and argued until we reached an agreement. This can be very valuable, depending on the people at the table and their experience. Through documenting and sharing the output, all enterprises can benefit from the work of people they cannot hire or even meet. You can improve the outcome (and your confidence in it) through selecting experts that represent a wide range of knowledge, bringing consistency to the process, and ensuring use of the best-available information (especially about attacks). In the end, you are still depending on the good judgment of a relatively small group of people, captured in an informal and narrative way.

At CIS, we have been on a multi-year path to bring more data, rigor, and transparency to the process of best practice recommendations (the CIS Benchmarks™ and the CIS Controls). All of these elements are essential to the maturation of a science to underlie cyber defense; and, all are necessary to allow the tailoring and "negotiation" of security actions applicable in specific cases, and as required through specific security frameworks, regulations, and similar oversight schemes.

In the earliest versions of the CIS Controls, we used a standard list of publicly known attacks as a simple and informal test of the usefulness of specific recommendations. Starting in 2013, we worked with the Verizon Data Breach Investigations Report (DBIR) team to map the results of their large-scale data analysis directly to the CIS Controls, as a way to match their summaries of attacks into a standard program for defensive improvement.

CIS has recently released the **Community Defense Model (CDM)**, which is our most data-driven approach so far. In its initial version, the CDM looks at the conclusions from the most recent Verizon DBIR, along with data from the **Multi-State Information Sharing and Analysis Center® (MS-ISAC®)**, to identify what we believe to be the five most important types of attacks. We describe those attacks using the **MITRE Adversarial Tactics, Techniques, and Common Knowledge® (MITRE ATT&CK®) Framework** in order to create attack patterns (or specific combinations of Tactics and Techniques used in those attacks). This allows us to analyze the value of individual defensive actions (i.e., Safeguards[1]) against those attacks. Specifically, it also provides a consistent and explainable way to look at the security value of a given set of defensive actions across the attacker's life cycle, and provide a basis for strategies like defense-in-depth. The details of this analysis are available on the CIS website. The bottom line is that we have taken a major step towards identifying the security value of the CIS Controls, or any subset of them. While these ideas are still evolving, at CIS we are committed to the idea of security recommendations based on data, presented transparently. For additional information, reference **https://www.cisecurity.org/controls/v8/**.

These activities ensure that the CIS Security Best Practices (which include the CIS Controls and CIS Benchmarks) are more than a checklist of "good things to do," or "things that *could* help"; instead, they are a prescriptive, prioritized, highly focused set of actions that have a community support network to make them implementable, usable, scalable, and in alignment with all industry or government security requirements.

This Version of the CIS Controls

When we begin the work of a new version, we first sit down to establish "design principles" that will be used to guide the process. These serve as a decision "touchstone" to remind us of what is really important, and of the goals of the CIS Controls. While these have been fairly consistent since the earliest versions of the CIS Controls, we have been refining our thinking over the last couple of versions to focus on the role that the CIS Controls play in the total picture of enterprise security.

Our design principles include:

- **Offense Informs Defense**
  - CIS Controls are selected, dropped, and prioritized based on data, and on specific knowledge of attacker behavior and how to stop it
- **Focus**
  - Help defenders identify the most critical things they need to do to stop the most important attacks
  - Avoid being tempted to solve every security problem—avoid adding "good things to do" or "things you could do"
- **Feasible**
  - All individual recommendations (Safeguards) must be specific and practical to implement
- **Measurable**
  - All CIS Controls, especially for Implementation Group 1, must be measurable
  - Simplify or remove ambiguous language to avoid inconsistent interpretation
  - Some Safeguards may have a threshold

[1] "Safeguards" were known as "Sub-Controls" prior to Version 8 of the CIS Controls.

- **Align**
  - Create and demonstrate "peaceful co-existence" with other governance, regulatory, process management schemes, framework, and structures
  - Cooperate with and point to existing, independent standards and security recommendations where they exist, e.g., National Institute of Standards and Technology® (NIST®), Cloud Security Alliance (CSA), Software Assurance Forum for Excellence in Code (SAFECode), ATT&CK, Open Web Application Security Project® (OWASP®)

In addition, since Version 7, we have all seen significant changes in technology and the cybersecurity ecosystem. Movement to cloud-based computing, virtualization, mobility, outsourcing, Work-from-Home, and changing attacker tactics have been central in every discussion. Physical devices, fixed boundaries, and discrete islands of security implementation are less important, and so we reflect that in Version 8, through revised terminology and grouping of Safeguards. Also, to guide adopters in implementing Version 8, CIS created a glossary to remove ambiguity of terminology. Some ideas have been combined or grouped differently to more naturally reflect the evolution of technology, rather than how enterprise teams or responsibilities might be organized, and always referring back to our guiding principles.

The text of the CIS Controls document is just one step of a process to design, implement, measure, report, and manage enterprise security. Taking this entire work stream into account as we write the CIS Controls, we can support the total enterprise management process through: making sure that each Safeguard asks for "one thing," wherever possible, in a way that is clear and requires minimal interpretation; that we focus on measurable actions, and define the measurement as part of the process; and, that we simplify the language to avoid duplication.

At CIS, we have always tried to be very conscious of the balance between addressing current topics and the stability of an overall defensive improvement program. We have always tried to focus on the foundations of good cyber defense—and, always tried to keep our eyes on emerging new defensive technology—while avoiding the "shiny new toys" or complex technology that is out of reach for most enterprises.

The CIS Controls Ecosystem ("It's not about the list")

Whether you use the CIS Controls, and/or another way to guide your security improvement program, you should recognize that "it's not about the list." You can get a credible list of security recommendations from many sources—it is best to think of the list as a starting point. It is important to look for the ecosystem that grows up around the list. Where can I get training, complementary information, explanations; how have others implemented and used these recommendations; is there a marketplace of vendor tools and services to choose from; how will I measure progress or maturity; how does this align with the myriad regulatory and compliance frameworks that apply to me? The true power of the CIS Controls is not about creating the best list, it is about harnessing the experience of a community of individuals and enterprises to actually make security improvements through the sharing of ideas, tools, lessons, and collective action.

To support this, CIS acts as a catalyst and clearinghouse to help us all learn from each other. Since Version 6, there has been an explosion of complementary information, products, and services available from CIS, and from the industry-at-large. Please contact CIS for the following kinds of working aids and other support materials, https://www.cisecurity.org/controls/v8/:

- Mappings from the CIS Controls to a very wide variety for formal Risk Management Frameworks (like NIST®, Federal Information Security Modernization Act (FISMA), International Organization for Standardization (ISO), etc.)
- Use cases of enterprise adoption
- A list of ongoing references to the CIS Controls in national and international standards, state and national legislation and regulation, trade and professional associations, etc.
- Information tailored for small and medium enterprises
- Measurement and metrics for the CIS Controls
- Pointers to vendor white papers and other materials that support the CIS Controls
- Documentation on alignment with the NIST® Cybersecurity Framework

How to Get Started



Historically, the CIS Controls were ordered in sequence to focus an enterprise's cybersecurity activities, with a subset of the first six CIS Controls referred to as "cyber hygiene." However, this proved to be too simplistic. Enterprises, especially small ones, could struggle with some of the early Safeguards and never get around to implementing later CIS Controls (for example, having a backup strategy to help recover from ransomware). As a result, starting with Version 7.1, we created CIS Controls Implementation Groups (IGs) as our recommended new guidance to prioritize implementation.

The CIS Controls IGs are self-assessed categories for enterprises. Each IG identifies a subset of the CIS Controls that the community has broadly assessed to be applicable for an enterprise with a similar risk profile and resources to strive to implement. These IGs represent a horizontal look across the CIS Controls tailored to different types of enterprises. Specifically, we have defined IG1 as "essential cyber hygiene," the foundational set of cyber defense Safeguards that every enterprise should apply to guard against the most common attacks (https://www.cisecurity.org/controls/v8/). Each IG then builds upon the previous one: IG2 includes IG1, and IG3 includes all CIS Safeguards in IG1 and IG2.

Using or Transitioning from Prior Versions of the CIS Controls

We believe that Version 8 of the CIS Controls is the best we have ever produced. We also appreciate that enterprises who are actively using prior versions of the CIS Controls as a key part of their defensive strategy might be reluctant to move to Version 8. Our recommendation is that if you are using Version 7 or Version 7.1, you are following an effective and usable security plan, and over time you should consider moving to Version 8. If you are using Version 6 (or earlier), our recommendation is that you should start to plan a transition to Version 8 as soon as practicable.

For prior versions of the CIS Controls, we were able to provide only the simplest tools to aid in transition from prior versions, basically a spreadsheet-based change log. For Version 8, we have taken a much more holistic approach and worked with numerous partners to ensure that the CIS Controls ecosystem is ready to support your transition, https://www.cisecurity.org/controls/v8/.

Structure of the CIS Controls

The presentation of each Control in this document includes the following elements:

- **Overview.** A brief description of the intent of the Control and its utility as a defensive action
- **Why is this Control critical?** A description of the importance of this Control in blocking, mitigating, or identifying attacks, and an explanation of how attackers actively exploit the absence of this Control
- **Procedures and tools.** A more technical description of the processes and technologies that enable implementation and automation of this Control
- **Safeguard descriptions.** A table of the specific actions that enterprises should take to implement the Control

Implementation Groups



IG1

An IG1 enterprise is small to medium-sized with limited IT and cybersecurity expertise to dedicate towards protecting IT assets and personnel. The principal concern of these enterprises is to keep the business operational, as they have a limited tolerance for downtime. The sensitivity of the data that they are trying to protect is low and principally surrounds employee and financial information.

Safeguards selected for IG1 should be implementable with limited cybersecurity expertise and aimed to thwart general, non-targeted attacks. These Safeguards will also typically be designed to work in conjunction with small or home office commercial off-the-shelf (COTS) hardware and software.



IG2 (Includes IG1)

An IG2 enterprise employs individuals responsible for managing and protecting IT infrastructure. These enterprises support multiple departments with differing risk profiles based on job function and mission. Small enterprise units may have regulatory compliance burdens. IG2 enterprises often store and process sensitive client or enterprise information and can withstand short interruptions of service. A major concern is loss of public confidence if a breach occurs.

Safeguards selected for IG2 help security teams cope with increased operational complexity. Some Safeguards will depend on enterprise-grade technology and specialized expertise to properly install and configure.



IG3 (Includes IG1 and IG2)

An IG3 enterprise employs security experts that specialize in the different facets of cybersecurity (e.g., risk management, penetration testing, application security). IG3 assets and data contain sensitive information or functions that are subject to regulatory and compliance oversight. An IG3 enterprise must address availability of services and the confidentiality and integrity of sensitive data. Successful attacks can cause significant harm to the public welfare.

Safeguards selected for IG3 must abate targeted attacks from a sophisticated adversary and reduce the impact of zero-day attacks.

CIS Critical Security Controls

CONTROL 01

Inventory and Control of Enterprise Assets

SAFEGUARDS TOTAL	5	IG1	2/5	IG2	4/5	IG3	5/5

OVERVIEW

Actively manage (inventory, track, and correct) all enterprise assets (end-user devices, including portable and mobile; network devices; non-computing/Internet of Things (IoT) devices; and servers) connected to the infrastructure physically, virtually, remotely, and those within cloud environments, to accurately know the totality of assets that need to be monitored and protected within the enterprise. This will also support identifying unauthorized and unmanaged assets to remove or remediate.

Why is this Control critical?

Enterprises cannot defend what they do not know they have. Managed control of all enterprise assets also plays a critical role in security monitoring, incident response, system backup, and recovery. Enterprises should know what data is critical to them, and proper asset management will help identify those enterprise assets that hold or manage this critical data, so that appropriate security controls can be applied.

External attackers are continuously scanning the internet address space of target enterprises, premise-based or in the cloud, identifying possibly unprotected assets attached to an enterprise's network. Attackers can take advantage of new assets that are installed, yet not securely configured and patched. Internally, unidentified assets can also have weak security configurations that can make them vulnerable to web- or email-based malware; and, adversaries can leverage weak security configurations for traversing the network, once they are inside.

Additional assets that connect to the enterprise's network (e.g., demonstration systems, temporary test systems, guest networks) should be identified and/or isolated in order to prevent adversarial access from affecting the security of enterprise operations.

Large, complex, dynamic enterprises understandably struggle with the challenge of managing intricate, fast-changing environments. However, attackers have shown the ability, patience, and willingness to "inventory and control" our enterprise assets at very large scale in order to support their opportunities.

Another challenge is that portable end-user devices will periodically join a network and then disappear, making the inventory of currently available assets very dynamic. Likewise, cloud environments and virtual machines can be difficult to track in asset inventories when they are shut down or paused.

Another benefit of complete enterprise asset management is supporting incident response, both when investigating the origination of network traffic from an asset on the network and when identifying all potentially vulnerable, or impacted, assets of similar type or location during an incident.

Procedures and tools

This CIS Control requires both technical and procedural actions, united in a process that accounts for, and manages the inventory of, enterprise assets and all associated data throughout its life cycle. It also links to business governance through establishing data/asset owners who are responsible for each component of a business process. Enterprises can use large-scale, comprehensive enterprise products to maintain IT asset inventories. Smaller enterprises can leverage security tools already installed on enterprise assets or used on the network to collect this data. This includes doing a discovery scan of the network with a vulnerability scanner; reviewing anti-malware logs, logs from endpoint security portals, network logs from switches, or authentication logs; and managing the results in a spreadsheet or database.

Maintaining a current and accurate view of enterprise assets is an ongoing and dynamic process. Even for enterprises, there is rarely a single source of truth, as enterprise assets are not always provisioned or installed by the IT department. The reality is that a variety of sources need to be "crowd-sourced" to determine a high-confidence count of enterprise assets. Enterprises can actively scan on a regular basis, sending a variety of different packet types to identify assets connected to the network. In addition to asset sources mentioned above for small enterprises, larger enterprises can collect data from cloud portals and logs from enterprise platforms such as: Active Directory (AD), Single Sign-On (SSO), Multi-Factor Authentication (MFA), Virtual Private Network (VPN), Intrusion Detection Systems (IDS) or Deep Packet Inspection (DPI), Mobile Device Management (MDM), and vulnerability scanning tools. Property inventory databases, purchase order tracking, and local inventory lists are other sources of data to determine which devices are connected. There are tools and methods that normalize this data to identify devices that are unique among these sources.

- → **For cloud-specific guidance, refer to the CIS Controls Cloud Companion Guide** – https://www.cisecurity.org/controls/v8/
- → **For tablet and smart phone guidance, refer to the CIS Controls Mobile Companion Guide** – https://www.cisecurity.org/controls/v8/
- → **For IoT guidance, refer to the CIS Controls Internet of Things Companion Guide** – https://www.cisecurity.org/controls/v8/
- → **For Industrial Control Systems (ICS) guidance, refer to the CIS Controls ICS Implementation Guide** – https://www.cisecurity.org/controls/v8/

Safeguards

NUMBER	TITLE/DESCRIPTION	ASSET TYPE	SECURITY FUNCTION	IG1	IG2	IG3
1.1	**Establish and Maintain Detailed Enterprise Asset Inventory** Establish and maintain an accurate, detailed, and up-to-date inventory of all enterprise assets with the potential to store or process data, to include: end-user devices (including portable and mobile), network devices, non-computing/IoT devices, and servers. Ensure the inventory records the network address (if static), hardware address, machine name, enterprise asset owner, department for each asset, and whether the asset has been approved to connect to the network. For mobile end-user devices, MDM type tools can support this process, where appropriate. This inventory includes assets connected to the infrastructure physically, virtually, remotely, and those within cloud environments. Additionally, it includes assets that are regularly connected to the enterprise's network infrastructure, even if they are not under control of the enterprise. Review and update the inventory of all enterprise assets bi-annually, or more frequently.	Devices	Identify	●	●	●
1.2	**Address Unauthorized Assets** Ensure that a process exists to address unauthorized assets on a weekly basis. The enterprise may choose to remove the asset from the network, deny the asset from connecting remotely to the network, or quarantine the asset.	Devices	Respond	●	●	●
1.3	**Utilize an Active Discovery Tool** Utilize an active discovery tool to identify assets connected to the enterprise's network. Configure the active discovery tool to execute daily, or more frequently.	Devices	Detect		●	●
1.4	**Use Dynamic Host Configuration Protocol (DHCP) Logging to Update Enterprise Asset Inventory** Use DHCP logging on all DHCP servers or Internet Protocol (IP) address management tools to update the enterprise's asset inventory. Review and use logs to update the enterprise's asset inventory weekly, or more frequently.	Devices	Identify		●	●
1.5	**Use a Passive Asset Discovery Tool** Use a passive discovery tool to identify assets connected to the enterprise's network. Review and use scans to update the enterprise's asset inventory at least weekly, or more frequently.	Devices	Detect			●

CONTROL 02

Inventory and Control of Software Assets

SAFEGUARDS TOTAL	7	IG1	3/7	IG2	6/7	IG3	7/7

OVERVIEW

Actively manage (inventory, track, and correct) all software (operating systems and applications) on the network so that only authorized software is installed and can execute, and that unauthorized and unmanaged software is found and prevented from installation or execution.

Why is this Control critical?

A complete software inventory is a critical foundation for preventing attacks. Attackers continuously scan target enterprises looking for vulnerable versions of software that can be remotely exploited. For example, if a user opens a malicious website or attachment with a vulnerable browser, an attacker can often install backdoor programs and bots that give the attacker long-term control of the system. Attackers can also use this access to move laterally through the network. One of the key defenses against these attacks is updating and patching software. However, without a complete inventory of software assets, an enterprise cannot determine if they have vulnerable software, or if there are potential licensing violations.

Even if a patch is not yet available, a complete software inventory list allows an enterprise to guard against known attacks until the patch is released. Some sophisticated attackers use "zero-day exploits," which take advantage of previously unknown vulnerabilities that have yet to have a patch released from the software vendor. Depending on the severity of the exploit, an enterprise can implement temporary mitigation measures to guard against attacks until the patch is released.

Management of software assets is also important to identify unnecessary security risks. An enterprise should review its software inventory to identify any enterprise assets running software that is not needed for business purposes. For example, an enterprise asset may come installed with default software that creates a potential security risk and provides no benefit to the enterprise. It is critical to inventory, understand, assess, and manage all software connected to an enterprise's infrastructure.

Procedures and tools

Allowlisting can be implemented using a combination of commercial allowlisting tools, policies, or application execution tools that come with anti-malware suites and popular operating systems. Commercial software inventory tools are widely available and used in many enterprises today. The best of these tools provides an inventory check of hundreds of common software used in enterprises. The tools pull information about the patch level of each installed program to ensure that it is the latest version and leverage standardized application names, such as those found in the Common Platform Enumeration (CPE) specification. One example of a method that can be used is the Security Content Automation Protocol (SCAP). Additional information on SCAP can be found here: **https://nvlpubs.nist.gov/nistpubs/SpecialPublications/NIST.SP.800-126r3.pdf**

Features that implement allowlists are included in many modern endpoint security suites and even natively implemented in certain versions of major operating systems. Moreover, commercial solutions are increasingly bundling together anti-malware, anti-spyware, personal firewall, and host-based IDS and Intrusion Prevention System (IPS), along with application allow and block listing. In particular, most endpoint security solutions can look at the name, file system location, and/or cryptographic hash of a given executable to determine whether the application should be allowed to run on the protected machine. The most effective of these tools offer custom allowlists based on executable path, hash, or regular expression matching. Some even include a non-malicious, yet unapproved, applications function that allows administrators to define rules for execution of specific software for certain users and at certain times of the day.

- → **For cloud-specific guidance, refer to the CIS Controls Cloud Companion Guide** – **https://www.cisecurity.org/controls/v8/**
- → **For tablet and smart phone guidance, refer to the CIS Controls Mobile Companion Guide** – **https://www.cisecurity.org/controls/v8/**
- → **For IoT guidance, refer to the CIS Controls Internet of Things Companion Guide** – **https://www.cisecurity.org/controls/v8/**
- → **For Industrial Control Systems (ICS) guidance, refer to the CIS Controls ICS Implementation Guide** – **https://www.cisecurity.org/controls/v8/**

Safeguards

NUMBER	TITLE/DESCRIPTION	ASSET TYPE	SECURITY FUNCTION	IG1	IG2	IG3
2.1	**Establish and Maintain a Software Inventory** Establish and maintain a detailed inventory of all licensed software installed on enterprise assets. The software inventory must document the title, publisher, initial install/use date, and business purpose for each entry; where appropriate, include the Uniform Resource Locator (URL), app store(s), version(s), deployment mechanism, and decommission date. Review and update the software inventory bi-annually, or more frequently.	Applications	Identify	●	●	●
2.2	**Ensure Authorized Software is Currently Supported** Ensure that only currently supported software is designated as authorized in the software inventory for enterprise assets. If software is unsupported, yet necessary for the fulfillment of the enterprise's mission, document an exception detailing mitigating controls and residual risk acceptance. For any unsupported software without an exception documentation, designate as unauthorized. Review the software list to verify software support at least monthly, or more frequently.	Applications	Identify	●	●	●
2.3	**Address Unauthorized Software** Ensure that unauthorized software is either removed from use on enterprise assets or receives a documented exception. Review monthly, or more frequently.	Applications	Respond	●	●	●
2.4	**Utilize Automated Software Inventory Tools** Utilize software inventory tools, when possible, throughout the enterprise to automate the discovery and documentation of installed software.	Applications	Detect		●	●
2.5	**Allowlist Authorized Software** Use technical controls, such as application allowlisting, to ensure that only authorized software can execute or be accessed. Reassess bi-annually, or more frequently.	Applications	Protect		●	●
2.6	**Allowlist Authorized Libraries** Use technical controls to ensure that only authorized software libraries, such as specific .dll, .ocx, .so, etc., files are allowed to load into a system process. Block unauthorized libraries from loading into a system process. Reassess bi-annually, or more frequently.	Applications	Protect		●	●
2.7	**Allowlist Authorized Scripts** Use technical controls, such as digital signatures and version control, to ensure that only authorized scripts, such as specific .ps1, .py, etc., files are allowed to execute. Block unauthorized scripts from executing. Reassess bi-annually, or more frequently.	Applications	Protect			●

CONTROL 03

Data Protection

SAFEGUARDS TOTAL 14 | IG1 6/14 | IG2 12/14 | IG3 14/14

OVERVIEW

Develop processes and technical controls to identify, classify, securely handle, retain, and dispose of data.

Why is this Control critical?

Data is no longer only contained within an enterprise's border; it is in the cloud, on portable end-user devices where users work from home, and is often shared with partners or online services that might have it anywhere in the world. In addition to sensitive data an enterprise holds related to finances, intellectual property, and customer data, there also might be numerous international regulations for protection of personal data. Data privacy has become increasingly important, and enterprises are learning that privacy is about the appropriate use and management of data, not just encryption. Data must be appropriately managed through its entire life cycle. These privacy rules can be complicated for multi-national enterprises of any size; however, there are fundamentals that can apply to all.

Once attackers have penetrated an enterprise's infrastructure, one of their first tasks is to find and exfiltrate data. Enterprises might not be aware that sensitive data is leaving their environment because they are not monitoring data outflows.

While many attacks occur on the network, others involve physical theft of portable end-user devices, attacks on service providers or other partners holding sensitive data. Other sensitive enterprise assets may also include non-computing devices that provide management and control of physical systems, such as Supervisory Control and Data Acquisition (SCADA) systems.

The enterprise's loss of control over protected or sensitive data is a serious and often reportable business impact. While some data is compromised or lost as a result of theft or espionage, the vast majority are a result of poorly understood data management rules, and user error. The adoption of data encryption, both in transit and at rest, can provide mitigation against data compromise, and, even more important, it is a regulatory requirement for most controlled data.

Procedures and tools

It is important for an enterprise to develop a data management process that includes a data management framework, data classification guidelines, and requirements for protection, handling, retention, and disposal of data. There should also be a data breach process that plugs into the incident response plan, and the compliance and communication plans. To derive data sensitivity levels, enterprises need to catalog their key types of data and the overall criticality (impact to its loss or corruption) to the enterprise. This analysis would be used to create an overall data classification scheme for the enterprise. Enterprises may use labels, such as "Sensitive," "Confidential," and "Public," and classify their data according to those labels.

Once the sensitivity of the data has been defined, a data inventory or mapping should be developed that identifies software accessing data at various sensitivity levels and the enterprise assets that house those applications. Ideally, the network would be separated so that enterprise assets of the same sensitivity level are on the same network and separated from enterprise assets with different sensitivity levels. If possible, firewalls need to control access to each segment, and have user access rules applied to only allow those with a business need to access the data.

For more comprehensive treatment of this topic, we suggest the following resources to help the enterprise with data protection:

- **NIST® SP 800-88r1 Guides for Media Sanitization** – https://nvlpubs.nist.gov/nistpubs/SpecialPublications/NIST.SP.800-88r1.pdf
- **NIST® FIPS 140-2** – https://nvlpubs.nist.gov/nistpubs/FIPS/NIST.FIPS.140-2.pdf
- **NIST® FIPS 140-3** – https://nvlpubs.nist.gov/nistpubs/FIPS/NIST.FIPS.140-3.pdf
- **For cloud-specific guidance, refer to the CIS Controls Cloud Companion Guide** – https://www.cisecurity.org/controls/v8/
- **For tablet and smart phone guidance, refer to the CIS Controls Mobile Companion Guide** – https://www.cisecurity.org/controls/v8/

Safeguards

NUMBER	TITLE/DESCRIPTION	ASSET TYPE	SECURITY FUNCTION	IG1	IG2	IG3
3.1	**Establish and Maintain a Data Management Process** Establish and maintain a data management process. In the process, address data sensitivity, data owner, handling of data, data retention limits, and disposal requirements, based on sensitivity and retention standards for the enterprise. Review and update documentation annually, or when significant enterprise changes occur that could impact this Safeguard.	Data	Identify	●	●	●
3.2	**Establish and Maintain a Data Inventory** Establish and maintain a data inventory, based on the enterprise's data management process. Inventory sensitive data, at a minimum. Review and update inventory annually, at a minimum, with a priority on sensitive data.	Data	Identify	●	●	●
3.3	**Configure Data Access Control Lists** Configure data access control lists based on a user's need to know. Apply data access control lists, also known as access permissions, to local and remote file systems, databases, and applications.	Data	Protect	●	●	●
3.4	**Enforce Data Retention** Retain data according to the enterprise's data management process. Data retention must include both minimum and maximum timelines.	Data	Protect	●	●	●

NUMBER	TITLE/DESCRIPTION	ASSET TYPE	SECURITY FUNCTION	IG1	IG2	IG3
3.5	**Securely Dispose of Data** Securely dispose of data as outlined in the enterprise's data management process. Ensure the disposal process and method are commensurate with the data sensitivity.	Data	Protect	●	●	●
3.6	**Encrypt Data on End-User Devices** Encrypt data on end-user devices containing sensitive data. Example implementations can include: Windows BitLocker®, Apple FileVault®, Linux® dm-crypt.	Devices	Protect	●	●	●
3.7	**Establish and Maintain a Data Classification Scheme** Establish and maintain an overall data classification scheme for the enterprise. Enterprises may use labels, such as "Sensitive," "Confidential," and "Public," and classify their data according to those labels. Review and update the classification scheme annually, or when significant enterprise changes occur that could impact this Safeguard.	Data	Identify		●	●
3.8	**Document Data Flows** Document data flows. Data flow documentation includes service provider data flows and should be based on the enterprise's data management process. Review and update documentation annually, or when significant enterprise changes occur that could impact this Safeguard.	Data	Identify		●	●
3.9	**Encrypt Data on Removable Media** Encrypt data on removable media.	Data	Protect		●	●
3.10	**Encrypt Sensitive Data in Transit** Encrypt sensitive data in transit. Example implementations can include: Transport Layer Security (TLS) and Open Secure Shell (OpenSSH).	Data	Protect		●	●
3.11	**Encrypt Sensitive Data at Rest** Encrypt sensitive data at rest on servers, applications, and databases containing sensitive data. Storage-layer encryption, also known as server-side encryption, meets the minimum requirement of this Safeguard. Additional encryption methods may include application-layer encryption, also known as client-side encryption, where access to the data storage device(s) does not permit access to the plain-text data.	Data	Protect		●	●
3.12	**Segment Data Processing and Storage Based on Sensitivity** Segment data processing and storage based on the sensitivity of the data. Do not process sensitive data on enterprise assets intended for lower sensitivity data.	Network	Protect		●	●
3.13	**Deploy a Data Loss Prevention Solution** Implement an automated tool, such as a host-based Data Loss Prevention (DLP) tool to identify all sensitive data stored, processed, or transmitted through enterprise assets, including those located onsite or at a remote service provider, and update the enterprise's sensitive data inventory.	Data	Protect			●
3.14	**Log Sensitive Data Access** Log sensitive data access, including modification and disposal.	Data	Detect			●

CONTROL 04

Secure Configuration of Enterprise Assets and Software

SAFEGUARDS TOTAL 12 | IG1 7/12 | IG2 11/12 | IG3 12/12

OVERVIEW

Establish and maintain the secure configuration of enterprise assets (end-user devices, including portable and mobile; network devices; non-computing/IoT devices; and servers) and software (operating systems and applications).

Why is this Control critical?

As delivered from manufacturers and resellers, the default configurations for enterprise assets and software are normally geared towards ease-of-deployment and ease-of-use rather than security. Basic controls, open services and ports, default accounts or passwords, pre-configured Domain Name System (DNS) settings, older (vulnerable) protocols, and pre-installation of unnecessary software can all be exploitable if left in their default state. Further, these security configuration updates need to be managed and maintained over the life cycle of enterprise assets and software. Configuration updates need to be tracked and approved through configuration management workflow process to maintain a record that can be reviewed for compliance, leveraged for incident response, and to support audits. This CIS Control is important to on-premises devices, as well as remote devices, network devices, and cloud environments.

Service providers play a key role in modern infrastructures, especially for smaller enterprises. They often are not set up by default in the most secure configuration to provide flexibility for their customers to apply their own security policies. Therefore, the presence of default accounts or passwords, excessive access, or unnecessary services are common in default configurations. These could introduce weaknesses that are under the responsibility of the enterprise that is using the software, rather than the service provider. This extends to ongoing management and updates, as some Platform as a Service (PaaS) only extend to the operating system, so patching and updating hosted applications are under the responsibility of the enterprise.

Even after a strong initial configuration is developed and applied, it must be continually managed to avoid degrading security as software is updated or patched, new security vulnerabilities are reported, and configurations are "tweaked," to allow the installation of new software or to support new operational requirements.

Procedures and tools

There are many available security baselines for each system. Enterprises should start with these publicly developed, vetted, and supported security benchmarks, security guides, or checklists. Some resources include:

- **The CIS Benchmarks™ Program** – http://www.cisecurity.org/cis-benchmarks/
- **The National Institute of Standards and Technology (NIST®) National Checklist Program Repository** – https://nvd.nist.gov/ncp/repository

Enterprises should augment or adjust these baselines to satisfy enterprise security policies, and industry and government regulatory requirements. Deviations of standard configurations and rationale should be documented to facilitate future reviews or audits.

For a larger or more complex enterprise, there will be multiple security baseline configurations based on security requirements or classification of the data on the enterprise asset. Here is an example of the steps to build a secure baseline image:

01 Determine the risk classification of the data handled/stored on the enterprise asset (e.g., high, moderate, low risk).

02 Create a security configuration script that sets system security settings to meet the requirements to protect the data used on the enterprise asset. Use benchmarks, such as the ones described earlier in this section.

03 Install the base operating system software.

04 Apply appropriate operating system and security patches.

05 Install appropriate application software packages, tool, and utilities.

06 Apply appropriate updates to software installed in Step 4.

07 Install local customization scripts to this image.

08 Run the security script created in Step 2 to set the appropriate security level.

09 Run a SCAP compliant tool to record/score the system setting of the baseline image.

10 Perform a security quality assurance test.

11 Save this base image in a secure location.

Commercial and/or free configuration management tools, such as the CIS Configuration Assessment Tool (CIS-CAT®) https://learn.cisecurity.org/cis-cat-lite, can be deployed to measure the settings of operating systems and applications of managed machines to look for deviations from the standard image configurations. Commercial configuration management tools use some combination of an agent installed on each managed system, or agentless inspection of systems through remotely logging into each enterprise asset using administrator credentials. Additionally, a hybrid approach is sometimes used whereby a remote session is initiated, a temporary or dynamic agent is deployed on the target system for the scan, and then the agent is removed.

Safeguards

NUMBER	TITLE/DESCRIPTION	ASSET TYPE	SECURITY FUNCTION	IG1	IG2	IG3
4.1	**Establish and Maintain a Secure Configuration Process** Establish and maintain a secure configuration process for enterprise assets (end-user devices, including portable and mobile; non-computing/IoT devices; and servers) and software (operating systems and applications). Review and update documentation annually, or when significant enterprise changes occur that could impact this Safeguard.	Applications	Protect	●	●	●
4.2	**Establish and Maintain a Secure Configuration Process for Network Infrastructure** Establish and maintain a secure configuration process for network devices. Review and update documentation annually, or when significant enterprise changes occur that could impact this Safeguard.	Network	Protect	●	●	●
4.3	**Configure Automatic Session Locking on Enterprise Assets** Configure automatic session locking on enterprise assets after a defined period of inactivity. For general purpose operating systems, the period must not exceed 15 minutes. For mobile end-user devices, the period must not exceed 2 minutes.	Users	Protect	●	●	●
4.4	**Implement and Manage a Firewall on Servers** Implement and manage a firewall on servers, where supported. Example implementations include a virtual firewall, operating system firewall, or a third-party firewall agent.	Devices	Protect	●	●	●
4.5	**Implement and Manage a Firewall on End-User Devices** Implement and manage a host-based firewall or port-filtering tool on end-user devices, with a default-deny rule that drops all traffic except those services and ports that are explicitly allowed.	Devices	Protect	●	●	●
4.6	**Securely Manage Enterprise Assets and Software** Securely manage enterprise assets and software. Example implementations include managing configuration through version-controlled-infrastructure-as-code and accessing administrative interfaces over secure network protocols, such as Secure Shell (SSH) and Hypertext Transfer Protocol Secure (HTTPS). Do not use insecure management protocols, such as Telnet (Teletype Network) and HTTP, unless operationally essential.	Network	Protect	●	●	●
4.7	**Manage Default Accounts on Enterprise Assets and Software** Manage default accounts on enterprise assets and software, such as root, administrator, and other pre-configured vendor accounts. Example implementations can include: disabling default accounts or making them unusable.	Users	Protect	●	●	●
4.8	**Uninstall or Disable Unnecessary Services on Enterprise Assets and Software** Uninstall or disable unnecessary services on enterprise assets and software, such as an unused file sharing service, web application module, or service function.	Devices	Protect		●	●
4.9	**Configure Trusted DNS Servers on Enterprise Assets** Configure trusted DNS servers on enterprise assets. Example implementations include: configuring assets to use enterprise-controlled DNS servers and/or reputable externally accessible DNS servers.	Devices	Protect		●	●
4.10	**Enforce Automatic Device Lockout on Portable End-User Devices** Enforce automatic device lockout following a predetermined threshold of local failed authentication attempts on portable end-user devices, where supported. For laptops, do not allow more than 20 failed authentication attempts; for tablets and smartphones, no more than 10 failed authentication attempts. Example implementations include Microsoft® InTune Device Lock and Apple® Configuration Profile maxFailedAttempts.	Devices	Respond		●	●
4.11	**Enforce Remote Wipe Capability on Portable End-User Devices** Remotely wipe enterprise data from enterprise-owned portable end-user devices when deemed appropriate such as lost or stolen devices, or when an individual no longer supports the enterprise.	Devices	Protect		●	●
4.12	**Separate Enterprise Workspaces on Mobile End-User Devices** Ensure separate enterprise workspaces are used on mobile end-user devices, where supported. Example implementations include using an Apple® Configuration Profile or Android™ Work Profile to separate enterprise applications and data from personal applications and data.	Devices	Protect			●

CONTROL 05

Account Management

SAFEGUARDS TOTAL	6	IG1	4/6	IG2	6/6	IG3	6/6

OVERVIEW

Use processes and tools to assign and manage authorization to credentials for user accounts, including administrator accounts, as well as service accounts, to enterprise assets and software.

Why is this Control critical?

It is easier for an external or internal threat actor to gain unauthorized access to enterprise assets or data through using valid user credentials than through "hacking" the environment. There are many ways to covertly obtain access to user accounts, including: weak passwords, accounts still valid after a user leaves the enterprise, dormant or lingering test accounts, shared accounts that have not been changed in months or years, service accounts embedded in applications for scripts, a user having the same password as one they use for an online account that has been compromised (in a public password dump), social engineering a user to give their password, or using malware to capture passwords or tokens in memory or over the network.

Administrative, or highly privileged, accounts are a particular target, because they allow attackers to add other accounts, or make changes to assets that could make them more vulnerable to other attacks. Service accounts are also sensitive, as they are often shared among teams, internal and external to the enterprise, and sometimes not known about, only to be revealed in standard account management audits.

Finally, account logging and monitoring is a critical component of security operations. While account logging and monitoring are covered in CIS Control 8 (Audit Log Management), it is important in the development of a comprehensive Identity and Access Management (IAM) program.

Procedures and tools

Credentials are assets that must be inventoried and tracked like enterprise assets and software, as they are the primary entry point into the enterprise. Appropriate password policies and guidance not to reuse passwords should be developed.

→ **For guidance on the creation and use of passwords, reference the CIS Password Policy Guide** – https://www.cisecurity.org/white-papers/cis-password-policy-guide/

Accounts must also be tracked; any account that is dormant must be disabled and eventually removed from the system. There should be periodic audits to ensure all active accounts are traced back to authorized users of the enterprise asset. Look for new accounts added since previous review, especially administrator and service accounts. Close attention should be made to identify and track administrative, or high-privileged accounts and service accounts.

Users with administrator or other privileged access should have separate accounts for those higher authority tasks. These accounts would only be used when performing those tasks or accessing especially sensitive data, to reduce risk in case their normal user account is compromised. For users with multiple accounts, their base user account, used day-to-day for non-administrative tasks, should not have any elevated privileges.

Single Sign-On (SSO) is convenient and secure when an enterprise has many applications, including cloud applications, which helps reduce the number of passwords a user must manage. Users are recommended to use password manager applications to securely store their passwords, and should be instructed not to keep them in spreadsheets or text files on their computers. MFA is recommended for remote access.

Users must also be automatically logged out of the system after a period of inactivity, and be trained to lock their screen when they leave their device to minimize the possibility of someone else in physical proximity around the user accessing their system, applications, or data.

→ **An excellent resource is the NIST® Digital Identity Guidelines** – https://pages.nist.gov/800-63-3/

Safeguards

NUMBER	TITLE/DESCRIPTION	ASSET TYPE	SECURITY FUNCTION	IG1	IG2	IG3
5.1	**Establish and Maintain an Inventory of Accounts** Establish and maintain an inventory of all accounts managed in the enterprise. The inventory must include both user and administrator accounts. The inventory, at a minimum, should contain the person's name, username, start/stop dates, and department. Validate that all active accounts are authorized, on a recurring schedule at a minimum quarterly, or more frequently.	Users	Identify	●	●	●
5.2	**Use Unique Passwords** Use unique passwords for all enterprise assets. Best practice implementation includes, at a minimum, an 8-character password for accounts using MFA and a 14-character password for accounts not using MFA.	Users	Protect	●	●	●
5.3	**Disable Dormant Accounts** Delete or disable any dormant accounts after a period of 45 days of inactivity, where supported.	Users	Respond	●	●	●
5.4	**Restrict Administrator Privileges to Dedicated Administrator Accounts** Restrict administrator privileges to dedicated administrator accounts on enterprise assets. Conduct general computing activities, such as internet browsing, email, and productivity suite use, from the user's primary, non-privileged account.	Users	Protect	●	●	●
5.5	**Establish and Maintain an Inventory of Service Accounts** Establish and maintain an inventory of service accounts. The inventory, at a minimum, must contain department owner, review date, and purpose. Perform service account reviews to validate that all active accounts are authorized, on a recurring schedule at a minimum quarterly, or more frequently.	Users	Identify		●	●
5.6	**Centralize Account Management** Centralize account management through a directory or identity service.	Users	Protect		●	●

CONTROL 06

Access Control Management

SAFEGUARDS TOTAL 8 | IG1 5/8 | IG2 7/8 | IG3 8/8

OVERVIEW

Use processes and tools to create, assign, manage, and revoke access credentials and privileges for user, administrator, and service accounts for enterprise assets and software.

Why is this Control critical?

Where CIS Control 5 deals specifically with account management, CIS Control 6 focuses on managing what access these accounts have, ensuring users only have access to the data or enterprise assets appropriate for their role, and ensuring that there is strong authentication for critical or sensitive enterprise data or functions. Accounts should only have the minimal authorization needed for the role. Developing consistent access rights for each role and assigning roles to users is a best practice. Developing a program for complete provision and de-provisioning access is also important. Centralizing this function is ideal.

There are some user activities that pose greater risk to an enterprise, either because they are accessed from untrusted networks, or performing administrator functions that allow the ability to add, change, or remove other accounts, or make configuration changes to operating systems or applications to make them less secure. This also enforces the importance of using MFA and Privileged Access Management (PAM) tools.

Some users have access to enterprise assets or data they do not need for their role; this might be due to an immature process that gives all users all access, or lingering access as users change roles within the enterprise over time. Local administrator privileges to users' laptops is also an issue, as any malicious code installed or downloaded by the user can have greater impact on the enterprise asset running as administrator. User, administrator, and service account access should be based on enterprise role and need.

Procedures and tools

There should be a process where privileges are granted and revoked for user accounts. This ideally is based on enterprise role and need through role-based access. Role-based access is a technique to define and manage access requirements for each account based on: need to know, least privilege, privacy requirements, and/or separation of duties. There are technology tools to help manage this process. However, there might be more granular or temporary access based on circumstance.

MFA should be universal for all privileged or administrator accounts. There are many tools that have smartphone applications to perform this function, and are easy to deploy. Using the number-generator feature is more secure than just sending a Short Messaging Service (SMS) message with a one-time code, or prompting a "push" alert for a user to accept. However, neither is recommended for privileged account MFA. PAM tools are available for privileged account control, and provide a

one-time password that must be checked out for each use. For additional security in system administration, using "jump-boxes" or out of band terminal connections is recommended.

Comprehensive account de-provisioning is important. Many enterprises have repeatable consistent processes for removing access when employees leave the enterprise. However, that process is not always consistent for contractors, and must be included in the standard de-provisioning process. Enterprises should also inventory and track service accounts, as a common error is leaving clear text tokens or passwords in code, and posting to public cloud-based code repositories.

High-privileged accounts should not be used for day-to-day use, such as web surfing and email reading. Administrators should have separate accounts that do not have elevated privileges for daily office use, and should log into administrator accounts only when performing administrator functions requiring that level of authorization. Security personnel should periodically gather a list of running processes to determine whether any browsers or email readers are running with high privileges.

→ **An excellent resource is the NIST® Digital Identity Guidelines** – https://pages.nist.gov/800-63-3/

Safeguards

NUMBER	TITLE/DESCRIPTION	ASSET TYPE	SECURITY FUNCTION	IG1	IG2	IG3
6.1	**Establish an Access Granting Process** Establish and follow a process, preferably automated, for granting access to enterprise assets upon new hire, rights grant, or role change of a user.	Users	Protect	●	●	●
6.2	**Establish an Access Revoking Process** Establish and follow a process, preferably automated, for revoking access to enterprise assets, through disabling accounts immediately upon termination, rights revocation, or role change of a user. Disabling accounts, instead of deleting accounts, may be necessary to preserve audit trails.	Users	Protect	●	●	●
6.3	**Require MFA for Externally-Exposed Applications** Require all externally-exposed enterprise or third-party applications to enforce MFA, where supported. Enforcing MFA through a directory service or SSO provider is a satisfactory implementation of this Safeguard.	Users	Protect	●	●	●
6.4	**Require MFA for Remote Network Access** Require MFA for remote network access.	Users	Protect	●	●	●
6.5	**Require MFA for Administrative Access** Require MFA for all administrative access accounts, where supported, on all enterprise assets, whether managed on-site or through a third-party provider.	Users	Protect	●	●	●
6.6	**Establish and Maintain an Inventory of Authentication and Authorization Systems** Establish and maintain an inventory of the enterprise's authentication and authorization systems, including those hosted on-site or at a remote service provider. Review and update the inventory, at a minimum, annually, or more frequently.	Users	Identify		●	●
6.7	**Centralize Access Control** Centralize access control for all enterprise assets through a directory service or SSO provider, where supported.	Users	Protect		●	●
6.8	**Define and Maintain Role-Based Access Control** Define and maintain role-based access control, through determining and documenting the access rights necessary for each role within the enterprise to successfully carry out its assigned duties. Perform access control reviews of enterprise assets to validate that all privileges are authorized, on a recurring schedule at a minimum annually, or more frequently.	Data	Protect			●

CONTROL 07

Continuous Vulnerability Management

SAFEGUARDS TOTAL	7	IG1	4/7	IG2	7/7	IG3	7/7

OVERVIEW

Develop a plan to continuously assess and track vulnerabilities on all enterprise assets within the enterprise's infrastructure, in order to remediate, and minimize, the window of opportunity for attackers. Monitor public and private industry sources for new threat and vulnerability information.

Why is this Control critical?

Cyber defenders are constantly being challenged from attackers who are looking for vulnerabilities within their infrastructure to exploit and gain access. Defenders must have timely threat information available to them about: software updates, patches, security advisories, threat bulletins, etc., and they should regularly review their environment to identify these vulnerabilities before the attackers do. Understanding and managing vulnerabilities is a continuous activity, requiring focus of time, attention, and resources.

Attackers have access to the same information and can often take advantage of vulnerabilities more quickly than an enterprise can remediate. While there is a gap in time from a vulnerability being known to when it is patched, defenders can prioritize which vulnerabilities are most impactful to the enterprise, or likely to be exploited first due to ease of use. For example, when researchers or the community report new vulnerabilities, vendors have to develop and deploy patches, indicators of compromise (IOCs), and updates. Defenders need to assess the risk of the new vulnerability to the enterprise, regression-test patches, and install the patch.

There is never perfection in this process. Attackers might be using an exploit to a vulnerability that is not known within the security community. They might have developed an exploit to this vulnerability referred to as a "zero-day" exploit. Once the vulnerability is known in the community, the process mentioned above starts. Therefore, defenders must keep in mind that an exploit might already exist when the vulnerability is widely socialized. Sometimes vulnerabilities might be known within a closed community (e.g., vendor still developing a fix) for weeks, months, or years before it is disclosed publicly. Defenders have to be aware that there might always be vulnerabilities they cannot remediate, and therefore need to use other controls to mitigate.

Enterprises that do not assess their infrastructure for vulnerabilities and proactively address discovered flaws face a significant likelihood of having their enterprise assets compromised. Defenders face particular challenges in scaling remediation across an entire enterprise, and prioritizing actions with conflicting priorities, while not impacting the enterprise's business or mission.

Procedures and tools

A large number of vulnerability scanning tools are available to evaluate the security configuration of enterprise assets. Some enterprises have also found commercial services using remotely managed scanning appliances to be effective. To help standardize the definitions of discovered vulnerabilities across an enterprise, it is preferable to use vulnerability scanning tools that map vulnerabilities to one or more of the following industry-recognized vulnerability, configuration and platform classification schemes and languages: Common Vulnerabilities and Exposures (CVE®), Common Configuration Enumeration (CCE), Open Vulnerability and Assessment Language (OVAL®), Common Platform Enumeration (CPE), Common Vulnerability Scoring System (CVSS), and/or Extensible Configuration Checklist Description Format (XCCDF). These schemes and languages are components of SCAP.

→ **More information on SCAP can be found here** – **https://nvlpubs.nist.gov/nistpubs/SpecialPublications/NIST.SP.800-126r3.pdf**

The frequency of scanning activities should increase as the diversity of an enterprise's assets increases to account for the varying patch cycles of each vendor. Advanced vulnerability scanning tools can be configured with user credentials to authenticate into enterprise assets and perform more comprehensive assessments. These are called "authenticated scans."

In addition to the scanning tools that check for vulnerabilities and misconfigurations across the network, various free and commercial tools can evaluate security settings and configurations of enterprise assets. Such tools can provide fine-grained insight into unauthorized changes in configuration or the inadvertent introduction of security weaknesses from administrators.

Effective enterprises link their vulnerability scanners with problem-ticketing systems that track and report progress on fixing vulnerabilities. This can help highlight unmitigated critical vulnerabilities to senior management to ensure they are resolved. Enterprises can also track how long it took to remediate a vulnerability, after identified, or a patch has been issued. These can support internal or industry compliance requirements. Some mature enterprises will go over these reports in IT security steering committee meetings, which bring leaders from IT and the business together to prioritize remediation efforts based on business impact.

In selecting which vulnerabilities to fix, or patches to apply, an enterprise should augment NIST's Common Vulnerability Scoring System (CVSS) with data concerning the likelihood of a threat actor using a vulnerability, or potential impact of an exploit to the enterprise. Information on the likelihood of exploitation should also be periodically updated based on the most current threat information. For example, the release of a new exploit, or new intelligence relating to exploitation of the vulnerability, should change the priority through which the vulnerability should be considered for patching. Various commercial systems are available to allow an enterprise to automate and maintain this process in a scalable manner.

The most effective vulnerability scanning tools compare the results of the current scan with previous scans to determine how the vulnerabilities in the environment have changed over time. Security personnel use these features to conduct vulnerability trending from month to month.

Finally, there should be a quality assurance process to verify configuration updates, or that patches are implemented correctly and across all relevant enterprise assets.

Safeguards

NUMBER	TITLE/DESCRIPTION	ASSET TYPE	SECURITY FUNCTION	IG1	IG2	IG3
7.1	**Establish and Maintain a Vulnerability Management Process** Establish and maintain a documented vulnerability management process for enterprise assets. Review and update documentation annually, or when significant enterprise changes occur that could impact this Safeguard.	Applications	Protect	●	●	●
7.2	**Establish and Maintain a Remediation Process** Establish and maintain a risk-based remediation strategy documented in a remediation process, with monthly, or more frequent, reviews.	Applications	Respond	●	●	●
7.3	**Perform Automated Operating System Patch Management** Perform operating system updates on enterprise assets through automated patch management on a monthly, or more frequent, basis.	Applications	Protect	●	●	●
7.4	**Perform Automated Application Patch Management** Perform application updates on enterprise assets through automated patch management on a monthly, or more frequent, basis.	Applications	Protect	●	●	●
7.5	**Perform Automated Vulnerability Scans of Internal Enterprise Assets** Perform automated vulnerability scans of internal enterprise assets on a quarterly, or more frequent, basis. Conduct both authenticated and unauthenticated scans, using a SCAP-compliant vulnerability scanning tool.	Applications	Identify		●	●
7.6	**Perform Automated Vulnerability Scans of Externally-Exposed Enterprise Assets** Perform automated vulnerability scans of externally-exposed enterprise assets using a SCAP-compliant vulnerability scanning tool. Perform scans on a monthly, or more frequent, basis.	Applications	Identify		●	●
7.7	**Remediate Detected Vulnerabilities** Remediate detected vulnerabilities in software through processes and tooling on a monthly, or more frequent, basis, based on the remediation process.	Applications	Respond		●	●

CONTROL 08

Audit Log Management

SAFEGUARDS TOTAL 12 | IG1 3/12 | IG2 11/12 | IG3 12/12

OVERVIEW

Collect, alert, review, and retain audit logs of events that could help detect, understand, or recover from an attack.

Why is this Control critical?

Log collection and analysis is critical for an enterprise's ability to detect malicious activity quickly. Sometimes audit records are the only evidence of a successful attack. Attackers know that many enterprises keep audit logs for compliance purposes, but rarely analyze them. Attackers use this knowledge to hide their location, malicious software, and activities on victim machines. Due to poor or nonexistent log analysis processes, attackers sometimes control victim machines for months or years without anyone in the target enterprise knowing.

There are two types of logs that are generally treated and often configured independently: system logs and audit logs. System logs typically provide system-level events that show various system process start/end times, crashes, etc. These are native to systems, and take less configuration to turn on. Audit logs typically include user-level events—when a user logged in, accessed a file, etc.—and take more planning and effort to set up.

Logging records are also critical for incident response. After an attack has been detected, log analysis can help enterprises understand the extent of an attack. Complete logging records can show, for example, when and how the attack occurred, what information was accessed, and if data was exfiltrated. Retention of logs is also critical in case a follow-up investigation is required or if an attack remained undetected for a long period of time.

Procedures and tools

Most enterprise assets and software offer logging capabilities. Such logging should be activated, with logs sent to centralized logging servers. Firewalls, proxies, and remote access systems (Virtual Private Network (VPN), dial-up, etc.) should all be configured for verbose logging where beneficial. Retention of logging data is also important in the event an incident investigation is required.

Furthermore, all enterprise assets should be configured to create access control logs when a user attempts to access resources without the appropriate privileges. To evaluate whether such logging is in place, an enterprise should periodically scan through its logs and compare them with the enterprise asset inventory assembled as part of CIS Control 1, in order to ensure that each managed asset actively connected to the network is periodically generating logs.

Safeguards

NUMBER	TITLE/ DESCRIPTION	ASSET TYPE	SECURITY FUNCTION	IG1	IG2	IG3
8.1	**Establish and Maintain an Audit Log Management Process** Establish and maintain an audit log management process that defines the enterprise's logging requirements. At a minimum, address the collection, review, and retention of audit logs for enterprise assets. Review and update documentation annually, or when significant enterprise changes occur that could impact this Safeguard.	Network	Protect	●	●	●
8.2	**Collect Audit Logs** Collect audit logs. Ensure that logging, per the enterprise's audit log management process, has been enabled across enterprise assets.	Network	Detect	●	●	●
8.3	**Ensure Adequate Audit Log Storage** Ensure that logging destinations maintain adequate storage to comply with the enterprise's audit log management process.	Network	Protect	●	●	●
8.4	**Standardize Time Synchronization** Standardize time synchronization. Configure at least two synchronized time sources across enterprise assets, where supported.	Network	Protect		●	●
8.5	**Collect Detailed Audit Logs** Configure detailed audit logging for enterprise assets containing sensitive data. Include event source, date, username, timestamp, source addresses, destination addresses, and other useful elements that could assist in a forensic investigation.	Network	Detect		●	●
8.6	**Collect DNS Query Audit Logs** Collect DNS query audit logs on enterprise assets, where appropriate and supported.	Network	Detect		●	●
8.7	**Collect URL Request Audit Logs** Collect URL request audit logs on enterprise assets, where appropriate and supported.	Network	Detect		●	●
8.8	**Collect Command-Line Audit Logs** Collect command-line audit logs. Example implementations include collecting audit logs from PowerShell®, BASH™, and remote administrative terminals.	Devices	Detect		●	●
8.9	**Centralize Audit Logs** Centralize, to the extent possible, audit log collection and retention across enterprise assets.	Network	Detect		●	●
8.10	**Retain Audit Logs** Retain audit logs across enterprise assets for a minimum of 90 days.	Network	Protect		●	●
8.11	**Conduct Audit Log Reviews** Conduct reviews of audit logs to detect anomalies or abnormal events that could indicate a potential threat. Conduct reviews on a weekly, or more frequent, basis.	Network	Detect		●	●
8.12	**Collect Service Provider Logs** Collect service provider logs, where supported. Example implementations include collecting authentication and authorization events, data creation and disposal events, and user management events.	Data	Detect			●

CONTROL 09

Email and Web Browser Protections

SAFEGUARDS TOTAL	7	IG1	2/7	IG2	6/7	IG3	7/7

OVERVIEW

Improve protections and detections of threats from email and web vectors, as these are opportunities for attackers to manipulate human behavior through direct engagement.

Why is this Control critical?

Web browsers and email clients are very common points of entry for attackers because of their direct interaction with users inside an enterprise. Content can be crafted to entice or spoof users into disclosing credentials, providing sensitive data, or providing an open channel to allow attackers to gain access, thus increasing risk to the enterprise. Since email and web are the main means that users interact with external and untrusted users and environments, these are prime targets for both malicious code and social engineering. Additionally, as enterprises move to web-based email, or mobile email access, users no longer use traditional full-featured email clients, which provide embedded security controls like connection encryption, strong authentication, and phishing reporting buttons.

Procedures and tools

Web Browser

Cybercriminals can exploit web browsers in multiple ways. If they have access to exploits of vulnerable browsers, they can craft malicious webpages that can exploit those vulnerabilities when browsed with an insecure, or unpatched, browser. Alternatively, they can try to target any number of common web browser third-party plugins that may allow them to hook into the browser or even directly into the operating system or application. These plugins, much like any other software within an environment, need to be reviewed for vulnerabilities, kept up-to-date with latest patches or versions, and controlled. Many come from untrusted sources, and some are even written to be malicious. Therefore, it is best to prevent users from intentionally or unintentionally installing malware that might be hiding in some of these plugins, extensions, and add-ons. Simple configuration updates to the browser can make it much harder for malware to get installed through reducing the ability of installing add-ons/plugins/extensions and preventing specific types of content from automatically executing.

Most popular browsers employ a database of phishing and/or malware sites to protect against the most common threats. A best practice is to enable these content filters and turn on the pop-up blockers. Pop-ups are not only annoying; they can also host embedded malware directly or lure users into clicking links using social engineering tricks. To help enforce blocking of known malicious domains, also consider subscribing to DNS filtering services to block attempts to access these websites at the network level.

Email

Email represents one the most interactive ways humans work with enterprise assets; training and encouraging the right behavior is just as important as the technical settings. Email is the most common threat vector against enterprises through tactics such as phishing and Business Email Compromise (BEC).

Using a spam-filtering tool and malware scanning at the email gateway reduces the number of malicious emails and attachments that come into the enterprise's network. Initiating Domain-based Message Authentication, Reporting, and Conformance (DMARC) helps reduce spam and phishing activities. Installing an encryption tool to secure email and communications adds another layer of user and network-based security. In addition to blocking based on the sender, it is also worthwhile to only allow certain file types that users need for their jobs. This will require coordination with different business units to understand what types of files they receive via email to ensure that there is not an interruption to their processes.

Since phishing email techniques are ever evolving to get past Something Posing as Mail (SPAM) filter rules, it is important to train users on how to identify phishing, and to notify IT Security when they see one. There are many platforms that perform phishing tests against users to help educate them on different examples, and track their improvement over time. Crowd-sourcing this knowledge into notifying IT Security teams of phishing helps improve the protections and detections of email-based threats.

Safeguards

NUMBER	TITLE/DESCRIPTION	ASSET TYPE	SECURITY FUNCTION	IG1	IG2	IG3
9.1	**Ensure Use of Only Fully Supported Browsers and Email Clients** Ensure only fully supported browsers and email clients are allowed to execute in the enterprise, only using the latest version of browsers and email clients provided through the vendor.	Applications	Protect	●	●	●
9.2	**Use DNS Filtering Services** Use DNS filtering services on all enterprise assets to block access to known malicious domains.	Network	Protect	●	●	●
9.3	**Maintain and Enforce Network-Based URL Filters** Enforce and update network-based URL filters to limit an enterprise asset from connecting to potentially malicious or unapproved websites. Example implementations include category-based filtering, reputation-based filtering, or through the use of block lists. Enforce filters for all enterprise assets.	Network	Protect		●	●
9.4	**Restrict Unnecessary or Unauthorized Browser and Email Client Extensions** Restrict, either through uninstalling or disabling, any unauthorized or unnecessary browser or email client plugins, extensions, and add-on applications.	Applications	Protect		●	●
9.5	**Implement DMARC** To lower the chance of spoofed or modified emails from valid domains, implement DMARC policy and verification, starting with implementing the Sender Policy Framework (SPF) and the DomainKeys Identified Mail (DKIM) standards.	Network	Protect		●	●
9.6	**Block Unnecessary File Types** Block unnecessary file types attempting to enter the enterprise's email gateway.	Network	Protect		●	●
9.7	**Deploy and Maintain Email Server Anti-Malware Protections** Deploy and maintain email server anti-malware protections, such as attachment scanning and/or sandboxing.	Network	Protect			●

CONTROL 10

Malware Defenses

SAFEGUARDS TOTAL	7	IG1	3/7	IG2	7/7	IG3	7/7

OVERVIEW

Prevent or control the installation, spread, and execution of malicious applications, code, or scripts on enterprise assets.

Why is this Control critical?

Malicious software (sometimes categorized as viruses or Trojans) is an integral and dangerous aspect of internet threats. They can have many purposes, from capturing credentials, stealing data, identifying other targets within the network, and encrypting or destroying data. Malware is ever-evolving and adaptive, as modern variants leverage machine learning techniques.

Malware enters an enterprise through vulnerabilities within the enterprise on end-user devices, email attachments, webpages, cloud services, mobile devices, and removable media. Malware often relies on insecure end-user behavior, such as clicking links, opening attachments, installing software or profiles, or inserting Universal Serial Bus (USB) flash drives. Modern malware is designed to avoid, deceive, or disable defenses.

Malware defenses must be able to operate in this dynamic environment through automation, timely and rapid updating, and integration with other processes like vulnerability management and incident response. They must be deployed at all possible entry points and enterprise assets to detect, prevent spread, or control the execution of malicious software or code.

Procedures and tools

Effective malware protection includes traditional endpoint malware prevention and detection suites. To ensure malware IOCs are up-to-date, enterprises can receive automated updates from the vendor to enrich other vulnerability or threat data. These tools are best managed centrally to provide consistency across the infrastructure.

Being able to block or identify malware is only part of this CIS Control; there is also a focus on centrally collecting the logs to support alerting, identification, and incident response. As malicious actors continue to develop their methodologies, many are starting to take a “living-off-the-land” (LotL) approach to minimize the likelihood of being caught. This approach refers to attacker behavior that uses tools or features that already exist in the target environment. Enabling logging, as per the Safeguards in CIS Control 8, will make it significantly easier for the enterprise to follow the events to understand what happened and why it happened.

Safeguards

NUMBER	TITLE/ DESCRIPTION	ASSET TYPE	SECURITY FUNCTION	IG1	IG2	IG3
10.1	**Deploy and Maintain Anti-Malware Software** Deploy and maintain anti-malware software on all enterprise assets.	Devices	Protect	●	●	●
10.2	**Configure Automatic Anti-Malware Signature Updates** Configure automatic updates for anti-malware signature files on all enterprise assets.	Devices	Protect	●	●	●
10.3	**Disable Autorun and Autoplay for Removable Media** Disable autorun and autoplay auto-execute functionality for removable media.	Devices	Protect	●	●	●
10.4	**Configure Automatic Anti-Malware Scanning of Removable Media** Configure anti-malware software to automatically scan removable media.	Devices	Detect		●	●
10.5	**Enable Anti-Exploitation Features** Enable anti-exploitation features on enterprise assets and software, where possible, such as Microsoft® Data Execution Prevention (DEP), Windows® Defender Exploit Guard (WDEG), or Apple® System Integrity Protection (SIP) and Gatekeeper™.	Devices	Protect		●	●
10.6	**Centrally Manage Anti-Malware Software** Centrally manage anti-malware software.	Devices	Protect		●	●
10.7	**Use Behavior-Based Anti-Malware Software** Use behavior-based anti-malware software.	Devices	Detect		●	●

CONTROL 11

Data Recovery

SAFEGUARDS TOTAL	5	IG1	4/5	IG2	5/5	IG3	5/5

OVERVIEW

Establish and maintain data recovery practices sufficient to restore in-scope enterprise assets to a pre-incident and trusted state.

Why is this Control critical?

In the cybersecurity triad—Confidentiality, Integrity, and Availability (CIA)—the availability of data is, in some cases, more critical than its confidentiality. Enterprises need many types of data to make business decisions, and when that data is not available or is untrusted, then it could impact the enterprise. An easy example is weather information to a transportation enterprise.

When attackers compromise assets, they make changes to configurations, add accounts, and often add software or scripts. These changes are not always easy to identify, as attackers might have corrupted or replaced trusted applications with malicious versions, or the changes might appear to be standard-looking account names. Configuration changes can include adding or changing registry entries, opening ports, turning off security services, deleting logs, or other malicious actions that make a system insecure. These actions do not have to be malicious; human error can cause each of these as well. Therefore, it is important to have an ability to have recent backups or mirrors to recover enterprise assets and data back to a known trusted state.

There has been an exponential rise in ransomware over the last few years. It is not a new threat, though it has become more commercialized and organized as a reliable method for attackers to make money. If an attacker encrypts an enterprise's data and demands ransom for its restoration, having a recent backup to recover to a known, trusted state can be helpful. However, as ransomware has evolved, it has also become an extortion technique, where data is exfiltrated before being encrypted, and the attacker asks for payment to restore the enterprise's data, as well as to keep it from being sold or publicized. In this case, restoration would only solve the issue of restoring systems to a trusted state and continuing operations. Leveraging the guidance within the CIS Controls will help reduce the risk of ransomware through improved cyber hygiene, as attackers usually use older or basic exploits on insecure systems.

Procedures and tools

Data recovery procedures should be defined in the data management process described in CIS Control 3, Data Protection. This should include backup procedures based on data value, sensitivity, or retention requirements. This will assist in developing backup frequency and type (full vs. incremental).

Once per quarter (or whenever a new backup process or technology is introduced), a testing team should evaluate a random sampling of backups and attempt to restore them on a test bed environment. The restored backups should be verified to ensure that the operating system, application, and data from the backup are all intact and functional.

In the event of malware infection, restoration procedures should use a version of the backup that is believed to predate the original infection.

Safeguards

NUMBER	TITLE/DESCRIPTION	ASSET TYPE	SECURITY FUNCTION	IG1	IG2	IG3
11.1	**Establish and Maintain a Data Recovery Process** Establish and maintain a data recovery process. In the process, address the scope of data recovery activities, recovery prioritization, and the security of backup data. Review and update documentation annually, or when significant enterprise changes occur that could impact this Safeguard.	Data	Recover	●	●	●
11.2	**Perform Automated Backups** Perform automated backups of in-scope enterprise assets. Run backups weekly, or more frequently, based on the sensitivity of the data.	Data	Recover	●	●	●
11.3	**Protect Recovery Data** Protect recovery data with equivalent controls to the original data. Reference encryption or data separation, based on requirements.	Data	Protect	●	●	●
11.4	**Establish and Maintain an Isolated Instance of Recovery Data** Establish and maintain an isolated instance of recovery data. Example implementations include version controlling backup destinations through offline, cloud, or off-site systems or services.	Data	Recover	●	●	●
11.5	**Test Data Recovery** Test backup recovery quarterly, or more frequently, for a sampling of in-scope enterprise assets.	Data	Recover		●	●

CONTROL 12

Network Infrastructure Management

SAFEGUARDS TOTAL	8	IG1	1/8	IG2	7/8	IG3	8/8

OVERVIEW

Establish, implement, and actively manage (track, report, correct) network devices, in order to prevent attackers from exploiting vulnerable network services and access points.

Why is this Control critical?

Secure network infrastructure is an essential defense against attacks. This includes an appropriate security architecture, addressing vulnerabilities that are, often times, introduced with default settings, monitoring for changes, and reassessment of current configurations. Network infrastructure includes devices such as physical and virtualized gateways, firewalls, wireless access points, routers, and switches.

Default configurations for network devices are geared for ease-of-deployment and ease-of-use—not security. Potential default vulnerabilities include open services and ports, default accounts and passwords (including service accounts), support for older vulnerable protocols, and pre-installation of unneeded software. Attackers search for vulnerable default settings, gaps or inconsistencies in firewall rule sets, routers, and switches and use those holes to penetrate defenses. They exploit flaws in these devices to gain access to networks, redirect traffic on a network, and intercept data while in transmission.

Network security is a constantly changing environment that necessitates regular re-evaluation of architecture diagrams, configurations, access controls, and allowed traffic flows. Attackers take advantage of network device configurations becoming less secure over time as users demand exceptions for specific business needs. Sometimes the exceptions are deployed, but not removed when they are no longer applicable to the business's needs. In some cases, the security risk of an exception is neither properly analyzed nor measured against the associated business need and can change over time.

Procedures and tools

Enterprises should ensure network infrastructure is fully documented and architecture diagrams are kept up-to-date. It is important for key infrastructure components to have vendor support for patches and feature upgrades. Upgrade End-of-Life (EOL) components before the date they will be out of support or apply mitigating controls to isolate them. Enterprises need to monitor their infrastructure versions and configurations for vulnerabilities that would require them to upgrade the network devices to the latest secure and stable version that does not impact the infrastructure.

An up-to-date network architecture diagram, including security architecture diagrams, are an important foundation for infrastructure management. Next is having complete account management for access control, logging, and monitoring. Finally, infrastructure administration should only be performed over secure protocols, with strong authentication (MFA for PAM), and from dedicated administrative devices or out-of-band networks.

Commercial tools can be helpful to evaluate the rule sets of network filtering devices to determine whether they are consistent or in conflict. This provides an automated sanity check of network filters. These tools search for errors in rule sets or Access Controls Lists (ACLs) that may allow unintended services through the network device. Such tools should be run each time significant changes are made to firewall rule sets, router ACLs, or other filtering technologies.

→ **For telework and small office guidance, refer to the CIS Controls Telework and Small Office Network Security Guide** – https://www.cisecurity.org/controls/v8/

Safeguards

NUMBER	TITLE/DESCRIPTION	ASSET TYPE	SECURITY FUNCTION	IG1	IG2	IG3
12.1	**Ensure Network Infrastructure is Up-to-Date** Ensure network infrastructure is kept up-to-date. Example implementations include running the latest stable release of software and/or using currently supported network-as-a-service (NaaS) offerings. Review software versions monthly, or more frequently, to verify software support.	Network	Protect	●	●	●
12.2	**Establish and Maintain a Secure Network Architecture** Establish and maintain a secure network architecture. A secure network architecture must address segmentation, least privilege, and availability, at a minimum.	Network	Protect		●	●
12.3	**Securely Manage Network Infrastructure** Securely manage network infrastructure. Example implementations include version-controlled-infrastructure-as-code, and the use of secure network protocols, such as SSH and HTTPS.	Network	Protect		●	●
12.4	**Establish and Maintain Architecture Diagram(s)** Establish and maintain architecture diagram(s) and/or other network system documentation. Review and update documentation annually, or when significant enterprise changes occur that could impact this Safeguard.	Network	Identify		●	●
12.5	**Centralize Network Authentication, Authorization, and Auditing (AAA)** Centralize network AAA.	Network	Protect		●	●
12.6	**Use of Secure Network Management and Communication Protocols** Use secure network management and communication protocols (e.g., 802.1X, Wi-Fi Protected Access 2 (WPA2) Enterprise or greater).	Network	Protect		●	●
12.7	**Ensure Remote Devices Utilize a VPN and are Connecting to an Enterprise's AAA Infrastructure** Require users to authenticate to enterprise-managed VPN and authentication services prior to accessing enterprise resources on end-user devices.	Devices	Protect		●	●
12.8	**Establish and Maintain Dedicated Computing Resources for All Administrative Work** Establish and maintain dedicated computing resources, either physically or logically separated, for all administrative tasks or tasks requiring administrative access. The computing resources should be segmented from the enterprise's primary network and not be allowed internet access.	Devices	Protect			●

CONTROL 13

Network Monitoring and Defense

SAFEGUARDS TOTAL	11	IG1	0/11	IG2	6/11	IG3	11/11

OVERVIEW

Operate processes and tooling to establish and maintain comprehensive network monitoring and defense against security threats across the enterprise's network infrastructure and user base.

Why is this Control critical?

We cannot rely on network defenses to be perfect. Adversaries continue to evolve and mature, as they share, or sell, information among their community on exploits and bypasses to security controls. Even if security tools work "as advertised," it takes an understanding of the enterprise risk posture to configure, tune, and log them to be effective. Often, misconfigurations due to human error or lack of knowledge of tool capabilities give enterprises a false sense of security.

Security tools can only be effective if they are supporting a process of continuous monitoring that allows staff the ability to be alerted and respond to security incidents quickly. Enterprises that adopt a purely technology-driven approach will also experience more false positives, due to their over-reliance on alerts from tools. Identifying and responding to these threats requires visibility into all threat vectors of the infrastructure and leveraging humans in the process of detection, analysis, and response. It is critical for large or heavily targeted enterprises to have a security operations capability to prevent, detect, and quickly respond to cyber threats before they can impact the enterprise. This process will generate activity reports and metrics that will help enhance security policies, and support regulatory compliance for many enterprises.

As we have seen many times in the press, enterprises have been compromised for weeks, months, or years before discovery. The primary benefit of having comprehensive situational awareness is to increase the speed of detection and response. This is critical to respond quickly when malware is discovered, credentials are stolen, or when sensitive data is compromised to reduce impact to the enterprise.

Through good situational awareness (i.e., security operations), enterprises will identify and catalog Tactics, Techniques, and Procedures (TTPs) of attackers, including their IOCs that will help the enterprise become more proactive in identifying future threats or incidents. Recovery can be achieved faster when the response has access to complete information about the environment and enterprise structure to develop efficient response strategies.

Procedures and tools

Most enterprises do not need to stand up a Security Operations Center (SOC) to gain situational awareness. This starts with first understanding critical business functions, network and server architectures, data and data flows, vendor service and business partner connection, and end-user devices and accounts. This informs the development of a security architecture, technical controls, logging, monitoring, and response procedures.

At the core of this process is a trained and organized team that implements processes for incident detection, analysis, and mitigation. These capabilities could be conducted internally, or through consultants or a managed service provider. Enterprises should consider network, enterprise asset, user credential, and data access activities. Technology will play a crucial role to collect and analyze all of the data, and monitor networks and enterprise assets internally and externally to the enterprise. Enterprises should include visibility to cloud platforms that might not be in line with on-premises security technology.

Forwarding all important logs to analytical programs, such as Security Information and Event Management (SIEM) solutions, can provide value; however, they do not provide a complete picture. Weekly log reviews are necessary to tune thresholds and identify abnormal events. Correlation tools can make audit logs more useful for subsequent manual inspection. These tools are not a replacement for skilled information security personnel and system administrators. Even with automated log analysis tools, human expertise and intuition are often required to identify and understand attacks.

As this process matures, enterprises will create, maintain, and evolve a knowledge base that will help to understand and assess the business risks, developing an internal threat intelligence capability. Threat intelligence is the collection of TTPs from incidents and adversaries. To accomplish this, a situational awareness program will define and evaluate which information sources are relevant to detect, report, and handle attacks. Most mature enterprises can evolve to threat hunting, where trained staff manually review system and user logs, data flows, and traffic patterns to find anomalies.

Safeguards

NUMBER	TITLE/DESCRIPTION	ASSET TYPE	SECURITY FUNCTION	IG1	IG2	IG3
13.1	**Centralize Security Event Alerting** Centralize security event alerting across enterprise assets for log correlation and analysis. Best practice implementation requires the use of a SIEM, which includes vendor-defined event correlation alerts. A log analytics platform configured with security-relevant correlation alerts also satisfies this Safeguard.	Network	Detect		●	●
13.2	**Deploy a Host-Based Intrusion Detection Solution** Deploy a host-based intrusion detection solution on enterprise assets, where appropriate and/or supported.	Devices	Detect		●	●
13.3	**Deploy a Network Intrusion Detection Solution** Deploy a network intrusion detection solution on enterprise assets, where appropriate. Example implementations include the use of a Network Intrusion Detection System (NIDS) or equivalent cloud service provider (CSP) service.	Network	Detect		●	●
13.4	**Perform Traffic Filtering Between Network Segments** Perform traffic filtering between network segments, where appropriate.	Network	Protect		●	●

NUMBER	TITLE/DESCRIPTION	ASSET TYPE	SECURITY FUNCTION	IG1	IG2	IG3
13.5	**Manage Access Control for Remote Assets** Manage access control for assets remotely connecting to enterprise resources. Determine amount of access to enterprise resources based on: up-to-date anti-malware software installed, configuration compliance with the enterprise's secure configuration process, and ensuring the operating system and applications are up-to-date.	Devices	Protect		●	●
13.6	**Collect Network Traffic Flow Logs** Collect network traffic flow logs and/or network traffic to review and alert upon from network devices.	Network	Detect		●	●
13.7	**Deploy a Host-Based Intrusion Prevention Solution** Deploy a host-based intrusion prevention solution on enterprise assets, where appropriate and/or supported. Example implementations include use of an Endpoint Detection and Response (EDR) client or host-based IPS agent.	Devices	Protect			●
13.8	**Deploy a Network Intrusion Prevention Solution** Deploy a network intrusion prevention solution, where appropriate. Example implementations include the use of a Network Intrusion Prevention System (NIPS) or equivalent CSP service.	Network	Protect			●
13.9	**Deploy Port-Level Access Control** Deploy port-level access control. Port-level access control utilizes 802.1x, or similar network access control protocols, such as certificates, and may incorporate user and/or device authentication.	Devices	Protect			●
13.10	**Perform Application Layer Filtering** Perform application layer filtering. Example implementations include a filtering proxy, application layer firewall, or gateway.	Network	Protect			●
13.11	**Tune Security Event Alerting Thresholds** Tune security event alerting thresholds monthly, or more frequently.	Network	Detect			●

CONTROL 14

Security Awareness and Skills Training

SAFEGUARDS TOTAL	9	IG1	8/9	IG2	9/9	IG3	9/9

OVERVIEW

Establish and maintain a security awareness program to influence behavior among the workforce to be security conscious and properly skilled to reduce cybersecurity risks to the enterprise.

Why is this Control critical?

The actions of people play a critical part in the success or failure of an enterprise's security program. It is easier for an attacker to entice a user to click a link or open an email attachment to install malware in order to get into an enterprise, than to find a network exploit to do it directly.

Users themselves, both intentionally and unintentionally, can cause incidents as a result of mishandling sensitive data, sending an email with sensitive data to the wrong recipient, losing a portable end-user device, using weak passwords, or using the same password they use on public sites.

No security program can effectively address cyber risk without a means to address this fundamental human vulnerability. Users at every level of the enterprise have different risks. For example: executives manage more sensitive data; system administrators have the ability to control access to systems and applications; and users in finance, human resources, and contracts all have access to different types of sensitive data that can make them targets.

The training should be updated regularly. This will increase the culture of security and discourage risky workarounds.

Procedures and tools

An effective security awareness training program should not just be a canned, once-a-year training video coupled with regular phishing testing. While annual training is needed, there should also be more frequent, topical messages and notifications about security. This might include messages about: strong password-use that coincides with a media report of password dump, the rise of phishing during tax time, or increased awareness of malicious package delivery emails during the holidays.

Training should also consider the enterprise's different regulatory and threat posture. Financial firms might have more compliance-related training on data handling and use, healthcare enterprises on handling healthcare data, and merchants for credit card data.

Social engineering training, such as phishing tests, should also include awareness of tactics that target different roles. For example, the financial team will receive BEC attempts posing as executives asking to wire money, or receive emails from compromised partners or vendors asking to change the bank account information for their next payment.

For more comprehensive treatment of this topic, the following resources are helpful to build an effective security awareness program:

- **NIST® SP 800-50 Infosec Awareness Training** – https://nvlpubs.nist.gov/nistpubs/Legacy/SP/nistspecialpublication800-50.pdf
- **National Cyber Security Centre (UK)** – https://www.ncsc.gov.uk/guidance/10-steps-user-education-and-awareness
- **EDUCAUSE** – https://www.educause.edu/focus-areas-and-initiatives/policy-and-security/cybersecurity-program/awareness-campaigns
- **National Cyber Security Alliance (NCSA)** – https://staysafeonline.org/
- **SANS** – https://www.sans.org/security-awareness-training/resources
- **For guidance on configuring home routers see the CIS Controls Telework and Small Office Network Security Guide** – https://www.cisecurity.org/white-papers/cis-controls-telework-and-small-office-network-security-guide/

Safeguards

NUMBER	TITLE/DESCRIPTION	ASSET TYPE	SECURITY FUNCTION	IG1	IG2	IG3
14.1	**Establish and Maintain a Security Awareness Program** Establish and maintain a security awareness program. The purpose of a security awareness program is to educate the enterprise's workforce on how to interact with enterprise assets and data in a secure manner. Conduct training at hire and, at a minimum, annually. Review and update content annually, or when significant enterprise changes occur that could impact this Safeguard.	N/A	Protect	●	●	●
14.2	**Train Workforce Members to Recognize Social Engineering Attacks** Train workforce members to recognize social engineering attacks, such as phishing, pre-texting, and tailgating.	N/A	Protect	●	●	●
14.3	**Train Workforce Members on Authentication Best Practices** Train workforce members on authentication best practices. Example topics include MFA, password composition, and credential management.	N/A	Protect	●	●	●
14.4	**Train Workforce on Data Handling Best Practices** Train workforce members on how to identify and properly store, transfer, archive, and destroy sensitive data. This also includes training workforce members on clear screen and desk best practices, such as locking their screen when they step away from their enterprise asset, erasing physical and virtual whiteboards at the end of meetings, and storing data and assets securely.	N/A	Protect	●	●	●
14.5	**Train Workforce Members on Causes of Unintentional Data Exposure** Train workforce members to be aware of causes for unintentional data exposure. Example topics include mis-delivery of sensitive data, losing a portable end-user device, or publishing data to unintended audiences.	N/A	Protect	●	●	●
14.6	**Train Workforce Members on Recognizing and Reporting Security Incidents** Train workforce members to be able to recognize a potential incident and be able to report such an incident.	N/A	Protect	●	●	●

NUMBER	TITLE/DESCRIPTION	ASSET TYPE	SECURITY FUNCTION	IG1	IG2	IG3
14.7	**Train Workforce on How to Identify and Report if Their Enterprise Assets are Missing Security Updates** Train workforce to understand how to verify and report out-of-date software patches or any failures in automated processes and tools. Part of this training should include notifying IT personnel of any failures in automated processes and tools.	N/A	Protect	●	●	●
14.8	**Train Workforce on the Dangers of Connecting to and Transmitting Enterprise Data Over Insecure Networks** Train workforce members on the dangers of connecting to, and transmitting data over, insecure networks for enterprise activities. If the enterprise has remote workers, training must include guidance to ensure that all users securely configure their home network infrastructure.	N/A	Protect	●	●	●
14.9	**Conduct Role-Specific Security Awareness and Skills Training** Conduct role-specific security awareness and skills training. Example implementations include secure system administration courses for IT professionals, OWASP® Top 10 vulnerability awareness and prevention training for web application developers, and advanced social engineering awareness training for high-profile roles.	N/A	Protect		●	●

CONTROL 15

Service Provider Management

SAFEGUARDS TOTAL 7 | IG1 1/7 | IG2 4/7 | IG3 7/7

OVERVIEW

Develop a process to evaluate service providers who hold sensitive data, or are responsible for an enterprise's critical IT platforms or processes, to ensure these providers are protecting those platforms and data appropriately.

Why is this Control critical?

In our modern, connected world, enterprises rely on vendors and partners to help manage their data or rely on third-party infrastructure for core applications or functions.

There have been numerous examples where third-party breaches have significantly impacted an enterprise; for example, as early as the late 2000s, payment cards were compromised after attackers infiltrated smaller third-party vendors in the retail industry. More recent examples include ransomware attacks that impact an enterprise indirectly, due to one of their service providers being locked down, causing disruption to business. Or worse, if directly connected, a ransomware attack could encrypt data on the main enterprise.

Most data security and privacy regulations require their protection extend to third-party service providers, such as with Health Insurance Portability and Accountability Act (HIPAA) Business Associate agreements in healthcare, Federal Financial Institutions Examination Council (FFIEC) requirements for the financial industry, and the United Kingdom (U.K.) Cyber Essentials. Third-party trust is a core Governance Risk and Compliance (GRC) function, as risks that are not managed within the enterprise are transferred to entities outside the enterprise.

While reviewing the security of third-parties has been a task performed for decades, there is not a universal standard for assessing security; and, many service providers are being audited by their customers multiple times a month, causing impacts to their own productivity. This is because every enterprise has a different "checklist" or set of standards to grade the service provider. There are only a few industry standards, such as in finance, with the Shared Assessments program, or in higher education, with their Higher Education Community Vendor Assessment Toolkit (HECVAT). Insurance companies selling cybersecurity policies also have their own measurements.

While an enterprise might put a lot of scrutiny into large cloud or application hosting companies because they are hosting their email or critical business applications, smaller firms are often a greater risk. Often times, a third-party service provider contracts with additional parties to provide other plugins or services, such as when a third-party uses a fourth-party platform or product to support the main enterprise.

Procedures and tools

Most enterprises have traditionally used standard checklists, such as ones from ISO 27001 or the CIS Controls. Often, this process is managed through spreadsheets; however, there are online platforms now that allow central management of this process. The focus of this CIS Control though is not on the checklist; instead it is on the fundamentals of the program. Make sure to revisit annually, as relationships and data may change.

No matter what the enterprise's size, there should be a policy about reviewing service providers, an inventory of these vendors, and a risk rating associated with their potential impact to the business in case of an incident. There should also be language in the contracts to hold them accountable if there is an incident that impacts the enterprise.

There are third-party assessment platforms that have an inventory of thousands of service providers, which attempt to provide a central view of the industry, to help enterprises make more informed risk decisions. These platforms often have a dynamic risk score for service providers, based (usually) on passive technical assessments, or enriched through other firms' third-party assessments.

When performing reviews, focus on the services or departments of the provider that are supporting the enterprise. A third-party that has a managed security service contract, or retainer, and holds cybersecurity insurance, can also help with risk reduction.

It is also important to securely decommission service providers when contracts are completed or terminated. Decommission activities may include user and service account deactivation, termination of data flows, and secure disposal of enterprise data within service provider systems.

→ **Refer to NIST® 800-88r1: Guidelines for Media Sanitization, as appropriate** – https://nvlpubs.nist.gov/nistpubs/SpecialPublications/NIST.SP.800-88r1.pdf

Safeguards

NUMBER	TITLE/DESCRIPTION	ASSET TYPE	SECURITY FUNCTION	IG1	IG2	IG3
15.1	**Establish and Maintain an Inventory of Service Providers** Establish and maintain an inventory of service providers. The inventory is to list all known service providers, include classification(s), and designate an enterprise contact for each service provider. Review and update the inventory annually, or when significant enterprise changes occur that could impact this Safeguard.	N/A	Identify	●	●	●
15.2	**Establish and Maintain a Service Provider Management Policy** Establish and maintain a service provider management policy. Ensure the policy addresses the classification, inventory, assessment, monitoring, and decommissioning of service providers. Review and update the policy annually, or when significant enterprise changes occur that could impact this Safeguard.	N/A	Identify		●	●
15.3	**Classify Service Providers** Classify service providers. Classification consideration may include one or more characteristics, such as data sensitivity, data volume, availability requirements, applicable regulations, inherent risk, and mitigated risk. Update and review classifications annually, or when significant enterprise changes occur that could impact this Safeguard.	N/A	Identify		●	●

NUMBER	TITLE/DESCRIPTION	ASSET TYPE	SECURITY FUNCTION	IG1	IG2	IG3
15.4	**Ensure Service Provider Contracts Include Security Requirements** Ensure service provider contracts include security requirements. Example requirements may include minimum security program requirements, security incident and/or data breach notification and response, data encryption requirements, and data disposal commitments. These security requirements must be consistent with the enterprise's service provider management policy. Review service provider contracts annually to ensure contracts are not missing security requirements.	N/A	Protect		●	●
15.5	**Assess Service Providers** Assess service providers consistent with the enterprise's service provider management policy. Assessment scope may vary based on classification(s), and may include review of standardized assessment reports, such as Service Organization Control 2 (SOC 2) and Payment Card Industry (PCI) Attestation of Compliance (AoC), customized questionnaires, or other appropriately rigorous processes. Reassess service providers annually, at a minimum, or with new and renewed contracts.	N/A	Identify			●
15.6	**Monitor Service Providers** Monitor service providers consistent with the enterprise's service provider management policy. Monitoring may include periodic reassessment of service provider compliance, monitoring service provider release notes, and dark web monitoring.	Data	Detect			●
15.7	**Securely Decommission Service Providers** Securely decommission service providers. Example considerations include user and service account deactivation, termination of data flows, and secure disposal of enterprise data within service provider systems.	Data	Protect			●

CONTROL 16

Application Software Security

SAFEGUARDS TOTAL 14 | IG1 0/14 | IG2 11/14 | IG3 14/14

OVERVIEW

Manage the security life cycle of in-house developed, hosted, or acquired software to prevent, detect, and remediate security weaknesses before they can impact the enterprise.

Why is this Control critical?

Applications provide a human-friendly interface to allow users to access and manage data in a way that is aligned to business functions. They also minimize the need for users to deal directly with complex (and potentially error-prone) system functions, like logging into a database to insert or modify files. Enterprises use applications to manage their most sensitive data and control access to system resources. Therefore, an attacker can use the application itself to compromise the data, instead of an elaborate network and system hacking sequence that attempts to bypass network security controls and sensors. This is why protecting user credentials (specifically application credentials) defined in CIS Control 6 is so important.

Lacking credentials, application flaws are the attack vector of choice. However, today's applications are developed, operated, and maintained in a highly complex, diverse, and dynamic environment. Applications run on multiple platforms: web, mobile, cloud, etc., with application architectures that are more complex than legacy client-server or database-web server structures. Development life cycles have become shorter, transitioning from months or years in long waterfall methodologies, to DevOps cycles with frequent code updates. Also, applications are rarely created from scratch, and are often "assembled" from a complex mix of development frameworks, libraries, existing code, and new code. There are also modern and evolving data protection regulations dealing with user privacy. These may require compliance to regional or sector-specific data protection requirements.

These factors make traditional approaches to security, like control (of processes, code sources, run-time environment, etc.), inspection, and testing, much more challenging. Also, the risk that an application vulnerability introduces might not be understood, except in a specific operational setting or context.

Application vulnerabilities can be present for many reasons: insecure design, insecure infrastructure, coding mistakes, weak authentication, and failure to test for unusual or unexpected conditions. Attackers can exploit specific vulnerabilities, including buffer overflows, exposure to Structured Query Language (SQL) injection, cross-site scripting, cross-site request forgery, and click-jacking of code to gain access to sensitive data, or take control over vulnerable assets within the infrastructure as a launching point for further attacks.

Applications and websites can also be used to harvest credentials, data, or attempt to install malware onto the users who access them.

Finally, it is now more common to acquire Software as a Service (SaaS) platforms, where software is developed and managed entirely through a third-party. These might be hosted anywhere in the world. This brings challenges to enterprises that need to know what risks they are accepting with using these platforms; and, they often do not have visibility into the development and application security practices of these platforms. Some of these SaaS platforms allow for customizing of their interfaces and databases. Enterprises that extend these applications should follow this CIS Control, similar to if they were doing ground-up customer development.

Procedures and tools

For Version 8, CIS partnered with SAFECode to help develop the procedures and Safeguards for this updated Application Software Security Control. However, application software security is a large topic on its own, and so (consistent with the principles of the overall CIS Controls), we focus here on the most critical Safeguards. These were derived from a companion paper on application software security that SAFECode developed (referenced below), which provides a more in-depth treatment of the topic, and is consistent with SAFECode's existing body of content.

SAFECode developed a three-tiered approach to help readers identify which Development Group (DG) they fit in as a maturity scale for development programs. The three CIS IG levels used within the Safeguards inspired their approach for the DGs below:

Development Group 1

- The enterprise largely relies on off-the-shelf or Open Source Software (OSS) and packages with only the occasional addition of small applications or website coding. The enterprise is capable of applying basic operational and procedural best practices and of managing the security of its vendor-supplied software as a result of following the guidance of the CIS Controls.

Development Group 2

- The enterprise relies on some custom (in-house or contractor-developed) web and/or native code applications integrated with third-party components and runs on-premises or in the cloud. The enterprise has a development staff that applies software development best practices. The enterprise is attentive to the quality and maintenance of third-party open source or commercial code on which it depends.

Development Group 3

- The enterprise makes a major investment in custom software that it requires to run its business and serve its customers. It may host software on its own infrastructure, in the cloud, or both, and may integrate a large range of third-party open source and commercial software components. Software vendors and enterprises that deliver SaaS should consider Development Group 3 as a minimum set of requirements.

The first step in developing an application security program is implementing a vulnerability management process. This process must integrate into the development life cycle, and should be lightweight to insert into the standard bug-fixing progress. The process should include root cause analysis to fix underlying flaws so as to reduce future vulnerabilities, and a severity rating to prioritize remediation efforts.

Developers need to be trained in application security concepts and secure coding practices. This includes a process to acquire or evaluate third-party software, modules, and libraries used in the application to ensure they do not introduce security flaws. The developers should be taught what types of modules they can securely use, where they can be safely acquired, and which components they can, or should not, develop themselves (e.g., encryption).

Weaknesses in the infrastructure that supports these applications can introduce risk. The CIS Controls and the concept of minimizing the attack surface can help secure networks, systems, and accounts that are used within the application. Specific guidance can be found in CIS Controls 1-7, 12, and 13.

The ideal application security program is one that introduces security as early into the software development life cycle as possible. The management of security problems should be consistent and integrated with standard software flaw/bug management, as opposed to a separate process that competes for development resources. Larger or more mature development teams should consider the practice of threat modeling in the design phase. Design-level vulnerabilities are less common than code-level vulnerabilities; however, they often are very severe and much harder to fix quickly. Threat modeling is the process of identifying and addressing application security design flaws before code is created. Threat modeling requires specific training, technical, and business knowledge. It is best conducted through internal "security champions" in each development team, to lead threat modeling practices for that team's software. It also provides valuable context to downstream activities, such as root cause analysis and security testing.

Larger, or commercial, development teams may also consider a bug bounty program where individuals are paid for finding flaws in their applications. Such a program is best used to supplement an in-house secure development process and can provide an efficient mechanism for identifying classes of vulnerabilities that the process needs to focus on.

Finally, in 2020 NIST® published its Secure Software Development Framework (SSDF), which brought together what the industry has learned about software security over the past two decades and created a secure software development framework for planning, evaluating, and communicating about software security activities. Enterprises acquiring software or services can use this framework to build their security requirements and understand whether a software provider's development process follows best practices. These are some application security resources:

- **SAFECode Application Security Addendum** – **https://safecode.org/cis-controls/**
- **NIST® SSDF** – **https://csrc.nist.gov/News/2020/mitigating-risk-of-software-vulns-ssdf**
- **The Software Alliance** – **https://www.bsa.org/reports/updated-bsa-framework-for-secure-software**
- **OWASP®** – **https://owasp.org/**

Safeguards

NUMBER	TITLE/DESCRIPTION	ASSET TYPE	SECURITY FUNCTION	IG1	IG2	IG3
16.1	**Establish and Maintain a Secure Application Development Process** Establish and maintain a secure application development process. In the process, address such items as: secure application design standards, secure coding practices, developer training, vulnerability management, security of third-party code, and application security testing procedures. Review and update documentation annually, or when significant enterprise changes occur that could impact this Safeguard.	Applications	Protect		●	●
16.2	**Establish and Maintain a Process to Accept and Address Software Vulnerabilities** Establish and maintain a process to accept and address reports of software vulnerabilities, including providing a means for external entities to report. The process is to include such items as: a vulnerability handling policy that identifies reporting process, responsible party for handling vulnerability reports, and a process for intake, assignment, remediation, and remediation testing. As part of the process, use a vulnerability tracking system that includes severity ratings, and metrics for measuring timing for identification, analysis, and remediation of vulnerabilities. Review and update documentation annually, or when significant enterprise changes occur that could impact this Safeguard. Third-party application developers need to consider this an externally-facing policy that helps to set expectations for outside stakeholders.	Applications	Protect		●	●
16.3	**Perform Root Cause Analysis on Security Vulnerabilities** Perform root cause analysis on security vulnerabilities. When reviewing vulnerabilities, root cause analysis is the task of evaluating underlying issues that create vulnerabilities in code, and allows development teams to move beyond just fixing individual vulnerabilities as they arise.	Applications	Protect		●	●
16.4	**Establish and Manage an Inventory of Third-Party Software Components** Establish and manage an updated inventory of third-party components used in development, often referred to as a "bill of materials," as well as components slated for future use. This inventory is to include any risks that each third-party component could pose. Evaluate the list at least monthly to identify any changes or updates to these components, and validate that the component is still supported.	Applications	Protect		●	●
16.5	**Use Up-to-Date and Trusted Third-Party Software Components** Use up-to-date and trusted third-party software components. When possible, choose established and proven frameworks and libraries that provide adequate security. Acquire these components from trusted sources or evaluate the software for vulnerabilities before use.	Applications	Protect		●	●
16.6	**Establish and Maintain a Severity Rating System and Process for Application Vulnerabilities** Establish and maintain a severity rating system and process for application vulnerabilities that facilitates prioritizing the order in which discovered vulnerabilities are fixed. This process includes setting a minimum level of security acceptability for releasing code or applications. Severity ratings bring a systematic way of triaging vulnerabilities that improves risk management and helps ensure the most severe bugs are fixed first. Review and update the system and process annually.	Applications	Protect		●	●
16.7	**Use Standard Hardening Configuration Templates for Application Infrastructure** Use standard, industry-recommended hardening configuration templates for application infrastructure components. This includes underlying servers, databases, and web servers, and applies to cloud containers, Platform as a Service (PaaS) components, and SaaS components. Do not allow in-house developed software to weaken configuration hardening.	Applications	Protect		●	●
16.8	**Separate Production and Non-Production Systems** Maintain separate environments for production and non-production systems.	Applications	Protect		●	●

NUMBER	TITLE/DESCRIPTION	ASSET TYPE	SECURITY FUNCTION	IG1	IG2	IG3
16.9	**Train Developers in Application Security Concepts and Secure Coding** Ensure that all software development personnel receive training in writing secure code for their specific development environment and responsibilities. Training can include general security principles and application security standard practices. Conduct training at least annually and design in a way to promote security within the development team, and build a culture of security among the developers.	Applications	Protect		●	●
16.10	**Apply Secure Design Principles in Application Architectures** Apply secure design principles in application architectures. Secure design principles include the concept of least privilege and enforcing mediation to validate every operation that the user makes, promoting the concept of "never trust user input." Examples include ensuring that explicit error checking is performed and documented for all input, including for size, data type, and acceptable ranges or formats. Secure design also means minimizing the application infrastructure attack surface, such as turning off unprotected ports and services, removing unnecessary programs and files, and renaming or removing default accounts.	Applications	Protect		●	●
16.11	**Leverage Vetted Modules or Services for Application Security Components** Leverage vetted modules or services for application security components, such as identity management, encryption, and auditing and logging. Using platform features in critical security functions will reduce developers' workload and minimize the likelihood of design or implementation errors. Modern operating systems provide effective mechanisms for identification, authentication, and authorization and make those mechanisms available to applications. Use only standardized, currently accepted, and extensively reviewed encryption algorithms. Operating systems also provide mechanisms to create and maintain secure audit logs.	Applications	Protect		●	●
16.12	**Implement Code-Level Security Checks** Apply static and dynamic analysis tools within the application life cycle to verify that secure coding practices are being followed.	Applications	Protect			●
16.13	**Conduct Application Penetration Testing** Conduct application penetration testing. For critical applications, authenticated penetration testing is better suited to finding business logic vulnerabilities than code scanning and automated security testing. Penetration testing relies on the skill of the tester to manually manipulate an application as an authenticated and unauthenticated user.	Applications	Protect			●
16.14	**Conduct Threat Modeling** Conduct threat modeling. Threat modeling is the process of identifying and addressing application security design flaws within a design, before code is created. It is conducted through specially trained individuals who evaluate the application design and gauge security risks for each entry point and access level. The goal is to map out the application, architecture, and infrastructure in a structured way to understand its weaknesses.	Applications	Protect			●

CONTROL 17

Incident Response Management

SAFEGUARDS TOTAL 9 | IG1 3/9 | IG2 8/9 | IG3 9/9

OVERVIEW

Establish a program to develop and maintain an incident response capability (e.g., policies, plans, procedures, defined roles, training, and communications) to prepare, detect, and quickly respond to an attack.

Why is this Control critical?

A comprehensive cybersecurity program includes protections, detections, response, and recovery capabilities. Often, the final two get overlooked in immature enterprises, or the response technique to compromised systems is just to re-image them to original state, and move on. The primary goal of incident response is to identify threats on the enterprise, respond to them before they can spread, and remediate them before they can cause harm. Without understanding the full scope of an incident, how it happened, and what can be done to prevent it from happening again, defenders will just be in a perpetual "whack-a-mole" pattern.

We cannot expect our protections to be effective 100% of the time. When an incident occurs, if an enterprise does not have a documented plan—even with good people—it is almost impossible to know the right investigative procedures, reporting, data collection, management responsibility, legal protocols, and communications strategy that will allow the enterprise to successfully understand, manage, and recover.

Along with detection, containment, and eradication, communication to stakeholders is key. If we are to reduce the probability of material impact due to a cyber event, the enterprise's leadership must know what potential impact there could be, so that they can help prioritize remediation or restoration decisions that best support the enterprise. These business decisions could be based on regulatory compliance, disclosure rules, service-level agreements with partners or customers, revenue, or mission impacts.

Dwell time from when an attack happens to when it is identified can be days, weeks, or months. The longer the attacker is in the enterprise's infrastructure, the more embedded they become and they will develop more ways to maintain persistent access for when they are eventually discovered. With the rise of ransomware, which is a stable moneymaker for attackers, this dwell time is critical, especially with modern tactics of stealing data before encrypting it for ransom.

Procedures and tools

Even if an enterprise does not have resources to conduct incident response within an enterprise, it is still critical to have a plan. This would include the sources for protections and detections, a list of who to call upon for assistance, and communication plans about how to convey information to leadership, employees, regulators, partners, and customers.

After defining incident response procedures, the incident response team, or a third-party, should engage in periodic scenario-based training, working through a series of attack scenarios fine-tuned to the threats and potential impacts the enterprise faces. These scenarios help ensure that enterprise leadership and technical team members understand their role in the incident response process to help prepare them to handle incidents. It is inevitable that exercise and training scenarios will identify gaps in plans and processes, and unexpected dependencies, which can then be updated into the plan.

More mature enterprises should include threat intelligence and/or threat hunting into their incident response process. This will help the team become more proactive, identifying key or primary attackers to their enterprise or industry to monitor or search for their TTPs. This will help focus detections and define response procedures to identify and remediate more quickly.

The actions in CIS Control 17 provide specific, high-priority steps that can improve enterprise security, and should be a part of any comprehensive incident and response plan. In addition, we recommend the following resource dedicated to this topic:

→ **Council of Registered Security Testers (CREST) Cyber Security Incident Response Guide** – https://www.crest-approved.org/wp-content/uploads/2014/11/CSIR-Procurement-Guide.pdf. CREST provides guidance, standards, and knowledge on a wide variety of cyber defense topics.

Safeguards

NUMBER	TITLE/DESCRIPTION	ASSET TYPE	SECURITY FUNCTION	IG1	IG2	IG3
17.1	**Designate Personnel to Manage Incident Handling** Designate one key person, and at least one backup, who will manage the enterprise's incident handling process. Management personnel are responsible for the coordination and documentation of incident response and recovery efforts and can consist of employees internal to the enterprise, third-party vendors, or a hybrid approach. If using a third-party vendor, designate at least one person internal to the enterprise to oversee any third-party work. Review annually, or when significant enterprise changes occur that could impact this Safeguard.	N/A	Respond	●	●	●
17.2	**Establish and Maintain Contact Information for Reporting Security Incidents** Establish and maintain contact information for parties that need to be informed of security incidents. Contacts may include internal staff, third-party vendors, law enforcement, cyber insurance providers, relevant government agencies, Information Sharing and Analysis Center (ISAC) partners, or other stakeholders. Verify contacts annually to ensure that information is up-to-date.	N/A	Respond	●	●	●
17.3	**Establish and Maintain an Enterprise Process for Reporting Incidents** Establish and maintain an enterprise process for the workforce to report security incidents. The process includes reporting timeframe, personnel to report to, mechanism for reporting, and the minimum information to be reported. Ensure the process is publicly available to all of the workforce. Review annually, or when significant enterprise changes occur that could impact this Safeguard.	N/A	Respond	●	●	●

NUMBER	TITLE/DESCRIPTION	ASSET TYPE	SECURITY FUNCTION	IG1	IG2	IG3
17.4	**Establish and Maintain an Incident Response Process** Establish and maintain an incident response process that addresses roles and responsibilities, compliance requirements, and a communication plan. Review annually, or when significant enterprise changes occur that could impact this Safeguard.	N/A	Respond		●	●
17.5	**Assign Key Roles and Responsibilities** Assign key roles and responsibilities for incident response, including staff from legal, IT, information security, facilities, public relations, human resources, incident responders, and analysts, as applicable. Review annually, or when significant enterprise changes occur that could impact this Safeguard.	N/A	Respond		●	●
17.6	**Define Mechanisms for Communicating During Incident Response** Determine which primary and secondary mechanisms will be used to communicate and report during a security incident. Mechanisms can include phone calls, emails, or letters. Keep in mind that certain mechanisms, such as emails, can be affected during a security incident. Review annually, or when significant enterprise changes occur that could impact this Safeguard.	N/A	Respond		●	●
17.7	**Conduct Routine Incident Response Exercises** Plan and conduct routine incident response exercises and scenarios for key personnel involved in the incident response process to prepare for responding to real-world incidents. Exercises need to test communication channels, decision-making, and workflows. Conduct testing on an annual basis, at a minimum.	N/A	Recover		●	●
17.8	**Conduct Post-Incident Reviews** Conduct post-incident reviews. Post-incident reviews help prevent incident recurrence through identifying lessons learned and follow-up action.	N/A	Recover		●	●
17.9	**Establish and Maintain Security Incident Thresholds** Establish and maintain security incident thresholds, including, at a minimum, differentiating between an incident and an event. Examples can include: abnormal activity, security vulnerability, security weakness, data breach, privacy incident, etc. Review annually, or when significant enterprise changes occur that could impact this Safeguard.	N/A	Recover			●

CONTROL 18

Penetration Testing

SAFEGUARDS TOTAL	5	IG1	0/5	IG2	3/5	IG3	5/5

OVERVIEW

Test the effectiveness and resiliency of enterprise assets through identifying and exploiting weaknesses in controls (people, processes, and technology), and simulating the objectives and actions of an attacker.

Why is this Control critical?

A successful defensive posture requires a comprehensive program of effective policies and governance, strong technical defenses, combined with appropriate action from people. However, it is rarely perfect. In a complex environment where technology is constantly evolving and new attacker tradecraft appears regularly, enterprises should periodically test their controls to identify gaps and to assess their resiliency. This test may be from external network, internal network, application, system, or device perspective. It may include social engineering of users, or physical access control bypasses.

Often, penetration tests are performed for specific purposes:

- As a "dramatic" demonstration of an attack, usually to convince decision-makers of their enterprise's weaknesses
- As a means to test the correct operation of enterprise defenses ("verification")
- To test that the enterprise has built the right defenses in the first place ("validation")

Independent penetration testing can provide valuable and objective insights about the existence of vulnerabilities in enterprise assets and humans, and the efficacy of defenses and mitigating controls to protect against adverse impacts to the enterprise. They are part of a comprehensive, ongoing program of security management and improvement. They can also reveal process weaknesses, such as incomplete or inconsistent configuration management, or end-user training.

Penetration testing differs from vulnerability testing, described in CIS Control 7. Vulnerability testing just checks for presence of known, insecure enterprise assets, and stops there. Penetration testing goes further to exploit those weaknesses to see how far an attacker could get, and what business process or data might be impacted through exploitation of that vulnerability. This is an important detail, and often penetration testing and vulnerability testing are incorrectly used interchangeably. Vulnerability testing is exclusively automated scanning with sometimes manual validation of false positives, whereas penetration testing requires more human involvement and analysis, sometimes supported through the use of custom tools or scripts. However, vulnerability testing is often a starting point for a penetration test.

Another common term is "Red Team" exercises. These are similar to penetration tests in that vulnerabilities are exploited; however, the difference is the focus. Red Teams simulate specific attacker TTPs to evaluate how an enterprise's environment would withstand an attack from a specific adversary, or category of adversaries.

Procedures and tools

Penetration testing starts with the reconnaissance of the enterprise and environment, and scanning to identify the vulnerabilities that can be used as entries into the enterprise. It is important to make sure all enterprise assets are discovered that are in-scope, and not just rely on a static list, which might be outdated or incomplete. Next, vulnerabilities will be identified in these targets. Exploits to these vulnerabilities are executed to demonstrate specifically how an adversary can either subvert the enterprise's security goals (e.g., the protection of specific sensitive data) or achieve specific adversarial objectives (e.g., the establishment of a covert Command and Control (C2) infrastructure). The results provide deeper insight, through demonstration, into the business risks of various vulnerabilities. This can be against physical access controls, network, system, or application layers, and often includes social engineering components.

Penetration tests are expensive, complex, and potentially introduce their own risks. Experienced people from reputable vendors must conduct them. Some risks include unexpected shutdown of systems that might be unstable, exploits that might delete or corrupt data or configurations, and the output of a testing report that needs to be protected itself, because it gives step-by-step instructions on how to break into the enterprise to target critical assets or data.

Each enterprise should define a clear scope and rules of engagement for penetration testing. The scope of such projects should include, at a minimum, enterprise assets with the highest valued information and production processing functionality. Other lower-value systems may also be tested to see if they can be used as pivot points to compromise higher-value targets. The rules of engagement for penetration test analyses should describe, at a minimum, times of day for testing, duration of test(s), and the overall test approach. Only a few people in the enterprise should know when a penetration test is performed, and a primary point of contact in the enterprise should be designated if problems occur. Increasingly popular recently is having penetration tests conducted through third-party legal counsel to protect the penetration test report from disclosure.

The Safeguards in this CIS Control provide specific, high-priority steps that can improve enterprise security, and should be a part of any penetration testing. In addition, we recommend the use of some of the excellent comprehensive resources dedicated to this topic to support security test planning, management, and reporting:

- → **OWASP Penetration Testing Methodologies** – **https://www.owasp.org/index.php/Penetration_testing_methodologies**
- → **PCI Security Standards Council** – **https://www.pcisecuritystandards.org/documents/Penetration-Testing-Guidance-v1_1.pdf**

Safeguards

NUMBER	TITLE/DESCRIPTION	ASSET TYPE	SECURITY FUNCTION	IG1	IG2	IG3
18.1	**Establish and Maintain a Penetration Testing Program** Establish and maintain a penetration testing program appropriate to the size, complexity, and maturity of the enterprise. Penetration testing program characteristics include scope, such as network, web application, Application Programming Interface (API), hosted services, and physical premise controls; frequency; limitations, such as acceptable hours, and excluded attack types; point of contact information; remediation, such as how findings will be routed internally; and retrospective requirements.	N/A	Identify		●	●
18.2	**Perform Periodic External Penetration Tests** Perform periodic external penetration tests based on program requirements, no less than annually. External penetration testing must include enterprise and environmental reconnaissance to detect exploitable information. Penetration testing requires specialized skills and experience and must be conducted through a qualified party. The testing may be clear box or opaque box.	Network	Identify		●	●
18.3	**Remediate Penetration Test Findings** Remediate penetration test findings based on the enterprise's policy for remediation scope and prioritization.	Network	Protect		●	●
18.4	**Validate Security Measures** Validate security measures after each penetration test. If deemed necessary, modify rulesets and capabilities to detect the techniques used during testing.	Network	Protect			●
18.5	**Perform Periodic Internal Penetration Tests** Perform periodic internal penetration tests based on program requirements, no less than annually. The testing may be clear box or opaque box.	N/A	Identify			●

Appendix

Resources and References

CIS Benchmarks™ – http://www.cisecurity.org/cis-benchmarks/

CIS Controls Cloud Companion Guide – https://www.cisecurity.org/controls/v8/

CIS Community Defense Model (CDM) – https://www.cisecurity.org/controls/v8/

CIS Configuration Assessment Tool (CIS-CAT®) – https://learn.cisecurity.org/cis-cat/

CIS Controls Assessment Specification – https://controls-assessment-specification.readthedocs.io/en/latest/

CIS Controls Implementation Groups – https://www.cisecurity.org/controls/v8/

CIS Controls Industrial Control Systems Implementation Guide – https://www.cisecurity.org/controls/v8/

CIS Controls Internet of Things Companion Guide – https://www.cisecurity.org/controls/v8/

CIS Controls Mobile Companion Guide – https://www.cisecurity.org/controls/v8/

CIS Controls Self Assessment Tool (CSAT) – https://www.cisecurity.org/controls/cis-controls-self-assessment-tool-cis-csat/

CIS Controls Telework and Small Office Network Security Guide – https://www.cisecurity.org/white-papers/cis-controls-telework-and-small-office-network-security-guide/

CIS Password Policy Guide – https://www.cisecurity.org/white-papers/cis-password-policy-guide/

CIS Risk Assessment Method (RAM) – https://www.cisecurity.org/controls/v8/

Cloud Security Alliance (CSA) – https://cloudsecurityalliance.org/

Council of Registered Security Testers (CREST) Cyber Security Incident Response Guide – CREST provides guidance, standards, and knowledge on a wide variety of cyber defense topics. https://www.crest-approved.org/wp-content/uploads/2014/11/CSIR-Procurement-Guide.pdf

EDUCAUSE – https://www.educause.edu/focus-areas-and-initiatives/policy-and-security/cybersecurity-program/awareness-campaigns

International Organization for Standardization – https://www.iso.org/home.html

National Cyber Security Alliance (NCSA) – https://staysafeonline.org/

National Cyber Security Centre (U.K.) – https://www.ncsc.gov.uk/guidance/10-steps-user-education-and-awareness

National Institute of Standards and Technology (NIST®) – https://www.nist.gov/

National Institute of Standards and Technology (NIST®) SSDF – https://csrc.nist.gov/News/2020/mitigating-risk-of-software-vulns-ssdf

National Institute of Standards and Technology (NIST®) National Checklist Program Repository – https://nvd.nist.gov/ncp/repository

National Institute of Standards and Technology (NIST®) Digital Identity Guidelines – https://pages.nist.gov/800-63-3/

National Institute of Standards and Technology (NIST®) FIPS 140-2 – https://nvlpubs.nist.gov/nistpubs/FIPS/NIST.FIPS.140-2.pdf

National Institute of Standards and Technology (NIST®) FIPS 140-3 – https://nvlpubs.nist.gov/nistpubs/FIPS/NIST.FIPS.140-3.pdf

National Institute of Standards and Technology (NIST®) SP 800-50 Infosec Awareness Training – https://nvlpubs.nist.gov/nistpubs/Legacy/SP/nistspecialpublication800-50.pdf

National Institute of Standards and Technology (NIST®) SP 800-88r1—Guidelines for Media Sanitization – https://nvlpubs.nist.gov/nistpubs/SpecialPublications/NIST.SP.800-88r1.pdf

National Institute of Standards and Technology (NIST®) SP 800-126r3 The Technical Specification for the Security Content Automation Protocol (SCAP) – https://nvlpubs.nist.gov/nistpubs/SpecialPublications/NIST.SP.800-126r3.pdf

OWASP® – https://owasp.org/

OWASP® Penetration Testing Methodologies – https://www.owasp.org/index.php/Penetration_testing_methodologies

PCI Security Standards Council – https://www.pcisecuritystandards.org/documents/Penetration-Testing-Guidance-v1_1.pdf

SAFECode Application Security Addendum – https://safecode.org/cis-controls/

SANS – https://www.sans.org/security-awareness-training/resources

The Software Alliance – https://www.bsa.org/reports/updated-bsa-framework-for-secure-software

Verizon Data Breach Investigations Report – https://enterprise.verizon.com/resources/reports/2020-data-breach-investigations-report.pdf

Controls and Safeguards Index

CONTROL 01 / SAFEGUARD 1.1 — CONTROL 02 / SAFEGUARD 2.3

CONTROL	SAFEGUARD NUMBER	TITLE/ DESCRIPTION	ASSET TYPE	SECURITY FUNCTION	IG1	IG2	IG3
01		**Inventory and Control of Enterprise Assets** Actively manage (inventory, track, and correct) all enterprise assets (end-user devices, including portable and mobile; network devices; non-computing/Internet of Things (IoT) devices; and servers) connected to the infrastructure physically, virtually, remotely, and those within cloud environments, to accurately know the totality of assets that need to be monitored and protected within the enterprise. This will also support identifying unauthorized and unmanaged assets to remove or remediate.					
	1.1	**Establish and Maintain Detailed Enterprise Asset Inventory** Establish and maintain an accurate, detailed, and up-to-date inventory of all enterprise assets with the potential to store or process data, to include: end-user devices (including portable and mobile), network devices, non-computing/IoT devices, and servers. Ensure the inventory records the network address (if static), hardware address, machine name, enterprise asset owner, department for each asset, and whether the asset has been approved to connect to the network. For mobile end-user devices, MDM type tools can support this process, where appropriate. This inventory includes assets connected to the infrastructure physically, virtually, remotely, and those within cloud environments. Additionally, it includes assets that are regularly connected to the enterprise's network infrastructure, even if they are not under control of the enterprise. Review and update the inventory of all enterprise assets bi-annually, or more frequently.	Devices	Identify	●	●	●
	1.2	**Address Unauthorized Assets** Ensure that a process exists to address unauthorized assets on a weekly basis. The enterprise may choose to remove the asset from the network, deny the asset from connecting remotely to the network, or quarantine the asset.	Devices	Respond	●	●	●
	1.3	**Utilize an Active Discovery Tool** Utilize an active discovery tool to identify assets connected to the enterprise's network. Configure the active discovery tool to execute daily, or more frequently.	Devices	Detect		●	●
	1.4	**Use Dynamic Host Configuration Protocol (DHCP) Logging to Update Enterprise Asset Inventory** Use DHCP logging on all DHCP servers or Internet Protocol (IP) address management tools to update the enterprise's asset inventory. Review and use logs to update the enterprise's asset inventory weekly, or more frequently.	Devices	Identify		●	●
	1.5	**Use a Passive Asset Discovery Tool** Use a passive discovery tool to identify assets connected to the enterprise's network. Review and use scans to update the enterprise's asset inventory at least weekly, or more frequently.	Devices	Detect			●
02		**Inventory and Control of Software Assets** Actively manage (inventory, track, and correct) all software (operating systems and applications) on the network so that only authorized software is installed and can execute, and that unauthorized and unmanaged software is found and prevented from installation or execution.					
	2.1	**Establish and Maintain a Software Inventory** Establish and maintain a detailed inventory of all licensed software installed on enterprise assets. The software inventory must document the title, publisher, initial install/use date, and business purpose for each entry; where appropriate, include the Uniform Resource Locator (URL), app store(s), version(s), deployment mechanism, and decommission date. Review and update the software inventory bi-annually, or more frequently.	Applications	Identify	●	●	●
	2.2	**Ensure Authorized Software is Currently Supported** Ensure that only currently supported software is designated as authorized in the software inventory for enterprise assets. If software is unsupported, yet necessary for the fulfillment of the enterprise's mission, document an exception detailing mitigating controls and residual risk acceptance. For any unsupported software without an exception documentation, designate as unauthorized. Review the software list to verify software support at least monthly, or more frequently.	Applications	Identify	●	●	●
	2.3	**Address Unauthorized Software** Ensure that unauthorized software is either removed from use on enterprise assets or receives a documented exception. Review monthly, or more frequently.	Applications	Respond	●	●	●

CONTROL	SAFEGUARD NUMBER	TITLE/ DESCRIPTION	ASSET TYPE	SECURITY FUNCTION	IG1	IG2	IG3
	2.4	**Utilize Automated Software Inventory Tools** Utilize software inventory tools, when possible, throughout the enterprise to automate the discovery and documentation of installed software.	Applications	Detect		●	●
	2.5	**Allowlist Authorized Software** Use technical controls, such as application allowlisting, to ensure that only authorized software can execute or be accessed. Reassess bi-annually, or more frequently.	Applications	Protect		●	●
	2.6	**Allowlist Authorized Libraries** Use technical controls to ensure that only authorized software libraries, such as specific .dll, .ocx, .so, etc., files are allowed to load into a system process. Block unauthorized libraries from loading into a system process. Reassess bi-annually, or more frequently.	Applications	Protect		●	●
	2.7	**Allowlist Authorized Scripts** Use technical controls, such as digital signatures and version control, to ensure that only authorized scripts, such as specific .ps1, .py, etc., files are allowed to execute. Block unauthorized scripts from executing. Reassess bi-annually, or more frequently.	Applications	Protect			●
03		**Data Protection** Develop processes and technical controls to identify, classify, securely handle, retain, and dispose of data.					
	3.1	**Establish and Maintain a Data Management Process** Establish and maintain a data management process. In the process, address data sensitivity, data owner, handling of data, data retention limits, and disposal requirements, based on sensitivity and retention standards for the enterprise. Review and update documentation annually, or when significant enterprise changes occur that could impact this Safeguard.	Data	Identify	●	●	●
	3.2	**Establish and Maintain a Data Inventory** Establish and maintain a data inventory, based on the enterprise's data management process. Inventory sensitive data, at a minimum. Review and update inventory annually, at a minimum, with a priority on sensitive data.	Data	Identify	●	●	●
	3.3	**Configure Data Access Control Lists** Configure data access control lists based on a user's need to know. Apply data access control lists, also known as access permissions, to local and remote file systems, databases, and applications.	Data	Protect	●	●	●
	3.4	**Enforce Data Retention** Retain data according to the enterprise's data management process. Data retention must include both minimum and maximum timelines.	Data	Protect	●	●	●
	3.5	**Securely Dispose of Data** Securely dispose of data as outlined in the enterprise's data management process. Ensure the disposal process and method are commensurate with the data sensitivity.	Data	Protect	●	●	●
	3.6	**Encrypt Data on End-User Devices** Encrypt data on end-user devices containing sensitive data. Example implementations can include: Windows BitLocker®, Apple FileVault®, Linux® dm-crypt.	Devices	Protect	●	●	●
	3.7	**Establish and Maintain a Data Classification Scheme** Establish and maintain an overall data classification scheme for the enterprise. Enterprises may use labels, such as "Sensitive," "Confidential," and "Public," and classify their data according to those labels. Review and update the classification scheme annually, or when significant enterprise changes occur that could impact this Safeguard.	Data	Identify		●	●
	3.8	**Document Data Flows** Document data flows. Data flow documentation includes service provider data flows and should be based on the enterprise's data management process. Review and update documentation annually, or when significant enterprise changes occur that could impact this Safeguard.	Data	Identify		●	●
	3.9	**Encrypt Data on Removable Media** Encrypt data on removable media.	Data	Protect		●	●

CONTROL	SAFEGUARD NUMBER	TITLE/ DESCRIPTION	ASSET TYPE	SECURITY FUNCTION	IG1	IG2	IG3
	3.10	**Encrypt Sensitive Data in Transit** Encrypt sensitive data in transit. Example implementations can include: Transport Layer Security (TLS) and Open Secure Shell (OpenSSH).	Data	Protect		●	●
	3.11	**Encrypt Sensitive Data at Rest** Encrypt sensitive data at rest on servers, applications, and databases containing sensitive data. Storage-layer encryption, also known as server-side encryption, meets the minimum requirement of this Safeguard. Additional encryption methods may include application-layer encryption, also known as client-side encryption, where access to the data storage device(s) does not permit access to the plain-text data.	Data	Protect		●	●
	3.12	**Segment Data Processing and Storage Based on Sensitivity** Segment data processing and storage based on the sensitivity of the data. Do not process sensitive data on enterprise assets intended for lower sensitivity data.	Network	Protect		●	●
	3.13	**Deploy a Data Loss Prevention Solution** Implement an automated tool, such as a host-based Data Loss Prevention (DLP) tool to identify all sensitive data stored, processed, or transmitted through enterprise assets, including those located onsite or at a remote service provider, and update the enterprise's sensitive data inventory.	Data	Protect			●
	3.14	**Log Sensitive Data Access** Log sensitive data access, including modification and disposal.	Data	Detect			●
04		**Secure Configuration of Enterprise Assets and Software** Establish and maintain the secure configuration of enterprise assets (end-user devices, including portable and mobile; network devices; non-computing/IoT devices; and servers) and software (operating systems and applications).					
	4.1	**Establish and Maintain a Secure Configuration Process** Establish and maintain a secure configuration process for enterprise assets (end-user devices, including portable and mobile, non-computing/IoT devices, and servers) and software (operating systems and applications). Review and update documentation annually, or when significant enterprise changes occur that could impact this Safeguard.	Applications	Protect	●	●	●
	4.2	**Establish and Maintain a Secure Configuration Process for Network Infrastructure** Establish and maintain a secure configuration process for network devices. Review and update documentation annually, or when significant enterprise changes occur that could impact this Safeguard.	Network	Protect	●	●	●
	4.3	**Configure Automatic Session Locking on Enterprise Assets** Configure automatic session locking on enterprise assets after a defined period of inactivity. For general purpose operating systems, the period must not exceed 15 minutes. For mobile end-user devices, the period must not exceed 2 minutes.	Users	Protect	●	●	●
	4.4	**Implement and Manage a Firewall on Servers** Implement and manage a firewall on servers, where supported. Example implementations include a virtual firewall, operating system firewall, or a third-party firewall agent.	Devices	Protect	●	●	●
	4.5	**Implement and Manage a Firewall on End-User Devices** Implement and manage a host-based firewall or port-filtering tool on end-user devices, with a default-deny rule that drops all traffic except those services and ports that are explicitly allowed.	Devices	Protect	●	●	●
	4.6	**Securely Manage Enterprise Assets and Software** Securely manage enterprise assets and software. Example implementations include managing configuration through version-controlled-infrastructure-as-code and accessing administrative interfaces over secure network protocols, such as Secure Shell (SSH) and Hypertext Transfer Protocol Secure (HTTPS). Do not use insecure management protocols, such as Telnet (Teletype Network) and HTTP, unless operationally essential.	Network	Protect	●	●	●
	4.7	**Manage Default Accounts on Enterprise Assets and Software** Manage default accounts on enterprise assets and software, such as root, administrator, and other pre-configured vendor accounts. Example implementations can include: disabling default accounts or making them unusable.	Users	Protect	●	●	●

CONTROL	SAFEGUARD NUMBER	TITLE/ DESCRIPTION	ASSET TYPE	SECURITY FUNCTION	IG1	IG2	IG3
	4.8	**Uninstall or Disable Unnecessary Services on Enterprise Assets and Software** Uninstall or disable unnecessary services on enterprise assets and software, such as an unused file sharing service, web application module, or service function.	Devices	Protect		●	●
	4.9	**Configure Trusted DNS Servers on Enterprise Assets** Configure trusted DNS servers on enterprise assets. Example implementations include: configuring assets to use enterprise-controlled DNS servers and/or reputable externally accessible DNS servers.	Devices	Protect		●	●
	4.10	**Enforce Automatic Device Lockout on Portable End-User Devices** Enforce automatic device lockout following a predetermined threshold of local failed authentication attempts on portable end-user devices, where supported. For laptops, do not allow more than 20 failed authentication attempts; for tablets and smartphones, no more than 10 failed authentication attempts. Example implementations include Microsoft® InTune Device Lock and Apple® Configuration Profile maxFailedAttempts.	Devices	Respond		●	●
	4.11	**Enforce Remote Wipe Capability on Portable End-User Devices** Remotely wipe enterprise data from enterprise-owned portable end-user devices when deemed appropriate such as lost or stolen devices, or when an individual no longer supports the enterprise.	Devices	Protect		●	●
	4.12	**Separate Enterprise Workspaces on Mobile End-User Devices** Ensure separate enterprise workspaces are used on mobile end-user devices, where supported. Example implementations include using an Apple® Configuration Profile or Android™ Work Profile to separate enterprise applications and data from personal applications and data.	Devices	Protect			●
05		**Account Management** Use processes and tools to assign and manage authorization to credentials for user accounts, including administrator accounts, as well as service accounts, to enterprise assets and software.					
	5.1	**Establish and Maintain an Inventory of Accounts** Establish and maintain an inventory of all accounts managed in the enterprise. The inventory must include both user and administrator accounts. The inventory, at a minimum, should contain the person's name, username, start/stop dates, and department. Validate that all active accounts are authorized, on a recurring schedule at a minimum quarterly, or more frequently.	Users	Identify	●	●	●
	5.2	**Use Unique Passwords** Use unique passwords for all enterprise assets. Best practice implementation includes, at a minimum, an 8-character password for accounts using MFA and a 14-character password for accounts not using MFA.	Users	Protect	●	●	●
	5.3	**Disable Dormant Accounts** Delete or disable any dormant accounts after a period of 45 days of inactivity, where supported.	Users	Respond	●	●	●
	5.4	**Restrict Administrator Privileges to Dedicated Administrator Accounts** Restrict administrator privileges to dedicated administrator accounts on enterprise assets. Conduct general computing activities, such as internet browsing, email, and productivity suite use, from the user's primary, non-privileged account.	Users	Protect	●	●	●
	5.5	**Establish and Maintain an Inventory of Service Accounts** Establish and maintain an inventory of service accounts. The inventory, at a minimum, must contain department owner, review date, and purpose. Perform service account reviews to validate that all active accounts are authorized, on a recurring schedule at a minimum quarterly, or more frequently.	Users	Identify		●	●
	5.6	**Centralize Account Management** Centralize account management through a directory or identity service.	Users	Protect		●	●

CONTROL	SAFEGUARD NUMBER	TITLE/ DESCRIPTION	ASSET TYPE	SECURITY FUNCTION	IG1	IG2	IG3
06		**Access Control Management** Use processes and tools to create, assign, manage, and revoke access credentials and privileges for user, administrator, and service accounts for enterprise assets and software.					
	6.1	**Establish an Access Granting Process** Establish and follow a process, preferably automated, for granting access to enterprise assets upon new hire, rights grant, or role change of a user.	Users	Protect	●	●	●
	6.2	**Establish an Access Revoking Process** Establish and follow a process, preferably automated, for revoking access to enterprise assets, through disabling accounts immediately upon termination, rights revocation, or role change of a user. Disabling accounts, instead of deleting accounts, may be necessary to preserve audit trails.	Users	Protect	●	●	●
	6.3	**Require MFA for Externally-Exposed Applications** Require all externally-exposed enterprise or third-party applications to enforce MFA, where supported. Enforcing MFA through a directory service or SSO provider is a satisfactory implementation of this Safeguard.	Users	Protect	●	●	●
	6.4	**Require MFA for Remote Network Access** Require MFA for remote network access.	Users	Protect	●	●	●
	6.5	**Require MFA for Administrative Access** Require MFA for all administrative access accounts, where supported, on all enterprise assets, whether managed on-site or through a third-party provider.	Users	Protect	●	●	●
	6.6	**Establish and Maintain an Inventory of Authentication and Authorization Systems** Establish and maintain an inventory of the enterprise's authentication and authorization systems, including those hosted on-site or at a remote service provider. Review and update the inventory, at a minimum, annually, or more frequently.	Users	Identify		●	●
	6.7	**Centralize Access Control** Centralize access control for all enterprise assets through a directory service or SSO provider, where supported.	Users	Protect		●	●
	6.8	**Define and Maintain Role-Based Access Control** Define and maintain role-based access control, through determining and documenting the access rights necessary for each role within the enterprise to successfully carry out its assigned duties. Perform access control reviews of enterprise assets to validate that all privileges are authorized, on a recurring schedule at a minimum annually, or more frequently.	Data	Protect			●
07		**Continuous Vulnerability Management** Develop a plan to continuously assess and track vulnerabilities on all enterprise assets within the enterprise's infrastructure, in order to remediate, and minimize, the window of opportunity for attackers. Monitor public and private industry sources for new threat and vulnerability information.					
	7.1	**Establish and Maintain a Vulnerability Management Process** Establish and maintain a documented vulnerability management process for enterprise assets. Review and update documentation annually, or when significant enterprise changes occur that could impact this Safeguard.	Applications	Protect	●	●	●
	7.2	**Establish and Maintain a Remediation Process** Establish and maintain a risk-based remediation strategy documented in a remediation process, with monthly, or more frequent, reviews.	Applications	Respond	●	●	●
	7.3	**Perform Automated Operating System Patch Management** Perform operating system updates on enterprise assets through automated patch management on a monthly, or more frequent, basis.	Applications	Protect	●	●	●
	7.4	**Perform Automated Application Patch Management** Perform application updates on enterprise assets through automated patch management on a monthly, or more frequent, basis.	Applications	Protect	●	●	●
	7.5	**Perform Automated Vulnerability Scans of Internal Enterprise Assets** Perform automated vulnerability scans of internal enterprise assets on a quarterly, or more frequent, basis. Conduct both authenticated and unauthenticated scans, using a SCAP-compliant vulnerability scanning tool.	Applications	Identify		●	●

CONTROL	SAFEGUARD NUMBER	TITLE/ DESCRIPTION	ASSET TYPE	SECURITY FUNCTION	IG1	IG2	IG3
	7.6	**Perform Automated Vulnerability Scans of Externally-Exposed Enterprise Assets** Perform automated vulnerability scans of externally-exposed enterprise assets using a SCAP-compliant vulnerability scanning tool. Perform scans on a monthly, or more frequent, basis.	Applications	Identify		●	●
	7.7	**Remediate Detected Vulnerabilities** Remediate detected vulnerabilities in software through processes and tooling on a monthly, or more frequent, basis, based on the remediation process.	Applications	Respond		●	●
08		**Audit Log Management** Collect, alert, review, and retain audit logs of events that could help detect, understand, or recover from an attack.					
	8.1	**Establish and Maintain an Audit Log Management Process** Establish and maintain an audit log management process that defines the enterprise's logging requirements. At a minimum, address the collection, review, and retention of audit logs for enterprise assets. Review and update documentation annually, or when significant enterprise changes occur that could impact this Safeguard.	Network	Protect	●	●	●
	8.2	**Collect Audit Logs** Collect audit logs. Ensure that logging, per the enterprise's audit log management process, has been enabled across enterprise assets.	Network	Detect	●	●	●
	8.3	**Ensure Adequate Audit Log Storage** Ensure that logging destinations maintain adequate storage to comply with the enterprise's audit log management process.	Network	Protect	●	●	●
	8.4	**Standardize Time Synchronization** Standardize time synchronization. Configure at least two synchronized time sources across enterprise assets, where supported.	Network	Protect		●	●
	8.5	**Collect Detailed Audit Logs** Configure detailed audit logging for enterprise assets containing sensitive data. Include event source, date, username, timestamp, source addresses, destination addresses, and other useful elements that could assist in a forensic investigation.	Network	Detect		●	●
	8.6	**Collect DNS Query Audit Logs** Collect DNS query audit logs on enterprise assets, where appropriate and supported.	Network	Detect		●	●
	8.7	**Collect URL Request Audit Logs** Collect URL request audit logs on enterprise assets, where appropriate and supported.	Network	Detect		●	●
	8.8	**Collect Command-Line Audit Logs** Collect command-line audit logs. Example implementations include collecting audit logs from PowerShell®, BASH™, and remote administrative terminals.	Devices	Detect		●	●
	8.9	**Centralize Audit Logs** Centralize, to the extent possible, audit log collection and retention across enterprise assets.	Network	Detect		●	●
	8.10	**Retain Audit Logs** Retain audit logs across enterprise assets for a minimum of 90 days.	Network	Protect		●	●
	8.11	**Conduct Audit Log Reviews** Conduct reviews of audit logs to detect anomalies or abnormal events that could indicate a potential threat. Conduct reviews on a weekly, or more frequent, basis.	Network	Detect		●	●
	8.12	**Collect Service Provider Logs** Collect service provider logs, where supported. Example implementations include collecting authentication and authorization events, data creation and disposal events, and user management events.	Data	Detect			●

CONTROL	SAFEGUARD NUMBER	TITLE/ DESCRIPTION	ASSET TYPE	SECURITY FUNCTION	IG1	IG2	IG3
09		**Email and Web Browser Protections** Improve protections and detections of threats from email and web vectors, as these are opportunities for attackers to manipulate human behavior through direct engagement.					
	9.1	**Ensure Use of Only Fully Supported Browsers and Email Clients** Ensure only fully supported browsers and email clients are allowed to execute in the enterprise, only using the latest version of browsers and email clients provided through the vendor.	Applications	Protect	●	●	●
	9.2	**Use DNS Filtering Services** Use DNS filtering services on all enterprise assets to block access to known malicious domains.	Network	Protect	●	●	●
	9.3	**Maintain and Enforce Network-Based URL Filters** Enforce and update network-based URL filters to limit an enterprise asset from connecting to potentially malicious or unapproved websites. Example implementations include category-based filtering, reputation-based filtering, or through the use of block lists. Enforce filters for all enterprise assets.	Network	Protect		●	●
	9.4	**Restrict Unnecessary or Unauthorized Browser and Email Client Extensions** Restrict, either through uninstalling or disabling, any unauthorized or unnecessary browser or email client plugins, extensions, and add-on applications.	Applications	Protect		●	●
	9.5	**Implement DMARC** To lower the chance of spoofed or modified emails from valid domains, implement DMARC policy and verification, starting with implementing the Sender Policy Framework (SPF) and the DomainKeys Identified Mail (DKIM) standards.	Network	Protect		●	●
	9.6	**Block Unnecessary File Types** Block unnecessary file types attempting to enter the enterprise's email gateway.	Network	Protect		●	●
	9.7	**Deploy and Maintain Email Server Anti-Malware Protections** Deploy and maintain email server anti-malware protections, such as attachment scanning and/or sandboxing.	Network	Protect			●
10		**Malware Defenses** Prevent or control the installation, spread, and execution of malicious applications, code, or scripts on enterprise assets.					
	10.1	**Deploy and Maintain Anti-Malware Software** Deploy and maintain anti-malware software on all enterprise assets.	Devices	Protect	●	●	●
	10.2	**Configure Automatic Anti-Malware Signature Updates** Configure automatic updates for anti-malware signature files on all enterprise assets.	Devices	Protect	●	●	●
	10.3	**Disable Autorun and Autoplay for Removable Media** Disable autorun and autoplay auto-execute functionality for removable media.	Devices	Protect	●	●	●
	10.4	**Configure Automatic Anti-Malware Scanning of Removable Media** Configure anti-malware software to automatically scan removable media.	Devices	Detect		●	●
	10.5	**Enable Anti-Exploitation Features** Enable anti-exploitation features on enterprise assets and software, where possible, such as Microsoft® Data Execution Prevention (DEP), Windows® Defender Exploit Guard (WDEG), or Apple® System Integrity Protection (SIP) and Gatekeeper™.	Devices	Protect		●	●
	10.6	**Centrally Manage Anti-Malware Software** Centrally manage anti-malware software.	Devices	Protect		●	●
	10.7	**Use Behavior-Based Anti-Malware Software** Use behavior-based anti-malware software.	Devices	Detect		●	●

CONTROL	SAFEGUARD NUMBER	TITLE/ DESCRIPTION	ASSET TYPE	SECURITY FUNCTION	IG1	IG2	IG3
11		**Data Recovery** Establish and maintain data recovery practices sufficient to restore in-scope enterprise assets to a pre-incident and trusted state.					
	11.1	**Establish and Maintain a Data Recovery Process** Establish and maintain a data recovery process. In the process, address the scope of data recovery activities, recovery prioritization, and the security of backup data. Review and update documentation annually, or when significant enterprise changes occur that could impact this Safeguard.	Data	Recover	●	●	●
	11.2	**Perform Automated Backups** Perform automated backups of in-scope enterprise assets. Run backups weekly, or more frequently, based on the sensitivity of the data.	Data	Recover	●	●	●
	11.3	**Protect Recovery Data** Protect recovery data with equivalent controls to the original data. Reference encryption or data separation, based on requirements.	Data	Protect	●	●	●
	11.4	**Establish and Maintain an Isolated Instance of Recovery Data** Establish and maintain an isolated instance of recovery data. Example implementations include, version controlling backup destinations through offline, cloud, or off-site systems or services.	Data	Recover	●	●	●
	11.5	**Test Data Recovery** Test backup recovery quarterly, or more frequently, for a sampling of in-scope enterprise assets.	Data	Recover		●	●
12		**Network Infrastructure Management** Establish, implement, and actively manage (track, report, correct) network devices, in order to prevent attackers from exploiting vulnerable network services and access points.					
	12.1	**Ensure Network Infrastructure is Up-to-Date** Ensure network infrastructure is kept up-to-date. Example implementations include running the latest stable release of software and/or using currently supported network-as-a-service (NaaS) offerings. Review software versions monthly, or more frequently, to verify software support.	Network	Protect	●	●	●
	12.2	**Establish and Maintain a Secure Network Architecture** Establish and maintain a secure network architecture. A secure network architecture must address segmentation, least privilege, and availability, at a minimum.	Network	Protect		●	●
	12.3	**Securely Manage Network Infrastructure** Securely manage network infrastructure. Example implementations include version-controlled-infrastructure-as-code, and the use of secure network protocols, such as SSH and HTTPS.	Network	Protect		●	●
	12.4	**Establish and Maintain Architecture Diagram(s)** Establish and maintain architecture diagram(s) and/or other network system documentation. Review and update documentation annually, or when significant enterprise changes occur that could impact this Safeguard.	Network	Identify		●	●
	12.5	**Centralize Network Authentication, Authorization, and Auditing (AAA)** Centralize network AAA.	Network	Protect		●	●
	12.6	**Use of Secure Network Management and Communication Protocols** Use secure network management and communication protocols (e.g., 802.1X, Wi-Fi Protected Access 2 (WPA2) Enterprise or greater).	Network	Protect		●	●
	12.7	**Ensure Remote Devices Utilize a VPN and are Connecting to an Enterprise's AAA Infrastructure** Require users to authenticate to enterprise-managed VPN and authentication services prior to accessing enterprise resources on end-user devices.	Devices	Protect		●	●
	12.8	**Establish and Maintain Dedicated Computing Resources for All Administrative Work** Establish and maintain dedicated computing resources, either physically or logically separated, for all administrative tasks or tasks requiring administrative access. The computing resources should be segmented from the enterprise's primary network and not be allowed internet access.	Devices	Protect			●

CONTROL	SAFEGUARD NUMBER	TITLE/ DESCRIPTION	ASSET TYPE	SECURITY FUNCTION	IG1	IG2	IG3

13 Network Monitoring and Defense

Operate processes and tooling to establish and maintain comprehensive network monitoring and defense against security threats across the enterprise's network infrastructure and user base.

13.1	**Centralize Security Event Alerting**	Network	Detect		●	●

Centralize security event alerting across enterprise assets for log correlation and analysis. Best practice implementation requires the use of a SIEM, which includes vendor-defined event correlation alerts. A log analytics platform configured with security-relevant correlation alerts also satisfies this Safeguard.

13.2	**Deploy a Host-Based Intrusion Detection Solution**	Devices	Detect		●	●

Deploy a host-based intrusion detection solution on enterprise assets, where appropriate and/or supported.

13.3	**Deploy a Network Intrusion Detection Solution**	Network	Detect		●	●

Deploy a network intrusion detection solution on enterprise assets, where appropriate. Example implementations include the use of a Network Intrusion Detection System (NIDS) or equivalent cloud service provider (CSP) service.

13.4	**Perform Traffic Filtering Between Network Segments**	Network	Protect		●	●

Perform traffic filtering between network segments, where appropriate.

13.5	**Manage Access Control for Remote Assets**	Devices	Protect		●	●

Manage access control for assets remotely connecting to enterprise resources. Determine amount of access to enterprise resources based on: up-to-date anti-malware software installed, configuration compliance with the enterprise's secure configuration process, and ensuring the operating system and applications are up-to-date.

13.6	**Collect Network Traffic Flow Logs**	Network	Detect		●	●

Collect network traffic flow logs and/or network traffic to review and alert upon from network devices.

13.7	**Deploy a Host-Based Intrusion Prevention Solution**	Devices	Protect			●

Deploy a host-based intrusion prevention solution on enterprise assets, where appropriate and/or supported. Example implementations include use of an Endpoint Detection and Response (EDR) client or host-based IPS agent.

13.8	**Deploy a Network Intrusion Prevention Solution**	Network	Protect			●

Deploy a network intrusion prevention solution, where appropriate. Example implementations include the use of a Network Intrusion Prevention System (NIPS) or equivalent CSP service.

13.9	**Deploy Port-Level Access Control**	Devices	Protect			●

Deploy port-level access control. Port-level access control utilizes 802.1x, or similar network access control protocols, such as certificates, and may incorporate user and/or device authentication.

13.10	**Perform Application Layer Filtering**	Network	Protect			●

Perform application layer filtering. Example implementations include a filtering proxy, application layer firewall, or gateway.

13.11	**Tune Security Event Alerting Thresholds**	Network	Detect			●

Tune security event alerting thresholds monthly, or more frequently.

14 Security Awareness and Skills Training

Establish and maintain a security awareness program to influence behavior among the workforce to be security conscious and properly skilled to reduce cybersecurity risks to the enterprise.

14.1	**Establish and Maintain a Security Awareness Program**	N/A	Protect	●	●	●

Establish and maintain a security awareness program. The purpose of a security awareness program is to educate the enterprise's workforce on how to interact with enterprise assets and data in a secure manner. Conduct training at hire and, at a minimum, annually. Review and update content annually, or when significant enterprise changes occur that could impact this Safeguard.

14.2	**Train Workforce Members to Recognize Social Engineering Attacks**	N/A	Protect	●	●	●

Train workforce members to recognize social engineering attacks, such as phishing, pre-texting, and tailgating.

CONTROL	SAFEGUARD NUMBER	TITLE/ DESCRIPTION	ASSET TYPE	SECURITY FUNCTION	IG1	IG2	IG3
	14.3	**Train Workforce Members on Authentication Best Practices** Train workforce members on authentication best practices. Example topics include MFA, password composition, and credential management.	N/A	Protect	●	●	●
	14.4	**Train Workforce on Data Handling Best Practices** Train workforce members on how to identify and properly store, transfer, archive, and destroy sensitive data. This also includes training workforce members on clear screen and desk best practices, such as locking their screen when they step away from their enterprise asset, erasing physical and virtual whiteboards at the end of meetings, and storing data and assets securely.	N/A	Protect	●	●	●
	14.5	**Train Workforce Members on Causes of Unintentional Data Exposure** Train workforce members to be aware of causes for unintentional data exposure. Example topics include mis-delivery of sensitive data, losing a portable end-user device, or publishing data to unintended audiences.	N/A	Protect	●	●	●
	14.6	**Train Workforce Members on Recognizing and Reporting Security Incidents** Train workforce members to be able to recognize a potential incident and be able to report such an incident.	N/A	Protect	●	●	●
	14.7	**Train Workforce on How to Identify and Report if Their Enterprise Assets are Missing Security Updates** Train workforce to understand how to verify and report out-of-date software patches or any failures in automated processes and tools. Part of this training should include notifying IT personnel of any failures in automated processes and tools.	N/A	Protect	●	●	●
	14.8	**Train Workforce on the Dangers of Connecting to and Transmitting Enterprise Data Over Insecure Networks** Train workforce members on the dangers of connecting to, and transmitting data over, insecure networks for enterprise activities. If the enterprise has remote workers, training must include guidance to ensure that all users securely configure their home network infrastructure.	N/A	Protect	●	●	●
	14.9	**Conduct Role-Specific Security Awareness and Skills Training** Conduct role-specific security awareness and skills training. Example implementations include secure system administration courses for IT professionals, OWASP® Top 10 vulnerability awareness and prevention training for web application developers, and advanced social engineering awareness training for high-profile roles.	N/A	Protect		●	●
15		**Service Provider Management** Develop a process to evaluate service providers who hold sensitive data, or are responsible for an enterprise's critical IT platforms or processes, to ensure these providers are protecting those platforms and data appropriately.					
	15.1	**Establish and Maintain an Inventory of Service Providers** Establish and maintain an inventory of service providers. The inventory is to list all known service providers, include classification(s), and designate an enterprise contact for each service provider. Review and update the inventory annually, or when significant enterprise changes occur that could impact this Safeguard.	N/A	Identify	●	●	●
	15.2	**Establish and Maintain a Service Provider Management Policy** Establish and maintain a service provider management policy. Ensure the policy addresses the classification, inventory, assessment, monitoring, and decommissioning of service providers. Review and update the policy annually, or when significant enterprise changes occur that could impact this Safeguard.	N/A	Identify		●	●
	15.3	**Classify Service Providers** Classify service providers. Classification consideration may include one or more characteristics, such as data sensitivity, data volume, availability requirements, applicable regulations, inherent risk, and mitigated risk. Update and review classifications annually, or when significant enterprise changes occur that could impact this Safeguard.	N/A	Identify		●	●
	15.4	**Ensure Service Provider Contracts Include Security Requirements** Ensure service provider contracts include security requirements. Example requirements may include minimum security program requirements, security incident and/or data breach notification and response, data encryption requirements, and data disposal commitments. These security requirements must be consistent with the enterprise's service provider management policy. Review service provider contracts annually to ensure contracts are not missing security requirements.	N/A	Protect		●	●

CONTROL	SAFEGUARD NUMBER	TITLE/ DESCRIPTION	ASSET TYPE	SECURITY FUNCTION	IG1	IG2	IG3
	15.5	**Assess Service Providers** Assess service providers consistent with the enterprise's service provider management policy. Assessment scope may vary based on classification(s), and may include review of standardized assessment reports, such as Service Organization Control 2 (SOC 2) and Payment Card Industry (PCI) Attestation of Compliance (AoC), customized questionnaires, or other appropriately rigorous processes. Reassess service providers annually, at a minimum, or with new and renewed contracts.	N/A	Identify			●
	15.6	**Monitor Service Providers** Monitor service providers consistent with the enterprise's service provider management policy. Monitoring may include periodic reassessment of service provider compliance, monitoring service provider release notes, and dark web monitoring.	Data	Detect			●
	15.7	**Securely Decommission Service Providers** Securely decommission service providers. Example considerations include user and service account deactivation, termination of data flows, and secure disposal of enterprise data within service provider systems.	Data	Protect			●
16		**Application Software Security** Manage the security life cycle of in-house developed, hosted, or acquired software to prevent, detect, and remediate security weaknesses before they can impact the enterprise.					
	16.1	**Establish and Maintain a Secure Application Development Process** Establish and maintain a secure application development process. In the process, address such items as: secure application design standards, secure coding practices, developer training, vulnerability management, security of third-party code, and application security testing procedures. Review and update documentation annually, or when significant enterprise changes occur that could impact this Safeguard.	Applications	Protect		●	●
	16.2	**Establish and Maintain a Process to Accept and Address Software Vulnerabilities** Establish and maintain a process to accept and address reports of software vulnerabilities, including providing a means for external entities to report. The process is to include such items as: a vulnerability handling policy that identifies reporting process, responsible party for handling vulnerability reports, and a process for intake, assignment, remediation, and remediation testing. As part of the process, use a vulnerability tracking system that includes severity ratings, and metrics for measuring timing for identification, analysis, and remediation of vulnerabilities. Review and update documentation annually, or when significant enterprise changes occur that could impact this Safeguard. Third-party application developers need to consider this an externally-facing policy that helps to set expectations for outside stakeholders.	Applications	Protect		●	●
	16.3	**Perform Root Cause Analysis on Security Vulnerabilities** Perform root cause analysis on security vulnerabilities. When reviewing vulnerabilities, root cause analysis is the task of evaluating underlying issues that create vulnerabilities in code, and allows development teams to move beyond just fixing individual vulnerabilities as they arise.	Applications	Protect		●	●
	16.4	**Establish and Manage an Inventory of Third-Party Software Components** Establish and manage an updated inventory of third-party components used in development, often referred to as a "bill of materials," as well as components slated for future use. This inventory is to include any risks that each third-party component could pose. Evaluate the list at least monthly to identify any changes or updates to these components, and validate that the component is still supported.	Applications	Protect		●	●
	16.5	**Use Up-to-Date and Trusted Third-Party Software Components** Use up-to-date and trusted third-party software components. When possible, choose established and proven frameworks and libraries that provide adequate security. Acquire these components from trusted sources or evaluate the software for vulnerabilities before use.	Applications	Protect		●	●
	16.6	**Establish and Maintain a Severity Rating System and Process for Application Vulnerabilities** Establish and maintain a severity rating system and process for application vulnerabilities that facilitates prioritizing the order in which discovered vulnerabilities are fixed. This process includes setting a minimum level of security acceptability for releasing code or applications. Severity ratings bring a systematic way of triaging vulnerabilities that improves risk management and helps ensure the most severe bugs are fixed first. Review and update the system and process annually.	Applications	Protect		●	●
	16.7	**Use Standard Hardening Configuration Templates for Application Infrastructure** Use standard, industry-recommended hardening configuration templates for application infrastructure components. This includes underlying servers, databases, and web servers, and applies to cloud containers, Platform as a Service (PaaS) components, and SaaS components. Do not allow in-house developed software to weaken configuration hardening.	Applications	Protect		●	●

CONTROL	SAFEGUARD NUMBER	TITLE/ DESCRIPTION	ASSET TYPE	SECURITY FUNCTION	IG1	IG2	IG3
	16.8	**Separate Production and Non-Production Systems** Maintain separate environments for production and non-production systems.	Applications	Protect		●	●
	16.9	**Train Developers in Application Security Concepts and Secure Coding** Ensure that all software development personnel receive training in writing secure code for their specific development environment and responsibilities. Training can include general security principles and application security standard practices. Conduct training at least annually and design in a way to promote security within the development team, and build a culture of security among the developers.	Applications	Protect		●	●
	16.10	**Apply Secure Design Principles in Application Architectures** Apply secure design principles in application architectures. Secure design principles include the concept of least privilege and enforcing mediation to validate every operation that the user makes, promoting the concept of "never trust user input." Examples include ensuring that explicit error checking is performed and documented for all input, including for size, data type, and acceptable ranges or formats. Secure design also means minimizing the application infrastructure attack surface, such as turning off unprotected ports and services, removing unnecessary programs and files, and renaming or removing default accounts.	Applications	Protect		●	●
	16.11	**Leverage Vetted Modules or Services for Application Security Components** Leverage vetted modules or services for application security components, such as identity management, encryption, and auditing and logging. Using platform features in critical security functions will reduce developers' workload and minimize the likelihood of design or implementation errors. Modern operating systems provide effective mechanisms for identification, authentication, and authorization and make those mechanisms available to applications. Use only standardized, currently accepted, and extensively reviewed encryption algorithms. Operating systems also provide mechanisms to create and maintain secure audit logs.	Applications	Protect		●	●
	16.12	**Implement Code-Level Security Checks** Apply static and dynamic analysis tools within the application life cycle to verify that secure coding practices are being followed.	Applications	Protect			●
	16.13	**Conduct Application Penetration Testing** Conduct application penetration testing. For critical applications, authenticated penetration testing is better suited to finding business logic vulnerabilities than code scanning and automated security testing. Penetration testing relies on the skill of the tester to manually manipulate an application as an authenticated and unauthenticated user.	Applications	Protect			●
	16.14	**Conduct Threat Modeling** Conduct threat modeling. Threat modeling is the process of identifying and addressing application security design flaws within a design, before code is created. It is conducted through specially trained individuals who evaluate the application design and gauge security risks for each entry point and access level. The goal is to map out the application, architecture, and infrastructure in a structured way to understand its weaknesses.	Applications	Protect			●
17		**Incident Response Management** Establish a program to develop and maintain an incident response capability (e.g., policies, plans, procedures, defined roles, training, and communications) to prepare, detect, and quickly respond to an attack.					
	17.1	**Designate Personnel to Manage Incident Handling** Designate one key person, and at least one backup, who will manage the enterprise's incident handling process. Management personnel are responsible for the coordination and documentation of incident response and recovery efforts and can consist of employees internal to the enterprise, third-party vendors, or a hybrid approach. If using a third-party vendor, designate at least one person internal to the enterprise to oversee any third-party work. Review annually, or when significant enterprise changes occur that could impact this Safeguard.	N/A	Respond	●	●	●
	17.2	**Establish and Maintain Contact Information for Reporting Security Incidents** Establish and maintain contact information for parties that need to be informed of security incidents. Contacts may include internal staff, third-party vendors, law enforcement, cyber insurance providers, relevant government agencies, Information Sharing and Analysis Center (ISAC) partners, or other stakeholders. Verify contacts annually to ensure that information is up-to-date.	N/A	Respond	●	●	●
	17.3	**Establish and Maintain an Enterprise Process for Reporting Incidents** Establish and maintain an enterprise process for the workforce to report security incidents. The process includes reporting timeframe, personnel to report to, mechanism for reporting, and the minimum information to be reported. Ensure the process is publicly available to all of the workforce. Review annually, or when significant enterprise changes occur that could impact this Safeguard.	N/A	Respond	●	●	●
	17.4	**Establish and Maintain an Incident Response Process** Establish and maintain an incident response process that addresses roles and responsibilities, compliance requirements, and a communication plan. Review annually, or when significant enterprise changes occur that could impact this Safeguard.	N/A	Respond		●	●

CONTROL	SAFEGUARD NUMBER	TITLE/ DESCRIPTION	ASSET TYPE	SECURITY FUNCTION	IG1	IG2	IG3
	17.5	**Assign Key Roles and Responsibilities** Assign key roles and responsibilities for incident response, including staff from legal, IT, information security, facilities, public relations, human resources, incident responders, and analysts, as applicable. Review annually, or when significant enterprise changes occur that could impact this Safeguard.	N/A	Respond		●	●
	17.6	**Define Mechanisms for Communicating During Incident Response** Determine which primary and secondary mechanisms will be used to communicate and report during a security incident. Mechanisms can include phone calls, emails, or letters. Keep in mind that certain mechanisms, such as emails, can be affected during a security incident. Review annually, or when significant enterprise changes occur that could impact this Safeguard.	N/A	Respond		●	●
	17.7	**Conduct Routine Incident Response Exercises** Plan and conduct routine incident response exercises and scenarios for key personnel involved in the incident response process to prepare for responding to real-world incidents. Exercises need to test communication channels, decision making, and workflows. Conduct testing on an annual basis, at a minimum.	N/A	Recover		●	●
	17.8	**Conduct Post-Incident Reviews** Conduct post-incident reviews. Post-incident reviews help prevent incident recurrence through identifying lessons learned and follow-up action.	N/A	Recover		●	●
	17.9	**Establish and Maintain Security Incident Thresholds** Establish and maintain security incident thresholds, including, at a minimum, differentiating between an incident and an event. Examples can include: abnormal activity, security vulnerability, security weakness, data breach, privacy incident, etc. Review annually, or when significant enterprise changes occur that could impact this Safeguard.	N/A	Recover			●
18		**Penetration Testing** Test the effectiveness and resiliency of enterprise assets through identifying and exploiting weaknesses in controls (people, processes, and technology), and simulating the objectives and actions of an attacker.					
	18.1	**Establish and Maintain a Penetration Testing Program** Establish and maintain a penetration testing program appropriate to the size, complexity, and maturity of the enterprise. Penetration testing program characteristics include scope, such as network, web application, Application Programming Interface (API), hosted services, and physical premise controls; frequency; limitations, such as acceptable hours, and excluded attack types; point of contact information; remediation, such as how findings will be routed internally; and retrospective requirements.	N/A	Identify		●	●
	18.2	**Perform Periodic External Penetration Tests** Perform periodic external penetration tests based on program requirements, no less than annually. External penetration testing must include enterprise and environmental reconnaissance to detect exploitable information. Penetration testing requires specialized skills and experience and must be conducted through a qualified party. The testing may be clear box or opaque box.	Network	Identify		●	●
	18.3	**Remediate Penetration Test Findings** Remediate penetration test findings based on the enterprise's policy for remediation scope and prioritization.	Network	Protect		●	●
	18.4	**Validate Security Measures** Validate security measures after each penetration test. If deemed necessary, modify rulesets and capabilities to detect the techniques used during testing.	Network	Protect			●
	18.5	**Perform Periodic Internal Penetration Tests** Perform periodic internal penetration tests based on program requirements, no less than annually. The testing may be clear box or opaque box.	N/A	Identify			●





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Rocketship Public Schools

School Safety Plan

Revised March 1, 2025

Statement of Purpose

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

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

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

This plan is to be reviewed annually.

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

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

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Mission

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

Safe School Vision

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

What does Rocketship do to promote school safety?

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

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

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

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

Safe Facilities

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

School Buildings

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

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

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

California Only: Plan Development Process

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

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

Framework for Emergency Preparedness

There are four stages of Emergency Management:

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

(1) Mitigation/Prevention

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

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

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

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

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

(2) Preparedness

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

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

(3) Response

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

(4) Recovery

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

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

Note on Emergencies Occurring During Summer or Other School Breaks:

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

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

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

Principles for Emergency Response

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

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

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

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

Step #1: Identify Type of Emergency

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

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

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

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

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

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

Emergency Response Actions- High Level Summary

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

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

Use of School Facilities

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

Safety Drills Required by State

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

California[1]

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

Tennessee[2]

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

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

Wisconsin[3]

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

Washington, D.C.[4]

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

Assisting/Evacuating Individuals with Disabilities

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

Accounting for Students During/After and Emergency

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

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

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

Emergency Procedures

Fire

Fire in the School Building

When the fire is discovered:

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

Upon hearing of a fire:

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

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

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

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

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

Tennessee Region Only - Delayed Fire Evacuation Procedure

Operational Objective

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

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

Delayed Evacuation Procedures (TN Only)

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

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

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

        i. Lining up

        ii. Designating last person in line

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

        i. Using their senses – smell, hearing, sight

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

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

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

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

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

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

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

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

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

Earthquake

What to Expect During an Earthquake

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

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

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

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

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

Emergency response procedures for earthquakes included in this Plan include:

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

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

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

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

After an Earthquake: Evacuation

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

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

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

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

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

Special Circumstance: Earthquake While Outside the Building

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

Severe Weather /Tornado

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

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

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

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

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

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

Flood

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

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

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

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

Flood Special Circumstance– Flood off site

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

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

Criminal Activity Nearby (Police Chase, Search in Neighborhood)

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

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

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

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

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

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

Upon hearing the Lockdown order, teachers should:

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

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

Reporting Dangerous, Unlawful or Violent Activities

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

Intruder With a Weapon

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

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

Note on Students With Weapons:

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

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

Hostage Situation

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

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

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

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

Shooting (Drive-by, Neighborhood)

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

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

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

Immediately after the vehicle is gone:

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

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

Air Pollution / Smog

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

Protective Actions

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

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

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

AQI Basics for Ozone and Particle Pollution

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

Orange:

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

Red or Higher:

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

Declared Emergency:

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

Power Loss

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

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

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

Upon Restoration of Heat & Power:

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

Public Safety Power Shutoff

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

Shelter-in-Place

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

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

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

Car/ Bus Accident

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

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

Threat to School

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

Person Receiving the Threat

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

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

- Call 911 and report these details.

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

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

Specific Situation: Bomb Threat

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

Specific Situation: Shooting Threat

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

Explosion

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

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

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

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

Scenario 2: Risk of Explosion on School Property

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

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

Scenario 3: Explosion or Risk of Explosion in Surrounding Area

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

Scenario 4: Nuclear Blast or Explosion Involving Radioactive Materials

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

Radiation Threat

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

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

Chemical Spills & Hazardous Substances

When a large chemical spill has occurred:

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

When a small chemical spill has occurred:

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

Hazardous Substances:

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

Gasoline	Lacquer Thinner
Solvents	Paint
Motor Oil	Agricultural Spray

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

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

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

Biological / Chemical Incident

A Biological or Chemical Release is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant.
The following indicators may suggest the release of a biological or chemical substance: (1) Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds.

Scenario 1: Substance Released Inside a Room or Building

1. The Principal/designee will initiate the EVACUATE BUILDING action. Staff will use designated routes or other alternative safe routes to an assigned Assembly Area, located upwind of the affected room or building.
2. The Principal/designee will call “911” and will provide the exact location (e.g., building, room, area) and nature of emergency.
3. The Principal/designee will notify the Regional Team of the situation.
4. The Principal/designee will instruct the Security/Utilities Team to isolate and restrict access to potentially contaminated areas.
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the building’s air handling system.
6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated “topically” by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.

7. The Assembly Area Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The Assembly Area Team will provide the list to the Principal/designee and the emergency response personnel.
8. Any affected areas will not be reopened until the Santa Clara County HazMat or appropriate agency provides clearance and the Principal/designee gives authorization to do so.

Scenario 2: Substance Released Outdoors and Localized

1. The Principal/designee will immediately direct staff to remove students from the affected areas to an area upwind from the release. The Principal/designee will, if necessary, initiate the EVACUATE BUILDING action.
2. The Traffic and Security Team (under direction of the Business Operations Manager) will establish a safe perimeter around the affected area and keep personnel from entering the area.
3. The Principal/designee will call "911" and the local emergency management agency (see Emergency Contacts List in your safety clipboard) and will provide the exact location and nature of the emergency.
4. The Principal/designee will notify the Director of Schools of the situation to initiate a crisis response.
5. The Utilities/Hazards Team (under direction of the Business Operations Manager) will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings.
6. Persons who come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid Team (led by the OM) should assess the need for medical attention.
7. The Site Communications Team (Principal, APs, BOM) should compile a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The Site Communications Team will provide this list to emergency response personnel.
8. Any affected areas will not be reopened until the appropriate agency provides clearance and the Principal/designee gives authorization to do so.

Scenario 3: Substance Released in Surrounding Community

1. If the Principal/designee or local authorities determine a potentially toxic substance has been released to the atmosphere, the Principal/designee will initiate SHELTER-IN-PLACE.
2. Upon receiving the SHELTER-IN-PLACE notification, the Utilities/Hazards Team (under direction of the BOM) will turn off local fans in the area; close and lock doors and

windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

3. Staff and students located outdoors will be directed to proceed immediately to nearby classrooms or buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers should communicate their locations to the Principal/designee, using walkie-talkies or other means without leaving the building.
4. The Principal/designee will call "911", and the local emergency management warning agency.
5. The Principal/designee will notify the Director of Schools of the situation.
6. The Principal/designee will turn on a radio or television station to monitor information concerning the incident.
7. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance, or staff is otherwise notified by the Principal/designee.

Emergency Student Release

School Leaders will communicate with families via the one call/message system. Communication will happen when it has been deemed safe to do so by the school Principal. In the event that the nature of the emergency necessitates an early release of students, families will be notified by one call/message system of the instructions, locations and time for early release. Rocketship staff will follow regular dismissal procedures by only releasing students to families with a dismissal card or who have provided an ID that matches the emergency contact list. If students have been moved to a secondary evacuation site, a release station will be set up to check dismissal cards or IDs and release students to authorized individuals.

Emergency Drill Protocols

Fire Drill

1. The **Principal or designee** should sound the fire alarm or otherwise announce the beginning of the fire drill.
2. Teachers should grab their safety clipboards, quickly count students, and lead students outside to the assembly site. Teachers should SHUT THE DOOR when leaving.
3. School Leaders should sweep the hallways and ensure proper flow of foot traffic.
4. At the assembly site, teachers should take attendance.
5. The **Principal or designee** should time the drill. Evacuation of the building should be complete within 5 minutes of the alarm sounding.

6. While staff and students are still assembled, take a moment to quickly debrief: did everyone remember to take attendance? Did staff members know where to go? Did everyone shut their door? Did they take their safety clipboards with them?
7. Remember to record the drill in the Rocketship Drill Log.

Lockdown Drill

1. Students, staff, and families should be prepared for the lockdown drill prior to the announcement. Teachers could discuss the lockdown drill with students as “learning what to do in case a burglar comes into the school.”
2. The **Principal or designee (e.g. OM)** will make an announcement over the loudspeaker indicating that the lockdown drill has begun: “Staff and Students: This is the beginning of our lockdown drill. Teachers, please barricade your doors and count your students.”
3. **Teachers** should follow the lockdown procedure: Bring all students into the classroom, lock the classroom door (as possible), barricade the door, turn off the lights, build interior barricades, and keep students calm and quiet in the safety triangle, a safety triangle is a location in the room where you can not be seen through the window in the door (sheltering behind interior barricades until the drill is over). Teachers should also take roll, using the roster from their safety clapboard.
4. The **Principal** and other administrators (e.g. AP, Deans) should come door to door to check on classrooms and ensure all teachers have followed the proper procedure.
5. After the drill has been completed, the **Principal or designee** should give the “All Clear” notice over the loudspeaker.
6. The Principal and staff should debrief after the drill has been conducted. Teachers and students may also want to discuss the drill after it is done.

California Only Restrictions on Lockdown Drills

1. Lockdown drills held by Rocketship in California will not be ‘high-intensity” drills, meaning they will not simulate an actual active shooter scenario, by involving actors, simulating injuries or injured persons, requiring students to act out resistance, using real weapons, gunfire blanks, or explosions.
2. The design and execution of the drill will be trauma-informed, meaning it will feature age-appropriate content and terminology developed with school personnel and mental health professionals.
3. Lockdown drills shall be preceded by notice to parents and guardians of pupils, teachers, administrators, and other personnel subject to the drills to alert them to the drill’s occurrence and expected length of time. Parent and guardians must have an opportunity to opt their child out.
4. Drills will be preceded by an announcement before the drill and an announcement at the conclusion of the drill. Parents shall be notified when the drill is complete.

5. Rocketship shall provide contact information for community-based resources to those negatively impacted by the drills.

Shelter-in-Place Drill

To run a shelter in place drill, staff should do the following:

1. The **Principal** should make an announcement for a Shelter-in-Place drill and clarify what staff and students are expected to do: “We are beginning our Shelter-in-Place drill. Teachers, shut and lock your classroom door and have your class gather in a part of the classroom away from the windows and doors. Lower the blinds in your classroom to cover the windows, if possible.”
2. **Teachers** should lock the door (if they can) and direct students to remain indoors in the safest part of the classroom (away from windows and doors). Windows should be shut and covered.
3. The **Business Operations Manager** should confirm that he/she understands how to turn off the gas, power, and HVAC systems.
4. The Principal should time 5 minutes total from the start of the drill to the end of the drill and should then announce that the “Shelter-in-Place” drill is over.
5. While staff and students are still assembled, take a moment to quickly debrief: did everyone remember what to do? Was it scary?
6. Remember to record the drill in the Rocketship Drill Log.

Earthquake Drills

1. The **Principal or designee** (e.g. Office Manager) will make an announcement over the loudspeaker to indicate the start of the drill.
2. Teachers should instruct their students to **DUCK, COVER, and HOLD**.
3. Students and staff members should duck or drop to the floor, take cover under a sturdy desk or table (keeping their backs to the windows), cover their heads with their hands, and hold onto the furniture for stability.
4. The Principal should wait for four minutes and then announce: “The Earthquake is over.”
5. If desired, classes can also practice evacuating after an earthquake. The Principal (or designee) should announce: “We are now evacuating to our primary assembly site.”
6. Staff and students can get out of the ducking position and prepare to evacuate:
7. Teachers should grab their safety clipboards, make sure their walkie-talkies are on, and count their students before leaving the room.
8. When leaving the room, the door should be left OPEN.

9. Students and staff should proceed to the assembly site using their predetermined evacuation route. At the assembly site, teachers should take attendance.
10. The Principal (or designee) should conduct a walkthrough of the building to make sure that all students and staff have evacuated and that doors have been left open.
11. At the assembly site, the Principal (or designee) should make sure that teachers have taken attendance.
12. While staff and students are still assembled, take a moment to quickly debrief: did everyone remember to take attendance? Did staff members know where to go? Did everyone leave their door open? Did they take their safety clipboards with them?
13. Remember to record the drill in the Rocketship Drill Log.

Severe Weather/Tornado Drill

1. The **Principal** or designee should announce the beginning of the drill over the intercom.
2. **Teachers** should quickly count their students, grab the safety clipboard, and lead students in an orderly fashion to the designated indoor safe site. Students should then be directed to assume a ducking position, facing the interior wall, and cover their heads with their hands. The teacher should take attendance if the count of students doesn't match the number in their students.
3. The **Principal or designee** should conduct a hall sweep to make sure all students and staff have followed directions to evacuate.
4. Once all students are assembled, the **Principal** or designee should wait for three minutes and then announce that the drill is over.
5. While staff and students are still assembled, take a moment to quickly debrief: did everyone remember to take attendance? Did staff members know where to go? Did they take their safety clipboards with them?
6. Remember to record the drill in the Rocketship Drill Log.

Administering Medications to Students

Parents/guardians need to notify the school (Office Manager and Principal) when their child is diagnosed with a chronic or acute medical condition. Parents and guardians should understand what school staff can and cannot do to help manage their child's condition. Please ask your school for the Rocketship Student/Staff Medication Policy.

With the Principal and Business Operations Manager, the Office Manager will manage the process for identifying students with medical conditions, documenting this condition and any

medications that need to be administered, and administering the medication. More information can be found in the Administering Medications to Students Policy, located in the appendix.

Medical Emergency Reporting Procedures

Medical emergencies and accidents can occur at any time and may involve a student or employee. Some emergencies may only require first aid care, while others may require immediate medical attention. When in doubt, it is better to err on the side of caution and dial **911**.

1. Medical emergencies involving students or employees must be reported to the School Principal or his/her designee.
2. Dial 911 or direct someone to do so, provide the following information:
    a. School name and phone number
    b. Building address including nearest cross street(s)
    c. Exact location within the building
    d. Your name and phone number
    e. Nature of the emergency
3. Do not hang up until advised to do so by dispatcher
4. Send a runner to notify the school office that an individual has been injured and an ambulance has been called.
5. Ask someone to dispatch a first aid/CPR trained employee to the victim.
6. If the victim is showing signs of cardiac arrest and is on a school site with an automatic external defibrillator (AED), procedures for retrieval and operation of the AED shall be followed and volunteers trained in the use of an AED shall be brought to the victim as soon as possible.
7. Stay calm. Keep the victim warm with a coat or blanket. Do not leave a person unattended.
8. Do not move the victim unless there is danger of further injury.
9. Do not give the victim anything to eat or drink.
10. Draft a written incident report and submit it to the School Principal, or his/her designee, before the end of the next workday. **Whenever 911 is called, you must submit and file an approved incident report (i.e. with Principal signature) within 24 hrs. of the incident**.

First Aid, CPR, and Health Screening

Rocketship recognizes the importance of taking appropriate preventive or remedial measures to minimize accidents or illness at school or during school-sponsored activities. To this end, Rocketship has taken the following steps to support student safety.

First Aid Kits
Every classroom shall have a First Aid Kit containing appropriate supplies. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

CPR
All Principals are to be certified in adult and pediatric CPR and First Aid and recertified prior to expiration of certificates. School leaders (including Business Operations Managers and Office Managers) should be certified in CPR. These records will be kept at the school site.

Opportunities for adult and pediatric CPR and First Aid training will be offered to all teachers and teachers will be strongly encouraged to become certified in adult and pediatric CPR and First Aid and be recertified prior to expiration of certificates. School sites may also offer training to all support staff and volunteers.

Rocketship expects parents/guardians to provide emergency contact information to the school and keep such information current in case of an incident at the school.

Schools shall be stocked with multiple First Aid Kits containing appropriate supplies. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

As possible/safe, students will be referred to the **Office Manager** or in some regions, the **Nurse**, for minor accidents and incidents.

Minor Accidents
For minor accidents, use the First Aid Kit located in the Front Office or the classroom.

Major Incidents
- Office Managers are trained in First Aid and can provide assistance until emergency personnel arrive
- School leaders are trained in CPR

If personnel trained in First Aid are not available, at a minimum, attempt to provide the following assistance:

- Stop wounds from bleeding with firm pressure on the wound (avoid contact with blood or other bodily fluids)
- In case of choking, clear the air passages using the Heimlich Maneuver

In case of rendering assistance to personnel exposed to hazardous materials, wear the appropriate personal protective equipment. Attempt First Aid ONLY if trained & qualified

Poisoning

If a student ingested a poisonous substance:

1. Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures based on their instructions.
2. Call 911.
3. Notify the Principal.
4. Call the child's parents.

Illness

1. If a child complains of illness, question him/her to determine severity.
2. For minor illness, the teacher should have the child rest head on desk for 10 to 15 minutes. If he/she still complains, send him/her with a note to the Office Manager (or call the office for escort).
3. If a student is too ill to walk to the office, call the Office Manager for immediate help and explain the severity of the situation. If the child feels sick after fifteen minutes, the child may be sent home.

Convulsions

If a child has convulsions:

1. Keep calm. Attempt to ease him/her to the floor so he/she will not fall and injure him/herself
2. Turn his/her head to one side so his/her tongue will not block his/her airway
3. Do not attempt to insert anything in his/her mouth
4. Send someone to the office or call the office for assistance

Chemical Burns

1. Chemical burns, especially those of the skin or eyes, should be flushed with large quantities of water at the nearest source.
2. After flushing the burn, the child can be escorted to the Front Office.
3. If a burn is severe, call 911.

Insect Bites

1. Remove stinger if possible.
2. Apply cold, wet towel
3. Call 911 if systemic symptoms occur (labored breathing, swelling of the entire body, etc.).

Playground Accidents

1. Render first aid on playground if necessary

2. If child is mobile, take to the Office Manager
3. If the child is immobile, call 911.

Bio-Waste:

1. When a student has an accident or vomits, clean carpets within the first few minutes— the more untreated exposure the carpet has to the bio-waste, the more likely that there will be a permanent and deep stain. Disposable gloves are available in the Front Office; Office Managers should also stock carpet/floor cleaner.
2. A bio bag, if necessary, should be disposed of in one of the larger cafeteria garbage bins at the earliest possible moment (may send a student if necessary).
3. Place your bio waste placard on the site of the incident before leaving for the day. This will indicate to the custodial crew the need for a more thorough carpet cleaning treatment on that

Tooth

If a Tooth is displaced by traumatic injury:

1. Wrap the tooth in moist gauze.
2. Send the tooth with the injured child to the office.
3. The Office Manager should call parents immediately.

Rescue Breathing

1. Tap and shout
2. Open airway
3. Look, listen, and feel for breathing.
4. Give 2 full breaths.
5. Check circulation
6. Rescue breathing count: (1) ADULT: 1 breath every 5 seconds; (2) CHILD: 1 breath every 3 seconds, (3) INFANT: 1 breath every 3 seconds

Nose Bleed

1. Have the child sit down and lean forward.
2. Stop bleeding with a cloth

Wounds

1. Wash the wound and apply bandage and ice, if desired.
2. If the wound is severe:
3. Have victim sit or lie down
4. Apply direct pressure to the wound
5. Treat for shock (keep them calm)
6. Do NOT move the victim unless absolutely necessary
7. Call 911

Choking

If the child is unable to breath, cough, speak, then:

1. Give thrusts (below rib cage)
2. Repeat until clear
3. Do not leave a child who is choking or having breathing problems alone

Electric Shock

If a child has suffered an electric shock, do NOT touch them. Call 911.

Resuscitation Orders

School employees are trained and expected to respond to emergency situations without discrimination. If a student needs resuscitation, staff shall make every effort to resuscitate him/her.

Staff members are prohibited from accepting or following parental or medical "do not resuscitate" orders.

School staff should not be placed in the position of determining whether such orders should be followed, and such Advance Directives shall not be communicated to staff. The Principal, or designee, shall inform parents/guardians of this policy.

Severe Allergic Reactions (Anaphylaxis)

Anaphylaxis is a severe and sudden allergic reaction. It occurs when a person is exposed to an allergen to which they are sensitive. The most common allergens or trigger substances that may cause anaphylaxis in school-aged children are: Peanuts, tree nuts, fish, shellfish, egg, cow's milk, sesame, soy, insect stings, latex, and certain medications.

Anaphylaxis is potentially life threatening and always requires an emergency response.
It is therefore critical that school staff, parents and caregivers are confident about the management and treatment of students who have been diagnosed by a medical practitioner as being anaphylactic or potentially anaphylactic.

Anaphylaxis can be treated with and Epi-Pen or other adrenaline auto injector. Only trained school staff, nurses or emergency personnel should administer and Epi-Pen or other adrenaline auto injector. Schools will conduct annual Epi-Pen training for a subset of staff.

Symptoms and Signs:

The symptoms and signs of anaphylaxis, usually but not always, occur within the first 20 minutes after exposure but in some cases can be delayed up to 2 hours or more. Rapid onset and

development of potentially life-threatening clinical effects are characteristic markers of anaphylaxis.

Symptoms and signs of anaphylaxis (a severe allergic reaction) may include one or more of the following:

- Difficulty and/or noisy breathing
- Swelling of the tongue
- Swelling or tightness in the throat
- Difficulty talking or hoarse voice
- Wheeze or persistent cough
- Dizzy/light-headed
- Loss of consciousness and/or collapse
- Pale and floppy (young child)

Symptoms and signs of a mild to moderate allergic reaction may include one or more of the following:

- Tingling of the mouth
- Hives, welts or body redness
- Swelling of the face, lips, eyes
- Vomiting, abdominal pain

Students with Severe Allergies:

If a student is known to have a severe allergy, the student's parent/guardian should inform the Office Manager and submit a Medication Authorization Form signed by the child's physician for any over-the-counter or prescription medication the child needs (see also "Administering Medication to Student"). The physician should attach detailed instructions to this form; a copy of these instructions + form should be included in the plastic baggie with the student medication and the original should be kept in the Safety Binder.

Students with Physician Plan - Emergency Treatment for Anaphylaxis

1. Follow emergency response procedures as outlined in the instructions from the physician (found in the baggie, along with the student's medication, in the Front Office).
2. If the instructions indicate the use of an adrenaline auto injector (EpiPen), trained staff (e.g. Office Manager) should administer the EpiPen **(See Following Page for Detailed Instructions)**
3. Seek urgent medical assistance – call 911 and tell the dispatcher that the medical condition is anaphylaxis or a severe allergy.
4. If unconscious and no pulse is evident, commence Cardio Pulmonary Resuscitation (CPR) and continue until an ambulance arrives. (School leaders are trained in CPR, including OMs and BOMs)

5. Maintain close observation for possible relapse while waiting for ambulance or medical assistance.
6. Maintain airway, breathing and circulation at all times
7. Contact parents/caregivers.

Students WITHOUT a Physician Plan – Emergency Response to Anaphylaxis

Severe allergic reactions or anaphylaxis can occur rarely when there is no history of known allergies. This situation should be treated as an emergency. Under these circumstances there will be no Action Plan. Recognition of the symptoms and/or signs as being anaphylactic may also be a problem. The following steps should be followed:

1. Seek urgent medical assistance – call 911. (If suspected, tell the dispatcher that the medical condition is anaphylaxis or a severe allergy)
2. Lay the person flat and elevate the legs if the person is dizzy or seems confused or has a reduced level of consciousness, unless this makes it more difficult for the person to breathe
3. Follow standard resuscitation measures if there is no pulse, no breathing or loss of consciousness – if oxygen is available give it at a high flow rate.

Using an Epinephrine Auto-Injector (EpiPen)

1. Determine if anaphylaxis is suspected. Anaphylaxis usually, but not always, occurs right after exposure to an allergen. Frequently anaphylaxis occurs in individuals who have a history of a previous reaction. If there is uncertainty about the diagnosis, but there is a reasonable probability that it is anaphylaxis, then treat it as anaphylaxis.
2. If anaphylaxis symptoms occur, call 911. Stay with the victim. Have others notify the parents and Principal/designee immediately.
3. Have the victim sit down. Reassure the victim and avoid moving him or her.
4. Prepare to administer EpiPen.
    a. For students in second grade or below, or if less than 66 lbs, use White label EpiPen Jr (0.15 mg)
    b. For adults and students in third grade or above, or if more than 66 lbs, use Yellow label EpiPen (0.3 mg)
    c. The EpiPen acts immediately; however the effects last only 10 -15 minutes. *Make sure someone has called 911 for continued care.*
5. EpiPen Administration Procedure- **only by trained staff.**
    a. Grasp the EpiPen and form a fist around the unit. With the other hand, pull off the GRAY Safety Cap.
    b. Hold the black tip near the outer thigh. Never put your thumb, fingers, or hand over the black tip. (If an accidental injection occurs, go immediately to the nearest hospital emergency room.)

c. Swing and jab the black tip firmly into the OUTER BARE THIGH so that the auto-injector is perpendicular (at a 90° angle) to the thigh. You will hear a click. (The EpiPen can be injected through the victim's clothing, if necessary.)
d. Hold the EpiPen firmly in place for 10 seconds, and then remove it from the thigh. (After the injection, the victim may feel his or her heart pounding. This is a normal reaction.)
e. Remove the EpiPen and massage the injection area for several seconds.
f. Check the black tip:
    i. If the needle is exposed, the dose has been delivered
    ii. If the needle is not exposed, repeat steps b through e
g. Dispose of the EpiPen in a "sharps" container or give the expanded EpiPen to the paramedics.
h. Call 911, if not previously called.

6. If the anaphylactic reaction is due to an insect sting, remove the stinger as soon as possible after administering the EpiPen. Remove stinger quickly by scraping with a fingernail, plastic card or piece of cardboard. Apply an ice pack to sting area. Do NOT push, pinch, or squeeze, or further imbed the stinger into the skin because such action may cause more venom to be injected into the victim.
7. Observe the victim for signs of shock. Cover the victim with a blanket, as necessary, to maintain body temperature and help to prevent shock.
8. Monitor the victim's airway and breathing. Begin CPR immediately if the victim stops breathing.
9. Take the victim's vital signs (if trained to do so) and record them. Duplicate the emergency card for the paramedics. When paramedics arrive tell them the time EpiPen was administered and the dose administered. If EpiPen has not been disposed of in a sharps container, give the expanded EpiPen to the paramedics.
10. **If symptoms continue and paramedics do not arrive, use a new EpiPen and re-inject 15 to 20 minutes after initial injection.** Continue to monitor the victim's airway and breathing.
11. Follow-up medical care should be obtained at the emergency room or from the victim's physician. A second delayed reaction may occur up to 6 hours after the initial anaphylaxis.
12. Document the incident and complete the accident/incident report. Include in the documentation the date and time EpiPen was administered, the victim's response, and additional pertinent information.

DO NOT HESITATE to administer Epipen and to call 911, even if the parents cannot be reached.

- Call 911 immediately. 911 must be called if Epipen is administered.
- Advise 911 dispatch that the student is having a severe allergic reaction and Epipen is being administered.
- Students should remain quiet with a staff member at the location where the symptoms began until EMS arrives.
- Provide a copy of the Severe Allergy Plan to EMS upon arrival.
- Notify the administrator and parent/guardian.

Please also see Rocketship Education Medication Administration Policies in the Appendix.

Asthma Attack

Asthma is a chronic inflammatory disease that causes the airways of the lungs to tighten, leading to wheezing, breathlessness, chest constriction, and coughing. Schools can be full of environmental triggers for student asthma. Students with uncontrolled asthma may miss school more often and have poorer academic performance than healthy students; supporting a strong asthma management program is crucial to ensuring a child's asthma is controlled and that student is ready to learn.

Students with Asthma:

If a student is known to have asthma, the student's parent/guardian should inform the Office Manager and submit a Medication Authorization Form signed by the child's physician and Medication Administration Record for any over-the-counter or prescription medication the child needs (see also "Administering Medication to Student"). The physician should attach detailed instructions to this form; a copy of these instructions + form should be included in the plastic baggie with the student medication and the original should be kept in the Nurse's Binder.

Emergency Response Procedures for Severe Asthma Episode

NEVER leave a student with breathing problems alone, whether or not asthma has been diagnosed. Stay with the student and do not send the student with breathing problems anywhere.

Signs/Symptoms of an Asthma Attack:

1. Very fast or hard breathing.
2. Skin sucking in over the child's stomach or ribs with breathing.
3. Breathing so hard they cannot walk or speak.
4. Lips or fingernail beds turn blue.

Emergency Response:

1. Stay with the student, call for help, and have someone call 9-1-1.
2. Keep the student sitting upright.
3. Ask the student if their quick-relief medication (Albuterol) is with them, or have quick-relief medication brought to student from the Front Office (by Office Manager) and assist in immediate administration (inhaler or nebulizer), in accordance with their Asthma Action Plan.
4. Repeat quick-relief medication every 20 min or as authorized in the student's Asthma Action Plan.
5. Watch breathing and be prepared to administer CPR until paramedics arrive.
6. Have someone notify the student's parents/caregivers.

Communicable and Contagious Disease/Illness

Schools, like other workplaces, can spread communicable diseases. When faced with an outbreak of a communicable or contagious disease, the Principal of a Rocketship school will consult closely with the State Department of Health for accurate medical/outbreak management advice.

When appropriate, if stakeholders are sick with any communicable and contagious diseases, it is recommended they wear a mask.

The following are among the most common communicable diseases in school/childcare settings:

- **Chickenpox:** Chickenpox is a highly contagious disease caused by the varicella virus, a member of the herpes virus family. It is the most commonly reported childhood disease; about 75% of the population has had chickenpox by age 15 and 90% by young adulthood. Chickenpox is most common in winter and early spring. Symptoms of chickenpox commonly appear 13-17 days after infection and include the sudden onset of a low grade fever and tiredness/weakness. This is followed by an itchy blister-like rash.
- **Common Cold:** The common cold (also called viral rhinitis) is a viral infection, characterized by nasal congestion, a clear, runny nose, sneezing, scratchy throat and general malaise.
- **COVID-19:** COVID-19 is an infectious disease caused by a newly discovered coronavirus. Most people infected with the COVID-19 virus will experience mild to moderate respiratory illness and recover without requiring special treatment. (Additional information about COVID-19 policies can be found in the Policy Appendix.)
- **Fifth Disease:** Fifth disease, a mild, usually non febrile rash illness is caused by a human parvovirus (B19). While considered a mild disease Fifth disease is of concern for persons with the following conditions: pregnant, immunocompromised, undergoing chemotherapy

treatment and sickle cell. *Staff with these conditions should consult with their personal health care providers and alert the Principal and regional staff immediately. The Principal and regional staff should contact the State Department of Health if there is a case or outbreak of Fifth disease.*

- **Hepatitis B:** Hepatitis B (formerly known as serum hepatitis) is an infection of the liver caused by a blood borne virus. The disease is fairly common. Hepatitis B causes fatigue, poor appetite, fever, nausea, vomiting, diarrhea, joint pain, hives, and rash. Urine may appear dark in color and jaundice (yellowing of the skin) may result. Symptoms appear 3-6 months after exposure.
- **Influenza (Flu):** Influenza is a viral infection of the nose, throat, bronchial tubes and lungs. There are two main types of virus: influenza A and influenza B. Each type includes many different strains, which tend to change each year.
- **Measles:** Measles is a highly contagious viral disease that causes fever and a rash. Measles is more common in winter and spring. Epidemics of measles can occur. Measles can cause a very high fever, cough, runny nose, and red watery eyes. Roughly 2-4 days after initial symptoms, a rash of red spots develops on the face and spreads over the body. Little white spots (Koplik spots) may appear on the gums and inside the cheeks. A person is contagious 4 days before to 4 days after the appearance of the measles rash. Infection with measles provides lifelong immunity.
- **Meningitis (Bacterial):** Meningitis (bacterial) is a severe bacterial infection of the meninges (a thin lining covering the brain and spinal cord) caused by the bacteria called Neisseria meningitidis. Meningococcemia is the term for infections involving the bloodstream. Most people exposed to meningococcus bacteria do not become seriously ill, but some develop fever, headache, vomiting, stiff neck, and rash. This disease can be fatal. Symptoms may occur 2-10 days after exposure. *Staff with these conditions should consult with their personal health care providers and alert the Principal and regional staff immediately. The Principal and regional staff should contact the State Department of Health if there is a case or outbreak.*
- **Meningitis (Viral):** Viral meningitis is a viral infection of the lining (meninges) covering the brain and spinal cord. There are many types of viruses that can cause this disease. Some kinds of viral meningitis and others are not. Symptoms include fever, headache, stiff neck, and fatigue. Rash, sore throat, and intestinal symptoms may also occur. *St*aff *with these conditions should consult with their personal health care providers and alert the Principal and regional staff immediately. The Principal and regional staff should contact the State Department of Health if there is a case or outbreak.*
- **(MRSA) Methicillin-Resistant Staphylococcus Aureus:** MRSA stands for methicillin-resistant Staphylococcus aureus, but is shorthand for any strain of Staphylococcus bacteria which is resistant to one or more conventional antibiotics. Symptoms depend on the part of the body affected but often include redness, swelling, and tenderness at the site of the infection.

- **Mumps:** Mumps is a viral illness that causes fever and swelling of one or more glands near the jaw. Mumps is more common during winter and spring. Symptoms of mumps include fever, body aches, headaches, and the swelling of one or more of the salivary glands. The parotid gland (just below the ear) is often most affected. Complications can include pain/swelling of the testicles, deafness, arthritis, and problems of the brain and nervous system. People with mumps are contagious from 3 days before to 4 days after symptoms appear. Symptoms usually occur 16-18 days after infection.
- **Tuberculosis:** TB is spread when a person who has active, untreated TB germs in their lungs or throat coughs, sneezes, laughs, or speaks, spreading their germs into the air. A person who breathes in TB germs usually has had very close, day-to-day contact with someone who has active TB disease.
- **Whooping Cough (Pertussis):** Pertussis, also known as whooping cough, is a highly contagious bacterial illness that causes a cough lasting several weeks. Early symptoms of pertussis include a runny nose, sneezing, fever, and cough. About 1-2 weeks later, the cough worsens and patients develop bursts or rapid coughing followed by a "whoop." A person is contagious from 7 days after exposure to 3 weeks after the appearance of the coughing fits. (Adapted from: http://www.uft.org/our-rights/meningitis-viral)

Principles for Dealing with an Outbreak or Incident of Communicable/Contagious Disease on School Grounds

School staff and parents should notify the Principal ASAP of any confirmed cases of common contagious diseases (ex. influenza, pertussis, mumps, measles, chickenpox) or a single incident or a severe contagious disease (ex. TB, meningitis)

In case of an outbreak **(3 or more confirmed cases)** of a common contagious disease, the Principal should alert the Director of Schools and consult with the State Department of Health for next steps (see also: Crisis Response Plan).

In case of an incident of a severe contagious disease, the Principal should alert the Director of Schools and consult with the State Department of Health for next steps (See Crisis Response Plan).

Guidelines for Dealing with an Outbreak of a Communicable Disease:

1. The Principal reports the incident to the Director of Schools.
2. The Director of Schools and Principal report to the State Department of Health to seek guidance on managing the outbreak and to create public communications materials for families with up-to-date medical information
3. If requested, the Principal may share student vaccination information with the State Department of Health (in student cum. files)
4. The Principal will notify families of exposure to this disease by sending home a letter with information on next steps (For example, if a student at a schools is found to have TB, TB tests may be provided at the school site free of charge)

5. The Principal should exclude from school student staff members who have symptoms until it is safe for them to return, per guidelines provided by the State Department of Health (For example, kids with chickenpox may return after their rash has crusted)
6. The Principal should exclude from school student staff members who have symptoms until it is safe for them to return, per guidelines provided by the State Department of Health (For example, kids with chickenpox may return after their rash has crusted)
7. The Principal may also, per Department of Health guidance, exclude infants, *immunocompromised persons (including pregnant women) and non-compliant (unvaccinated) children* or those with *religious exemptions* to vaccination

Head Lice Policy

If a student is suspected of having head lice (i.e., constant itching or tickling feeling in the hair), the school nurse or other trained school employee may examine the hair of the suspected student for lice or nits (lice eggs). In certain circumstances, the employee may also examine other members of that student's household. If a student is positive for live head lice, the student is to be sent home at the end of the school day with information to the parents regarding treatment and control measures. Students with head lice do not need to be sent home early, they can go home at the end of the day, be treated, and return to class after appropriate treatment has begun. Any absences related to head lice will be documented and counted as an excused absence in accordance with Rocketship's Attendance and Truancy Policy.

Exposure Notice

If there are two or more students affected in any class, Rocketship will send home an exposure notice with information about head lice to all parents/guardians in that class. Rocketship will maintain the privacy of students identified as having head lice and excluded from attendance.

Returning to School

Rocketship will provide parents/guardians of affected students with instructions on how to conduct post-treatment examinations on their children. Parents/guardians may send their child back to school when they believe that the child's hair is no longer infested with head lice. Parents should not withhold the child from school for any days longer than necessary; typically, no more than three days. Any absences longer than three days require a doctor's note. If the family is unable to obtain a doctor's note, the family should arrange to have a meeting with the school to discuss the length of absence. The school has the discretion to excuse additional days if school staff determine this is necessary. The school nurse or other trained staff members may reexamine the student's hair upon return. If the student shows no trace of live head lice, the student may return to school.

Bloodborne Pathogens Safety Procedures

Rocketship Policy on Bloodborne Pathogens Safety (All Regions)

The blood borne pathogens safety procedure has been developed by Rocketship Education to promote safe work practices for employees in an effort to reduce occupational exposure to Hepatitis B Virus (HBV), Human Immunodeficiency Virus (HIV) and other blood borne pathogens.

The following are several principles that should be followed by Rocketship employees when working with, or if exposed to, bloodborne pathogens:

- Being prudent and wise in their work to minimize exposure to bloodborne pathogens
- Never underestimate the risk of exposure to bloodborne pathogens
- Rocketship shall work to institute as many engineering and work practice controls as necessary to minimize or eliminate employee exposure to bloodborne pathogens.

To keep this policy current, it will be reviewed and updated as follows:

- At least annually
- Whenever new or modified work tasks or procedures are implemented which may affect occupational exposure to employees.
- Whenever an employee is exposed to a blood borne pathogen.

Methods of Compliance

To effectively eliminate or minimize exposure to bloodborne pathogens, Rocketship has implemented the following methods of compliance.

- Universal Precautions: Rocketship observes the practice of “Universal Precautions” to prevent contact with blood and other potentially infectious materials. As a result, Rocketship employees treat all human blood and bodily fluids as if they are potentially infectious for HBV, HIV and other blood borne pathogens.
- Engineering Controls: When necessary, Rocketship shall use available engineering controls to eliminate or minimize employee exposure to bloodborne pathogens including
- Hand washing facilities (or antiseptic hand cleansers and towels or antiseptic towelettes), which are readily accessible to employees who have potential for exposure.
- Containers for contaminated sharps have the following characteristics:
    - Puncture-resistant
    - Color coded or labeled with a biohazard warning label
    - Leak-proof on the sides and bottom
    - Specimen and Secondary Containers which are:
        - Red in color
        - Puncture-resistant, when necessary
        - Color coded or labeled with a biohazard warning label

        - Leak-proof on the sides and bottom
- Workplace Controls: Work practice controls are those that have been implemented to prevent the spread of infectious diseases. Universal precautions include hand washing, gloving (and other personal protective equipment - *PPE*), clean-up and housekeeping techniques
- Hand washing: Employees must always wash their hands before eating, before handling clean equipment and utensils, before and after assisting with feeding, after toileting, or assisting in toileting, after contact with any bodily secretions or fluids, after removing disposable gloves and after completing custodial tasks.
- Gloving (and other personal protective equipment - PPE): Gloves and other PPE should be worn at a minimum under the following conditions:
    - At all times when contact is anticipated with blood or other bodily fluids.
    - When the wearer has an open sore or cut and handling bodily fluids or blood.
    - When rendering first-aid.
    - When cleaning up a spill of blood, bodily fluids, vomit, urine, fecal material or saliva
- Clean-Up of Spills: The following safe practices should be followed when cleaning up spills:
    - Always wear gloves and other PPE as necessary to prevent exposure
    - Use towels or other absorbents in conjunction with soap and water.
    - Use approved disinfectants as necessary.
    - Discard absorbents and other materials in appropriate plastic bag labeled for such items
    - Remove gloves after completing the clean-up procedure and discard them into the same plastic bag as other contaminated items.
- Housekeeping: The following housekeeping practices should be followed to aid in the elimination of potential exposure hazards.
    - Always decontaminate any contaminated surfaces immediately with the appropriate disinfectant.
    - If equipment or PPE become contaminated, immediately remove and replace them
    - Inspect and decontaminate bins, pails or other similar receptacles which may become contaminated
    - Make sure broken glassware, which may be contaminated, is cleaned up using such items as a dust pan, tong, etc. Do not pick up broken glassware directly with your hands.
    - Discard regulated waste in a manner consistent with law.
    - Discard sharps immediately in containers provided for such.
    - Always close containers. If a container is leaking, place one container in a second container. Containers for regulated waste other than sharps are red in color and labeled biohazard.

- The CEO or his/her designee is responsible for organizing the collection and handling of the school's contaminated waste with a HazMat Collection Organization. Written records of regulated waste disposal off site shall be kept by the school.

Information and Training

Employees shall be retrained annually to keep their knowledge of this area current. New employees or those who may be assigned a new task will receive this training as necessary. The CEO or his/her designee is responsible for ensuring that employees who have a potential for exposure to bloodborne pathogens receive this training. Records of the training shall be maintained by the CEO or his/her designee and include names and job titles of attendees, date of training, contents of training provided, and the names and qualifications of instructor(s). The training program shall cover at a minimum:

- Blood borne Pathogens Standard
- The location of this policy and that it is available for review.
- Appropriate methods for recognizing tasks and activities that may involve exposure to blood and other potentially infectious materials.
- Review of limitations and methods that will prevent or reduce exposure including: engineering controls, workplace practices, PPE.
- Visual warnings of biohazards including signs, labels, and color coded containers
- Information on Hepatitis B Vaccinations including efficacy, safety, method of administration, benefits of the vaccination and the District free vaccination program.
- Actions to take and persons to contact in an emergency involving blood or other potentially infectious materials. Including follow up reporting if an exposure incident occurs and post exposure evaluation including medical consultation to be provided.

Labels and Signs

The biohazard labeling system is used. These labels, which are red in color, are used in conjunction with the approved red color-coded containers to warn employees of possible exposures. The following items at the school are labeled: Containers of regulated waste, disposal containers, other containers used to store contaminated material.

Hepatitis B Vaccinations, Post Exposure and Follow up

The Principal, or designee, shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Principal, or designee, shall establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

The Board shall determine which employees have occupational exposure to bloodborne pathogens and other potentially infectious materials. In accordance with ROPS' "Exposure Control Plan," employees having occupational exposure shall be trained in accordance with applicable state regulations (8 CCR 5193) and offered the hepatitis B vaccination.
The Principal, or designee, may exempt designated first-aid providers from pre-exposure hepatitis B vaccination under the conditions specified by state regulations.

Employees not identified as having occupational exposure in ROPS' exposure determination may petition to be included in ROPS' employee in-service training and hepatitis B vaccination program. Such a petition should be submitted to the Principal, or designee, who shall evaluate the request and notify the petitioners of his/her decision. The Principal, or designee, may deny a request when there is no reasonable anticipation of contact with infectious material.

Vaccination Program

The vaccination program has been implemented for those employees who may be exposed to bloodborne pathogens during their routine work tasks. There is no cost to employees for the vaccinations. The vaccination program consists of a series of three inoculations over a six month period.

Vaccinations shall be performed under the supervision of a licensed physician or other health care professional. A list of Employees interested in taking part in the vaccination program shall be created and kept. A list of employees who decline to take part in the vaccination program shall be created and kept as well and will have signed a "vaccination declination form". The Principal or a designated employee shall notify interested employees of the time and date of the vaccination, at least 2 weeks prior to the vaccination date.

Post Exposure and Follow-Up

If an employee is accidentally exposed to bloodborne pathogens during the performance of their work, the following shall be immediately conducted:

- Employees shall receive medical consultation and if necessary, treatment.
- An investigation of the circumstance surrounding the exposure incident shall be conducted and a written report prepared within 24 hours of its occurrence. The investigation shall obtain as much information as possible including:
    - Date and time of exposure
    - Location of exposure
    - The type of potentially infectious materials (blood, urine, etc.)
    - Source of infectious materials
    - Circumstances of the exposure (type of work being conducted)

    - Cause of exposure if known (accident, equipment malfunction, etc.)
    - Was PPE being worn
    - Actions taken as a result of the exposure (clean up activities, notifications, medical attention sought, etc.)
- After the investigation, a written summary of the incident, its apparent causes and recommendations to avoid similar incidents in the future.
    - A post-exposure checklist shall be used.
    - Follow-up shall provide exposed employee with the following confidential info:
        - Documentation regarding the routes of exposures and circumstance
        - Identification, if possible, of the source individual (unless infeasible or prohibited by law).
        - If possible, source individual's blood shall be tested to determine if HBV or HIV infectivity. The information obtained here shall also be provided to the exposed employee and a discussion of the applicable laws and regulations concerning disclosure of the identity and infectious status of a source individual conducted. In addition, the exposed employee shall have blood collected and tested for HBV and HIV infectivity.
    - The process is to remain confidential.
    - The healthcare professional treating the employee shall be sent all necessary documents describing exposure, any relevant employee medical records and any other pertinent information.

Written Opinion: The healthcare professional shall provide Rocketship with a written opinion evaluating the exposed employee's situation as soon as possible. The written opinion shall contain only the following:

- Whether Hepatitis B Vaccinations are indicated for the employee.
- Whether the employee has received the Hepatitis B Vaccination
- Confirmation that the employee has been informed of the result of the evaluation
- Confirmation that the employee has been told about medical conditions resulting from the exposure incident which require further evaluation or treatment.

A copy of this opinion shall be forwarded to the employee. After completion of these procedures, the exposed employee shall meet with the qualified healthcare professional to discuss the employee's medical status. This includes the evaluation of any reported illnesses, as well as recommended treatment. Other findings and diagnoses will remain confidential and will not be included in the written report.

Medical records concerning employees are kept confidential and will not be disclosed to another party without the written consent of that employee (except as required by law).

Health Safety for Sport Programs

For schools that operate sports programs for students, it's important to take appropriate measures to reduce health risks for students who participate. Team coaches' primary responsibility is for their players' health and safety and should prioritize these when managing the team. It is recommended that all coaching staff have first aid training that covers common sport injuries and AED usage. In addition, the following guidelines are legal requirements in California and MUST be done for all California schools; they are also suggested for schools in other regions.

Training

All coaches (i.e., any adult who supports a sports team by directing players during practice and/or games) must complete concussion and head injury prevention and identification training before they begin coaching. They should then abide by the guidelines and principles shared in the training.

Rocketship will provide access to training that aligns with the Centers for Disease Control and Prevention (CDC) guidelines on concussion and head injury prevention and identification. For more information please reach out to the manager of Personalized Learning.

AED access

Each campus should have an AED available onsite for use if needed. The AED should be left in an accessible space and left in good working condition.

Anti-Bullying Procedures

Rocketship desires to provide a safe school environment that allows all students equal access and opportunities in our schools' academic and other educational programs, services, and activities. Rocketship prohibits, at any Rocketship school or activity, discrimination, harassment, intimidation, or bullying of any student based on the student's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. School personnel must take immediate steps to intervene when safe to do so when he or she witnesses an act of discrimination, harassment, intimidation or bullying ("DHIB").

These processes, including consideration of cyberbullying, are elaborated on in Rocketship's Discrimination, Harassment, Intimidation, and Bullying Policies, which can be found in the appendix.

Rules and Procedures on School Discipline

Safety, order, and student discipline are fundamental to learning at Rocketship. Rocketship expects all students to behave in a way that fosters a safe and welcoming environment for other students, Rocketship staff, and community members.

Students will be subject to disciplinary action if they engage in prohibited conduct while on school property, when attending any school-sponsored activity, or while in transit going to or coming from a Rocketship campus. Students may also be subject to disciplinary action for off-campus behavior if it creates a substantial disruption to the school environment or interferes with another student's ability to participate in the school program.

School discipline rules and procedures are elaborated on in Rocketship's Student Discipline Policies, which can be found in the appendix.

Self-Harm/Suicide Threat

Rocketship Public Schools recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, Rocketship has developed prevention strategies and intervention procedures. In compliance with Education Code section 215, this policy has been developed in consultation with Rocketship school-employed mental health professionals (e.g., school counselors, psychologists), administrators, other school staff members, the county mental health plan, and other community stakeholders in planning, implementing, and evaluating Rocketship's strategies for suicide prevention and intervention. Rocketship must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, Rocketship may appoint an individual (or team) to serve as the suicide prevention point of contact for Rocketship. The suicide prevention point of contact for Rocketship and the Principal shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Staff Development

Rocketship, along with its partners, has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members. It may also be provided, when appropriate, for other adults on campus (such as substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool staff).

Employee Qualifications and Scope of Services

Employees of Rocketship must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

Parents, Guardians, and Caregivers Participation and Education

Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, the Charter School shall share this Policy with parents/guardians/caregivers by making it easily accessible on the Rocketship Web page and included in the Parent Handbook. Parents/guardians/caregivers may also have access to suicide prevention training.

Intervention and Emergency Procedures

Rocketship designates the following administrators to act as the primary and secondary suicide prevention liaisons:

1. Mental Health Provider
2. Principal (or Assistant Principal)

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the Principal or designee, who shall then notify the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

The suicide prevention liaison shall also refer the student to mental health resources at Rocketship or in the community.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

1. Ensure the student's physical safety by one or more of the following, as appropriate:
   A. Securing immediate medical treatment if a suicide attempt has occurred
   B. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened.
   C. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
   D. Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed.
   E. Moving all other students out of the immediate area.
   F. Not sending the student away or leaving him/her alone, even to go to the restroom.
   G. Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence.
   H. Promising privacy and help, but not promising confidentiality.

2. Document the incident in writing as soon as feasible.

3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary.

4. After a referral is made, Rocketship shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, Rocketship may contact Child Protective Services.

5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at Rocketship.

6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the Rocketship campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in Rocketship's safety plan and/or Crisis Response Plan.

Supporting Students during or after a Mental Health Crisis

Students shall be encouraged through Rocketship activities to notify a teacher, the Principal, another Rocketship administrator, psychologist, Rocketship counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. Rocketship staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student, and parent/guardian, about additional resources to support the student.

Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. Rocketship shall follow its Crisis Response Plan to determine the most appropriate postvention.

Serious Injury or Death at the School

The death of a student or staff member is traumatic to school communities, whether the death was the result of a long illness or an act of violence. Principals should refer to the Rocketship Crisis Response Plan – Serious Injury or Death (Grief) protocol for actions to take following a serious injury or death at the school.

Staff members should know the following:

1. In case of serious injury or death, do not move the victim unless absolutely necessary. Do not leave an injured student alone. Send a runner to notify the Principal and Office Manager ASAP.
2. A School Leader will call 911.
3. The Office Manager should administer First Aid (See Part Four: First Aid and Medical Conditions in this Health/Safety Plan).
4. If students are in the same space as a student who is seriously injured, they should be escorted elsewhere.
5. Do not make announcements about an accident or incident over the intercom.
6. The Principal should refer to the Rocketship Crisis Response Plan for next steps to stabilize the situation and support the school community.

California - Supporting Students Impacted by Community Violence

In developing our school's safety plan, it was imperative to include comprehensive guidelines for caring for students who have witnessed a violent act at any time. First and foremost, we have prioritized creating a safe and supportive environment that encourages open communication by

having Wellness Counselors at each of our 13 schools. We identify and train staff members, including teachers and counselors, to recognize signs of trauma and distress in students who may have experienced violence every summer during our teacher and school leader professional development. We have implemented a trauma-informed approach that involves fostering a culture of empathy, understanding, and patience, where students feel comfortable sharing their experiences. We exercise this every day of school during our community meeting time which is a social-emotional learning (SEL) lesson led by teachers using our Rocketship developed SEL curriculum called The Shortest Distance (TSD).

Additionally, we have found that collaboration with mental health professionals and community resources is vital to ensure a continuum of care for affected students. This is why we have earmarked funding to both our Wellness + MTSS and Care Corps Teams who execute these services for our students and families. Establishing protocols for immediate intervention and ongoing support, such as counseling services and support groups, is crucial, and we do this three times a year by gathering social emotional and behavioral data. This data informs the creation of eight to nine week intervention cycles in Fall, Winter, and Spring each year. By providing a multi-tiered system of support, incorporating both preventative and responsive strategies, we have created resilient and compassionate school communities that prioritize the well-being of students who have witnessed violent acts, fostering healing and recovery over time.

California Assessment of Status of School Crime

Rocketship Mateo Sheedy:
From Sept 1, 2024 to Feb 1, 2025 there were no on campus crimes at Rocketship Mateo Sheedy. The reported crimes in a half mile radius of Rocketship Mateo Sheedy were:
Assault (75), Burglary (29), Disturbing the Peace (226), Drugs / Alcohol Violations (13), DUI (4), Fraud (12), Motor Vehicle Theft (53), Robbery (9), Sex Crimes (14), Theft / Larceny (24), Vandalism (30), Vehicle Break-In / Theft (21), Weapons (11).

Rocketship Si Se Puede:
From Sept 1, 2024 to Feb 1, 2025 there were no on campus crimes at Rocketship Si Se Puede. The reported crimes in a half mile radius of Rocketship Si Se Puede were:
Arson (1), Assault (78), Burglary (26), Disturbing the Peace (165), Drugs / Alcohol Violations (23), DUI (7), Fraud (7), Motor Vehicle Theft (35), Robbery (7), Sex Crimes (18), Theft / Larceny (21), Vandalism (28), Vehicle Break-In / Theft (6), Weapons (7).

Rocketship Mosaic:
From Sept 1, 2024 to Feb 1, 2025 there were no on campus crimes at Rocketship Mosaic. The reported crimes in a half mile radius of Rocketship Mosaic were:
Arson (5), Assault (72), Burglary (18), Disturbing the Peace (259), Drugs / Alcohol Violations (15), DUI (10), Fraud (10), Motor Vehicle Theft (29), Robbery (13), Sex Crimes (10), Theft / Larceny (51), Vandalism (27), Vehicle Break-In / Theft (24), Weapons (3).

Rocketship Fuerza:
From Sept 1, 2024 to Feb 1, 2025 there were no on campus crimes at Rocketship Fuerza. The reported crimes in a half mile radius of Rocketship Fuerza were:
Assault (81), Burglary (32), Disturbing the Peace (209), Drugs / Alcohol Violations (22), DUI (7), Fraud (20), Motor Vehicle Theft (40), Robbery (7), Sex Crimes (23), Theft / Larceny (44), Vandalism (35), Vehicle Break-In / Theft (13), Weapons (8).

Rocketship Spark:
From Sept 1, 2024 to Feb 1, 2025 there were no on campus crimes at Rocketship Spark. The reported crimes in a half mile radius of Rocketship Spark were:
Assault (38), Burglary (5), Disturbing the Peace (66), Drugs / Alcohol Violations (7), Fraud (6), Motor Vehicle Theft (31), Robbery (3), Sex Crimes (3), Theft / Larceny (27), Vandalism (15), Vehicle Break-In / Theft (10), Weapons (2).

Rocketship Rising Stars:
From Sept 1, 2024 to Feb 1, 2025 there was one instance of a burglary at Rocketship Rising Stars. The reported crimes in a half mile radius of Rocketship Rising Stars were:
Assault (47), Burglary (12), Disturbing the Peace (141), Drugs / Alcohol Violations (11), Fraud (9), Motor Vehicle Theft (50), Robbery (11), Sex Crimes (16), Theft / Larceny (16), Vandalism (15), Vehicle Break-In / Theft (9), Weapons (3).

Rocketship Brilliant Minds Academy:
From Sept 1, 2024 to Feb 1, 2025 there was one instance of a burglary at Rocketship Brilliant Minds. The reported crimes in a half mile radius of Rocketship Brilliant Minds were:
Assault (81), Burglary (20), Disturbing the Peace (222), Drugs / Alcohol Violations (9), DUI (5), Fraud (5), Motor Vehicle Theft (38), Robbery (9), Sex Crimes (4), Theft / Larceny (37), Vandalism (20), Vehicle Break-In / Theft (13), Weapons (5).

Rocketship Los Suenos:
From Sept 1, 2024 to Feb 1, 2025 there were no on campus crimes at Rocketship Los Suenos. The reported crimes in a half mile radius of Rocketship Los Suenos were:
Assault (64), Burglary (12), Disturbing the Peace (113), Drugs / Alcohol Violations (7), DUI (5), Fraud (7), Motor Vehicle Theft (33), Robbery (6), Sex Crimes (7), Theft / Larceny (21), Vandalism (18), Vehicle Break-In / Theft (5), Weapons (3).

Rocketship Alma Academy:
From Sept 1, 2024 to Feb 1, 2025 there were no on campus crimes at Rocketship Alma Academy. The reported crimes in a half mile radius of Rocketship Alma Academy were:
Arson (1), Assault (103), Burglary (16), Disturbing the Peace (361), Drugs / Alcohol Violations (20), DUI (5), Fraud (10), Motor Vehicle Theft (60), Robbery (11), Sex Crimes (39), Theft / Larceny (50), Vandalism (30), Vehicle Break-In / Theft (20), Weapons (4).

Rocketship Discovery Prep:
From Sept 1, 2024 to Feb 1, 2025 there were no on campus crimes at Rocketship Discovery Prep. The reported crimes in a half mile radius of Rocketship Discovery Prep were:
Arson (1), Assault (46), Burglary (16), Disturbing the Peace (78), Drugs / Alcohol Violations (16), DUI (5), Fraud (7), Motor Vehicle Theft (22), Robbery (7), Sex Crimes (8), Theft / Larceny (21), Vandalism (13), Vehicle Break-In / Theft (13), Weapons (1).

Rocketship Redwood City: There were no on campus crimes at Rocketship Redwood City.

Rocketship Delta Prep: There were no on campus crimes at Rocketship Delta Prep.

Rocketship Futuro Academy: There were no on campus crimes at Rocketship Futuro Academy.

As indicated by the data, Rocketship campuses have had only two incidents that were the subject of reporting. Rocketship's investments in positive behavioral supports and social emotional learning foster a positive environment for students, staff and the community. Rocketship's focus on safety and security of our facilities continues to minimize school crime.

Policy Appendix - All Regions

Covid-19 Health and Safety

Rocketship continues to follow local guidance, regulations and health department directions in responding to the COVID-19 pandemic. In CA, all schools have adopted the CDPH's Testing Framework for K-12 schools.

Student Discipline Policy (CA, WI, DC)

Rocketship promotes positive behavior at school and aims to create learning environments that are more consistent, predictable, positive, and safe. We clearly define behavioral expectations and consequences, create systems for recognizing and reinforcing positive behaviors, and provide our students with social-emotional learning.

Students will be subject to disciplinary action if they engage in prohibited conduct while on school property, when attending any school-sponsored activity or while in transit going to or coming from a Rocketship campus. Students may also be subject to disciplinary action for off-campus behavior if it creates a substantial disruption to the school environment or interferes with another student's ability to participate in the school program.

Rocketship classrooms also use a variety of management systems to address behavioral issues. These may include color-coded card chart systems and other tiered consequences.

If students do not respond to our positive behavior supports or classroom management systems, Rocketship may take alternative in-school disciplinary action.

In-school Disciplinary Actions

Rocketship relies on proactive, preventive supports to promote positive behavior at school. Rocketship has implemented a Positive Behavior Interventions and Supports (PBIS) framework in all schools. The fundamental purpose of PBIS is to create learning environments that are more consistent, predictable, positive, and safe. Key PBIS practices include clearly defined behavioral expectations and consequences, systems for recognizing and reinforcing positive behaviors, data-based decision making, multi-tiered systems of support, and the implementation of core social-emotional learning curricula.

Rocketship classrooms also use a variety of management systems to address behavioral issues. These may include color-coded card chart systems and other tiered consequences.

In the event that Rocketship's PBIS infrastructure and classroom management systems are

insufficient to prevent disciplinary infraction, or a disciplinary infraction is serious enough to immediately warrant additional discipline, Rocketship may take alternative in-school disciplinary action. These actions depend on the circumstances of the offense and may include, but are not limited to, the following:

- Sending the student to the Principal's office.
- Excluding the student from classroom activities or privileges through a "time out" or temporary placement in another classroom.
- Calling or writing/emailing the student's parent/guardian.
- Arranging a conference with the student, parent, teacher and/or administrator.
- Implementing an individualized behavior plan for the student.
- Implementing counseling sessions with a designated staff member.
- Sending the student to a peer mediation.
- Requiring that the student complete a reflective essay or assignment.
- Requiring that the student take actions to counteract/ameliorate a problem (i.e., fixing something the student broke).
- Referring the student to a Student Support Team.
- Restricting the student's participation in after-school/extra-curricular activities or field trips.
- Holding the student for detention or additional instructional time during lunch or before/after school.
- Confiscating inappropriate items related to the disciplinary infraction.

Corporal punishment shall not be used as a disciplinary measure against any student. "Corporal punishment" includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, "corporal punishment" does not include an employee's use of force, restraint and/or seclusion that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to school property.

As described above, severe infractions that threaten the safety or health of students, staff or others, may be cause for suspension or expulsion, as outlined in Rocketship's Suspension and Expulsion Policy.

Seclusion and Restraint Policy

Rocketship is dedicated to using the Positive Behavior Intervention and Supports framework to proactively teach and reinforce positive behaviors. Additionally, Rocketship has Student

Discipline and Suspension and Expulsion policies to address a spectrum of behavioral infractions. However, Rocketship recognizes the possibility that emergency situations may arise where it becomes necessary for staff to use a seclusion or restraint to protect the safety of students. This policy addresses definitions of seclusion and restraint; requirements that staff must meet when using seclusion and restraint; recordkeeping requirements; and guidelines for staff to consider when using seclusion or restraint.

I. Definitions

"Seclusion" is defined as the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. The following are *not* considered "seclusion" for the purposes of this policy:

- *Time-out from reinforcement as a form of strategic behavior modification.* Staff members may limit a student's access to reinforcement in an effort to extinguish an inappropriate behavior. When this is a part of an approved behavior modification program, the student is monitored in a non-locked setting, and as long as the student is not physically prevented from leaving the alternative space, this is not considered seclusion.
- *Students voluntarily accessing a separate space as to facilitate de-escalation or problem-solving.* Again, as long as students are monitored and not being physically prevented from leaving, this is not considered "seclusion."

"Restraint" is defined personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely. The following are *not* considered "restraint" for the purposes of this policy

- *Physical escort.* Physical escort means a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location
- *Behavioral interventions as a means of calming or comforting*. For example, proximity control, verbal soothing, or sensory inputs (such as a "squeeze") might be used as a component of an approved behavior modification program and are not considered "restraint."

"Emergency circumstance" is defined as a circumstance that meets both of the following criteria:

- Intervention is necessary to protect the student or another person from imminent, serious physical harm; and
- Other less intrusive, non-physical interventions have failed or have been determined inappropriate.

II. Requirements for Use of Seclusion and Restraint

Rocketship prohibits the use of restraint or seclusion except in an emergency circumstance. Any restraint or seclusion shall be applied only by school personnel who are trained in the

appropriate use of specific authorized techniques.

In accordance with state law, Rocketship personnel may not use or authorize any seclusion or restraint intervention that does any of the following:

- Is designed to, or likely to, cause physical pain, including electric shock;
- Involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the student;
- Denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities;
- Is designed to subject, used to subject, or likely to subject the student to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma;
- Employs a device, material or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained personnel as a limited emergency intervention;
- Is a locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room;
- Precludes adequate supervision of the student;
- Deprives the student of one or more of his/her senses.

A space used for seclusion shall, at a minimum, be free of objects and fixtures with which a student could self-inflict bodily harm, shall provide school personnel an adequate view of the student from an adjacent area, and shall provide adequate lighting and ventilation. If the room does not include a window that allows school personnel to see the student at all times, then a staff member must remain in the seclusion area with the student.

The use of physical restraint shall include a degree of force and duration that do not exceed the degree and duration that are reasonable and necessary to resolve the clear, present, and imminent risk to the physical safety of the student or others. Physical restraint should not be used if there are any medical contraindications to its use.

If school staff are unable to resolve the matter with the use of seclusion or restraint in accordance with this Policy, the student shall be allowed to remain in place until local law enforcement officers can be summoned to relocate the student or take the student into custody.

III. Recordkeeping

Rocketship shall maintain written incident reports for each incident involving a restraint or seclusion. The reports shall be placed in the student's permanent file and maintained as part of his/her education record. Rocketship will promptly contact a student's parent/guardian plan if a seclusion or restraint is used on that student during the school day and will provide the parent/guardian with a copy of the incident report within one school day.

A Behavior Emergency Report Form must also be completed following the use of a physical restraint with a child with a disability. This form must be provided to the student's parent/guardian within one school day and a copy must be filed in the student's special

education records.

The incident report and, when relevant, Behavior Emergency Report form will include the following information:

- Location of the incident leading to restraint/seclusion
- A description of the incident, including the names of any persons involved and details of any injuries sustained as a result of the incident
- Time and duration of restraint/seclusion
- Staff members involved
- Interventions attempted prior to restraint/seclusion
- Whether the student is currently engaged in any systematic behavioral intervention plan
- Description of attempts to de-escalate prior to restraint/seclusion
- Description of the student's behavior that promoted the need for restraint/seclusion
- Description of any injuries sustained by the student or staff during the restraint/seclusion

Rocketship will retain all reports prepared under this policy and will track the number of incidents of seclusion and restraint used during the school year, including the total number of students with disabilities who were involved in the incidents.

IV. Training

All School Leaders and ISE personnel are trained in the Nonviolent Crisis Intervention program annually. Previously-certified staff members participate in a shorter "refresher" course annually. The Nonviolent Crisis Intervention program is the worldwide standard in crisis prevention and intervention, and the program is aligned with each of the aforementioned guiding principles for the use of restraint and seclusion.

V. Guiding Principles

In addition to following the requirements and procedures for using a seclusion or restraint outlined in Sections I-IV of this policy, Rocketship staff will abide by the following 15 principles from the U.S. Department of Education to guide the use of seclusion and restraint at all Rocketship schools.

- Every effort should be made to prevent the need for the use of restraint and for the use of seclusion.

- Schools should never use mechanical restraints to restrict a child's freedom of movement, and schools should never use a chemical, drug or medication to control behavior or restrict freedom of movement (except as authorized by a licensed physician or other qualified health professional).

- Physical restraint or seclusion should not be used except in situations where the child's behavior poses imminent danger of serious physical harm to self or others and other interventions are ineffective and should be discontinued as soon as imminent danger of serious physical harm to self or others has dissipated. (See Sections I-II above.)

- Policies restricting the use of restraint and seclusion should apply to all children, not just children with disabilities.
- Any behavioral intervention must be consistent with the child's rights to be treated with dignity and to be free from abuse.
- Restraint or seclusion should never be used as punishment or discipline (i.e. placing in seclusion for out-of-seat behavior), as a means of coercion or retaliation, or as a convenience.
- Restraint or seclusion should never be used in a manner that restricts a child's breathing or harms the child.
- The use of restraint or seclusion, particularly when there is repeated use for an individual child, multiple uses within the same classroom, or multiple uses by the same individual, should trigger a review and, if appropriate, revision of strategies currently in place to address dangerous behavior; if positive behavioral strategies are not in place, staff should consider developing them.
- Behavioral strategies to address dangerous behavior that results in the use of restraint or seclusion should address the underlying cause or purpose of the dangerous behavior.
- Teachers and other personnel should be trained regularly on the appropriate use of effective alternatives to physical restraint and seclusion, such as positive behavioral interventions and supports and, only for cases involving imminent danger of serious physical harm, on the safe use of physical restraint and seclusion.
- Every instance in which restraint or seclusion is used should be carefully and continuously and visually monitored to ensure the appropriateness of its use and safety of the child, other children, teachers, and other personnel. (See Section III above.)
- Parents should be informed of the policies on restraint and seclusion at their child's school or other educational setting, as well as applicable Federal, State, or local laws.
- Parents should be notified as soon as possible following each instance in which restraint or seclusion is used with their child. (See Section III above.)
- Policies regarding the use of restraint and seclusion should be reviewed regularly and updated as appropriate.
- Policies regarding the use of restraint and seclusion should provide that each incident involving the use of restraint or seclusion should be documented in writing and provide for the collection of specific data that would enable teachers, staff, and other personnel to understand and implement the preceding principles. (See Section V above.)

VI. Students Receiving Special Education Services

Different states have different laws that govern the use of seclusion and restraint on students receiving special education services. The legal requirements for each state in which Rocketship

schools are located are addressed in turn below. *Each school is required to follow the law for the state in which it is located.*

California

Under EC § 56521.1, if a behavioral intervention report is written for a student with special needs who does not have a behavioral intervention plan, the designated administrator responsible for the student's IEP must, within two days, schedule an IEP team meeting to review the emergency report, determine the necessity for a functional behavioral assessment, and determine the necessity for an interim plan. The IEP team shall document the reasons for not conducting the functional behavioral assessment, not developing an interim plan, or both.

If a behavioral emergency report is written for a student with special needs who has a positive behavioral intervention plan, the IEP team will review the incident if it involves a previously unseen serious behavior problem or if a previously designated intervention is ineffective. The IEP team will determine whether the incident constitutes a need to modify the positive behavioral intervention plan.

D.C.
For students with disabilities, restraint and seclusion may be used only when it is included in the student's IEP, Section 504 Plan, and/or Behavior Intervention Plan. The restraint must be used to address specific behaviors under defined circumstances and must be implemented by appropriate staff.

Tennessee

Physical Holding Restraints Not Prohibited

Under T.C.A. § 49-10-1305(e)(3), the use of a physical holding restraint on a student receiving special education services is *not* prohibited in the following circumstances:

- The brief holding by an adult in order to calm or comfort;
- The minimum contact necessary to physically escort a student from one area to another;
- Assisting a student in completing a task or response if the student does not resist, or if resistance is minimal in intensity or duration; or
- Holding a student for a brief time in order to prevent any impulsive behavior that threatens the student's immediate safety.

In any of the above circumstances, Rocketship is not legally required to notify the student's parent/guardian.

Isolation Room Guidelines

Under T.C.A. § 49-10-1305(g), any space used as an isolation room for a student receiving special education services must meet the following conditions:

- Unlocked and incapable of being locked;
- Free of any condition that could be a danger to the student;
- Well-ventilated and temperature controlled;

- Sufficiently lighted;
- Where school personnel are in continuous direct visual contact with the student at all times;
- At least 40 square feet; and
- In compliance with all applicable state and local fire, health, and safety codes.

IEP

Under T.C.A. § 49-10-1304(d), individualized education programs (IEPs) that provide for the use of isolation or restraint in emergency situations shall also contain a data driven functional behavioral assessment and a plan for modification of the behavior developed and implemented by a qualified team of professionals.

If the student's IEP does not provide for the use of isolation or restraint for the behavior precipitating such action or if school personnel are required to use isolation or restraint over an extended period of time, then an IEP meeting shall be convened within 10 days following the use of the isolation or restraint. If the behavior precipitating the action also warrants a change of placement, the child will have all rights provided under applicable federal and state law.

Wisconsin

Under Wis State. § 118.305(5), the first time that seclusion or physical restraint is used on a student with a disability, the student's IEP team must convene as soon as possible after the incident. The IEP team must review the student's IEP to ensure that it contains appropriate positive behavioral interventions and supports and other strategies to address the behavior of concern. The IEP should be revised if necessary.

Policy Appendix - California

Mandated Reporter Policy

In California, certain professionals are required to report known or suspected child abuse. Educators, including teachers, aides, school administrators, office workers, and all other employees of public schools are considered “mandated reporters” by law. As an employee of a Rocketship school, or an employee of the Rocketship National office who has regular contact with children, you are a mandated reporter. A mandated reporter must make a report to a “child protective agency” such as the Department of Family and Children’s Services and local law enforcement whenever, in his/her professional capacity and within the scope of employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been a victim of child abuse.

This “Mandated Reporter Policy” is intended to educate Rocketship school employees of their responsibilities and rights under the Child Abuse and Neglect Reporting Act (“Act”), as well as the procedures for complying with the Act.

When Must You Report?

The Act requires a report to be made when a mandated reporter has a “reasonable suspicion” of abuse. According to CA Penal Code § 11166(a)(1) “reasonable suspicion” means that it is “objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect.”

The language chosen in the statute was deliberate and was drafted to ensure that a maximum number of abused children are identified and protected. As an educator, your role is not to serve as an investigator. If you feel that an ordinary person in your position would have any reason to suspect abuse, you are required to immediately report your suspicions.

What Types of Abuse Must Be Reported?

Under applicable law, when the victim is a child (ordinarily a person under the age of eighteen [18]), the following types of abuse must be reported by all legally mandated reporters.

The perpetrator can be any adult or child, with the exception of a “mutual affray between minors” (i.e., a school yard fight).

Physical Abuse

Physical Abuse means non-accidental bodily injury that has been or is being willfully inflicted on a child. It includes willful harming or injuring of a child or endangering of the person or health of a child defined as a situation where any person willfully causes or permits any child to suffer, or inflicts thereon, unjustifiable physical pain or mental suffering, or having the care or custody of any child, willfully causes or permits the person or health of the child to be placed in a situation such that his or her person or health is endangered.

Severe Physical Abuse

Severe Physical Abuse includes any single act of abuse which causes physical trauma of sufficient severity that, if left untreated, would cause permanent physical disfigurement, permanent physical disability, or death; any single act of sexual abuse which causes significant bleeding, deep bruising, or significant external or internal swelling; or repeated acts of physical abuse, each of which causes bleeding, deep bruising, significant external or internal swelling, bone fracture, or unconsciousness.

Neglect

Neglect means the negligent treatment or maltreatment of a child by acts or omissions by a person responsible for the child’s welfare under circumstances indicating harm or threatened harm to the child’s health or welfare, including physical and/or psychological endangerment. The term includes both severe and general neglect.

Severe Neglect

Severe Neglect includes the negligent failure to protect a child from severe malnutrition or medically diagnosed non-organic failure to thrive and/or to permit the child or the child’s health to be endangered by intentional failure to provide adequate food, clothing, shelter or medical care.

General Neglect

General Neglect includes the failure to provide adequate food, shelter, clothing, and/or medical care, supervision when no physical injury to the child occurs.

NOTE: A child receiving treatment by spiritual means or not receiving specified medical treatment for religious reasons, shall not for that reason alone be considered a neglected child. An

informed and appropriate medical decision made by a parent or guardian after consultation with a physician or physicians who have examined the child does not constitute neglect. See Assessment of Medical Neglect.

Sexual Abuse

Sexual Abuse is the victimization of a child by sexual activities including, but not limited to sexual assault, rape (statutory rape and rape in concert), incest, sodomy, lewd and lascivious acts upon a child under fourteen (14) years of age, oral copulation, penetration of a genital or anal opening by a foreign object, child molestation and unlawful sexual intercourse. Also, please be aware that it is sexual abuse if the parent or guardian has failed to adequately protect the child from sexual abuse when the parent or guardian knew or reasonably should have known that the child was in danger of sexual abuse.

Sexual Exploitation

Sexual Exploitation involves any person or person who is responsible for a child's welfare who knowingly promotes, aids or assists, employs, uses, persuades, induces or coerces a child, or knowingly permits or encourages a child to engage in, or assists others to engage in, prostitution or live performance involving obscene sexual conduct or to either pose or model alone or with others for the purpose of preparing a film, photograph, negative, slide, drawing, painting or other pictorial depiction involving obscene sexual conduct.

NOTE: Unlawful sexual intercourse is defined as an adult who engages in an act of sexual intercourse with a minor or any person who engages in an act of unlawful sexual intercourse with a minor who is more than three (3) years younger, or a person twenty-one (21) years or older with a minor who is under sixteen (16) years old.

Non-Sexual Exploitation

Non-Sexual Exploitation involves forcing or coercing a child into performing acts which are beyond his/her capabilities, such as being employed for long hours and/or in a job which is dangerous or beyond his/her capabilities or forcing or coercing the child into illegal or degrading acts such as stealing, panhandling, and/or drug sales. Generally, these acts benefit the perpetrator in some way.

Emotional Abuse

Emotional Abuse is non-physical mistreatment, the results of which may be characterized by disturbed behavior on the part of the child, such as severe withdrawal, regression, bizarre behavior, hyperactivity, or dangerous acting-out behavior. Such disturbed behavior is not

deemed, in and of itself, to be evidence of emotional abuse. Exposure to repeated violent, brutal or intimidating acts among household members (domestic violence) is emotional abuse.

Caretaker Absence

Caretaker Absence is specific to the caregiver's situation rather than to the child's and may be used in addition to general neglect or substantial risk of harm allegations. This allegation type shall be used in either of the following circumstances:

- Caretaker Absence: The child's parent has been incarcerated, hospitalized or institutionalized and cannot arrange for the care of the child; parent's whereabouts are unknown or the custodian with whom the child has been left is unable or unwilling to provide care and support for the child.

- Caretaker Incapacity: The child's parent or guardian is unable to provide adequate care for the child due to the parent or guardian's mental illness, developmental disability or substance abuse.

Procedures for Reporting

(1) The moment you have a reasonable suspicion of abuse, reports must be made immediately or as soon practically possible by phone.

(2) Reports must be made to a county welfare department, probation department (if designated by the county to receive mandated reports), or to a police or sheriff's department.

(a) In the San Jose Area, you can contact the Santa Clara County Department of Family and Children's Services twenty-four (24) hours a day by calling the: Child Abuse and Neglect Center (408) 299-2071

(b) If you are unable to make your report at the number listed above, or you are informed that the incident is one which they will not investigate, please contact the police station closest to your school site.

(3) Within thirty-six (36) hours of the initial phone call, you must mail a written report to the same agency. The written report must be submitted on a Department of Justice

Form SS 8572.

(4) If you contact the Santa Clara County Department of Family and Children's Services, mail your written report to: Santa Clara County Department of Family and Children's Services Child Abuse and Neglect Center, 373 West Julian St., Second Floor, San Jose CA 95110

(5) Joint Knowledge

(a) It is the policy of Rocketship that a mandated reporter who is making a report, as required, is also to inform the Principal of the school of the suspected abuse, unless the Principal is the subject of the suspicion. You are not required to identify yourself to the Principal when you inform them. REMEMBER, reporting the information to the Principal or any other person shall not be a substitute for your making a mandated report to one of the agencies specified above.

(b) However, when two (2) or more persons who are mandated reporters jointly have knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report and written report may be made by a single member of the team. Any member of a team who has knowledge that the member designated to report failed to do so must thereafter make the report themselves.

(6) Knowledge that a report has already been made by an outside party is not a substitute for making a mandated report.

(7) After the report is made, Child Protection workers and/or law enforcement officers may contact you to gather additional information to aid in their investigation. You may have knowledge about the child and/or family which can aid the investigators in making accurate assessments and providing appropriate services. After the investigation has been completed or the matter reaches a final disposition, the investigating agency shall inform the mandated reporter of the results of the investigation and any action the agency is taking.

(8) Immunity from Liability. Mandated reporters have immunity from criminal or civil liability for reporting as required, unless the report is proven to be false and the person reporting knows it is false, or the report is made with reckless disregard of the truth or falsity of the incident. Mandated reporters and others acting at their direction are not liable civilly or criminally for photographing the victim and disseminating the photograph with the report.

(9) No supervisor or administrator may impede or inhibit a report or subject the reporting person to any sanction.

(10) The identity of the reporting party and the contents of the child abuse report are confidential and may only be disclosed to specified persons and agencies.

(11) In the event a civil action is brought against a mandated reporter as a result of a required or authorized report, he or she may present a claim to the State Board of Control for reasonable attorney's fees incurred in the action if he or she prevails in the action or the court dismisses the action.

(12) Failure to report suspected abuse is a misdemeanor punishable by imprisonment or fine or both.

Training

RPS will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code § 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

Student Dress Code

Student uniforms help minimize disruption during the school day, promote respect for oneself and others, and foster school/community spirit.

All students are expected to wear the Rocketship uniform to school every day. The Rocketship uniform consists of a khaki bottom (pants, shorts, dress, skirt, or skorts) and **green, or dark purple collared shirt.** Students may also wear a dark purple or dark green Rocketship polo shirt or t-shirt. Sweaters & Jackets must be green, purple or black if they must wear it in school building. Shirts must be tucked in at all times, which Rocketship considers being "dressed for success."

Students should also wear closed toe shoes. Sandals, Crocs, and open toe shoes are not considered to be safe or appropriate for school. Students must wear closed-toe shoes at all

times. Sneakers or tennis shoes are preferred. Shoes must stay securely on the foot. No heels or wheels on shoes.

Students should only carry backpacks provided by the school. Backpacks will be provided on the first week of school.

The following are considered to be dress code violations and are NOT permitted on any Rocketship campus:

- Dresses and shorts which are shorter than mid-thigh
- Spaghetti straps (smaller than two inches, or the width of a credit card)
- Tank tops (including white, ribbed undershirts)
- Clothing or accessories that are sexually provocative
- Clothing or accessories that identify a student with non-school clubs, profanity, obscenity, references to drugs, alcohol, tobacco, gangs (red or blue color) or prison culture name insignia
- Attire with writing that degrades individuals or groups Body piercings that create a safety hazard are not acceptable; moderate sized earrings are acceptable
- Platform shoes or high heels
- Underwear or undergarments that are visible
- Tops that show the midriff area
- Pants that sag around the waist
- Intentionally torn pants or jeans
- Untied shoelaces
- Bandanas, hairnets, headbands, doo rags, and non-Marshall hats (also includes beanies, baseball caps, etc.)
- Sunglasses or Marshall hats may not be worn in the building, but may be worn outside to protect from the sun

In addition, Rocketship may contact the student's parent/guardian to discuss the dress code violation.

Discrimination, Harassment, Intimidation, and Bullying Policy

Statement of Non-Discrimination

Rocketship is committed to equal opportunity for all individuals in education. Harassment, intimidation, bullying, and sexual harassment are all forms of discrimination and are disruptive behaviors that interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. Rocketship prohibits discrimination in all forms, inclusive of instances that occur on any area of the school campus, at

school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means. It does not discriminate against any student or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic.

Rocketship adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004. Rocketship is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX (sex), Title VI (race, color, or national origin), and Section 504 and Title II of the ADA. Rocketship prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.

Rocketship does not condone or tolerate harassment of any type, including bullying, discrimination, or intimidation, by any employee, independent contractor or other person with which the Rocketship does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. To the extent possible, Rocketship will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to respond to such behaviors in a timely manner. Rocketship school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so. Rocketship will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Harassment and Retaliation Prohibited

Harassment is a form of discrimination and Rocketship is committed to maintain a learning environment that is free from harassment. Rocketship prohibits harassment based on an individual's membership in a protected class by a student, teacher, administrator or other school personnel, by any other person who is participating in, observing, or otherwise engaged in school activities, including sexual harassment and harassment consistent with Title IX, 20 U.S.C. § 1681 et seq. and state. law. It prohibits harassment based upon race, color, religion, national origin, sex, age, personal appearance, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a complainant of an intrafamily offense, place of business or residence, credit information, gender, gender identity, gender expression, marital status, sexual orientation, pregnancy, childbirth, reproductive health decisions, or related medical conditions, or any other basis protected by applicable law.

Prohibited Harassment includes, but is not limited to the following:

- Any unwelcome physical, verbal, nonverbal, or electronic conduct based on the aforementioned protected traits.
- Prohibited stalking that involves a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others or suffer substantial emotional distress.

Prohibited Sexual Harassment includes, but is not limited to the following:

- Unwelcome sexual advances of a student by another student; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication (including electronic communication) of a sexual nature (including sexual assault) that adversely affects the student in the ways set forth above.
- Abusive or coercive behavior or dating violence against one student by another student where a dating partner uses threats of, or actually uses physical, emotional, economic, technological, or sexual abuse to exert power or control over a current or former dating partner.
- Welcome AND unwelcome sexual advances of a student by a school employee; requests for sexual favors of a student by a school employee; sexually motivated physical, verbal, or nonverbal conduct by a school employee directed at a student; or other conduct or communication (including electronic communication) of a sexual nature directed to a student by a school employee.

A hostile environment exists if the harassment is sufficiently serious that it denies or limits the complainant's ability to participate in or benefit from the school's program (e.g., skipping class, dropping out of an activity, having trouble concentrating in class).

Retaliation includes any adverse action taken against an individual because they reported sexual harassment, dating violence, or discrimination, provided information, witnesses, assisted, participated, or refused to participate in an investigation or proceedings in relation to any of those acts. Rocketship prohibits retaliation against any individual who has made a complaint pursuant to this policy in good faith, assisted in an investigation, or otherwise exercised rights protected by law. Rocketship also prohibits taking any adverse action against an individual based on an unsubstantiated allegation or rumor of harassment. Any student who is subject to retaliation in violation of this policy or who knows of another student who has been subject to retaliation is urged to report it as soon as possible to school staff or the Title IX Compliance and Civil Rights Officer.

Reporting Process

Reports of Discrimination or Harassment - General. Students, parents or staff should report a claim of discrimination or harassment and the alleged acts promptly to a teacher, counselor, or school administrator. Reports do not have to be made by the complainant. Reports can be made in person, by mail, by telephone, or by email, using the complaint form attached below. A school

employee who receives a report of discrimination that may be considered harassment, sexual harassment, dating violence, stalking, or retaliation under Title IX, has knowledge or should reasonably know about the aforementioned violations should promptly notify Rocketship's Title IX Compliance and Civil Rights Officer for next steps

Reports of a Title IX Violation. Reports of alleged acts that may be considered harassment, sexual harassment, dating violence, stalking, or retaliation subject to review under Title IX should be made to the Title IX Compliance and Civil Rights Officer:

Renita Thukral
Title IX Compliance and Civil Rights Officer
350 Twin Dolphin Drive,
Suite 109 Redwood City, CA
94056 rthukral@rsed.org

The Title IX Compliance and Civil Rights Officer is the Rocketship staff member designated by Rocketship to coordinate its responsibilities under Title IX. Upon receipt of a complaint, Rocketship will provide information to the complainants about the investigation process, about their rights under Title IX and other relevant laws.

Confidentiality

To the greatest extent possible, Rocketship shall respect the privacy of individuals who report potential violations of this policy, individual(s) against whom a report is filed, and witnesses. Rocketship will notify individuals/agencies of incidents of discrimination only to the extent allowed by law. Any notifications to other parties will be made only to ensure that services are provided to the complainant(s) and respondent and to protect the complainant(s) from further or sustained victimization. The Title IX Compliance and Civil Rights Officer/designee conducting the investigation will be responsible for making determinations about confidentiality. Rocketship will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of Rocketship to provide the supportive measures.

Process for Investigating Complaints of Discrimination and Harassment

General Complaints of Discrimination and Harassment. Complaints of discrimination or harassment that do not involve allegations of Title IX violation or allegations of sexual harassment should be made under the General Complaint Procedures described under the Notification of Rights and Assurances section of this Handbook..

Complaints under Title IX. Complaints governed by Title IX of the Education Amendments of 1972 are reported to the Title IX Compliance and Civil Rights Officer and an investigation of those complaints are conducted promptly and impartially pursuant to related Title IX Complaint

Procedures.

Bullying Prevention

Bullying can have a harmful social, physical, psychological, and academic impact on victims, bystanders, and bullies. Bullying at Rocketship is strictly prohibited and will not be tolerated. Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
3. Causing a reasonable student to experience a substantial interference with their academic performance.
4. Causing a reasonable student to experience a substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by Rocketship

Alleged incidents of bullying will be promptly investigated by designated Rocketship staff members. Rocketship Public School's policy and procedures for addressing bullying complaints through either the general complaint procedures or the Title IX procedures (as appropriate) are described under the Notification of Rights and Assurances in the student/parent handbook.

Suspension and Expulsion Policy

We believe that our students are best served when they are present at school every day. However, we recognize that situations may occur when a student commits a behavioral offense that is so severe that the student may become subject to suspension or expulsion.

A student may be disciplined, suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at a Rocketship school or at any other school or a school-sponsored event at any time including but not limited to: while on school grounds; while going to or coming from school; during the lunch period, whether on or off the school campus; and during, going to, or coming from a school-sponsored activity. Students may also be subject to disciplinary action for off-campus behavior if it creates a substantial disruption to the school environment or interferes with another student's ability to participate in the school

program.

In-School Suspension

In-school suspension ("ISS") provides an alternative to out-of-school suspension. ISS allows students to be counted present and provides an in- school opportunity for them to complete and receive credit for class assignments. During ISS, students will complete schoolwork in a location separate from their class. ISS is not intended to be an alternative to or long-term replacement of the student's regularly scheduled class.

ISS may be used in the event that a student is engaging in prohibited conduct that is making the classroom environment physically or emotionally unsafe for other students or that severely disrupts a class or school-sponsored activity;

Only the Principal or Assistant Principal, with prior approval from his/her supervisor, shall assign a student to ISS. Students assigned to ISS must have written notification of the date and duration of the ISS assignment. Assignment to ISS and the scheduling of the days assigned are at the Principal's discretion.

Principals should place the student in ISS as soon as possible after the infraction is reported. The principal will ensure that:

- Students assigned to ISS are provided a safe, positive environment
- Students assigned to ISS are properly supervised; and
- Students assigned to ISS are allowed to complete class work assigned during his/her placement in ISS.
- All class work for students is obtained, academic assistance is provided as necessary, and completed work is returned to the student's classroom teacher.
- Activities of academic value are provided for the student when the classroom teacher's work is not provided or is insufficient for ISS time assigned.
- Additionally, classroom teachers will:
- Provide classwork commensurate to the work missed for a student in ISS.
- Record a student in ISS as present. There will be no attendance-related penalty for assignment to ISS.
- Evaluate the student's work completed in ISS and give credit for work completed in ISS.
- Ensure that students in ISS receive credit for attendance and full credit for work completed.

The student's parent/guardian must be notified of a student's assignment to ISS at the time that the ISS placement is scheduled. The Principal should contact a parent/guardian by phone or in-person meeting. If the parent/guardian cannot be reached in this manner, the Principal or his/her designee may make contact through e-mail.

Out of School Suspensions and Expulsion

When disciplinary infractions occur, our Principals are expected to respond in accordance with our Student Discipline Policy, which encourages positive behavioral interventions and supports and outlines available in-school disciplinary actions. The decision to pursue a suspension is, in most circumstances, largely at the discretion of the school leadership team in accordance with state law and should only be considered in cases of egregious behavioral infractions – and, even then, should be viewed as a last resort—as we believe that our students are best served when they are present at school every day. Recommendations for expulsion should not be pursued except in the most extreme cases, as our policy is to do whatever it takes to serve every student who enrolls in a Rocketship school.

If a situation does arise where a Principal feels that the student should be suspended or recommended for expulsion, this policy was written to guide the process. The policy has been written in accordance with relevant federal and state laws and regulations. It addresses grounds for suspension and expulsion; suspension and expulsion procedures; the maintenance of disciplinary records; student appeal rights; rehabilitation and readmission; and special procedures for the consideration of suspension and expulsion of students with disabilities.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

A student identified as an individual with disabilities or for whom Rocketship has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures.

Rocketship will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom Rocketship has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by a Rocketship school for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian, and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's, right to request a hearing to challenge

the involuntary removal. If a student's parent/ guardian requests a hearing, Rocketship shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/ guardian requests a hearing, the student shall remain enrolled and shall not be removed until Rocketship issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Grounds for Suspension and Expulsion

A student may be disciplined, suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at a Rocketship school or at any other school or a school-sponsored event at any time including but not limited to: while on school grounds; while going to or coming from school; during the lunch period, whether on or off the school campus; and during, going to, or coming from a school-sponsored activity. Students may also be subject to disciplinary action for off-campus behavior if it creates a substantial disruption to the school environment or interferes with another student's ability to participate in the school program.

Enumerated Offenses

Discretionary Suspension Offenses: Students may be suspended when it is determined the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
2. Possessed, sold, or otherwise furnished any type of knife or other dangerous object or no reasonable use to the student unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal/Administrator or designee's concurrence.
3. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code§§ 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code §§ 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
7. Stole or attempted to steal school property or private property, which includes but is not

limited to, electronic files and databases.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code § 11014.5.
11. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
12. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
13. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
14. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
15. Engaged in or attempted to engage in hazing of another. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
16. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to suspension or expulsion.
17. Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of $1000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal,

unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

18. Committed sexual harassment, as defined in EC § 212.5. For the purposes of this section, the conduct described in § 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section does not apply to students in grades K-3.

19. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section does not apply to students in grades K-3.

20. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This does not apply to students in grades K-3.

21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward student or school personnel.

a. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Rocketship.

b. “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

I. A message, text, sound, video, or image.

II. A post on a social network Internet Web site including, but not limited to:

1. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

2. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

3. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a

4. Fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

1. For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

2. For purposes of this clause, “cyber sexual bullying” does not

include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

c. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Non-Discretionary Suspension and Expellable Offenses

A student must be suspended and recommended for expulsion for any of the following acts when it is determined that the student:

1. Possessed, sold or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certified school employee, with the Principals or designee's concurrence.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
4. Committing or attempting to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4 or committing a sexual battery as defined in Education Code Section 48900(n).

If it is determined by the Academic Affairs Committee that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required by this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii)rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v)

mine, or (vi) device similar to any of the devices described in the preceding clauses.

The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

Suspension Procedures

A suspension is a temporary dismissal of a student from the regular school program and school-sponsored events for the allotted time assigned by a school administrator. Suspensions can range from one to five school days, depending on the seriousness of the violation (unless followed by a recommendation for expulsion). Students are expected to complete all work assigned while they serve their suspension.

Suspensions at Rocketship will adhere to the following procedures:

Conference

In accordance with Ed Code 47605(c)(5)(J)(i), suspensions of less than 10 days will be preceded by a conference conducted by the Principal or designee with the student and his/her parent and, whenever practical, the teacher, supervisor, or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference in an emergency situation, both the parent/guardian and student shall be given the opportunity to conference within two school days.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him/her and shall be given the opportunity to present his/her version and evidence in his/her defense.

Absent an emergency situation, the conference must occur before the student is sent home on suspension.

No penalties may be imposed on a student for failure of the student’s parent/guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

Notice to Parents/Guardians

At the time that the decision is made to suspend a student, the Principal or designee shall make

a reasonable effort to contact the student's parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall also be notified in writing of the suspension, the reason for the suspension, the length of the suspension, the student's right to return to school at the end of the suspension, and any conditions for that return (i.e. a return conference with the parent/guardian) and the date of return following suspension. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

A copy of this notice will also be filed in the student's cumulative folder in the school.

Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five consecutive school days per suspension. In calculating days of suspension, days served will not include days when school is not in session for students, including but not limited to school closure days, school holidays, spring break, and summer break. If the student leaves school on the day that the suspension was imposed, this day will be counted as part of the suspension if the student was denied class participation prior to 12 noon of that day. The suspension shall terminate at midnight on the day listed as the last day of the suspension.

Upon a recommendation of expulsion by the Principal or Principal's designee, the student and the student's parent/guardian or representative will be invited to a second conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following determinations: (1) the student's presence will be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Students who are suspended shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension.

Homework Assignments During Suspension

In accordance with Education Code 47606.2 and 48913.5, Rocketship shall adhered to the following regarding homework assignments during suspension:

> (a) Upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the pupil, or the affected pupil, a teacher shall provide to a pupil in any of grades 1 to 12, inclusive, who has been suspended from school for two or more schooldays, the homework that the pupil would otherwise have been assigned.

(b) If a homework assignment that is requested pursuant to subdivision (a) and turned into the teacher by the pupil either upon the pupil's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the pupil's overall grade in the class.

Authority to Expel

An expulsion is the permanent dismissal of a student from the Rocketship program, subject to any rehabilitation plan as further described below. If an expulsion is approved, the parent/guardian has the responsibility to place the student in another school.

In accordance with Ed Code 47605(c)(5)(J)(iii), no student will be involuntarily dis-enrolled, dismissed, or transferred by Rocketship for any reason, unless the parent or guardian has been provided written notice at least five school days before the effective date of the removal. For all involuntary removals, including expulsions and dismissals for non-disciplinary reasons, parents must be informed of their right to a hearing before the effective date of the removal. If the student's parent or guardian initiates the hearing procedures, the student must remain enrolled until Rocketship issues a final decision.

The full authority of the Rocketship governing Board of Directors ("the Board") to hear and conduct expulsions shall be granted to the Academic Affairs Committee, a committee of the Board.

The Academic Affairs Committee shall consist of three board members. The Academic Affairs Committee may expel any student found to have committed an expellable offense as listed in Section II above.

Instead of conducting the hearing itself, the Academic Affairs Committee may appoint an impartial administrative panel, as described below. The Academic Affairs Committee will pre-appoint a panel of at least five certificated Rocketship staff members, each from different Rocketship school sites. Should any of the persons appointed to the panel work at the school in which the student is enrolled, he/she will recuse him/herself from the proceedings.

Expulsion Procedures

In accordance with Ed Code 47605(c)(5)(J)(ii), for expulsions and suspensions in excess of 10 days, Rocketship shall provide timely written notice of the charges against the student and an explanation of the student's basic rights.

Hearing

In accordance with Ed Code 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The hearing shall be held within thirty (30) school days after the Principal or designee determines that the student has committed an expellable offense, unless the student requests, in writing, that the hearing be postponed.

In the event an administrative panel hears the case, it will, within 10 days of the hearing, make a recommendation to the Academic Affairs Committee for a final decision whether or not to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act "FERPA") unless the student makes a written request for a public hearing three days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

- The date and place of the expulsion hearing;
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based, along with a summary of the evidence against the student;
- A copy of Rocketship's disciplinary rules which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

Rocketship may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by Rocketship or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

I. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five

days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

II. Rocketship must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

III. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

IV. The Administrative Panel or the Academic Affairs Committee may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

V. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

VI. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Administrative Panel or the Academic Affairs Committee from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

VII. If one or both of the support persons is also a witness, Rocketship must present evidence that the witness' presence is both desired by the witness and will be helpful to Rocketship. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

VIII. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the room during that testimony.

IX. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

X. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be

made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel or Academic Affairs Committee to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Academic Affairs Committee or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Academic Affairs Committee, which will make a final determination regarding the expulsion. The final decision by the Academic Affairs Committee shall be made within ten (10) school days following the conclusion of the hearing.

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

Written Notice to Expel

The Principal or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

§ notice of the specific offense committed by the student and
§ notice of the student's or parent/guardian's obligation to inform any new district in which

the student seeks to enroll of the student's status with Rocketship.
§ notice of the right to appeal and the process
§ information regarding rehabilitation and readmission
§ information regarding alternative education.

The Principal or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) the student's name; and (b) the specific expellable offense committed by the student.

Disciplinary Records

Rocketship shall maintain records of all student suspensions and expulsions at Rocketship. Such records shall be made available to the chartering authority upon request.

Right to Appeal

The student/family shall have the right to appeal the decision to expel the student from Rocketship to the Executive Committee of the Board. The request to appeal must be made in writing and shall be submitted to the Executive Committee within five business days of being made aware of the decision to expel the student. The appeal shall be heard by the Executive Committee within 15 days of receipt of the appeal. Any decision made on appeal shall be final.

Expelled Students/Alternative Education

With the exception of students with disabilities under IDEA, students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within their school district of residence. The Charter School shall work cooperatively with parents/guardians to assist with locating alternative placements during expulsion.

Rehabilitation and Readmission

At the time of the expulsion order, students who are expelled shall be given a rehabilitation plan, to be developed by the Academic Affairs Committee in conjunction with Rocketship staff, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may be reviewed for readmission to a Rocketship school.

The decision to readmit a pupil who has been expelled from a Rocketship school shall be in the sole discretion of the Board following a meeting with the Principal and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon RSPS's

capacity at the time the student seeks readmission.

The decision to admit a pupil who has previously been expelled from another school, school district or charter school shall be in the discretion of the Principal following a meeting with the pupil and guardian or representative to determine whether the pupil poses a threat to others or will be disruptive to the school environment. Where applicable, the Principal may also consider whether the pupil has completed any rehabilitation plan or other improvement measures prescribed by the pupil's previous school. The Principal shall make a recommendation following the meeting regarding his or her determination. The pupil's admission is also contingent upon RSPS's capacity at the time the student seeks admission.

Notice to Teachers

Rocketship shall notify teachers, counselors, and other staff responsible for the direct care or instruction of any student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above. All such notifications shall be kept confidential by the staff member receiving them, and their content shall not be further disseminated to any other person.

Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within Rocketship's Board adopted Attendance Policy for truancy and only after Rocketship follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

Services During Suspension

Students suspended for more than 10 school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum,

although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

Within 10 school days of any decision to change the placement of a child with a disability

because of a violation of a code of student conduct, a manifestation determination shall take place. “Change of Placement” includes a recommendation for expulsion or a cumulative removal of more than 10 school days in a school year.

If Rocketship, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team will (a) conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the school had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement; (b) if a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and (c) return the child to the placement from which the child was removed, unless the parent and the school agree to a change of placement as part of the modification of the behavioral intervention plan.

The conduct will be considered a manifestation of the child’s disability if it is determined that (a) the conduct in question was caused by, or had a direct and substantial relationship to, the child’s disability; or (b) the conduct in question was the direct result of the local educational agency’s failure to implement the IEP/504 Plan.

If the school, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student’s disability and that the conduct in question was not a result of the failure to implement the IEP, then the school may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the school believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the school, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the 45 day time period provided for in an interim alternative educational setting, unless the parent and the school agree otherwise. . Rocketship shall comply with 20 U.S.C. Section 1415(k)(2), which states that interim alternative educational setting shall be determined by the IEP team.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

Special Circumstances

Rocketship personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Principal or designee may remove a student to an interim alternative educational setting for not more than 45 days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student: a) carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function; (b) knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or (c) has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP team.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Rocketship's behavioral policies may assert the procedural safeguards granted under this administrative regulation only if Rocketship had knowledge that the student was disabled before the behavior occurred.

Rocketship shall be deemed to have knowledge that the student had a disability if one of the following conditions exists prior to the behavior at issue:

- The parent of the child expressed concern in writing to supervisory or administrative personnel of Rocketship, or a teacher of the child, that the child is in need of special education and related services;
- The parent of the child requested an evaluation of the child pursuant to §§ 300.300 through 300.311; or
- The teacher of the child, or other Rocketship personnel, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education of the agency or to other supervisory personnel of the agency.

If the school knew or should have known the student had a disability under any of the three circumstances described above, the student may assert any of the disciplinary protections available to IDEA-eligible children with disabilities. If the school had no basis for knowledge of the

student's disability, it shall proceed with the proposed discipline. The school shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by Rocketship pending the results of the evaluation.

Rocketship shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible. name and offenses) within 30 days of the expulsion. Please contact our office for assistance with preparing such a notice and/or if Rocketship has any questions.

Campus Access and Visitor Policy

Rocketship strives to create campuses that are welcoming to families, volunteers, and community members while maintaining a safe and secure environment for students and staff. This policy addresses management of the campus access points; prohibitions against loitering; procedures for visitor registration; procedures to follow when arranging for a campus visit; and barring an individual from campus. "Campus" in this policy is defined as the entire indoor and outdoor premises, including the school building(s), sidewalks, parking lots, driveways, playgrounds, and courtyards.

Campus Access Points
Whenever students are in the building, the front office, and controlled access points to each Rocketship campus will be supervised by a Rocketship staff member. Visitors will also be required to undergo an ID check, a registered sex offender check, and adhere to any other security measures (i.e., sign-in/sign-out sheets) that the school has implemented. The school will inform visitors of any specific follow-up that may be required for visitors who are not able to provide proper identification or who are flagged with a sex offender offense.

All doors leading into school buildings should remain closed and locked at all times and only opened by authorized staff members.

Loitering
Parents/guardians and other visitors, including children who are not students at the school, shall not loiter on the school premises, including in the parking lot and outside school buildings. This includes children of staff members who are students at another school. The parking lot shall be used for picking up and dropping off students, and while conducting business.

Parents/guardians and other visitors are expected to leave the campus premises upon the conclusion of any business matters or after dropping their student off at school. If a parent or guardian wishes to visit the school to view the educational program, the visitor must adhere to

the following procedures, which have been developed to ensure the safety of students and staff as well as to minimize interruption of the instructional program.

Visitor Registration and Passes/Badges

- All visitors (including Rocketship Public Schools regional and national staff members) must be registered and checked in via VisitU with their current government issued ID with the security guard immediately upon entering any school building or grounds at any time that students are in the building. Schools will be required to provide a sign-in sheet for any event held on campus.
- If visitors are flagged with a sex offender offense, will deny entry and connect them with school administrators. ***This will not prohibit families from picking up their student for dismissal if they are listed as an allowed pick-up person on the Powerschool pick up list.***
- The Principal, or designee, may refuse to register a visitor if he or she has a reasonable basis for concluding that the visitor is in possession of a firearm; or the visitor's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substance.
- Visitors in disguise or costume will not be allowed entrance onto campus without prior agreement with the school administration.
- After registering with the front office or security guard, visitors who are not Rocketship employees will be issued a VisitU badge that they must display at all times while on campus. Network Support staff must display their badge on their persons at all times while at a school site. If a Network Support staff member forgets his/her badge, he/ she will need to register with VisitU and obtain a Visitor's Pass from the front office.
- All visitors must also sign out when leaving the campus.
- The Principal or designee may withdraw consent for an individual to be on campus, even if the visitor has a right to be on campus, whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.
- The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements, law enforcement may be notified and he/she may be guilty of a misdemeanor.
- While on campus, visitors are to enter and leave classrooms as quietly as possible, not converse with any student, teacher, or other instructional assistant unless permitted, and not interfere with any school activity.

Arranging for a Campus Visit
Visits during school hours by non-Network Support or other Rocketship staff members should be arranged with the teacher and Principal (or designee) in advance. Teacher conferences should be arranged by appointment in advance and must be scheduled to take place during non-instructional time. Parent/guardians who want to visit a classroom during school hours should first obtain approval from the classroom teacher and the Principal or designee. Classroom observations should be requested in advance and are approved at the Principal or designee's discretion.

No electronic listening or recording device may be used by students or visitors in a classroom without the teacher's and Principal's written permission. Failure to abide by this is a violation of this Policy and may subject a visitor to losing his/her privilege to be on campus in accordance with Section III above.

Visitor Conduct
All visitors, regardless of their reason for being on campus, are expected to act in accordance with all Rocketship rules and policies while on the school premises. Visitors are strictly prohibited from having any physical contact with any student for any reason, including touching, grabbing, or holding a student. Visitors are also strictly prohibited from scolding, disciplining, or yelling at any student. If a visitor has a concern about a student's conduct, the visitor should promptly alert a Rocketship staff member.

This policy also applies to conduct during virtual programming (i.e., virtual instruction, events, etc.). Individuals who appear at a virtual event with a Rocketship student and whose conduct violates this policy will receive consequences in accordance with Rocketship policies.

Withdrawing Consent for Individuals to be on Campus
Rocketship recognizes that situations could arise where it may become necessary for the Principal and/or the Principal's supervisor to prohibit an individual from entering or remaining on a Rocketship campus. Such situations may include an individual's possession or reasonable suspicion of an individual's possession of a firearm, an individual engaging in violence, threats of violence, harassment, or any other behavior that the Principal deems to be disruptive of the learning environment or in violation of Rocketship policy. Such actions will comply with any relevant state law requirements.

Withdrawal of consent ("ousting") is specific to each individual Rocketship campus and its related activities. Principals generally have the authority to issue an ouster notice to a disruptive individual, and to do so, they must follow Rocketship's internal protocol and comply with all applicable laws. Principals may not oust an individual beyond his/her particular campus, unless

specific authorization is granted by the Director of Schools or the legal department. It is the responsibility of the Business Operations Manager, Office Manager, and school security to:

- Enforce photo identification verification 100% of the time to ensure no ousted individuals enter the building.
- Document and maintain procedures for pick-up, drop-off and any documentation related to the ouster notice at the front desk.
- Determine, at the time of the incident and in collaboration with the Principals, whether the local police must be contacted.
- Maintain an accurate and current list of individuals who have been issued an ouster notice.
- Enforce the ouster notice by escorting individuals out of the building and off school grounds in a peaceful, quiet, and orderly fashion.
- Not engage any ousted individual off school grounds using combative language, tone, or action.
- Contact the local police department in the event that an individual becomes physically confrontational or refuses to comply with the ouster notice.

Refusal to Leave Campus
Anyone who refuses to leave after being asked by the Principal, or who enters the premises (including parking lots, playground, sidewalks, and school building) without proper authorization in accordance with this policy, may become subject to the local criminal laws regarding trespass and unlawful entry.

Further conduct of this nature by the visitor may lead to the School's pursuit of a restraining order against such visitor which would prohibit him/her from coming onto school grounds or attending School activities for any purpose for a statutorily prescribed period.

The Principal or designee may seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.

Medication Administration Policy

Rocketship is committed to supporting the health of its students and meeting the needs of students with medical conditions, in compliance with California laws and regulations. This policy addresses required documentation of student medication needs; staff administration of mediation; student self-administration of medication; the use of epinephrine and asthma inhalers; emergency situations; and documentation and training requirements.

I. Medication Authorization Form

Before medication can be kept or administered at Rocketship, a student's parent/guardian must complete and submit a Medication Authorization Form. In accordance with EC § 49423 and 5 C.C.R. § 601(a), the Medication Authorization Form must include:

- Student's name and date of birth;
- Name of the medication to be administered and the reason for administration;
- Amount or dose of the medication;
- Method of administration;
- The time the medication is to be administered at school;
- Possible side effects;
- For medication prescribed on an as-needed basis, the specific symptoms that necessitate administration of medications, the allowable frequency for administration, and indications for referral for medical evaluation;
- For medication that is to be self-administered by the student, a statement that, in the authorized health care provider's opinion, the student is competent to safely self-administer the medication according to the conditions in the provider's written statement;
- Name, address, telephone number, and signature of the California authorized health care provider.

The student's parent/guardian must also provide Rocketship with a written statement indicating their desire that the school assist the student with medication administration as set forth in the Medication Authorization Form.

Immediately following any changes regarding the health or treatment of the student, the parent/guardian must submit an amended Medication Authorization Form to Rocketship. All Medication Authorization Forms must be updated at least annually.

II. Staff Administration of Medication

Pursuant to 5 C.C.R. § 604, medication may be administered to students by Rocketship personnel designated by the Principal who are legally able and has consented to administer or assist in administering medication to students..

Parents/guardians may come to Rocketship to administer medication to their child if the parent/guardian signs an agreement identifying who will administer the medication, stating the conditions under which the medication will be administered, and releasing Rocketship from the responsibility of administering the medication.

School staff should NOT provide any over-the-counter medications or therapeutic/homeopathic remedies (i.e. cough drops, herbal teas) to students unless the student has

- a note from an authorized health care provider that prescribes the use of the remedy, including the amount or dose to be given, and the method and timing of the administration; AND

- a written statement from a parent/guardian permitting the use of the remedy at the school.

III. Self-Administration of Medication

Under Ed Code § 49423.6 and 5 C.C.R. § 605, Rocketship may allow a student to carry and self-administer medication in accordance with this policy. This includes prescription inhaled asthma medication and auto-injectable epinephrine, which are each further described below in this policy. Any self-administration of medication must be done in accordance with the Medication Authorization Form as described above.

Prior to allowing self-administration, Rocketship personnel must observe the student self-administering the medication and determine that the student is capable of adhering to standard precautions and appropriate handling of the medication.

IV. Storage of Medication

In accordance with Ed Code § 49423, Rocketship may receive medication from a student's parent/guardian to store for use in accordance with a valid Medication Authorization Form. The medication will be stored with Rocketship's school nurse or Office Manager in a location that is easily accessible during an emergency.

The medication must be labeled with the following information:
- Name of the student;
- Name of the medication;
- Dosage;
- Time of administration; and
- Duration of medication.

All medications must be in original manufacturer packaging. The labeling must be consistent with the written statement from the authorized health care provider in the Medication Authorization Form.

Rocketship will return any unused, discontinued, or outdated medication to a student's parent/guardian as soon as possible after the course of treatment is completed or the medication reaches its expiration. Any medication that cannot be returned to the student's parent/guardian will be disposed of at the end of the school year in accordance with all applicable laws.

V. Documentation Maintenance of Records

Rocketship will create and maintain a list of students with valid Medication Authorization Forms, including the emergency contact information for each student. Students who are allowed to carry and self-administer medication will be specified in this list. The Principal may distribute the list among appropriate employees or agents.

Rocketship will maintain accurate records of all its employees and agents who are certified to administer medication. Rocketship will also maintain accurate records of all incidents where

medication was administered to a student at school. The log will include at least the name of the student; the name of the medication; the medication dose and route; and the time the medication was administered.

If a material or significant deviation from the authorized health care provider's written statement is discovered by Rocketship, notification of the deviation shall be given as quickly as possible to the Director of Schools, the student's parent/guardian, and the student's authorized health care provider.

VI. Emergency Situations

Designated Rocketship personnel will possess valid, up-to-date certifications in first aid and CPR. First aid will be administered whenever possible by trained staff members,

Rocketship personnel who provide life-sustaining emergency medication must receive documented training and maintain current certification in CPR from a recognized source (i.e. American Red Cross or American Heart Association).

School employees with proper training and certification are expected to respond to emergency situations without discrimination. If any student or staff member needs resuscitation, staff shall make every effort to resuscitate him/her. Staff members are prohibited from accepting or following any parental or medical "do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed, and such advance directives shall not be communicated to staff.

VII. Epinephrine Auto-Injectors

Pursuant to Ed Code § 49414, Rocketship schools in California will stock emergency epinephrine auto-injectors to be used by the school nurse or trained personnel on persons suffering or reasonably believed to be suffering from an anaphylactic reaction. A school nurse or, if the school does not have a nurse, a volunteer trained in accordance with this policy, may administer an epinephrine auto-injector to a person exhibiting potentially life-threatening symptoms or anaphylaxis at school or at a school activity when a physician is not immediately available. The training provided to school personnel shall be in compliance with the requirements of Ed Code § 49414 and any regulations promulgated thereunder.

Rocketship will store the epinephrine auto-injectors in a secure but accessible, well-marked, unlocked location.

VIII. Asthma Inhalers

Pursuant to Ed Code § 49423.1, students who are required to take, during the regular school day, inhaled asthma medication may be permitted to carry and self-administer the inhaled asthma medication or otherwise be assisted by designated school personnel, provided that Rocketship receives the appropriate written documentation, specified below:

- In order for a student to be assisted by a school nurse or other designated school

personnel, Rocketship shall obtain both (1) a written statement from a physician detailing the name of the medication, method, amount, and the time schedules by which the medication is to be taken AND (2) a written statement from the parent/guardian requesting that Rocketship assist the student with the medication.

- In order for a student to carry and self-administer prescription inhaled asthma medication, Rocketship shall obtain both (1) a written statement from a physician detailing the name of the medication, method, amount, the time schedules by which the medication is to be taken, and confirming that the student is able to self-administer inhaled asthma medication AND (2) a written statement from the parent/guardian consenting to the self-administration, providing a release for the school nurse or other designated school personnel to consult with the health care provider of the student regarding any questions that may arise with regard to the medication, and releasing Rocketship Education and school personnel from civil liability if the self-administering student suffers an adverse reaction by taking the medication pursuant to this policy.

These written statements must be provided at least annually, and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.

IX. Misuse

A student who self-administers medication while at school, at a school-sponsored activity, or while on school-sponsored transportation for a purpose other than his or her own treatment will be subject to disciplinary action in accordance with Rocketship's Student Discipline Policy. Such disciplinary action shall not limit or restrict the access of a student to his or her prescribed medication. Rocketship will promptly notify the student's parent/guardian of any disciplinary action imposed.

Policy Appendix - Wisconsin

Mandated Reporter Policy

Mandated Reporter Obligations

In Wisconsin, certain professionals are required to report known or suspected child abuse and neglect. School teachers, administrators, counselors and staff are legally mandated reporters. As an employee of a Rocketship Education school, or an employee of the Rocketship support office who has regular contact with children, you are a Mandated Reporter. This "Mandated Reporter

Policy" is intended to inform Rocketship Education employees of their responsibilities and rights under Wisconsin Statute 48.981, as well as the procedures for complying with the statute.

When Must You Report?

Wisconsin's reporting law requires a report to be made when a mandated reporter has a "reasonable cause to suspect" that a child seen by the person in the course of professional duties has been "abused or neglected," or who has reason to believe that a child "has been threatened with abuse or neglect and that abuse or neglect of the child will occur." The language chosen in the statute was deliberate and was drafted to ensure that a maximum number of abused children are identified and protected. As an educator, your role is not to serve as an investigator. If you feel that an ordinary person in your position would have any reason to suspect abuse, you are required to immediately report your suspicions.

What Types of Abuse Must Be Reported?

According to statute WI 48.981, an abused or neglected child is a child who has been subjected to:

- Physical injury that is inflicted on a child by other than accidental means
- Sexual intercourse or sexual contact
- Threatened harm
- Permitting, allowing, or encouraging a child to engage in prostitution
- Sexual exploitation through pornography
- Emotional damage defined as behaviors harmful to a child's psychological or intellectual functioning that is exhibited by severe anxiety, depression, withdrawal or outward aggressive behavior or a combination of those behaviors and that is caused by the child's parent, guardian, legal custodian, or other person exercising temporary or permanent control over the child and for which the child's parent, guardian or legal custodian has failed to obtain the treatment necessary to remedy the harm
- Methamphetamine manufacture in a child's home, on the premises of a child's home, in a motor vehicle on the premises of a child's home, or where a reasonable person should have known that the manufacture would be seen, smelled, or heard by a child is considered child abuse in Wisconsin
- Failure, refusal or inability on the part of a parent, guardian, legal custodian, or other person exercising temporary or permanent control over a child for reasons other than poverty to provide necessary care, food, clothing, medical or dental care or shelter so as to seriously endanger the physical health of the child.

Procedures for Reporting

1. The moment you have a reasonable cause to suspect abuse or neglect or the threat of abuse or neglect, you must immediately inform, by telephone or personally, the county department, a licensed child welfare agency or the police department of the facts and circumstances contributing to a suspicion of abuse.

2. In the Milwaukee Area, you can contact the: Bureau of Milwaukee Child Welfare (BMCW) (414) 220-SAFE or Milwaukee Police Department/Sensitive Crimes (MPD) (414) 935-7405. If you feel that the child is in immediate danger, please dial 911.
3. Joint Knowledge
    a. It is the policy of Rocketship Education to report suspicion of abuse to the Principal ofthe school, unless the Principal of the school is the subject of the suspicion. REMEMBER, reporting the information to a Principal or any other person shall not be a substitute for making a mandated report to one of the agencies specified above.
    b. All mandated reporters who know or suspect abuse or that abuse has been threatened should make a report.
    c. Knowledge that a report has already been made by an outside party is not a substitute for making a mandated report. If a child has been taken from school by the Bureau of Milwaukee Child Welfare of the Milwaukee Police Department the Principal shall obtain the name and badge number of the person taking the child. The Principal is not to notify the parent of the removal. If the administrator is contacted by the parent/legal guardian, the parent or legal guardian should be advised to contact the appropriate agency for further information, either BMCW or MPD, but shall NOT give that information to the parent or legal guardian of the child. That information is confidential and shall only be released by the BMCW or MPD.
4. In the case of peer sexual contact, the principal/designee shall NOT inform the parent or legal guardian as to the identity of the juvenile participant(s) in the incident. That information is confidential and shall be released only to the BMCW or the MPD. Parents/guardians should be referred to the appropriate agency.

Protections and Immunity from Liability

- All reports of suspected abuse or neglect are confidential. With few exceptions, as delineated in statute, no information that could be used to identify the reporter (e.g., place of employment, job title) can be shared. (48.981(7)(a))
- Anyone who, in good faith, reports suspected abuse or neglect is immune from both criminal and civil liability. (48.981(4))
- No person may be discharged, disciplined or otherwise discriminated against in regard to employment, or threatened with any such treatment, for making a report of suspected abuse or neglect in good faith. (48.981(2)(e))

Consequences for Failing to File a Report

Any person who intentionally violates this section by failure to report as required may be fined or imprisoned or both. (48.981(6)).

Student Dress Code

Student uniforms help minimize disruption during the school day, promote respect for oneself and others, and foster school/community spirit. Students are expected to wear the Rocketship uniform to school every day.

The Rocketship uniform consists of a khaki bottom (pants, shorts, dress, skirt, or skorts) and a dark purple collared shirt. Students may also wear a Rocketship polo shirt or t-shirt, which can be purchased from the school Office Manager. Shirts must be tucked in at all times, which Rocketship considers being “dressed for success.”

Students should also wear closed toe shoes. Sandals are not considered to be safe or appropriate for school.

The following are considered to be dress code violations and are NOT permitted on any Rocketship campus:

- Dresses and shorts which are shorter than mid-thigh
- Thin strap shirts/blouses (thinner than two inches)
- Tank tops (including white, ribbed undershirts)
- Clothing or accessories that are sexually provocative
- Clothing or accessories that identify a student with non-school clubs, profanity, obscenity, references to drugs, alcohol, tobacco, gangs (e.g., red, blue, yellow, color) or prison culture, name insignia
- Attire with writing that degrades individuals or groups
- Body piercings that create a safety hazard are not acceptable; moderate sized earrings are acceptable
- Platform shoes or high heels over 2.5 inches high
- Underwear or undergarments that are visible
- Exposed midriff areas
- Pants that sag around the waist
- Intentionally torn pants or jeans
- Untied shoelaces
- Hats, bandanas, non-religious head coverings
- Sunglasses may not be worn in the building, but may be worn outside to protect from the sun

Students who repeatedly do not come to school in uniform may lose privileges. In addition, Rocketship may contact the student’s parent/guardian to discuss the dress code violation.

Discrimination, Harassment, Intimidation, and Bullying Policy

Statement of Non-Discrimination

Rocketship is committed to equal opportunity for all individuals in education. Harassment, intimidation, bullying, and sexual harassment are all forms of discrimination and are disruptive behaviors that interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. Rocketship prohibits discrimination in all forms, inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means. It does not discriminate against any student or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic.

Rocketship adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004. Rocketship is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX (sex), Title VI (race, color, or national origin), and Section 504 and Title II of the ADA. Rocketship prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.

Rocketship does not condone or tolerate harassment of any type, including bullying, discrimination, or intimidation, by any employee, independent contractor or other person with which the Rocketship does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. To the extent possible, Rocketship will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to respond to such behaviors in a timely manner. Rocketship school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so. Rocketship will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Harassment and Retaliation Prohibited

Harassment is a form of discrimination and Rocketship is committed to maintain a learning environment that is free from harassment. Rocketship prohibits harassment based on an individual's membership in a protected class by a student, teacher, administrator or other school

personnel, by any other person who is participating in, observing, or otherwise engaged in school activities, including sexual harassment and harassment consistent with Title IX, 20 U.S.C. § 1681 et seq. and State law. It prohibits harassment based upon race, color, religion, national origin, sex, age, personal appearance, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a complainant of an intrafamily offense, place of business or residence, credit information, gender, gender identity, gender expression, marital status, sexual orientation, pregnancy, childbirth, reproductive health decisions, or related medical conditions, or any other basis protected by applicable law.

Prohibited Harassment includes, but is not limited to the following:

- Any unwelcome physical, verbal, nonverbal, or electronic conduct based on the aforementioned protected traits.
- Prohibited stalking that involves a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others or suffer substantial emotional distress.

Prohibited Sexual Harassment includes, but is not limited to the following:

- Unwelcome sexual advances of a student by another student; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication (including electronic communication) of a sexual nature (including sexual assault) that adversely affects the student in the ways set forth above.
- Abusive or coercive behavior or dating violence against one student by another student where a dating partner uses threats of, or actually uses physical, emotional, economic, technological, or sexual abuse to exert power or control over a current or former dating partner.
- Welcome AND unwelcome sexual advances of a student by a school employee; requests for sexual favors of a student by a school employee; sexually motivated physical, verbal, or nonverbal conduct by a school employee directed at a student; or other conduct or communication (including electronic communication) of a sexual nature directed to a student by a school employee.

A hostile environment exists if the harassment is sufficiently serious that it denies or limits the complainant's ability to participate in or benefit from the school's program (e.g., skipping class, dropping out of an activity, having trouble concentrating in class).

Retaliation includes any adverse action taken against an individual because they reported sexual harassment, dating violence, or discrimination, provided information, witnesses, assisted, participated, or refused to participate in an investigation or proceedings in relation to any of those acts. Rocketship prohibits retaliation against any individual who has made a complaint

pursuant to this policy in good faith, assisted in an investigation, or otherwise exercised rights protected by law. Rocketship also prohibits taking any adverse action against an individual based on an unsubstantiated allegation or rumor of harassment. Any student who is subject to retaliation in violation of this policy or who knows of another student who has been subject to retaliation is urged to report it as soon as possible to school staff or the Title IX Compliance and Civil Rights Officer.

Reporting Process

Reports of Discrimination or Harassment - General. Students, parents or staff should report a claim of discrimination or harassment and the alleged acts promptly to a teacher, counselor, or school administrator. Reports do not have to be made by the complainant. Reports can be made in person, by mail, by telephone, or by email, using the complaint form attached below. A school employee who receives a report of discrimination that may be considered harassment, sexual harassment, dating violence, stalking, or retaliation under Title IX, has knowledge or should reasonably know about the aforementioned violations should promptly notify Rocketship's Title IX Compliance and Civil Rights Officer for next steps.

Reports of a Title IX Violation. Reports of alleged acts that may be considered harassment, sexual harassment, dating violence, stalking, or retaliation subject to review under Title IX should be made to the Title IX Compliance and Civil Rights Officer:

Renita Thukral
Title IX Compliance and Civil Rights Officer
350 Twin Dolphin Drive, Suite 109 Redwood City, CA 94056 rthukral@rsed.org

The Title IX Compliance and Civil Rights Officer is the Rocketship staff member designated by Rocketship to coordinate its responsibilities under Title IX. Upon receipt of a complaint, Rocketship will provide information to the complainants about about the investigation process, about their rights under Title IX and other relevant laws.

Confidentiality
To the greatest extent possible, Rocketship shall respect the privacy of individuals who report potential violations of this policy, individual(s) against whom a report is filed, and witnesses. Rocketship will notify individuals/agencies of incidents of discrimination only to the extent allowed by law. Any notifications to other parties will be made only to ensure that services are provided to the complainant(s) and respondent and to protect the complainant(s) from further or sustained victimization. The Title IX Compliance and Civil Rights Officer/designee conducting the investigation will be responsible for making determinations about confidentiality. Rocketship will maintain as confidential any supportive measures provided to the complainant or respondent, to

the extent that maintaining such confidentiality would not impair the ability of Rocketship to provide the supportive measures.

Process for Investigating Complaints of Discrimination and Harassment

General Complaints of Discrimination and Harassment. Complaints of discrimination or harassment that do not involve allegations of Title IX violation or allegations of sexual harassment should be made under the General Complaint Procedures described under the Notification of Rights and Assurances section of this Handbook..

Complaints under Title IX. Complaints governed by Title IX of the Education Amendments of 1972 are reported to the Title IX Compliance and Civil Rights Officer and an investigation of those complaints are conducted promptly and impartially pursuant to related Title IX Complaint Procedures outlined under the Notification of Rights and Assurances section of this Handbook.

Bullying Prevention

“Bullying” is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation, or harm. Bullying may be repeated behavior and involves an imbalance of power. The behavior may be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; physical attributes; physical or mental ability or disability; and social, economic, or family status.

Bullying behavior can be:

- Physical (e.g. assault, hitting or punching, kicking, theft, threatening behavior
- Verbal (e.g. threatening or intimidating language, teasing or name-calling, racist remarks)
- Indirect (e.g. spreading cruel rumors, intimidation through gestures, social exclusion, and sending insulting messages or pictures by mobile phone or using the internet – also known as cyber bullying)

Alleged incidents of bullying will be promptly investigated by designated Rocketship staff members. Rocketship Public School’s policy and procedures for addressing bullying complaints through either the general complaint procedures or the Title IX procedures (as appropriate) are described under the Notification of Rights and Assurances section of this Handbook.

Suspension and Expulsion Policy

We believe that our students are best served when they are present at school every day. However, we recognize that situations may occur when a student commits a behavioral offense that is so severe that the student may become subject to suspension or expulsion.

A student may be disciplined, suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at a Rocketship school or at any other school or a school-sponsored event at any time including but not limited to: while on school grounds; while going to or coming from school; during the lunch period, whether on or off the school campus; and during, going to, or coming from a school-sponsored activity. Students may also be subject to disciplinary action for off-campus behavior if it creates a substantial disruption to the school environment or interferes with another student's ability to participate in the school program.

In-School Suspension

In-school suspension ("ISS") provides an alternative to out-of-school suspension. ISS allows students to be counted present and provides an in- school opportunity for them to complete and receive credit for class assignments. During ISS, students will complete schoolwork in a location separate from their class. ISS is not intended to be an alternative to or long-term replacement of the student's regularly scheduled class.

ISS may be used in the event that a student is engaging in prohibited conduct that is making the classroom environment physically or emotionally unsafe for other students or that severely disrupts a class or school-sponsored activity;

Only the Principal or Assistant Principal, with prior approval from his/her supervisor, shall assign a student to ISS. Students assigned to ISS must have written notification of the date and duration of the ISS assignment. Assignment to ISS and the scheduling of the days assigned are at the Principal's discretion.

Principals should place the student in ISS as soon as possible after the infraction is reported. The principal will ensure that:

- Students assigned to ISS are provided a safe, positive environment
- Students assigned to ISS are properly supervised; and
- Students assigned to ISS are allowed to complete class work assigned during his/her placement in ISS.
- All class work for students is obtained, academic assistance is provided as necessary, and completed work is returned to the student's classroom teacher.

- Activities of academic value are provided for the student when the classroom teacher's work is not provided or is insufficient for ISS time assigned.
- Additionally, classroom teachers will:
- Provide classwork commensurate to the work missed for a student in ISS.
- Record a student in ISS as present. There will be no attendance-related penalty for assignment to ISS.
- Evaluate the student's work completed in ISS and give credit for work completed in ISS.
- Ensure that students in ISS receive credit for attendance and full credit for work completed.

The student's parent/guardian must be notified of a student's assignment to ISS at the time that the ISS placement is scheduled. The Principal should contact a parent/guardian by phone or in-person meeting. If the parent/guardian cannot be reached in this manner, the Principal or his/her designee may make contact through e-mail.

Out of School Suspensions and Expulsion

When disciplinary infractions occur on campus, our Principals are expected to respond in accordance with our Student Discipline Policy, which encourages positive behavioral interventions and supports and outlines available in-school disciplinary actions. The decision to pursue a suspension is, in most circumstances, largely at the discretion of the school leadership team in accordance with state law and should only be considered in cases of egregious behavioral infractions – and, even then, should be viewed as a last resort—as we believe that our students are best served when they are present at school every day. Recommendations for expulsion should not be pursued except in the most extreme cases, as our policy is to do whatever it takes to serve every student who enrolls in a Rocketship school.

If a situation does arise where a Principal feels that the student should be suspended or recommended for expulsion, this policy was written to guide the process. The policy has been written in accordance with relevant federal and state laws and regulations. It addresses grounds for suspension and expulsion; suspension and expulsion procedures; the maintenance of disciplinary records; student appeal rights; rehabilitation and readmission; and special procedures for the consideration of suspension and expulsion of students with disabilities.

I. Grounds for Suspension and Expulsion
In Wisconsin, students may, at the discretion of the Principal in consultation with his/her manager, be suspended for any of the following reasons, in accordance with Wis. Stat. § 120.13(1)(b):

A. Disobeying school rules.

B. Conveying any threat or false information concerning an attempt or alleged attempt being made to destroy school property by explosives.
C. Conduct while at school, or under the supervision of a school authority, which endangers the property, health, or safety of others.
D. Conduct while not at school, or while not under the supervision of a school authority, which endangers the property, health, or safety of others at school or under the supervision of a school authority or endangers the property, health, or safety of any Rocketship employee. Conduct that endangers a person or property includes making a threat to the health or safety of a person or making a threat to damage property.

Students may be expelled for any of the following reasons:

A. If the Board finds the student guilty of repeated refusal or neglect to obey school rules.
B. For threatening to destroy school property by explosives.
C. For engaging in conduct while at school or under the supervision of a school authority which endangered the property, health or safety of others.
D. For conduct while not at school or while not under the supervision of school authority which endangered the property, health or safety of others at school or under the supervision of a school authority or endangered the property, health or safety of any Rocketship employe
E. For conduct that endangers a person or property, including making a threat to the health or safety of a person or making a threat to damage property.

II. Suspension Procedures

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded by a conference conducted by the Principal or the Principal's designee with the student. At the conference, the student shall be informed of the reason for the disciplinary action.

Notice to Parents/Guardians

At the time of the suspension, the Principal or designee shall promptly call the parent/guardian of the minor student and give notice of the suspension and the reasons for the suspension. The Principal or designee shall also mail a copy of the suspension to the parent/guardian.

Suspension Time Limits/Recommendation for Expulsion

A student may be suspended for a period of no longer than three consecutive school days. However, if a notice of an expulsion hearing has been sent, the student may be suspended for up to 15 consecutive school days.

Right to Appeal

A parent or student may, within five school days following the commencement of a suspension, have a conference with the Vice President of Schools or his/her designee. The designee may not be the principal, staff member, or a teacher in the child's school. If the Vice President of Schools or his/her designee finds that the child was suspended unfairly or unjustly, or the suspension was inappropriate given the nature of the offense, or the child suffered undue consequences or penalties as a result of the suspension, reference to the suspension must be removed from the child's records. The finding must be made within 15 days of the conference.

Rights During Suspension

The suspended student shall not be denied the opportunity to take any quarterly, semester or grading period examinations or to complete coursework missed during the suspension period.

Disciplinary Records
RSPS shall maintain records of all student suspensions and expulsions at RSPS Schools.

III. Expulsion Procedures

Delegation of Authority

The Rocketship Public Schools Wisconsin Board ("the Board") shall appoint an independent hearing panel ("Panel") or independent hearing officer ("Officer") to hear and conduct expulsions The Panel or Officer may expel any student found to have committed an expellable offense

Hearing

Prior to expelling a Rocketship student in Wisconsin, the Panel /Officer shall hold a hearing. Upon request of the student's parent or guardian, the hearing shall be closed to the public. The student may be represented at the hearing by counsel. The board shall keep written minutes of the hearing. Upon the ordering by the Panel /Officer of the expulsion of a student, Rocketship shall mail a copy of the order to the student's parent or guardian.

No less than five days prior to the hearing, written notice of the hearing shall be sent to the student and, if the student is a minor, to the student's parent or guardian. The notice shall state all of the following:

- The specific grounds and the particulars of the student's alleged conduct upon which the expulsion proceeding is based.
- The time and place of the hearing.
- That the hearing may result in the student's expulsion.
- That, upon request of the student and, if the student is a minor, the student's parent or guardian, the hearing shall be closed.
- That the student and, if the student is a minor, the student's parent or guardian may be represented at the hearing by counsel.
- That the Committee shall keep written minutes of the hearing.
- That if the Committee orders the expulsion of the student the school district clerk shall mail a copy of the order to the student and, if the student is a minor, to the student's parent or guardian.
- That if the student is expelled by the Committee the expelled student or, if the student is a minor, the student's parent or guardian may appeal the school board's decision to the Board.
- That the state statutes related to student expulsion are §§ 119.25 and 120.13 (1).

If the Panel or Officer orders an expulsion of the student, within 30 days after the date on which the order is issued, the Board shall review the expulsion order and shall approve, reverse or modify the order. The order of the hearing officer or panel shall be enforced while the Board reviews the order.

Record of Hearing

The Officer or Panel shall keep a full record of the hearing. Each party shall be informed of the right to a complete record of the proceeding. Upon request, the Officer or Panel shall direct that a transcript of the record be prepared and that a copy of the transcript be given to the pupil's parent or guardian.

Written Notice to Expel

The Principal or designee following a decision of the Officer or Panel to expel shall send written notice of the decision to expel, including the Officer or Panel’s adopted findings of fact, to the student and parent/guardian. This notice shall also include the following:

- Notice of the specific offense committed by the student.
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Rocketship.

Right to Appeal

The student’s parent/guardian shall have the right to appeal the decision to expel the student to the Board. The request to appeal must be made in writing and shall be submitted to the Board within fifteen business days of being made aware of the decision to expel the student. The appeal shall be heard by the Board within thirty days of receipt of the appeal.

Admission of Expelled Students

The decision to readmit a pupil who has been expelled from a Rocketship school shall be in the sole discretion of the Board following a meeting with the Principal and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon RSPS's capacity at the time the student seeks readmission.

The decision to admit a pupil who has previously been expelled from another school, school district or charter school shall be in the discretion of the Principal following a meeting with the pupil and guardian or representative to determine whether the pupil poses a threat to others or will be disruptive to the school environment. Where applicable, the Principal may also consider whether the pupil has completed any rehabilitation plan or other improvement measures prescribed by the pupil’s previous school. The Principal shall make a recommendation following the meeting regarding his or her determination. The pupil's admission is also contingent upon RSPS's capacity at the time the student seeks admission.

IV. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

Services During Suspension

Students suspended for more than 10 school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

Within 10 school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the school, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If the school, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the school, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

1. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the school had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
2. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
3. Return the child to the placement from which the child was removed, unless the parent and the school agree to a change of placement as part of the modification of the behavioral intervention plan.

If the school, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student’s disability and that the conduct in question was not a result of the failure to implement the IEP, then the school may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeal

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or RSPS believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to

others, may request an expedited administrative hearing through the Division of Hearings and Appeals.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the school, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the school agree otherwise.

Special Circumstances

Rocketship personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than 45 days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function;
- Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP team. Procedures for Students Not Yet Eligible for Special Education Services A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the RSPS's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the school had knowledge that the student was disabled before the behavior occurred.

The school shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to school supervisory or administrative personnel, or to one of

the child's teachers, that the student is in need of special education or related services.
- The parent has requested an evaluation of the child.
- The child's teacher, or other school personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other school supervisory personnel.

If the school knew or should have known the student had a disability under any of the three circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the school had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The school shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the school pending the results of the evaluation.

The school shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Campus Access and Visitor Policy

Rocketship strives to create campuses that are welcoming to families, volunteers, and community members while maintaining a safe and secure environment for students and staff. This policy addresses management of the campus access points; prohibitions against loitering; procedures for visitor registration; procedures to follow when arranging for a campus visit; and barring an individual from campus. "Campus" in this policy is defined as the entire indoor and outdoor premises, including the school building(s), sidewalks, parking lots, driveways, playgrounds, and courtyards.

Campus Access Points
Whenever students are in the building, the front office, and controlled access points to each Rocketship campus will be supervised by a Rocketship staff member. Visitors will also be required to undergo an ID check, a registered sex offender check, and adhere to any other security measures (i.e., sign-in/sign-out sheets) that the school has implemented. The school will inform visitors of any specific follow-up that may be required for visitors who are not able to provide proper identification or who are flagged with a sex offender offense.
All doors leading into school buildings should remain closed and locked at all times and only opened by authorized staff members.

Loitering

Parents/guardians and other visitors, including children who are not students at the school, shall not loiter on the school premises, including in the parking lot and outside school buildings. This includes children of staff members who are students at another school. The parking lot shall be used for picking up and dropping off students, and while conducting business.

Parents/guardians and other visitors are expected to leave the campus premises upon the conclusion of any business matters or after dropping their student off at school. If a parent or guardian wishes to visit the school to view the educational program, the visitor must adhere to the following procedures, which have been developed to ensure the safety of students and staff as well as to minimize interruption of the instructional program.

Visitor Registration and Passes/Badges

- All visitors (including Rocketship Public Schools regional and national staff members) must be registered and checked in via VisitU with their current government issued ID with the security guard immediately upon entering any school building or grounds at any time that students are in the building. Schools will be required to provide a sign-in sheet for any event held on campus.
- If visitors are flagged with a sex offender offense, security will deny entry and connect them with school administrators. ***This will not prohibit families from picking up their student for dismissal if they are listed as an allowed pick-up person on the Powerschool pick up list.***
- The Principal, or designee, may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor is in possession of a firearm; or the visitor's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substance.
- Visitors in disguise or costume will not be allowed entrance onto campus without prior agreement with the school administration.
- After registering with the security guard, visitors who are not Rocketship employees will be issued a VisitU badge that they must display at all times while on campus. Rocketship regional/national staff ("Network Support") will receive a badge from the Regional Director of Operations. Network Support staff must display their badge on their persons at all times while at a school site. If a Network Support staff member forgets his/her badge, he/she will need to register with VisitU and obtain a Visitor's Pass from the front office or security.
- All visitors must also sign out when leaving the campus.
- The Principal or designee may withdraw consent for an individual to be on campus, even if the visitor has a right to be on campus, whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering

with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.

- The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements, law enforcement may be notified and he/she may be guilty of a misdemeanor.

Arranging for a Campus Visit

Visits during school hours by non-Network Support or other Rocketship staff members should be arranged with the teacher and Principal (or designee) in advance. Teacher conferences should be arranged by appointment in advance and must be scheduled to take place during non-instructional time. Parent/guardians who want to visit a classroom during school hours should first obtain approval from the classroom teacher and the Principal or designee. Classroom observations should be requested in advance and are approved at the Principal or designee's discretion.

No electronic listening or recording device may be used by students or visitors in a classroom without the teacher's and Principal's written permission. Failure to abide by this is a violation of this Policy and may subject a visitor to losing his/her privilege to be on campus in accordance with Section III above.

Visitor Conduct

All visitors, regardless of their reason for being on campus, are expected to act in accordance with all Rocketship rules and policies while on the school premises. Visitors are strictly prohibited from having any physical contact with any student for any reason, including touching, grabbing, or holding a student. Visitors are also strictly prohibited from scolding, disciplining, or yelling at any student. If a visitor has a concern about a student's conduct, the visitor should promptly alert a Rocketship staff member.

This policy also applies to conduct during virtual programming (i.e., virtual instruction, events, etc.). Individuals who appear at a virtual event with a Rocketship student and whose conduct violates this policy will receive consequences in accordance with Rocketship policies.

Withdrawing Consent for Individuals to be on Campus

Rocketship recognizes that situations could arise where it may become necessary for the Principal and/or the Principal's supervisor to prohibit an individual from entering or remaining on a Rocketship campus. Such situations may include an individual's possession or reasonable

suspicion of an individual's possession of a firearm, an individual engaging in violence, threats of violence, harassment, or any other behavior that the Principal deems to be disruptive of the learning environment or in violation of Rocketship policy. Such actions will comply with any relevant state law requirements.

Withdrawal of consent is specific to each individual Rocketship campus and its related activities. Principals generally have the authority to withdraw consent for a disruptive individual, and to do so, they must follow Rocketship's internal protocol and comply with all applicable laws. Principals may not withdraw consent for an individual beyond his/her particular campus, unless specific authorization is granted by the Director of Schools or the legal department. It is the responsibility of the Business Operations Manager, Office Manager, and school security to:

- Enforce photo identification verification 100% of the time to ensure no barred individuals enter the building.
- Document and maintain procedures for pick-up, drop-off and any documentation related to the barring notice at the front desk.
- Determine, at the time of the incident and in collaboration with the Principals, whether the local police must be contacted.
- Maintain an accurate and current list of individuals who have been issued a Withdrawal of Consent notice.
- Enforce the Withdrawal of Consent notice by escorting individuals out of the building and off school grounds in a peaceful, quiet, and orderly fashion.
- Not engage any prohibited individual off school grounds using combative language, tone, or action.
- Contact the local police department in the event that an individual becomes physically confrontational or refuses to comply with the Withdrawal of Consent notice.

Refusal to Leave Campus

Anyone who refuses to leave after being asked by the Principal, or who enters the premises (including parking lots, playground, sidewalks, and school building) without proper authorization in accordance with this policy, may become subject to the local criminal laws regarding trespass and unlawful entry.

Further conduct of this nature by the visitor may lead to the School's pursuit of a restraining order against such visitor which would prohibit him/her from coming onto school grounds or attending School activities for any purpose for a statutorily prescribed period.

The Principal or designee may seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.

Medication Administration Policy

Rocketship is committed to supporting the health of its students and meeting the needs of students with medical conditions, in compliance with Wisconsin laws. This policy addresses the requirements for students who need to take medication during the school day, including required documentation and training for staff members. The policy also addresses emergency medical situations; epinephrine auto-injectors; and asthma inhalers.

I. **Medication Information Form**

Before medication can be kept or administered at Rocketship, a student's parent/guardian must complete and submit a Medication Information Form. The Information Form must include:

- Written authorization, signed by the student's parent/guardian, that states:
    - The name of the student;
    - Emergency contact information for the student's parent/guardian;
    - Contact information for the student's licensed health practitioner;
    - The name, purpose, and prescribed dosage of the medication;
    - The frequency that the medication is to be administered;
    - The possible side effects of the medication as listed on the label;
    - Special instructions or emergency procedures;
    - In the case of self-administered medication, confirmation that the student has been instructed in the proper technique for self-administration of the medication and has demonstrated the ability to self-administer the medication effectively.
    - That an employee or agent of the school may administer medication to the student in accordance with all applicable Wisconsin laws and regulations; or
    - in the case of self-administration, the student may possess and self-administer the medication at Rocketship, at Rocketship-sponsored activities, and while on Rocketship-sponsored transportation; and
    - that the name of the student may be distributed to appropriate school staff, as determined by the Principal.
- Written acknowledgment that Rocketship Public Schools, or an employee or agent of Rocketship Public Schools shall be immune from civil liability for the good-faith performance of responsibilities in accordance with this policy.

Immediately following any changes regarding the health or treatment of the student, the parent/guardian must submit an amended Medication Information Form to Rocketship. All Medication Information Forms must be updated at least annually.

II. **Administration of Medication**

In accordance with Wis. Stat. 118.29(2), a Rocketship employee may administer or assist in the self-administration of the following:

- Prescription drug products, in compliance with the written instructions of a practitioner, with parent/guardian consent. The prescription drug must be supplied in the original package, and the package must specify the name of the pupil, the name of the prescriber, the name of the prescription drug, the dose, the effective date, and the directions in legible format.
- Nonprescription drug products which may lawfully be sold over the counter without a prescription to a pupil, in compliance with the written instructions and consent of the pupil's parent or guardian and the written approval of the pupil's licensed health care practitioner. The nonprescription drug product must be supplied in the original manufacturer's packaging, and the package must list the ingredients and recommended therapeutic dose in a legible format.
- Epinephrine and glucagon, as described in this policy.
- First aid emergency care, in accordance with Wis. Stat. § 118.29(3)

School staff should NOT provide any over-the-counter medications or therapeutic/homeopathic remedies (i.e. cough drops, herbal teas) to students unless the student has:

- a note from an authorized health care provider that prescribes the use of the remedy, including the amount or dose to be given, and the method and timing of the administration; AND
- a written statement from a parent/guardian permitting the use of the remedy at the school.

III. Epinephrine

Student Possession and Self-Administration

Pursuant to Wis. Stat. 118.292, a student may possess and use an epinephrine auto-injector if the following conditions are met:

- The student uses the epinephrine auto-injector to prevent the onset or alleviate the symptoms of an emergency situation.
- Rocketship obtains the written approval of the student's physician and the written approval of the student's parent or guardian, in accordance with the requirements in Section I above.

In accordance with Wis. Stat. 118.292(2), Rocketship Public Schools and its personnel shall not be civilly liable for any injury incurred by a student or any other individual as a result of a student using an epinephrine auto-injector under this policy.

School Administration in Emergency Situations

Pursuant to Wis. Stat. § 118.2925(1), Rocketship schools in Wisconsin may adopt a plan for the management of pupils attending the school who have life-threatening allergies. This plan shall

specify the training necessary for use of epinephrine auto-injectors and must be approved by a physician. Any school that adopts this plan must make the plan available on its website.

Once a school has adopted a plan, the school may obtain a prescription for epinephrine autoinjectors in the name of the school prescribed by a physician, advanced nurse practitioner, or physician assistant.

The school may authorize the school nurse or designated school personnel to do any of the following on school premises or at a Rocketship-sponsored activity:

- Provide an epinephrine auto-injector to a student to self-administer the epinephrine auto-injector in accordance with a prescription specific to the student that is on file with the school.
- Administer an epinephrine auto-injector to a student in accordance with a prescription specific to the student that is on file with the school.
- Administer an epinephrine auto-injector to a student or other person who the school nurse or designated school personnel in good faith believes is experiencing anaphylaxis in accordance with a standing protocol from a physician, an advanced practice nurse prescriber, or a physician assistant, regardless of whether the student or other person has a prescription for an epinephrine auto-injector. If the student or other person does not have a prescription for an epinephrine auto-injector, or the person who administers the epinephrine auto-injector does not know whether the student or other person has a prescription for an epinephrine auto-injector, the person who administers the epinephrine auto-injector shall, as soon as practicable, report the administration by dialing 911.

In accordance with Wis. Stat. 118.2925(5), Rocketship Public Schools and its designated school personnel, and a physician, advanced practice nurse prescriber, or physician assistant who provides a prescription or standing protocol for school epinephrine auto-injectors, are not liable for any injury that results from the administration or self-administration of an epinephrine auto-injector under this policy, regardless of whether authorization was given by the student's parent or guardian or by the student's physician, physician assistant, or advanced practice nurse prescriber, unless the injury is the result of an act or omission that constitutes gross negligence or willful or wanton misconduct. The immunity from liability provided under this subsection is in addition to and not in lieu of that provided under Wis. Stat. 895.48.

Pursuant to Wis. Stat 218, this section also applies to epinephrine pre-filled syringes.

IV. Asthmatic Pupils

Pursuant to Wis. Stat. § 118.291(1r), a student with asthma may possess and use a metered dose inhaler or dry powder inhaler while at school, at a Rocketship-sponsored activity, or under the supervision of a Rocketship authority, if all of the following conditions are met:

- The student uses the inhaler before exercise to prevent the onset of asthmatic symptoms or uses the inhaler to alleviate asthmatic symptoms;
- Rocketship obtains the written approval of the student's physician and the written approval of the student's parent or guardian, in accordance with the requirements in Section I above.

In accordance with Wis. Stat. § 118.291(2), Rocketship and its personnel shall not be civilly liable for injury to a student caused by a Rocketship employee who prohibits a student from using an inhaler because of the employee's good faith belief that the requirements of Wis. Stat. 11.291(1r) had not been satisfied or who allows a student to use an inhaler because of the employee's good faith belief that the requirements of sub. (1r) had been satisfied.

V. Glucagon

In accordance with Wis. Stat. § 118.2925(2), a Rocketship employee, agent, or volunteer may administer glucagon to any student who Rocketship knows is diabetic and who appears to be experiencing a severe low blood sugar event with altered consciousness. As soon as practicable, Rocketship must report this administration to an emergency medical service provider.

VI. Resuscitation

Rocketship school employees are trained and expected to respond to emergency situations without discrimination. If any student or staff member needs resuscitation, staff shall make every effort to resuscitate him/her. Staff members are prohibited from accepting or following any parental or medical"do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed, and such advance directives shall not be communicated to staff.

VII. Storage of Medication

In accordance with Wis. Stat. § 118.29, any prescription or nonprescription drug supplied by a student's parent/guardian must be in the original manufacturer's package.

Nonprescription drugs must list the ingredients and recommended therapeutic dose. Prescription drugs must specify the name of the student, the name of the prescriber, the name of the prescription drug, the dose, the effective date, and the directions in a legible format.

VIII. Training

Training is required for any Rocketship employee or volunteer before he/she administers any non-prescription or prescription drug product in the following manners: injected into a student; inhaled by a student; rectally administered to a student; or administered into a nasogastric, gastronomy, or jejunostomy tube. Any such training must be approved by the Wisconsin Department of Education.

This training requirement does not apply to health care professionals or for cases in which medication is administered orally.

IX. Maintenance of Records

Rocketship will create and maintain a list of students with valid Medication Information Forms, including the emergency contact information for each student. The Principal may distribute the list among appropriate employees or agents.

X. Misuse

A student who self-administers medication while at school, at a school-sponsored activity, or while on school-sponsored transportation for a purpose other than his or her own treatment will be subject to disciplinary action in accordance with Rocketship's Student Discipline Policy. Such disciplinary action shall not limit or restrict the access of a student to his or her prescribed medication. Rocketship will promptly notify the student's parent/guardian of any disciplinary action imposed.

XI. Limitation of Liability

Pursuant to Wis. Stat. 118.29(2)(a)(3), Rocketship Public Schools and its employees and volunteers who administer non-prescription or prescription drug products to students under this policy are immune from civil liability for their acts or omissions unless (1) the act is in violation of the training requirements in this policy or (2) the act or omission constituted a high degree of negligence. This does not apply to health care professionals.

Additionally, Rocketship principal who authorize an employee or volunteer to administer a non-prescription or prescription drug product to a student under this policy is immune from civil liability for the act of authorization unless it constitutes a high degree of negligence or the principal authorizes a person who has not completed the required training under this policy.

Policy Appendix - Tennessee

Mandated Reporter Policy

In Tennessee, certain professionals are required to report known or suspected child abuse and neglect. School teachers, administrators, counselors and staff are legally mandated reporters. As an employee of a Rocketship Education school, or an employee of the Rocketship Network Support office who has regular contact with children, you are a Mandated Reporter.

This “Mandated Reporter Policy” is intended to inform Rocketship Education employees of their responsibilities and rights under Tennessee Code Annotated, Title 37, Chapter 1, Part 4, as well as the procedures for complying with the statute.

What Types of Abuse Must Be Reported?

Under state law, child abuse is defined as any wound, injury, disability, or physical or mental condition that is of such nature as to reasonably indicate that it has been caused by brutality, abuse, or neglect or that, on the basis of available information, reasonable appears to have been caused by such. For practical purposes, the descriptions of abuse under the California section of this handbook also apply in Tennessee.

Possible indicators of abuse or neglect may include:

- The child has repeated injuries that are not properly treated or adequately explained.
- The child begins acting in unusual ways ranging from disruptive and aggressive behaviors to passive and withdrawn behaviors.
- The child acts in the role of parent toward their brothers and sisters or even toward their own parents.
- The child may have disturbed sleep (nightmares, bed wetting, fear of sleeping alone, needing a nightlight, etc.).
- The child loses his/her appetite, overeats, or may report being hungry.
- There is a sudden drop in school grades or participation in activities.

- The child may act in stylized ways, such as sexual behavior that is not normal for his/her age group.

Procedures for Reporting:

1. The moment you have a reasonable cause to suspect abuse or neglect or the threat of abuse or neglect, you must immediately inform, by telephone or personally, the county department, a licensed child welfare agency or the police department of the facts and circumstances contributing to a suspicion of abuse.

2. In the Nashville Area, you can contact the: Department of Children's Services, Central Intake (877) 237-0004 or (877) 54ABUSE [(877) 542-2873] or Metro Nashville Police Department (615) 862-8600. If you feel that the child is in immediate danger, please dial 911.
3. Joint Knowledge

    1. It is the policy of Rocketship Education to report suspicion of abuse to the Principal of the school, unless the Principal is the subject of the suspicion. REMEMBER, reporting the information to a supervisor, principal, coworker or any other person shall not be a substitute for making a mandated report to one of the agencies specified above.
    2. All mandated reporters with knowledge should make a report.
    3. Knowledge that a report has already been made by an outside party is not a substitute for making a mandated report.
4. Reporting Abuse to Parents or Legal Guardians

    1. If a teacher, school official or other school personnel makes a report as required by this policy and has reasonable cause to assume that the abuse occurred on school grounds or while the child was under supervision or care of the school (including transportation to and from school), the Principal or Assistant Principal shall verbally notify the parent or legal guardian of the student that a report has been made. The Principal shall also provide other information relevant to the future well-being of the child while under the supervision or care of the school to the parent or legal guardian within twenty-four (24) hours. Such notice shall not be sent to any parent or legal guardian if there is reasonable cause to believe that such parent or legal guardian may be the perpetrator or in any way responsible for the child abuse or child sexual abuse. If the Principal is the suspected abuser, the reporting person shall make efforts not to involve the suspect in the conversation with the parent or guardian.
    2. Once notice is sent, the Principal shall provide to the parent or legal guardian all school information and records relevant to the alleged abuse or sexual abuse, if

requested by the parent or legal guardian, provided such information is edited to protect the confidentiality and identity of the person who made the report, or other person whose life or safety may be endangered by the disclosure, and any information made confidential by federal law.

5. Within a six (6) hour period of reporting the neglect and/or abuse to the authorities, the reporting person(s) shall make a written summary of his/her report. One copy shall be retained in the Principal's office, unless the Principal is the suspected abuser, and the person making the report shall keep one copy. Nothing in the reporting procedures shall eliminate the staff member's legal responsibility to directly make a report to the authorities stated above.

What Should the Report Include?

A report of child abuse shall include, to the extent known, the following:

- The name, address and age of the child
- The name and address of the person(s) responsible for the care of the child
- The nature and extent of the abuse or neglect
- Any other pertinent information that may relate to the cause or extent of the abuse or Neglect.

Immunity and Confidentiality

By law, the person reporting in good faith shall be immune from any civil or criminal action and his/her identity shall remain confidential except when the juvenile court determines otherwise.

Abuse and neglect reports are not part of the educational record and shall be maintained separately from the educational record in a secured location. They are not subject to the disclosure and other requirements of the Federal Education Rights and Privacy Act (FERPA).

Failure to Report

Any person who knowingly fails to make a report required by § 37-1-403 commits a Class A misdemeanor.

Making False Reports

Any person who either verbally or by written or printed communication knowingly and maliciously reports, or causes, encourages, aids, counsels or procures another to report a false accusation of child sexual abuse or false accusation that a child has sustained any wound, injury, disability or physical or mental condition caused by brutality, abuse or neglect commits a Class E felony.

Student Dress Code

Student uniforms help minimize disruption during the school day, promote respect for oneself and others, and foster school/community spirit. Students are expected to wear the Rocketship uniform to school every day.

The Rocketship uniform consists of a khaki bottom (pants, shorts, dress, skirt, or skorts) and a dark purple collared shirt. Students may also wear a Rocketship polo shirt or t-shirt, which can be purchased from the school Office Manager. Shirts must be tucked in at all times, which Rocketship considers being “dressed for success.”

Students should also wear closed toe shoes. Sandals are not considered to be safe or appropriate for school.

The following are considered to be dress code violations and are NOT permitted on any Rocketship campus:

- Dresses and shorts which are shorter than mid-thigh
- Thin strap shirts/blouses (thinner than two inches)
- Tank tops (including white, ribbed undershirts)
- Clothing or accessories that are sexually provocative
- Clothing or accessories that identify a student with non-school clubs, profanity, obscenity, references to drugs, alcohol, tobacco, gangs (e.g., red, blue, yellow, color) or prison culture, name insignia
- Attire with writing that degrades individuals or groups
- Body piercings that create a safety hazard are not acceptable; moderate sized earrings are acceptable
- Platform shoes or high heels over 2.5 inches high
- Underwear or undergarments that are visible
- Exposed midriff areas
- Pants that sag around the waist
- Intentionally torn pants or jeans
- Untied shoelaces
- Hats, bandanas, non-religious head coverings
- Sunglasses may not be worn in the building, but may be worn outside to protect from the sun

Students who repeatedly do not come to school in uniform may lose privileges. In addition, Rocketship may contact the student’s parent/guardian to discuss the dress code violation.

Discrimination, Harassment, Intimidation, and Bullying Policy

Statement of Non-Discrimination

Rocketship is committed to equal opportunity for all individuals in education. Harassment, intimidation, bullying, and sexual harassment are all forms of discrimination and are disruptive behaviors that interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. Rocketship prohibits discrimination in all forms, inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means. It does not discriminate against any student or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic.

Rocketship adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004. Rocketship is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX (sex), Title VI (race, color, or national origin), and Section 504 and Title II of the ADA. Rocketship prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.

Rocketship does not condone or tolerate harassment of any type, including bullying, discrimination, or intimidation, by any employee, independent contractor or other person with which the Rocketship does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. To the extent possible, Rocketship will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to respond to such behaviors in a timely manner. Rocketship school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so. Rocketship will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Harassment and Retaliation Prohibited

Harassment is a form of discrimination and Rocketship is committed to maintain a learning environment that is free from harassment. Rocketship prohibits harassment based on an individual's membership in a protected class by a student, teacher, administrator or other school

personnel, by any other person who is participating in, observing, or otherwise engaged in school activities, including sexual harassment and harassment consistent with Title IX, 20 U.S.C. § 1681 et seq. and State law. It prohibits harassment based upon race, color, religion, national origin, sex, age, personal appearance, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a complainant of an intrafamily offense, place of business or residence, credit information, gender, gender identity, gender expression, marital status, sexual orientation, pregnancy, childbirth, reproductive health decisions, or related medical conditions, or any other basis protected by applicable law.

Prohibited Harassment includes, but is not limited to the following:

- Any unwelcome physical, verbal, nonverbal, or electronic conduct based on the aforementioned protected traits.
- Prohibited stalking involves a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others or suffer substantial emotional distress.

Prohibited Sexual Harassment includes, but is not limited to the following:

- Unwelcome sexual advances of a student by another student; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication (including electronic communication) of a sexual nature (including sexual assault) that adversely affects the student in the ways set forth above.
- Abusive or coercive behavior or dating violence against one student by another student where a dating partner uses threats of, or actually uses physical, emotional, economic, technological, or sexual abuse to exert power or control over a current or former dating partner.
- Welcome AND unwelcome sexual advances of a student by a school employee; requests for sexual favors of a student by a school employee; sexually motivated physical, verbal, or nonverbal conduct by a school employee directed at a student; or other conduct or communication (including electronic communication) of a sexual nature directed to a student by a school employee.

A hostile environment exists if the harassment is sufficiently serious that it denies or limits the complainant's ability to participate in or benefit from the school's program (e.g., skipping class, dropping out of an activity, having trouble concentrating in class).

Retaliation includes any adverse action taken against an individual because they reported sexual harassment, dating violence, or discrimination, provided information, witnesses, assisted, participated, or refused to participate in an investigation or proceedings in relation to any of those acts. Rocketship prohibits retaliation against any individual who has made a complaint pursuant to this policy in good faith, assisted in an investigation, or otherwise exercised rights

protected by law. Rocketship also prohibits taking any adverse action against an individual based on an unsubstantiated allegation or rumor of harassment. Any student who is subject to retaliation in violation of this policy or who knows of another student who has been subject to retaliation is urged to report it as soon as possible to school staff or the Title IX Compliance and Civil Rights Officer.

Reporting Process

Reports of Discrimination or Harassment - General. Students, parents or staff should report a claim of discrimination or harassment and the alleged acts promptly to a teacher, counselor, or school administrator. Reports do not have to be made by the complainant. Reports can be made in person, by mail, by telephone, or by email, using the complaint form attached below. A school employee who receives a report of discrimination that may be considered harassment, sexual harassment, dating violence, stalking, or retaliation under Title IX, has knowledge or should reasonably know about the aforementioned violations should promptly notify Rocketship's Title IX Compliance and Civil Rights Officer for next steps.

Reports of a Title IX Violation. Reports of alleged acts that may be considered harassment, sexual harassment, dating violence, stalking, or retaliation subject to review under Title IX should be made to the Title IX Compliance and Civil Rights Officer:

Renita Thukral
Title IX Compliance and Civil Rights Officer
350 Twin Dolphin Drive, Suite 109 Redwood City, CA 94056 rthukral@rsed.org

The Title IX Compliance and Civil Rights Officer is the Rocketship staff member designated by Rocketship to coordinate its responsibilities under Title IX. Upon receipt of a complaint, Rocketship will provide information to the complainants about the investigation process, about their rights under Title IX and other relevant laws.

Confidentiality

To the greatest extent possible, Rocketship shall respect the privacy of individuals who report potential violations of this policy, individual(s) against whom a report is filed, and witnesses. Rocketship will notify individuals/agencies of incidents of discrimination only to the extent allowed by law. Any notifications to other parties will be made only to ensure that services are provided to the complainant(s) and respondent and to protect the complainant(s) from further or sustained victimization. The Title IX Compliance and Civil Rights Officer/designee conducting the investigation will be responsible for making determinations about confidentiality. Rocketship will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of Rocketship to provide the supportive measures.

Process for Investigating Complaints of Discrimination and Harassment

General Complaints of Discrimination and Harassment. Complaints of discrimination or harassment that do not involve allegations of Title IX violation or allegations of sexual harassment should be made under the General Complaint Procedures described under the Notification of Rights and Assurances section of this Handbook..

Complaints under Title IX. Complaints governed by Title IX of the Education Amendments of 1972 are reported to the Title IX Compliance and Civil Rights Officer and an investigation of those complaints are conducted promptly and impartially pursuant to related Title IX Complaint Procedures outlined under the Notification of Rights and Assurances section of the Student/Parent Handbook.

Bullying Prevention

“Bullying” is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation, or harm. Bullying may be repeated behavior and involves an imbalance of power. The behavior may be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; physical attributes; physical or mental ability or disability; and social, economic, or family status.

Bullying behavior can be:

- Physical (e.g. assault, hitting or punching, kicking, theft, threatening behavior)
- Verbal (e.g. threatening or intimidating language, teasing or name-calling, racist remarks)
- Indirect (e.g. spreading cruel rumors, intimidation through gestures, social exclusion, and sending insulting messages or pictures by mobile phone or using the internet – also known as cyber bullying)

Alleged incidents of bullying will be promptly investigated by designated Rocketship staff members. Rocketship Public School’s policy and procedures for addressing bullying complaints through either the general complaint procedures or the Title IX procedures (as appropriate) are described under the Notification of Rights and Assurances section of the Student/Parent Handbook.

Suspension and Expulsion

We believe that our students are best served when they are present at school every day. However, we recognize that situations may occur when a student commits a behavioral offense that is so severe that the student may become subject to suspension or expulsion.

A student may be disciplined, suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at a Rocketship school or at any other school or a school-sponsored event at any time including but not limited to: while on school grounds; while going to or coming from school; during the lunch period, whether on or off the school campus; and during, going to, or coming from a school-sponsored activity. Students may also be subject to disciplinary action for off-campus behavior if it creates a substantial disruption to the school environment or interferes with another student's ability to participate in the school program.

When disciplinary infractions occur, our Principals are expected to respond in accordance with our Student Discipline Policy, which encourages positive behavioral interventions and supports and outlines available in-school disciplinary actions. The decision to pursue a suspension is, in most circumstances, largely at the discretion of the school leadership team in accordance with state law and should only be considered in cases of egregious behavioral infractions – and, even then, should be viewed as a last resort—as we believe that our students are best served when they are present at school every day. Recommendations for expulsion should not be pursued except in the most extreme cases, as our policy is to do whatever it takes to serve every student who enrolls in a Rocketship school.

If a situation does arise where a Principal feels that the student should be suspended or recommended for expulsion, this policy was written to guide the process. The policy has been written in accordance with relevant federal and state laws and regulations. It addresses grounds for suspension and expulsion; suspension and expulsion procedures; the maintenance of disciplinary records; student appeal rights; rehabilitation and readmission; and special procedures for the consideration of suspension and expulsion of students with disabilities.

I.Grounds for Suspension and Expulsion

In Tennessee, students may, at the discretion of the Principal in consultation with his/her manager, be suspended for any of the following offenses. Please note that if it is determined that a student has engaged in any of the following behaviors, the decision to suspend and/or recommend for expulsion is discretionary and in the judgment of the school Principal after considering all surrounding circumstances.

- Willful and persistent violation of the rules of the school;
- Immoral or disreputable conduct or vulgar or profane language;
- Violence or threatened violence against the person of any personnel attending or assigned to any public school;
- Willful or malicious damage to real or personal property of the school, or the property of any person attending or assigned to the school;
- Inciting, advising or counseling of others to engage in any of the acts enumerated above;
- Marking, defacing or destroying school property;
- Possession of a pistol, gun or firearm on school property;
- Possession of a knife and other weapons, as defined in T.C.A. § 39-17-1301 on school property;
- Assaulting a principal, teacher, school bus driver or other school personnel with vulgar, obscene or threatening language;
- Unlawful use or possession of barbital or legend drugs, as defined in T.C.A. § 53-10-101;
- One or more students initiating a physical attack on an individual student on school property or at a school activity, including travel to and from school or a school activity;
- Making a threat, including a false report, to use a bomb, dynamite, any other deadly explosive or destructive device, including chemical weapons, on school property or at a school sponsored event;
- Any other conduct prejudicial to good order or discipline in any public school; and
- Off-campus criminal behavior that results in the student being legally charged with a felony and the student's continued presence in school poses a danger to persons or property or disrupts the educational process.

Under Tennessee law, certain offenses are considered “zero tolerance” and will result in **mandatory expulsion**:

- A student determined to have brought to school or to be in unauthorized possession on school property of a firearm, as defined in 18 U.S.C. § 921, shall be expelled for a period of not less than one calendar year, except that the Board of Directors may modify this expulsion on a case-by- case basis.
- A student committing aggravated assault as defined in T.C.A. § 39-13-102 upon any teacher, principal, administrator, any other Rocketship employee.
- A student is unlawfully possessing any drug including any controlled substance, as defined in
  T.C.A. § 39-17-403 through § 39-17-415, controlled substance analogue, as defined by T.C.A. §
  39-17-454, or legend drug, as defined by T.C.A. § 53-10-101, shall be expelled for a period of not less than one calendar year, except that the Board of Directors may modify this expulsion on a case-by- case basis.

II. Suspension Procedures

Suspensions shall be initiated according to the following procedures:

Conference
Except in an emergency, a student shall not be suspended until that student has been advised of the nature of the student's misconduct, questioned about it, and allowed to give an explanation.

Notice to Parents/Guardians
Upon suspension of any student, other than for in-school suspension of one day or less, the principal shall, within twenty-four (24) hours, notify the parent or guardian and the director of schools or the director of schools' designee of:

- The suspension, which shall be for a period of no more than 10 days;
- The cause for the suspension; and
- The conditions for readmission, which may include, at the request of either party, a meeting of the parent or guardian, student and principal.

Suspension Time Limits

Suspension of a student should not be for more than 10 days. If the suspension is for more than five days, the principal shall develop and implement an intervention plan for improving the behavior.

Rights During Suspension

The suspended student shall not be denied the opportunity to take any quarterly, semester or grading period examinations or to complete coursework missed during the suspension period.

III. Suspension in Excess of 10 School Days and Expulsion

10+ Day Suspension or Expulsion

If, at the time of the suspension, the Principal determines that an offense has been committed that would justify a suspension for more than 10 days or an expulsion, the person may suspend a student unconditionally for a specified period of time or upon such terms and conditions as are deemed reasonable, or recommend expulsion of the student.

Delegation of Authority

The full authority of the Rocketship Public Schools Board of Directors (“Board”) to hear and

conduct appeals shall be granted to the Academic Affairs Committee, a committee of the Board (the “Committee”). The Committee shall consist of three directors of the Board.

Appeal

If the principal or assistant principal determines that a student has committed an offense that requires a suspension in excess of 10 school days or an expulsion, the principal shall immediately give written or actual notice to the parent or guardian and the student of the right to appeal the decision.

All appeals must be filed, orally or in writing, within five days after receipt of the notice and may be filed by the parent or guardian, the student or any person holding a teaching license who is employed by the school system if requested by the student.

The appeal of the decision of the principal or assistant principal shall be to a disciplinary hearing panel appointed by the Academic Affairs Committee. The disciplinary hearing panel shall consist of at least one licensed employee of the charter school.

The hearing shall be held no later than 10 days after the beginning of the suspension or recommendation for expulsion. The disciplinary hearing panel shall give written notice of the time and place of the hearing to the parent or guardian, the student and the school official who ordered the suspension. If an employee requests a hearing on behalf of the student, notice shall be sent to the employee as well.

After the hearing, the disciplinary hearing panel may affirm the decision of the principal, order removal of the suspension unconditionally or upon such terms and conditions as it deems reasonable, expel the student, or suspend the student for a specified period of time.

Record of Hearing

The hearing officer or panel shall keep a written record of the proceedings, including a summary of the facts and the reasons supporting the decision. Each party shall be informed of the right to a complete record of the proceeding.

Appeal of Decision by Disciplinary Hearing Panel

The student or Principal, within five days of the decision, requests review by the Vice President of Schools. Absent a timely appeal, the decision shall be final.

The Vice President of Schools shall review the file and, within five days of receipt of the request to review, affirm the decision of the principal or order remove of the suspension or expulsion

unconditionally or upon such terms and conditions as it deems reasonable. If the Vice President of Schools chooses to affirm the decision of the Principal, the student may, within five days of the decision, request review by the Academic Affairs Committee. Absent a timely appeal, the decision shall be final.

The Academic Affairs Committee, based upon a review of the record, may grant or deny a request for a hearing and may affirm or overturn the decision of the disciplinary hearing panel with or without a hearing before the Committee; provided, that the board may not impose a more severe penalty than that imposed by the disciplinary hearing panel without first providing an opportunity for a hearing before the Committee.

If the Committee conducts a hearing as a result of a request for review by a student, then, notwithstanding any provision of the open meetings laws compiled in title 8, chapter 44, or other law to the contrary, the hearing shall be closed to the public, unless the student or student's parent or guardian requests in writing within five days after receipt of written notice of the hearing that the hearing be conducted as an open meeting. The hearing shall take place no more than 21 days after receipt of the request for review.

If the Committee conducts a hearing as a result of a request for review by a student that is closed to the public, then the Committee shall not conduct any business, discuss any subject or take a vote on any matter other than the appeal to be heard.

The action of the Academic Affairs Committee shall be final.

Disciplinary Records

Rocketship Public Schools shall maintain records of all student suspensions and expulsions at Rocketship Schools.

Rehabilitation and Readmission

At the time of the expulsion order, students who are expelled shall be given a rehabilitation plan, to be developed by the Academic Affairs Committee in conjunction with Rocketship staff, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may be reviewed for readmission to a Rocketship school.

The decision to readmit a pupil who has been expelled from a Rocketship school shall be in the sole discretion of the Board following a meeting with the Principal and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment.

The Principal shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon RSPS's capacity at the time the student seeks readmission.

The decision to admit a pupil who has previously been expelled from another school, school district or charter school shall be in the discretion of the Principal following a meeting with the pupil and guardian or representative to determine whether the pupil poses a threat to others or will be disruptive to the school environment. Where applicable, the Principal may also consider whether the pupil has completed any rehabilitation plan or other improvement measures prescribed by the pupil's previous school. The Principal shall make a recommendation following the meeting regarding his or her determination. The pupil's admission is also contingent upon RSPS's capacity at the time the student seeks admission.

IV.Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct a manifestation determination shall take place. "Change of Placement" includes a recommendation for expulsion or a cumulative removal of more than 10 school days in a school year. Rocketship, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by ,or had a direct and substantial relationship to, the child's disability; or

- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If Rocketship, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If Rocketship, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

1. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the school had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

2. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

3. Return the child to the placement from which the child was removed, unless the parent and the school agree to a change of placement as part of the modification of the behavioral intervention plan.

If the school, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then the school may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the school believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the school, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the school agree otherwise.

Special Circumstances

Rocketship personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than 45 days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP team.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if Rocketship had knowledge that the student was disabled before the behavior occurred.

Rocketship shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Rocketship supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- The parent has requested an evaluation of the child.
- The child's teacher, or other Rocketship personnel, has expressed specific concerns about a

pattern of behavior demonstrated by the child, directly to the director of special education or to other Rocketship supervisory personnel.

If the school knew or should have known the student had a disability under any of the three circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the school had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The school shall conduct an expedited evaluation if requested by the parents, however the student shall remain in the education placement determined by Rocketship pending the results of the evaluation.

Rocketship shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Campus Access and Visitors

Rocketship strives to create campuses that are welcoming to families, volunteers, and community members while maintaining a safe and secure environment for students and staff. This policy addresses management of the campus access points; prohibitions against loitering; procedures for visitor registration; procedures to follow when arranging for a campus visit; and barring an individual from campus. "Campus" in this policy is defined as the entire indoor and outdoor premises, including the school building(s), sidewalks, parking lots, driveways, playgrounds, and courtyards.

Campus Access Points

Whenever students are in the building, the front office, and controlled access points to each Rocketship campus will be supervised by a Rocketship staff member. Visitors will also be required to undergo an ID check, a registered sex offender check, and adhere to any other security measures (i.e., sign-in/sign-out sheets) that the school has implemented. The school will inform visitors of any specific follow-up that may be required for visitors who are not able to provide proper identification or who are flagged with a sex offender offense.

All doors leading into school buildings should remain closed and locked at all times and only opened by authorized staff members.

Loitering

Parents/guardians and other visitors, including children who are not students at the school, shall not loiter on the school premises, including in the parking lot and outside school buildings. This includes children of staff members who are students at another school. The parking lot shall be used for picking up and dropping off students, and while conducting business.

Parents/guardians and other visitors are expected to leave the campus premises upon the conclusion of any business matters or after dropping their student off at school. If a parent or guardian wishes to visit the school to view the educational program, the visitor must adhere to the following procedures, which have been developed to ensure the safety of students and staff as well as to minimize interruption of the instructional program.

Visitor Registration and Passes/Badges

- All visitors (including Rocketship Public Schools regional and national staff members) must be registered and checked in via VisitU with their current government issued ID with the security guard immediately upon entering any school building or grounds at any time that students are in the building. Schools will be required to provide a sign-in sheet for any event held on campus.
- If visitors are flagged with a sex offender offense, security will deny entry and connect them with school administrators. ***This will not prohibit families from picking up their student for dismissal if they are listed as an allowed pick-up person on the Powerschool pick up list.***
- The Principal, or designee, may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor is in possession of a firearm; or the visitor's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substance.
- Visitors in disguise or costume will not be allowed entrance onto campus without prior agreement with the school administration.
- After registering with the security guard, visitors who are not Rocketship employees will be issued a VisitU badge that they must display at all times while on campus. Rocketship regional/national staff ("Network Support") will receive a badge from the Regional Director of Operations. Network Support staff must display their badge on their persons at all times while at a school site. If a Network Support staff member forgets his/her badge, he/she will need to register with VisitU and obtain a Visitor's Pass from the front office or security.
- All visitors must also sign out when leaving the campus.
- The Principal or designee may withdraw consent for an individual to be on campus, even if
  the visitor has a right to be on campus, whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the

peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.

- The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements, law enforcement may be notified and he/she may be guilty of a misdemeanor.

Arranging for a Campus Visit

Visits during school hours should be arranged with the teacher and Principal (or designee) in advance. Teacher conferences should be arranged by appointment in advance and must be scheduled to take place during non-instructional time. Parents/guardians who want to visit a classroom during school hours should first obtain approval from the classroom teacher and the Principal or designee. Classroom observations should be requested in advance and are approved at the Principal or designee's discretion.

No electronic listening or recording device may be used by students or visitors in a classroom without the teacher's and Principal's written permission. Failure to abide by this is a violation of this Policy and may subject a visitor to losing his/her privilege to be on campus in accordance with Section III above.

Visitor Conduct

All visitors, regardless of their reason for being on campus, are expected to act in accordance with all Rocketship rules and policies while on the school premises. Visitors are strictly prohibited from having any physical contact with any student for any reason, including touching, grabbing, or holding a student. Visitors are also strictly prohibited from scolding, disciplining, or yelling at any student. If a visitor has a concern about a student's conduct, the visitor should promptly alert a Rocketship staff member.

This policy also applies to conduct during virtual programming (i.e., virtual instruction, events, etc.). Individuals who appear at a virtual event with a Rocketship student and whose conduct violates this policy will receive consequences in accordance with Rocketship policies.

Withdrawing Consent for Individuals to be on Campus

Rocketship recognizes that situations could arise where it may become necessary for the Principal and/or the Principal's supervisor to prohibit an individual from entering or remaining on a Rocketship campus. Such situations may include an individual's possession or reasonable suspicion of an individual's possession of a firearm, an individual engaging in violence, threats of violence, harassment, or any other behavior that the Principal deems to be disruptive of the

learning environment or in violation of Rocketship policy. Such actions will comply with any relevant state law requirements.

Withdrawal of consent is specific to each individual Rocketship campus and its related activities. Principals generally have the authority to withdraw consent for a disruptive individual, and to do so, they must follow Rocketship's internal protocol and comply with all applicable laws. Principals may not withdraw consent for an individual beyond his/her particular campus, unless specific authorization is granted by the Director of Schools or the legal department. It is the responsibility of the Business Operations Manager, Office Manager, and school security to:

- Enforce photo identification verification 100% of the time to ensure no barred individuals enter the building.
- Document and maintain procedures for pick-up, drop-off and any documentation related to the barring notice at the front desk.
- Determine, at the time of the incident and in collaboration with the Principals, whether the local police must be contacted.
- Maintain an accurate and current list of individuals who have been issued a Withdrawal of Consent notice.
- Enforce the Withdrawal of Consent notice by escorting individuals out of the building and off school grounds in a peaceful, quiet, and orderly fashion.
- Not engage any prohibited individual off school grounds using combative language, tone, or action.
- Contact the local police department in the event that an individual becomes physically confrontational or refuses to comply with the Withdrawal of Consent notice.

Refusal to Leave Campus

Anyone who refuses to leave after being asked by the Principal, or who enters the premises (including parking lots, playground, sidewalks, and school building) without proper authorization in accordance with this policy, may become subject to the local criminal laws regarding trespass and unlawful entry.

Further conduct of this nature by the visitor may lead to the School's pursuit of a restraining order against such visitor which would prohibit him/her from coming onto school grounds or attending School activities for any purpose for a statutorily prescribed period.

The Principal or designee may seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.

Medication Administration Policy

Rocketship is committed to supporting the health of its students and meeting the needs of students with medical conditions, in compliance with Tennessee laws. This policy addresses the requirements for students who need to take medication during the school day, including required documentation, storage, and training for staff members. The policy also addresses the use of medication to treat designated health conditions including asthma, life-threatening allergies, seizures, and diabetes, as well as Rocketship's response to emergency medical situations.

I. Medication Administration Form

Before medication can be kept or administered at Rocketship, a student's parent/guardian must complete and submit a Medication Administration Form. The Medication Administration Form must include:

- Written medical authorization, signed by a licensed health practitioner, that states:
    - The name of the student;
    - Emergency contact information for the student's parent/guardian;
    - Contact information for the student's licensed health practitioner;
    - The name, purpose, and prescribed dosage of the medication;
    - The frequency that the medication is to be administered;
    - The possible side effects of the medication as listed on the label;
    - The circumstances under which the medication may or must be administered;
    - Special instructions or emergency procedures;
    - In the case of self-administered medication, confirmation that the student has been instructed in the proper technique for self-administration of the medication and has demonstrated the ability to self-administer the medication effectively.
- Written authorization, signed by the student's parent/guardian, that states:
    - That a trained employee or agent of the school may administer medication to the student in accordance with all applicable Tennessee laws and regulations; or
    - in the case of self-administration, the student may possess and self-administer the medication at Rocketship, at Rocketship-sponsored activities, and while on Rocketship-sponsored transportation; and
    - that the name of the student may be distributed to appropriate school staff, as determined by the Principal.
- Written acknowledgment that any person assisting in the self-administration of medications to students or performing health care procedures, including administration of medication, shall not be liable in any court of law for any injury resulting from the reasonable and prudent assistance in the self-administration of medication or the reasonable performance of health care procedures, including administration of medications, if performed pursuant to this Policy. (T.C.A. § 49-50-1602(a)(3))

Immediately following any changes regarding the health or treatment of the student, the parent/guardian must submit an amended Medication Administration Form to Rocketship. All Medication Administration Forms must be updated at least annually.

Any student with chronic or long-term illnesses or severe, life-threatening allergies will have an Individual Health Plan (IHP) that is reviewed at least annually. The IHP will include all relevant information about the student's condition as well as the student's knowledge about his/her condition, the student's self-care abilities, and any modifications needed to enhance the student's learning and prevent emergencies. The IHP will be approved by a registered nurse.

II. Assistance with Student Self-Administration of Medication

With proper documentation as described in this policy, students may possess and self-administer medication on campus. This includes prescribed anaphylaxis medication and prescribed, metered dosage asthma-reliever inhalers for any student with asthma, as further described in Section IV (Special Health Conditions) below.

Pursuant to T.C.A. § 49-50-1602(a)(1), Rocketship employees may assist students with the self-administration of medication under the following conditions:

- The student must be competent to self-administer non-prescription or prescription medication with assistance;
- The student's condition, for which the medication is authorized or prescribed, must be stable;
- The self-administration of the medication must be properly documented;
- The student's parent/guardian must be give permission in writing for school personnel to assist with self-administration of medication, as further described in Section II above; and
- Assistance with self-administration shall primarily include storage and timely distribution of medication.
- The guidelines set forth in this policy must be followed.

Medications should be limited to those required during school hours and necessary to maintain the student's enrollment and attendance in school. The student should be able to identify his/her medication and articulate the reason the medication is to be used.

The individual assisting with the medication self-administration must visually observe the student self-administer the medication OR, in the case of a cognitively competent but physically challenged student, perform that portion of self-administration for which the student is physically incapable.

The parent/guardian shall be responsible at the end of the treatment regimen for removing any unused medication from the school. When the duration of the medication is complete or out-of-date, Rocketship will notify the parent/guardian and request that the medication be picked up. After proper notification, if the medication is not picked up within 14 days, the medication shall be destroyed in accordance with local environmental protocols under the supervision of the Principal, documented and witnessed by at least one other school staff member.

III. Medication Administration and Health Care Procedures

Administration of Medication
The purpose of administering medications in school is to help each child maintain an optimal state of health to enhance his or her education. Medications should be limited to those required during school hours and necessary to provide student access to the educational program.

All prescription medications given at school shall meet the following requirements:

- Be prescribed by a licensed prescriber on an individual basis as determined by the student's health status.
- Be brought to school in the original, pharmacy-labeled container displaying the child's name; prescription number; medication name and dosage; administration route or other directions; date; licensed prescriber's name; pharmacy name, address, and phone number.
- Correspond to a written Medication Administration Form (described in Section II above).
- Be renewed at least annually.
- Have written authorization from the licensed prescriber and parent when there are changes in the prescription medication (i.e. change in time, dose, addition, discontinuation).

All non-prescription medications given in school must be brought in with the original label listing the ingredients, dose schedule, and child's name. Each dosage must be documented.

School staff should NOT provide any over-the-counter medications or therapeutic/homeopathic remedies (i.e. cough drops, herbal teas) to students unless the student has

- a note from an authorized health care provider that prescribes the use of the remedy, including the amount or dose to be given, and the method and timing of the administration; AND
- a written statement from a parent/guardian permitting the use of the remedy at the school.

Procedures Done By Licensed Health Care Professional

Tennessee law requires that a licensed health care professional perform any health care procedure that a student is not capable or competent to perform. Procedures should be documented and show compliance with standard nursing guidelines. Documentation should include the name of the procedure, name of the person performing the procedure, date, time, results of the procedure or the reason the procedure was omitted. A prescriber's orders and parental authorization are required for any health care procedures performed by a licensed health care professional in the school setting.

Procedures Done by Unlicensed Assistive Personnel

Activities that are commonly deemed to be "activities of daily living" do not need to be performed by a licensed health care professional. Activities that can be performed by unlicensed assistive personnel or a teaching assistant may include, but are not limited to, the following: toileting; bathing; diapering; dressing; feeding; positioning; application and removal of protective and supportive devices; recording intake and output; vital signs.

In general, physician's orders and parental authorization are not needed for activities of daily living, although some activities may require a competency evaluation by a registered nurse or therapist.

IV. Use of Designated Medications and Emergency Procedures

In addition to the requirements listed above, Tennessee law contains certain requirements for the use of designated medications to treat certain health conditions at schools, including (as further described below, respectively) asthma inhalers, anti-seizure medication, epinephrine, and diabetes-related care.

Asthma Inhalers
Pursuant to T.C.A. 49-50-1602(c), Rocketship is required to permit possession and self-administration of a prescribed, metered dosage asthma-reliever inhaler by any asthmatic student if the student's parent or guardian (A) provides to the school written authorization for student possession and self-administration of the inhaler; and (B) provides a written statement from the prescribing health care practitioner that the student suffers from asthma and has been instructed in self-administration of the prescribed, metered dosage asthma-reliever inhaler. The statement must also contain the following information:

- The name and purpose of the medication;
- The prescribed dosage;

- The time or times the prescribed inhaler is to be regularly administered, as well as any additional special circumstances under which the inhaler is to be administered; and
- The length of time for which the inhaler is prescribed

These statements shall be kept on file in the office of the school nurse or school administrator.

Rocketship shall inform the student's parent or guardian that the school and its employees and agents shall incur no liability as a result of any injury sustained by the student or any other person from possession or self-administration of the inhaler. The student's parent or guardian shall sign a statement acknowledging that, except in cases of school or employee negligence, the school shall incur no liability and the parent or guardian shall indemnify and hold harmless the school and its employees against any claims relating to the possession or self-administration of the inhaler.

The permission for self-administration of the prescribed, metered dosage asthma-reliever inhaler shall be effective for the school year in which it is granted and must be renewed each following school year upon fulfilling the requirements of this section. Rocketship may suspend or revoke the student's possession and self-administration privileges if the student misuses the inhaler or makes the inhaler available for usage by any other person.

Anti-Seizure Medications

In accordance with T.C.A. § 49-50-1602(g), Rocketship staff members may volunteer to administer anti-seizure medications, including diazepam gel, to a student in an emergency situation in accordance with that student's IHP. Any such volunteer must be trained by a registered nurse employed or contracted by Rocketship. Rocketship will not require or coerce any staff member to serve as a volunteer.

The decision of whether to permit Rocketship staff to serve as volunteers to administer anti-seizure medication will be made annually by Principals in consultation with their supervisors. The decision will be based on the needs of the students enrolled at the campus during a given school year. The required training conducted under this policy must be done as soon as possible should Rocketship decide to allow volunteer staff to administer anti-seizure medication, and shall be repeated at least annually if the campus continues to need designated volunteers.

Prior to the administration of any anti-seizure medication to a student by volunteer school personnel or a school nurse in an emergency situation, the student's parent/guardian shall provide the school with written authorization to administer the medication at school in accordance with Section I of this policy. As required by T.C.A. § 49-50-1602(g)(10), the school nurse or Office Manager will inform the student's parent/guardian at least one month prior to the expiration date of any medication being stored at the school.

At least one school employee must serve as a witness on any occasion that a trained volunteer administers anti-seizure medication during an emergency situation, unless a witness is not available within the time limit for administration. If a school nurse is available on site, and is able to reach the student within the time limit for administration, then the nurse must administer the medication.

Pursuant to T.C.A. § 49-50-1602(g)(11), a student's parent/guardian who has given the school written authorization to administer anti-seizure medication must notify the Principal or school nurse if anti-seizure medication, or certain prescription or over-the-counter medications as specified in the student's IHP, are administered to the students at a time when the student is not present at school. The notification should be given before or at the beginning of the next school day following the administration of medication.

Epinephrine
Under T.C.A. § 49-50-1602(e)(1), a student with anaphylaxis is entitled to possess and self-administer prescription anaphylaxis medication while at school if the following conditions are met:

- The prescription anaphylaxis medication has been prescribed for the student as indicated by the prescription label on the medication;
- The self-administration is done in compliance with prescription or written instructions from the student's physician or other licensed health care provider; and
- The student's parent/guardian has provided the school with written authorization in accordance with Section I of this policy.
- The student's parent/guardian has provided the school with a written statement that releases Rocketship and its employees from liability for an injury arising from the student's self-administration while on school property or at a school-sponsored activity, except in cases of wanton or willful misconduct.
- The student's physician or other licensed health care provider provides a signed written statement that supports a diagnosis of anaphylaxis; identifies any food or other substances to which the student is allergic; describes any prior history of anaphylaxis; lists any medication prescribed to the student for the treatment of anaphylaxis details emergency treatment procedures in the event of a reaction; lists the signs and symptoms of a reaction; assesses the student's readiness for self-administration of prescription medication; and provides a list of substitute meals that may be offered by school food service personnel.

Pursuant to T.C.A. 49-50-1602(f)(2), Rocketship schools in Tennessee are authorized to maintain at the school epinephrine auto-injectors so that epinephrine may be administered to any student believed to be having a life-threatening allergic or anaphylactic reaction. A physician may prescribe epinephrine auto-injectors in the name of Rocketship Public Schools to be maintained for use in schools when necessary. In accordance with T.C.A. 49-50-1602(f)(2)(E), any physician

who prescribes epinephrine to the school shall not be held responsible if a student is harmed due to the administration of epinephrine, unless the physician has issued the prescription with intentional disregard for safety.

When a student does not have an epinephrine auto-injector or prescription for an epinephrine auto-injector on file, the school nurse or other trained personnel may utilize the school supply of epinephrine auto-injectors to respond to an anaphylactic reaction. If a student is harmed due to such administration, the school nurse or trained employee shall not be held responsible for injury unless the school nurse or employee administered the epinephrine with intentional disregard for safety.

Training shall be conducted by a licensed health care professional in accordance with guidelines set forth by the Tennessee Department of Education.

The decision of whether to maintain epinephrine auto-injectors on Rocketship school campuses in Tennessee will be made by the Vice President of Operations. The decision will be reviewed at least annually.

Diabetes Care

In accordance with T.C.A. § 49-50-1602(d), Rocketship staff members may volunteer to assist with the care of students with diabetes in accordance with that student's IHP. Such assistance can only occur if a student's parent/guardian and the student's personal health care team must have developed a medical management plan that lists the health services needed by the student at school and is signed by the student's physician, nurse practitioner, or physician assistant. Parent/guardians must also complete all required documentation under Section I of this policy.

Any volunteer who assists with diabetes care must be trained by a registered nurse employed or contracted by Rocketship. Rocketship will not require or coerce any staff member to serve as a volunteer.

The decision of whether to permit Rocketship staff to serve as volunteers to assist with diabetes care will be made annually by Principals in consultation with their supervisors. The decision will be based on the needs of the students enrolled at the campus during a given school year. The required training conducted under this policy must be done as soon as possible should Rocketship decide to allow volunteer staff to administer anti-seizure medication, and shall be repeated at least annually if the campus continues to need designated volunteers.

If a school nurse is on site and available, then the nurse must provide diabetes assistance rather than trained volunteers. Additionally, the school nurse has the primary responsibility of maintaining all student health records.

Under T.C.A. § 49-50-1602(d)(7), upon written request of a parent/guardian, and if included in the student's medical management plan and IHP, a student with diabetes may be permitted to perform blood glucose checks, administer insulin, treat hypoglycemia and hyperglycemia, and otherwise attend to the care and management of the student's diabetes at school, and shall be permitted to possess all necessary diabetes monitoring and treatment supplies on the student's person.

First-Aid Emergencies

Rocketship will maintain certain first-aid products on hand. Rocketship staff will receive first-aid training at least annually.

Resuscitation

School employees are trained and expected to respond to emergency situations without discrimination. If any student or staff member needs resuscitation, staff shall make every effort to resuscitate him/her. Staff members are prohibited from accepting or following any parental or medical"do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed, and such advance directives shall not be communicated to staff.

V. Staffing and Training

All training of school personnel providing assistance with self-administration of medications shall be done by a registered nurse employed or contracted by Rocketship. Training for school personnel in the assistance with self-administration of medication shall be repeated annually.

VI. Storage of Medication

All individual students' medications must be put in a leak proof container and stored in a secure or locked area. Medications must be kept no longer than the expiration date or end of the school year, whichever is sooner. Access to stored medication and medication cabinet keys must be limited to school personnel authorized to administer medications.

Emergency medications must be kept in a secure area readily available for timely, emergency use. In accordance with T.C.A. 49-50-1602(f), if the school keeps epinephrine auto-injectors, these must be secure areas that are unlocked.

VII. Maintenance of Records

Each dose of medication shall be documented, including the date, frequency, time, dosage, route and the signature of the person assisting the student in self-administration. In the event that a dosage is not administered as ordered (i.e. missed dose), or any other medication error occurs, a Medication Error Form must be filled out. The school nurse and the student's parent/guardian must be notified in the event of a medication error as well.

VIII. Misuse

A student who self-administers medication while at school, at a school-sponsored activity, or while on school-sponsored transportation for a purpose other than his or her own treatment will be subject to disciplinary action in accordance with Rocketship's Student Discipline Policy. Such disciplinary action shall not limit or restrict the access of a student to his or her prescribed medication. Rocketship will promptly notify the student's parent/guardian of any disciplinary action imposed.

IX. Limitation of Liability

Under Tennessee law, trained volunteer school personnel administering medication under this policy, as well as any registered nurse who provides training to administer such medications and the Board authorizing such training, shall not be liable in any court of law for injury resulting from the reasonable and prudent assistance in the administration of such medications, if performed pursuant to the policies and guidelines developed by the departments of health and education and approved by the applicable regulatory or governing boards or agencies.

Student Discipline

Rocketship promotes positive behavior at school and aims to create learning environments that are more consistent, predictable, positive, and safe. We clearly define behavioral expectations and consequences, create systems for recognizing and reinforcing positive behaviors, and provide our students with social-emotional learning.

Students will be subject to disciplinary action if they engage in prohibited conduct while on school property, when attending any school-sponsored activity or while in transit going to or coming from a Rocketship campus. Students may also be subject to disciplinary action for off-campus behavior if it creates a substantial disruption to the school environment or interferes with another student's ability to participate in the school program.

Rocketship classrooms also use a variety of management systems to address behavioral issues. These may include color-coded card chart systems and other tiered consequences.

If students do not respond to our positive behavior supports or classroom management systems, Rocketship may take alternative in-school disciplinary action.

In-school Disciplinary Actions
Rocketship relies on proactive, preventive supports to promote positive behavior at school. Rocketship has implemented a *Positive Behavior Interventions and Supports (PBIS)*

framework in all schools. The fundamental purpose of PBIS is to create learning environments that are more consistent, predictable, positive, and safe. Key PBIS practices include clearly defined behavioral expectations and consequences, systems for recognizing and reinforcing positive behaviors, data-based decision making, multi-tiered systems of support, and the implementation of core social-emotional learning curricula.

Rocketship classrooms also use a variety of management systems to address behavioral issues. These may include color-coded card chart systems and other tiered consequences.

In the event that Rocketship's PBIS infrastructure and classroom management systems are insufficient to prevent disciplinary infraction, or a disciplinary infraction is serious enough to immediately warrant additional discipline, Rocketship may take alternative in-school disciplinary action. These actions depend on the circumstances of the offense and may include, but are not limited to, the following:

- Sending the student to the Principal's office.
- Excluding the student from classroom activities or privileges through a "time out" or temporary placement in another classroom.
- Calling or writing/emailing the student's parent/guardian.
- Arranging a conference with the student, parent, teacher and/or administrator.
- Implementing an individualized behavior plan for the student.
- Implementing counseling sessions with a designated staff member.
- Sending the student to a peer mediation.
- Requiring that the student complete a reflective essay or assignment.
- Requiring that the student take actions to counteract/ameliorate a problem (i.e., fixing something the student broke).
- Referring the student to a Student Support Team.
- Restricting the student's participation in after-school/extra-curricular activities or field trips.
- Holding the student for detention or additional instructional time during lunch or before/after school.
- Confiscating inappropriate items related to the disciplinary infraction.

Corporal punishment shall not be used as a disciplinary measure against any student. "Corporal punishment" includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, "corporal punishment" does not include an employee's use of force, restraint and/or seclusion that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to school property.

As described above, severe infractions that threaten the safety or health of students, staff or others, may be cause for suspension or expulsion, as outlined in Rocketship's Suspension and

Expulsion Policy.

Policy Appendix - Washington, D.C.

Mandated Reporter

Mandated Reporter Obligations

Personnel Required to Make a Report: Pursuant to DC Code §4-1321.02(b), all school officials, teachers, nurses, coaches, social service workers, mental health professionals, and other Rocketship staff members are required to report abuse and neglect in accordance with Section II of this policy. As an employee of a Rocketship Education school, or an employee of the Rocketship Network Support office who has regular contact with children, you are a Mandated Reporter.

When Must You Report?
Rocketship personnel described in the Section above must make a report when they know or suspect that a child known to them in their professional or official capacity has been or is in immediate danger of being suspected of any of the following:

Mental Injury
Harm to a child's psychological or intellectual functioning due to another individual's acts or omissions.

Physical Abuse
Physical harm or threatened harm to a child, other than by accident, perpetrated by another Individual.

Physical assault
Any physical contact with another person without their consent.

Neglect
Harm or threatened harm to a child's health or welfare due to a parent or caregiver's failure to provide adequate food, shelter, clothing, medical care, or access to education.

Sexual Abuse
Sexual contact or sexual penetration with a child.

Sexual Exploitation
Allowing, permitting, or encouraging a child to engage in prostitution or to be depicted in a sexual act.

Sexual Assault
Illegal sexual contact that usually involves force or that is inflicted upon a person who is incapable of giving consent (because of age or physical or mental incapacity).

Exposure to illegal drug-related activity
Ingestion of illegal drugs due to guardian's negligence or regular exposure to illegal drug-related activity in the home.

Exposure to domestic violence
Witnessing physical, sexual, and/or psychological abuse to an individual perpetrated by that individual's current or former intimate partner.

Additionally, personnel must make a report when they know or suspect that a student has

been injured by a bullet, knife, or other sharp object. Personnel must also report any suspected corporal punishment committed by another staff member. Reports must be made immediately upon learning of the suspected abuse or neglect. Personnel must make a report when they suspect a student is being subjected to abuse or neglect, even if they are not conclusively sure. Personnel cannot be punished or disciplined for the good faith filing of a report required by the mandated reporter law or for cooperating with an investigation.

Procedures for Reporting
Reports must be made to either the D.C. Metropolitan Police Department (MPD) or the Child and Family Services Agency (CFSA) at (202)671-SAFE (7233).

After making a report to MPD or CFSA, personnel must notify the school principal so that he/she can fulfill his/her legal obligation to also file a report (described below). Personnel must refrain from investigating the suspected abuse themselves, including any questioning of the suspected victim, abuser, or witnesses. If a staff member believes that someone else has already reported the alleged abuse or neglect, he/she must still file a report with MDP or CFSA. Notifying the Principal or other school personnel does not satisfy a staff member's legal obligation to file a report. Pursuant to DC Code § 4-1321.02(b), both the person who initially suspects the abuse or neglect and the school principal (or a designee of the principal) must report each suspected instance of abuse or neglect.

Consequences for Failing to File a Report
The penalty under DC law for failing to make a report is a fine of up to $300 or imprisonment for up to ninety (90) days, or both.

Student Dress Code

Student uniforms help minimize disruption during the school day, promote respect for oneself and others, and foster school/community spirit. Students are expected to wear the Rocketship uniform to school every day.

The Rocketship uniform consists of any khaki bottom (pants, shorts, dress, skirt, or skorts) and a dark purple polo shirt. Students may wear a Rocketship polo, which can be purchased from the campus' Office Manager. Shirts must be tucked in at all times, which Rocketship considers being "dressed for success."

Students should also wear closed toe shoes. Sandals are not considered to be safe or appropriate for school.

The following are considered to be dress code violations and are NOT permitted on any Rocketship campus:

- Dresses and shorts which are shorter than mid-thigh
- Spaghetti straps (smaller than two inches, or the width of a credit card)
- Tank tops (including white, ribbed undershirts)
- Clothing or accessories that are sexually provocative
- Clothing or accessories that identify a student with non-school clubs, profanity, obscenity, references to drugs, alcohol, tobacco, gangs (red or blue color) or prison culture name insignia
- Attire with writing that degrades individuals or groups
- Body piercings that create a safety hazard are not acceptable; moderate sized earrings are acceptable
- Platform shoes or high heels over 2.5 inches high
- Underwear or undergarments that are visible
- Tops that show the midriff area
- Pants that sag around the waist
- Intentionally torn pants or jeans
- Untied shoelaces
- Bandanas, hairnets, headbands, doo rags, and non-Marshall hats (also includes beanies, baseball caps, etc.)
- Sunglasses or Marshall hats may not be worn in the building, but may be worn outside to protect from the sun

Students who repeatedly do not come to school in uniform may lose privileges. In addition, Rocketship may contact the student's parent/guardian to discuss the dress code violation.

Discrimination, Harassment, Intimidation and Bullying Policy

Statement of Non-Discrimination

Rocketship is committed to equal opportunity for all individuals in education. Harassment, intimidation, bullying, and sexual harassment are all forms of discrimination and are disruptive behaviors that interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. Rocketship prohibits discrimination in all forms, inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means. It does not discriminate against any student or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic.

Rocketship adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004. Rocketship is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX (sex), Title VI (race, color, or national origin), and Section 504 and Title II of the ADA. Rocketship prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.

Rocketship does not condone or tolerate harassment of any type, including bullying, discrimination, or intimidation, by any employee, independent contractor or other person with which the Rocketship does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. To the extent possible, Rocketship will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to respond to such behaviors in a timely manner. Rocketship school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so. Rocketship will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Harassment and Retaliation Prohibited[5]

Harassment is a form of discrimination and Rocketship is committed to maintain a learning environment that is free from harassment. Rocketship prohibits harassment based on an individual's membership in a protected class by a student, teacher, administrator or other school personnel, by any other person who is participating in, observing, or otherwise engaged in school activities, including sexual harassment and harassment consistent with Title IX, 20 U.S.C. § 1681 et seq. and D.C. law. It prohibits harassment based upon race, color, religion, national origin, sex, age, personal appearance, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a complainant of an intrafamily offense, place of business or residence, credit information, gender, gender identity, gender expression, marital status, sexual orientation, pregnancy, childbirth, reproductive health decisions, or related medical conditions, or any other basis protected by applicable law.

Prohibited Harassment includes, but is not limited to the following:

- Any unwelcome physical, verbal, nonverbal, or electronic conduct based on the aforementioned protected traits.

[5] This policy is intended to fulfill responsibilities under the School Safety Omnibus Amendment Act of 2018 (SSOAA).

- Prohibited stalking that involves a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others or suffer substantial emotional distress.

Prohibited Sexual Harassment includes, but is not limited to the following:

- Unwelcome sexual advances of a student by another student; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication (including electronic communication) of a sexual nature (including sexual assault) that adversely affects the student in the ways set forth above.
- Abusive or coercive behavior or dating violence against one student by another student where a dating partner uses threats of, or actually uses physical, emotional, economic, technological, or sexual abuse to exert power or control over a current or former dating partner.
- Welcome AND unwelcome sexual advances of a student by a school employee; requests for sexual favors of a student by a school employee; sexually motivated physical, verbal, or nonverbal conduct by a school employee directed at a student; or other conduct or communication (including electronic communication) of a sexual nature directed to a student by a school employee.

A hostile environment exists if the harassment is sufficiently serious that it denies or limits the complainant's ability to participate in or benefit from the school's program (e.g., skipping class, dropping out of an activity, having trouble concentrating in class).

Retaliation includes any adverse action taken against an individual because they reported sexual harassment, dating violence, or discrimination, provided information, witnesses, assisted, participated, or refused to participate in an investigation or proceedings in relation to any of those acts. Rocketship prohibits retaliation against any individual who has made a complaint pursuant to this policy in good faith, assisted in an investigation, or otherwise exercised rights protected by law. Rocketship also prohibits taking any adverse action against an individual based on an unsubstantiated allegation or rumor of harassment. Any student who is subject to retaliation in violation of this policy or who knows of another student who has been subject to retaliation is urged to report it as soon as possible to school staff or the Title IX Compliance and Civil Rights Officer.

Reporting Process

Reports of Discrimination or Harassment - General. Students, parents or staff should report a claim of discrimination or harassment and the alleged acts promptly to a teacher, counselor, or school administrator. Reports do not have to be made by the complainant. Reports can be made in person, by mail, by telephone, or by email, using the complaint form attached below. A school employee who receives a report of discrimination that may be considered harassment, sexual

harassment, dating violence, stalking, or retaliation under Title IX, has knowledge or should reasonably know about the aforementioned violations should promptly notify Rocketship's Title IX Compliance and Civil Rights Officer for next steps.

Reports of a Title IX Violation. Reports of alleged acts that may be considered harassment, sexual harassment, dating violence, stalking, or retaliation subject to review under Title IX should be made to the Title IX Compliance and Civil Rights Officer:

Renita Thukral
Title IX Compliance and Civil Rights Officer
350 Twin Dolphin Drive,
Suite 109 Redwood City, CA
94056 rthukral@rsed.org

The Title IX Compliance and Civil Rights Officer is the Rocketship staff member designated by Rocketship to coordinate its responsibilities under Title IX. Upon receipt of a complaint, Rocketship will provide information to the complainants about the investigation process, about their rights under Title IX and other relevant laws.

Confidentiality

To the greatest extent possible, Rocketship shall respect the privacy of individuals who report potential violations of this policy, individual(s) against whom a report is filed, and witnesses. Rocketship will notify individuals/agencies of incidents of discrimination only to the extent allowed by law. Any notifications to other parties will be made only to ensure that services are provided to the complainant(s) and respondent and to protect the complainant(s) from further or sustained victimization. The Title IX Compliance and Civil Rights Officer/designee conducting the investigation will be responsible for making determinations about confidentiality. Rocketship will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of Rocketship to provide the supportive measures.

Process for Investigating Complaints of Discrimination and Harassment

General Complaints of Discrimination and Harassment. Complaints of discrimination or harassment that do not involve allegations of Title IX violation or allegations of sexual harassment should be made under the General Complaint Procedures described under the Notification of Rights and Assurances section of this Handbook..

Complaints under Title IX. Complaints governed by Title IX of the Education Amendments of 1972 are reported to the Title IX Compliance and Civil Rights Officer and an investigation of those complaints are conducted promptly and impartially pursuant to related Title IX Complaint

Procedures outlined under the Notification of Rights and Assurances section of the Student/Family Handbook.

Bullying Prevention

Bullying can have a harmful social, physical, psychological, and academic impact on victims, bystanders, and bullies. Bullying at Rocketship is strictly prohibited and will not be tolerated. "Bullying" includes discrimination; harassment; intimidation; and bullying based on disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, or perceived characteristics. Alleged incidents of bullying will be promptly investigated by designated Rocketship staff members. Rocketship Public School's policy and procedures for addressing bullying complaints through either the general complaint procedures or the Title IX procedures (as appropriate) are described under the Notification of Rights and Assurances section of the Student/Family Handbook.

Suspension and Expulsion Policy

We believe that our students are best served when they are present at school every day. However, we recognize that situations may occur when a student commits a behavioral offense that is so severe that the student may become subject to suspension or expulsion.

A student may be disciplined, suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at a Rocketship school or at any other school or a school-sponsored event at any time including but not limited to: while on school grounds; while going to or coming from school; during the lunch period, whether on or off the school campus; and during, going to, or coming from a school-sponsored activity. Students may also be subject to disciplinary action for off-campus behavior if it creates a substantial disruption to the school environment or interferes with another student's ability to participate in the school program.

In-School Suspension

In-school suspension ("ISS") provides an alternative to out-of-school suspension. ISS allows students to be counted present and provides an in- school opportunity for them to complete and receive credit for class assignments. During ISS, students will complete schoolwork in a location separate from their class. ISS is not intended to be an alternative to or long-term replacement of the student's regularly scheduled class.

ISS may be used in the event that a student is engaging in prohibited conduct that is making the classroom environment physically or emotionally unsafe for other students or that severely disrupts a class or school-sponsored activity;

Only the Principal or Assistant Principal, with prior approval from his/her supervisor, shall assign a student to ISS. Students assigned to ISS must have written notification of the date and duration of the ISS assignment. Assignment to ISS and the scheduling of the days assigned are at the Principal's discretion.

Principals should place the student in ISS as soon as possible after the infraction is reported. The principal will ensure that:

- Students assigned to ISS are provided a safe, positive environment
- Students assigned to ISS are properly supervised; and
- Students assigned to ISS are allowed to complete class work assigned during his/her placement in ISS.
- All class work for students is obtained, academic assistance is provided as necessary, and completed work is returned to the student's classroom teacher.
- Activities of academic value are provided for the student when the classroom teacher's work is not provided or is insufficient for ISS time assigned.
- Additionally, classroom teachers will:
- Provide classwork commensurate to the work missed for a student in ISS.
- Record a student in ISS as present. There will be no attendance-related penalty for assignment to ISS.
- Evaluate the student's work completed in ISS and give credit for work completed in ISS.
- Ensure that students in ISS receive credit for attendance and full credit for work completed.

The student's parent/guardian must be notified of a student's assignment to ISS at the time that the ISS placement is scheduled. The Principal should contact a parent/guardian by phone or in-person meeting. If the parent/guardian cannot be reached in this manner, the Principal or his/her designee may make contact through e-mail.

Out of School Suspensions and Expulsion

When disciplinary infractions occur on campus, our Principals are expected to respond in accordance with our Student Discipline Policy, which encourages positive behavioral interventions and supports and outlines available in-school disciplinary actions. The decision to pursue a suspension is, in most circumstances, largely at the discretion of the school leadership team in accordance with state law and should only be considered in cases of egregious

behavioral infractions – and, even then, should be viewed as a last resort—as we believe that our students are best served when they are present at school every day. Recommendations for expulsion should not be pursued except in the most extreme cases, as our policy is to do whatever it takes to serve every student who enrolls in a Rocketship school.

If a situation does arise where a Principal feels that the student should be suspended or recommended for expulsion, this policy was written to guide the process. The policy has been written in accordance with relevant federal and state laws and regulations. It addresses grounds for suspension and expulsion; suspension and expulsion procedures; the maintenance of disciplinary records; student appeal rights; rehabilitation and readmission; and special procedures for the consideration of suspension and expulsion of students with disabilities.

Grounds for Suspension and Expulsion

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at a Rocketship school or at any other school or a school-sponsored event at any time including but not limited to: while on school grounds; while going to or coming from school; during the lunch period, whether on or off the school campus; and during, going to, or coming from a school-sponsored activity. Students may also be subject to suspension or expulsion for off-campus behavior if it creates a substantial disruption to the school environment or interferes with another student's ability to participate in the school program.

Pursuant to the Student Fair Access to School and Clarification Amendment of 2019, no student in grades K-5 may be subject to an out-of-school suspension or disciplinary unenrollment (i.e. expulsion), unless a school administrator determines, consistent with the procedures outlined in this policy, that the student has willfully caused, attempted to cause, or threatened to cause bodily injury or emotional distress to another person, including behavior that happens off school grounds. Please note that if it is determined that a student has engaged in any of the following behaviors, the decision to suspend and/or recommend for expulsion is discretionary and in the judgment of the school Principal after considering all surrounding circumstances.

Types of conduct that could lead to suspension or expulsion include, but are not limited to:

- Assault with a weapon;
- Assault/physical attack on student or staff
- Commission or attempted commission of any act of sexual assault or sexual aggression Fighting which results in a serious physical injury
- Inciting others to violence or disruption
- Persistent Harassment based on actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual

orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, or place of residence or business

- Use, threatened use, or transfer of any weapon
- Arson
- Any other intentional use of violence, force, coercion, threats, intimidation, or other comparable conduct which causes or attempts to cause severe physical injury, substantial disruption, or obstruction of any lawful mission, process, or function of Rocketship Public Schools

For the purposes of this policy, the following definitions apply:

"Bodily injury" means a cut, abrasion, bruise, burn, or disfigurement; physical pain; illness; impairment of the function of a bodily member, organ, or mental faculty; or any other injury to the body, no matter how temporary.

"Disciplinary unenrollment" means the expulsion or involuntary transfer of a student from a school.

"Emotional distress" means mental suffering or distress that requires more than trivial treatment or counseling.

"Expulsion" means the removal of a student from the student's school of enrollment for disciplinary reasons for the remainder of the school year or longer, in accordance with local education agency policy.

"In-school suspension" means temporarily removing a student from the student's regular class schedule as a disciplinary consequence, during which time the student remains on school grounds under the supervision of school personnel who are physically in the same location as the student.

"Involuntary dismissal" means the removal of the student from school attendance for less than 1/2 of a school day for disciplinary reasons, during which time the student is not under the supervision of school personnel and is not allowed on school grounds.

"Out-of-school suspension" means the temporary removal of a student from school attendance to another setting for disciplinary reasons, during which time the student is not under the supervision of the school's personnel and is not allowed on school grounds. The term "out-of-school suspension" includes an involuntary dismissal. For students with

disabilities, the term "out-of-school suspension" includes a removal in which no individualized family service plan or individualized education plan services are provided because the removal is 10 days or fewer as well as removals in which the student continues to receive services according to the student's individualized family service plan or individualized education plan.

Out of School Suspension Procedures

A suspension is a temporary dismissal of a student from the regular school program and school-sponsored events for the allotted time assigned by a school administrator. Suspensions can range from one to five school days, depending on the seriousness of the violation. In accordance with D.C. law, students may not be suspended for more than 20 cumulative school days in an academic year. Students are expected to complete all work assigned while they serve their suspension.

Suspensions at Rocketship will adhere to the following procedures:

a) Hearing

When feasible, suspension will be preceded by a hearing conducted by the Principal or designee with the student and his/her parent and, whenever practical, the teacher, supervisor, or school employee who referred the student to the Principal. The hearing may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this hearing in an emergency situation, both the parent/guardian and student shall be given the opportunity to a hearing within two school days.

At the hearing, the student shall be informed of the reason for the disciplinary action and the evidence against him/her and shall be given the opportunity to present his/her version and evidence in his/her defense.

Absent an emergency situation, the hearing must occur before the student is sent home on suspension.

No penalties may be imposed on a student for failure of the student's parent/guardian to attend a hearing with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the hearing.

b) Notice to Parents/Guardians

At the time that the decision is made to suspend a student, the Principal or designee shall make a reasonable effort to contact the student's parent/guardian by telephone

or in person. Whenever a student is suspended, the parent/guardian shall also be notified in writing of the suspension, the reason for the suspension, the length of the suspension, the student's right to return to school at the end of the suspension, and any conditions for that return (i.e., a return conference with the parent/guardian) and the date of return following suspension. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

A copy of this notice will also be filed in the student's cumulative folder in the school.

c) Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five consecutive school days per suspension. In calculating days of suspension, days served will not include days when school is not in session for students, including but not limited to school closure days, school holidays, spring break, and summer break. If the student leaves school on the day that the suspension was imposed, this day will be counted as part of the suspension if the student was denied class participation prior to 12 noon of that day. The suspension shall terminate at midnight on the day listed as the last day of the suspension.

Upon a recommendation of expulsion by the Principal or Principal's designee, the student and the student's parent/guardian or representative will be invited to a second conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following determinations: (1) the student's presence will be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Students who are suspended shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension.

d) Suspension Appeals

The parent/guardian of a student shall have the right to appeal any out-of-school suspension decision to the direct supervisor of the school Principal. The request to appeal must be made in writing and shall be submitted to the supervisor within one business day of the parent being made aware of the decision to suspend the student. The appeal shall be considered by the Supervisor in a timely manner. The student shall not be kept out of school while the appeal is pending, provided that the student is not considered to be a danger to others during that time. Any decision made on appeal shall be final.

Expulsion Procedures

An expulsion is the permanent dismissal of a student from the Rocketship program. If an expulsion is approved, the parent/guardian has the responsibility to place the student in another school. The full authority of the Rocketship governing Board of Directors ("the Board") to hear and conduct expulsions shall be granted to the Academic Affairs Committee, a committee of the Board. The Academic Affairs Committee shall consist of three board members. The Academic Affairs Committee may expel any student found to have committed an expellable offense as listed in Section II above. Instead of conducting the hearing itself, the Academic Affairs Committee may appoint an impartial administrative panel of three or more persons, none of whom is a member of the Board or employed on the staff of the school in which the student is enrolled.

a) Hearing
Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 20 school days after the Principal or designee determines that the student has committed an expellable offense, unless the student requests, in writing, that the hearing be postponed.

In the event an administrative panel hears the case, it will, within 10 days of the hearing, make a recommendation to the Academic Affairs Committee for a final decision whether or not to expel. The hearing shall be held in closed session unless the student makes a written request for a public hearing three days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

- The date and place of the expulsion hearing;
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based, along with a summary of the evidence against the student;
- A copy of Rocketship's disciplinary rules which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

b) Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery

Offenses

Rocketship may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of a statement from the victim or witness, which shall be examined only by Rocketship or the hearing officer. Copies of these statements, edited to delete the name and identity of the witness, shall be made available to the student.

c) Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel and decision by the Board to expel must be supported by a preponderance of the evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and written declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

The decision of the Administrative Panel shall be in the form of written findings of fact and shall be made within three school days following the conclusion of the hearing.

If the expulsion hearing panel decides not to recommend expulsion, the student shall be returned to his/her educational program or become subject to discipline or suspension in accordance with this policy.

d) Written Notice to Expel

The Principal or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

- notice of the specific offense committed by the student and
- notice of the student's or parent/guardian's obligation to

inform any new district in which the student seeks to enroll of the student's status with Rocketship.

e) Right to Appeal

The student/family shall have the right to appeal the decision to expel the student from Rocketship directly to the Academic Affairs Committee. If the Academic Affairs Committee made the final decision on the expulsion, the appeal shall go directly to the Executive Committee of the Board. The request to appeal must be made in writing and shall be submitted to the Academic Affairs Committee or Executive Committee within five business days of being made aware of the decision to expel the student. The appeal shall be heard by the Academic Affairs Committee or Executive Committee within 15 days of receipt of the appeal.

f) Expelled Students/Alternative Education

With the exception of students with disabilities under IDEA, students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within their school district of residence.

g) Rehabilitation and Readmission

At the time of the expulsion order, students who are expelled shall be given a rehabilitation plan, to be developed by the Academic Affairs Committee in conjunction with Rocketship staff, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may be reviewed for readmission to a Rocketship school.

The decision to admit a pupil who has been expelled from a Rocketship school shall be in the sole discretion of the Board following a meeting with the Principal and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon Rocketship’s capacity at the time the student seeks readmission.

The decision to admit a pupil who has previously been expelled from another school, school district or charter school shall be in the discretion of the

Principal following a meeting with the pupil and guardian or representative to determine whether the pupil poses a threat to others or will be disruptive to the school environment. Where applicable, the Principal may also consider whether the pupil has completed any rehabilitation plan or other improvement measures prescribed by the pupil's previous school. The Principal shall make a recommendation following the meeting regarding his or her determination. The pupil's admission is also contingent upon RSPS's capacity at the time the student seeks admission.

Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

a) Services During Suspension

Students with disabilities pursuant to the Individuals with Disabilities Act ("IDEA") suspended for more than ten school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

b) Procedural Safeguards/Manifestation Determination

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, a manifestation determination shall take place. "Change of Placement" includes a recommendation for expulsion, consecutive removal of more than ten school days, or a cumulative removal of more than ten school days in a school year. Rocketship, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or (2) the conduct in question was the direct result of the local educational agency's failure to implement the IEP.
- If Rocketship, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's

disability.

- If Rocketship, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:
- Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the school had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior;
- Return the child to the placement from which the child was removed, unless the parent and the school agree to a change of placement as part of the modification of the behavioral intervention plan.
- If the school, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then the school may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

c) Due Process Appeals

If the parent of a child with a disability disagrees with any decision regarding a disciplinary change in placement, or the manifestation determination, or the school believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent or school may request an expedited administrative hearing through the regional administrative hearing office.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the school, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45- day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the school agree otherwise.

d) Special Circumstances

Rocketship personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.
The Principal or designee may remove a student to an interim alternative educational setting for not more than 45 days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- Carries or possesses a weapon, as defined in 18 USC § 930, to or at school, on school premises, or to or at a school function;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- Has inflicted serious bodily injury upon a person while at school, on school premises, or at a school function.

e) Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP team.

f) Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Rocketship's behavioral policies may assert the procedural safeguards granted under this administrative regulation only if Rocketship had knowledge that the student was disabled before the behavior occurred.

g) Rocketship shall be deemed to have knowledge that the student had a disability if one of the following conditions exists prior to the behavior at issue:

The parent of the child expressed concern in writing to supervisory or administrative personnel of Rocketship, or a teacher of the child, that the child is in need of special education and related services;

- The parent of the child requested an evaluation of the child pursuant to §§ 300.300 through 300.311; or
- The teacher of the child, or other Rocketship personnel, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education of the agency or to other supervisory personnel of the agency.

If the school knew or should have known the student had a disability under any of the three circumstances described above, the student may assert any of the disciplinary protections available to IDEA-eligible children with disabilities.

If the school had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The school shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by Rocketship pending the results of the evaluation.

Rocketship shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Campus Access and Visitor Policy

Rocketship strives to create campuses that are welcoming to families, volunteers, and community members while maintaining a safe and secure environment for students and staff. This policy addresses management of the campus access points; prohibitions against loitering; procedures for visitor registration; procedures to follow when arranging for a campus visit; and barring an individual from campus. "Campus" in this policy is defined as the entire indoor and outdoor premises, including the school building(s), sidewalks, parking lots, driveways, playgrounds, and courtyards.

Campus Access Points
Whenever students are in the building, the front office, and controlled access points to each Rocketship campus will be supervised by a Rocketship staff member. Visitors will also be required to undergo an ID check, a registered sex offender check, and adhere to any other security measures (i.e., sign-in/sign-out sheets) that the school has implemented. The school will inform visitors of any specific follow-up that may be required for visitors who are not able to provide proper identification or who are flagged with a sex offender offense.

All doors leading into school buildings should remain closed and locked at all times and only opened by authorized staff members.

Loitering
Parents/guardians and other visitors, including children who are not students at the school, shall not loiter on the school premises, including in the parking lot and outside school buildings. This

includes children of staff members who are students at another school. The parking lot shall be used for picking up and dropping off students, and while conducting business.

Parents/guardians and other visitors are expected to leave the campus premises upon the conclusion of any business matters or after dropping their student off at school. If a parent or guardian wishes to visit the school to view the educational program, the visitor must adhere to the following procedures, which have been developed to ensure the safety of students and staff as well as to minimize interruption of the instructional program.

Visitor Registration and Passes/Badges

- All visitors (including Rocketship Public Schools regional and national staff members) must be registered and checked in via VisitU with their current government issued ID with the security guard immediately upon entering any school building or grounds at any time that students are in the building. Schools will be required to provide a sign-in sheet for any event held on campus.
- If visitors are flagged with a sex offender offense, security will deny entry and connect them with school administrators. ***This will not prohibit families from picking up their student for dismissal if they are listed as an allowed pick-up person on the Powerschool pick up list.***
- The Principal, or designee, may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor is in possession of a firearm; or the visitor's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substance.
- Visitors in disguise or costume will not be allowed entrance onto campus without prior agreement with the school administration.
- After registering with the security guard, visitors who are not Rocketship employees will be issued a VisitU badge that they must display at all times while on campus. Rocketship regional/national staff ("Network Support") will receive a badge from the Regional Director of Operations. Network Support staff must display their badge on their persons at all times while at a school site. If a Network Support staff member forgets his/her badge, he/ she will need to register with VisitU and obtain a Visitor's Pass from the front office or security.
- All visitors must also sign out when leaving the campus.
- The Principal or designee may withdraw consent for an individual to be on campus, even if the visitor has a right to be on campus, whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.

- The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements, law enforcement may be notified and he/she may be guilty of a misdemeanor.

Arranging for a Campus Visit
Visits during school hours by non-Network Support or other Rocketship staff members should be arranged with the teacher and Principal (or designee) in advance. Teacher conferences should be arranged by appointment in advance and must be scheduled to take place during non-instructional time. Parent/guardians who want to visit a classroom during school hours should first obtain approval from the classroom teacher and the Principal or designee. Classroom observations should be requested in advance and are approved at the Principal or designee's discretion.

No electronic listening or recording device may be used by students or visitors in a classroom without the teacher's and Principal's written permission. Failure to abide by this is a violation of this Policy and may subject a visitor to losing his/her privilege to be on campus in accordance with Section III above.

Visitor Conduct
All visitors, regardless of their reason for being on campus, are expected to act in accordance with all Rocketship rules and policies while on the school premises. Visitors are strictly prohibited from having any physical contact with any student for any reason, including touching, grabbing, or holding a student. Visitors are also strictly prohibited from scolding, disciplining, or yelling at any student. If a visitor has a concern about a student's conduct, the visitor should promptly alert a Rocketship staff member.

This policy also applies to conduct during virtual programming (i.e., virtual instruction, events, etc.). Individuals who appear at a virtual event with a Rocketship student and whose conduct violates this policy will receive consequences in accordance with Rocketship policies.

Barring Individuals from Campus
Rocketship recognizes that situations could arise where it may become necessary for the Principal and/or the Principal's supervisor to prohibit an individual from entering or remaining on a Rocketship campus. Such situations may include an individual's possession or reasonable suspicion of an individual's possession of a firearm, in violation of Section § 22–4502.01 of the D.C. Code (which prohibits possession of a firearm in all areas within 1000 feet of a public school), an individual engaging in violence, threats of violence, harassment, or any other behavior that the

Principal deems to be disruptive of the learning environment or in violation of Rocketship policy. Such actions will comply with any relevant state law requirements.

Barring is specific to each individual Rocketship campus and its related activities. Principals generally have the authority to bar a disruptive individual, and to do so, they must follow Rocketship's internal protocol and comply with all applicable laws. Principals may not bar an individual beyond his/her particular campus, unless specific authorization is granted by the Director of Schools or the legal department. It is the responsibility of the Business Operations Manager, Office Manager, and school security to:

- Enforce photo identification verification 100% of the time to ensure no barred individuals enter the building.
- Document and maintain procedures for pick-up, drop-off and any documentation related to the barring notice at the front desk.
- Determine, at the time of the incident and in collaboration with the Principals, whether the local police must be contacted.
- Maintain an accurate and current list of individuals who have been issued a barring notice.
- Enforce the barring notice by escorting individuals out of the building and off school grounds in a peaceful, quiet, and orderly fashion.
- Not engage any barred individual off school grounds using combative language, tone, or action.
- Contact the local police department in the event that an individual becomes physically confrontational or refuses to comply with the barring notice.

Refusal to Leave Campus

Anyone who refuses to leave after being asked by the Principal, or who enters the premises (including parking lots, playground, sidewalks, and school building) without proper authorization in accordance with this policy, may become subject to the local criminal laws regarding trespass and unlawful entry.

Further conduct of this nature by the visitor may lead to the School's pursuit of a restraining order against such visitor which would prohibit him/her from coming onto school grounds or attending School activities for any purpose for a statutorily prescribed period.

The Principal or designee may seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.

Medication Administration Policy

Rocketship is committed to supporting the health of its students and meeting the needs of students with medical conditions, in compliance with DC laws. This policy addresses the requirements for students who need to take medication during the school day, including required documentation and training for staff members. The policy also addresses emergency medical situations and the use of epinephrine auto-injectors and asthma inhalers on campus.

I. Student Possession and Self-Administration of Medication

A student may possess and self-administer medication at Rocketship, at Rocketship-sponsored activities, and while on Rocketship-sponsored transportation, in order to treat asthma, anaphylaxis, or other illness; provided that the student's parent/guardian has submitted a Medication Action Plan and adheres to all other procedures and requirements, as outlined in this policy.

II. Medication Action Plan

In accordance with DC Code § 38-651.03, before medication can be kept or administered at Rocketship, a student's parent/guardian must complete and submit a Medication Action Plan. The Medication Action Plan must include:

- Written medical authorization, signed by a licensed health practitioner, that states:
    - The name of the student;
    - Emergency contact information for the student's parent/guardian;
    - Contact information for the student's licensed health practitioner;
    - The name, purpose, and prescribed dosage of the medication;
    - The frequency that the medication is to be administered;
    - The possible side effects of the medication as listed on the label;
    - Special instructions or emergency procedures;
    - In the case of self-administered medication, confirmation that the student has been instructed in the proper technique for self-administration of the medication and has demonstrated the ability to self-administer the medication effectively.
- Written authorization, signed by the student's parent/guardian, that states:
    - That a trained employee or agent of the school may administer medication to the student in accordance with all applicable DC laws and regulations; or
    - in the case of self-administration, the student may possess and self-administer the medication at Rocketship, at Rocketship-sponsored activities, and while on Rocketship-sponsored transportation; and
    - that the name of the student may be distributed to appropriate school staff, as determined by the Principal.
- Written acknowledgment that the District of Columbia, Rocketship Public Schools, or an employee or agent of Rocketship Public Schools shall be immune from civil liability for the good-faith performance of responsibilities related to this Policy; except that no immunity

shall extend to criminal acts, intentional wrongdoing, gross negligence, or wanton or willful misconduct.

Immediately following any changes regarding the health or treatment of the student, the parent/guardian must submit an amended Medication Action Plan to Rocketship. All Medication Action Plans must be updated at least annually.

III. Staff Administration of Medication

Pursuant to DC Code § 38-651.05, a Rocketship employee or agent trained and certified pursuant to this policy may administer medication to a student with a valid Medication Action Plan; provided that:

- The student's parent/guardian has delivered the medication to be administered to the school;
- The employee or agent is under the general supervision of a licensed health practitioner; and
- Except in emergency circumstances, as described below, the parent/guardian has administered the initial dose of a new medication.

School staff should NOT provide any over-the-counter medications or therapeutic/homeopathic remedies (i.e. cough drops, herbal teas) to students unless the student has

- A note from an authorized health care provider that prescribes the use of the remedy, including the amount or dose to be given, and the method and timing of the administration; AND
- a written statement from a parent/guardian permitting the use of the remedy at the school.

IV. Staffing and Training

In accordance with DC Code § 38-621(a), each Rocketship school in DC will have a registered nurse and/or licensed practical nurse who is on campus a minimum of 20 hours per week.

All staff members who (1) administer medication to students with valid Medication Action Plans who are not authorized to possess that medication or are not competent to self-administer the medication; and (2) administer medication in emergency circumstances to any student experiencing an acute episode of asthma, anaphylaxis, or other illness, must complete training in accordance with DC Code § 38-651.04. All training must be conducted by a health care professional licensed in the District of Columbia. The health-care professional will provide Rocketship with written certification, which will be valid for three years, of successful completion of the training for each Rocketship employee.

V. Storage of Medication

In accordance with DC Code § 38-651.09, Rocketship may receive medication from a student's parent/guardian to store for the treatment of asthma, anaphylaxis, or other illness for a student with a valid Medication Action Plan. The medication will be stored with Rocketship's school nurse or Office Manager in a location that is easily accessible during an emergency.

The medication must be labeled with the following information:

- Name of the student;
- Name of the medication;
- Dosage;
- Time of administration; and
- Duration of medication.

Under DC Code § 38-651.09, Rocketship is not required to store more than a three-day supply of any medication.

VI. Emergency Situations

Pursuant to DC Code § 38-651.09(a), Rocketship may procure and store medication for the treatment of asthma, anaphylaxis, or other illness for use in emergency circumstances. The medication will be maintained in an easily accessible location.

School employees are trained and expected to respond to emergency situations without discrimination. Under DC Code § 38-651.06(a), no employee is allowed to administer medication in emergency situations unless that employee has been trained in accordance with DC Code § 38-651.04 (further described above). A student need not have a known diagnosis or a medication action plan to receive treatment in emergency circumstances from a trained employee or agent of the school. (§ 38-651.06(c)). Parents/guardians may also request that the school not administer medication in an emergency situation. (§ 38-651.06(d)).

If any student or staff member needs resuscitation, staff shall make every effort to resuscitate him/her. Staff members are prohibited from accepting or following any parental or medical"do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed, and such advance directives shall not be communicated to staff.

VII. Student Access to Epinephrine

Pursuant to D.C. Code § 38-651.04, OSSE is required to develop and implement an epinephrine administration training program, which shall provide training and certification of employees and agents of a public school on the storage and emergency use of an undesignated epinephrine auto-injector (UEA) on a person suffering an episode of anaphylaxis, Rocketship shall ensure that it has at least two employees certified in the use of a UEA who are available to administer epinephrine during all hours of the school day.

Under D.C. Code § 38-651.04(c), OSSE is required to procure and distribute UEAs to public schools and monitor the supply of UEAs, restocking as necessary. Rocketship must store, at all times, no fewer than two unexpired UEAs of each dosage available through OSSE's UEA Plan. UEAs shall be stored in a secure but easily accessible location in accordance with the manufacturer's instructions.

A Rocketship employee who is certified pursuant to D.C. Code § 38-651.04 may administer a UEA to a student who the employee believes in good faith to be suffering or about to suffer an anaphylactic episode.

UEAs may be used on Rocketship property, including the school building, playground, and school bus, as well as during school field trips or sanctioned excursions away from Rocketship property. The certified employee may carry an appropriate supply of the school's UEAs on field trips or excursions.

Within 24 hours of the administration of a UEA, Rocketship shall notify OSSE and the physician who prescribed the standing order for UEA. As soon as practicable following the administration of medication pursuant to D.C. Code § 38-651.04, Rocketship shall inform the student's parent/guardian that the medication was administered.

VIII. Maintenance of Records

Rocketship will create and maintain a list of students with valid Medication Action Plans, including the emergency contact information for each student. The Principal may distribute the list among appropriate employees or agents.

Rocketship will maintain accurate records of all its employees and agents who are certified to administer medication.

Rocketship will maintain accurate records of all incidents where medication was administered to a student in an emergency circumstance. (DC Code § 38-651.08)

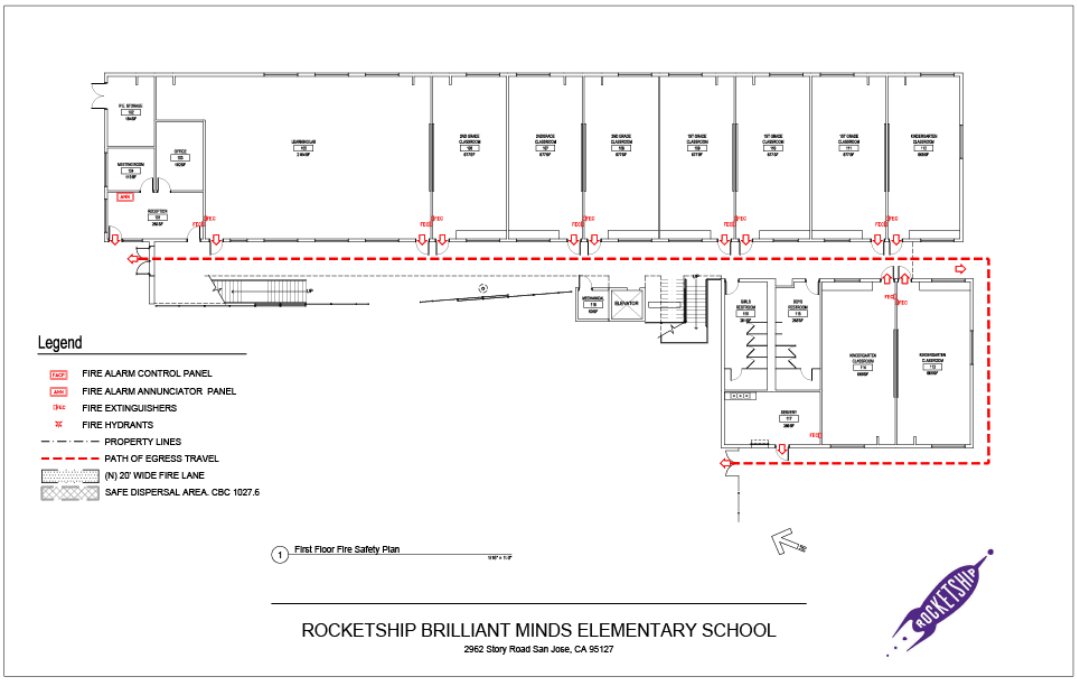
IX. Misuse

A student who self-administers medication while at school, at a school-sponsored activity, or while on school-sponsored transportation for a purpose other than his or her own treatment will

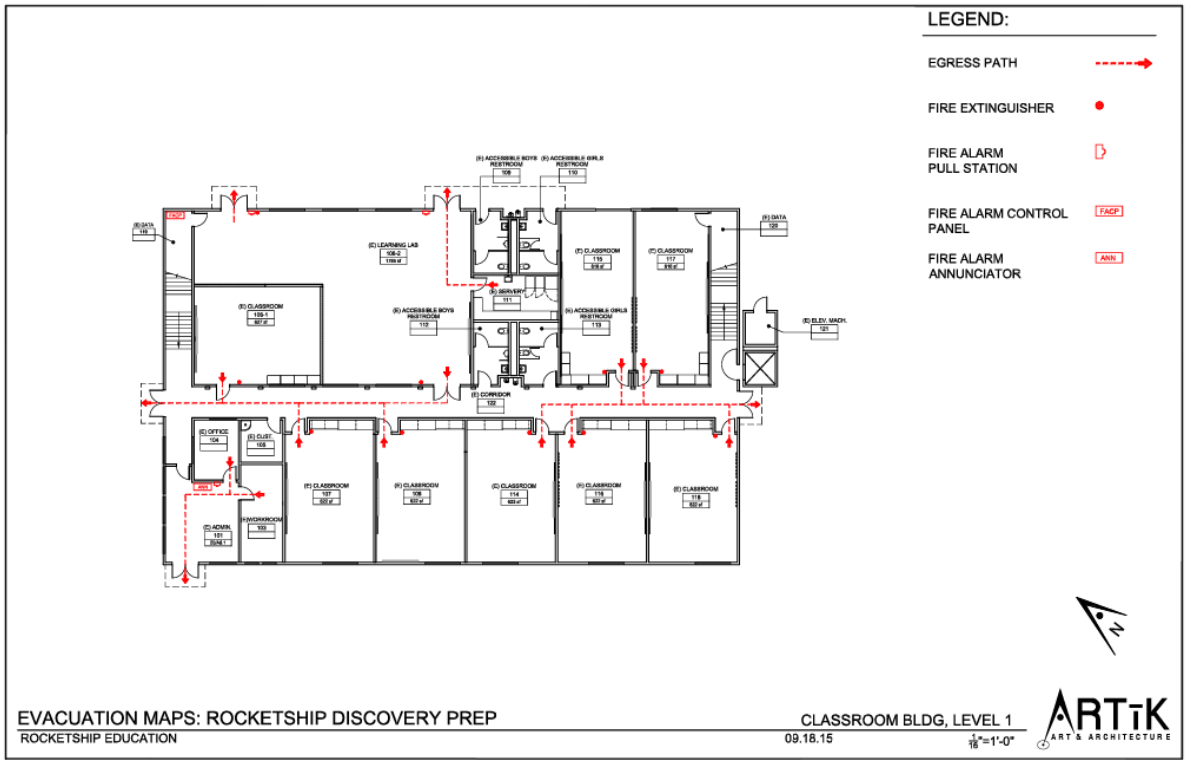
be subject to disciplinary action in accordance with Rocketship's Student Discipline Policy. . Such disciplinary action shall not limit or restrict the access of a student to his or her prescribed medication. Rocketship will promptly notify the student's parent/guardian of any disciplinary action imposed. (DC Code § 38-651.10)

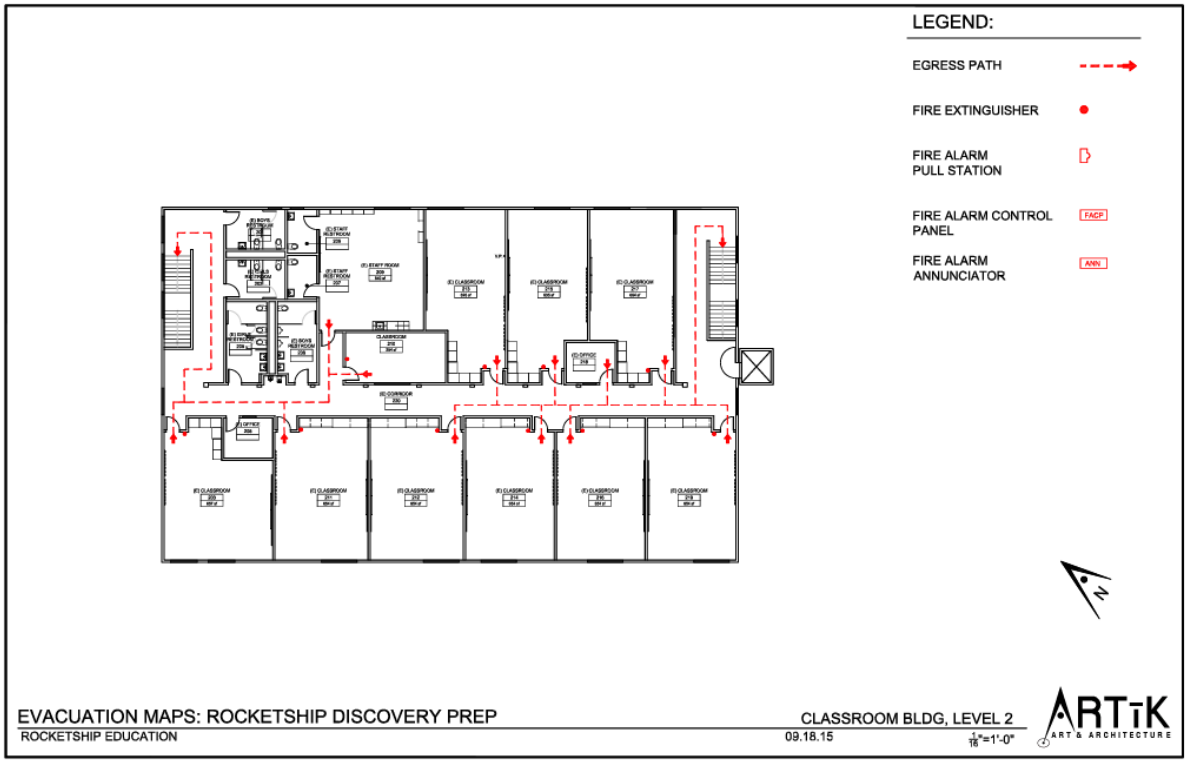
Appendix A: CA Emergency Evacuation Maps

RBM

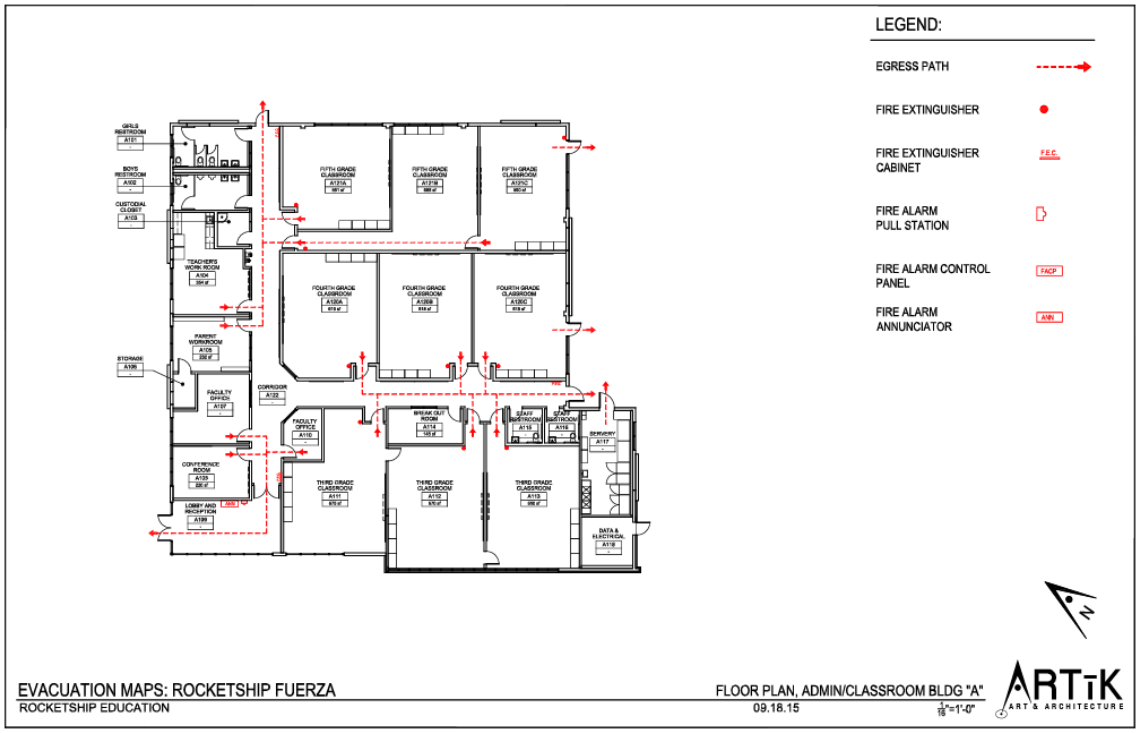


RDP

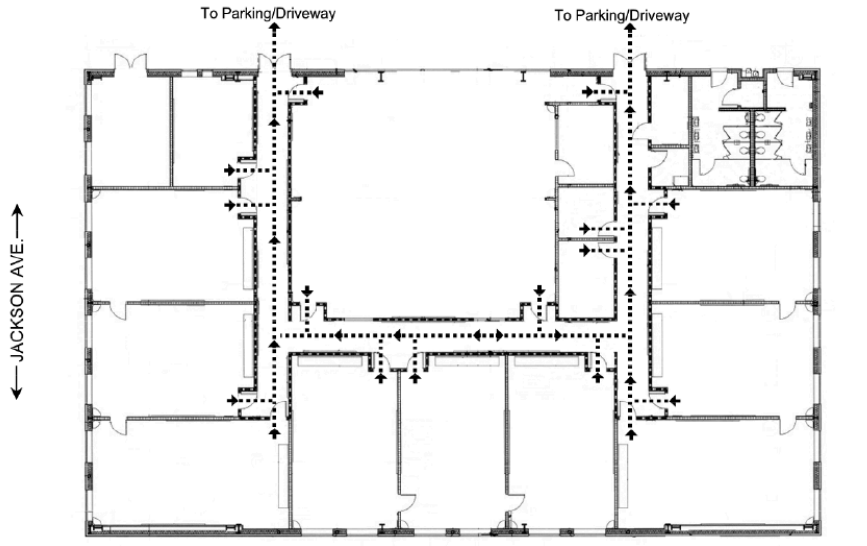

LEGEND:
EGRESS PATH
FIRE EXTINGUISHER
FIRE ALARM PULL STATION
FIRE ALARM CONTROL PANEL
FACP
FIRE ALARM ANNUNCIATOR
ANN
EVACUATION MAPS: ROCKETSHIP DISCOVERY PREP
ROCKETSHIP EDUCATION
CLASSROOM BLDG, LEVEL 1
09.18.15
1/16"=1'-0"
ARTIK
ART & ARCHITECTURE


LEGEND:
EGRESS PATH
FIRE EXTINGUISHER
FIRE ALARM PULL STATION
FIRE ALARM CONTROL PANEL
FACP
FIRE ALARM ANNUNCIATOR
ANN
EVACUATION MAPS: ROCKETSHIP DISCOVERY PREP
ROCKETSHIP EDUCATION
CLASSROOM BLDG, LEVEL 2
09.18.15
1/16"=1'-0"
ARTIK
ART & ARCHITECTURE

RFZ



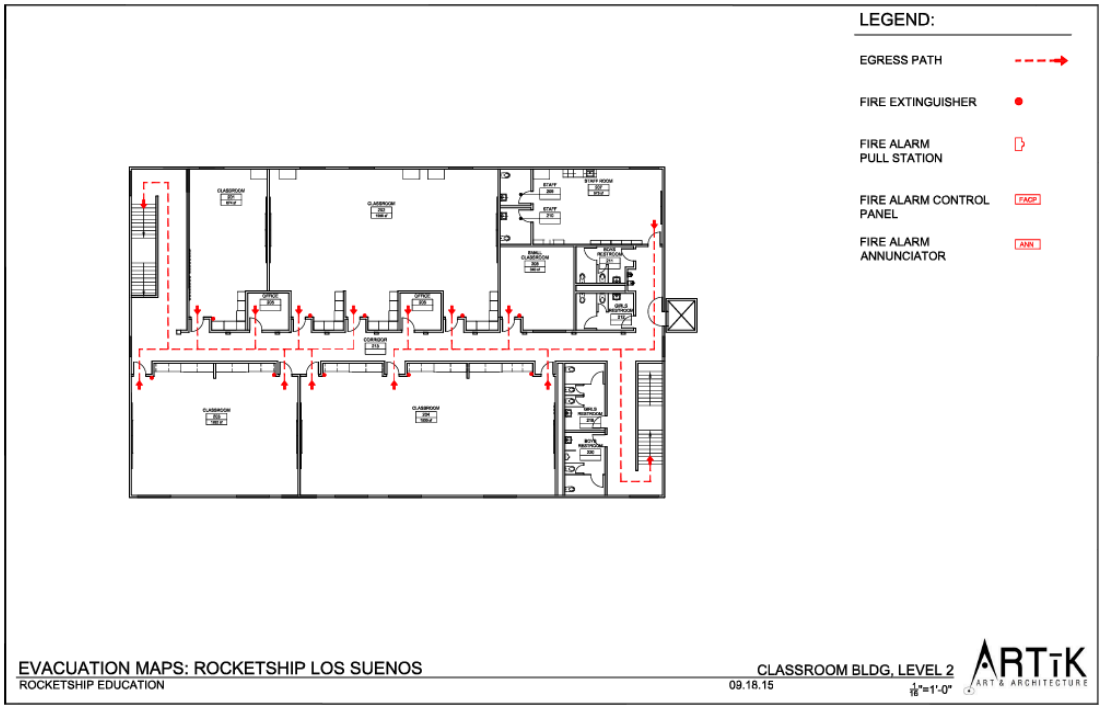
EVACUATION MAP

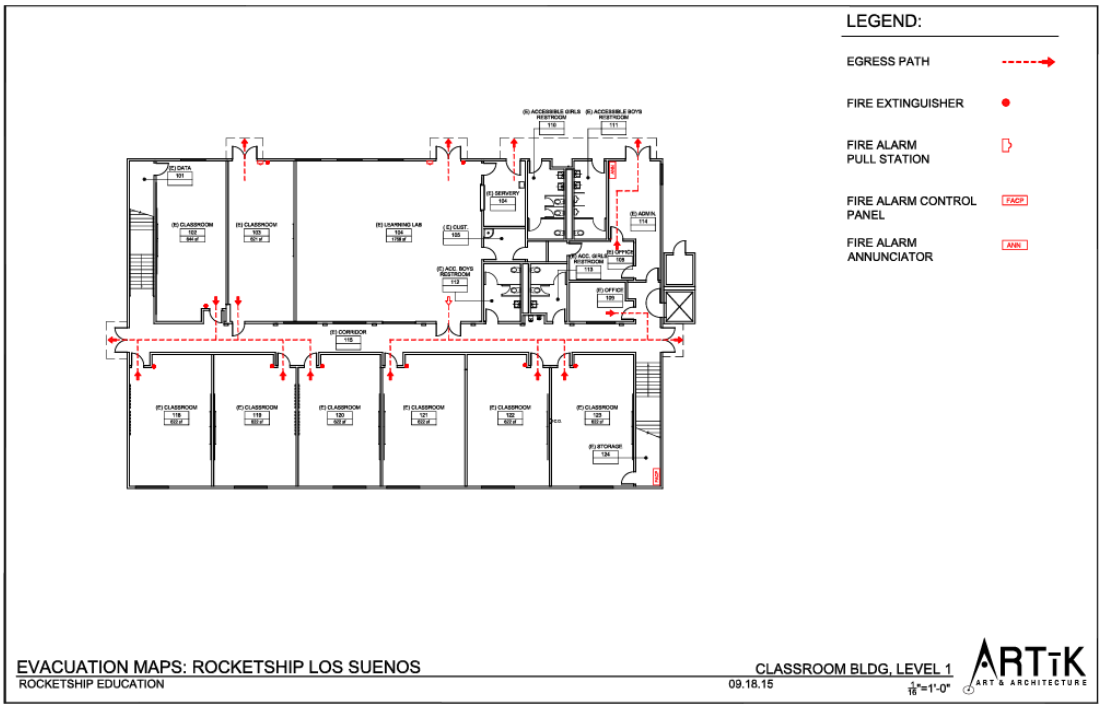


ROCKETSHIP FUERZA COMMUNITY PREP
70 S. Jackson, San Jose, CA 95116

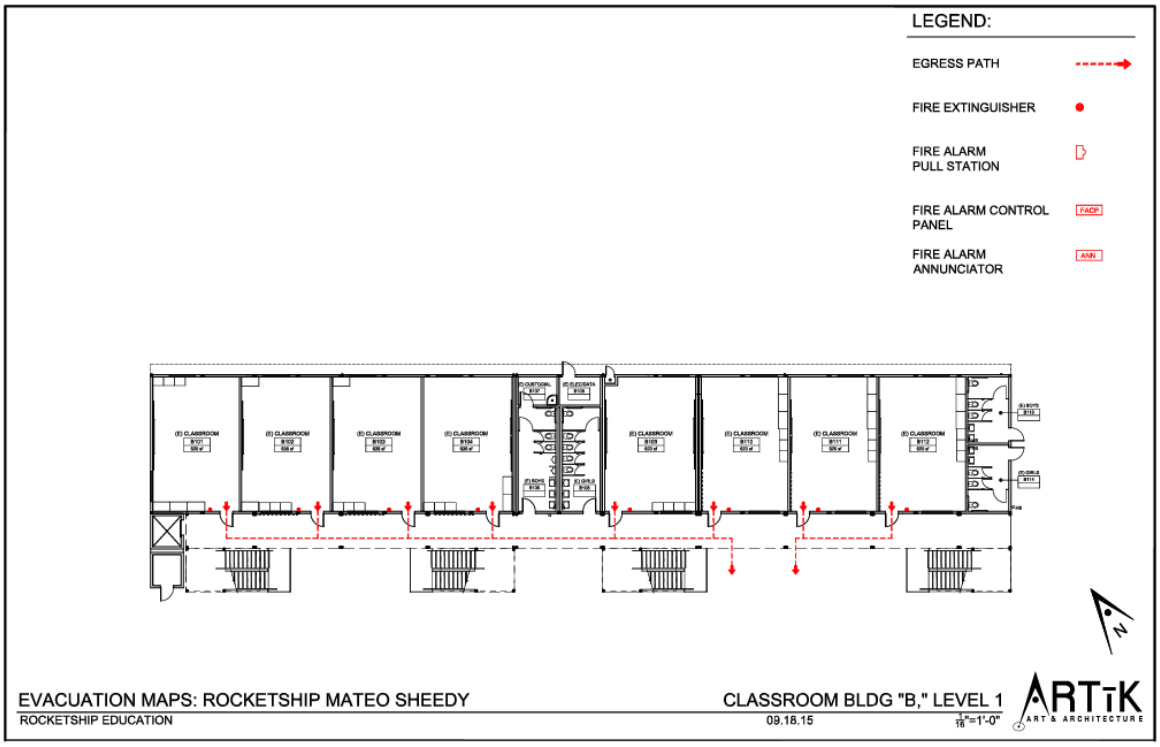
NORTH

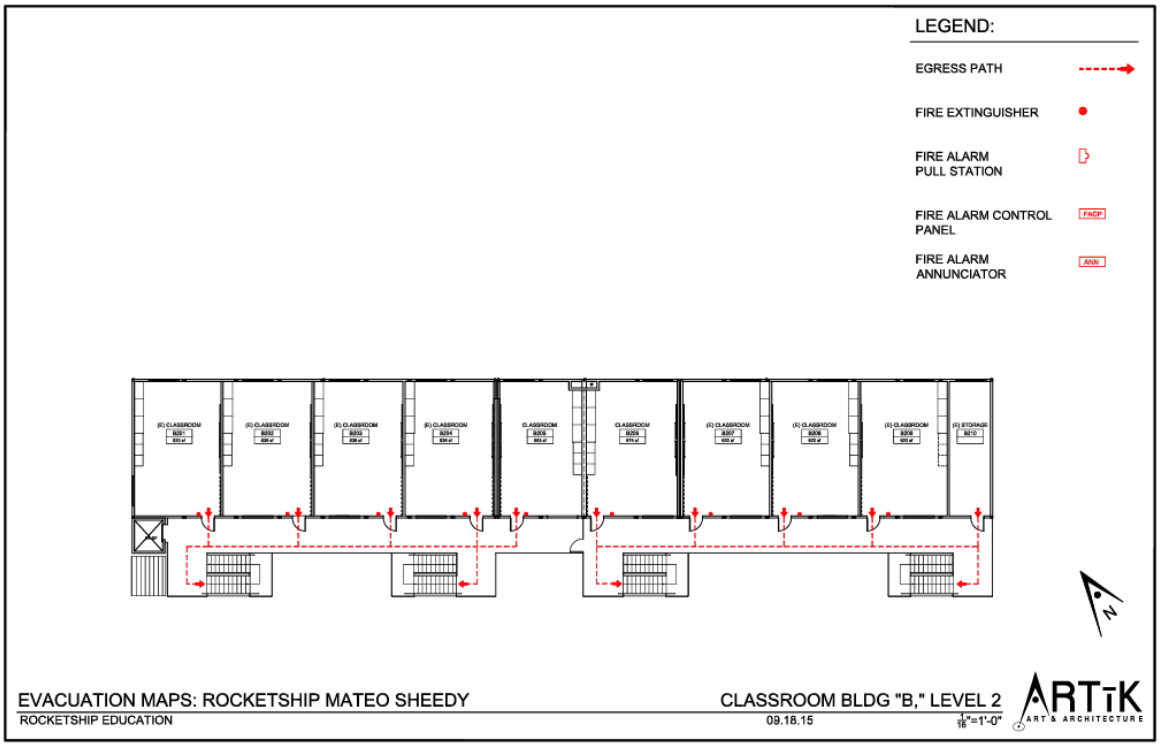
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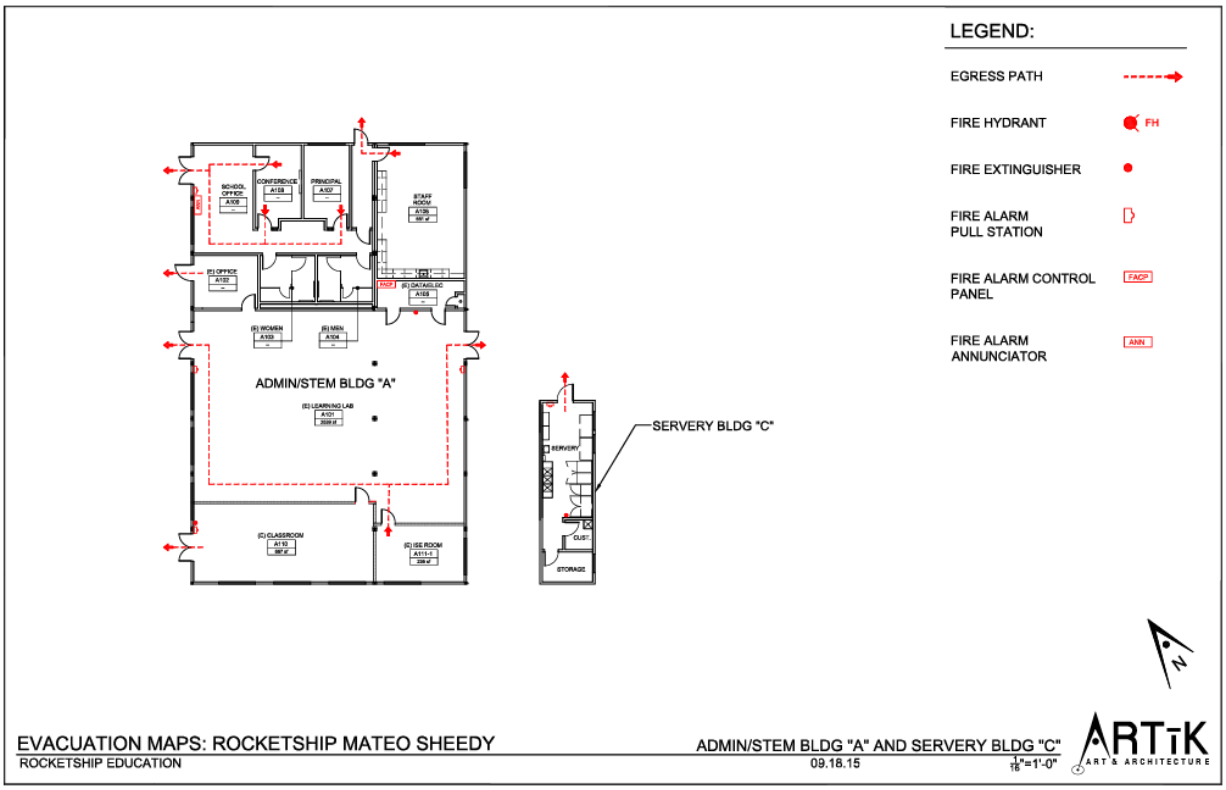

LEGEND:
EGRESS PATH
FIRE EXTINGUISHER
FIRE ALARM PULL STATION
FIRE ALARM CONTROL PANEL
FACP
FIRE ALARM ANNUNCIATOR
ANN
EVACUATION MAPS: ROCKETSHIP LOS SUENOS
ROCKETSHIP EDUCATION
CLASSROOM BLDG, LEVEL 2
09.18.15
1/16"=1'-0"
ARTIK
ART & ARCHITECTURE


LEGEND:
EGRESS PATH
FIRE EXTINGUISHER
FIRE ALARM PULL STATION
FIRE ALARM CONTROL PANEL
FACP
FIRE ALARM ANNUNCIATOR
ANN
EVACUATION MAPS: ROCKETSHIP LOS SUENOS
ROCKETSHIP EDUCATION
CLASSROOM BLDG, LEVEL 1
09.18.15
1/16"=1'-0"
ARTIK
ART & ARCHITECTURE

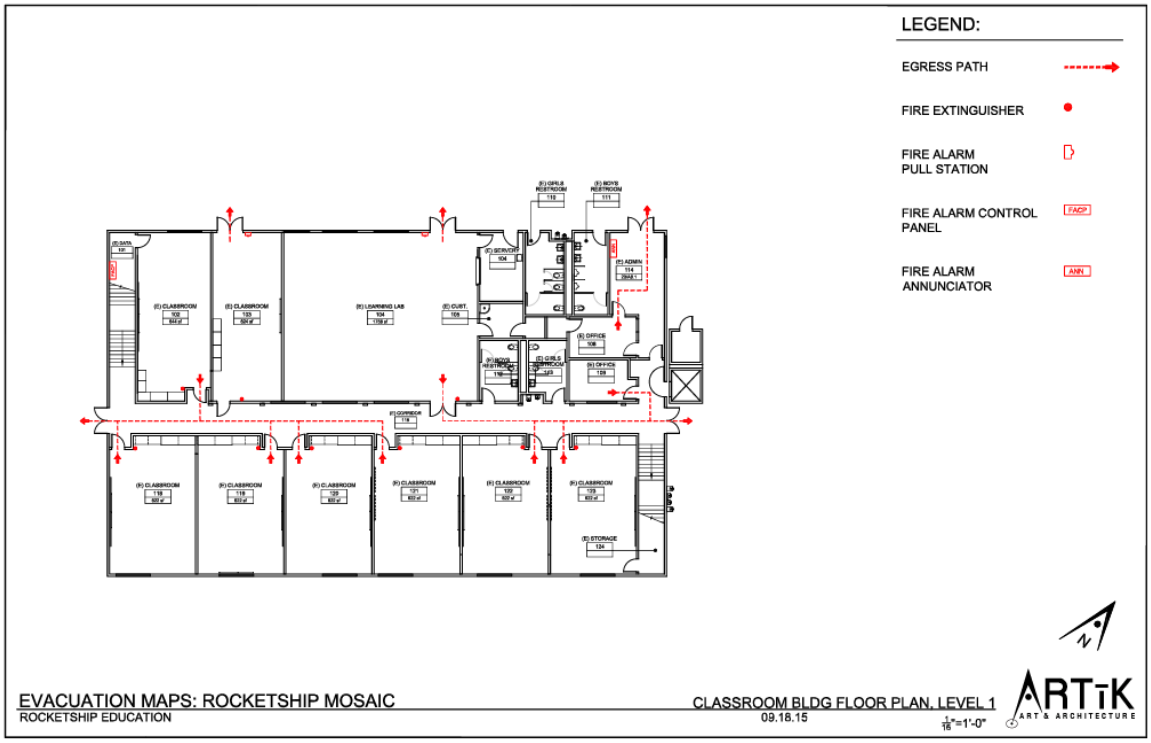
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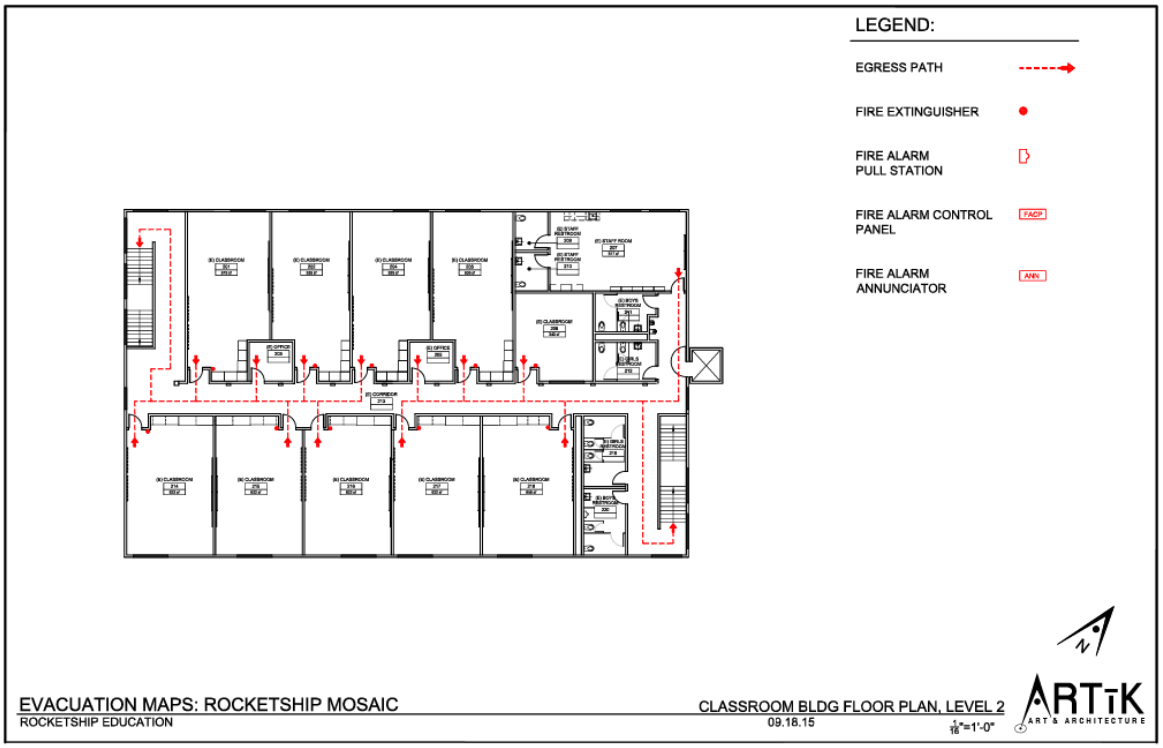

LEGEND:
EGRESS PATH
FIRE EXTINGUISHER
FIRE ALARM PULL STATION
FIRE ALARM CONTROL PANEL
FACP
FIRE ALARM ANNUNCIATOR
ANN
EVACUATION MAPS: ROCKETSHIP MATEO SHEEDY
ROCKETSHIP EDUCATION
CLASSROOM BLDG "B," LEVEL 1
09.18.15
1/16"=1'-0"
ARTIK
ART & ARCHITECTURE


LEGEND:
EGRESS PATH
FIRE EXTINGUISHER
FIRE ALARM PULL STATION
FIRE ALARM CONTROL PANEL
FACP
FIRE ALARM ANNUNCIATOR
ANN
EVACUATION MAPS: ROCKETSHIP MATEO SHEEDY
ROCKETSHIP EDUCATION
CLASSROOM BLDG "B," LEVEL 2
09.18.15
1/16"=1'-0"
ARTIK
ART & ARCHITECTURE

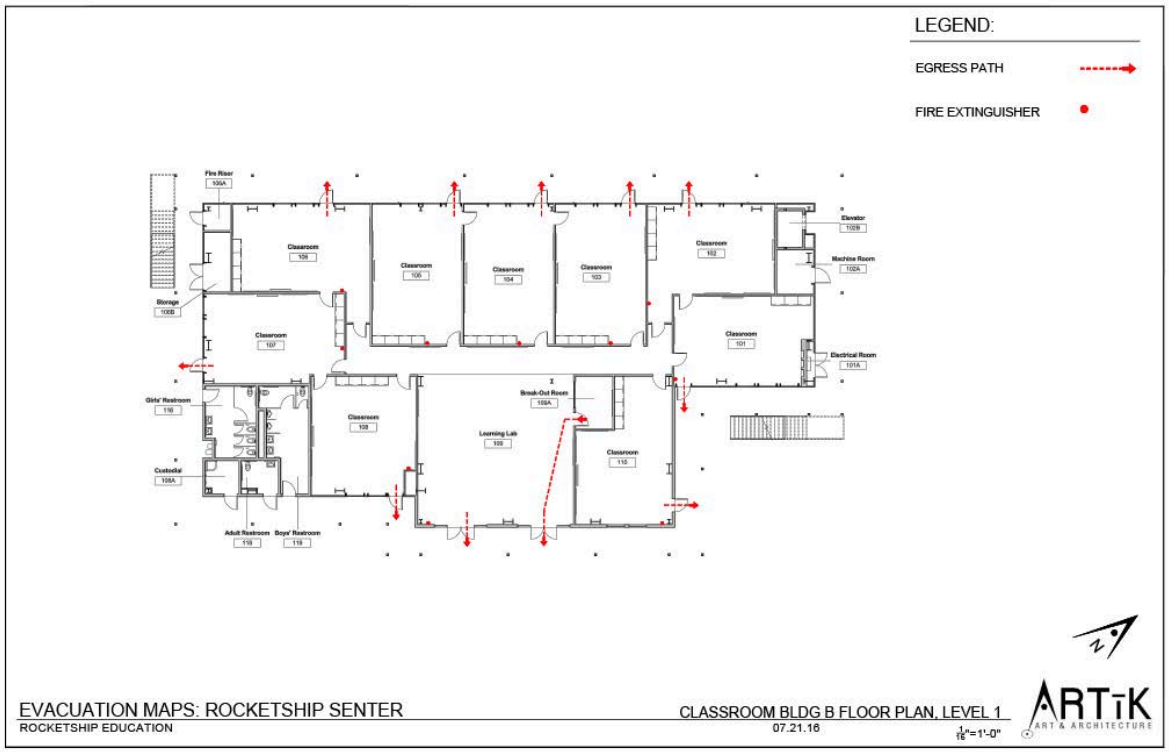

LEGEND:
EGRESS PATH
FIRE HYDRANT
FH
FIRE EXTINGUISHER
FIRE ALARM PULL STATION
FIRE ALARM CONTROL PANEL
FACP
FIRE ALARM ANNUNCIATOR
ANN
ADMIN/STEM BLDG "A"
SERVERY BLDG "C"
SCHOOL OFFICE
CONFERENCE
PRINCIPAL
STAFF ROOM
(E) OFFICE
(E) DATA/ELEC
(E) WOMEN
(E) MEN
(E) LEARNING LAB
(C) CLASSROOM
(E) ISE ROOM
SERVERY
DUST
STORAGE
N
EVACUATION MAPS: ROCKETSHIP MATEO SHEEDY
ROCKETSHIP EDUCATION
ADMIN/STEM BLDG "A" AND SERVERY BLDG "C"
09.18.15
1/8"=1'-0"
ARTIK
ART & ARCHITECTURE

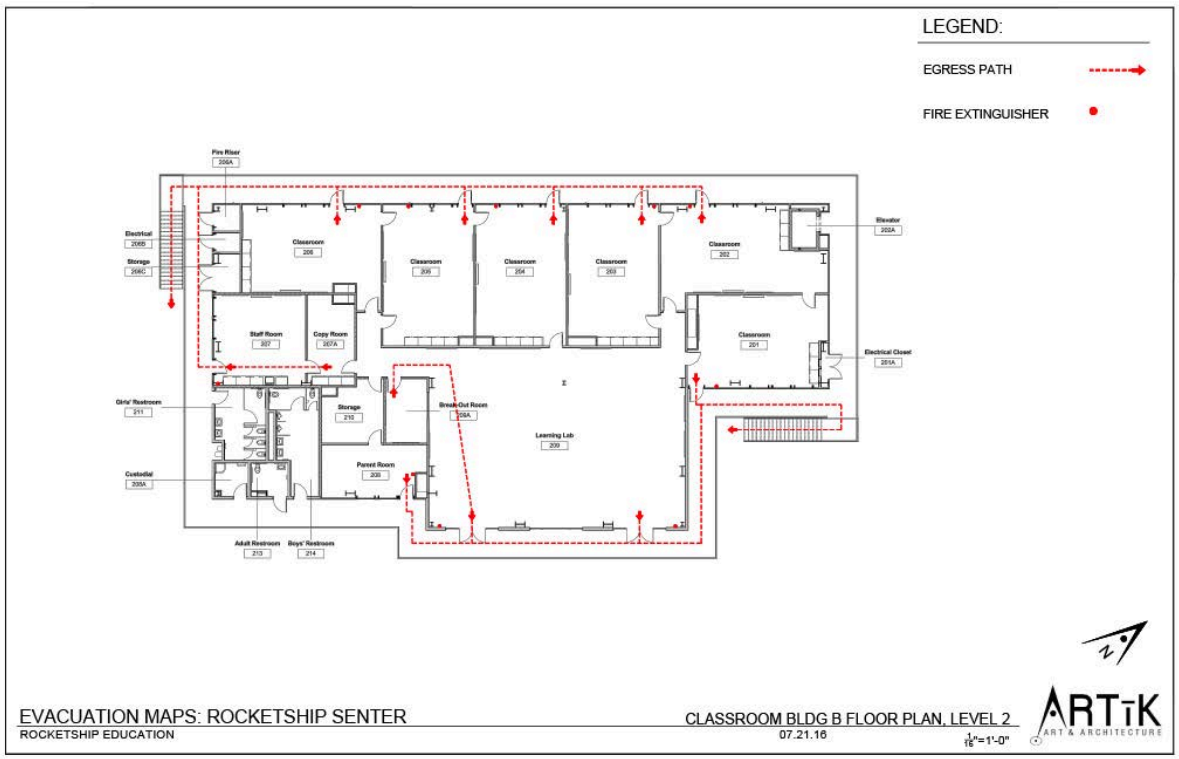
ROMO


LEGEND:
EGRESS PATH
FIRE EXTINGUISHER
FIRE ALARM PULL STATION
FIRE ALARM CONTROL PANEL
FACP
FIRE ALARM ANNUNCIATOR
ANN
EVACUATION MAPS: ROCKETSHIP MOSAIC
ROCKETSHIP EDUCATION
CLASSROOM BLDG FLOOR PLAN, LEVEL 1
09.18.15
1/16"=1'-0"
ARTIK
ART & ARCHITECTURE


LEGEND:
EGRESS PATH
FIRE EXTINGUISHER
FIRE ALARM PULL STATION
FIRE ALARM CONTROL PANEL
FACP
FIRE ALARM ANNUNCIATOR
ANN
EVACUATION MAPS: ROCKETSHIP MOSAIC
ROCKETSHIP EDUCATION
CLASSROOM BLDG FLOOR PLAN, LEVEL 2
09.18.15
1/16"=1'-0"
ARTIK
ART & ARCHITECTURE

RRS


LEGEND:
EGRESS PATH
FIRE EXTINGUISHER
EVACUATION MAPS: ROCKETSHIP SENTER
ROCKETSHIP EDUCATION
CLASSROOM BLDG B FLOOR PLAN, LEVEL 1
07.21.16
1/16"=1'-0"
ARTIK
ART & ARCHITECTURE


LEGEND:
EGRESS PATH
FIRE EXTINGUISHER
EVACUATION MAPS: ROCKETSHIP SENTER
ROCKETSHIP EDUCATION
CLASSROOM BLDG B FLOOR PLAN, LEVEL 2
07.21.16
1/16"=1'-0"
ARTIK
ART & ARCHITECTURE



LEGEND:

EGRESS PATH

FIRE EXTINGUISHER

FIRE ALARM PULL STATION

FIRE ALARM CONTROL PANEL — FACP

FIRE ALARM ANNUNCIATOR — ANN

N

EVACUATION MAPS: ROCKETSHIP SENTER

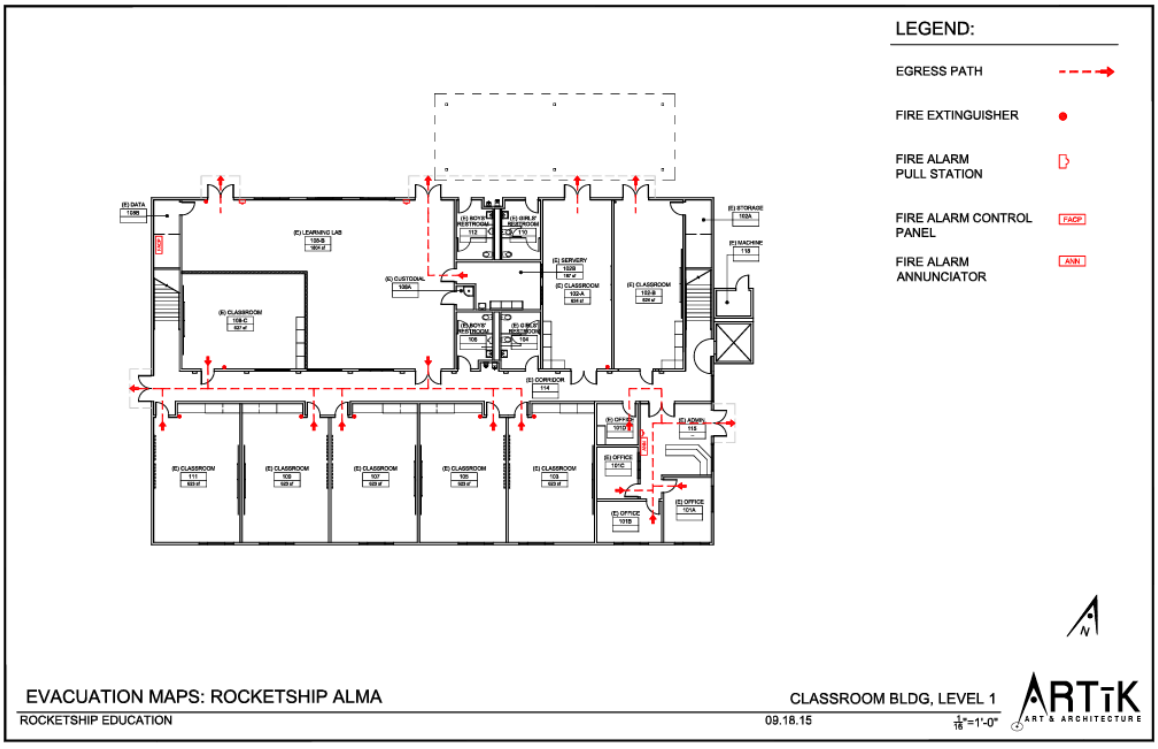
ROCKETSHIP EDUCATION

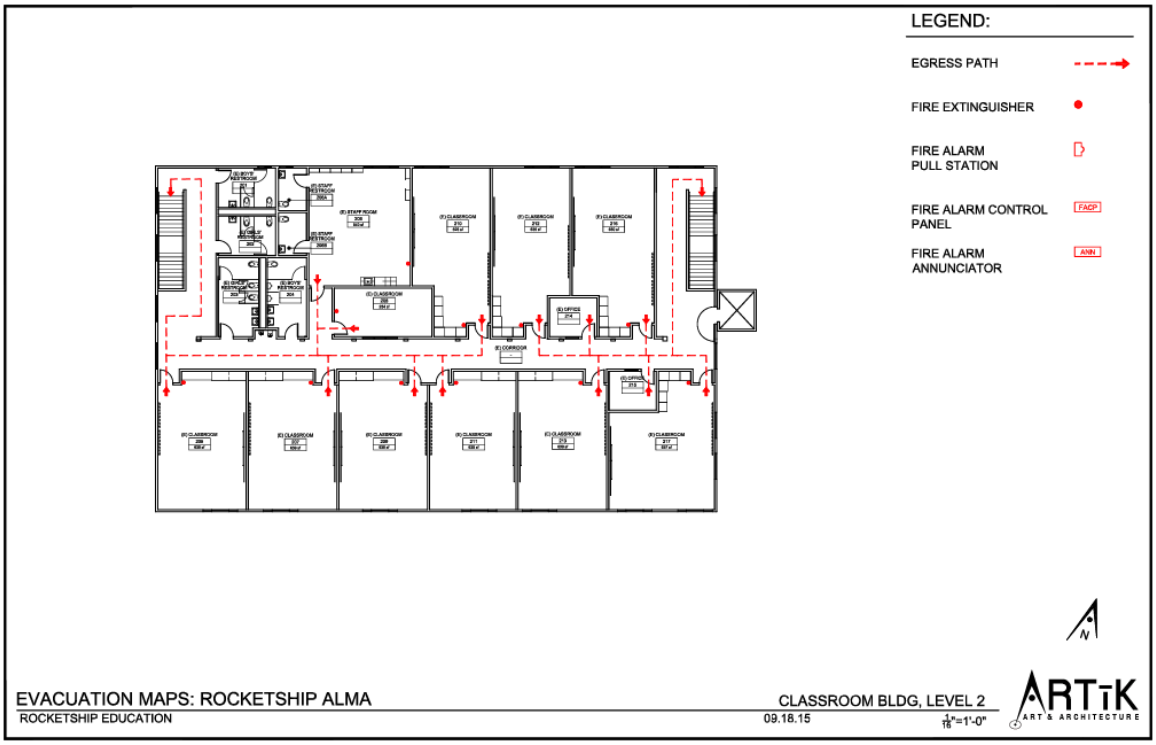
CLASSROOM BLDG A FLOOR PLAN

07.21.16

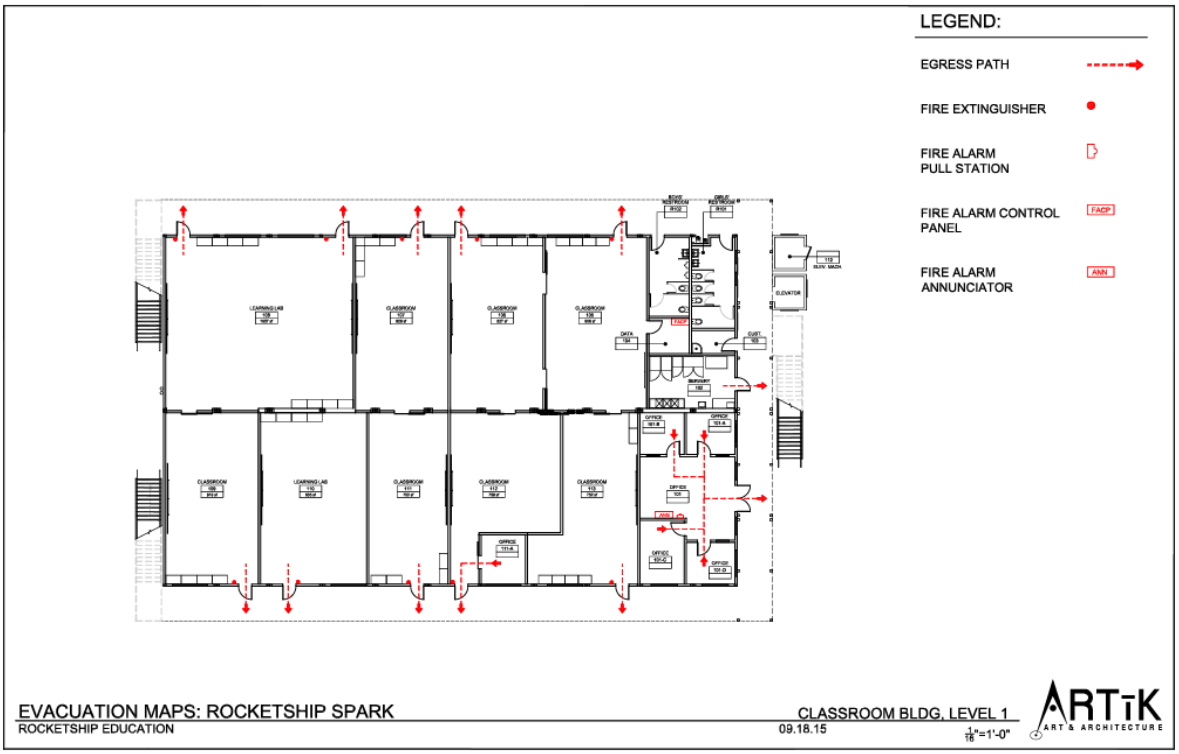
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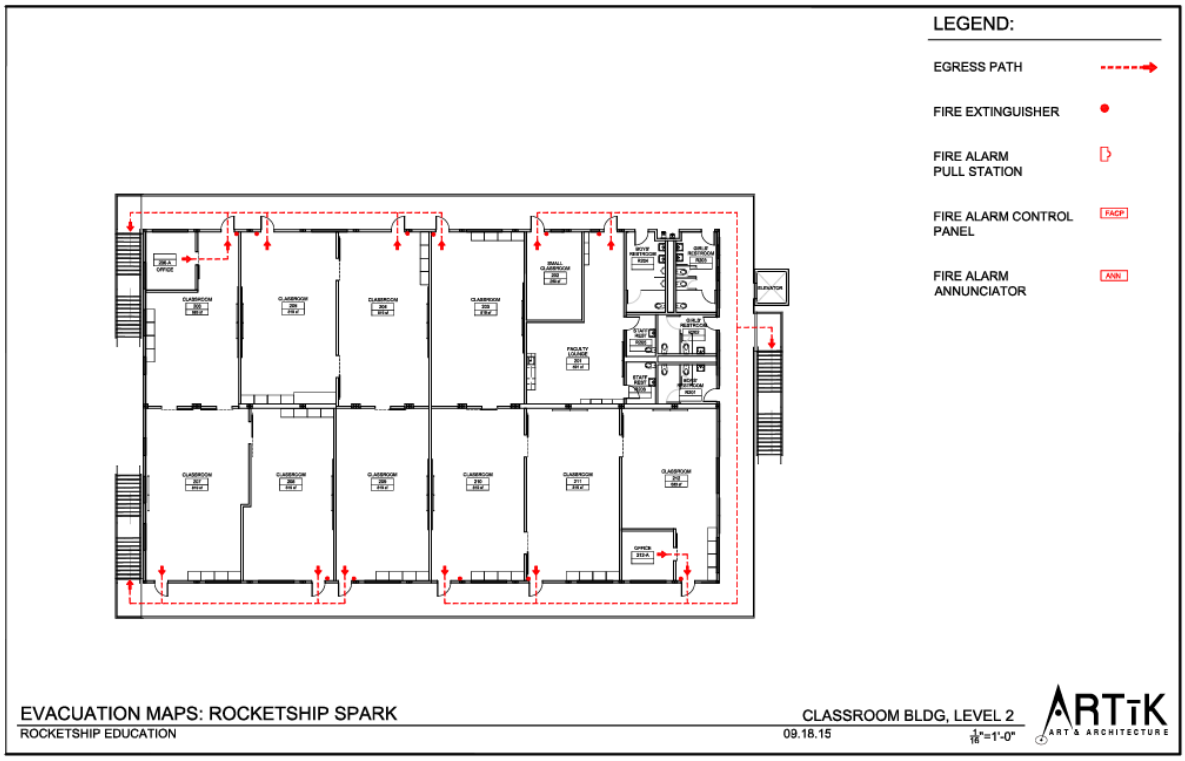
ARTIK ART & ARCHITECTURE


LEGEND:
EGRESS PATH
FIRE EXTINGUISHER
FIRE ALARM PULL STATION
FIRE ALARM CONTROL PANEL
FACP
FIRE ALARM ANNUNCIATOR
ANN
EVACUATION MAPS: ROCKETSHIP ALMA
ROCKETSHIP EDUCATION
CLASSROOM BLDG, LEVEL 1
09.18.15
1/16"=1'-0"
ARTIK
ART & ARCHITECTURE

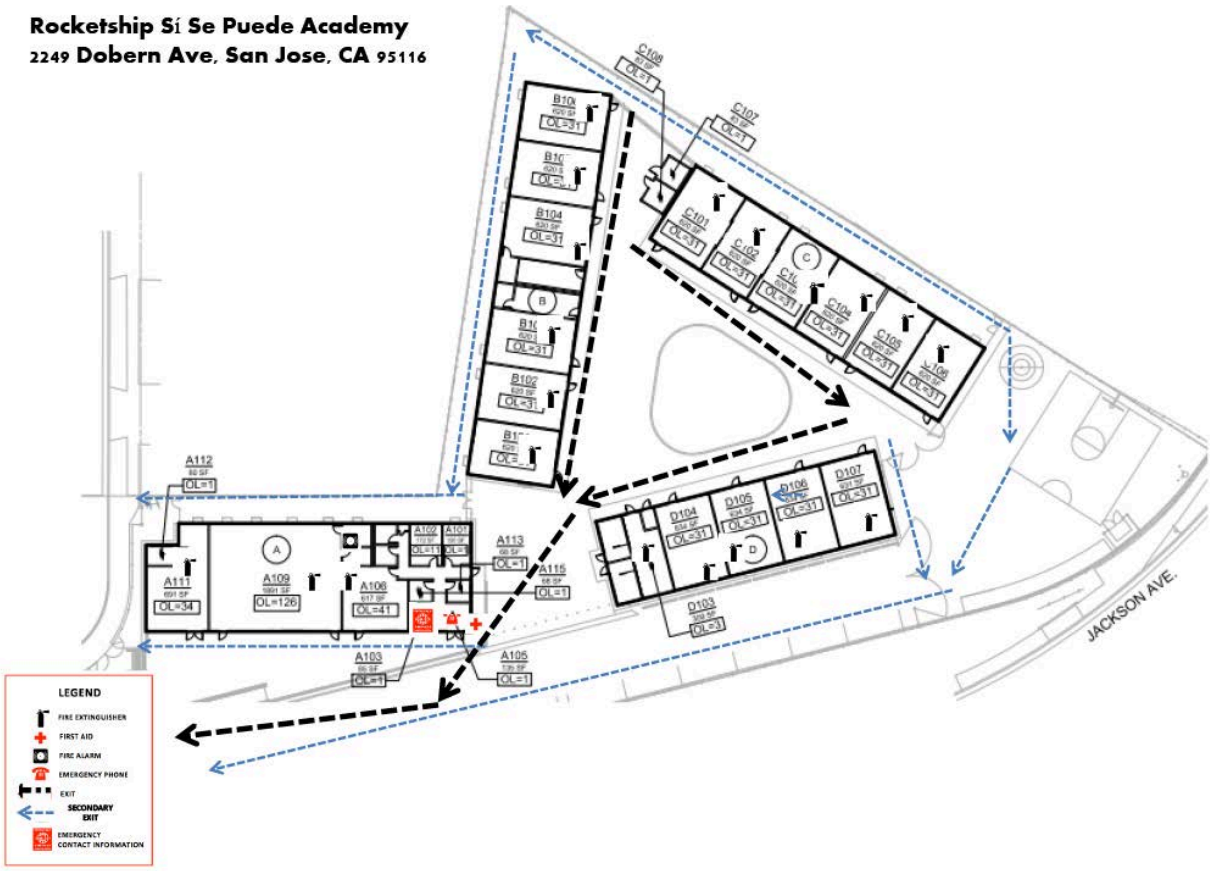

LEGEND:
EGRESS PATH
FIRE EXTINGUISHER
FIRE ALARM PULL STATION
FIRE ALARM CONTROL PANEL
FACP
FIRE ALARM ANNUNCIATOR
ANN
EVACUATION MAPS: ROCKETSHIP ALMA
ROCKETSHIP EDUCATION
CLASSROOM BLDG, LEVEL 2
09.18.15
1/16"=1'-0"
ARTIK
ART & ARCHITECTURE

RSK


LEGEND:
EGRESS PATH
FIRE EXTINGUISHER
FIRE ALARM PULL STATION
FIRE ALARM CONTROL PANEL
FACP
FIRE ALARM ANNUNCIATOR
ANN
EVACUATION MAPS: ROCKETSHIP SPARK
ROCKETSHIP EDUCATION
CLASSROOM BLDG, LEVEL 1
09.18.15
1/8"=1'-0"
ARTIK
ART & ARCHITECTURE


LEGEND:
EGRESS PATH
FIRE EXTINGUISHER
FIRE ALARM PULL STATION
FIRE ALARM CONTROL PANEL
FACP
FIRE ALARM ANNUNCIATOR
ANN
EVACUATION MAPS: ROCKETSHIP SPARK
ROCKETSHIP EDUCATION
CLASSROOM BLDG, LEVEL 2
09.18.15
1/8"=1'-0"
ARTIK
ART & ARCHITECTURE

RSSP


Rocketship Sí Se Puede Academy
2249 Dobern Ave, San Jose, CA 95116
JACKSON AVE.
LEGEND
FIRE EXTINGUISHER
FIRST AID
FIRE ALARM
EMERGENCY PHONE
EXIT
SECONDARY EXIT
EMERGENCY CONTACT INFORMATION

Appendix B: CA Law Enforcement Approval

Reviewing Agency	Date of Approval	Reviewer	Badge/ID