



Rooted School Vancouver

Charter School Program for Innovation and Excellence Application Grant Narrative

February 15, 2021

EXECUTIVE SUMMARY:

Rooted School Vancouver (RSV), is the third school in the Rooted School Foundation network.

We serve to provide our students personal pathways to financial freedom. We will do this by altering the trajectory of 125 learners in grades 9 – 12 from Vancouver, Washington’s most at-risk and diverse student populations. We intend to help our students compete in the region’s high-growth, high-wage industries by increasing their access to four-year colleges/universities and technical programs. We define financial freedom as being free of debt. By minimizing the amount of debt our graduates accrue and by providing access to living wage jobs earlier in their lives, we will place students on a faster path to establishing and compounding wealth over time and make progress towards closing the racial wealth gap in southwest Washington. RSV is designed from the Rooted School Foundation model, which has been launched successfully in two other states to date—Louisiana and Indiana. Rooted School’s model features three key design elements:

1. **Self-Directed Learning (SLD)**
2. **Industry-Based Credentials (IBC) and Internships**
3. **Project-Based Learning**

The Charter School Program (CSP) Implementation Grant funds will be used implement this educational model in partnership with the Vancouver community to **(1)** ensure we fully enroll RSV with 30 – 35 students, **(2)** build a curriculum that is designed to meet regional employer demand, and **(3)** equip our facility with all the furniture and supplies needed for students to successfully navigate the curriculum. RSV has a strong academic, operational, and financial model through the support of Rooted School Foundation and the opportunities afforded by becoming the first charter school in southwest Washington.

A. GRANT PROJECT GOALS:

At Rooted, we believe that our students can reach their fullest potential when they are given access to the region’s high-wage jobs in tandem with an academically rigorous high school education. We define financial freedom as being free of debt. By minimizing the amount of debt our graduates accrue and by providing access to living wage jobs earlier in their lives, we will place students on a faster path to establishing and compounding wealth over time. We will know we are successful when we have closed income and wealth disparities for Vancouver’s most at-risk learners and their families. While our mission is focused on the achievement of students, our success also has the potential to transform an entire community by supplying homegrown talent to our region’s fastest-growing companies, raising median income, and improving the quality of life for all of our students and their families. Thus, CSP funds will be specifically used to meet the following goals:

Goal 1: RSV will meet its annual enrollment goals (30 – 35 students per year for first five years) using the strategic recruitment plan outlined below.					
Justification: Consistent enrollment is critical for the success of RSV’s goal of financial independence after year five. To this end, having a comprehensive community engagement program is imperative.					
Performance Measures	22 – 23 Targets	23 – 24 Targets	24 – 25 Target	25 – 26 Targets	26 – 27 Targets
Create physical and virtual recruitment materials in accessible languages to the school community by October 1st of each year. By the first day of school each year, secure full	Create a virtual presence and mail/distribute RSV’s recruitment materials in English, Spanish, Chuukese, and other languages (as needed and determined by family preference) by October 1st of each year. All materials will include information and a clear statement that the school is a tuition-free public school.				
	Recruit and enroll at least 35 new students by June 1, with a waitlist of 10+ students to ensure RSV opens fully enrolled.	Recruit and enroll at least 35 new students by June 1, with a waitlist of 20+ students to ensure RSV opens fully	Recruit and enroll at least 35 new students by June 1, with a waitlist of 32+ students to ensure RSV opens fully	Recruit and enroll at least 30 new students by June 1, with a waitlist of 38+ students to ensure RSV opens fully	Recruit and enroll at least 35 new students by June 1, with a waitlist of 38+ students to ensure RSV opens fully

student enrollment through targeted recruitment and outreach strategies.		enrolled.	enrolled.	enrolled.	
Goal 2: Develop curricula and materials, including corresponding professional development opportunities that ensure full teacher preparedness and compliance with state Career and Technical Education requirements.					
Justification: RSV is designing its Career and Technical Educational model for the first time with employers across the Greater Vancouver region.					
Performance Measures	22 – 23 Targets	23 – 24 Targets	24 – 25 Target	25 – 26 Targets	26 – 27 Targets
Contextualize the IBC, internship, and Project-Based Learning experiences to WA State CTE Program Standards	All grade 9 IBC, internship, and Project-Based Learning experiences are contextualized for the Greater Vancouver region by June 2022.	All grade 10 IBC, internship, and Project-Based Learning experiences are contextualized for the Greater Vancouver region by June 2023.	All grade 11 IBC, internship, and Project-Based Learning experiences are contextualized for the Greater Vancouver region by June 2024.	All grade 12 IBC, internship, and Project-Based Learning experiences are contextualized for the Greater Vancouver region by June 2025.	All IBC, internship, and Project-Based Learning curriculum maps and scope and sequences to be reviewed for alignment and redesigned as needed by June 2026.
The Director of CTE and Tech Coach are trained in IBC, internship, and Project-Based Learning experiences contextualized to southwest WA	Train the Director of CTE and Tech Coach in (Year 1) IBCs, internship pathways, and Project-Based Learning experiences by June 2022.	Train the Director of CTE and Tech Coach in grade (Year 2) IBCs, internship pathways, and Project-Based Learning experiences by June 2023.	Train the Director of CTE and Tech Coach in grade (Year 3) IBCs, internship pathways, and Project-Based Learning experiences by June 2024.	Train the Director of CTE and Tech Coach in grade (Year 4) IBCs, internship pathways, and Project-Based Learning experiences by June 2025.	Train the Director of CTE and Tech Coach in grade (Year 5) IBCs, internship pathways, and Project-Based Learning experiences by June 2026.

Goal 3: Purchase all necessary student laptops, industry-grade hardware and software, and student workstations to position our students to earn at least one IBC per year of high school and progress through their coursework within a self-directed learning environment. Purchase all classroom furnishings and high-speed internet equipment to ensure optimal access for all students and staff.

Justification: RSV students will need laptops, industry-grade hardware and software, high speed internet connectivity both at home and school, and robust student workstations to complete all the general education and CTE courses needed to graduate and succeed in a self-directed learning environment. (For additional information see goals 4 & 5 in <i>CSP School Project Budget</i> and <i>CSP School Project Budget Narrative</i>)					
Performance Measures	22 – 23 Targets	23 – 24 Targets	24 – 25 Target	25 – 26 Targets	26 – 27 Targets
Purchase laptops and mobile computing carts to implement a 1:1 device model for students and staff.	Purchase 35 student laptops, one laptop cart, and 11 staff laptops in preparation for Y1 of operation.	Purchase 35 student laptops, one laptop cart, and 5 staff laptops in preparation for Y2 of operation.	Purchase 35 student laptops, one laptop, and 5 staff laptops in preparation for Y3 of operation.	Purchase 30 student laptops, one laptop cart, and 5 staff laptops in preparation for Y4 of operation.	Purchase 35 student laptops and 5 staff laptops in preparation for Y5 of operation.
Purchase all student and staff furniture, workstations, industry-grade hardware and software, high-speed internet hardware, and instructional programs to support a self-directed learning environment.	Purchase the necessary materials, supplies, and equipment in preparation for 35 students and 10.5 FTE staff for Y1 of operation.	Purchase the necessary materials, supplies, and equipment in preparation for 65 students and 11 FTE staff for Y2 of operation.	Purchase the necessary materials, supplies, and equipment in preparation for 95 students and 13.5 FTE staff for Y3 of operation.	Purchase the necessary materials, supplies, and equipment in preparation for 125 students and 10.5 FTE staff for Y4 of operation.	Purchase the necessary materials, supplies, and equipment in preparation for 125 students and 14.5 FTE staff for Y5 of operation.

B. EDUCATIONAL PHILOSOPHY, KEY DESIGN ELEMENTS & SCHOOL CULTURE:

Educational Philosophy:

RSV’s education philosophy is focused on cultivating a local talent pipeline of high-potential, underrepresented youth because of its commitment to three beliefs:

1. The integration of knowledge, skills, and techno-literacy into all subjects will engage and motivate students to explore high-demand careers.
2. We intentionally design our courses to embed the principles of Universal Design for Learning (UDL), incorporating multiple means of representation, expression, and engagement to meet all students’ individual needs.
3. Our education program is specially designed for deeper learning, to develop students who will thrive in fields where skilled individuals create the new ideas, products and industries of the future.

RSV manifests its educational philosophy through three key design elements:

Design Element 1: Self-Directed Learning (SDL)

RSV uses Malcolm Knowles' definition of SDL as a starting point and defines self-directed learners as those who need very little, if any, re-direction because they know their goals and are focused on achieving them. RSV students will need to be self-directed in the workplace, particularly in innovative technology fields. The OECD's *The Future of Education and Skills: Education 2030* report states that future-ready students must exercise learning agency, and "two factors help learners enable agency. The first is a personalized learning environment that supports and motivates each student to nurture his or her passions, make connections between different learning experiences and opportunities, and design their own learning projects and processes in collaboration with others. The second is building a solid foundation: literacy and numeracy remain crucial." At RSV, students will be able to move at their maximum ability and pace through all of the required course content from 9th — 12th grade. Within self-directed learning, students create the tempo for their own learning with the support of teachers of record. Once students have achieved mastery of foundational concepts, they are able to continue to new or more challenging problems and content instead of having to wait on their peers. Teachers can spend more time with struggling students and give them targeted support. RSV will primarily use two approaches to facilitate its self-directed learning model: a flexible blended learning environment and personalized learning plans.

Design Element 2: Industry-Based Credentials (IBC) and Internships

A strong science, technology, engineering, and mathematics (STEM) education prepares students for high-demand and high-paying jobs in Washington State. Furthermore, students on a strong career pathway contribute to the vitality of their families, communities, and local economies.

Washington STEM estimates that only 41% of Washington’s students are currently on track to earn a post-secondary credential; 70% of the plentiful high-demand and family-wage careers in the state will require credentials by 2030.

Design Element 3: Project-Based Learning (PBL)

To demonstrate mastery learning, RSV students apply their skills in solving real-world challenges through project-based learning. Students work on projects that are designed with our tech industry partners in mind. For example, at Rooted School New Orleans, our Lee Circle Project trained students in Autodesk Inventor, a typical CAD software program used throughout the industry for 3D printing and manufacturing. Students addressed the question, “How might New Orleans build monuments that better represent what our city stands for?” As a result of these projects, students saw the impact of their work in the community and acquired career and technical education credits through several different technology pathways and industry-focused projects. Using a backward-design approach, the goal is to solidify industry-specific skills that positively impact stakeholder “clients”. In turn, our students graduate more prepared to choose a college and a concentrated field of study or directly enter jobs within our partner network.

Classroom Design Elements:

The basic learning environment at RSV is directly aligned with Rooted’s mission, vision, and values to put students on a personal pathway to financial freedom. It is designed to meet the needs of our anticipated student population of low-income students, students with disabilities, and students of color, because of our focus on personalization, fostering student agency in learning, and commitment to core tenets that have been proven to increase student outcomes with a similar student population at Rooted School New Orleans. Furthermore, the table below outlines the classroom design elements that align to Rooted’s educational philosophy:

Design Element(s) and Alignment to Program	Description and Cultural Responsiveness
<p>Pre-Career Levels (PCLs)</p> <p>Self-Directed Learning</p> <p>Industry-Based Credentials/Internships</p> <p>Project-Based Learning</p>	<p>PCLs describe how students progress from one grade to another at RSV through a competency-based progression. Each PCL is indicative of mastery of a full year’s worth of content and a student’s cultural progression. Through a combination of academic and cultural badges, students are provided incentives that allow them to demonstrate mastery of discrete skills and gradually release them into becoming self-directed learners. PCLs align to our vision of cultural responsiveness because of the element’s ability to meet students where they are and demonstrate mastery across a myriad of performance styles at a pace that is appropriate for their individual needs.</p>
<p>Academic and Cultural Badges</p> <p>Self-Directed Learning</p> <p>Industry-Based Credentials/Internships</p> <p>Project-Based Learning</p>	<p>Academic and cultural badges are the structures Rooted uses to capture student mastery of individual skills throughout their PCL progression. Academic badge assessments are built into SDL course playlists and students must complete them before progressing to new content. Academic badges align to our vision of cultural responsiveness because teachers tailor these assessments to include content that is culturally relevant and high-interest for students. Academic badge assessments are housed in students’ online personalized learning plans (PLPs).</p>
<p>Advisory</p> <p>Self-Directed Learning</p> <p>Industry-Based Credentials/Internships</p> <p>Project-Based Learning</p>	<p>Advisory is a foundational social-emotional anchor for students and about 10% of a student’s experience at RSV. A 1:11 Advisor-to-student ratio allows each student to build a secure attachment with at least one adult who will advocate for and challenge them. Research shows this can improve student outcomes, especially for students deemed at-risk and who are culturally and linguistically diverse. Our Advisory curriculum is called Developmental Designs, which is widely known as a research-backed and culturally responsive curriculum. Advisors guide students to develop a High School and Beyond Plan that includes interests; an assessment of strengths and gaps; and authentic personal, academic, and post-high school goals. Advisory implements Kidde and Alfred’s Tier 1 restorative practices, provides a psychologically safe and welcoming environment, and fosters a climate of secure attachments that will reduce disciplinary issues over time. Advisory is one way RSV will advance its commitment to diversity, equity, and inclusion (DEI) work. Through the Developmental Designs curriculum, we will use Advisory as a time for personal reflection, open discussion, and connection with students.</p>
<p>Small Group Instruction (SGI)</p> <p>Self-Directed Learning</p> <p>Industry-Based Credentials/Internships</p> <p>Project-Based Learning</p>	<p>Small group instruction accounts for approximately 30% of the average student’s time and is the primary path through which Rooted offers mini-lessons, remediation and enrichment throughout their SDL, IBC, and PBL experiences. Teachers provide targeted intervention informed by students’ daily work, formative badge assessments, and interim/summative standardized test results. This approach has yielded significant growth in students’ diagnostic assessment results as well as in their overall literacy and numeracy. ELL and Special Education interventionists push-in during SDL blocks to provide 1:1 and SGI to students depending on IEP or ELL needs. SGI is a natural bridge between direct instruction and project-based</p>

	learning, allowing students to deepen their conceptual frameworks and try on new ways of thinking and learning.
Industry-Based Credentials (IBCs) Industry-Based Credentials/Internships	IBCs increase access of students, especially those from diverse backgrounds, to credentials and certifications that will make them competitive for entry-level, living-wage jobs in the region. Students complete coursework on industry-partner informed playlists during two elective SDL blocks a day to earn IBCs. Students are expected to earn at least four by the time they graduate. Some examples of credentials are CompTIA, Autodesk Inventor, Adobe Creative Cloud Suite, and Salesforce Administrator. IBCs are also the core path for students to qualify for the Green Balloon Fellowship—Rooted’s formal structure for guaranteeing full-time employment at a technology company while earning a living wage.
Internships Industry-Based Credentials/Internships	Each year, students will have the opportunity to participate in competitive internships, primarily during the summer, with our regional employer partners. Typically, internships occur 2-3 days a week for 4-8 weeks in the summer, depending on the company and its capacity. These opportunities allow students to increase their relationship capital by allowing them to cultivate secure attachments with employer partners and develop the skills needed to be competitive for entry-level STEM jobs after high school graduation.
Industry-Focused Project-Based Learning Project-Based Learning	In order to demonstrate mastery of their learning, RSV students will apply their skills in solving real-world challenges through PBL. PBL accounts for approximately 10% of a student’s time at Rooted as it increases student executive functioning skills including focus, critical thinking, making connections, taking on challenges, and self-directed learning. Students work on projects that are designed with our technology industry partners in mind and that are culturally relevant to them. In one example from Rooted School New Orleans, our Lee Circle Project trained students in Autodesk Inventor, a typical CAD software program used throughout the additive manufacturing industry for 3D printing and manufacturing. Students addressed the question, “How might New Orleans build monuments that better represent what our city stands for?” As a result of these projects, students of color increase their sense of connection and belonging, seeing the impact of their work in the community. Students also acquire CTE credits through a number of different technology pathways and industry-focused projects.
Project Exhibitions Project-Based Learning	The process for preparing and presenting a standards-aligned, competency-based portfolio of work to an authentic audience is how RSV expands the definition of student success beyond traditional assessment measures, maintains high standards, and encourages deeper learning. This iterative learning process, including vision and goal setting, courses, project work, a portfolio, and exhibition, supports students to think critically and develop non-cognitive competencies proven to increase college-persistence for students of color. Students present a project each semester each year and receive feedback from a panel of industry experts, enabling the development of critical presentation, networking, and communication skills.
Information	There are almost 1,700 STEM jobs projected to open over the next five years in

<p>Technology Cluster Pathway</p> <p>Self-Directed Learning</p> <p>Industry-Based Credentials/Internships</p> <p>Project-Based Learning</p>	<p>the southwest Washington area; yet there is not enough local talent trained to meet that demand. For two back-to-back SDL blocks, students take courses that both align to this cluster and meet industry partner needs. These courses fulfill elective requirements at RSV. By prioritizing this cluster, we will uniquely position RSV as a local leader in preparing systemically underserved youth to meet growing talent needs in the region.</p>
<p>Universal Design for Learning (UDL)</p> <p>Self-Directed Learning</p> <p>Industry-Based Credentials/Internships</p> <p>Project-Based Learning</p>	<p>UDL differentiates the ways students are engaged and motivated to learn (engagement), the way students receive new information (representation), and the way that they can express what they know (action and expression) at the center. Culturally responsive teaching requires that teachers design instruction from the perspective of students’ diversity as strengths rather than deficits.¹ The UDL classroom decenters one “right” way to operate in the classroom, acknowledges that students’ cultural backgrounds influence how they learn, and minimizes the biases that a particular teacher may bring into the environment about students. It’s for these reasons that UDL has proven to be effective with student with disabilities², students of color, and English language learners³.</p>

School Culture:

RSV is founded on the belief that all students are capable of developing the academic and technical skills required for success in a college, university, a technical program and/or an entry-level position with one of RSV’s numerous industry partners. However, students will only develop these skills in a positive, inclusive, and academically rigorous environment. Our school will accomplish its mission—to provide personal pathways to financial freedom and lay the groundwork for closing the racial wealth gap.

We promote and execute our culture through the following key structures:

¹ Kieran, L., & Anderson, C. (n.d.). (PDF) Connecting Universal Design for Learning With Culturally Responsive Teaching. Retrieved August 26, 2020, from https://www.researchgate.net/publication/326179926_Connecting_Universal_Design_for_Learning_With_Culturally_Responsive_Teaching

² Ralabate, P. (2017, December 11). Universal Design for Learning: Meeting the Needs of All Students. Retrieved August 26, 2020, from <https://www.readingrockets.org/article/universal-design-learning-meeting-needs-all-students>

³ Eichhorn, M., Lowry, A., & Burke, K. (n.d.). Increasing Engagement of English Learners Through Universal Design for Learning. Retrieved August 26, 2020, from <https://scholarworks.waldenu.edu/jerap/vol9/iss1/1/>

1. **Attachment-based teaching** ensures staff are trained to create a positive, inclusive instructional environment that promotes equity
2. **Daily Advisory** is a space for students to build relationships, learn about the cultural wealth of their peers, and practice social-emotional and executive functioning skills.
3. **Values Badges** provide accountability to students for contributing to and upholding the RSV culture.
4. **Culturally relevant curriculum** ensures that the materials students interact with are relevant, reflective of them, and honor their cultural wealth in order to promote equity.

C. CURRICULUM, INSTRUCTIONAL STRATEGIES & TECHNOLOGY:

Instructional practices are described in detail in the previous subsection in a table of design elements and rationale, which complement the curricular choices found in the table below.

Key Curriculum Materials and Choices:

High-quality, standards-aligned curriculum is the backbone of core content courses in RSV’s instructional model. Teachers use this curriculum to create online playlists for students to work through during content-specific SDL blocks and to create formative academic badge assessments to measure standards mastery. Our selected curriculum aligns to Common Core State Standards and Next Generation Science Standards, and thus aligns to Washington State K – 12 Learning Standards. Teachers and interventionists ensure alignment of the curriculum, playlists, and badge assessments to additional standards, including MHA Building Blocks, Hewlett Foundation deeper learning competencies, Teaching Tolerance Social Justice Standards, and English Language Proficiency Standards (ELPS), as needed. Incorporation and assessment of these additional standards expands RSV’s definition of student success to include non-cognitive skills tied to increased college retention and job placement rates. Specific outcomes for each subject in grades 9 – 12, including rationale for outcome targets benchmarked against OSPI School Report Card data are in the table below:

Subject	Model of Instructional Delivery	Standards	Curriculum
Math	Online/SDL, small group, whole group (when appropriate), PBL	WA State 9 – 12 Mathematics Learning Standards (CCSS) Teaching Tolerance Social Justice Standards (TTSJS)	Illustrative Math Curriculum 9 – 12 Pre-Calculus with Limits by Ron Larson (Grade 12) Mathalicious (supplemental materials)
Rationale: This is a comprehensive, vertically aligned and CCSS-standards aligned math curriculum that has gotten top scores on EdReports.org’s metrics: Focus and Coherence, Rigor and Mathematical Practices, and Usability. It is problem-based, built with UDL principles and embeds scaffolded supports for both students not yet at grade-level and in need of extended content. Strong math fluency and a deep conceptual understanding of math is critical for success in STEM fields.			
English Language Arts	Online/SDL, small group, whole group (when appropriate), PB	WA State 9 – 12 ELA Learning Standards (CCSS) (TTSJS)	UnboundEd Explore (Expeditionary Learning (EL)/EngageNY ELA) Curriculum 9 – 12 ⁴
Rationale: This curriculum is designed to fit the demands and instructional shifts of the Common Core State Standards (CCSS). UnboundEd centers the finding from TNTP’s seminal report The Opportunity Myth ⁵ that exposing all students, not just those that are on grade level, to high-quality standards-aligned content is a matter of educational equity, a tenet central to RSV’s mission. We adopted a curriculum that ensures students have access to rich, vertically aligned, and grade-level standards-aligned content and skill acquisition opportunities. The lessons within the modules provide a rigorous and pedagogically sound approach for how to build on prior standards each year through thoughtful planning, adaption, and instruction. This curriculum is made accessible to ELLs through its companion Scaffolding Instruction for English Language Learners Resource Guides for ELA and Mathematics. ELA is rooted in project-based learning, a core RSV design element. Over 1,500 schools use the EL model and at these schools, 46% of Hispanic/Latino students achieved grade-level ELA proficiency as compared to 25% of their district peers. Low-income ELA students achieved 33% proficiency as			

⁴ Explore Curriculum. (n.d.). Retrieved August 25, 2020, from https://www.unbounded.org/explore_curriculum

⁵ The Opportunity Myth. (2018). Retrieved August 25, 2020, from <https://opportunitymyth.tntp.org/>

	compared to district peers who achieved 27%. SWD achieved 20% proficiency as opposed to district peers who achieved 11% ⁶ . These demographics are comparable to RSV’s anticipated student population.		
Social Studies	Online/SDL, small group, whole group (when appropriate), PBL	WA State 9 – 12 Social Studies Learning Standards (CCSS) WA Essential Academic Learning Requirements (EALRs) and Grade-Level Expectations (GLEs) (TTSJS)	DBQ Project The Choices Program by Brown University
	Rationale: RSV thinks that it is critical for students to have local context about the region in which they reside, its cultures, and its history to provide a culturally relevant social studies education. Therefore, social studies courses at RSV are designed to follow both the required standards and the recommended course progression from OSPI’s Washington State K-12 Learning Standards for Social Studies guide ⁷ , which integrates <i>Since Time Immemorial</i> , which develop high standards and concepts. In social studies classes and playlists, RSV teachers will utilize materials from the DBQ Project ⁸ , which develop high-level critical thinking skills through content-specific questions and differentiated supports. Further, teachers will utilize The Choices Program ⁹ by Brown University, which is an inquiry-based program that provides an up-to-date historiography, tells an inclusive, responsible history, and helps students develop the skills necessary for historical thinking, understanding and writing—all critical for college and life success.		
Science	Online/SDL, small group, whole group (when appropriate), PBL	WA State 9 – 12 Science Learning Standards (Next generation Science Standards (NGSS)) (TTSJS)	Biozone Curriculum (9 – 12) ¹⁰ (NGSS)

⁶ EL Education. (n.d.). EL Education Educating for a Better World. Retrieved from <https://eleducation.org/uploads/downloads/ELED-OverviewBrochure-1019-v10-WEB.pdf>

⁷ Washington State K-12 Learning Standards for Social Studies. (2019). Retrieved August 25, 2002, from https://www.k12.wa.us/sites/default/files/public/socialstudies/standards/OSPI_SocStudies_Standards_2019.pdf.

⁸ The DBQ Project. (2020, March 11). Retrieved August 25, 2020, from <https://www.dbqproject.com/>

⁹ Choices Program. (n.d.). Retrieved August 25, 2020, from <https://www.choices.edu/>

¹⁰ BIOZONE USA: Educational Publisher. (n.d.). Retrieved August 25, 2020, from <https://thebiozone.com/>

	<p>Rationale: This science curriculum is built around Next Generation Science Standards and Biozone textbooks and workbooks. These are cutting edge resources that are also available online to ensure that they are continuously updated with the latest scientific occurrences. The Advanced Placement-program aligned materials enable all students to access college-level coursework, not just those that are at or above grade level. The materials emphasize inquiry and problem-solving, and are highly-visual, a key strategy for students learning English and students with disabilities to access content. They provide compelling, relevant case studies and labs to practice scientific concepts. All science courses are oriented around environmental science, given the changing nature of our global climate and its implications on RSV students' futures, and the creation of new STEM jobs in this field.</p>		
Foreign Language	Online/SDL, small group, whole group (when appropriate), PBL	World Languages 9 – 12 Standards	Edgenuity (supplemental materials) Duolingo (supplemental materials)
	<p>Rationale: Students at RSV will take foreign language courses aligned to the World Languages K-12 Learning Standards and earn their credits for graduation via a personalized pathway by utilizing the adaptive online program Duolingo¹¹. This platform uses real-world, situational language acquisition and provides personalized feedback to students about their progress. Furthermore, it offers a range of languages to choose to study, enabling student agency in their decision making about what they pursue. Students will have an opportunity to work on foreign language coursework during SDL blocks and at home if they choose to. Duolingo goals will be incorporated into students' PLPs and Advisors can track student Duolingo progress in the platform, which provides real-time status reports. In terms of accessibility, Duolingo is highly visual and relies on graphics to convey content.</p>		
Information Technology (IT) Career Cluster Pathway	Online/SDL, small group, whole group (when appropriate), PBL	Course content and standards will be developed using industry standards and backwards-mapped from any relevant industry-credentialing assessments.	IBCs (i.e. Autodesk Inventor, Amazon Cloud Based Practitioner, Salesforce Administrator, etc.)
	<p>Rationale: Elective courses at RSV are called the Informational Technology Career Cluster Pathway. Because these courses are determined based on the regional industry partners that the school aligns to, they have not yet been developed. Course standards and content will be developed using industry standards and backward-mapped from any relevant industry-credentialing</p>		

¹¹ For schools. (n.d.). Retrieved August 25, 2020, from <https://schools.duolingo.com/>

	assessments.
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Technology:

RSV will provide students and staff access to various technologies to meet its grant project goals. RSV will operate with a 1:1 student-to-computer ratio so students can access the various digital platforms and software that are staples to the Rooted model and to prepare students for the modern working environments of RSV’s employer partners. Maintaining a 1:1 student-to-computer ratio also enables teachers to meet with smaller groups of students across course subject areas, while continuously collecting valuable data on students working independently through adaptive learning programs like Illustrative Math. RSV will use Apple hardware because its operating system meets the baseline performance requirements across all technologies RSV intends to use during its first charter term — from full virtual learning to completing projected-based coursework using industry-grade materials. These technologies include but are not limited to Adobe Creative Cloud Suite, Autodesk Inventor, and Dremel 3D printers. Teachers will be trained on use of student technology during July — August professional development (PD) and continuously throughout the school year. RSV is attuned to the developmentally-appropriate screen-time recommendations for students at each grade level, ensuring that computer-based instruction never supplants direct teacher interface.

D. ASSESSMENT & DATA

Performance Management Plan:

The proposed educational program at RSV will prepare students to demonstrate proficiency in Washington State 9 – 12 Learning Standards, which include the *Common Core Math and ELA Standards (CCSS)*, *Next Generation Science Standards (NGSS)*, World Language, Computer

Science, Health and Fitness and English Language Proficiency Standards (ELPs). Graduates will meet or exceed State Board of Education graduation requirements and Washington’s College Academic Distribution Requirements. Learning standards form the basis for the RSV instructional program. Curriculum and assessments are aligned to standards so that they can be used to accurately, empirically gauge student academic achievement against Washington’s grade-level benchmarks and graduation requirements. Student coursework in SDL blocks is aligned to standards. Students engage in practice tasks derived from high-quality curriculum, where they can demonstrate mastery of standards via formative and summative assessments. Assessments are used to hold teachers and students accountable for meeting or exceeding the standards. They provide a way to track vertical academic progression. RSV uses ongoing and varied assessments to monitor student progress toward standards mastery and to drive instruction. The following table provides an overview of how assessments evaluate student mastery of standards through baseline, formative, and summative assessments in all core academic subjects.

System of Assessments			
Subject / Standard	Diagnostic (Start of academic year)	Formative (Throughout academic year)	Summative (End of academic year)
ELA Washington State Learning Standards (WSLS)	<ul style="list-style-type: none"> Achieve3000 (Lexile, reading/spelling proficiency) Baseline data gathered via unit pre-assessments 	<ul style="list-style-type: none"> Achieve3000 progress monitoring assessments Academic badge Assessments SBAC Interim Assessment Blocks (IABs) Student work SIGI observation notes 	<ul style="list-style-type: none"> SBAC ELA (Grade 10) Achieve3000 Lexile Growth End-of-Course Badge Assessments
Math WSLS	<ul style="list-style-type: none"> IXL Real-Time Diagnostics (Pre-Algebra and Math Fact Fluency) Baseline data gathered via unit 	<ul style="list-style-type: none"> Academic badge Assessments SBAC Interim Assessment Blocks (IABs) 	<ul style="list-style-type: none"> SBAC ELA (Grade 10) End-of-Course Badge Assessments

	pre-assessments	<ul style="list-style-type: none"> • Student work • SGI observation notes • Adaptive math platform (e.g. IXL, ALEKS) 	
Science WSLs	<ul style="list-style-type: none"> • Baseline data gathered via unit pre-assessments 	<ul style="list-style-type: none"> • Curriculum-embedded assessments (quizzes) • Academic badge Assessments • SGI observation notes 	<ul style="list-style-type: none"> • WCAS (Grade 11) • End-of-Course Badge Assessments
Social Studies WSLs	<ul style="list-style-type: none"> • Baseline data gathered via unit pre-assessments 	<ul style="list-style-type: none"> • Same as Science 	<ul style="list-style-type: none"> • End-of-Course Badge Assessments
Industry-Based Credentials (IBCs)	<ul style="list-style-type: none"> • Baseline data gathered via course pre-assessments tasks • Keyboarding fluency task 	<ul style="list-style-type: none"> • Deeper Learning Rubric evaluations of projects • Curriculum-embedded practice assessments 	<ul style="list-style-type: none"> • PBL rubric evaluations of projects • IBCs and Credentials¹²

As referenced in the chart above, RSV has created a Deeper Learning¹³ Rubric, an interdisciplinary rubric that embeds Hewlett Foundation’s deeper learning standards and MHA Labs’ Skill Building Blocks¹⁴ for achieving or exceeding the state standards.

Data-Informed Policy and Culture of Data-Driven Instruction:

¹² Sample list includes but is not limited to: Adobe Certified Expert, Autodesk Inventor, COMPTIA, Apple Swift, Salesforce Administrator, Amazon Web Service Cloud Practitioner, Google Analytics, HubSpot E-mail Marketing, HubSpot Inbound Sales

¹³ Vander Ark, T. & Schneider, C. (2014). Deeper Learning for Every Student Every Day. Hewlett Foundation and Getting Smart. Retrieved from https://hewlett.org/wp-content/uploads/2016/08/Deeper%20Learning%20for%20Every%20Student%20Every%20Day_GETTING%20SMART_1.2014.pdf

¹⁴ Crown, L., Fine, W. & Beller, L. (2014). Theory of Action—Model for Evaluation. MHA Labs. Retrieved from http://mhalabs.org/wp-content/uploads/2014/04/mha_steps_poster_v1.pdf

Assessments are used to ensure vertical and horizontal alignment with high expectations, holding teachers and students accountable for meeting or exceeding the standards. The collection of assessments listed above contain the baseline, formative/interim and summative assessments used by instructional faculty to collect a comprehensive picture of student performance. Data are used on a daily, weekly, quarterly and annual basis to refine the school model and curricula. Bi-weekly Data Dives as well as professional development days throughout the school year provide opportunities for teachers and school leaders to review data and adjust to meet students needs. RSV’s leadership and instructional teams will be supported by the Rooted School Foundation team in deep data analysis to ensure priorities are tailored to specific school and student needs.

Data Use and Instructional Strategies:

To ensure that all students receive the differentiated instruction that will enable them to meet and exceed their academic goals, RSV teachers follow a Response to Intervention (RTI) model, often referred to as a Multi-Tier System of Supports (MTSS):

Tier	Academic Supports	Behavioral Supports	Social-Emotional Supports
<p>Tier 1: Universal</p> <p>All students actively receive Tier 1 Approximately 80% of students respond to this level</p>	<p>Standards-aligned curriculum in self-directed learning environment, including ELPS standards</p> <p>Highly engaging, relevant educational program rooted in universally designed project-based learning and industry-connected credentialing</p> <p>Daily online math and reading practice</p> <p>Small group reading and math instruction 1-5 times</p>	<p>Daily Advisor check-in and Advisory time to discuss and practice RSV pillars and community commitments</p> <p>Common behavior expectations with consistent follow-through using restorative, graduated discipline system coupled with cultural badge earning system with incentives for badge earners (RSV’s version of PBIS)</p>	<p>Positive school culture rooted in attachment theory, student engagement, growth, agency, and pillars</p> <p>Sown to Grown SEL platform for goal-setting and reflection</p> <p>Developmental Designs SEL curriculum explicitly</p>

	<p>per week</p> <p>Longer assignments are chunked with frequent checks</p> <p>100% extended time for all assessments</p> <p>Assessments using multiple modes of mastery and academic badge earning system</p> <p>Vertically planned interdisciplinary curriculum for skill development (includes spiraling)</p> <p>Personalized learning plans and High School and Beyond Plans with clear systems for monitoring work completion</p> <p>Achieve3000, adaptive math and reading intervention platform</p>		<p>taught in Advisory</p> <p>Clear, daily expectations for goal setting and accountability through each student's High School and Beyond Plan</p> <p>1:1 check-in with art therapist once per week</p> <p>Attachment-based teaching approach</p>
<p>Tier 2: Targeted</p> <p>Students who do not respond to the primary prevention plan</p> <p>Approximately 10-15% of students</p> <p>Teachers and/or Advisor review student progress data and makes recommendations about additional interventions that may increase</p>	<p>More frequent small group instruction across week, focused on core skill acquisition and fluency</p> <p>Push-in ELL supports</p> <p>Additional check-ins during SDL time to self-assess whether on track to meet goals</p> <p>Additional Advisor/director of student services (DSS) support in planning daily schedule</p> <p>Additional use of</p>	<p>Differentiated behavior plans</p> <p>Advisor check-ins with family for collaborative student support planning</p> <p>Support and coaching for teachers around classroom management for specific students</p>	<p>Additional check-ins with art therapist</p> <p>Additional check-ins with Advisor and student</p> <p>Social skills and therapy groups</p>

student progress or referral to SST	Achieve3000		
<p>Tier 3: Intensive</p> <p>Students who do not respond to the primary or secondary prevention</p> <p>5-7% of students</p> <p>SST reviews student progress data and makes recommendations for intensive individualized interventions</p>	<p>IEP Plan: Provision of Specially Designed Instruction, accommodations and modifications, pull-out services as needed, related services as needed (e.g. SL/OT)</p> <p>504 plan with student-specific accommodations</p>	<p>Behavior intervention plans</p> <p>Extensive Advisor and/or contracted behavior interventionist support</p>	<p>Additional therapy services</p> <p>Personalized homeschool communication plan in place</p> <p>Weekly contact between Advisor/special educators/ELL educators and family through method of family's choosing</p> <p>School-based mental health services</p>

E. EFFECTIVELY SERVING ALL STUDENTS

Supporting “Educationally Disadvantaged” Students

Based on our mission and intentional recruitment practices, Rooted Schools generally serve a demographic that is equal to or higher than state averages for the following at-risk student populations: English Language Learners (ELL), students with IEPs or Section 504 plans, homeless/foster youth, and students at risk of academic failure or dropping out. Implementation of the following elements supports an inclusive learning environment:

Element	How meets/adjusted
Advisory	<i>Developmental Designs’</i> advisory curriculum is proven to positively develop adolescents’ social and emotional skills
Small Group Instruction/Intervention	Increases teachers’ ability to address learning gaps in targeted subgroups

Staffing	Generous and varied special educator staffing model to meet diverse learners' needs
RTI/MTSS	Multi-tiered intervention model that ensures all learners have the chance to reach their fullest potential
Art Therapy	At least once a week, students may participate in art therapy to aid in their social and emotional development
UDL	Each course includes multiple modalities in order to reach diverse learning needs
Self-Directed Learning	Students are able to master course content at their most rigorous pace
Industry Based Credentials	All students have access to credentials that could make them competitive for living wage jobs upon graduating
Project-Based Learning	Project-Based Learning: Active learning experiences that teach competencies needed to be competitive for living wage jobs

Supporting Students with Gifted/Talented Needs:

RSV staff identify highly capable (HiCap) students using the definitions from *WAC 392-170-035*:

Students who perform or show potential for performance at significantly advanced academic levels in intellectual aptitudes, specific academic abilities, and creative productivities will be eligible for HiCap services. We recognize that students who are highly capable may possess, but are not limited to, the following characteristics outlined from *WAC 392-170-036*:

1. Capacity to learn with unusual depth of understanding, retain what has been learned, and transfer learning to new situations
2. Capacity and willingness to deal with increasing levels of abstraction and complexity earlier than their peers
3. Creative ability to make unusual connections among ideas and concepts
4. Ability to learn quickly in their areas of intellectual strength
5. Capacity for intense concentration and or focus.

RSV uses the eligibility characteristics above and identifies students through the use of our program assessment tools. In order to ensure that under-represented HiCap student populations are identified for individualized services, RSV faculty will utilize OSPI's HiCap Plus modules to learn best practices for effective referrals, support students who are identified, and evaluate HiCap students for progress. Additionally, one staff member will be selected to be the coordinator for the *Highly Capable Program*.

NUTRITIONAL NEED & FOOD SERVICE:

RS-W is committed to providing healthy food service, including breakfast and lunch, at an affordable price for all students in adherence with state and federal nutritional guidelines. In July 2021, RS-W will solicit bids from food service providers and select the highest quality and most affordable provider.

RS-W hopes to partner with *Fresh & Local* to deliver food service to RS-W. *Fresh & Local* currently serves freshly prepared meals every week to K-12 schools throughout Oregon and Washington. The director of school operations will collect all necessary documentation from families who are eligible for free or reduced price meals and track meals via a point-of-sale system.

TRANSPORTATION NEEDS AND PLANS:

RS-W is sensitive to transportation needs and will work with families to address them to ensure that there are no barriers to attendance. RS-W students will receive transportation services in accordance with *RCW 28A.160.150 - 28A.160.180*, including those for walkers included in *RCW 28A.160.030*.

Based on the anticipated location and historical data of students attending high schools in the community, RS-W assumes that many students will walk, while others will take public transit or be driven to school. In the case of public transit, RS-W will seek *Youth Opportunity Passes* that

will grant students unlimited access to the Clark County C-TRAN local transportation service. Rooted School—Washington also intends to provide busing to ensure that a diverse group of families from the greater Southwest Washington area can attend. For these purposes, RS-W will contract with a private transportation company, such as Harlow’s, which services charter schools across Washington State. Furthermore, the school will create community stops, so that students can travel to a designated location and catch the bus, to consolidate the number of stops and include a wider geographic spread in the bus route. The director of school operations will oversee the contract and relationship with service providers. RS-W is seeking to partner with *ESD 112’s Specialized Transportation Cooperative* to provide transportation dictated by a student’s IEP and will abide by all state and federal regulations, including IDEA and the McKinney-Vento.

F. STAFFING & PROFESSIONAL DEVELOPMENT PLAN

STAFFING:

RS-W’s strategy for building a founding team will start with seeking teachers who believe strongly in its mission and values. The founding school leader and leaders on the national team will conduct a culturally inclusive, nationwide recruitment campaign. The first wave of the campaign will run from fall 2021–March 2022. If the entire founding team is not hired by that time, we will continue the process until June 2022.

Calendar Year	Year of Operation	# of Students	# of Teachers	Teacher: Student Ratio	# of Faculty	Adult: Student Ratio
2021 - 2022	Planning	0	0	0	1	0
2022 – 2023	1	35	4.5	1:8	5	1:4
2023 - 2024	2	65	5.5	1:12	5	1:6
2024 – 2025	3	95	8.5	1:11	5	1:7
2025 - 2026	4	125	9	1:14	5	1:9
2026 - 2027	5	125	9.5	1:13	5	1:9
TOTALS		125	9.5	1:13	5	1:9

Position Description	Position	Planning	Year	Year	Year	Year	Year	Year	Capacity
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	Category	Year	1	2	3	4	5	
		FTE	FTE	FTE	FTE	FTE	FTE	FTE
School Leader / Executive Director	Instructional Management	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Assistant School Leader	Dean, Directors, & Coordinators	0.00	0.00	0.00	1.00	1.00	1.00	1.00
Director of CTE	Dean, Directors, & Coordinators	0.00	1.00	1.00	0.00	0.00	0.00	0.00
Director of School Operations	Operation / Business Manger	0.00	1.00	1.00	1.00	1.00	1.00	1.00
Director of Student Services	Teachers – Sp.Ed.	0.00	1.00	1.00	1.00	1.00	1.00	1.00
Front Office Manager	Administrative Staff	0.00	1.00	1.00	1.00	1.00	1.00	1.00
Technology Coach	Other - Instructional	0.00	1.00	1.00	1.00	1.00	1.00	1.00
Humanities Teacher	Teachers - Regular	0.00	1.00	1.00	1.00	1.00	1.00	1.00
Mathematics Teacher	Teachers - Regular	0.00	1.00	1.00	1.00	1.00	1.00	1.00
Science Teacher	Teachers - Regular	0.00	0.00	1.00	1.00	2.00	2.00	2.00
Math/Science Teacher (Dual Program)	Teachers - Regular	0.00	0.00	0.00	1.00	1.00	1.00	1.00
Social Studies Teacher	Teachers - Regular	0.00	0.00	0.00	1.00	1.00	1.00	1.00
English Teacher	Teachers - Regular	0.00	1.00	0.00	1.00	1.00	1.00	1.00
ELL Teacher	Specialty Teachers	0.00	0.00	1.00	1.00	.50	1.00	1.00
ELL & Academic Interventionist	Teachers - SpEd	0.00	0.50	0.50	0.50	0.50	0.50	0.50

Recruitment will include, but not be limited to:

- The top 20 graduate schools from education programs across the country
- State and county job banks
- Highly regarded educational organizations (e.g. *Knowles Teaching Initiative*)
- Historically Black colleges or universities (HBCUs) and Hispanic Association of Colleges and Universities (HACU) schools.

We will partner with Teach for America, University of Washington, Seattle University, Washington State University Vancouver, and Portland State University to place student teachers from these programs at RS-W. To ensure diverse candidates learn about RS-W’s opportunities, we will form partnerships with culturally diverse educator groups at targeted educational organizations (i.e. *Collective at Teach for America*) and culturally responsive non-profit

organizations throughout Washington. This includes those working for increased representation in the sector (i.e. *Technology Access Foundation - Martinez Fellows*). Rooted School—Vancouver will also host monthly recruitment events (online and in-person if possible) to attract candidates across the country.

G. FINANCIAL MANAGEMENT AND MONITORING PLAN

Operational and Financial Capabilities

Rooted School Foundation is a national 501(c)3 nonprofit governed by a national board of five members who are a combination of the following: CMO and social impact scale experts, funders, and researchers in communities of which Rooted is a member. RS-W, a Washington state 501(c)3 nonprofit, will enter an educational partnership agreement with Rooted School Foundation's national board. Through the agreement, Rooted School Foundation will license the use of the name "Rooted School" to RS-V in return for committing to shared goals and branding within the organization at-large.

Until the founding school leader and director of school operations are hired, the founder of Rooted, Mr. Johnson, will lead items related to budget planning and management, board reporting, state reporting, insurance, banking, payroll, bookkeeping with support from *Joule Growth Partners (JGP)*. JGP has managed the finances of districts and charter schools successfully throughout Washington and other states.

JGP will handle payroll support and human resource reporting. A director of school operations will support the implementation of the financial plan with oversight by the school leader. The board finance committee will provide tight governance over all finances.

Facilities Plan:

Rooted School—Vancouver will begin small, with a 35-student grade 9 class and anticipates leasing a temporary facility for years 1 through 4 while exploring options for a more permanent home. For its temporary facility, Rooted School—Vancouver will seek traditional and non-traditional school spaces (i.e. vacant office spaces, churches, co-locating) near our target community that can accommodate up to 142 adults and students comfortably. In the event that RSV cannot find the ideal four-year, gradually increasing lease, we would be willing to plan around two short-term leases at different facilities to accommodate school growth as needed. RSV anticipates finding a facility that allows for a range of configurations to meet diverse learner needs, such as space for small group instruction, 1:1 tutoring, and personal workspace for students who work best with reduced stimuli. Furthermore, RSV will utilize a portion of the facility to create a Restorative Center, a space for students to carry out the phases of our graduated discipline and restorative practices plan. Ideally, RSV would be located in central or east Vancouver, close to where our anticipated student population resides, so that commuting to the school would not be a barrier to attendance.

Washington Charter School Development, Inc. (WCSD), Charter School Growth Fund’s Facilities Team (CSGF), and Jonathan Johnson—Rooted School Foundation’s founder—will partner with Rooted School—Vancouver on short and long-term facility acquisition should Rooted School—Vancouver’s charter be approved. We will secure a facility by winter 2021/2022.

TIMELINES	ACTIVITY
7/15/2021	Facility Options Identified
10/31/2021	Final Facility Selection and LOI Issued
1/1/2022	Lease Negotiations
1/15/2022	Lease Signed
8/1/2022	Cosmetic Branding Updates Completed
8/1/2022	Certificate of Occupancy Obtained
7/1/2022	Official Move-In date to the Facility

Sufficient Resources for At-Risk Support

RSV will use the *PLP* and the *High School and Beyond Plan* to monitor each student's progress towards the graduation requirements. With this constant, up-to-date information, advisors and parents will be able to identify early if a student is not on track. In these cases, teachers and parents will take immediate steps to support the student in getting back on track and continue to monitor the student's progress.

Supports include a robust MTSS process and 360° Student Support Teams, June School, daily SGI and intervention, and a deep relationship with an advisor advocate that knows the student's strengths, motivators, and challenges and provides coaching, mentorship, referrals to wraparound services, and an attachment-based SEL curriculum that promotes security, community and belonging for at-risk students.

H. BOARD CAPACITY AND GOVERNANCE STRUCTURE

Board Composition & Selection Process:

Per its bylaws, RSV will retain a board of three to nine members. The board currently has and will strive to always stay above five or more board members and maintain an odd number of members. RSV has strategically built a high-capacity, diverse 501(c)3 founding charter board comprised of five talented leaders with industry-specific expertise and a community connection. The current board members bring a diverse range of skills and experience including school leadership and governance, financial and operational management, business leadership, community leadership, marketing, human resources, communications, technology, and fund development.

The organization's expertise will be broadened significantly by seeking additional board members that are local to Southwest Washington, from diverse constituencies, such as members of the Hispanic/Latino and Chuukese communities and a parent of an RSV student. The RSV board

seeks members with relevant experience in the following priority areas: school finance, educational leadership, fundraising, law, and facilities.

Policies & Procedures

At an annual retreat, the governance committee will identify skill set gaps and vacancies on the board and facilitate board performance evaluations using BOT tools. At the retreat, the school leader, board chair, and governance committee will also determine and plan the professional development that is needed or required each year. The governance committee will oversee background checks and new member orientations, where the board handbook that includes a board member job description, a performance expectations agreement, committee details, and a copy of the school's charter, is reviewed.

All new board members will take online OPMA and PRA courses on the Washington Office of the Attorney General (OAG) website. RSV's board will approve and implement a conflict of interest policy that will confer a duty to disclose to all members which includes the responsibility of knowing which interests they maintain. The conflict of interest policy and procedure will be proactive by requiring annual F-1 disclosures and reactive by triggering when approval of contracts or major expenditures are pending.

Investment in Board Development

Continuous training for the board will happen both formally and informally for all board members. Formal trainings will take place at an annual board retreat and as part of monthly board meetings, and it is expected that all board members attend. Informally, Rooted's CEO will meet individually with each board member between board meetings so that every board member interacts with the national team for relationship building and to dig deeper into a particular area of interest (e.g. school finance, performance assessment, school discipline statistics, etc.). The table

below outlines planned trainings. Rooted School Foundation, will mirror the framework provided in *Governance as Leadership: Reframing the Work of Nonprofit Boards*:

- **Generative Work:** Board work that focuses on longer-term mission and vision-centric goals and projects that will inform strategic work in the short-term.
- **Strategic Work:** Board work that focuses on shorter-term project management towards bigger goals. These projects usually take 6–12 months to complete.
- **Fiduciary Work:** Board work that focuses on the day-to-day minutiae of running the school and organization at-large.

DATE	BOARD TRAINING AND PROFESSIONAL DEVELOPMENT	PARTICIPATION
January	Service Agreement with Rooted School Foundation	ALL
February	Effective Charter School Governance	ALL
March	OPMA Training	ALL
April	Interview and Hire Founding School Leader	ALL
May	Performance Management: Founding School Leader Contract	ALL
June	2021-2022 Planning Year Budget Charter School Finance 101	ALL
July	Board Retreat: Mission, Vision, and Strategic Priorities of Rooted School Vancouver	ALL
August	Diversity, Equity & Inclusion Training	ALL
September	Culturally-Competent Community Engagement Training	ALL
October	Annual Data Analysis & School Performance	ALL
November	Authorizer & OSPI Reporting Requirements	ALL
December	Service Agreement with Rooted School Foundation	ALL

I. SCHOOL LEADERSHIP & MANAGEMENT

Leadership & Administrative Roles

Rooted’s administrative team is comprised of four positions: school leader, director of school operations, director of CTE and the front office manager in year one. In year 3, the director of CTE becomes the assistant school leader. This occurs due to the CTE program being developed and on solid footing by year 3, at which point the assistant school leader will still oversee CTE as part of their responsibilities.

Role	Responsibilities
School Leader	<ul style="list-style-type: none"> • Reports RSV progress to RSV Board of Directors • Articulate mission, vision, strategy priorities for RSV • Hire and manage school leadership team to support development and execution of RSV academic and operational model

Director of School Operations	<ul style="list-style-type: none"> • Reports operational and financial progress to RSV School leader • Reports financial updates to RSV Board’s Finance Committee • Leads all aspect of the daily operational and financial management of RSV • Manage student recruitment and enrollment process for RSV • Manage interview and hiring process for RSV staff
Back-Office Provider Joule Growth Partners (or equivalent group)	<ul style="list-style-type: none"> • Reports financial update to RSV Board Chair, RSV School Leader, and Director of School Operations • Builds 5-Year budget model for RSV • Build budgets for RSV (as needed)
Jonathan Johnson Founder and CEO of Rooted School Foundation	<ul style="list-style-type: none"> • Ongoing advisor to RSV Board Chair (as needed) • Ongoing advisor to RSV School Leader (as needed) • Ongoing lead fundraiser for RSV (as needed)
Frank Ingargiola Director of Strategic Initiatives, Rooted School Foundation	<ul style="list-style-type: none"> • Ongoing advisor to RSV Board Chair (as needed) • Ongoing advisor to RSV School Leader (as needed) • Ongoing fundraiser for RSV (as needed)
Kaitlin Karpinski School Leader of Rooted School— New Orleans Rooted Pillars Specialist, Rooted School Foundation	<ul style="list-style-type: none"> • Ongoing advisor to RSV Board Chair (as needed) • Ongoing advisor and coach to RSV School Leader (as needed) • Ongoing support to RSV staff and teachers (as needed)

Leadership & Governance Capability

We understand the need to maintain a clear governance/management line from the charter school’s inception. Our board believes that an effective board focuses on results and its skilled leader focuses on the means to get to the results. Thus, we aim to spend most of our board’s time on strategic and generative work, trusting the school leader and school-based leadership team to manage the day-to-day execution of the Rooted model and report their progress with the board monthly.

CHALLENGE	STRATEGIES TO ADDRESS CHALLENGE	PARTY(IES) RESPONSIBLE
Enrollment	Early outreach, starting with conversations and events before authorization.	RSF, School Leader, DSO, Contractors
Financial Stability	Enlist Rooted School Foundation (RSF) as lead fundraisers for	JonathanJohnson, RSV Board Chair, RSV Board

	RSV to support start-up costs. Conservative budgeting to prioritize non-negotiable expenses. Consistently reach full-enrollment to reach sustainability goal by Year 5.	Finance Committee, DSO
Teacher Pipeline	Small overall faculty size and school environment. Grow incrementally to allow for hiring over time. Identify local and national partners to build diverse pipeline.	RSF, School Leader
Leadership Capacity	RSF supports building succession from within.	RSF, School Leader
Political Environment	Build regional support team to advocate for policies that promote stability in the public charter school sector in southwest WA. Engage Greater Vancouver area in charter school awareness.	RSF, RSV Board of Directors

J. STUDENT DEMAND AND COMMUNITY & LOCAL SUPPORT

Community Need & Demand

The local communities of Vancouver and surrounding areas have expressed a clear desire and need for additional tech-focused educational programs with a proven track record of closing attainment gaps for at-risk students. Rooted’s founder has received support from a network of local supporters and tech sector industry leaders. He has met with over 100 Vancouver/Portland stakeholders, including local educators, politicians, business owners, faith-based organizations, and community-based organization leaders to learn about their desires for a new high school.

Mr. Johnson has engaged stakeholders in both Vancouver and Portland.

Due to the rapidly growing interest and local demand, a high-quality group of specialized stakeholders has formed as the RS-W Board of Directors. Three of the four current directors (the board configuration will consist of a total of 7 directors) are from the Vancouver and Portland areas and have deep knowledge of the local educational landscape and technological sector.

Family & Community Engagement

In addition to the community support and engagement of over fifty local leaders and business owners, RS-W has collected evidence of local support through parent surveys, letters of support, and virtual student focus groups. Mr. Johnson, has connected with citizens across Clark County who have consistently affirmed the need of a model that ensures all children have a fair chance at financial freedom while addressing local workforce needs. Some specific evidence for how RSV has assessed family and community demand is below:

Question	Student Response Summary	Feedback Incorporation into RS-V Design
When communicating with potential families, what should we highlight about our school model that will make it stand out?	Ensure RSV is truly a school for all who desire the opportunities it will provide. Currently, there are selective high schools that offer unique programming but do not provide transportation and, as a result, attract and cater to a predominantly white population. This has a negative impact on students of color who want the same opportunities.	RSV will offer at least one bus route with community stops and C-TRAN public transportation passes to its students. In its recruitment efforts, RSV will intentionally seek to serve low-income students, students with disabilities (SWD), and students of color.
From your perspective, how might the Rooted model meet a need for high school youth in Vancouver Public Schools?	There are many college graduates who are not able to find well-paying jobs so introducing a faster path to better paying jobs is good. This would give them an open door and an opportunity to step through them.	RSV already has secured the support of companies within the Technology Association of Oregon to address the growing need to develop a more diverse homegrown talent source.

RSV believes families are essential partners in delivering on the mission and wants them to feel connected to Rooted’s goal of supporting their children into college and career. RSV will have one parent seat on its board of directors and will involve families in the life of the school through: weekly school newsletters, email and phone communication, and quarterly parent town halls. Our anticipated students will largely come from families with diverse needs. As such, we recognize they may have different preferences for communication and school involvement. Thus, we will test various forms of communication to learn how to best engage them. We will also make available materials in the two primary anticipated non-English languages spoken in students’ homes: Spanish and Chuukese.