State Public Charter School Authority
2020 Call for Quality Charter Schools

Rooted School—Clark County

New Charter School Application

Projected School Opening Fall 2022

Proposed 9 12 Public Charter High School

Submitted on behalf of the Rooted School—Clark County Board of Directors

July, 2021

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I. SPCSA Charter Proposal Cover Sheet

Identify the **primary point of contact** for your Committee to Form. If you are a Charter Management Organization applying directly for sponsorship, please also identify the **primary point of contact for your organization**.

Barring a change in the makeup of the founding group, this will likely be the liaison identified in the Notice of Intent. This individual will serve as the contact for all communications, scheduling, and notices regarding your application. The Primary Contact is expected to ensure that your founding group receives all general communications promptly. Please note that, as with all aspects of your application, names and contact information of the Primary Contact will become public information.

Primary contact person: Jonathan Johnson

Mailing address:

[redacted]

In accordance with NRS 388A.249, a Committee to Form or a Charter Management Organization may submit an application to the State Public Charter School Authority. For Committee to Form applicants please refer to the membership requirements below and note that neither the Primary Contact nor any other member of the Committee to Form may be an employee of a proposed vendor, including an educational management organization.

NRS 388A.240 Membership of committee to form charter school.

1. A committee to form a charter school must consist of:

(a) One member who is a teacher or other person licensed pursuant to chapter 391 of NRS or who previously held such a license and is retired, as long as his or her license was held in good standing;

(b) One member who:

(1) Satisfies the qualifications of paragraph (a); or

(2) Is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing;

(c) One parent or legal guardian who is not a teacher or employee of the proposed charter school; and

(d) Two members who possess knowledge and expertise in one or more of the following areas:

(1) Accounting;

(2) Financial services;

(3) Law; or

(4) Human resources.

2. In addition to the members who serve pursuant to subsection 1, the committee to form a charter school may include, without limitation, not more than four additional members as follows:

(a) Members of the general public;

(b) Representatives of nonprofit organizations and businesses; or

(c) Representatives of a college or university within the Nevada System of Higher Education.

3. A majority of the persons who serve on the committee to form a charter school must be residents of this State at the time that the application to form the charter school is submitted to the Department.

4. As used in subsection 1, "teacher" means a person who:

(a) Holds a current license to teach issued pursuant to chapter 391 of NRS or who previously held such a license and is retired, as long as his or her license was held in good standing; and

(b) Has at least 2 years of experience as an employed teacher.

The term does not include a person who is employed as a substitute teacher.

NRS 338.249 permits a committee to form or a charter management organization to submit a charter school application.

Is the applicant a Committee to Form or a charter management organization (CMO)?

☐ **No Committee to Form** ☒ **Yes Charter Management Organization**

If the applicant is a CMO, identify the CMO and any affiliated NV non-profit:	Rooted School Foundation

Names, roles, and current employment of all persons on the committee to form (add lines as needed). Note that the Committee to Form may be different than the proposed Governing Board. For CMO applicants, please instead list members of the applicant team including CMO employees, proposed school employees, board members, etc.

Full Name	Current Job Title and Employer	Position with Proposed School
John Etzel	Executive Director, Boys Town Nevada	Board Member
Bilaliah Mubashshir	Eprocurement Senior Software Consultant, Negometrix	Board Member
Merrick Murray	Educator	Board Member
Greer Perkins	Educator – School Leader Fellow TFA	Board Member
Melissa Gruenhagen	Principal, Cristo Rey St. Viator High School	Board Member
Rick Jager	School Leader, Rooted School–Clark County	School Leader, Rooted School–Clark County
Frank Ingargiola	Senior Advisor Rooted School Foundation	CMO Employee
Jonathan Johnson	Chief Executive Officer	CMO Employee
Kaitlin Karpinski	Advisor to Rooted School Foundation	CMO Employee

Does this Committee to Form, charter management organization, or education management organization have charter school applications under consideration by any other authorizer(s) in the United States? ☐ Yes ☒ **No**

If yes, complete the table below, adding lines as needed.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does this Committee to Form, charter management organization, or education management organization have new schools scheduled to open elsewhere in the United States in the 2021-22 or 2022-23 school years? ☒ Yes ☐ No

If yes, complete the table below, adding lines as needed.

Proposed School Name	City	State	Opening Date
Rooted School–Vancouver (RS-V)	Vancouver, Washington	WA	8/8/2022

Proposed School Name (add lines as needed):

Proposed School Name(s)*	Opening Year	Grades served Year 1	Grades served at capacity
Rooted School–Clark County (RS-CC)	2022	Grade 9	Grades 9 - 12

Planned Enrollment (Must Correspond to Budget Worksheet Assumptions)

	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
K						
1						
2						
3						
4						
5						
6						
7						
8						
9	90	90	90	90		
10		90	90	90		
11			90	90		
12				90		
Total	90	180	270	360		

Proposed Location

If an exact location has not been determined, please provide a detailed description of the proposed contact location including, geographic area, cross streets, and neighborhood.

Campus Location	County	Zip Code(s) to be Served by School
1780 Betty Lane, Las Vegas,	Clark County	89156, 89121, 89142, 89110, 89101,

NV 89156		89104, 89109, 89115, 89030, 89122, 89169

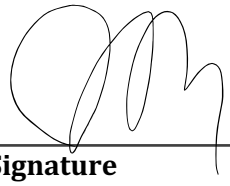
Nevada law currently permits an operator to contract with a for-profit, Education Management Organization or a non-profit, Charter Management Organization.

Does the proposed school intend to contract or partner with an education management organization (EMO) or charter management organization (CMO) to provide school management services? [X] Yes No	
If yes, identify the name of the EMO or CMO and specify which designation:	CMO – Rooted School Foundation

In accordance with NAC 388A.160(8), if this application was prepared by a person who is not a member of the committee to form the charter school, or by another entity, including, without limitation, an educational management organization, or if such a person or entity assisted the committee in preparing the application, the applicant must disclose information about that person and/or entity.

Was the application prepared by a person who is not a member of the Committee to Form the charter school or CMO, or by another entity including, without limitation, an educational management organization? Additionally, did a person who is not a member of the Committee to Form the charter school, CMO, or another entity including, without limitation, an educational management organization assist the committee in preparing the application? Yes [X] **No**	
If yes, what is the name of the person(s) and/or entity(s)?	N/A
Please list any affiliations this person(s) and/or entity(s) has to existing schools and the dates of such affiliation.	N/A
Please provide a resume for the person(s) and or entity(s)?	N/A

Applicant Certification:



Signature

July 15, 2021

Date

Jonathan Johnson

Printed Name:

Note: NAC 388A.260 requires that applicants submit a version of the application which excludes or redacts from the application and any related material to be shared with the public. All applicants should be prepared to submit a version of their application that complies with this regulation, if requested.

II. Meeting the Need

MISSION AND VISION

The mission of your school should describe the purpose of your school, including the students and community to be served and the values to which you will adhere while achieving that purpose. The vision of your school should describe what success looks like for students, for the school as a whole, and for any other entities that are critical to your mission. The mission and vision statement should align with the purposes of the Nevada charter school law and the mission of the State Public Charter School Authority and serves as the foundation for the entire proposal.

(1) Provide the mission and vision for the proposed school and briefly describe how they serve as the foundation for the proposed school, including:
    (a) The key components of your educational model
    (b) The outcomes you expect to achieve
    (c) Key supporters, partners, or resources that will contribute to your school's success

Mission Statement:

The mission of Rooted School Clark County (RS-CC) is to provide our students personal pathways to financial freedom. We will do this annually at scale by altering the trajectory of 360 learners in grades 9- 12 from Nevada's most at-risk and diverse student populations. RS-CC is designed from the *Rooted School Foundation* (RSF) model, which has been launched successfully in three other states to date – Louisiana, Indiana and Washington.

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. The *Department of Labor Statistics* estimates that Nevada STEM jobs are currently earning a mean hourly wage ranging from a low of $25.86 to a high of $54.74 with an annual mean salary ranging from $53,790 to $113,860.

At Rooted, we believe that our students can reach their fullest potential when they are given access to the region's high-wage jobs (e.g. *IT analyst, IT technician* and *IT Specialist*, etc.) 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 North Las Vegas' most at-risk learners. 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.

Vision Statement:

We aim to serve students who are high-potential and traditionally under-represented in the regional tech sector. However, we are also an open-enrollment school and will accept any student who is inspired by our mission, vision, values and school model.

We anchor this mission in our ***Four-Year Promise***:

- We exist to see our students academically prepared and financially free.
- Some students will arrive at financial freedom with a college degree, others without.

- Our job is not to decide how they will get there but to provide them the options to get there.
- We teach students how to learn in an ever-changing world, develop their skills in the most in-demand job sectors, and create technology that is transformational.
- Our school offers opportunities for students across the digital sector.
- Many students will graduate with highly sought-after jobs in technology, paying well above the local median wage.
- Many students will go onto college with a sense of purpose and a relevant context for being there.
- All will leave with a job offer in one hand and a college acceptance letter in the other.

(2) A charter school must have as its stated purpose at least one of the goals set forth in NRS 388A.246. Please identify the statutory purpose(s) of the school and how these align to the mission and vision of the school. The six statutory purposes are:

(a) Improving the academic achievement of pupils;
(b) Encouraging the use of effective and innovative methods of teaching;
(c) Providing an accurate measurement of the educational achievement of pupils;
(d) Establishing accountability and transparency of public schools;
(e) Providing a method for public schools to measure achievement based upon the performance of the schools; and
(f) Creating new professional opportunities for teachers.

Statutory Purposes:

- ***Improving the academic achievement of pupils***

Students will enter RS-CC with a grade level (e.g. Pre-Career Level) assigned by their prior academic context. Students are promoted to the following Pre-Career Level each subsequent year, and progression is based primarily on mastery of instructional content. Grades at RS-CC are designed to demonstrate student mastery of essential skills and knowledge taught in courses aligned to the *Nevada Graduation Standards as well as the College & Career Readiness Assessment Requirements*.

Mastery of course material allows students to move to the next level of coursework. This policy encourages our teachers to continue to invest in students by offering extra time, interventions and alternate methods of learning until they have reached proficiency and are ready to move to the next learning target.

Students' Pre-Career Level progression is explained in the table below and specific exit standards for RS-CC graduates.

Pre-Career Level (PCL) Progression Requirements	PCL 1-4 (Grades 9-12)
Academic Badges: • Each course has between 4–10 badges (also known as units of study) • Students will be responsible for taking mid-badge and end of badge assessments. • Once a student earns mastery (>75%) on their end-of-badge assessment and completes all badge coursework, they will earn a summative academic badge for the course	Earn >75% on their end-of-course academic badge assessments and complete all academic badge coursework for each class. Earn at least 10 Values badges

Cultural Badges: ● In addition to achieving academic badges, students must also earn cultural badges to progress ● There are two types of cultural badges: Balloon badges and Values badges. ● Students can earn 1 Balloon badge per week for having 0 referrals (no level 3 offenses) ● Students are expected to earn 10 Values badges to move to the next Pre-Career Level	
IT Career Cluster Pathway Electives:	Presentation of two projects at exhibition and average score of Meets Standard on project-based learning rubric
Daily Advisory	Consistent engagement in advisory
Smarter Balanced math and ELA and Nevada State Assessments	Growth of a proficiency level or more on the state exams, if administered in a given year

Unless specified through a student's IEP, all students must master courses at a pass rate of 75% or above. If a student does not meet that minimum standard, they must remain in the course until all badge assessment*s* are completed per RS-CC's definition of mastery.

- ***Encouraging the use of effective and innovative methods of teaching***

Attachment-based teaching ensures staff is trained to create a positive, inclusive instructional environment that promotes equity. In *Attachment-Based Teaching: Creating a Tribal Classroom*, Louis Cozolino argues that the foundation to all learning relies on attachment, empathy, mindfulness, and neuroplasticity.

He states that primitive social instincts are primarily driven by biochemical reactions that are triggered in situations of parenting, mating, and group formation. He goes on to offer strategies meant to activate small group dynamics, promote primitive social instincts, and secure attachment within larger organizations, of which RS-CC will adopt the following in all classroom setting:

- Keeping classroom ratios as small as possible to enable deep relationship building
- Promoting democratic discussion of classroom expectations
- Encouraging meaningful and emotional participation by parents

Within the context of how we approach teachers' relationships with students and parents, Cozolino's work has provided strategies for creating micro-learning communities within RS-CC that are safe places where students are accepted for who they are. This is especially important for RS-CC anticipated population of systemically underserved students, as they benefit from attachment-based strategies practiced by staff, including, modeling emotional constancy; removing shame and practicing radical acceptance; setting limits; and supporting students to acknowledge, validate and name their feelings. Staff will receive regular training on attachment-based strategies and are encouraged to create scorecard goals to support their development as attachment-based educators.

Daily advisory is a space for students to build relationships, learn about the culture wealth of their peers, and practice social-emotional and executive functioning skills. Daily advisory is a micro-learning community in which attachment-based teaching is practiced. Moreover, it is critical to the implementation of a school culture that commits to acknowledging the strengths inherent in a community in order to serve a larger purpose of placing every student on a faster path towards financial freedom.

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 him/her. Core content and elective teachers serve as advisors. Advisors conduct a home visit at the start of students' first year at RS-CC to build early connections with students and their families. Research shows this can improve student outcomes, especially for students deemed at-risk and who are culturally and linguistically diverse.

Advisors guide students to continue their *High School and Beyond Plan* that includes: interests, a personally meaningful post-high school vision, an assessment of strengths and gaps and action planning to attain goals. The online platform *Sown to Grow* is used to keep the plan and goal tracking organized.

Advisory is the foundation of the student experience and where *Rooted's Five Pillars* are discussed and practiced explicitly. The first month of advisory is designed to integrate students into the school culture and to offer opportunities for shared discourse and training around *Rooted's Five Pillars*, which guide student practice of the RS-CC culture.

The pillars listed below are expected to be modeled by students and staff to create an environment where students thrive and gains skills needed to succeed in college and the workplace.

1. Growth: We push ourselves to grow at all times
2. Preparation: We are prepared
3. Hospitality: We put people first
4. Excellence: We push the limits of what is possible
5. Community: We never forget where we came from

Values badges provide accountability to students for contributing to and upholding the RS-CC culture.

Aligned to these pillars, students must earn two types of badges as part of their Pre-Career Level (grade level at RS-CC) progression – *Balloon Badges* and *Values Badges.* The badge system enables students to see how they are contributing to and upholding the RS-CC culture. Students are celebrated for badge acquisition in advisory and through peer and teacher "shout-outs".

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[1]

Section 1 Endnotes:

Muller, C. (2001). The Role of Caring in the Teacher-Student Relationship for At-Risk Students. Sociological Inquiry,71(2), 241-255. doi:10.1111/j.1475-682x.2001.tb01110.x

Balloon Badges	Values Badges
• Students can earn 1 per week for having no disciplinary or academic referrals (no Level 3 offenses) • Balloon Badges can be used as currency for different activities/opportunities • Students need to earn over 80% of possible Balloon Badges for a given academic year to progress to the next Pre-Career Level • Are tracked by the Director of Student Services via the student information system (e.g. PowerSchool)	• Align to one of RS-CC pillars • Students receive Values Badges when they have displayed RS-CC pillars and/or go above-and-beyond. • Students are expected to earn 10 values badges to move to the next Pre-Career Level • Teachers will log the badges as points in student information system • Are tracked by the Director of Student Services

Culturally relevant curriculum ensures that the materials students interact with are relevant, reflective of their values and honor their cultural wealth in order to promote equity.
RS-CC will use the *Southern Poverty Law Center's Teaching Tolerance Social Justice Standards (TTSJS)* and Gloria Ladson-Billings' definition of culturally relevant pedagogy, which calls for engaging learners whose experiences and cultures are traditionally excluded from mainstream settings, as the basis for culturally relevant teaching and learning at every grade level and in every subject at RS-CC [2].

The TTSJS provide a set of age-appropriate learning outcomes divided into four domains that are incorporated across core content area scopes and sequences:

- Identity: Developing a positive social identity based on membership in multiple groups
- Diversity: Expressing comfort with those who are both similar and different from you
- Justice: Recognizing unfairness on individual and institutional levels
- Action: Recognizing your responsibility to stand up to prejudice, exclusion, and injustice

To nurture and reinforce the intellectual development of our students, our curriculum is inclusive of the histories, cultures and contributions of diverse groups of people; it enriches learning for all students and prepares them to work toward equity by engaging them in critical thinking around issues of racism, sexism, classism, ageism, linguistics and gender.

This aspect of Rooted School culture is critical in ensuring that our anticipated student populations of students of color, students from low-income backgrounds and students with disabilities see representations of themselves in the work, projects and materials used in school.

If teachers identify gaps or biases in the curriculum, they are encouraged to utilize alternate texts and materials to address those.

- **Providing an accurate measurement of the educational achievement of pupils**

[2] Ladson-Billings, G. (1995b). Toward a theory of culturally relevant pedagogy. American Educational Research Journal, 32(3), 465-491.

The proposed educational program at RS-CC will prepare students to demonstrate proficiency in the 9-12 Nevada State Standards, which include: mathematics and ELA standards, Next Generation Science Standards (NGSS), World Language, Computer Science, Health and Fitness and English Language Proficiency Standards (ELPS).

Upon graduating from PCL 4 (12 grade) at RS-CC, students are prepared for successful entry into any post-secondary path of their choosing while displaying the social-emotional skills and social justice mindsets learned through our advisory and restorative practice models.

Learning standards form the basis for the RS-CC instructional program. Curriculum and assessments are aligned to standards so that they can be used to accurately, empirically gauge student academic achievement against Nevada's graduation requirements.

Student coursework in self-directed learning blocks is aligned to standards, and students engage in practice tasks derived from high-quality curriculum, until 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 state standards and providing a way to track vertical academic progression.

- **Establishing accountability and transparency of public schools**

Personalized Learning Plan (PLSs) – Student & School Accountability:

One way that self-directed learning is realized at RS-CC is through personalized learning plans (PLPs). Student PLPs house course playlists, a portal to submit work to teachers for feedback and a space for parents/guardians to monitor progress towards academic goals, such as Lexile growth. The PLPs track students' progression through their academic coursework and measures their mastery of standards through a sequence of assessments where students can earn academic badges. Each course is divided into 4-10 badges, or units of study, wherein students have to demonstrate a mastery grade of at least 75% in order to move onto the next badge.

PLP data is always available for students/families to assess course progression. Families are strongly encouraged to meet with academic counselors on a semester basis to increase both accountability and transparency.

- **Providing a method for public schools to measure achievement based upon the performance of the schools**

RS-CC will be strategically designed to meet the social-emotional, behavioral, and academic needs of all students through access to a continuum of service options and instructional supports.

We will hire highly qualified certificated special education and English language learner educators to meet the targeted needs of our students with IEPs, 504s, and our ELL population. In our full inclusion model, student services and support are always aligned to the least restrictive environment (LRE), as determined by the IEP team, with preference for the general education setting to the maximum extent appropriate.

RS-CC uses ongoing and varied assessments to monitor student progress toward standards mastery as well as to drive instruction. Assessments allow for further personalization of small group instruction and alert teachers to the need for any necessary interventions. The following table

provides an overview of how assessments evaluate 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 Nevada State Course of Study & Required Credits	• Achieve3000 (Lexile, reading/spelling proficiency) • Baseline data gathered via unit pre-assessments	• Achieve3000 progress monitoring assessments • Academic badge Assessments • SBAC Interim Assessment Blocks (IABs) • Student work • SGI observation notes	• SBAC ELA (Grade 10) • Achieve3000 Lexile Growth • End-of-Course Badge Assessments
Mathematics	• IXL Real-Time Diagnostics (Pre-Algebra and Math Fact Fluency) • Baseline data gathered via unit pre-assessments	• Academic badge Assessments • SBAC Interim Assessment Blocks (IABs) • Student work • SGI observation notes • Adaptive math platform (e.g. IXL, ALEKS)	• SBAC ELA (Grade 10) • End-of-Course Badge Assessments
Science	• Baseline data gathered via unit pre-assessments	• Curriculum-embedded assessments (quizzes) • Academic badge Assessments • SGI observation notes	• WCAS (Grade 11) • End-of-Course Badge Assessments
Social Studies	• Baseline data gathered via unit pre-assessments	• Curriculum-embedded assessments (quizzes) • Academic badge assessments • SGI observation notes	• End-of-Course Badge Assessments
Computer Science Education & Technology Industry-Based Credentials (IBCs)	• Baseline data gathered via course pre-assessments tasks • Keyboarding fluency task	• Project-based learning rubric evaluations of projects • Curriculum-embedded practice assessments	• Project-based learning rubric evaluations of projects • IBC Examples: 1) Inventor 2) Salesforce 3) Adobe Creative Cloud Suite

- **Creating new professional opportunities for teachers**

RS-CC will model its professional development (PD) structure off of Rooted New Orleans' model for responsive team building and individual staff development. PD will be offered to recruit, retain and develop a high-quality teaching force. Research shows that teachers today are not satisfied with existing PD formats.

System-driven, compliance-based PD is not working for teachers or for students. Instead, teachers describe ideal PD as relevant, interactive, delivered by someone who understands their experience, and sustained over time. At RS-CC, PD will be approached with these ideals in mind.

RS-CC will provide a PD program that is driven by the collective and individual needs/preferences of the faculty and geared toward long-term learning to impact student achievement. Rooted teachers will play a larger role in selecting learning experiences that are impactful for them. They will work together with supervisors to design their own individual learning plans

Like RS-CC students, our teachers will be empowered, self-directed learners. As a result, teachers help drive the PD program including dedicated professional development days as well as learning opportunities embedded in teachers' daily schedules.

Our staff culture is also grounded in the tenets of a deliberately developmental organization (DDO).[3] A DDO, as coined by Robert Kegan and Lisa Lahey, is organized around the simple but radical conviction that organizations will best prosper when they are more deeply aligned with people's strongest motive, which is to grow. This means going beyond consigning professional development to high-potential programs, executive coaching, or once-a-year off-site retreats. It means fashioning an organizational culture in which support of people's development is woven into the daily fabric of working life and the company's regular operations, daily routines, and conversations. A commitment to this type of teamwork is the first priority we look for in prospective teammates and nurture it via our teacher and leader evaluation systems.

In planning for various PD opportunities, the *School Leadership Team* will cross-reference proposed programming with the mission and goals of the school to make sure they are in alignment. Student data and teacher observation trends are reviewed weekly by the School's Leadership Team to inform the PD scope and sequence, while instructional faculty use student data during weekly team meetings to measure progress and refine instructional initiatives. All core components are conducted on-site, although faculty has additional opportunities to attend PD conducted by external partners based on need and/or in alignment with interests (e.g. *Deeper Learning Conference*).

This ongoing training ensures that all leaders and staff are prepared to serve as advisors and uphold the RS-CC pillars. We hold our faculty and staff accountable to delivering culturally relevant curriculum and practicing attachment-based teaching with students from the first day of school. Just as growth is a culture pillar for our students, it is also expected of our faculty.

Aligned to our mission and values, RS-CC professional development program includes the seven main components, listed below. The seven components spring from our commitment to being a Deliberately Developmental Organization (DDO).

Components of Teacher and Faculty PD	Description	Timing & Frequency
Base Camp (Whole School Team)	Text-based team development that introduces the team to Rooted's version of a DDO. Provide team common language for increased	Annually, 2-3 days during the first week of PD in July

[3] Anderson, J. (2014). On Deliberately Developmental Organizations. Harvard Graduate School of Education. Retrieved from https://www.gse.harvard.edu/news/14/04/deliberately-developmental-organizations

	alignment	
The Climb (Whole School Team)	Onboarding the entire team to all aspects of the Rooted School model	Annually, 30 days during July and August
Scorecard Check-ins (Individualized)	Opportunity for coaching and evaluative feedback on individual staff performance and Deliberately Developmental Organizational (DDO) goals	Bi-weekly, 45min – 60min
Team Data Dives (Whole School Team)	Opportunity for the team to analyze and debrief insights from school-wide data Strategize team-wide, content area, and student cohort interventions in response to data	Every Thursday during the school year, 60min
Half Day PD (Whole School Team)	Team receives differentiated and group and individual development based on RS-CC 's strategic focus at a specific point in the school year	Five times throughout the school year, 1p – 4p
Instructional Leadership Team (Attended by staff designated as instructional leaders)	Collect and analyze school-level data Synthesize trends Decide which trends deserve priority within the school's strategic focus	Every Monday, 60min – the weekly data review structure enables the on-going building of staff capacity for data collection, analysis, and use of performance date to improve teaching, learning, and school climate.
Trauma Informed PD (Attended by Whole Village Art Therapy team, School Leader, and Assistant School Leader)	Share trends in types of trauma experienced by Rooted students Share and brainstorm best practices for addressing traumas experiences by students	During The Climb and weekly at Student Support Meetings

RS-CC has determined a PD Meeting Matrix to ensure that the calendar, schedule and staffing structure accommodate the defined PD plan. Teachers' daily schedules ensure common planning and collaboration time across grade levels and content areas. The table below outlines the time scheduled for these structures and how the time will be used.

Name of Meeting	Timing and Frequency
Base Camp (Whole School Team)	Annually, 2-3 days during the first week of PD in July
The Climb (Whole School Team)	Annually, 30 days during July and August
Scorecard Check-ins (Individualized)	Bi-weekly, 45min – 60min
Team Data Dives (Whole School Team)	Every Thursday during the school year, 60min
Half Day PD (Whole School Team)	Five times throughout the school year, 1p – 4p
Instructional Leadership Team (Attended by staff designated as instructional leaders)	Every Monday, 60min
Trauma Informed PD, including child abuse and mandated reporting	During The Climb and weekly at Student Support Meetings

(Attended by Director of Student Support, Director of School Environment, Whole Village Art Therapy team, School Leader, and Assistant School Leader)	

Our school recognizes that the teacher in each classroom has the greatest impact on student achievement. In alignment with our mission and values, we leverage high quality talent and training to ensure mission-aligned outcomes for our students. Our comprehensive professional development plan includes proven coaching and development models used at existing Rooted Schools. Additionally, the school will ensure all state required and child safety training is addressed during the Trauma Informed PD sessions and regularly reinforced as needed throughout the school year.

The teachers receive coaching and feedback throughout the school year. During the bi-weekly Scorecard Check-ins, teachers receive one on one coaching and feedback about recent units and outcomes. Teachers also use Half Day PD and Scorecard Check-ins to discuss and practice instructional techniques and delivery.

The school leader, with support from the Leadership Team at *Rooted School Foundation*, develops and implements the PD scope and sequence for the year. The School Leader, Assistant School Leader and Instructional Leadership Team plan and execute PD sessions with development from Rooted School Foundation as needed.
Rooted School Foundation's Leadership Team, as well as the *Instructional Leadership Teams* across the Rooted School network, has extensive professional development experience to support the implementation of an effective PD plan. The school leader selected to lead RS-CC will also have experience with effective leadership and faculty development. The school leader creates a professional environment in which all faculty can drive their own development aligned with their professional goals. To this end, all faculty members are considered responsible parties in their own development.

To facilitate this process, RS-CC faculty will follow a self-directed learning cycle similar to the ones students follow:

- Reflect on their individual and collective strengths and weaknesses.
- Set goals (annual, trimester, and weekly) to develop their practice and meet their students' needs.
- Make a plan to efficiently meet these goals within a defined timeline.
- Execute the plan, learning in ways that best match their needs and preferences.
- Demonstrate learned knowledge and skills in their daily work, and by sharing them with their colleagues and peers from partner district and charter schools.

TARGETED PLAN

(1) Explain how the educational model you wish to implement meets the needs of the community you wish to serve.

(a) Demographics: Applicants meeting this need will propose a school model that includes demonstrated capacity, credible plans, and thorough research and analysis in order to intentionally serve the following student groups, each of which has been identified as persistently underperforming based on data provided by the Nevada Department of Education: Students qualifying for free or reduced-price lunch, English Learners, and students with IEPs. Successful applicants will demonstrate the capacity to support these student groups in achieving academic performance at or above the state average.
(b) Academic Need: Applicants meeting this need will propose a public charter school model that includes demonstrated capacity, credible plans, and thorough research and analysis in order to prevent at-risk students from dropping out of school. Models may include but are not limited to programs designed for student groups that are most at-risk of dropping out or programs aimed at enabling credit-deficient students to get back on track to graduate.
(c) Academic Need: Applicants meeting this need will propose a public charter school model that includes demonstrated capacity, credible plans, and thorough research and analysis in order to prevent at-risk students from dropping out of school. Models may include but are
(d) not limited to programs designed for student groups that are most at-risk of dropping out or programs aimed at enabling credit-deficient students to get back on track to graduate. Applicants should demonstrate a strong understanding of grade-level appropriate indicators for successful high school completion, such as early literacy, attendance, and credit sufficiency and plans to enable students to successfully meet these milestones.

Note that the SPCSA will evaluate charter applications based upon both the public charter school application rubric and the proposed school's plans to meet statewide academic and demographic needs found within the Needs Assessment.

Demographic Needs:

RS-CC primary purpose will be the improvement of academic achievement of pupils as per NRS 386.520(4) (b):

- Improving the academic achievement of pupils
- Encouraging the use of effective and innovative methods of teaching
- Providing an accurate measurement of the educational achievement of pupils
- Creating/providing professional development opportunities for teachers

Using the demographic information below RS-CC is intending on servicing the area's most at –risk minority student populations including, but not limited to:

- Hispanic / Latinx
- Black / African American
- All students eligible for F&RL (Currently over 66% in Nevada) and/or F&RB (Currently over 65% in Nevada)
- Students with Special Education and/or 504 accommodations
- Students receiving ELL services

PROGRAM	IEP %	ELL %	FRL Eligible %	FRL Receiver %	FRB Eligible %	FRB Receiver %
State	12.68	14.13	65.8	54.49	65.13	47.82
State Charters	9.43	6.32	33.85	10.72	28.9	5.25

DEMOGRAPHIC	American Indian / Alaskan Native %	Asian %	Hispanic %	Black %	White %	Pacific Islander %	Two or More Races %
State	0.82	5.44	42.69	11.45	31.36	1.46	6.78
State Charters	0.46	7.69	32.69	10.51	38	1.65	9.01

(2) During the 2019 legislative session, AB 462 required the SPCSA to develop an Academic and Demographic Needs Assessment. A copy of this document can be found here. Given the demographic and academic needs as defined below, please describe how your proposed school would meet one or more of the needs defined in the Academic and Demographic Needs Assessment.

There are two reports worth referencing in support of the Rooted School model. Harvard University's Opportunity Atlas and Nevada Governor's Office of Workforce Innovation (OWINN) 2016 survey of 16-29 year olds, 54% of whom were from Clark County. Evidence suggests there are three reasons that Rooted School addresses an unmet need in Clark County.

(1) Effectively training students in the skills needed to be competitive for jobs in high-growth, high-wage industries.

52% of youth in the OWINN focus groups were unemployed. There was also a significant number of young adults between 16-22 years old who reported that they have never had a part-time job or any kind of work experience.

(2) Opening a pathway to high-growth, high-wage jobs that doesn't exist.

As Figure 6 indicates, 28% of respondents to the OWINN survey indicated level of education as their greatest barrier to meaningful employment, making it the most frequently cited barrier. They thought of "education" as a four-year degree that would eventually help them access careers. Beyond education, the five most frequently cited responses (in descending order were: other/something else, transportation, "not sure", job functioning skills, access to job information, and soft skills as additional barriers young adults face to employment.

(3) Accelerating upward mobility for Clark County's non-white and ESL students at a rate that's faster than projected.

Currently, individual income (excluding spouse) at age 35 in Clark County, NV is $22,000. Household income is $30,000. Rooted School's model has been proven to earn graduates approximately $32,000 by age 17. Students have an opportunity to earn an entire households' average income in Clark County before their peers have graduated with their Bachelor's degree.

Parent and Community Involvement

In 2015, Rooted School–New Orleans conducted a first-of-its-kind pilot of the school model within Algiers Technology Academic in New Orleans. The founder, Mr. Johnson, accepted 15 students and

families into the pilot of a school that promised to prepare students for college and for entry-level jobs at local technology companies—at the same time. Using the feedback and insights he and the local Rooted board gained from working with students, families, and industry partners, the Rooted School—New Orleans team launched the first school in 2017. Since then, Rooted has routinely gathered feedback from students and parents in the creation and delivery of its educational program. By the time RS-CC aunches, six
years of student outcome data (including two years from Rooted School–Indianapolis will influence its design.

Since 2019, Mr. Johnson has been conducting research to determine if the Rooted School model is a fit for a community in Nevada. After engaging with nearly 100 stakeholders, the committee to form validated demand for a smaller, career-connected high school through conversations with community stakeholders in Clark County, focus groups with students, and survey data from area families. Invitations came first from Opportunity 180, then from other community leaders and stakeholders that include but is not limited to the Las Vegas Global Economic Alliance, Vegas Chamber, Governor's Workforce Development Board, Clark County Black Caucus, and Nevada Prep for RS-CC to open a school in partnership with the Clark County community because of a range of challenges and opportunities facing the community at this moment in time. Of all the questions the committee to form raised during focus groups, there were two trends in their feedback that are summarized below. This feedback will be incorporated into the school model to ensure RS-CC is truly unlocking economic opportunity in partnership with the Clark County community.
RS-CC's biggest barrier to success within the Clark County community has been shared by multiple community members within the focus groups and individual conversations. It is the negative perception of charter schools within some of the community's leadership and the need for Rooted to share a story and purpose that resonates. Furthermore, Rooted needs to assemble a local team (which it has) and partnerships that will ensure it achieves its stated mission as early as possible. RS-CC has already contracted with its potential School Leader, Rick Jager, who, with Rooted School Foundation's founder, Mr. Johnson will continue to build relationships over the authorization period and establish trust in RS-CC among the community.

Question	Community Response	Feedback Incorporation into RS-CC Design
What do you desire to see from a high school in your community?	Ensure RS-CC is truly a school for all who desire the opportunities it will provide. Currently, high schools are not meeting the expectation for providing access to living-wage jobs or other post-secondary opportunities that could lead to gainful employment. This has a negative impact on students of color who come from historically neglected communities.	RS-CC has secured the support of the Governor's Workforce Development Board, Vegas Chamber, and Las Vegas Global Economic Alliance who will act as a liaison to address the growing need to develop a more homegrown talent source for Clark County and Nevada at-large. It will be these partners and others who RS-CC will leverage to provide students with a faster path to living wage jobs

What gaps exist amongst high school offerings in your community or Clark County at-large?	High schools across the region are not consistent in the quality of education they provide and in fulfilling their promises to families. Specifically, while there are many programs throughout CCSD that address several career pathways, these pathways are not aligned to future career opportunities.	RS-CC will leverage the learnings and proven results from RS-NOLA to backwards-design its curriculum with Industry Based Credentials that are in-demand. RS-CC will then establish MOUs with these same employer partners that will hire its graduates for entry-level jobs in high-growth, high-wage industries.

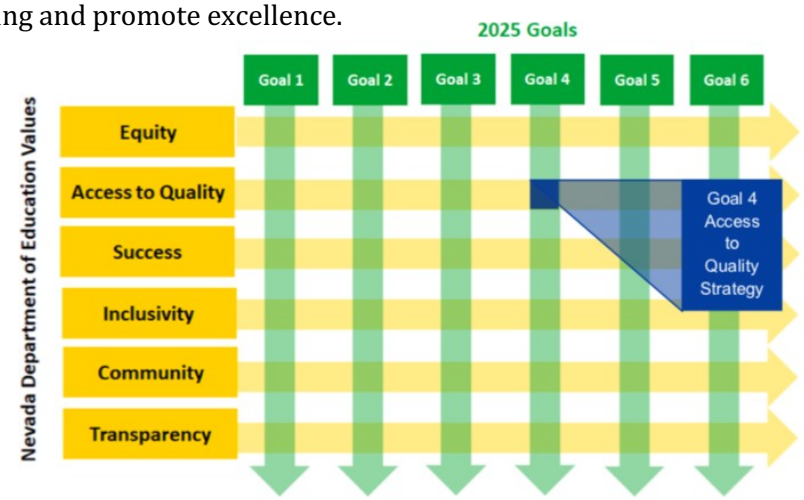
Community Resources	Mission and Model Alignment	Support Provided to RS-CC Community
Whole Village Art Therapy (WVAT)	Students will develop the skills they need to succeed in higher education and the workforce in a safe learning environment where they can build secure attachments. Our school will leverage WVAT to accelerate its ability to build a safe learning environment for students that affirms the personal and cultural wealth our students already possess.	Providing art therapy to 100% of RS-CC students
Opportunity 180	Every student graduates from high school college & career ready.	Providing planning grant a to RS-CC

NEVADA KEY SUPPORTERS	FIELD / INDUSTRY	CONTACT PERSON
Bank of Nevada	Finance	John Guedry (CEO)
Eide Bailly LLP	Accounting	Chris Wilcox (Partner in Charge - Las Vegas)
Hightower Las Vegas	Workforce Development	Hugh Anderson (Managing Director, Partner)
UNLV (Department of Psychology)	Higher Education	Dr. Marta Meena (Professor of Psychology, Former UNLV President)
Miracle Flights	Charity	Mark Brown (CEO)
Hutchison & Steffen	Legal	Mark Hutchison (Senior Partner)
Nevada State Bank	Finance	Terry A. Shirey (President & CEO)
Newmark Knight Frank	Real Estate	Chris Crooks (Senior Managing Director), Larry Singer (Senior Managing Director)
Universal Health Services, Inc.	Healthcare	Karla Perez (Vice President of Acute Division & Regional Vice President)
Hightower Las Vegas	Workforce Development	Hugh Anderson (Managing Director, Partner)

Academic Model:

RS-CC will provide a rigorous and relevant academic program anchored in the current *Nevada State Academic Content Standards* and system of assessment. Our model ensures that our target student population, low-income students, students with disabilities (SWD) and students of color, receive the supports needed to be responsible and respectful global citizens.

One of the key goals of our academic model is to make certain that we prepare our students to contribute to their own economic well-being as well as that of their families and communities. We encourage their exploration and understanding of different social perspectives with the goal of having them enjoy productive, satisfying adult lives.
The RS-CC mission and vision is directly aligned to that of the *Statewide Plan for the Improvement of Pupils* (2020 STIP). We look to realize those goals that develop and support success in a global 21st century, improving student achievement and educator effectiveness and ensuring opportunities that facilitate learning and promote excellence.



Our academic philosophy is fundamentally designed around two core beliefs. The first is that all students can, and will, learn when provided with relevant and aligned curriculum across the core content areas of English language arts, mathematics, science, social studies computer science, fine arts, world language health/physical education. The RS-CC academic model ensures that students will be prepared to demonstrate mastery on state-mandated WIDA, EOC, CTE and ACT/CCR assessments.

The second is that students learn best when exposed to a hybrid-learning environment that optimizes each student's school experience through personalization and integration of modern learning technologies. We further believe that the integration of knowledge/skills in technology literacy in all subjects will engage and motivate students to explore high-demand careers. These are the fields in which skilled individuals will create the new ideas, new products and new industries of the future. These are also fields that will demand the collaborative information skills and technological fluency of digital citizenship. As such, we will embed the *Hewlett Foundation's Deeper Learning Standards*, *MHA Lab's Skill Building Blocks*, and the *Teaching Tolerance Social Justice Standards* in conjunction with the *2020/2021 STIP Goals* to ensure that students are developing the skills, mindsets, habits and dispositions necessary for success in the world.

Our innovative classrooms represent the connected world our students live in. We are intentional in our shift away from direct instruction as the sole mode of information delivery to one that more closely mirrors the 21st century collegiate instructional model, blending real-time lecture and small

group instruction with online learning and virtual lab studies. Using a hybrid-learning model, classroom teachers harness the power of technology to create more engaging, efficient and success-oriented learning environments. In turn, these conditions foster the annual earning of industry-based credentials (IBCs) and advance learning in the 21st century college environment and/or workplace.

Rooted's learning model focuses on three *Educational Programs* that function as the essential design elements allowing us to realize our mission, vision and core beliefs:

- Program 1: Self-Directed Learning
- Program 2: Industry-Based Credentials (IBCs) and Internships
- Program 3: Project-Based Learning

This hybrid-learning model helps teachers personalize instruction and meet each student's unique learning needs.[4]

Long-Range Academic and Social Goals:

We will know that we are successful in five years if the following are true:

- At least 50% of our graduates qualify for the *Green Balloon Fellowship* (Student tech internships)
- More than 85% of our students are on track to graduate in four years (% is based on actual data from our first graduating cohort in Rooted School—New Orleans which is higher than the current 84% graduation rate in the SPCSA and 83% graduation rate in Clark County Public Schools).
- On average, our students outperform district averages for ELA and mathematics.
- Our average ACT Score for Rooted seniors is 25 or higher
- Our average SAT score is 1040 (combined)
- We retain the top 90% of our teachers year-over-year who consistently uphold our values and standards of performance.
- Rooted School—Clark County achieves non-reliance on philanthropy for financial sustainability.

Our school model will provide a needed opportunity for the Nevada community and strongly aligns with the goal to cultivate partnerships that accelerate the sharing and implementation of innovative practices, policies and structures that improve all student outcomes, particularly for systemically marginalized and at-risk youth.

Educational Programs:

RS-CC's Three Educational Program are:

1. Self-Directed Learning,
2. Industry-Based Credentials (IBCs) and internships
3. Project-Based Learning.

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[4] Powell, A., Watson, J., Staley, P., Patrick, S., Horn, M., Fetzer, L., Hibbard, L., Oglesby, J. & Verma, S. (July 2015). Blended Learning: The Evolution of Online and Face-to-Face Education from 2008-2015. NACOL, The International Association for K-12 Online Learning. Retrieved from https://files.eric.ed.gov/fulltext/ED560788.pdf

Please see pages 24 - 30 for an explanation of these terms, their research basis and some schools that are implementing them successfully.

Program 1: Self-Directed Learning

RS-CC uses Malcolm Knowles' definition of self-directed learning 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[5].

RS-CC 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.[6]

At RS-CC, students will be able to move at their own pace through all of the required course content from grades 9 through 12. Within self-directed learning, students create the tempo for their own learning with the support of their respective content area teachers. Once students have achieved mastery of the foundational concepts, they are able to move ahead with new and more challenging course content instead of having to wait on their peers. Teachers can spend more time with struggling students and give them targeted support.[7]

RS-CC will primarily use two approaches to facilitate its self-directed learning model:

a) Flexible blended learning environment
b) Personalized learning plans

Additional details are provided below:

A. Flexible Blended Learning Environment

At RS-CC, students engage in blended learning.[8] Students first progress through each course playlist at their own pace. Next, they receive teacher-directed instruction and work on adaptive software in a teacher-supported learning environment. Students will typically have seven, self-directed learning blocks each day, focused on a core content area or on an elective topic.

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[5] Self-directed learning. (2020, May 19). Retrieved August 28, 2020, from https://infed.org/mobi/self-directed-learning/
[6] The future of education and skills Education 2030. (2018). Retrieved August 26, 2020, from https://www.oecd.org/education/2030/E2030%20Position%20Paper%20(05.04.2018).pdf
[7] Brookfield, S. D. (1994). 'Self-directed learning' in YMCA George Williams College ICE301 Lifelong learning, Unit 1 Approaching lifelong learning. London: YMCA George Williams College. Available in the informal education archives. Retrieved from https://infed.org/mobi/self-directed-learning/
[8] Powell, A., Watson, J., Staley, P., Patrick, S., Horn, M., Fetzer, L., Hibbard, L., Oglesby, J. & Verma, S. (July 2015). Blended Learning: The Evolution of Online and Face-to-Face Education from 2008-2015. iNACOL, The International Association for K-12 Online Learning. Retrieved from https://files.eric.ed.gov/fulltext/ED560788.pdf

The course playlist is completed online for a portion of the period. Then, during the same block, students rotate into other types of supports to enhance their understanding of the content. Teachers and interventionists provide face-to-face support through small-group instruction, group projects and individual tutoring. Additionally, students log into adaptive software programs to help them build core skills in math and reading, ensuring they can access grade-level content.

To create the course playlists, instructional staff (teachers, the school leader, the director of student services) adapts the scope and sequence from high-quality, standards-aligned curriculum for each subject. All courses are aligned to both the Nevada State standards and to additional cognitive standards as determined by the instructional leadership team. All student work is input through the Google Classroom online platform.

The playlists house detailed course syllabi, that include:

- Daily lesson objectives aligned to learning standards, unit skills, content and essential questions
- Graded and ungraded formative assessments
- Graded and summative assessments
- Academic badge assessments
- Core readings, supplemental texts, videos and other lesson materials
- Semester projects and enrichment work

B. Personalized Learning Plan

The second self-directed learning methodology is through personalized learning plans (PLPs). Student PLPs house:

- Course playlists
- Portal to submit work to teachers for feedback
- Space to progress monitor progression towards academic goals, such as Lexile growth.

The PLP helps faculty to track students' progression through their academic coursework and measures their mastery of standards through a sequence of assessments and the earning of academic badges.

Each course is divided into 4-10 badges, or units of study, wherein students have to demonstrate a mastery grade of at least 75% in order to move on to the next badge. Progress data is available for students to assess their own course progression.

We aim to create intellectual engagement by providing students a compelling rationale for the way they are learning, what they are learning and why they are learning. Rooted teachers create a clear bar for mastery and as much student autonomy as possible to meet each standard. This allows for what Daniel Pink, in *Drive: The Surprising Truth About What Motivates Us*, calls, "Mastery, autonomy and purpose."

Our technology use empowers teachers to make more effective and timely data-driven instructional decisions, using available student progress and performance data. Teachers are aware of student challenges and successes, putting them in a position to adjust instruction immediately. This high degree of efficacy enables our teachers to design their instruction around the unique needs of each student and/or small group.

Examples of Successful Networks and Schools Using Self-Directed Learning Methods:

- **KIPP San Francisco College Preparatory** serves a population where at least 86% of students are low-income, 63% are Hispanic/Latino, and 27% are African-American. Out of 1,612 high schools in California, the school ranks #13 in Math and Reading Performance, #197 in math and Reading Proficiency, and #73 in its College Readiness Index. In every performance category, they exceed their district in serving a similar student population.[9]

- **USC Hybrid High School** in Los Angeles, CA, serves a population where at least 85% of students are low-income, 80% are Hispanic/Latino, and 18% are African-American. Out of 1,612 high schools in California, the school ranks #38 in Math and Reading Performance, #341 in math and Reading Proficiency, and #122 in its College Readiness Index. In every performance category, they exceed their district in serving a similar student population. [0]

Program 2: Industry-Based Credentials (IBCs) and Internships

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

> Nevada faces a serious workforce shortage in industries that demand skills in science, technology, engineering and math (STEM). Too few Nevadans consider STEM careers, in large part because they are not exposed to STEM education as students. Nevada's future depends on its students being prepared to meet a wide variety of challenges. Those who have a solid foundation in real-world problem solving andexperimentation, the bedrock of a rigorous STEM education, become confident, critical thinkers with the creativity to find solutions to the challenges they face. No matter the career pathway they pursue after high school, all students benefit from the skills learned in STEM.
>
> *—Brian Mitchell, Director of the Nevada State Office of Innovation, Science and Technology—*

The *Department of Labor Statistics* estimates that Nevada STEM jobs are currently earning a mean hourly wage ranging from a low of $25.86 to a high of $54.74 with an annual mean salary ranging from $53,790 to $113,860.

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[9] U.S. News and World Report. (n.d.) Best High Schools. U.S. News and World Report. Retrieved from https://www.usnews.com/education/best-high-schools/california/districts/san-francisco-unified-school-district/kipp-san-francisco-college-preparatory-153508.

[0] U.S. News and World Report. (n.d.) Best High Schools. U.S. News and World Report. Retrieved from https://www.usnews.com/education/best-high-schools/california/districts/san-francisco-unified-school-district/kipp-san-francisco-college-preparatory-153508.

A. IBCs

At RS-CC, students will be expected to earn at least one IBC for each year of their high school experience; some will earn as many as two or even three in any given year. At least 95% of our students will graduate with four or more IBCs by the end of their senior year.

IBCs are earned in elective courses that run primarily as self-directed learning blocks. These electives are created based on our Nevada industry partners' needs. Students have the opportunity to earn those credentials that align directly to what a local employer is seeking from a potential employee.

B. Internships

The Clark County Nevada region provides a unique opportunity as a proof point for a new possibility in Nevada. Our business, education and community partners *(e.g. Workforce Development Committee of the Las Vegas Chamber of Commerce, the Nevada Workforce Development Board, etc.)* are working to close credentialing gaps, especially for students of color and students from low-income families—Rooted School—Clark County's anticipated student population (i.e. low income students, Black and Latinx students and students with exceptionalities). They aim to increase the number of local students who become local engineers, IT professionals, healthcare professionals, and manufacturing professionals.

Throughout a student's experience at Rooted, they will have the opportunity to apply and learn additional skills in year-round internship experiences with our regional employer partners. The goal of these experiences is to cultivate a relationship between the students and prospective future employers while also preparing the students to meet entry-level qualifications within the relevant industry(ies).

By way of example, some students at Rooted School—New Orleans have completed internships as print lab technicians with skills they acquired after earning the IBC for *Autodesk Inventor* – a computer-aided design (CAD) software used in additive manufacturing companies.

Examples of Successful Networks and Schools with Like Students Using IBCs and Internships

- **Rooted School—New Orleans**: Our flagship school serves a population where 100% of students receive free or reduced-priced lunch, more than 86% are African-American, more than 7% are Hispanic/Latino, and more than 21% have a disability. Based on its own internal research, at least 60% of students earn an IBC each year they attend Rooted School—New Orleans. This is the highest credential attainment per capita of any high school in the state of Louisiana. About 25% of students completed internships each year of the school's operation.

- **Urban Assembly (New York, New York)**: We were inspired by their integration of IBCs with work-based learning opportunities with core content classes. The *Urban Assembly* features over 20 career pathways, dozens of related work-based learning experiences, and partnerships with over 30 leading industry employers. With 95% minority student population, the school outperformed district and state averages in Reading on the New York Regents Examinations .

Program 3: Project-Based Learning (PBL)

Urban Assembly. (nd). Impact. Retrieved August 28, 2020 from https://urbanassembly.org/impact

To demonstrate mastery learning, RS-CC students apply their skills in solving real-world challenges through project-based learning [2].

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.

Project-based learning manifests itself in RS-CC's instructional model in two significant ways:

A. Industry-Focused Project-Based Learning

Daily, in elective course blocks called the *Information Technology Career Cluster Pathway*, students will acquire career and technical education credits and credentials in technology pathways by completing two industry-focused projects each year. Rooted's teachers will co-plan these projects with local industry partners in technology. Students will be assessed on them using a project-based learning rubric that incorporates industry, social justice, computer science and *Deeper Learning* standards.

B. Project Exhibitions

RS-CC invests in student/staff collaboration with our industry partners through public project exhibitions. With the aid of their teachers and our industry partners, students will spend a semester working toward the completion of a project within a technology pathway. At the end of the semester, students are evaluated by a panel of industry experts who specialize in the skills and topics relevant to the project. Students also participate in a peer-review process similar to what would occur if they were working in a technology firm in Nevada or anywhere in the United States. As a result, project exhibitions are challenging experiences that create a significant source of student pride and relevant learning.

[2] What is PBL? (n.d.). Retrieved August 27, 2020, from https://www.pblworks.org/what-is-pbl

A. Evidenced-Based Models

While there is ample evidence about the effectiveness of PBL with secondary low-income students [3], students with disabilities [4], and students of color [5], when *Rooted School Foundation's* founder began piloting the school model in 2014, there was (and still is) a limited body of research available about the efficacy of industry-focused project-based learning amongst high-poverty, high-trauma populations.

As a result, he launched a pilot within an existing high school during the 2015-2016 school year to execute his best interpretation of the available research. This work took nearly six years of research, piloting and evolution of the model.

Several innovative schools informed the iteration of Rooted Schools that exists today. These include:

- **High Tech High (San Diego, CA)**: We continue to use the project-based learning framework to guide our own. High Tech High ranks near the top in raw scores on California standardized tests (94th percentile). Since opening, HTH has been one of the highest-scoring schools in San Diego County, California [6].

- **Summit Public Schools (Northern California and Washington State)[17]**: We used their flexible blended learning model as the initial inspiration for building our own. From their inaugural graduating class until now, 98% of all Summit graduates have been accepted into at least one four-year college.

- **Acton Academy (Austin, TX, and around the world)[18]**: We used their mastery-based progression and flexible-blended learning model as inspiration for our own. Known as a leader in learning trends, Acton is a leading example of micro-schools that organizes learning as skill sprints, projects, and dialogs.

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[3] Creghan, C., & Adair-Creghan, K. (2015). The Positive Impact of Project-Based Learning on Attendance of an Economically Disadvantaged Student Population: A Multiyear Study. Interdisciplinary Journal of Problem-Based Learning, 9(2). Available at: https://doi.org/10.7771/1541-5015.1496

[4] Koenemann, J. (2018, April 23). How Project-Based Learning Helps Special Needs Students Collaborate and Connect. Retrieved August 27, 2020, from https://www.gettingsmart.com/2018/04/how-project-based-learning-helps-special-needs-students-collaborate-and-connect/

[5] Cervantes, B., Hemmer, L., & Kouzekanani, K. (2015). The impact of project-based learning on minority student achievement: Implications for school redesign . NCPEA Education Leadership Review of Doctoral Research, 2(2), 50-66.

[6] High Tech High. (2019-2020). 2019-2020 School Profile. Retrieved August 28, 2020, from https://www.hightechhigh.org/hth/wp-content/uploads/sites/10/2019/12/HTH School profile-2019-20.pdf

[7] Summit Public Schools. (nd). Our Results. Retrieved August 28, 2020, from https://summitps.org/the-summit-model/our-results/

[8] Ark, T. (2019, August 21). Acton Academy: Hero Launchpad Goes Global. Retrieved August 28, 2020, from https://www.forbes.com/sites/tomvanderark/2019/08/21/acton-academy-hero-launchpad-goes-global/

- **Science Leadership Academy (Philadelphia, PA):** We used their project-based learning framework as inspiration for our own. With a minority student enrollment of 66% and a 100% low-income, SLA had an 87% proficiency rate on state exams in math and reading [9].

- **P-TECH (Brooklyn, NY):** We used their model for industry partnerships as inspiration for how we might build our own. With upwards of 600 industry partners, their first cohort graduated at 4x the on-time national community college graduation rate, 5x for low-income students. Furthermore, a recent MDRC evaluation of New York City P-TECH schools showed that most students begin college coursework in tenth grade and that students accumulate more credits than students in other schools. They also take and pass New York state tests earlier and at faster rates than other students[20].

Increasing Educational Equity

RS-CC will increase educational equity for its target population by providing more opportunities for social progress that have historically been reserved for magnet programs in Nevada Public Schools. Our program terms ensure that a higher percentage of economically disadvantaged and/or learning disabled students will be exposed to more robust learning opportunities.

According to the American Institute for Research's (AIR) *Study of Deeper Learning: Opportunities and Outcomes*, students who attended well-implemented deeper learning schools achieved higher test scores, greater interpersonal and intrapersonal skills, on-time high school graduation, and increased college enrollment.[2]

By supporting more students within our target population to be on track to earn a high-demand IBC, RS-CC and its industry partners project that more students of color, more students with disabilities and more students from low-income families will have access to the family sustaining jobs those that pay a regionalized wage of at least $53,790 or more a year projected in the Nevada region.

Promoting Student Agency

It is our belief that student agency is developed through learning that is meaningful and relevant allowing students a voice and a choice in what, how and when they learn.

RS-CC will promote agency in its students in several ways across its educational program terms. Through self-directed learning, students are provided the option to rotate through their coursework at their own pace and choose when they work on various assignments.

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[9] U.S. News and World Report, W. (nd). How Does Science Leadership Academy Rank Among America's Best High Schools? Retrieved August 28, 2020, from https://www.usnews.com/education/best-high-schools/pennsylvania/districts/philadelphia-public-schools/science-leadership-academy-17209

[20] Rosen, Rachel,Byndloss, D. Crystal, Alterman, Emma, Dixon, Michelle. (May 2020). Bridging the School-to-Work Divide: Interim Implementation and Impact Findings from New York City's P-TECH 9-14 Schools. MDRC. Retreived August 28, 2020, from https://www.mdrc.org/sites/default/files/P-TECH_Report_2020.pdf

[2] American Institutes for Research. (August 2016). Study of Deeper Learning: Opportunities and Outcomes. Retrieved from https://www.air.org/sites/default/files/Deeper-Learning-Summary-Updated-August-2016.pdf

Students are able explore personal passions and pursue IBCs and internships based on their goals for future job attainment. Students are offered choice in designing the project-based learning experiences (i.e. topics and media they use to present their projects) and are given the opportunity to publicly share their learning.

SAMPLE WEEKLY STUDENT SCHEDULE					
Time	Monday	Tuesday	Wednesday	Thursday	*Friday
8:30 – 9:00	ADVISORY				
9:00 – 9:55	Environmental Science				
9:55 – 10:50	English I				
10:50 – 11:45	Algebra I				
11:45 – 12:40	Civics				
12:40 – 1:00	LUNCH				
1:20 – 2:15	Digital Media I (Autocad Inventor Certification)				
2:15 – 3:10	Digital Media II (Autocad Inventor Certification)				
3:10 – 4:15	Self-Directed Learning				
4:15	DIMISSAL				

**Early Dismissal Fridays*:

8:30 – 9:00 - Advisory
9:00 – 11:30 - Self-Directed Learning
11:30 – 12:10 - Lunch
12:10 - Dismissal

Culturally Responsive Aspects of the Program

RS-CC anticipates serving a higher percentage of students that identify as Hispanic/Latino as compared to the student population in Rooted School – New Orleans (7%), and potentially more English language learners as well.

RS-CC's personalized learning structure is modeled after several schools where Latino students have achieved at exceptionally high levels. Our educational program is culturally responsive to all students. The self-directed learning term enables students to progress at their own pace while teachers provide additional intervention and supports for *English Language Learners* (ELL) as well as those students with special education needs. IBCs and internships enable students to explore opportunities with area employers who are leaders in the local economy. RS-CC will prioritize employers that actively seek bilingual employees, so the value of multi-lingualism is reinforced for students.

Rooted Schools ensures that the *Social Justice Standards: The Teaching Tolerance Anti-Bias Framework* designed by the *Southern Poverty Law Center* is integrated into all courses and all curricula. Each Rooted School course is carefully reviewed and evaluated annually by the instructional leadership team for any implicit/explicit biases thus ensuring that the content delivered is culturally responsive.

PARENT AND COMMUNITY INVOLVEMENT

(1) Describe the role to date of any parents, neighborhood, and/or community members involved in the development of the proposed school.

(2) Describe how you have engaged the local community to date as active partners in this application. What specific strategies have been implemented to date?

(3) Describe how you will continue to engage parents, neighborhood, and community members from the time the school was conceptualized to when the application is approved through the opening of the school. What specific strategies will continue to be relied upon to establish buy-in and to learn parent priorities and concerns during the transition process and post opening?

(4) Describe any expectations for parent volunteering.

(5) For each strategic partnership your school has established with community organizations, businesses, or other educational institutions that are part of the school's core mission, vision, and program other than the CMO/EMO identified in the application or dual-credit partners discussed in subsequent sections, please complete the table below. If there are future organizations that you plan to seek to partner with, please list those as well. Include, as Attachment 1, existing evidence of support from community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts

(6) Describe the Committee to Form or CMO's ties to and/or knowledge of the target community. What initiatives and/or strategies will you implement to learn from and engage the neighborhood, local community?

Inclusive Family Engagement:

RS-CC 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. RS-CC 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
- Quarterly parent town halls

These documents will also be shared with SPCSA leadership and oversight committees (as designated) and with strict adherence to *R131-16, Section 8*.
RS-CC will also use *Remind*, a mobile application that allows the school to send direct messages to parents signed up the school's listserv. Routinely scheduled parent/teacher conferences throughout the year will provide parents with formal opportunities to meet with faculty including one home visit (pre-opening) by the student's advisor and quarterly parent town halls led by the school leader.

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 all materials available in Spanish – an anticipated non-English language spoken in some students' homes

Building Family-School Partnerships:

RS-CC also builds parent partnerships through new student/parent orientations, parent town halls, and teacher advisors that regularly communicate with students' families.

Like Rooted School—New Orleans, RS-CC will offer volunteer opportunities based on the community's need and demand in the early years of the school's lifespan. Parents and families will not be required to participate in these activities but will be invited to. Some anticipated volunteer activities that support the model are:

a) Student project exhibition event support
b) Serving as a representative on the school's Board of Directors
c) Sharing ideas for potential industry partners and internships

Community Resources:

RS-CC believes it takes a community to develop a child towards reaching their fullest potential. To deliver on this core belief, RS-CC maximizes its services by partnering with local and, when appropriate, national organizations to connect students and families to resources that strengthen and support learning and personal growth.

The following organization(s) have already indicated their interest in partnership with RS-CC, and during the planning year, Mr. Johnson and the school leader will explore the possibility of partnering with other community-based organizations (see table below) that will aid in the mission of RS-CC.

Rick Jager, who, with Rooted School Foundation's founder, Mr. Johnson will continue to build relationships over the authorization period and establish trust in RS-CC among the community.

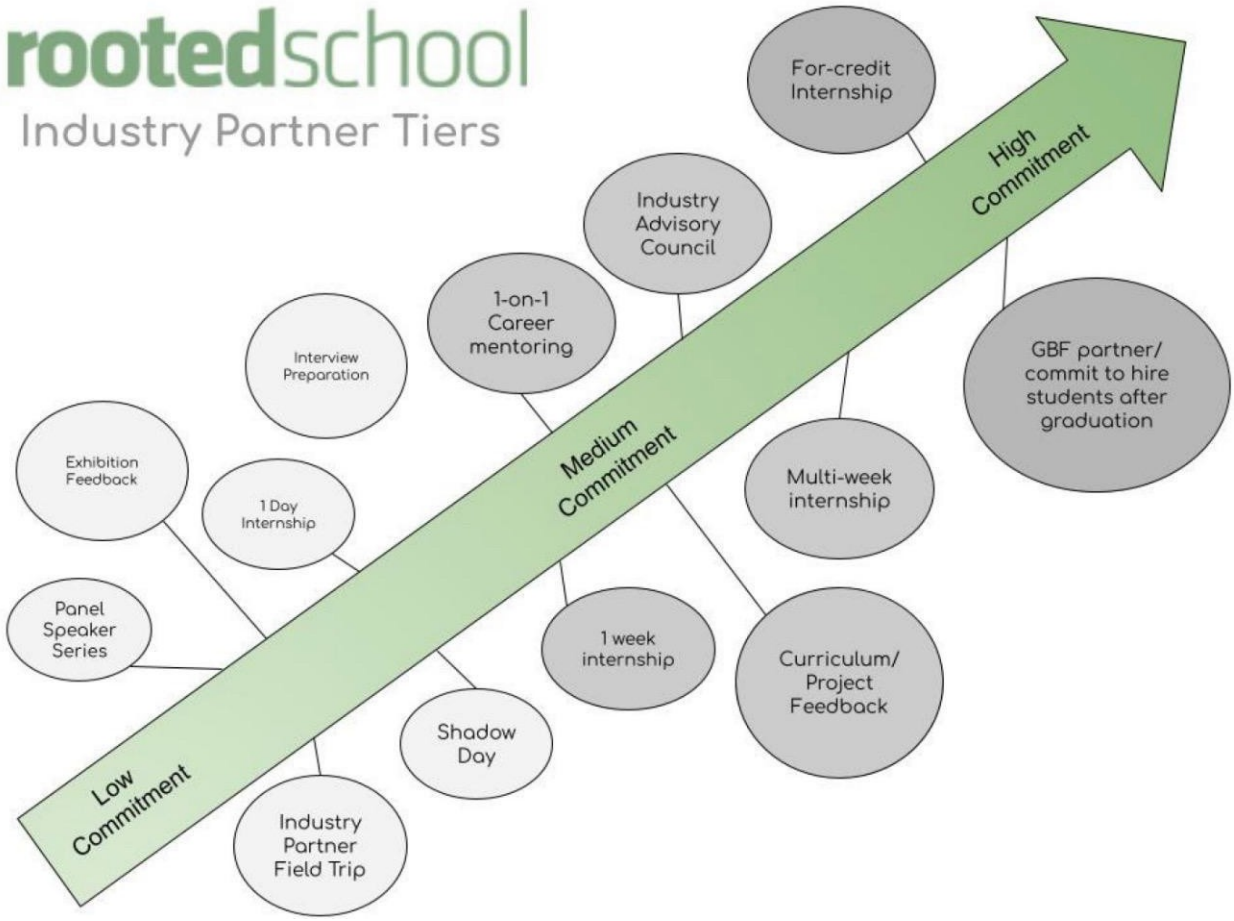
Partner Name: Jeremy Aguero, Principal of Applied Analysis
RS-CC is connected to Jeremy Aguero of Applied Analysis through Hugh Anderson of Hightower Las Vegas, the Vegas Chamber, and the Governor's Workforce Development Board
Rooted School Foundation typically establishes a fee-based memorandum of understanding (MOU) with employer partners or other community organizations. RS-CC will follow this practice if the charter is authorized since most organizations will only partner once charter approval is certain. If approved, RS-CC will enlist Applied Analysis as a liaison to high-growth, high-wage employers and industries in Clark County and Nevada at-large. RS-CC will use these connections to establish paid internships and, ultimately, full-time employment opportunities for RS-CC students.
Partner Name: John Guedry, CEO of Bank of Nevada
RS-CC is connected to John Guedry of the Bank of Nevadal through Hugh Anderson of Hightower Las Vegas, the Vegas Chamber, and the Governor's Workforce Development Board
Rooted School Foundation typically establishes a fee-based memorandum of understanding (MOU) with employer partners or other community organizations. RS-CC will follow this practice if the charter is authorized since most organizations will only partner once charter approval is certain. If approved, RS-CC will enlist the Bank of Nevada as a liaison to high-growth, high-wage employers and industries in Clark County and Nevada at-large. RS-CC will use these connections to establish paid internships and, ultimately, full-time employment opportunities for RS-CC students.
Partner Name: Michael F. Bolognini, Vice President & Las Vegas Market Leader at Cox Communications, Inc.

RS-CC is connected to Michael F. Bolognini of Cox Communications, Inc. through Hugh Anderson of Hightower Las Vegas, the Vegas Chamber, and the Governor's Workforce Development Board
Rooted School Foundation typically establishes a fee-based memorandum of understanding (MOU) with employer partners or other community organizations. RS-CC will follow this practice if the charter is authorized since most organizations will only partner once charter approval is certain. If approved, RS-CC will enlist Cox Communications, Inc. as a liaison to high-growth, high-wage employers and industries in Clark County and Nevada at-large. RS-CC will use these connections to establish paid internships and, ultimately, full-time employment opportunities for RS-CC students.
Partner Name: Chris Wilcox, Partner in Charge at Eide Bailly LLP in Las Vegas
RS-CC is connected to Chris Wilcox of Applied Analysis through Hugh Anderson of Hightower Las Vegas, the Vegas Chamber, and the Governor's Workforce Development Board
Rooted School Foundation typically establishes a fee-based memorandum of understanding (MOU) with employer partners or other community organizations. RS-CC will follow this practice if the charter is authorized since most organizations will only partner once charter approval is certain. If approved, RS-CC will enlist Eide Bailly LLP as a liaison to high-growth, high-wage employers and industries in Clark County and Nevada at-large. RS-CC will use these connections to establish paid internships and, ultimately, full-time employment opportunities for RS-CC students.
Partner Name: Hugh Anderson, Managing Director and Partner at Hightower Las Vegas
Hugh Anderson of Hightower Las Vegas, the Vegas Chamber, and the Governor's Workforce Development Board is RS-CC's primary liaison to potential employer partners across Clark County and Nevada at-large.
Rooted School Foundation typically establishes a fee-based memorandum of understanding (MOU) with employer partners or other community organizations. RS-CC will follow this practice if the charter is authorized since most organizations will only partner once charter approval is certain. If approved, RS-CC will enlist Hugh Anderson and the resources at his disposal as a liaison to high-growth, high-wage employers and industries in Clark County and Nevada at-large. RS-CC will use these connections to establish paid internships and, ultimately, full-time employment opportunities for RS-CC students.
Partner Name: Jonas Peterson, President & CEO of Las Vegas Global Economic Alliance
RS-CC is connected to Jonas Peterson of the Las Vegas Global Economic Alliance through Hugh Anderson of Hightower Las Vegas, the Vegas Chamber, and the Governor's Workforce Development Board
Rooted School Foundation typically establishes a fee-based memorandum of understanding (MOU) with employer partners or other community organizations. RS-CC will follow this practice if the charter is authorized since most organizations will only partner once charter approval is certain. If approved, RS-CC will enlist the Las Vegas Global Economic Alliance as a liaison to high-growth, high-wage employers and industries in Clark County and Nevada at-large. RS-CC will use these connections to establish paid internships and, ultimately, full-time employment opportunities for RS-CC students.
Partner Name: Dr. Marta Meana, Professor of Psychology and Former University President of UNLV
RS-CC is connected to Dr. Marta Meana of UNLV through Hugh Anderson of Hightower Las Vegas, the Vegas Chamber, and the Governor's Workforce Development Board
Rooted School Foundation typically establishes a fee-based memorandum of understanding (MOU) with employer partners or other community organizations.

RS-CC will follow this practice if the charter is authorized since most organizations will only partner once charter approval is certain. If approved, RS-CC will enlist Dr. Marta Meana as a liaison to high-growth, high-wage employers and industries in Clark County and Nevada at-large. RS-CC will use these connections to establish paid internships and, ultimately, full-time employment opportunities for RS-CC students.
Partner Name: Mark Brown, CEO at Miracle Flights
RS-CC is connected to Miracle Flights through Hugh Anderson of Hightower Las Vegas, the Vegas Chamber, and the Governor's Workforce Development Board
Rooted School Foundation typically establishes a fee-based memorandum of understanding (MOU) with employer partners or other community organizations. RS-CC will follow this practice if the charter is authorized since most organizations will only partner once charter approval is certain. If approved, RS-CC will enlist Miracle Flights as a liaison to high-growth, high-wage employers and industries in Clark County and Nevada at-large. RS-CC will use these connections to establish paid internships and, ultimately, full-time employment opportunities for RS-CC students.
Partner Name: Mark Hutchison, Senior Partner at Hutchison & Steffen, PLLC
RS-CC is connected to Hutchison & Steele, PLLC through Hugh Anderson of Hightower Las Vegas, the Vegas Chamber, and the Governor's Workforce Development Board
Rooted School Foundation typically establishes a fee-based memorandum of understanding (MOU) with employer partners or other community organizations. RS-CC will follow this practice if the charter is authorized since most organizations will only partner once charter approval is certain. If approved, RS-CC will enlist Hutchison & Steele, PLLC as a liaison to high-growth, high-wage employers and industries in Clark County and Nevada at-large. RS-CC will use these connections to establish paid internships and, ultimately, full-time employment opportunities for RS-CC students.
Partner Name: Ryan Woodward, CFO at National Technical Institute
RS-CC is connected to the National Technical Institute through Hugh Anderson of Hightower Las Vegas, the Vegas Chamber, and the Governor's Workforce Development Board
Rooted School Foundation typically establishes a fee-based memorandum of understanding (MOU) with employer partners or other community organizations. RS-CC will follow this practice if the charter is authorized since most organizations will only partner once charter approval is certain. If approved, RS-CC will enlist the National Technical Institute as a liaison to high-growth, high-wage employers and industries in Clark County and Nevada at-large. RS-CC will use these connections to establish paid internships and, ultimately, full-time employment opportunities for RS-CC students.
Partner Name: Terry A. Shirey, President and CEO of Nevada State Bank
RS-CC is connected to the Nevada State Bank through Hugh Anderson of Hightower Las Vegas, the Vegas Chamber, and the Governor's Workforce Development Board
Rooted School Foundation typically establishes a fee-based memorandum of understanding (MOU) with employer partners or other community organizations. RS-CC will follow this practice if the charter is authorized since most organizations will only partner once charter approval is certain. If approved, RS-CC will enlist the Nevada State Bank as a liaison to high-growth, high-wage employers and industries in Clark County and Nevada at-large. RS-CC will use these connections to establish paid internships and, ultimately, full-time employment opportunities for RS-CC students.

Partner Name: Chris Crooks and Larry Singer, both are Senior Managing Directors at Newmark Knight Frank
RS-CC is connected to Newmark Knight Frank through Hugh Anderson of Hightower Las Vegas, the Vegas Chamber, and the Governor's Workforce Development Board
Rooted School Foundation typically establishes a fee-based memorandum of understanding (MOU) with employer partners or other community organizations. RS-CC will follow this practice if the charter is authorized since most organizations will only partner once charter approval is certain. If approved, RS-CC will enlist Newmark Knight Frank as a liaison to high-growth, high-wage employers and industries in Clark County and Nevada at-large. RS-CC will use these connections to establish paid internships and, ultimately, full-time employment opportunities for RS-CC students.
Partner Name: Victoria VanMeetren, Special Advisor to the Dean and Business Development for GENESIS at Roseman University
RS-CC is connected to Dr. Marta Meana of UNLV through Hugh Anderson of Hightower Las Vegas, the Vegas Chamber, and the Governor's Workforce Development Board
Rooted School Foundation typically establishes a fee-based memorandum of understanding (MOU) with employer partners or other community organizations. RS-CC will follow this practice if the charter is authorized since most organizations will only partner once charter approval is certain. If approved, RS-CC will enlist Roseman University as a liaison to high-growth, high-wage employers and industries in Clark County and Nevada at-large. RS-CC will use these connections to establish paid internships and, ultimately, full-time employment opportunities for RS-CC students.
Partner Name: Karla Perez, Vice President Acute Division | Regional Vice President of Universal Health Services
RS-CC is connected to Universal Health Services through Hugh Anderson of Hightower Las Vegas, the Vegas Chamber, and the Governor's Workforce Development Board
Rooted School Foundation typically establishes a fee-based memorandum of understanding (MOU) with employer partners or other community organizations. RS-CC will follow this practice if the charter is authorized since most organizations will only partner once charter approval is certain. If approved, RS-CC will enlist Universal Health Services as a liaison to high-growth, high-wage employers and industries in Clark County and Nevada at-large. RS-CC will use these connections to establish paid internships and, ultimately, full-time employment opportunities for RS-CC students.
Partner Name: Mary Beth Sewald, President & CEO of Vegas Chamber
RS-CC is connected to the Vegas Chamber through Hugh Anderson of Hightower Las Vegas, the Vegas Chamber, and the Governor's Workforce Development Board
Rooted School Foundation typically establishes a fee-based memorandum of understanding (MOU) with employer partners or other community organizations. RS-CC will follow this practice if the charter is authorized since most organizations will only partner once charter approval is certain. If approved, RS-CC will enlist the Vegas Chamber as a liaison to high-growth, high-wage employers and industries in Clark County and Nevada at-large. RS-CC will use these connections to establish paid internships and, ultimately, full-time employment opportunities for RS-CC students.

A sample flow chart of our industry partner tiers can be seen below:



III. Academic Plan

TRANSFORMATIONAL CHANGE

In its 2019-2024 Strategic Plan, the SPCSA lists goals related to school performance that charter school applicants must consider in setting their own respective goals:

1. *Provide families with high quality schools. The SPCSA aims for a majority of schools to be rated as 4- or 5-stars.*
2. *Ensure that every SPCSA student succeeds - including those from historically underserved student groups: the SPCSA aims for all sponsored schools to demonstrate strong academic growth, high levels of proficiency and on-time graduation across all student groups, including historically underserved student groups.*

(1) How will you ensure that your school either earns a 4- or 5-star rating or is on track to earn a 4- or 5-star rating by the end of your first charter term?

(2) How will you drive growth among students at all achievement levels, accelerating the levels of proficiency and on-time graduation of those who are most behind?

(3) Describe the distinguishing features of your school, including programming and curricular choices that make your school unique. For each feature, describe how it will be implemented. Key features may include:

(a) Programs (e.g., curriculum, PD, afterschool program, parent program, etc.)
(b) Principles (e.g., no excuses, individualized learning, learn at your own pace, etc.)
(c) Structures (e.g., blended learning, small learning communities, small class sizes, etc.)

(4) Describe the reasons for which the features you described in (3) will influence student success. Please provide evidence from your own experience and/or valid research.

(5) Are there any portions of an existing network or school's model that you will utilize in this proposed school? If so, please identify and describe the student performance results of that particular programming.

Ensuring a Four or Five Star Rating:

The basic learning environment at RS-CC is directly aligned with Rooted's mission, vision, and values to put students on a pathway to financial freedom. It is designed to meet the needs of our anticipated student population:

- Low-income students
- Students with disabilities
- Students of color

Our focus on personalization and fostering student agency has been proven to increase student outcomes for a similar student demographic at Rooted School—New Orleans.

For a more complete comparison of student demographic populations Rooted School—New Orleans, Rooted School—Indianapolis and the prospective demographic for Rooted School—Clark County, please see the ***Comparison Table*** on the following page.

Furthermore, this environment is designed to execute Rooted's academic model as outlined in the following Educational Program Terms:

- Self-Directed Learning (SDL)
- Industry-Based Credentials (IBC) and Internships
- Project-Based Learning (PBL)

Each grade level cohort at Rooted, referred to as Pre-Career Level 1-4 (PCL), includes 30–35 students. Each student begins his/her Rooted School journey at Pre-Career Level 1 (9 grade).

ROOTED SCHOOLS COMPARISON TABLE

Rooted Schools (*Testing Data for Indianapolis and Vacouver Not Yet Available)								Student Demographic Information							Reading/Language Arts						
State	School	Level	Assessment Year	Test Name	School Performance Score	Grades Served	Grades Tested	Total # Students Enrolled	Total # FRL	Total # ELL	Total # SPED	Total # Black Students	Total # Hispanic Students	Total # Native American Students	# students tested	# students Far Below Basic	# students Below Basic	# students Basic	# students Proficient	# students Advanced	# students no score
LA	Rooted School - New Orleans	HS	2018	LEAP	B	9	9	40	40	N/A	5	38	2	0	40	1	9	14	14	2	0
			2019	LEAP	C	9 - 10	9-10	94	94	N/A	18	78	6	0	94	11	26	17	36	4	0
			2020	LEAP	C (SPS Score Carried Over due to COVID-19 and No Testing)	9 - 11	9-11	156	156	10	22	130	15	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
			2020	ACT				156	156	10	22	130	15	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
			2021	LEAP	TBD	9 - 12	9-11	188	188	9	33	182	14	0	TBD	TBD	TBD	TBD	TBD	TBD	TBD
			2021	ACT	TBD		11 & 12	188	188	9	33	182	14	0	TBD	TBD	TBD	TBD	TBD	TBD	TBD
IN	*Rooted School - Indianapolis	HS	2021	PSAT	TBD	9	9	61	61	1	9	61	1	0	61	TBD	TBD	TBD	TBD	TBD	TBD
WA	*Rooted School - Vancouver	HS	2023	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	TBD	TBD	TBD	TBD	TBD	TBD	TBD

Rooted Schools (*Testing Data for Indianapolis and Vacouver Not Yet Available)								Math							Science						
State	School	Level	Assessment Year	Test Name	School Performance Score	Grades Served	Grades Tested	# students tested	# students Far Below Basic	# students Below Basic	# students Basic	# students Proficient	# students Advanced	# students no score	# students tested	# students Far Below Basic	# students Below Basic	# students Basic	# students Proficient	# students Advanced	# students no score
LA	Rooted School - New Orleans	HS	2018	LEAP	B	9	9	40	0	15	12	12	1	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
			2019	LEAP	C	9 - 10	9-10	63	13	17	18	14	0	0	37	8	6	18	5	0	0
			2020	LEAP	C (SPS Score Carried Over due to COVID-19 and No Testing)	9 - 11	9-11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
			2020	ACT				N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
			2021	LEAP	TBD	9 - 12	9-11	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
			2021	ACT	TBD		11 & 12	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
IN	*Rooted School - Indianapolis	HS	2021	PSAT	TBD	9	9	61	TBD	TBD	TBD	TBD	TBD	TBD	N/A	TBD	TBD	TBD	TBD	TBD	TBD
WA	*Rooted School - Vancouver	HS	2023	N/A	N/A	N/A	N/A	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD

The tables below outline more of these structures and show the alignment to critical design elements and key distinguishing features of Rooted Schools:

Design Element(s) and Alignment to Program Terms	Alignment to Mission/Vision/Values	Description and Cultural Responsiveness
Pre-Career Levels (PCLs) Self-Directed Learning Industry-Based Credentials/Internships Project-Based Learning	Growth—We push ourselves to grow at all times Preparation—We are prepared Four-Year Promise	PCLs describe how students progress from one grade to another at RS-CC 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 discreet skills and gradually release them into becoming self-directed learners. PCLs align to our vision of cultural responsiveness because of the opportunity 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.
Academic and Cultural Badges Self-Directed Learning Industry-Based Credentials/Internships Project-Based Learning	Growth—We push ourselves to grow at all times Preparation—We are prepared Four-Year Promise	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. These badge assessments directly align with NVAC as well as our vision of cultural responsiveness. 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)
Self-Directed Learning (SDL) Self-Directed Learning Industry-Based Credentials/Internships	Growth—We push ourselves to grow at all times Preparation—We are prepared Four-Year Promise	SDL accounts for approximately 60% of the average student's time and is the core pathway used to progress through coursework. Students have an ELA, math, social studies, science, foreign language/arts and two electives SDL blocks each full day of school. During SDL, approximately 20 students sit at their workstations to complete their tasks for the day, working through course playlists to earn academic badges that signal standards mastery. Rooted uses Malcolm Knowles' definition of self-directed learning as a starting point. However, because Rooted serves students who generally enter 9th grade 2-3 years behind grade level in reading and math, we begin our students' SDL journeys with a higher ratio of teacher-guided material before

		gradually releasing students into greater student-guided activities and work. This progression is captured within Rooted's Pre-Career Levels. Our SDL model occurs in a flexible blended learning environment where students work on online adaptive instructional modules (e.g. Achieve 3000), and receive small group or 1:1 tutoring to address student learning needs and misconceptions in real time, increasing the scope and moderating the pace of individualization in the classroom. The research shows that receiving regular targeted feedback and working at one's independent level accelerates student learning and positively impacts student thinking in the moment.
Small Group Instruction (SGI) Self-Directed Learning Industry-Based Credentials/Internships Project-Based Learning	Growth—We push ourselves to grow at all times Hospitality—We put people first Preparation—We are prepared Four-Year Promise	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[22]. *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 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	Excellence—We push ourselves to grow at all times Growth—We push ourselves to grow at all times Preparation—We are prepared Four-Year Promise	Industry-based credentials increase access for 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 IBCs by the time they graduate. Some examples of credentials are: *CompTIA, Autodesk Inventor, Adobe Creative Cloud Suite,* and *Salesforce Administrator.*

[22] Dobbie, Will, and Roland G. Fryer Jr. 2013. "Getting beneath the Veil of Effective Schools: Evidence from New York City." *American Economic Journal: Applied Economics*, 5 (4): 28-60.

		IBCs are also the core pathway for students to qualify for the *Green Balloon Fellowship for Students*—Rooted's formal structure for guaranteeing full-time employment at a technology company while earning a living wage. Students enrolled in the GBF Program work with our tech industry partners earning a small salary and gaining valuable workplace readiness experience in an office setting.
Internships Industry-Based Credentials/Internships	Excellence—We push ourselves to grow at all times Growth—We push ourselves to grow at all times Preparation—We are prepared Four-Year Promise	Each year, students will have the opportunity to participate with our regional employer partners in competitive spring/summer internships. 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. Moreover, this design element increases the chance that an employer will hire the student and/or advocate for the student's future advancement. See below for a sample employer internship plan.
Industry-Focused Project-Based Learning Project-Based Learning	Excellence—We push ourselves to grow at all times Growth—We push ourselves to grow at all times Preparation—We are prepared Four-Year Promise	In order to demonstrate mastery of their learning, Rooted School—Nevada students will apply their skills in solving real-world challenges through PBL. PBL 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. By example, RS-Nola 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 increased their sense of connection and belonging, seeing the impact of their work in the

		community[23]. Students at RS-CC will be given PBL topics that relate specifically to their lives and to their neighborhoods, personalizing the learning experience and making it significantly more relevant. Students also acquired key career and technical education credits through a number of different technology pathways and industry-focused projects.
Project Exhibitions Project-Based Learning	Excellence—We push ourselves to grow at all times Growth—We push ourselves to grow at all times Preparation—We are prepared Four-Year Promise	The process for preparing and presenting NVAC standards-aligned, competency-based portfolio of work to an authentic audience is how Rooted School—Clark County expands the definition of student success beyond traditional assessment measures, maintains high standards and encourages deeper learning. This iterative learning process, includes: a) Vision and goal setting b) Project work development c) Portfolio assessment d) Public exhibition e) Industry expert rubric scoring Students are encouraged and supported to think critically and develop non-cognitive competencies proven to increase college-persistence for students of color[24]. 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 Technology Career Cluster Pathway Self-Directed Learning Industry-Based Credentials/Internships Project-Based Learning	Growth—We push ourselves to grow at all times Hospitality—We put people first Preparation—We are prepared Community—We never forget where we come from	STEM jobs in the Nevada area are projected to grow at over 3.3% annually over the next five years, 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 RS-CC. By prioritizing this cluster, we will uniquely position RS-CC as a local leader in preparing systemically

[23] Cervantes, Bernadine, Hemmer, Lynn, Kouzekanani, Kamiar. (2015). The Impact of Project-Based Learning on Minority Student Achievement: Implications for School Redesign. NCPEA Education Leadership Review of Doctoral Research, Vol. 2, No. 2. <https://files.eric.ed.gov/fulltext/EJ1105713.pdf>

[24] American Institutes for Research. (August 2016). Study of Deeper Learning: Opportunities and Outcomes. Retrieved from https://www.air.org/sites/default/files/Deeper-Learning-Summary-Updated-August-2016.pdf

	Four-Year Promise	underserved youth to meet growing talent needs in the region.

SAMPLE: Green Balloon Student Fellowship – Student Internship Rubric

rootedschool

Title of Internship: Photographer's Assistant and Business Development Intern

Employer: RSW Enterprises LLC
Industries Represented: Photography, Digital Media, Digital Education, Entrepreneurialism
Experience Required: Y **N**
Length of Internship: ~Equivalent of one school semester.
Stipend/Pay Amount: Unpaid Training, All shoots or events assisted will be compensated hourly at a rate no lower than $8/hour

Internship Overview

Rooted School students will have the opportunity to work with a professional photographer/videographer and assist in completion of both arts related and business related tasks. Students will learn the basics of camera handling (parts and functions), digital workflow, as well as the basics of planning/shooting/editing professional photography. Students will also assist on professional/paid shoots.

Regarding business operations, students will gain an introductory knowledge of customer acquisition and management, project proposals, negotiation and invoicing. Students will also gain basic knowledge of business accounting and banking (including budgeting).
Students interested in this opportunity should have an interest in digital media as well as a desire to learn about small business.

Essential Questions [THESE ARE 3 OF MOST IMPORTANT QUESTIONS A STUDENT SHOULD BE ABLE TO ANSWER BY END OF INTERNSHIP]

(1) What are the basics of camera function and handling and how do I produce commission worthy work?
(2) What are the basic operations of a small business and how do they interact with each other?
(3) How does a small business grow and develop into new and developing markets?

Knowledge and Skills

Camera Knowledge: -The parts and functions of a Digital SLR. -Functions and operations of different lenses. -Camera accessories, their use and function. (Including but not limited to, tripods, monopods, flashes, wireless triggers, off camera sound, pistol microphones, off camera lighting and video/steadicam rigs.) Working knowledge of digital photo archiving strategies and software. Working knowledge of photo-editing software, including but not limited to basic import and metadata tagging, batch processing, editing at macro-level, spot-level and effect-level. Videography setup, b-roll, interview setups, mic and camera setup. The difference between documentary and entertainment videography, including but not limited to storyboarding, shot execution, working on a live set, and project management. Working knowledge of a traditional Non-Linear Editing software (DaVinci Resolve) including file management, import/export, sequencing, transitioning, text overlay and digital storytelling. **Business Knowledge:** Parts and functions of a small business. Common business tasks. (Accounting, proposals, invoicing, bookkeeping, banking, business solicitation)	**Camera Industry Skills:** - Setup and teardown of a camera rig. - Setup and teardown of a set. - Practice in the most common professional photo and video shooting situations (events, modeling, product, office space, detail shots) - Organizing a professional shoot, including but not limited to setting a schedule, scouting locations, working with set-dressers, costumers and models. - Shooting professionally on a set. Managing multiple parties, posing, setting up and shooting with off camera lighting and reflector rigs. - Setting up for videography and shooting, including but not limited to camera setup, posing, interviewing, sound matching and rehearsal skills. -Documentary photo and video skills, reporting and event coverage. **Business Industry Skills:** QuickBooks familiarity and ability to reconcile a bank statement. Production of promotional materials and implementation of a marketing project. Solicit one (pro-bono) gig, beginning from consumer outreach, ending with delivery of final images to a client.

Depth of Knowledge Tasks	
Analyzing Questions What are the parts of a camera? How does a camera work? What are common tools in a photo/video editor and what do they do? What are options in lighting a scene and what tools might be needed? How are photography and videography similar? How do they differ? What are common business tasks? What purpose do they serve? How are biases shown in visual media?	**Analyzing Activity/Assessment** Camera Walkthrough Activity Photo/video production practical Business model workshop
Evaluating Questions What is the best setup for shooting landscape/portraits/etc.? What editorial viewpoints can we recognize in media imagery? How would you prioritize a meeting with a prospective client? What choices would you make in setting up a photo/video shoot. (begin with a first client meeting and end with delivery of final materials)	**Evaluating Activity/Assessment** Analysis and comparison of various digital media sources, bias and stereotype discussion. Practical, Landscape/portrait shoot
Creating Questions Create a series of images portraying under/proper/over exposure. Create an image using off-camera lighting. How would you tell the story of XxXxXxXx (Some industry or business) through images. What are various ways in which you can monetize your skills? How would you creatively use opportunities already at your disposal?	**Creating Activity/Assessment** Final, self-selected production project for local non-profit/small business.
Assessments	
Individual performance assessment – Photography Practical (preparing, shooting, uploading, editing), Video Practical (preparing, shooting, uploading, editing) Business practical (Client acquisition, meeting process, proposal, production, invoicing, bookkeeping) **Group/partner performance assessment** –N/A **Individual/Vocabulary quizzes** – Camera Parts, Language of Editing, Language of Business **End of internship test** – Production of a mini-documentary on a self-selected topic. The project can be completed either as a series of images with copywriting or as a short video of 5-10 minutes in length. The final work should demonstrate professional camera work, editing, and subject treatment.	

Daily Learning Experiences						
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Saturday**	**Sunday**

CURRICULUM & INSTRUCTIONAL DESIGN

The framework proposed for instructional design must both reflect the needs of the anticipated population and ensure all students will meet or exceed the expectations of the Nevada Academic Content Standards.

(1) In accordance with NRS 388A.246, provide a description of the proposed instructional design of the charter school and the type of learning environment the charter school will provide, including, without limitation, whether the charter school will provide a program of distance education, the planned class size and structure, the proposed curriculum for the charter school and the teaching methods that will be used at the charter school. Required courses, such as physical education, financial literacy and computer science, should be included.

(2) Describe the instructional strategies that you will implement to support the education plan and why they are well suited for the anticipated student population. Outline the data, methods, and systems teachers will use to provide differentiated instruction to all students.

(3) Explain how the proposed instructional model and curriculum will be used to meet the needs of and enable measurable growth for all students according to the Nevada Academic Content Standards, including those that are in need of remediation and those that are intellectually gifted.

(4) Explain how the school will identify and differentiate to meet the needs of intellectually gifted students in a way that extends their learning and offers them unique, tailored opportunities. Include information on how staffing will be structured to ensure that gifted students are adequately supported. Please note that Nevada law classifies intellectually gifted students as eligible for specific support services. How will staffing be structured to ensure that gifted students are adequately supported?

(5) Describe the professional development teachers will receive to ensure high levels of implementation of the instructional model and curriculum.

(6) If the proposed charter school intends to include a vocational or career and technical education program, provide a description of the career and technical education program that will be implemented by the charter school.

RS-CC will utilize curriculum that has been proven to achieve strong results at RS-NOLA and RS-INDY. Given the similarities in anticipated student population, the curriculum selections are positioned to benefit RS-CC's student body.

All core content sequencing follows a four-year arc, ensuring vertical alignment. The embedding of *Deeper Learning* and social justice standards across all subjects ensures relevance for students. Annually, the school leader will also lead a process with the teaching team to review the curriculum for bias.

The following are research-based curricula that inform RS-CC's academic badge progression and project-based learning tasks.

English Language Arts:

UnboundEd Explore[25] (Expeditionary Learning (EL)/EngageNY ELA) Curriculum (Grades 9-12):

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*[26] 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 RS-CC's mission. This curriculum ensures that students have access to rich, vertically aligned grade-level standards. The lessons within the modules provide a rigorous and pedagogically sound approach that builds on prior standards year-over-year.

This curriculum will be made accessible to all ELL students as well through the companion guide, *Scaffolding Instruction for English Language Learners: Resource Guides for ELA and Mathematics.* ELL is rooted in project-based learning, a core RS-CC design element. Over 1,500 schools use this

[25] Explore Curriculum. (n.d.). Retrieved August 25, 2020, from https://www.unbounded.org/explore curriculum
[26] The Opportunity Myth. (2018). Retrieved August 25, 2020, from https://opportunitymyth.tntp.org/

ELL model and at these schools, 46% of Hispanic/Latino students have achieved grade-level ELA proficiency as compared to only 25% of their district peers. Low-income ELL students achieved 33% proficiency as compared to district peers who achieved 27%. SWD achieved 20% proficiency as opposed to district peers who achieved 11%.[27] These demographics are comparable to RS-CC's anticipated student population.

Grade 9: English I offers a wide range of quality texts that span the canonical to the contemporary. The grade 9 curriculum balances classic works by William Shakespeare, Sophocles, and Emily Dickinson with contemporary writing by authors such as Temple Grandin, Karen Russell, and Marc Aronson. Through the study of a variety of text types and media, students build knowledge, analyze ideas, delineate arguments, and develop writing, collaboration, and communication skills.

Grade 10: English II curriculum modules offer a variety of rich texts that engage students in analysis of literary and journalistic nonfiction as well as poetry, drama, and fiction. Classic and contemporary authors represented in the grade 10 modules include Christopher Marlowe, Amy Tan, Martin Luther King, Jr., Alice Walker, Malala Yousafzai, E.B. White, William Shakespeare, and Niccolò Machiavelli. Working with these texts, students build knowledge, analyze ideas, delineate arguments, and develop writing, collaboration, and communication skills.

Grade 11: English III curriculum modules continue to develop students' skills in analyzing complex literary and informational texts as students delve deeply into works by acclaimed authors and historical figures, including classics from William Shakespeare, Virginia Woolf, and Kate Chopin; seminal pieces from W.E.B. Du Bois, Booker T. Washington, and Elie Wiesel; and contemporary literature from Tim O'Brien and Louise Erdrich. Through the study of a variety of text types and media, students build knowledge, analyze ideas, delineate arguments, and develop writing, collaboration, and communication skills.

Grade 12: English IV curriculum modules offer a wide range of quality texts that engage students in analysis of autobiographical nonfiction, speeches, poetry, drama, and fiction. The grade 12 modules comprise classic and contemporary voices including Malcolm X with Alex Haley, Leslie Marmon Silko, Henry David Thoreau, Benazir Bhutto, Jared Diamond, William Shakespeare, Tennessee Williams, Jhumpa Lahiri, and Nikolai Gogol.

Math:

Illustrative Math Curriculum[28] (Grades 9-11)

This is a comprehensive, vertically aligned and CCSS-standards aligned math curriculum that has received top scores using EdReports.orgs, *Metrics: Focus and Coherence, Rigor and Mathematical Practices, and Usability*.

It is problem-based, built with UDL principles and scaffolded supports for students not yet at grade-level as well as those in need of extended enrichment. Strong math numeracy and a deep

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

[28] LearnZillion Illustrative Mathematics Traditional. (n.d.). Retrieved August 25, 2020, from https://www.edreports.org/reports/detail/ahJzfmVkcmVwb3J0cy0yMDY2MThyKQsSCVB1Ymxpc2hlchg4DAsSBlNlcmllcxi3AQwLEgZSZXBvcnQYhgYM

conceptual understanding of math is critical for success in STEM fields. The digital components of the curriculum support text that is added to the coding and technology curricula.

Grade 9: Algebra I begins with the study of one-variable statistics, building on ideas from middle school. From there, students move on to expand their understanding of linear equations, inequalities, and systems of linear equations and inequalities. Students study functions, continuing the work begun in grade 8. The course ends with a close look at quadratic equations.

Grade 10: **Geometry** sees students practice generating conjectures and observations. This begins with work on compass and straightedge constructions. They gradually build up to formal proofs, engaging in a cycle of conjecture, rough draft, peer feedback and final draft narratives. Students build on their middle school study of transformations of figures. Next, students derive volume formulas and study the effect of dilation on both area and volume. They close the year by extending what they learned about probability in grade 7 to consider probabilities of combined events, including identifying when events are independent.

Grade 11: Algebra II students begin the course with a study of sequences, which is also an opportunity to revisit linear and exponential functions. Students extend exponent rules to include rational exponents. The last unit, on statistical inference, focuses on analyzing data from experiments using normal distributions. Students learn to account for variability in data and estimate population mean, margin of error and proportions using sampling and simulations. They also develop skepticism about news stories that summarize data inappropriately —a critical skill for an informed citizenry.
Grade 12: In 12th grade, students can choose between a **Probability and Statistics** course, informed by the *Illustrative Math* supplemental curriculum and *Mathalicious*[29] project-based materials, or **Pre-calculus** based on materials from the textbook *Pre-Calculus with Limits* by Ron Larson.[30]

The textbook reviews core algebra topics and analytic geometry in three dimensions, in addition to introducing concepts covered in calculus. It has online practice modules available in both English and Spanish, which allows additional support for ELL students. This course is supplemented with materials from *Khan Academy*, which also has Spanish translation features.

Science:

Biozone[31] Curriculum (Grades 9-12)

This science curriculum is built around *Next Generation Science Standards* and *Biozone* textbooks/workbooks. These are cutting edge resources that are also available online to ensure that they are continuously updated with the latest scientific research.

The *Advanced Placement (AP)* 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

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[29] Real World Math Problems. (n.d.). Retrieved August 25, 2020, from https://www.mathalicious.com/
[30] Precalculus with Limits: 5th Edition. (n.d.). Retrieved August 25, 2020, from https://www.cengage.com/c/precalculus-with-limits-5e-larson/9780357457856PF/
[3] BIOZONE USA: Educational Publisher. (n.d.). Retrieved August 25, 2020, from https://thebiozone.com/

problem-solving and are highly-visual, a key strategy for students learning English and students with disabilities to access content. All materials 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 RS-CC students' futures and the creation of new STEM jobs in this field.

Grade 9: Environmental Science introduces students to the Earth's physical and biological systems and examines the interactions of humans with their environment. It provides in-depth coverage of energy extraction issues, pollution and the wider environmental implications of urban development.

Grade 10: Biology introduces students to this expanding branch of science by focusing on the broad concepts and central themes of biology. The modules of study include biochemistry and cell biology, genetics, evolution, metabolism, ecology and the physiology and behavior of organisms. Information is presented through lectures, small group activities, technology, discussions and close readings. The processes and skills of science and the scientific method are practiced through laboratory experiments, empirical observation, individual reports and projects. This course encourages the development of skills for completion of an independent research project.

Grade 11: Chemistry in the Earth System is a laboratory and research-based course that relies on mathematical models and relationships to explain and predict chemical behavior. The modules of study include combustion and energy transfer, heat and energy in the earth's systems, atoms, elements, and molecules, chemical reactions, chemistry of climate change, dynamics of chemical reactions, ocean acidification and basic skills for chemistry students.

Grade 12, Physics of the Universe: This is a lab-based introductory course in physics. Each unit begins with a student-designed lab that serves as an introduction to the central model. Follow-up activities include more traditional applications of models for problem solving. A strong emphasis is placed on multiple representations of all models and student presentation of both lab results and solutions to problems. Modules covered include forces and motion, forces at a distance, energy conversion/renewable energy, nuclear processes, earth history, waves and electromagnetic radiation, stars and the origins of the universe. The course draws connections between the concepts of physics and everyday applications.

Social Studies:

RS-CC 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 RS-CC will be designed to follow both the required standards and the recommended course progression from the *NVACS for Social Studies*.

RS-CC teachers will utilize materials from the *DBQ Project*[32], which develop high-level critical-thinking skills through content-specific questions and differentiated supports. Further, teachers will utilize the Brown University, *Choices Program*[33], an inquiry-based program that provides an up-to-date historiography, telling an inclusive, responsible history and helping students

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[32] The DBQ Project. (2020, March 11). Retrieved August 25, 2020, from https://www.dbqproject.com/

[33] Choices Program. (n.d.). Retrieved August 25, 2020, from https://www.choices.edu/

to develop the skills necessary for historical thinking, understanding and writing—all critical for college and life success.

Grades 9/10: World History is a two-year course, that anchors students, their lives, and their histories in a broader global context. In ninth and tenth grades, students apply their deeper understanding of social studies concepts on a global scale. The recommended content in the ninth and tenth grades is primarily modern world history and geography, from 1450 to the present. Students explore major developments that shaped the modern world including: human rights, revolution and democracy. Students develop an understanding of the roots of current world issues and learn to consider, more deeply, the role of economics in shaping the world's events.

Grade 11: U.S. History students have the intellectual and social capacity to deepen their study of history. The recommended context in eleventh grade is U.S. history, primarily the 20th and 21st centuries, from 1877 to the present. Students consider multiple accounts of events and issues in order to understand the politics, economics, geography and history of this country from a variety of perspectives.

Grade 12: **Civics and Contemporary World Problems** students use the conceptual understandings that they have developed in civics, economics, geography and history to explore pressing issues in our world today. RS-CC will provide a semester of *Civics/Government* first and then extend conceptual understanding of course concepts through a semester of *Current World Problems (CWP).*

In *Civics/Government*, students examine local, state, tribal and national government and how the state and federal constitutions govern the rights and responsibilities of all residents and citizens in Nevada and the rest of the United States. In *CWP*, students examine global themes rooted in environmental issues, economic development, human rights, and civic action. They examine current events and primary documents from around the world. Aligned to the RS-CC mission, students should graduate ready to become active citizens and leaders in their communities, the nation and the world-at-large.

Foreign Language:

Students at RS-CC will take foreign language courses aligned to the *NVACS* Language Standards and earn their credits for graduation via a personalized pathway utilizing the adaptive online program, *Duolingo*[34]. Students will also be expected to meet all expectations of the *Modern Language Exit Proficiency Expectations for Alphabetic Languages and/or Logographic Languages.*

The *Duolingo* platform offers language acquisition through a highly visual, gaming environment with personalized feedback to students regarding their progress. It also offers a range of languages to choose from, offering heightened student agency. Students will have an opportunity to work on foreign language coursework during SDL blocks and at home if they so choose.

Duolingo goals will be incorporated into students' personalized learning plans (PLPs) and individual graduation plans (IGPs). Advisors can track student *Duolingo* progress directly in the platform, which provides real-time status reports. Students may also supplement language learning with online courses from *Edgenuity.*

[34] For schools. (n.d.). Retrieved August 25, 2020, from https://schools.duolingo.com/

Physical Education, Health & Wellness:

Students will meet the *Nevada Health and Physical Education Standards* requirement for graduation through health and wellness exercises conducted during advisory. Teachers may elect to integrate these standards into SDL blocks during a PBL unit. The advisory curriculum, *Developmental Designs*, includes collaborative games, light physical activities and mindfulness training exercises. If a student has difficulty with mobility, modifications to the activity will be made according to their IEP, 504 or specific circumstance.

Information Technology (IT) Career Cluster Pathway:

Elective courses at RS-CC are called the *Informational Technology Career Cluster Pathway* and are directly aligned to the proposed *NVACS for Computer Science and Integrated Technology*. Because these courses are determined based on the regional industry partners that the school aligns to, they have not yet been developed.

Course standards will be based on the NVACS below:

- Digital Citizen
- Knowledge Constructor
- Innovative Designer
- Computational Thinker
- Creative Communicator
- Global Collaborator

All content will be developed using industry standards and backwards-design from relevant industry-credentialing assessments and requirements.

Teacher Evaluation & Support:

Teachers are evaluated based on two measures, meeting *SMART* goals on their scorecard and the *Danielson Framework for Teaching*.

We will use SMART goals because they have proven to be an effective tool that provides the clarity, focus and motivation needed to achieve ambitious goals.

We use the *Danielson Framework for Teaching* because it is a trusted and effective tool for instructional excellence. It provides a clear roadmap for the delivery of instruction along with practices that support total teacher-student engagement. Over the last 23 years, the framework has evolved to reflect new learning in the field and important shifts, such as the adoption of more rigorous college and career-ready standards. It has also been extensively studied and validated as an accurate measure of connections between teacher performance and student learning.

Rooted School—New Orleans has used this framework from its founding and has experienced significant success serving students like our anticipated population in Nevada.

Teachers will set annual goals with the school leader in July before each school year based on their self-assessment and the leader's assessment of the teachers' strengths and weaknesses on the Danielson Framework. Areas of student need identified through diagnostic assessment will also inform the process of goal setting. The school leader, assistant school leader (when hired) and

teacher(s) will collaborate to create a customized professional growth plan that ensures the highest levels of teacher support and development.

Throughout the year, the school leader and assistant school leader will conduct weekly or bi-weekly coaching conversations with each teacher. These meetings are designed to review student achievement data and track teacher progress toward meeting and exceeding their goals. Each week, the teacher will set and monitor progress toward incremental goals that contribute to the overall success of the academic program and school's over-arching mission and vision. Prior to each coaching conversation, the school leader and assistant school leader will conduct classroom observations/walk-throughs that are focused on the teacher's identified area of growth in order to provide specific, actionable feedback during the coaching conversations.

In December of each school year, the school leader/assistant school leader will have an extended coaching conversation with each teacher. These mid-year progress meetings are designed to review teacher/student growth and highlight any additional supports that may be needed prior to the start of the spring semester.

In June, the school leader/assistant school leader will have a summative evaluation conversation with the teacher(s) during which the Danielson Framework is re-scored based on 11 month analysis and input from coaching conversations and classroom observations. Contracts will be formally offered during this time. Any projected vacancies will be posted early in this process to ensure that the school is fully staffed with high-quality teachers for the next academic year.

School Leader Evaluation

We believe that RS-CC can be an extraordinary partner in the Clark County region and beyond, and we believe that our leaders should be held to that standard beginning with the leader's planning year and continuing throughout the length of the charter contract.

The Rooted School—Clark County Board of Directors, led by the academic committee, will evaluate the school leader based on the achievement of his/her annual SMART goals[35] as well as through the use of the *LPI: Leadership Practices Inventory®(Individual Feedback Report)*.[36] The board of directors will set annual goals for the school each July based on their assessment of the school leader's current strengths and growth areas on the *LPI Framework* (described below).

The *LPI: Leadership Practices Inventory* is grounded in the five practices of exemplary leadership. After conducting hundreds of interviews, reviewing thousands of case studies, and analyzing more than two million survey questionnaires to understand those times when leaders performed at their personal best, James M. Kouzes and Barry Z. Posner discovered the following skills are critical to making extraordinary things happen:

- Model the Way
- Inspired by a Shared Vision

[35] Mind Tools Content Team. (n.d.). SMART Goals: How to Make Your Goals Achievable. Mind Tools. Retrieved from https://www.mindtools.com/pages/article/smart-goals.htm

[36] Kouzes, James M., Posner, Barry Z. (n.d.). Leadership Practices Inventory—Individual Feedback Report. The Leadership Challenge, A Wiley Brand. Retrieved from https://www.leadershipchallenge.com/LeadershipChallenge/media/SiteFiles/resources/sample-reports/tlc-lpi-360-english-v5.pdf

- Challenge the Process
- Enable Others to Act
- Encourage the Heart

The school leader also receives a mid-year evaluation from the board of directors based on progress towards achieving the SMART goals. At the end of the school year, the school leader is given a final evaluation on his/her overall performance. A contract renewal decision is recommended by the academic committee and voted on by the full board. The board may also elect to work with *Rooted School Foundation*, the school leader's executive coach, and *BoardonTrack* for input on the evaluation process and the results.

Throughout the year, the school leader and board of directors will review student achievement data at the student, class, grade and school level in order to monitor progress toward school-wide goals. Through weekly coaching conversations with an executive coach, provided by *Rooted School Foundation*, the school leader will set weekly goals that align to the annual goal(s).

The school leader is also expected to complete regular walk-throughs and observations and conduct stakeholder surveys to collect additional data about the quality of instruction and school's culture. Areas of need that are identified through the school's data dashboard will also factor into the creation of the annual goals and strategic plans.

PROMOTION AND HIGH SCHOOL GRADUATION REQUIREMENTS

Please note that high schools approved by the SPCSA will be required to meet or exceed Nevada graduation requirements.

(1) Explain how students will matriculate through the school (i.e., promotion/retention policies) and how stakeholders will be informed of these standards.

(2) For schools proposing a high school program, explain how the school will meet state graduation requirements. Describe how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Nevada, explain the additional requirements.

(3) For schools proposing a high school program, explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g., trade school, military service, or entering the workforce).

(4) Explain what systems and structures the school will implement for students at risk for retention and/or dropping out and/or not meeting the proposed graduation requirements, including plans to address students who are overage for the grade level. For high schools, describe your plans to support students needing to access credit recovery options.

High-quality, standards-aligned curriculum is the backbone of core content courses in RS-CC's instructional model. Teachers use our curriculum to create online playlists for student work and to create formative academic badge assessments that measure standards mastery.
Our selected curricula align directly to the *State of Nevada Academic Content Standards*, the *Common Core State Standards* and the *Next Generation Science Standards*.

The school leader, teachers and interventionists are also responsible for ensuring clear, coherent alignment of the curriculum, the playlists and the badge assessments with the following additional standards:

a) MHA Building Blocks

b) Hewlett Foundation Deeper Learning Competencies
c) Teaching Tolerance Social Justice Standards
d) English Language Proficiency Standards (ELPS)
e) Lexile College and Career Readiness Targets
f) 2020-2021 STIP Goals
g) 2021 STIP Addendum

The embedding of these additional standards expands RS-CC's definition of student success to include both cognitive and non-cognitive skills tied to increased college retention and job placement rates.

Specific outcomes for each subject in grades 9-12, including student outcomes are outlined in the table below:

Subject and Standards	Student Outcomes
Math: Nevada Academic Content Standards (NACS)9–12 Mathematics Proficiency Standards	70+% of students meet standard on the *End-of-Course Assessment* In comparison, in SY 18-19, 37,5% met Nevada State Standards.
English Language Arts: Nevada Academic Content Standards (NACS) 9-12 English Language Arts Proficiency Standards	80+% of students meet standard on the *End-of-Course Assessment* Lexile Target: 1185+ Lexile Level by grade 12 In comparison, in SY 18-19, 48.5% met Nevada State Standards.
Social Studies: Nevada Academic Content Standards (NACS) *9-12 Social Studies Proficiency Standards	80+% of students master *End-of-Course Assessment* *No data available
Science: Nevada Academic Content Standards (NACS) *9-12 Science Proficiency Standards *Next Generation Science Standards (NGSS)	70+% of 11th grade students meet standard on ACT Science *No data available
Project-Based Learning (all subjects): MHA Building Blocks (Means and Measure of Human Achievement)[37] Hewlett Foundation deeper learning competencies[38]	85+% of students meet growth targets on Rooted School's PBL Rubric
Nevada Academic Content Standards for Computer Science and Integrated Technology: • Digital Citizenship • Knowledge Constructor • Computational Thinker	95+% of students obtain at least four industry-based credentials (IBCs) by graduation from our sample offerings below: • *Amazon Web Service Cloud Practitioner* • *Autodesk Inventor*

[37] 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
[38] 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

● Creative Communicator ● Global Collaborator	● *Auto CAD Inventor* ● *Adobe Certified Associate – Photoshop* ● *Adobe Certified Specialist – Design* ● *Adobe Spark Video* ● *Adobe Illustrator* ● *Adobe Certified Expert* ● *CIW Advanced HTML5 and CSS3Specialist* ● *E-Mail Marketing Certification* ● *In-Bound Salesforce Certification* ● *Auto-Facebook Blueprint* ● *Hub Spot Inbound Marketing* ● *Cad Inventor* ● *Comp TIA Security Plus*

Credit Hours, Grade-Point Averages & Electives:

RS-CC students will earn course credit through a competency-based system of crediting on a semester schedule. RS-CC will provide credit opportunities for students that will exceed *Nevada's Graduation Standard and Advanced Diploma Credit and Assessment Requirements* in ELA, math, science, social studies and elective credits. Our students are expected to exceed the state graduation requirements by at least five credits as well as complete 6 – 8 credits in *Computer Science and Integrated Technology.*

These courses will be designed alongside of our local Nevada industry partners given consideration of the requisite skills required in the region to secure employment in the STEM related fields.

A sample list of those courses currently offered throughout the Rooted School network appear below:

- *Amazon Web Service Cloud Practitioner*
- *Autodesk Inventor*
- *Auto CAD Inventor*
- *Adobe Certified Associate – Photoshop*
- *Adobe Certified Specialist – Design*
- *Adobe Spark Video*
- *Adobe Illustrator*
- *Adobe Certified Expert*
- *CIW Advanced HTML5 and CSS3Specialist*
- *E-Mail Marketing Certification*
- *In-Bound Salesforce Certification*
- *Auto-Facebook Blueprint*
- *Hub Spot Inbound Marketing*
- *Cad Inventor*
- *Comp TIA Security Plus*

RS-CC's transcripts will be aligned to all requirements of the State of Nevada Department of Education. We plan to articulate student outcomes in terms of credits for external audiences (e.g. State Board of Education, colleges, scholarships, school transfers) and include:

- Courses taken
- Grades Earned
- Credits Earned/Carnegie Units Earned
- Culture Badges Earned
- IBCs Earned
- EOC Grades
- National Assessments (e.g. ACT, SAT, AP, etc)

Each student's individual portfolio of project-based work will accompany his/her transcript and be shared with higher education institutions at the student's request.

Grade-point averages will be calculated using a 0-4.0 scale and will be an average of the grades a student receives in each course over four years. Students must earn at least a 75% or higher in each subject to progress to the next grade and their grade for the course is the average of their mid- and summative academic badge assessments in the course.

The following scale will be used to translate course passage scores to letter grades and GPAs:

GPA	Letter Grade	Course Passage Scores
3.75-4.00	A+	97+%
3.26-3.74	A	93-96%
3.00-3.25	A-	90-92%
2.84-2.99	B+	87-89%
2.67-2.83	B	83-86%
2.50-2.66	B-	80-82%
2.34-2.49	C+	77-79%
2.17-2.33	C	73-76%
2.00-2.16	C-	70-72%
1.76-1.99	D+	67-69%
1.26-1.75	D	63-66%
1.00-1.25	D-	51-62%
Below 1.00	F	0-50%

RS-CC's additional graduation requirements are aligned to its educational programs, mission, and vision in the following ways:

Additional Graduation Requirement	Alignment to Educational Programs / Mission and Vision
Industry-based Credentialing (IBCs)	IBC is one of our fundamental educational programs; it aligns directly to our mission and vision by ensuring that family-sustaining jobs are available for RS-CC alumni.
Cultural Badges	Badges align to self-directed learning because students must independently show mastery of and commitment to living Rooted's values in action. Rooted's pillars are critical to preparing students to become contributing members in the workplace—fulfilling our mission of financial freedom for all our students.
Portfolio Presentation & Exhibition	Portfolios align to project-based learning and our mission and vision by ensuring that students produce work that demonstrate evidence of ***deeper learning***. Students who attend ***Deeper Learning*** schools achieve higher test scores, greater interpersonal and intrapersonal skills, on-time high school graduation and increased college enrollment[39]

[39] American Institute for Research. (August 2016). Study of Deeper Learning: Opportunities and Outcomes. Retrieved from https://www.air.org/sites/default/files/Deeper-Learning-Summary-Updated-August-2016.pdf

College and Postsecondary Opportunities

RS-CC will commit to *Rooted's Four-Year Promise*—that all students graduate with a college acceptance in one hand and a job offer in the other.

This is Rooted's definition of being prepared for post-secondary opportunities. To achieve this, our students will graduate through a competency-based progression of academic badge assessments, cultural badges and IBCs to position themselves for admission to competitive colleges and universities, for local employment opportunities, and for trade and military pathways, should they choose to pursue them.

RS-CC's course progression and graduation requirements provide multiple pathways for this opportunity. Additionally, students who obtain at least one credential per year will have the opportunity to apply for the *Green Balloon Fellowship*, a one-year program that enables an RS-CC graduate to matriculate directly into work with a local employer within the STEM field.

RS-CC believes that all students can earn at least four credentials over the course of their PCL progression and that students who are able to earn one IBC per year are poised to enter into a high-wage job immediately upon graduation.

Systems for Students At-Risk of Dropping Out and/or Not Meeting Requirements

RS-CC will use the *PLP* and the *IGP* to monitor each student's progress towards the graduation requirements. With this 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 *Multi-Tiered System of Supports (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/challenges, who provides coaching, mentorship, referrals to wraparound services and an attachment-based SEL curriculum that promotes security, community and belonging for at-risk students[40].

June School

We have heard from Nevada-area families that they would like additional summer learning opportunities for their students. Thus, RS-CC will offer a concentrated summer learning experience, called *June School*.

June School takes place during the fifth session in the school year, after students have completed standardized assessments and End-of-Course exams. Students who have not completed all their courses for the school year have an opportunity to receive personalized supports and master missing standards.

[40] Lewis, Ramon(Rom) & McCann, Tricia. (2009). Teaching "at Risk" Students: Meeting Their Needs. 10.1007/978-0-387-73317-3_58.

Students that have passed all of their courses and have met all requirements for their Pre-Career Level advancement will have two options:

1. Begin mastery-based coursework for the next school year
2. Pursue internships, a form of co-curricular learning detailed below

Students that focus on course completion during *June School* will be grouped according to their progress towards finishing their respective courses (e.g. Group 1: >70% complete with coursework, Group 2: >60% complete, etc) and provided the opportunity to use *June School* to complete their coursework for the year. Each group will be offered interventions appropriate to their individual student needs. Students are selected for *June School* based on not completing all their course credits prior to June. We anticipate 25% student participation in any given year at any given grade level.

Free, online enrichment materials will be made available to all students during the summer to ensure that there are supplementary learning options for students who are not invited to *June School*. Once students have completed their course requirements, they will begin their summer break and no longer be required to attend school until the next the academic year.

Funding for staffing during *June School* will be covered by RS-CC's at-will employment contracts with teachers. RS-CC's faculty is expected to report to campus daily during *June School* even if they are not supervising a cohort. If they do not have teaching responsibilities, they will be planning for the upcoming school year.

Extra & Co-Curricular Activities

RS-CC will not formally offer extra-curricular programming for its student body in order to protect the capacity of its founding team as it begins to provide a new possibility for learners in Nevada.

In order for an extra-curricular opportunity to be offered, students/staff must undergo the process for starting a club or program at Rooted School, known as idea-to-execution (ITE). Students or staff must complete the ITE preparation work that communicates the following:

- Rationale for the idea
- Alignment of idea to Rooted's quarterly and annual goals
- Needs to execute the idea
- Evidence of demand

New ideas for extra-curricular activities that will impact the school's annual budget must be reviewed by the school leader and/or director of school operations before approval. The ITE process encourages students' creativity and agency, two things Rooted is committed to fostering in students.

Co-curricular activities available to students come in the form of the internship component of RS-CC's educational model. Throughout a student's experience at RS-CC, he/she will have the opportunity to apply and learn additional skills through internship experiences with our regional employer partners. The goal of these experiences is to cultivate a relationship between the student and employer while also preparing the student to meet the qualifications for entry-level roles that are in-demand with the employer and/or the relevant industry. Students can apply knowledge that they acquire by earning IBCs during the school year to their internship roles.

To get an internship, students must:

- Pass their classes for the year
- Secure a recommendation from a teacher
- Apply to an employer with an available position
- Participate in an interview
- Receive an offer from the employer

The director of CTE makes internship opportunities known to all students, and they are shared during IT Career Cluster Pathway classes and advisory. The director of CTE coordinates and coaches students on their communication to employers and oversees that both parties are upholding the terms of the *Employer Internship Plan and Professionalism Contract*.

Internships typically take place during Session 5 / June School, but may occur at other times of year on Friday during early dismissal days or session breaks, depending on employer partner need. The only cost associated with internships is transportation, and RS-CC will work to utilize transportation funds to purchase year-round transportation passes for students to use regional public transportation system.

DUAL-CREDIT PARTNERSHIPS

High schools approved by the SPCSA will be expected to enter into cooperative agreements with one or more community colleges, state colleges and universities to offer dual credit courses per NRS 389.310. For applicants who do not propose to operate a high school program during the initial charter term, please provide a brief statement explaining that the questions in this section are not applicable.

(1) Discuss the scope of the services and resources that will be provided by the college or university.

(2) Describe the proposed terms of the relationship between the charter school and the college or university including

(a) proposed duration of the relationship and the conditions for renewal and termination

(b) the manner and amount that the college or university will be compensated for providing such services and resources, including, without limitation, any tuition and fees that pupils at the charter school will pay to the college or university

(3) Describe the manner in which the college or university will ensure that the charter school can effectively monitor pupil enrollment and attendance and the acquisition of college credits.

(4) Identify any employees of the college or university who will serve on the governing body of the charter school.

(5) Provide as Attachment 2, a draft memorandum of understanding between the charter school and the college or university through which the credits will be earned and a term sheet confirming the commitment of both entities to the specific terms outlined in this charter application. If the school is not planning to provide a dual-credit program, please upload an attestation explaining that this request is inapplicable.

At this time, RS-CC has begun to investigate dual credit partnerships with local colleges and universities, including:

4- Year Colleges & Universities:

- University of Nevada, Las Vegas
- Touro University Nevada
- Nevada State Colleges

2- Year Colleges & Universities:

- College of Southern Nevada
- Pima Medical Institute, Las Vegas

ACTION PLAN	RESPONSIBLE PARTY(IES)	TIMELINE
Schedule meetings between RS-CC counselor and Dean(s) overseeing dual admissions for: • College of Southern Nevada • Nevada State College • Las Vegas College • Northwest Career College	• School Leader • Guidance Counselor	8/23
Schedule site visitations for RS-CC	• School Leader • Guidance Counselor	10/23
Select the school(s) most aligned to RS-CC's mission and vision and develop an MOU	• School Leader • Guidance Counselor • Legal Counsel	1/24
Design a master schedule including dual credit course options with participating 2 and 4 year colleges	• School Leader • Guidance Counselor	03/24
Promote the dual enrollment program through College Knowledge Open House(s)	• School Leader • Guidance Counselor	06/24
Enroll students in dual enrollment courses based on academic performance and interest	• Guidance Counselor	08/24

RS-CC plans to:

1. Schedule introductions/meetings with key collegiate staff and key RS-CC staff
2. Invite collegiate representatives to the campus for a tour of the facility and a better understanding of the Rooted School instructional model
3. Share impact of the successful models from New Orleans, Vancouver and Indianapolis
4. Forge relationships between our juniors (PCL 3) and seniors (PCL 4) and the college recruitment liaison(s)
5. Advise our school guidance counselor to promote dual credit coursework when scheduling students as upper classmen
6. Develop a *College Knowledge Night Open House* that promotes greater parent understanding of dual enrollment benefits
7. Secure an MOU prior to the opening of school in 2024

DRIVING FOR RESULTS

The SPCSA will evaluate the performance of every charter school annually, and for renewal, replication, and replacement (restart or reconstitution) purposes according to a set of academic, financial, and organizational performance standards that will be incorporated into the charter agreement and measured by the SPCSA Charter School Performance Framework, the Nevada School Performance Framework adopted by the Nevada Department of Education, and applicable law and regulation. The academic performance standards consider status, growth, and comparative performance based on federal, state, and school-specific measures. The financial performance standards are based on standard accounting and industry standards for sound financial operation.

The organizational performance standards are based primarily on compliance with legal obligations and state law and regulation and SPCSA policies, including fulfillment of the governing board's fiduciary obligations related to sound governance.

Applicants are expected to propose additional mission-specific goals to complement or supplement, but not supplant, the SPCSA's performance standards with school-specific, mission-driven academic, financial, or organizational goals. All such indicators, measures, and metrics are expected to be rigorous, valid, and reliable.

(1) Describe the mission-specific academic goals and targets that the school will have. State goals clearly in terms of the measures or assessments you plan to use and describe the process by which you will determine and set targets.

(2) In the table below, outline the clearly measurable annual performance and growth goals that the school will set in order to meet or exceed SPCSA expectations as outlined in the SPCSA Academic Performance Framework indicators and to meet state expectations for student academic growth in accordance with the Nevada School Performance Framework (NSPF) adopted by the Nevada Department of Education. You may add or delete rows as needed. Also:

(a) Describe your presumed baseline and explain how it was set.
(b) Articulate how the organization will measure and evaluate academic progress – of individual students, student cohorts, sub-groups, campuses (for invited multi-site applicants), and the entire school – throughout the school year, at the end of the academic year, and for the first three years of operation.

(3) In addition to mandatory state testing, identify the primary interim academic assessments the school will use to assess student-learning needs and ensure progress towards SPCSA and state proficiency targets and describe how they will be used.

(a) Explain how you will know that your proposed interim assessments are valid and reliable indicators of progress. Explain how these interim assessments align with the school's curriculum, performance goals for the school and the SPCSA, and state standards.
(b) Describe the corrective actions the school will take if it falls short of student academic achievement expectations or goals at the school-wide and classroom level. Explain what would trigger such corrective actions and who would be responsible for implementing them.
(c) Articulate how interim assessments will be used to inform instruction. How will teachers and school leaders be trained in their use?
(d) Identify specific interim assessments and quarterly performance goals that you will use to confirm that the school is on-track to meet ambitious academic goals throughout the school's first year with students. You may add or delete rows as needed.

Primary Instructional Strategies and Differentiation

Strong curriculum, coupled with strong teaching enables RS-CC to advance towards its mission of supporting students to college, career and pathways to financial freedom. All school goals are written as SMART Goals and are directly aligned to the *Nevada School Performance Framework* and the *Authority Performance Framework.*

The strategies below increase student agency because they all occur within the context of daily course blocks in which students are directing their own learning and progressing through content

at their own pace. These strategies are meant to guide and support students in their process of demonstrating standards mastery. The strategies below increase educational equity because they provide scaffolds that ensure that all students, and not just some, access rigorous, grade-level content.

RS-CC classrooms are designed with the three principles of *Universal Design for Learning (UDL),* which 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[4] . 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 disabilities[42], student of color, and English Language learners.[43]

The following primary learning strategies, aligned to *UDL*, create an equitable, student-centered, and differentiated learning environment:

Instructional Method	Usage	Responsive UDL Principles
Flexible Blended Learning (FBL)	Used in seven daily SDL blocks. Students rotate through adaptive online programs, working on grade-level standards-aligned playlists to complete formative badge assessments and receive small group or 1:1 tutoring.	Multiple means of engagement Multiple means of representation Multiple means of action and expression
Small Group Instruction (SGI)	Flexible groups are created with 2 or more students of similar aptitude and skillsets. This structure allows for more targeted differentiation and intervention—either to close learning gaps or propel students ahead. It takes place during daily SDL blocks. SGI strategies include mini-lessons, pre-teaching, literacy and numeracy fluency practice, close reading and annotating, writing conferences, small group discussion, and using alternate, high-interest grade-level texts.	Multiple means of representation Multiple means of action and expression

[4] 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

[42] 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

[43] 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/

Project-Based Learning (PBL)	Students acquire IBCs while also applying new thinking across disciplines through an inquiry process in elective SDL blocks. Students apply their skills to address community challenges relevant to them, while teachers use 1:1 check-ins, observation notes, and formative assessments to support their progress. PBL is used as a summative vehicle for assessing the application and synthesis of student learning on standards-aligned, performance-based assessments and students publicly present their work twice annually.	Multiple means of engagement Multiple means of representation Multiple means of action and expression

Differentiating the learning process includes all the varied instructional strategies, activities, tools, and resources that help students to meet required state standards. A common final product allows students to demonstrate mastery of those standards.

Unless a student has an IEP that states differently, all students are expected to meet the same standards with the same expectations for quality. Clarity in rubric design is essential here. When we clearly name the competencies, students need to meet or master and identify tangible outcomes at student products, then accommodations are clear to see, implement and tied directly to mastery.

Accountability to, and support of, this level of universal design for learning is accomplished by:

- Daily and weekly job-embedded collaborative planning by teacher and by content level teams
- Integration of an interventionist (SPED/ELL) throughout the content level teams
- Daily opportunities for data-driven small group intervention and flexible grouping
- Sharing best practices for struggling learners through the *Special Education Leader Fellowship (SELF)* that Rooted School—New Orleans routinely joins and through the *True Measure Collaborative (TMC*) that RS-CC will participate in.

Assessment Plan:

Learning standards form the basis for the RS-CC instructional program. Curriculum and assessments are aligned to standards so that they can be used to accurately, empirically gauge student academic achievement against Nevada's academic benchmarks and graduation requirements.

All student coursework is aligned to previously outlined standards; students are expected to demonstrate mastery of those standards via both formative and summative assessments. All assessments are used to hold teachers and students accountable for meeting or exceeding the standards and providing a way to track vertical academic progression.

RS-CC uses ongoing and varied assessments to monitor student progress toward standards mastery as well as to drive instruction and make informed curricular decisions. These assessments allow for further personalization of small group instruction and alert teachers to the need for any necessary interventions.

The following table provides an overview of how assessments inform mastery of standards in all core academic subjects.

Goal	Aligned to SPCSA Framework, NSPF or Both?	Evaluation Tool and Frequency	Baseline	2022-23	2023-24	2024-25
Reading	Both	Lexile growth (achieve3000): 3 times per year	Baseline goals are set using the lexile grade level equivalency scale	Students make an average of 2 years growth or read on grade level, whichever comes first; at least 60% of students are reading on or above grade level	Students make an average of 2 years growth or read on grade level, whichever comes first; at least 70% of students are reading on or above grade level	Students make an average of 2 years growth or read on grade level, whichever comes first; at least 80% of students are reading on or above grade level
	Both	Explore/Plan/ACT: 3 times per year	Students will earn, on average, a reading score of 18; students will make an average of 2 points of growth	Students will earn, on average, a reading score of 19; students will make an average of 2 points of growth	Students will earn, on average, a reading score of 20; students will make an average of 2 points of growth	Students will earn, on average, a reading score of 21; students will make an average of 2 points of growth
ELA Proficiency	Both	End of course exams, yearly	Clark County ELA proficiency (2018-19): 48.3%	Students will achieve ELA proficiency in end of course exams of 50% or higher	Students will achieve ELA proficiency in end of course exams of 55% or higher	Students will achieve ELA proficiency in end of course exams of 60% or higher
Math Proficiency	Both	End of course exams, yearly	Clark County Math proficiency (2018-19): 36.6%	Students will achieve Math proficiency in end of course exams of 40% or higher	Students will achieve Math proficiency in end of course exams of 45% or higher	Students will achieve Math proficiency in end of course exams of 55% or higher
Math growth	Both	Explore/Plan/ACT: 3 times per year	Students will earn, on average, a mathematics score of 18; students will make an average of 2 points of growth	Students will earn, on average, a mathematics score of 19; students will make an average of 2 points of growth	Students will earn, on average, a mathematics score of 20; students will make an average of 2 points of growth	Students will earn, on average, a mathematics score of 21; students will make an average of 2 points of growth
Science	Both	Explore/Pla	Students will	Students will earn,	Students will earn,	Students will

		n/ACT: 3 times per year	earn, on average, a science score of 18; students will make an average of 2 points of growth	on average, a science score of 19; students will make an average of 2 points of growth	on average, a science score of 20; students will make an average of 2 points of growth	earn, on average, a science score of 21; students will make an average of 2 points of growth
Industry - Based Certifications	Both	Varies per certification, once per year (by end of year)	An average of 65% of students will earn an Industry-Based Certification	An average of 70% of students will earn at least one Industry-Based Certification	An average of 75% of students will earn at least one Industry-Based Certification	An average of 80% of students will earn at least one Industry-Based Certification
Graduation Rate	Both	End of year credit attainment analysis	Clark County Graduation Rate (2020): 83.2%	85% of students will be on track for graduation	87% of students will be on track for graduation	90% of students will be on track for graduation

As evidenced by the table above, assessments at RS-CC take place throughout the year and are incorporated into the core educational program.

ELA, math, science, and social studies assessments take place in the context of core content self-directed learning blocks. Industry-based credential assessments take place in the context of the IT Career Cluster Pathway blocks, where students engage in industry-focused project-based learning.

Additional Academic and Non-Academic Performance Standards:

Our instructional program meets and, in some cases exceeds, the *Nevada Graduation Standards and Advanced Diploma Credit & Assessment Requirements.* Our goal is always to prepare students to meet our mission of providing students with personal pathways to financial freedom.

Specific performance standard goals that RS-CC will establish in addition to those required by the Nevada Department of Education appear below:

RS-CC Standards	Content Area & Grade Level	Standards
Hewlett Foundation deeper learning competencies[44] These are measured through the RS-CC PBL rubric and used to assess IBCs industry-focused projects	All subject areas IT Career Cluster Pathway Grades 9-12	• Content Mastery • Collaboration • Self-Directed Learning • Critical Thinking & Problem Solving • Effective Communication • Academic Mindset
MHA Labs Skill Building Blocks These are measured through 6 building	All subject areas IT Career Cluster Pathway Grades 9-12	• Personal Mindset • Planning for Success • Social Awareness

[44]Deeper Learning Defined. (n.d.) Retrieved August 26, 2020, from https://hewlett.org/library/deeper-learning-defined/

blocks taken from 35 foundational skills.		• Communication • Collaboration • Problem Solving
Teaching Tolerance Social Justice Standards[45]	Advisory All subject areas IT Career Cluster Pathway Grades 9-12	• Identity • Diversity • Justice • Action
Industry-Based Credentials Standards (IBC) These are measured through the certifying entity and platform and used for issuing the IBC.	IT Career Cluster Pathway Grades 9-12	Sample Industry-Based Certifications/Credentials: • CompTIA • Autodesk Inventor • Adobe Creative Cloud Suite • Salesforce Administrator

The OECD's *The Future of Education and Skills: Education 2030* report states that in order to be future-ready, "Students will need to develop curiosity, imagination, resilience and self-regulation; they will need to respect and appreciate the ideas, perspectives and values of others; and they will need to cope with failure and rejection, and to move forward in the face of adversity. Their motivation will be more than getting a good job and a high income; they will also need to care about the well-being of their friends and families, their communities and the planet.[46]"
Together, the *Hewlett Foundation Deeper Learning Competencies*, the *MHA Building Blocks*, industry-based credentials and *Teaching Tolerance Social Justice Standards* exceed the state's standards in that they address the meta-cognitive and technical application of skills and content across multiple disciplines and contexts, as well as personal attributes that favor post-secondary and life success, for underserved students.

It is our belief that attempting to address the K-12 learning standards without these additions leaves students, particularly those from systemically marginalized communities, grossly underprepared for meaningful participation in college, career and civic life.

AT-RISK STUDENTS AND SPECIAL POPULATIONS

Pursuant to State and federal law, SPCSA schools are required to serve the needs of all students in special populations.

The SPCSA operates under the following principles with regards to special populations of students:

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[45] Social Justice Standards: The Teaching Tolerance Anti-bias Framework. (n.d.). Retrieved August 26, 2020, from https://www.tolerance.org/professional-development/social-justice-standards-the-teaching-tolerance-antibias-framework

[46]

1. *SPCSA schools serve all eligible students. SPCSA schools do not deny the enrollment of any student based on needs or disability.*
2. *SPCSA schools are to ensure streamlined access for all students requiring special programs.*
3. *SPCSA schools develop programs to support the needs of their students.*
4. *SPCSA schools do not counsel or kick any students out.*
5. *SPCSA schools utilize best practices to expose students to the most inclusive environments appropriate.*
6. *If necessary, an SPCSA school is responsible for developing more restrictive placements to meet the needs of the highest need students, including but not limited to clustered placements in consortium with other charter schools.*
7. *SPCSA schools are responsible for providing high functioning, trained special education teams, which focus on student advocacy and high expectations. IEP teams (including school's leadership) make placement decisions at IEP meetings. Decisions are made based on evidence/data to support what is best for the student.*

At-Risk Students

(1) How do you define "at-risk" students? What are the methods for identifying at-risk students through academic and behavioral processes?

(2) Describe how you will identify the needs of all students. Identify the research-based programs, strategies and supports you will utilize to provide a broad continuum of services, ensure students' access to the general education curriculum in the least restrictive environment.

(3) Describe the school's approach to help remediate students' academic underperformance. Detail the identification strategy, interventions, and remediation to be implemented. Cite the research/rationale for the chosen methods. How will you measure the success of your academic remediation efforts (in year 1, year 3, year 5, and beyond?)

(4) Describe your Response to Intervention model in detail, including the interventions and the anticipated proportion of the student body served at each tier level. Please provide the rationale used in this approximation.

(5) How will you communicate the need for remediation to parents?

(6) What interventions will be offered for students exhibiting early signs of behavioral concerns? How will individual behavior plans for students be implemented and monitored?

Special Education

(1) Track Record: Please explain the extent to which one or more members of the founding school team (e.g., founding board, instructional leader, etc.) has experience working to achieve high academic outcomes of students with disabilities, including students with mild, moderate, and severe disabilities.

(2) Identification: How will the school identify students in need of additional supports or services?

- (a) (*Elementary Schools Only*) How will the school accurately identify students prior to enrollment (e.g., those who require pre-school special education and related services) and in the early grades (PreK, K, 1, or 2) for appropriate services?
- (b) (*Middle and High Schools*) How will the school identify and serve students who require special education services and develop transition plans?
- (c) (*All Schools*) How will the school handle over-identification of students as having a disability that qualifies them for special education services? What will be the process to transition a student out of special education who has been incorrectly identified as having a disability in the past?

(3) Continuum of Services: How will the operator provide a broad continuum of instructional options and behavioral supports and interventions for students with a range of disabilities? Specifically describe how students with severe intellectual, learning, and/or emotional disabilities will be served.

(4) General Education Collaboration/Access: How will special education and related service personnel collaborate with general education teachers (e.g., team teaching, team planning, etc.) to ensure that all students are able to access a rigorous general academic curriculum?

(5) Staffing: How will you ensure qualified staffing to meet the needs of students with disabilities? *Note: Federal and Nevada law requires licensure for the special education teachers, related service personnel, and psychologists at all charter schools.*

(6) Staff Development: How does the school plan to train general education teachers to modify the curriculum and instruction to address the unique needs of students with disabilities?

(7) Discipline: Explain how the school will protect the rights of students with disabilities in disciplinary actions and proceedings and exhaust all options in order to promote the continuation of educational services in the home school.
(8) Monitoring: What are your plans for monitoring and evaluating both the progress and success of students who qualify for special education and related services, and the extent to which your special education program complies with relevant federal and state laws? How will curriculum and instructional decisions be tracked and monitored by IEP teams and school personnel?
(9) Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of students with disabilities?
(10) For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities. *If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.*
(11) Please approximate how many students would qualify for these services. Please provide the rationale used in this approximation.
English Language Learners
(1) Identification: What methods will you employ to identify English Language Learners? How will you work to avoid misidentification?
(2) Placement: How will the results of the W-APT assessment and other identification and program placement decisions be communicated to staff and parents?
(3) Staffing: How will you ensure qualified staffing to meet the needs of ELL students, conduct assessments, and monitor the progress of ELL students? *Note: Nevada law requires licensure (TESL endorsement) for the primary teacher providing ELL services in pull-out and inclusive environments at all charter schools.*
(4) Curriculum and Instruction: What specific instructional programs, practices, and strategies will be employed to ensure academic success and equitable access to the core academic program for English Language Learners?
(5) Monitoring: What plans are in place for monitoring and evaluating the progress and success of ELL students, including the process for exiting students from ELL services as needed?
(6) Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of ELLs?
(7) For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to ELLs. If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.
(8) Please approximate how many students would qualify for these services. Please provide the rationale used in this approximation.
Homeless/Migrant Services
(1) Identification: What methods will you employ to identify families who qualify for homeless and/or migrant services? How will you work to avoid misidentification?
(2) Meeting the Need: How will you ensure that identified families receive the required services within the mandated timeframe?
(3) For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students who qualify for homeless and/or migrant services. *If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.*

Accelerating Struggling Learners:

RS-CC will implement a myriad of interventions to accelerate the progress of learning for those students who are entering with skills below grade level or who are not meeting growth and/or proficiency standards:

- Develop a 5-session annual calendar that allows for intentional academic benchmarking and core course remediation during *June School*, if needed
- Use robust online curricula to supplement classroom instruction and ensure that all students are granted access to high-quality curricula

- Use small groups and individualized instruction to get skills-fragile students caught up to their peers and graduating in a four-year cohort
- Group students homogenously, particularly when working toward remediation; homogeneous grouping allows the teacher a more concentrated focus on specific skills gaps
- Provide push-in support during English and math classes to advance the learning of students with disabilities and ELL students
- Make full use of the ELL instructor to ensure that students are given every opportunity to excel
- Execute reading and math interventions during respective class times with a highly qualified content interventionist
- Design repeated reading strategies for those students far below grade level and close reading strategies for those students who are approaching grade level
- Assess students on a weekly and a monthly schedule and communicate those outcomes with their parent(s)/guardian(s) consistently
- Obtain individual reading data through adaptive program *Achieve3000*, which has proven to accelerate the learning of low-income and Hispanic/Latino students[47] and an adaptive math program, that the school will select based on alignment to *Illustrative Math* (e.g. *IXL, ALEKS*)
- Practice attachment-based, culturally relevant teaching strategies to create a safe, inclusive learning environment

Anticipated Diverse Learners and At-Risk Students

Based on its 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:

- Students with individualized education programs (IEPs)
- Students with Section 504 plans
- English language learners (ELL)
- Students identified as highly capable (HiCap)
- Students experiencing homelessness(McKinney-Vento)
- Students in foster care
- Students at risk of academic failure or dropping out

Through in-class support, advisors, small group interventions in the self-directed learning environment, and ancillary school-wide support systems, diverse learners at Rooted schools thrive.

All RS-CC students will take general college prep coursework and earn IBCs (with modifications as needed). The course scope and sequence, daily schedule, staffing plans and support strategies that RS-Clark County will offer are modeled after those in both Rooted School – New Orleans and Rooted School – Indianapolis.

Since the anticipated diverse learner and at-risk student populations (depicted in the table below) in our Nevada campus will be comparable to those of other Rooted schools, we believe our programs will effectively serve the complex, varied needs of students across the Nevada community.

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[47]Achieve3000. (n.d.). Retrieved from www.achieve3000.com

RS-CC demographic assumptions are based on the numbers of students currently reported in these categories across our region schools. RS-CC will be intentional in its efforts to attract and recruit these students; we expect to draw students from across the Clark Country area.

School System	Free and Reduced-Price Meals	English Language Learners (ELL)	Students with Individualized Education Plans (IEPs)	Section 504	Highly Capable	Homeless /Migrant
Rooted School New Orleans	100%	8%	23%	1%	15%	4%
Rooted School Indianapolis	95%	2%	10%	4%	%	1%
Rooted School Vancouver **[Projected]**	65%	15%	15%	5%	5%	2% - 5%
Rooted School Clark County **[Projected]**	95%	45%	15%	4%	5%	2% - 5%

The program servicing our diverse learners and our at-risk learners will be regularly evaluated and monitored internally by the director of special services and the school leader. This will ensure 100% compliance with federal, state and local regulations governing special education, 504 accommodations, ELL accommodations and all at-risk student populations including, but not limited to:

- Homeless students
- Students in foster care
- Highly capable students

Furthermore, RS-CC will measure the quality of our supports to diverse learners based on the results of the *Nevada School Performance Framework* (NSPF) with oversight and evaluation from the SPCSA.

Plan to Support Diverse Learners

RS-CC will provide equitable access to a *Free and Appropriate Public Education* (FAPE) for all students in compliance with state and federal statutes, including:

- Title II of the Americans with Disabilities Act of 1990 (ADA)
- Individuals with Disabilities Education Act (IDEA)
- Section 504 of the Rehabilitation Act of 1973
- Revised Code of Washington
- Washington Administrative Code

RS-CC will be strategically designed to meet the social-emotional, behavioral and academic needs of all students including those listed above through a continuum of service options and instructional supports.

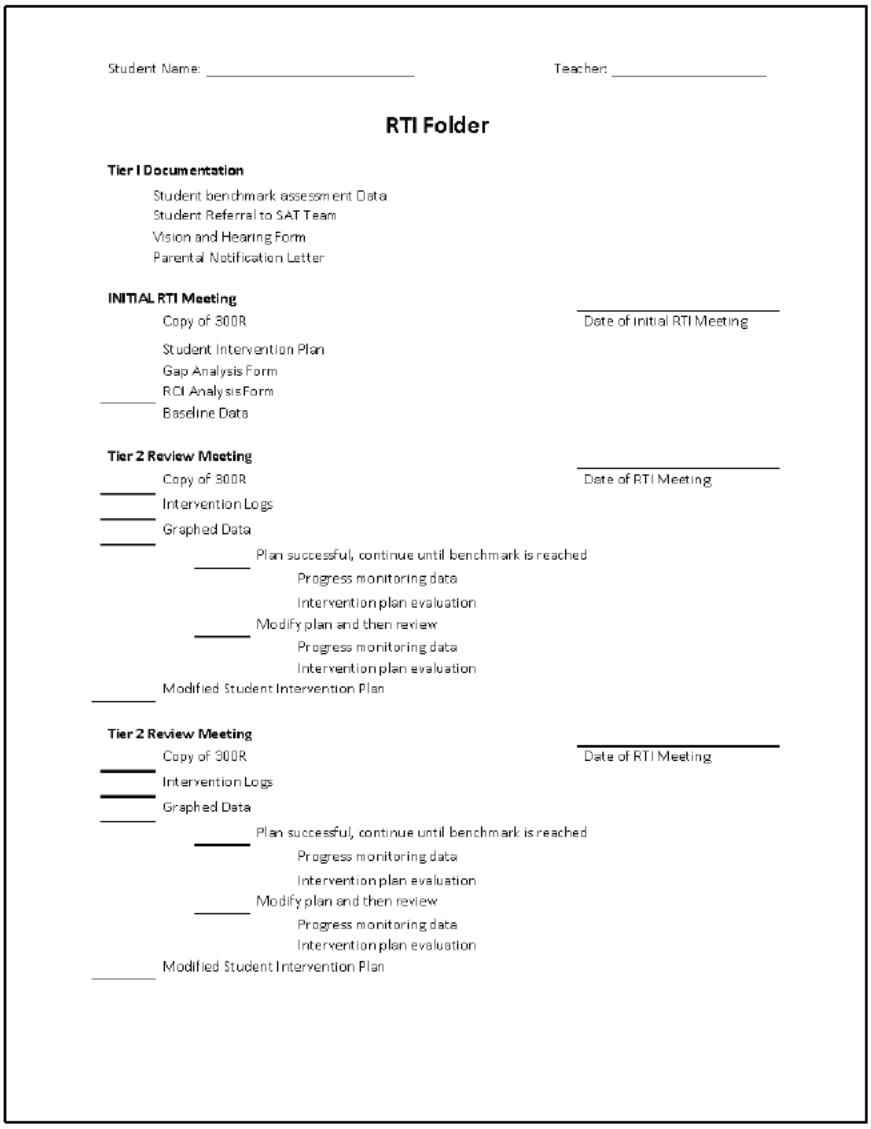
We will hire highly qualified certificated Special Education and English Language Learner educators to meet the targeted needs of our students with IEPs, 504s and our ELL population. In our full inclusion model, student services and supports are always aligned to the least restrictive environment (LRE), as determined by the IEP team. There is a preference for the general education setting to the maximum extent appropriate.

In addition to RS-CC's key educational program elements: self-directed learning, project-based learning and industry-based credential acquisition, the schools offers 360° wrap-around student support services, that are designed to meet the needs of the whole student.

These include, but are not limited to:

- **Multi-tiered system of supports (MTSS)** is a tiered framework of interventions for students who need additional academic, behavioral and social-emotional supports.

(See all Intervention Plans & MTSS Forms that follow)



Student Name: _____ Teacher: _____

RTI Folder

Tier I Documentation

Student benchmark assessment Data
Student Referral to SAT Team
Vision and Hearing Form
Parental Notification Letter

INITIAL RTI Meeting

Copy of 300R — _____ Date of Initial RTI Meeting
Student Intervention Plan
Gap Analysis Form
_____ RCI Analysis Form
_____ Baseline Data

Tier 2 Review Meeting

_____ Copy of 300R — _____ Date of RTI Meeting
_____ Intervention Logs
_____ Graphed Data
_____ Plan successful, continue until benchmark is reached
Progress monitoring data
Intervention plan evaluation
_____ Modify plan and then review
Progress monitoring data
Intervention plan evaluation
_____ Modified Student Intervention Plan

Tier 2 Review Meeting

_____ Copy of 300R — _____ Date of RTI Meeting
_____ Intervention Logs
_____ Graphed Data
_____ Plan successful, continue until benchmark is reached
Progress monitoring data
Intervention plan evaluation
_____ Modify plan and then review
Progress monitoring data
Intervention plan evaluation
_____ Modified Student Intervention Plan

Student Name: _____ Date: _____

Grade: _____ Current Tier: _____

Gap Analysis Worksheet

Assessment Used:
Student's current performance:
Student's current rate of improvement (ROI):
Current benchmark expectation:
End of year benchmark expectation:
Number of weeks left in the school year:

Step 1: Determine Gap

			Is Gap Significant?
_____ /	_____ =	_____	
Current benchmark Expectation	Current performance	Current Gap	☐ Yes ☐ No

If Gap is significant complete Step 2

Step 2: Gap Analysis

_____ -	_____ =	_____
End of year benchmark	Current performance	Difference

			Is this reasonable*?
_____ /	_____ =	_____	
Difference	Weeks left in the year	Rate of Improvement Needed	
OR			☐ Yes ☐ No
_____ /	_____ =	_____	
Difference	Student's Current ROI	Number of weeks to meet goal	

*A reasonable ROI is one which is no more than twice (2x) the ROI of typical peers

Step 3: Conclusion _____

_____

_____

_____

_____

RTI Coordinator

Downloaded from: Tennessee Dept. of Education
https://www.tn.gov/education/instruction/tdoe-rti2/rti2-rediect/rti-educators/tdoe3-rti-educators-implementation-guide.html

360° Student Support Team (SST) which is core to our school culture and student discipline model. This is a wrap-around approach that emphasizes building secure attachments, restorative practices and improving overall mental health. The SST reviews academic and behavioral data, makes referrals and strategizes and monitors supports for students in need of Tier 3 interventions. This team is personalized to the specific students being supported and is comprised of the school leader, the director of student services and the advisor or a content teacher of the student in question.

- **Weekly Data Dive Meetings** are where school-wide data is analyzed and goals are set by the entire instructional team for increased student supports. The school leader, director of CTE and teaching staff come together in these meetings to review course completion, badge assessment, and adaptive intervention program data, along with culture and climate data. This team may make a referral to the SST if student-level data shows that there is need for further intervention.

- **Restorative practices** which anchor the RS-CC graduated discipline policy and are proven to create an environment of inclusion, belonging and a sense of autonomy for "at-risk" students

- **College and career counseling services** provided via the *High School and Beyond Plan* and transition planning for students with IEPs

- **Whole Village Art Therapy** (or similar therapeutic counseling program) provides access for all students (at least one session a week) with a certified therapeutic counselor to address long-term social-emotional counseling interventions. Art therapy has been shown to have a statistically significant positive effect on students in a number of studies by the National Center for Biotechnology Information. Art therapy will not be provided without parent consent.

- **Whole Village Counseling Groups** focused on empowerment and relational skill-building

- **Daily Advisory Program** is one of the key cultural features of Rooted. A 1:11 advisor-to-student ratio allows each student to be known by an adult who will advocate for and challenge him/her. Research shows this can improve student outcomes, especially for students deemed at-risk and who are culturally and/or linguistically diverse.

- **Cultural and academic badge System** aligned to RS-V's academic course content and five pillars. There are two types of Cultural Badges. Balloon Badges and Values Badges. Balloon Badges are earned every week a student stays referral free for how a student earns a referral). Values Badges are aligned to our school's values and indicate when a student has gone above and beyond.

- **Secure Attachments Training** and professional development for staff based on Louis Cozolino's research on teaching and learning strategies *(Attachment-Based Teaching)* which are meant to activate small group dynamics and promote social-emotional learning and secure attachments within the larger organization.

- ***Developmental Design*** **and** ***Sown to Grow*** are SEL curricula used during advisory. These programs are connected to students' days and weeks as they are continuously reflecting on how their actions are leading them closer to or further away from their goals

We place a particular emphasis on early identification and additional support for any student found to be at-risk. Outlined below are the elements of the RS-CC *Multi-Tiered Systems of Support* (MTSS)

Model, which incorporates response to intervention (RTI) for a school-wide framework that grounds students and staff in RS-CC's pillars and graduated discipline system.

RS-CC Multi-Tiered Systems of Support (MTSS) for Students

Tier	Academic Supports	Behavioral Supports	Social-Emotional Supports
Tier 1 Universal: ● All students actively receive Tier 1 • Approximately 80% of students respond to this level	Standards-aligned curriculum in self-directed learning environment, including ELPS standards Highly engaging, relevant educational program rooted in universally designed project-based learning and industry-connected credentialing Daily online math and reading practice Small group reading and math instruction 1-5 times per week Longer assignments are chunked with frequent checks 100% extended time for all assessments Assessments using multiple modes of mastery and academic badge earning system Vertically planned interdisciplinary curriculum for skill development (includes spiraling) Personalized learning plans and High School and Beyond Plans with clear systems for monitoring work completion Achieve3000, adaptive math and reading intervention platform	Daily advisor check-in and advisory time to discuss and practice RS-CC pillars and community commitments Common behavior expectations with consistent follow-through using restorative, graduated discipline system couple with cultural badge earning system with incentives for badge earners (RS-CC's version of PBIS)	Positive school culture rooted in attachment theory, student engagement, growth, agency, and pillars Sown to Grown SEL platform for goal-setting and reflection Developmental Designs SEL curriculum explicitly taught in advisory Clear, daily expectations for goal setting and accountability through each student's High School and Beyond Plan 1:1 check-in with art therapist once per week Attachment-based teaching approach
Tier 2 Targeted: ● Students who do not respond to the	More frequent small group instruction across week, focused on core skill acquisition and fluency	Differentiated behavior plans Advisor check-ins with family for	Additional check-ins with art therapist Additional check-ins with advisor

primary prevention plan • Approximately 10-15% of students •Teachers or advisor review student progress data and makes recommendations about additional interventions that may increase student progress or referral to SST	Push-in ELL supports Additional check-ins during self-directed learning time to self-assess whether on track to meet goals Additional advisor/director of student services (DSS) support in planning daily schedule Additional use of Achieve3000	collaborative student support planning Support and coaching for teachers around classroom management for specific students	and student Social skills and therapy groups
Tier 3: Intensive: ● Students who do not respond to the primary or secondary prevention ● 5-7% of students ● SST reviews student progress data and makes recommendations for intensive individualized interventions	IEP Plan: Provision of Specially Designed Instruction, accommodations and modifications, pull-out services as needed, related services as needed (e.g. SL/OT) 504 plan with student-specific accommodations	Behavior intervention plans Extensive advisor and/or contracted behavior interventionist support	Additional therapy services Personalized home-school communication plan in place Weekly contact between advisor/special educators/ ELL educators and family through method of family's choosing School-based mental health services

Students with Disabilities and Section 504 Plans

At RS-CC, school leadership and faculty provide a high-quality and inclusive educational experience for students with disabilities grounded in research and best practices. All students will have access to the school, and no one will be denied admission due to the nature of their disability or a request for special education services.

RS-CC fully understands its obligations and duties as a public charter school in Nevada and is driven by its mission to close opportunity gaps for all students. Our practices for identification, service delivery, monitoring and evaluation and staffing are rooted in recommendations from both federal and state special education law.

Identification Methods:

Enrollment paperwork regarding IEP identification will be the first way to identify students who may need additional support. In accordance with 34 C.F.R. § 300.38(b)(3), RS-CC will make all

reasonable efforts to obtain special education records from previous schools. The school will implement IEPs received from other districts by providing comparable services until a new or transfer IEP is developed. We will administer appropriate assessments and collect data on *Present Levels of Educational Performance* (PLEP) to determine the ways in which students' IEPs may need to be updated.

For those students who do not have existing IEPs, we will use our universal screeners, diagnostics, MTSS process, and other data (e.g. teacher observations, attendance and discipline records, badge assessment data, work samples, formative assessments) to identify students who are struggling academically, behaviorally and/or socially. Those students will be referred to our SST.

The SST includes the school leader, director of student services, and an advisor or content area teacher of the student being discussed. The SST will review all available data to determine the type of academic, behavioral, and social-emotional interventions that would be most appropriate. If initial interventions, implemented over the course of 30 days, are not successful, the student's parents will be asked to attend the meeting and additional interventions and supports will be implemented.

If, or when, ongoing interventions continue to be unsuccessful and the student is not making adequate progress toward their goals, then the student may be referred for an evaluation to determine eligibility for special education services. A copy of the referral, which can be made by any faculty member, will be sent to the parents along with an assessment plan and a request for informed consent before conducting an evaluation. When the results are received, an eligibility meeting with the parents/guardians and school staff will determine the student's eligibility for special education services.

In compliance with 20 U.S.C. § 1401(9) and 34 C.F.R. § 300.17, evaluations and a decision about eligibility will be made within 35 school days after the date that written consent for the evaluation is provided by the parent. If the student is eligible for special education services, an IEP team will be formed that includes members previously outlined. An IEP for that student will be developed within 30 calendar days. Meaningful parent participation will be ensured during all stages of evaluation, eligibility determination and development of the IEP.

Parents/guardians may also request an assessment for special education at any point throughout the school year. This request must be in writing, and school staff will assist parents/guardians to put verbal referrals in writing if needed. The school will have 25 days from the date that a written request is submitted to determine whether or not to evaluate the scholar. If the decision is made to assess the student, then the appropriate consents will be obtained from the parent and the process will proceed (in adherence to the timelines) as described above. If the decision is made not to assess the scholar, the parents/guardians will be provided with prior written notice explaining the decision, in accordance with Nevada special education law.

Avoiding Misidentification

Critical to our students' success is identifying needs for special education services early, and we are committed to ensuring that students are not misidentified or over-identified.

Our MTSS approach, with a focus on student outcomes, will help distinguish students whose achievement challenges are due to a disability that requires special education services as opposed to those with achievement problems due to other causes. By providing appropriate instruction to "at-risk students" as well as those with learning disabilities, MTSS has the potential to reduce the number of students referred for special education and related services as well as to reduce bias in

the assessment of students from culturally and/or linguistically diverse backgrounds.
We are committed to analyzing and using data through frequent badge assessments and continuous progress monitoring to inform all instructional goals, modifications, and supports.

As detailed above, RS-CC uses a comprehensive *Multi-Tiered Systems of Support* for all students, in the academic, behavioral and social-emotional dimensions that are integrated within the core educational program and staffing model.

If a student is not responding to Tier 1 supports, they may require Tier 2 or even Tier 3 supports. Specific concerns are documented and analyzed in order to determine appropriate tiered interventions. For instance, high absenteeism, a pattern of discipline referrals and decline in course completion or grade point average can all be indicators of disengagement and are places to start problem analysis, which may then result in additional assessments of academic skills.

All students at RS-CC will receive academic baseline/follow-up screening (e.g. Achieve3000 in English language Arts and IXL in math) that will be administered at the beginning of the school year as baselines. The baseline screening assessments, along with course completion data, badge assessment data and SBAC and WCAS data will guide placement into Tier 2 or Tier 3 interventions.

Programmatic decisions for students who qualify for intensive supports through special education eligibility will be made in collaboration with the IEP team. Specific interventions for students requiring intensive supports by nature of being ELL students will be determined in collaboration with the ELL specialist. Intervention determination for both populations of students will be informed by students' IEPs and/or ELPA21 reports.

Continuum of Services

RS-CC commits to providing a free appropriate public education (FAPE) to all students in the least restrictive environment (LRE). To that end, we have a strong, consistent foundation of comprehensive Tier I instruction for all students in the general education setting.

Most Tier 2 supports happen within the general education environment and include:

- Previewing and pre-teaching
- Close reading
- Targeted small group instruction
- Setting clear exit criteria
- Creating routines that ensure high levels of feedback teacher-to-student / student-to-teacher feedback

Students who are identified as needing Tier 2 supports will receive targeted, research-based interventions that are monitored for 30 days. After that, the SST will meet to review student progress/response to the intervention. The teams will look at the data and make one of the following three choices:

1. The student responded and no longer requires the Tier 2 intervention
2. The student did not respond and will continue receiving the Tier 2 intervention
3. The student did not respond and the team needs to review data to determine if a different intervention will be applied or if the student will be referred for an evaluation

Tier 3 supports are intensive and specifically determined by a student's *Individualized Education Program* (IEP) or *504 Plan*. Supports and services outlined by the IEP team can be implemented at any point during the school day, including during self-directed math and ELA learning blocks. In

addition to the range of intervention strategies and programs applied as Tier 2 supports, Tier 3 supports deepen frequency, intensity and duration of skill-based practice.

Tier 3 intervention programs include, but are not limited to:

- Computer adaptive software to build foundational skills in reading, including phonemic awareness, phonics, vocabulary, fluency and comprehension
- Computer adaptive software to build foundational math computation and numeracy
- Specially designed instruction provided or supervised by the special education teacher in accordance with a student's IEP

Monitoring and Evaluation, Informing Families and Exiting Services

We closely monitor the academic, behavioral, functional, and SEL growth of all students with mild, moderate, and severe disabilities throughout the school year. Formative and summative assessments, academic badges and project-based assessments will be used to monitor growth related to priority standards and the students' individual learning goals, including his/her IEP goals.

All IEP goals will be monitored and evaluated by a certified special education specialist, or for related services with a certified educational associate. Students with IEPs will have annual meetings in accordance with IDEA and Nevada special education law/code. These IEP meetings will determine the efficacy of the services provided in relation to whether the annual IEP goals are being met.

Revisions and progress toward IEP goals will be shared with families at IEP meetings and periodically throughout the school year, as stipulated by the IEP. If students are not making expected progress toward their measurable annual goals according, adjustments may be made to the IEP between annual IEP meetings. Students will be re-evaluated every year to determine whether or not they continue to qualify for special education services; students who no longer qualify for special education services will be exited from the program.

504 Plans

RS-CC will identify all students protected under Section 504, including anyone determined to:

1. Have a physical or mental impairment that substantially limits one or more major life activities
2. Have a record of such impairment
3. Be regarded as having such impairment

If staff or families feel that a student may qualify for protections under Section 504, they will make a referral to the SST. RS-CC will then comply with regulations outlined in the Section 504 regulatory provision 34 C.F.R. 104.35(b) in individually evaluating a student before making a decision regarding their disability status. 504 plans will be reviewed at least annually. An existing RS-CC teacher will serve as 504 coordinator and will be responsible for ensuring that all accommodations and services are provided including a re-evaluation process every three years.

Special Education and 504 Plan Staffing

All special education services at RS-CC will be provided by individuals or agencies as required by law and in compliance with Nevada special education code. The school principal will oversee compliance of our special education program, and a special education specialist will provide services to students.

We will hire all staff necessary to provide special education services, including special education specialists with the proper certification, paraprofessionals, resource specialists and outside service providers (as needed). Special education services will be delivered in accordance with each student's IEP. In accordance with our full inclusion model, services will be delivered in the general education to the maximum extent possible, with the goal that students are receiving services via push-in support or co-teaching.

Our budget and staffing models to support this are addressed in the budget workbook and narrative. Additional services may be provided by specialists on a contractual basis.

Support for English Language Learners

Identification

Approximately 17% of Nevada's K-12 students are designated ELL. This means that at the time they first enrolled in a Nevada school they spoke a language other than English either at home as their first language.

Given its mission to close the racial wealth gap, RS-CC will recruit and seek to serve a higher percentage of students of color than most Nevada Public Schools. The highest percentage of students of color in the district are Hispanic/Latino students; thus, RS-CC anticipates serving a significant percentage of students from this group.

The population of ELL students is larger than those served at Rooted School Foundation's flagship school in New Orleans, and the primary languages spoken by transitional bilingual students are anticipated to be Spanish along with various indigenous languages. RS-CC has adjusted the Rooted School Foundation staffing model to ensure there is qualified staff to support students through the *English Language Proficiency Standards* (ELPs) into the general education curriculum with any needed supports or interventions.

Identified ELL students will complete the *WIDA English Language Proficiency Assessment* within 10 days of the start of the school year to determine their eligibility for transitional bilingual instructional program services.

RS-CC will notify all parents of its responsibility to administer the *WIDA English Language Proficiency Assessment* and report the results within 30 days of receiving them. Parents will then be notified of their right to waive services.

Key Features of the WIDA/ACCESS 2.0 Screener:

- Aligns with the *WIDA English Language Development Standards*
- Assesses each of the four language domains: Listening, Speaking, Reading, Writing
- Reports proficiency level scores for each language domain and for three composite scores: Oral Language, Literacy and Overall
- Score reports are produced at the individual student level only (not school, district or state)
- Listening and Speaking domains are media-delivered.
- The *Screener Online Test Platform* automatically scores the listening and reading domains during administration.
- A trained local rater scores the speaking and writing domains

If a student is identified as an ELL student, proficiency level scores from the WIDA/ACCESS 2.0

screener will be used to plan differentiated levels of support for each child. ELL students can receive supports at multiple levels of intervention using the MTSS. RS-N will reassess all eligible students annually by conducting an evaluation of the overall academic progress and English-language development.

We will provide a comprehensive program to support the academic and social-emotional growth of ELL students through a *Supportive Mainstream Alternative Instructional Program*. We support ELL students in our general education English-speaking classrooms and with an ELL/academic interventionist and a fully-licensed ELL teacher. They will be responsible for providing supplemental English-language support during self-directed learning blocks in the general education setting.

RS-CC faculty makes grade-level content meaningfully accessible by using specific strategies to foster English-language development. Core content teachers will collaborate with interventionists and student support teachers to ensure language standards and descriptors are embedded in student playlists and in all coursework.

RS-CC commits to using specific supports for ELL students including, but not limited to:

- Staff professional development focused on the ELPs
- Sheltered instruction observation protocol (SIOP)
- Staff research and PD about the learning styles of Spanish and indigenous speakers
- Small-group instruction for newcomers
- Scope and sequence documents aligned to *English Language Proficiency Standards* (ELPS)
- Additional daily language objectives from ELPS
- Push-in or pull-out instruction from the ELL/academic interventionist or ELL teacher when fully staffed
- Utilizing *Achieve3000's* customizable language scaffolds for differentiated information text in Spanish

Monitoring, Evaluating & Exiting ELL Students

RS-CC will utilize a data-driven approach when monitoring and evaluating ELL students. Weekly data dives with the instructional team will include the practice of disaggregating student performance data for all subgroups, including ELL students, so that adjustments to specific student services can be made at any point in the school year.

Teachers will be trained on how to use diagnostic data for ELL students from the WIDA/ACCESS 2.0 in order to leverage strengths in the classroom and build personalized support around the level(s) the students are working in for reading, writing, speaking and listening. We also monitor ELL progress in listening, speaking, reading and writing at regular intervals through *Achieve3000* data reports, portfolio work and academic badge completion. Students who are exited are also monitored closely for two years to ensure that there is no regression or need for additional services.

Staffing for English Learners

RS-CC will hire teachers who are qualified and passionate about supporting a sizeable ELL student population. In year one, RS-CC will hire an ELL/academic interventionist with appropriate ELL endorsements and certifications to monitor assessments and achievement, and to provide support to students and families as needed throughout the school year.
In year two, the school will hire a dedicated, full-time ELL teacher. The growth of the ELL team is

commensurate with the growth of the student body, knowing that despite being a small school, additional supports for this group of diverse learners will be needed.

In addition to ELL staff, all teachers will be trained in elements of the SIOP model, so that the general education classroom setting is universally designed to include strategies for these students to access grade-level content. We also seek to hire staff that comes from the specific Hispanic/Latino and/or indigenous backgrounds of our anticipated students.

Parent Notification Requirements for Families of English Learners

In accordance with Nevada State ELL code as well as all Title III regulations, RS-CC will provide the following:

- Vital communication with families will be in a written and oral language that is accessible to them. RS-CC's home language survey will identify the language needs of students' parents and guardians.
- Parental notification of eligibility of *English Language Development* (ELD) support services, as well as results on the annual WIDA assessment, and notification of whether the student continues to qualify for services.
- Parent notification of initial placement will be sent to parents no later than 30 days after the beginning of the school year.
- Parent notification of waivers for TBIP and Title III services for their child. We will communicate the benefits of the program participation in a language they can understand.
- Title III family and community engagement for providing effective activities and strategies that enhance our ELD programs, including how to assist their child to learn English, achieving high levels in core academic subjects and how to meet state standards.
- Title III family and community engagement funds will be used to help us implement an effective outreach system and strengthen and increase our engagement in our programs that serve ELL students effectively.

The Nevada ELD Standards are listed below:

- **Social and Instructional Language:** English language learners communicate for Social and Instructional purposes within the school setting
- **Language Arts:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts
- **Mathematics:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics
- **Science:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science
- **Social Studies:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

Meeting the need of homeless students, migrant students and those in foster care

RS-CC anticipates serving a slightly higher population of students that are homeless or in foster care than the typical Clark County high school, given our practice of recruiting students from low-income backgrounds.

These students often become homeless because of economic insecurity. The *McKinney-Vento Act* defines homeless children as, "individuals who lack a fixed, regular and adequate nighttime

residence.

Examples of students who would fall under this definition are:

- Children and youth sharing housing due to loss of housing, economic hardship, or a similar reason
- Children and youth living in motels, hotels, trailer parks or campgrounds due to lack of alternative accommodations
- Children and youth living in emergency or transitional shelters
- Children and youth abandoned in hospitals
- Children and youth whose primary nighttime residence is not ordinarily used as a regular sleeping accommodation (e.g. park benches, etc.)
- Children and youth living in cars, parks, public spaces, abandoned buildings, substandard housing or bus or train stations
- Migratory children and youth living in any of the above situations

RS-CC will follow all provisions of the *McKinney-Vento Homeless Assistance Act*. We will identify students who are homeless during our registration process and train a staff member to be the McKinney-Vento liaison. This process is repeated annually to ensure provisions for families whose housing situations have changed. RS-CC will follow all applicable state laws regarding foster youth and will use multiple methods of identification for those students thought to be in foster care while also adhering to required confidentiality practices. We will designate a foster care liaison, who will support foster youth and their families and who will attend trainings to ensure that best practices are utilized.

Homeless students and students in foster care will also benefit from RS-CC's MTSS process, which is anchored in attachment-based relationships, advisors who know students and their personal contexts deeply, and a positive, restorative school culture.

The RS-CC educational model is designed to create pathways for students to financial stability and freedom, while providing intensive wraparound supports for students to obtain that goal. Supports such as art therapy, daily advisor check ins, and a school culture that centers around hospitality and community will benefit homeless students and students in foster care to feel a sense of safety and belonging.

All faculty and staff will be trained on restorative and trauma-informed practices during *The Climb* and *Base Camp*, before the school year begins and will use half-day PD time for additional trainings and case management, as needed. RS-CC will also meet the needs of foster children and homeless youth by helping to educate parents/guardians regarding how to best access eligible city/state agencies, social workers and/or case managers.

RS-CC will strive to eliminate all barriers to attending and thriving at school for these students. Students who are designated as homeless or foster youth may receive additional therapy and counseling as needed. Led by the Mc-Kinney Vento liaison, RS-CC will evaluate the program and procedures annually to ensure that no practices are unintentionally putting homeless/foster youth at a disadvantage.

Meeting the Needs of Highly Capable (HiCap) Students

RS-CC identifies highly capably students as those who perform or show potential for performance at significantly advanced academic levels. These students show intellectual aptitude in specific

academic and/or artistic content areas.

We recognize that students who are highly capable may possess, but are not limited to, the following characteristics:

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

RS-CC uses the eligibility characteristics above and identifies students through the use of our academic screeners (Achieve3000 and IXL), badge assessment data, portfolio review, teacher observations, rubrics and work samples. This information is reviewed by the instructional team during weekly data dive meetings.
Additionally, we will utilize the best practice of engaging community members close to the student, including community center personnel, coaches and ministers, who may be able to help identify them as HiCap. In order to ensure that underrepresented HiCap student populations are identified for individualized services, RS-CC faculty will go through professional development to help them understand the complexities of identification.

Research-Based Instructional Programs, Practices & Strategies

RS-CC creates specific structures to support highly capable students, which include:

- Advisory mentors help students identified as highly capable monitor their goals and progress
- The self-directed learning environment enables students to progress through content at their own pace
- Project-based learning and industry-based credentialing enable deep exploration of passion areas and new ideas, experiences and concepts

Staffing for Intellectually Gifted Students

RS-CC faculty will utilize will receive ongoing professional development to help them learn best practices for effective referrals and academic support of students identified as highly capable students. Additionally, one staff member will be selected to be the coordinator for the *Highly Capable Program* (HiCap) and will address questions, needs, and resources in our school.

Parent Notification

If a student has been identified as highly capable based on the criteria above, parents will then be notified by the student's advisor. A plan will then be put in place to support the student's learning needs.

Promoting Graduation

RS-CC's mission is to successfully graduate all of its students and prepare them for college and career. Graduation supports are provided through *High School and Beyond Plans* for at-risk students

or those with IEPs. We also use the following, *Quality Indicators for Secondary Transition*:

- Provide information to students and parents regarding transition services, postsecondary training employment and support services
- Provide community work experiences that emphasize realistic work opportunities
- Use data to establish goals and to make program decisions
- Seek student, parent and community information regarding the student's post-secondary goals and transition services
- Use an inter-agency team process with students and families to link transition services, accommodations and wrap-around supports

SCHOOL STRUCTURE: CULTURE

(1) Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.

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

(3) Please describe how you will evaluate school culture and evaluate implementation of your culture plan. Include how parent and student feedback will be incorporated in measuring your school's success in creating a positive culture.

(4) Describe the school's approach to help support all students' social and emotional needs. Detail the identification strategy, interventions, and remediation to be implemented and cite the research/rationale for the selected methods.

(5) Discuss any required dress code or uniform policy.

Social-Emotional Learning (SEL) Curriculum:

RS-CC will use *Developmental Designs* and *Sown to Grow* as key elements of its (SEL) curriculum. Our advisory curriculum is called *Developmental Designs* – widely recognized as a research-backed and culturally responsive curriculum.[48] As advisory is a daily feature of the RS-CC academic day, students will be onboarded to the advisory program each semester or as needed based on rolling enrollment.

A 2017 study, found that implementing the *Developmental Designs* program increases feelings of connectedness and perceived belongingness for general education students and students with disabilities.[49] The program provides daily protocols and activities for advisory. Structures, routines, games and brain breaks are used to help students goal-set, make execution plans, discuss the Rooted Pillars, and build relationships.

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[48] The Origins Program. (2014). The Developmental Designs Approach. Retrieved from https://www.originsonline.org/sites/default/files/downloads/2014 dd fact sheet-secured.pdf

[49] Probst, Emmalene Hall. (May 2017). The Effect of Implementation of the Developmental Designs for Middle School (DDMS) Program On The Social Skills of 7th Grade Students. Department of Interdisciplinary and Inclusive Education at Rowan University.
<https://rdw.rowan.edu/cgi/viewcontent.cgi?article=3442&context=etd
Muller, C. (2001). The Role of Caring in the Teacher-Student Relationship for At-Risk Students. Sociological Inquiry,71(2), 241-255. doi:10.1111/j.1475-682x.2001.tb01110.x
Ladson-Billings, G. (1995b). Toward a theory of culturally relevant pedagogy. American Educational Research Journal, 32(3), 465-491. Anderson, J. (2014). On Deliberately Developmental Organizations. Harvard Graduate School of Education. Retrieved from https://www.gse.harvard.edu/news/14/04/deliberately-developmental-organizations

Sown to Grow is an online platform where students log their grades, reflect on the actions they have taken to grow, and develop action plans for which their advisor and teachers can also hold them accountable. We use *Sown to Grow* because we found that our Rooted School – New Orleans students needed more executive functioning support to progress through their self-guided coursework. We identified planning for success and problem-solving as entry points to help students improve and connect their daily goals to longer term ones. These programs, coupled with the advisor's attachment-based methods, create an environment in which students can thrive with a sense of constancy, safety and community.

Supplemental Programming Parent Outreach

RS-CC is committed to ensuring that all students and families understand and take advantage of the opportunities available to them—especially students who need them most. We will use all available and culturally responsive media to inform families of upcoming opportunities.

These may include newsletters, phone calls, text messages, emails, flyers, direct communication from the mentor to the family and translated messages in the school's primary non-English languages (i.e. Spanish).

The school will review response and participation rates and adjust strategies accordingly. Families are informed of supplemental programming opportunities through town halls, our weekly newsletter, recruitment events and the school calendar.

SCHOOL STRUCTURE: STUDENT DISCIPLINE

(1) Describe the school's discipline policy. Discuss the practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior.

(2) Describe the 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.

(3) Describe the process for completing a plan of action based on restorative justice prior to engaging in suspension and/or expulsion proceedings as required under Assembly Bill 168 (2019).

(4) Who will be responsible for implementing the school's discipline policy, including ensuring that accurate disciplinary records are maintained, and that discipline data Is reported to the SPCSA?

(5) How will the school track discipline data and how will this data be used make needed changes for school culture? What actions does the school plan to take in order to monitor for and prevent disparities in discipline practices between student groups? For CMO applicants, and applicants intending to contract with a CMO or EMO, describe how the schools currently affiliated with the CMO/EMO have monitored for and addressed any disparities in discipline practices between student groups.

(6) Describe the school's proposed parent grievance policy.

Overall Approach and Culturally Responsive Discipline

RS-CC's discipline policy is designed to support the whole student in a culturally responsive climate for both learning and achievement. This is in direct alignment with the school's values of *Growth* and *Community* as well as our overall goal to prepare students for professional workplace cultures.

RS-CC's discipline policy is designed to avoid the disproportional rates of discipline that students of color have faced. The school's discipline policy follows all state and federal guidelines, utilizing best practices and prior experience.

Restorative Practices

Inherent in RS-CC's secure attachment work is our focus on the positive long-term impact of healthy relationships in our schools. We have adopted a restorative practices model that aligns with our core beliefs and with the legal discipline requirements mandated by the State of Nevada.

Whereas traditional discipline focuses on the violation of rules, *restorative practices* focus on the violation of people and relationships. In every classroom, relationships among individuals either foster and facilitate students' learning or prevent it. Restorative practices are built on those positive relationships that adults intentionally build with students. When students care about the relationships they have with others, they work to keep those relationships healthy and work intentionally to repair damage to them.

Research from the *International Institute for Restorative Practices* (IIRP) indicates that for restorative practices to work, continual training and professional development along with an overarching paradigm shift from traditional school disciplinary programs is required.

Case studies and evaluations conducted in schools worldwide indicate that restorative practices improve relationships among students and teachers, reduce disciplinary problems and build community.
Changing from a punitive to a restorative mindset represents a paradigm shift that McCold and others believe is critical. Moreover, restorative practices are specifically responsive to RS-CC's anticipated student population of students with disabilities.

Restorative practices are key to helping children with diverse needs improve their behavior, learning and interactions with others. These include "separating the deed from the doer" and utilizing exploratory questions, which allow students to understand their own problematic actions as external attributes — mistakes that can be corrected — rather than immutable elements of their personality or identity[50].

The chart below outlines the fundamental conceptual differences between punitive and restorative mindsets in schools. Each teacher and staff member at RS-CC receive training in this paradigm shift prior to the school year starting and receive coaching and training throughout the year to ensure responsiveness to student culture and climate data.

PUNITIVE	RESTORATIVE
Rules are violated	Relationships are violated
Guilt is established	Needs and obligations are established
Accountability is defined as punishment	Accountability is defined as effects and repair
Justice desired by victim	Offender, victim, and school all have direct roles in pursuing justice
No opportunity for remorse	Opportunities to express remorse

[50] Getty, J. (2018, April 26). Diverse needs students gain essential social skills with restorative practices. Retrieved August 20, 2020, from https://www.iirp.edu/news/special-needs-students-gain-essential-social-skills-with-restorative-practices

Administration of Discipline

Our discipline policies and procedures have been designed to be in alignment with state and federal laws and *Nevada Administrative Code*. As we embrace whole student positive and inclusive approaches to discipline, our school administers discipline that is responsive to student needs and strengths while maximizing each student's time in the classroom.

Our graduated discipline plan is in place for when the culture we have built is harmed and peace needs to be made. The policy is derived from our core beliefs about secure attachments and human development.

Students are taught these values during student onboarding and they are explicitly and continuously reinforced during advisory, where daily group discussion and activities are grounded.

Students have the opportunity to earn cultural badges aligned to RS-CC's five pillars. There are two types of cultural badges—Balloon Badges and Values Badges. Balloon Badges are earned every week a student stays referral free. Values Badges are aligned to our school's values and indicate when a student has gone above and beyond basic expectations. These are a means of positively reinforcing values-aligned behavior.

When students take actions that violate the expectations articulated below, the faculty responds using our graduated discipline plan to restore an environment of trust, safety and productivity.

We primarily manage difficulties by preventing harm, resolving differences and helping students build the skill of learning from their mistakes. If students continue to struggle to meet our norms, we use logical consequences with a focus on accountability and repairing harm with the goal of reintegrating students back into the school community. When a student makes a mistake or harms a relationship at Rooted School, we respond by using restorative practices advised in, *Better Than Carrots or Sticks*[51].

The chart that follows outlines the school's restorative behavioral intervention responses. The Restorative Center (RC) is a designated room within the school that allows the student to reflect until they are prepared to repair harm caused by Level 3 or 4 offenses.
*Note, that ISS stands for in-school suspension and OSS stands for out-of-school suspension.

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[51] Smith, Dominique, Fisher, Douglas, Frey, Nancy. (2015). Better Than Carrots or Sticks Restorative Practices for Positive Classroom Management. ASCD. Kouzes, James M., Posner, Barry Z. (n.d.). Leadership Practices Inventory Individual Feedback Report. The Leadership Challenge, A Wiley Brand. Retrieved from https //www.leadershipchallenge.com/LeadershipChallenge/media/SiteFiles/resources/sample r eports/tlc lpi 360 english v5.pdf 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 Vander Ark, T. & Schneider, C. (2014). Deeper Learning for Every Student Every Day. HewlettFoundation and Getting Smart. Retrieved from https //hewlett.org/wp content/uploads/2016/08/Deeper%20Learning%20for%20Every%20Stu dent%20EVery%20Day_GETTING%20SMART_1.2014.pdf American Institute for Research. (August 2016). Study of Deeper Learning Opportunities and Outcomes. Retrieved from https //www.air.org/sites/default/files/Deeper Learning Summary Updated August 2016.pdf Lewis, Ramon(Rom) & McCann, Tricia. (2009). Teaching "at Risk" Students Meeting Their Needs.10.1007/978 0 387 73317 3_58. 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 Ralabate, P. (2017, December 11). Universal Design for Learning Meeting the Needs of All Students.

Our most frequent strategies are outlined below:

- Hold individual conferences to discussproblematic behavior
- Allow everyone involved in the harm toshare their side of the story
- Allow harm to be repaired by the one(s)who enacted the harm
- Hold an effective hallway conversationbefore writing a formal referral
- Re-establish the focus of the class
- Ask probing questions/seek tounderstand
- Create a plan together on how to returnto the learning environment
- Norm on consequence(s) if thisbehavior happens again
- Schedule a time to reflect with the student (or student and parent) onhis/her decisions and behavior

Level	Response	Description	Family	RC	ISS /OSS
Level 1	Redirect	• A student causes a minor disruption to the learning environment. • The teacher quickly redirects the student to meet the expectations.	No	No	No
Level 2	Reflect	• A student causes a significant disruption to the learning environment and/or repeats Level 1 behaviors after redirection. • The teacher re-establishes the focus of the class and engages in a hallway conversation to reflect with the student on their decisions and behavior.	No	No	No
Level 3	Reach Out	• A student causes a disruption to the learning environment that breaches safety and/or repeats Level 2 behaviors after redirection and reflection. • The teacher refers the student to the office and re-establishes the safety and focus of the class. • The administrator reflects with the student and plans next steps including communication with families and mentors. • A repair is scheduled and facilitated with teammates and students directly.	Yes	Yes	No
Level 4	Reset	• A student causes a significant breach in safety and/or repeats Level 3 behaviors after interventions. • The teacher refers the student to the office and re-establishes the safety and focus of the class. • The administrator considers suspension or expulsion, plans next steps, and communicates with families and mentors.	Yes	Yes	TBD
*It *should be noted that this program is overseen and audited by the School Leader, but the Assistant School Leader*, when hired, is the primary individual tasked with the day-to-day management of these responsibilities.					

Equity & Response to Disproportionality

Aligned to Rooted's pillars, our approach and outcomes of our student culture and discipline plans will be reviewed weekly during weekly team data dives and as needed to ensure all students are receiving fair and equitable through multiple stakeholders.

Weekly review of data, disaggregated by race and demographic categories is done by the school leadership team to identify trends or concerns in the equitable administration of discipline and deliver responsive coaching to individuals or professional development to a group, based on where the trends have surfaced (e.g. classroom versus grade level).

Working closely with all stakeholders, including early involvement from parents, our school ensures equity in discipline. All discipline policies and procedures will follow state and federal guidelines, including the IDEA to ensure that all students receive inclusive, restorative and responsive discipline practice that lead to the best educational outcomes for students and do not violate their IEPs, Section 504 plans or civil rights.

Distribution Plan

Our discipline policies will be finalized by our local board and will be carefully outlined in the RS-CC *Family and Student Handbook*, which gets distributed electronically and in hard copy at the start of each school year.

Copies will also be made available in a family's preferred language, as needed. The school will review and distribute discipline policies at information sessions, orientation and as needed to ensure all students and families are actively engaged in students' social-emotional growth and academic success.

SCHOOL STRUCTURE: CALENDAR AND SCHEDULE

(7) As Attachment 3, provide the annual academic schedule for the school (included in the student/parent handbook). Explain how the calendar reflects the needs of the student population and the educational model.

(8) Describe the structure of the school day and week, including the length of the school day, start times, and dismissal times. Include the number of instructional minutes/hours in a day for core subjects such as language arts, mathematics, science, and social studies. Explain why the school's daily and weekly schedule will be optimal for the school model and for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade.

(9) Describe your goal for student attendance and explain how you will ensure high rates of student attendance. Who will be responsible for collecting and monitoring attendance data? What supports will be in place to reduce truancy and chronic absenteeism?

Annual Academic Schedule

At RS-CC the school year is divided into 5 instructional sessions over 184 days.

Sessions last from 4-13 weeks before a week-long session break. Session breaks allow students to continue their self-directed learning at home, while teachers are able to use their breaks to analyze data, adjust badge playlists and curriculum and deepen collaborative peer relationships.
Our session breaks are usually aligned to typical holidays to lessen impacts on families accustomed to a more traditional school year structure and that may have students in the local school district. Furthermore, our session structure meets the needs of our anticipated student populations (i.e.

low-income students, students of color and students with disabilities) that may come in academically lagging, because it provides ample time for students to make accelerated gains through mastery-based course work.

- **Session 1** is dedicated to intentional student and parent onboarding to the instructional model:

  a) Introduction to technology resources and certifications
  b) Completion of diagnostic assessments

We recognize that the RS-CC model is unique and will need time for students and parents to learn it.

- **Sessions 2–3** are similar in length and are when a majority of the credentials and project-based learning happens during the academic year

- **Session 4** is the longest session of the year to accommodate standardized assessments and end-of-year project-based learning exhibitions

- **Session 5** ***(Mandated for any Student Not Passing All Classes)*** also known as June School, allows for students who need additional remediation and intervention to receive further supports in earning credits and making growth.

  a) Students who have completed their course work to engage in internships, extra technology credentialing, future coursework, passion projects and independent study

The school day length is designed to mimic traditional hours of employment, with students arriving at 8:30 AM and departing at 4:15 PM, in alignment with Rooted's goals of preparing our students for entry-level employment at local technology companies upon high school graduation.

Instructional Time

RS-CC's yearly academic schedule provides at least 184 instructional days. June School will be required for any student who has not successfully completed all course work by the close of the final session. The length of a typical RS-CC school day is 425 minutes for all students in grades 9-12, with students arriving at 8:30 AM and departing at 4:15 PM. RS-CC's school year will feature 13 early dismissal days. Early dismissal days are in place for teammates to engage in professional development and parent outreach. Students arrive at 8:30 AMand dismiss at 1:00 PM, resulting in a total of 240 minutes of instruction per early dismissal day.
This is the equivalent of 52 hours throughout the academic year. The table on the following below shows the instructional day and hour requirement for students.

Total Number of Days		Number of Early Dismissal Days	Number of Full Days
Aug	18	4	14
Sept	16	1	15
Oct	15	1	14
Nov	16	1	15
Dec	15	1	14
Jan	16	1	15
Feb	14	0	14
Mar	23	2	21
Apr	14	1	13
May	19	1	18
June	18	0	18
Total:	**184**	**13**	**171**
Total Days Per Year		**Early Dismissal Day Schedule**	**Full Day Schedule**
184		8:30 - 1:00 (30 mins Lunch/Flex)	8:30 - 4:15 (40 mins Lunch/Flex)
Total Instructional Mins Per Year		**Instructional Mins per Early Dissmal Day**	**Instructional Minutes per Full Day**
75795		240	425

Daily and Weekly Schedule

The school's daily and weekly schedule supports the proposed educational program by maximizing instructional time in the hybrid-learning model.

This schedule allows students to spend four self-directed learning blocks in core content (science, math, English, and social studies), two self-directed learning blocks in technology and one self-directed learning block where students are able to choose which coursework they need to prioritize.
Students are able to engage in social and emotional learning during advisory and throughout their school day.

Lunch and flex time provides students the opportunity to engage in clubs, leadership activities, video games and other intra-mural competitions. By scheduling a 7-period day, students are able to engage in a consistent learning experience, with intervention happening through both push-in and pull-out structures during their regularly scheduled courses.

On early dismissal days, students are able to select a course (or courses) of their choosing to focus on—implementing feedback given by teachers, resubmitting assignments, digging deep into project-based learning, studying for a certification or receiving small group targeted intervention in the self-directed learning environment.

On full school days, students spend 220-230 minutes/3.7/3.8 hours a day in core content classes (math, science, social students, ELA learning blocks); 110 minutes/1.8 hours a day in elective technology courses, which are a key educational design element for RS-N; and 30 minutes/.5 hours a day in advisory, another key RS-CC program element.
See the sample teacher and student schedules below:

SAMPLE STUDENT & TEACHER SCHEDULES

PERIODS	GRADE 9 STUDENT	ELA TEACHER
Advisory	Advisory	Advisory
SDL 1	Compu Sys Net Lab	English I
SDL 2	Comp TIA+ Networking and Fundamentals	ELL Support
SDL 3	US History	English I
LUNCH		
SDL 4	Alg I	Planning Conf
SDL 5	Environmental Science	English III G
SDL 6	Physical Education / Health	English II
SDL 7	World Language / Elective	English II
SNACK & DISMISSAL		

Additional Academic Support and Intervention

Planning and implementation of academic supports for students in need of additional support is built into the overall structure of our annual calendar, the teacher professional development

schedule and the daily student schedule. RS-CC surpasses the criteria and provides students with almost 37 additional days of learning a year; thus, granting students who may be academically behind more time for remediation and support.

For students needing additional academic support and intervention, RS-CC's instructional team will make decisions on the schedule and frequency of those interventions based on the student-level data they gather week-by week.

The RS-CC instructional team will engage in 38.5 totals days of professional development throughout the course of the school year. These include an extensive pre-school launch training period to ensure rigorous curriculum and assessments are in place for student learning. Finally, each teacher meets with his/her coach bi-weekly in a *Scorecard Meeting* to analyze student work and classroom data to ensure that all students are growing and progressing. This professional development time has been built into the annual and weekly school calendar.

IV. OPERATIONS PLAN

BOARD GOVERNANCE

(10) Describe the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Explain how the board will evaluate the success of the school and school leader; and how the board will ensure that there will be active and effective representation of key stakeholders, including parents.

(11) Summarize the qualifications and experience of proposed members of the governing body of the school. Please identify each proposed board member and describe why they are uniquely qualified to serve on this governing board serving this target community. Additionally, please submit the requested board information in the provided Board Member Template (provide as Attachment 4).

A sponsor may not accept an application from a committee to form a charter school whose membership includes:

(a) A potential contractor of the proposed charter school;
(b) A potential lessor of a facility that the proposed charter school may lease;
(c) A representative of an educational management organization with which the proposed charter school may contract;
(d) A person related by blood or marriage to a person described in paragraph (a), (b) or (c); or
(e) Two or more persons who are related by blood or marriage to each other.

(12) Provide, as Attachment 5, a completed, signed, and notarized Board Member Information Sheet for each proposed Board member as well as the board member's resume and a thoughtful biographical summary outlining the particular qualifications of each board member as relates to both service on a public charter school board and to the specific needs of this particular proposed charter school.

(13) If the full founding board has not yet been identified, explain how and when the additional board members will be identified.

(14) Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as Attachment 6, the board's proposed Bylaws, Code of Ethics, and Conflict of Interest policy.

(15) Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts. *If these relationships pertain to members of the committee to form, this information should match the committee to form disclosures.*

(16) Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time?

(17) Describe the kinds of orientation or training new board members will receive and what kinds of ongoing development existing board members will receive. The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.

(18) Describe the working relationship between the board and staff (academic, operations, and financial) and the working relationship between the board, staff, and any education management organization. Outline the regular reports that will be provided to the board, their frequency, and who will provide them. This may include financial, operational, and/or or academic reports.

(19) Describe any board committees, advisory bodies, or councils to be formed, including the roles and duties of those bodies. Describe the planned composition; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school's governing body and leadership.

(20) Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

(21) What goals will be established for the board and how will board members be held accountable? Outline the key expectations for board members in the table below. You may add rows as appropriate. What actions would trigger removal from the board and under what process?

Goal	Purpose	Outcome Measure
Ensuring adherence to vision/mission	Ensuring fidelity to the Rooted Model and high quality delivery of instruction	• Bi-Annual evaluation of the school leader and school academic growth data
Conduct an annual curriculum audit	Ensuring alignment to NSPF/SPCSA/NGSS/CCSS Framework(s)	• Student growth data continues to trend upward • School is on track to earn a four/five start rating
Personnel decisions are transparent and in accordance with board ethical policies and faculty/staff handbook(s)	Selection of School Leader with recommendation of Rooted School Foundation Review of teacher evaluations (See Attachment 11)	• Annual evaluation of school leader using both evaluative tools • (See Attachments 10 &12)
Successful, transparent budget development and budget allocations	Develops and approves annual budget and reviews financials regularly for adherence (See Attachment 19)	• All audits are within compliance with no outstanding findings • School continues on a path to fiscal independence by year 5
Compliance with vendor selection process as outlined in the Rooted School Policy Handbook	Review all contracts and bid procedures to ensure compliance with federal and Nevada State law	• All contracts are awarded in compliance with proper bid procedures and state and local laws
Annual board retreat with RSF and member of the school's leadership team	Conduct a year-in-review and develop any policies to address gaps or deficiencies	• Retreat minutes will be shared with the public • Review governance procedures • Board development
Attend all board meetings and at least two Open House/Community Forums annually	Increase community awareness of the school	• Increase the school's visibility • Ensure enrollment projections figures are met annually
Conduct a facilities review and update at least two times a year	Maintain a safe orderly facility and student learning environment	• Director of Operations will provide a facility update to the public annually as part of a regular board meeting

RS-CC will be a Nevada non-profit corporation and organization with federal tax-exempt status pursuant to section 501(c)(3) of the Internal Revenue Code. The *Rooted School—Clark County Board of Directors* (BOD) will operate in full accordance with the Articles of Incorporation, Bylaws and Nevada State law. The non-profit will be incorporated under the name "Rooted School—Nevada," the board of directors will do business under the same name.

RS-CC non-profit does not own or is not affiliated with any subsidiaries. While it will work in partnership with *Rooted School Foundation*, its governance, financial, operational and management structures will operate independently from *Rooted School Foundation, Rooted School – New Orleans, Rooted School – Indianapolis* and *Rooted School – Vancouver.*

RS-CC will seek to operate one school, Rooted School—Clark County (RS-CC), in the State of Nevada. The *Rooted School Foundation* team has successfully launched charter schools in three other states and has the capacity and expertise to support the local RS-CC non-profit board with the launch of a fourth school in Nevada.

Please note that if the school is approved, it will update its founding non-profit bylaws to reflect the requirements of the *Nevada Open Public Meeting Act* and *Public Records Act* to which charter public schools are accountable. The board would update and modify the bylaws at the first board meeting following authorization to ensure full legal compliance.

Approach to Governance

RS-Clark County's approach to governance, like Rooted School—New Orleans, Rooted School—Indianapolis, Rooted School—Vancouver and Rooted School Foundation, will mirror the frameworks provided in *Governance as Leadership: Reframing the Work of Nonprofit Boards*.[52] The authors lay out a model for governance that has contributed to Rooted's success to-date:

- **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 work 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.

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 those results. Thus, we aim to use most of the 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.

During its planning year and first year of operation, RS-CC will contract with *BoardonTrack* (BoT)[53] as many of RS-CC's governance structures are taken from BoT best practices.

Governance Structure

a) Rooted School Foundation Board and Rooted School—Clark County Board Relationship

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
- Researchers in regions/communities where Rooted is located.

RS-CC, a Nevada state 501(c)3 nonprofit, will enter an educational partnership agreement with *Rooted School Foundation's* national board. Through that agreement, *Rooted School Foundation* will

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[52] Chait, Richard P., et al. Governance as Leadership Reframing the Work of Nonprofit Board. Wiley, 2004.
[53] BoardOnTrack. (n.d.). BoardOnTrack Resource Library. Retrieved August 21, 2020, from https://pages2.boardontrack.com/charter-board-resources

license the use of the name "Rooted School" to RS-CC in return for committing to shared goals and branding within the organization at-large.

The educational partnership agreement will also stipulate that the local board has the ultimate authority to hire and terminate the local school leader and has the ultimate authority to terminate its agreement with the national group.

Rooted School's Founder and CEO, Jonathan Johnson serves on the Rooted School Foundation board. This national board determines and executes Rooted's long-term strategies, sets control mechanisms for the organization at-large and advises on the best vehicles for Rooted to grow its desired impact.

The national board will meet quarterly and include an annual strategic planning retreat on the site of a Rooted school. Through selective, foundational training, modeling and coaching, Mr. Johnson and the Rooted School Foundation senior advisors will ensure that the RS-CC board and chair have the skills, capacity and knowledge-base to operate a high-functioning charter school board and hold the school leader accountable within the Rooted model.

Rooted School's Foundation's CEO will manage the RS-CC school leader day-to-day though the local board and will have the final approval in hiring or terminating that leader's employment at Rooted; and (3) four model-dependent constraints must be consistently met to uphold the agreement:

Roles and Responsibilities

Below are the current roles and responsibilities for the Rooted School—Clark County Board of Directors. The roles for the board have been determined by "best practice" considering an organization of Rooted's size and current regional impact>

- **Board Chair:** Presides over all meetings of the Board of Directors and other meetings as required. The chair is also an ex-officio member of all board sub-committees. The board chair oversees the implementation of the board's strategic goals and policies to ensure that appropriate administrative practices are established and maintained.
- **Board Treasurer:** The treasurer provides direction for the financial management of the organization and helps the board meet its financial oversight responsibilities.
- **Board Secretary:** The secretary provides direction for the keeping of legal documents, including minutes of all meetings of the board.
- **Chief Executive Officer:** The Chief Executive Officer of Rooted School will be responsible and accountable to RS-CC's board. The CEO will report monthly on the school's progress in relation to its charter contract goals, fiscal integrity and transparency, academic growth and stakeholder accountability. The CEO will also be responsible for ensuring that the Rooted model is appropriately contextualized for Nevada and implemented as intended.
- **School Leader:** The school leader will be responsible for the day-to-day running of the school, the safety and academic achievement of all students, career development and growth of all school staff and the engagement and service to parents and families that choose our school. The school leader will be accountable to the CEO of Rooted School.

Board Policies and Decision Making

The Board of Directors (BOD) of RS-CC will have the sole responsibility for setting policy for the local campus so long as those policies align with the stipulations agreed to in its licensing arrangement with Rooted School Foundation. This local perspective is mission critical for us because the levers needed to execute the Rooted mission will be different city to city.

The BOD will expand and develop over time through recruitment of new board members after assessing the needs of the current board during an annual board retreat. After authorization and the founding board's transition to the governing board (if applicable), the BOD will continue to select members based on a commitment to support, maintain and uphold its mission and vision and to take on the governance responsibilities of a charter school board member accountable to the public.

As it creates policies, the BOD will consider external factors such as legal requirements (including those stipulated by the charter contract and Nevada State law), as well as the organization's vision, mission, and current strategic plan. The BOD will ensure that all policies are aligned to the organization's Articles of Incorporation and Bylaws, and that all stakeholders are able to inform the impact of proposed policies.

The BOD will meet monthly and all policies and decisions will be subject to public meetings with consent agendas approved in advance, documents for discussion issued one week prior to any BOD meeting and public comments and board management discussions held at every meeting. The BOD will operate according to *Robert's Rules of Order* to ensure streamlined, informed decision-making for the school.

Board Training and Development:

Initial Board Training

Rooted School will explore a partnership with an organization such as *Charter Board Partners* (CBP) or *Board on Track* (BoT) to provide initial training to the local board. This training provides the groundwork for:

a) Running a public meeting
b) Nevada State reporting requirements
c) Specific role of board members
d) Governance vs. management
e) Charter school finance

We believe it is best to outsource this initial board training prior to the commencement of formal board meetings as a way to ensure our board is tightly normed on core operating principles. Also, by

leveraging a third party, it provides the necessary level of separation between Rooted School Foundation and the local board ensuring that roles are clearly delineated and adequately defined.

Continuous Board Training:

This will happen both formally and informally. Each year at a board retreat, our outsourced training partner will be contracted to provide both a "refresher course" as well as advanced courses/training as our local board evolves through various cycles (i.e. planning, launch, start-up, and scale).

Informally, Rooted School's CEO will meet individually with each board member between board meetings. In addition to relationship building, this is an opportunity for board members to dig deeper into particular areas of interest:

- Performance Assessment
- Human Resources
- Recruitment
- Community Engagement
- School Discipline
- Governance
- School Leadership & Governance
- Financial and Operational Management
- Business Leadership
- Community Leadership
- Marketing
- Communications
- Technology
- Fund development

Summary of Roles and Responsibilities

RS-CC's BOD is committed to upholding its fiduciary responsibility while also ensuring the School Leader has the appropriate autonomy to make decisions that are best for RS-CC's students.

RS-CC board members will be responsible for the overall supervision of academic, finance/ operations and adherence to the charter contract. The board will develop and approve the annual budget as well as all school policies. The board will also set goals and review strategies to continually guide the school towards the fulfillment of its mission. The board will be structured to include, at least, a chair, secretary and treasurer. Board members will serve renewable two-year terms.

Each board member will serve on one of the following projected committees:

- Governance
- Board Development
- Curriculum & Academics
- Capital, Budget & Finance
- Community Engagement & Student Recruitment
- Human Resources
- Real Estate, Facilities & Operations

The RS-CC school leader will implement the school's mission and report directly to the board on all major, school-related matters. The school leader will present monthly reports at each board meeting reporting on progress made towards academic, financial and operational goals, utilizing the BoT online platform to house board packets and the organization's key performance indicators dashboard.

The school leader will be charged with hiring, setting compensation for, supporting, and evaluating all other school staff. The school leader will attend all board meetings and will serve as ex-officio, non-voting board member.

Relationship to Advisory Bodies

The RS-CC board will also be responsible for interacting with the *Industry Advisory Council* (IAC), an advisory body that comprised of technology RS-CC representatives from our industry partners. The IAC will be chaired by a representative from the RS-CC board and supported by the director of career and technical education (CTE). There will be an expectation to meet formally at least once per school year. The results of this session will be shared with RS-CC's board of directors, school leadership and Rooted School Foundation's leadership in a written report.

Committee to Form Composition

Per its bylaws, RS-CC will retain a board size of five to nine members. The board currently has, and will strive to have, five or more board members. RS-CC 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.

Critical to RS-CC's model is having a leadership model that is representative of our student population and reflective of our school's career-connected mission. Notably, four out of five of the founding board members identify as people of color and all five board members have founded and/or lead companies, nonprofits, or businesses.

The proposed board of directors will seek other members with those professional skill sets not represented by school leadership and/or advisor partners. We will seek to recruit members whose expertise complements that of the school-based team and who are local to the Clark County, Nevada region. These new members should also represent the diverse constituencies of the community.

Committee to Form Duties

Although the RS-CC committee to form and board delegate management of the school to the school leader, the board is ultimately responsible for ensuring that the school meets its academic, fiscal and operational objectives.

The duties of RS-CC board members are informed by our working relationship with BoT:

- Safeguard the school's mission and competitive advantage
- Secure sufficient resources to fulfill the school's mission
- Ensure strategic and effective resource allocation
- Hire, support, and assess the performance of the school's leader
- Serve as ambassadors for the organization
- Set equitable policies and procedures
- Assess its own performance
- Behave in ways that clearly contribute to the effective operations of the board
- Be prepared to contribute approximately 8-10 hours per month
- Inform the board of directors of RS-V of any potential conflicts of interest

Job descriptions will contain a final version of the duties listed in the prior section. External audit data such as State Auditors' Office data, non-profit financial audit data, Commission reports and other agency-led evaluations inform board practice the with clear metrics and a pathway to success.

The board will use two assessment tools to evaluate the success of the school, the school leader and its own performance. Starting with the school leader's assessment each July, the school leader and board chair will set annual SMART performance goals for the school. These will be based on:

a) Rooted mission
b) Nevada charter contract
c) Student academic and social-emotional goals
d) Diversity and equity goals
e) Special Education, 504, ELL and HiCap Goals

The school leader's SMART goals will connect with RS-CC's SMART goals and be monitored on a *School Leader Scorecard*. Additionally, the leader will be evaluated from the semi-annual *LPI Leadership Practices Inventory* (Individual Feedback Report).

The board will also assess its own performance annually using the *BoardonTrack Assessment Tool*, this tool can be accessed anytime by school leadership and any board member(s) wanting to track progress towards goal fulfillment. This real-time dashboard, not only shows stated goals but also key performance indicators that have been gleaned from work with over 100 high performing public and charter schools from across the country.

One of RS-CC's pillars is Community—we never forget where we come from. As such, we will reserve at least one board seat for a current parent/guardian of a student to ensure that all stakeholders, particularly students and parents, have multiple opportunities have their voices heard, provide meaningful input and feedback and to hold a position of formal decision-making power and authority at the governance level. The parent board member will be proposed by the school leader to RS-CC's board of directors within the first two sessions of year 1 and voted on by RSCC's Board of Directors.

Our goal will be to have a majority of our board be comprised of leaders who mirror the racial and ethnic composition of our school. Both principles hold true for all governing boards of existing Rooted Schools. The board will ensure that the school is a culturally responsive education system through coaching and training about leading for equity, cultural humility and creating equity-centered policies and procedures.

If board members commit to doing this work themselves, they will have a greater aptitude to hold the school leader and school systems accountable to its goal of equitable outcomes for all students. If disproportionate trends surface during monthly dashboard reviews, the board will ask the school leader to devise a response plan and follow up at subsequent meetings or in ad-hoc committee to ensure that issue is resolved and documented.

Board Qualifications and Desire to Serve

The current founding board members bring an exceptional level of passion and commitment to the school's mission and vision as well as an array of professional/technical expertise that greatly broadens the school's capacity.

Board Meeting and Committees

Monthly board meetings will be held in compliance with the Nevada State Open Public Meetings Act (OPMA) and Public Records Act (PRA). All monthly meeting agendas and minutes will be posted on the school's website per public notice requirements.

Ad hoc committees will be formed for annual school leader evaluations and any additional areas of support and oversight, including facilities. Finance and academic committees meet monthly with the school leader and appropriate leadership team members. Governance and development meet at least quarterly. To ensure consistent communication between the committees and the full board, committee updates will be a standing agenda item on every board meeting agenda. All committee updates will be provided by the respective committee chairs or a designee.

Ethical Standards and Procedures

There are currently no existing or anticipated relationships between our proposed committee to form and the Rooted School organization that pose real or perceived conflicts of interest. To ensure that this remains so, RS-CC's board will approve and implement a conflict of interest policy that will confer a duty to disclose for all members which includes the responsibility of knowing which interests they maintain.

The conflict of interest policy will require annual financial disclosures (as may be required by Nevada legislation) and full disclosure prior to the approval of any contracts or major expenditures. Before a vote that affects any financial resource or the decision-making authority of the board, the chair will call for any conflicts. Each member is then responsible to self-identify potential, perceived or actual conflicts.

The board will then discuss the nature of the potential conflict with the affected member, determine the appropriate remedy from options ranging from abstaining from the vote, removal from discussion pertaining to the vote, to removal from board. If needed, a waiting period will be implemented for board members to execute a full review of their affairs to research potential conflicts.

Board Member Selection, Recruitment, and Onboarding

The current board members have been identified, vetted and selected by the Rooted CEO to ensure a: diverse, highly qualified, locally representative and mission-aligned founding board.

To select board members, the CEO interviewed prospects, reviewed their resumes, conducted reference checks and made membership offers. When RS-CC transitions to be a governing board, the Governance Committee will track term expirations and lead all future board member sourcing, nominations and selection. This approach will be codified to guarantee a consistent process.

At an annual retreat, the governance committee will identity 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.

A majority vote by all current members is required for board member additions. The governance committee will oversee background checks and new member orientations. The committee will also

develop and distribute a board handbook that includes: a board member job description, a performance expectations agreement, committee details and a copy of the school's charter.

On-going Board Development

Transition to a Governing Board

Should RS-CC become authorized, it will transition from a planning to a governing board. Mr. Johnson, will train the next board chair to lead the board as a strategic body dedicated to long-term operational, financial and academic success of the organization. RS-CC will enter into an educational partnership agreement to be renewed annually with *Rooted School Foundation*, a national non-profit.

At this time, *Rooted School Foundation* leadership includes:

- **Jonathan Johnson** (Rooted School's Founder and CEO) is a national award-winning educator and school builder and brings a wealth of expertise in school startup for break-the mold models, nonprofit leadership, and fundraising. He has led all aspects of the RS-N startup process, is the most familiar with how to execute the model in a new context and does this because he believes in the potential of Nevada students.

- **Frank Ingargiola** (Rooted School's Senior Advisor) is a 40+ year veteran of education in New York and New Jersey. He brings a wealth of experience from multiple perspectives as a teacher, principal, assistant superintendent and interim superintendent. As a key member of the Committee to Form, his expertise will be in board management, grant writing, organizational-systems thinking and data analysis/pattern recognition for Rooted's academic model.

- **Kaitlin Karpinski** (RS-NOLA School Leader and RSF Advisor) is a 14-year educator specializing in innovative educational structures, building collaborative adult cultures and creating idea meritocracies. Drawing from experiences in traditional public and public charter schools, Kaitlin specializes in designing innovative instructional models that serve all students' needs. She was a pivotal driver in the creation of the *Rooted School Blended Learning Model*, and she currently supports all Rooted Schools in the implementation and adaptation of that model.

A ***sample*** proposed agreement with Rooted School Foundation appears in **Attachment 22**.

No annual fees will be incurred by RS-CC until the organization is non-reliant on philanthropy for financial sustainability, which is projected to between years 3-5 of operation.

Services provided by the Rooted School Foundation include, but are not limited to:

- Weekly coaching and support of the RS-CC school leader
- Relationships with local and national funding partners to cultivate growth and financial sustainability over time
- Relationships with local industry partners who are willing to advise on curriculum development and/or hire our graduates
- Curriculum development support that is aligned to local and national employment trends
- Use of the Rooted School Foundation trademarks

The education partnership agreement stipulates that in the national and local relationship:

- RS-CC must adhere to Rooted School Foundation's brand marks and guide;
- RS-CC's board chair will be the direct manager of the local school leader day-to-day, but the local board will have the final approval in hiring or terminating that leader's employment at Rooted
- Two model-dependent goals/constraints must be consistently met to uphold the agreement:

    1. RS-CC must adhere to the Rooted pillars in its school design principles
    2. RS-CC must be anchored in the following long-term goals:

    At least 50% of RS-N seniors meet the criteria for the GreenBalloon Fellowship
    Average ACT Scores for Rooted seniors is 21 or higher or theaverage SAT score is 1040 (combined) or higher.

CMO Management & Evaluation

The educational partnership agreement will also stipulate that the RS-CC board has the ultimate authority to hire and terminate the local school leader. The school leader will report to the local board of directors and be responsible for the oversight of the day-to-day operations and oversight of the school.

A clear delineation of roles between school management (purview of the school leader) and board governance (purview of the school board) will be established and reinforced in board trainings.

A comprehensive CMO evaluation tool has been developed to enable the board to effectively assess the delivery of contractual services. The tool will be administered annually and shared with the full board and school administration. The tool will also be made available to Nevada Charter oversight committee(s) upon request.

LEADERSHIP TEAM

(1) Describe the proposed organizational model; include the following information:
    (a) Organizational charts for year one and one for when the school is at full capacity
    (b) Job descriptions for each leadership role (provide as Attachment 7)
    (c) Resumes of all current leadership (provide as Attachment 8). NOTE: It is strongly encouraged that high quality school leaders/principals with strong track records of success with the target population be identified for any school which wishes to open in the 2022-23 school year.
    (d) Previous student achievement data for the individual primarily responsible for academic programming (provide as part of Attachment 9)

(2) Describe the team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:
    (a) School leadership, operations, and governance;
    (b) Curriculum, instruction, and assessment;
    (c) At-risk students and students with special needs;
    (d) Performance management; and
    (e) Parent and community engagement.

(3) Explain how the school leader will be supported, developed, and evaluated. Please include any existing competencies used for school leader selection and evaluation, if available (provide as Attachment 10).

Provide, as Attachment 12, your leadership evaluation tool(s), as well as any supporting protocols or documentation.

(4) Explain your school leader's role in the successful recruitment, hiring, development and retention of a highly effective staff.

(5) Explain your school leader's role in providing instructional guidance and school culture guidance. What role will other members of the leadership team play in providing instructional guidance and school culture guidance?

(6) Please provide the succession plans for your proposed school's leader. This should include both emergency/temporary succession plans as well as detailed description for how potential school leaders will be cultivated and developed.

Collectively, our core leadership team shares over 70 years experience and expertise that qualifies them to launch and lead RS-CC to reach its mission and vision. Leadership competencies are outlined in the table below:

Leadership Competencies	Frank Ingargiola [RSF Senior Advisor	Rick Jager [Proposed Nevada School Leader	Jonathan Johnson [CEO	Kaitlin Karpinski [Rooted School New Orleans School Leader and RSF Advisor
School Leadership: Mission, Vision & Core Values	Yes	Yes	Yes	Yes
Curriculum, Instruction & Assessment	Yes	Yes	Yes	Yes
Ethics and Professional Norms	Yes	Yes	Yes	Yes
Establishing a Community of Care & Support for Students	Yes	Yes	Yes	Yes
Human Resources & Capacity of School Personnel	Yes	Yes	Yes	Yes
Operations & Management	Yes	No	No	Yes
Budgeting & Finance	Yes	No	No	No
Fundraising & Capital Management	Yes	No	Yes	No
School Improvement & Data Analysis	Yes	Yes	Yes	Yes
Professional Development	Yes	Yes	Yes	Yes
Meaningful Engagement of Family & Community	Yes	Yes	Yes	Yes
Student Recruitment & Retention	No	Yes	Yes	Yes
Faculty & Staff Recruitment & Retention	Yes	Yes	Yes	Yes
Career Technology Education	Yes	No	Yes	Yes
Equity & Cultural Responsiveness	Yes	Yes	Yes	Yes
Working with Specific Student Population(s): ELL, SPED, HiCap, etc.	Yes	Yes	No	Yes
School Launch Strategies	Yes	Yes	Yes	Yes

Pertaining to school design and launch, Frank Ingargiola, Jonathan Johnson and Kaitlin Karpinski were on the original founding team of Rooted School—New Orleans. Prior to its launch in 2017, Jonathan spent three years following a human-centered design process to research, design and test the school model in partnership with *New Schools for New Orleans*, *4.0 Schools*, and the *New Schools Venture Fund*. The model received national acclaim for its efforts to address local talent pipeline needs through outlets such as NPR, Forbes and Fast Company and was highlighted by Warren Buffet and Bill Gates' Giving Pledge as one of the most innovative models in the U.S. in 2017.

Under the leadership of Jonathan Johnson (founding school leader), Kaitlin Karpinksi (founding assistant school leader) Frank Ingargiola (founding assistant school leader), Rooted School—New Orleans achieved a School Performance Score of "B" and more than 60% of students earned CIW Advanced HTML5 & CSSS3 Specialist certifications which made it the highest performing new-start high school in New Orleans' charter history.

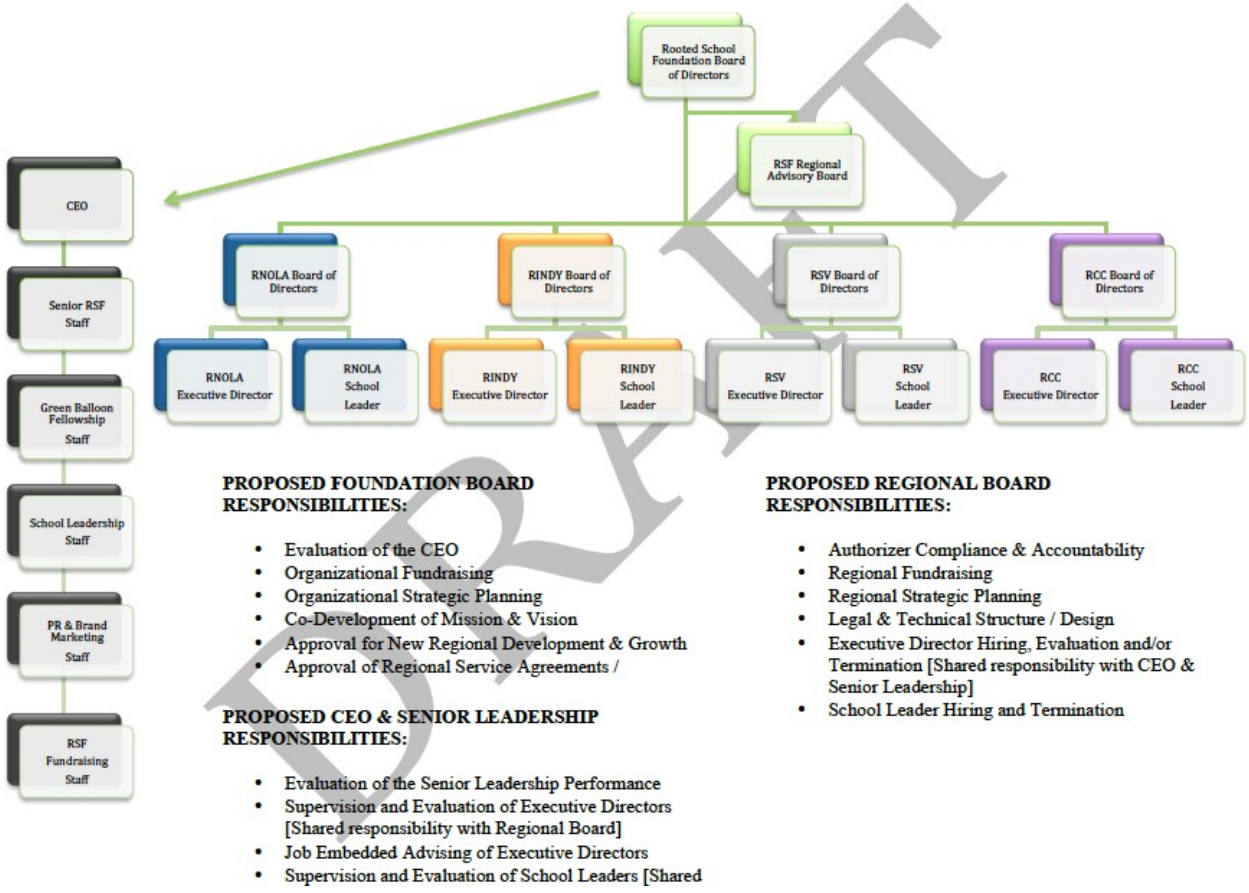
Once Ms. Karpinski became the school leader of Rooted School—New Orleans, the school received a School Growth Score of "B" in its second year following an increase of 100% in its diverse needs population and staff. More than 60% of Rooted School—New Orleans' students are on track to obtain at least four or more industry-based credentials by the time they graduate; a feat unprecedented in public education across the U.S., particularly within traditionally "at-risk" communities.

Additionally, Rooted School Foundation became the earliest multi-state expansion in charter history with Rooted School—Indianapolis' approval in 2019. It was the soonest that Indianapolis' *Office of Education Innovation* approved a multi-state expansion and the earliest that *Charter School Growth Fund* invested in a multi-state expansion in its organization's 14-year history. Rooted's second school launched for the 2020-2021 school year in Indianapolis' Far Eastside community in partnership with Eastern Star Church and their *ROCK* Initiative.

The Rooted leadership team has demonstrated industry-defying success in school innovation and start-up because of its ultimate commitment to building the school in partnership with the community. We build authentic relationships with community members who understand the core educational and talent needs.

We present our model's design as a potential solution, and we maintain an ongoing commitment to growing and listening to feedback at all times from our students, their families and the broader community of school stakeholders. This core leadership practice will continue to be a hallmark of our model if given the opportunity to open RS-CC. The ***draft*** board organization chart on the below will help to further explain leadership and management roles as well as define the lines of authority from RSF to the local school(s).

PROPOSED FUTURE ROOTED SCHOOL FOUNDATION ORGANIZATION CHART



DRAFT

Rooted's Leadership Team is comprised of the following positions:

***YEAR 1:**

- 1 School Leader
- 1 Director of School Operations
- .5 Director of Special Education
- .5 Guidance Counselor
- .5 Director of CTE
- .5 Front Office Manager

***YEAR 4 (Scale):**

- 1 School Leader
- 1 Director of School Operations
- 1 Director of Special Education
- 1 Guidance Counselor
- .5 Director of CTE
- 1 Front Office Manager
- 1 Dean of Culture

*All staffing projections are subject to enrollment and funding

Rooted's Instructional Team includes:

***YEAR 1:**

- 1 core instructional teacher ELA
- 1 core instructional teacher mathematics
- 1 core instructional teacher science
- 1 core instructional teacher social studies
- .5 technology teacher/technology coach (.5 Director of CTE)
- 1 instructional teacher of Student Services (SPED)
- 1 English Language Learner (ELL) & Academic Interventionist

***YEAR 4 (Scale):**

- 3 core instructional teacher ELA
- 3 core instructional teacher mathematics
- 2 core instructional teacher science
- 2 core instructional teacher social studies
- 1 physical education/health teacher
- 2.5 technology teachers/technology coach (.5 Director of CTE)
- 2.5 instructional teachers of Student Services (SPED)
- 2.5 English Language Learner (ELL) & Academic Interventionists

*All staffing projections are subject to enrollment and funding

STAFFING PLAN

(1) Complete the following table indicating projected staffing needs for the proposed school over the next six years. Applicants which propose to grow their schools to multiple campuses based on the school's academic performance should also complete the second table outlining projected staffing needs for the entire network over the next six 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.

Year	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
EMO/CMO Organization Positions (FTEs reflect full FTE for Rooted School Foundation, but staff will support more than 1 campus. Allocation of time would depend on need from year to year.)						
Chief Executive Officer	0.50	1.00	1.00	1.00	1.00	1.00
Senior Advisor	0.50	1.00	1.00	1.00	1.00	1.00
Program Advisor - Staff Green Balloon Fellowship	0.25	0.25	0.25	0.25	0.25	0.25
Program Advisor - Student Green Balloon Fellowship	0.50	1.00	1.00	1.00	1.00	1.00
Manager of Communications	1.00	1.00	1.00	1.00	1.00	1.00
Advisor - Operations	0.10	0.10	0.10	0.10	0.10	0.10
[Specify]						
[Specify]						
Total Back-Office FTEs	**2.85**	**4.35**	**4.35**	**4.35**	**4.35**	**4.35**
School Staff						
Principals	1.00	1.00	1.00	1.00	1.00	1.00
Assistant Principals						
Add'l School Leadership Position 1 Director of Operations	**1.00**	**1.00**	**1.00**	**1.00**	**1.00**	**1.00**
Add'l School Leadership Position 2 Director of CTE	**0.50**	**0.50**	**0.50**	**0.50**	**0.50**	**0.50**
Add'l School Leadership Position 3 [Specify]						
Classroom Teachers (Core Subjects)	**4.00**	**6.00**	**10.00**	**10.00**	**12.00**	**12.00**
Classroom Teachers (Specials)	**0.50**	**2.50**	**2.50**	**3.50**	**3.50**	**3.50**
Special Education Teachers	**1.00**	**1.00**	**1.00**	**2.00**	**2.00**	**2.00**
ELL/TESOL Teachers	**1.00**	**1.00**	**2.00**	**2.50**	**2.50**	**2.50**
Student Support Position 1 {Guidance Counselor}	**0.50**	**0.50**	**1.00**	**1.00**	**1.00**	**1.00**
Student Support Position 2 {Special Education Director	**0.50**	**0.50**	**1.00**	**1.00**	**1.00**	**1.00**
Specialized School Staff 1 {Dean of Culture}		**1.00**	**1.00**	**1.00**	**1.00**	**1.00**
Specialized School Staff 2 [specify]						
Teacher Aides and Assistants						
School Operations Support Staff			**0.50**	**0.50**	**1.00**	**1.00**
Other {Bus Drivers}	**0.80**	**1.60**	**2.40**	**3.20**	**3.20**	**3.20**
Other {Nurse}	**0.25**	**0.25**	**0.25**	**0.25**	**0.25**	**0.25**
Other (please specify)						
Total FTEs at School	**11.05**	**16.85**	**24.15**	**27.45**	**29.95**	**29.95**

Like Rooted School—New Orleans, Rooted School—Clark County'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 – spring 2022. If the entire founding team is not hired by that time, we will continue the campaign until June 2022 or when the final teammate is hired—whichever comes first.
Recruitment strategies will include, but not be restricted to:

- Recruitment efforts from the top 20 graduate schools of education across the country
- Review and job postings to the state and county job banks
- Recruitment efforts from highly regarded educational organizations (e.g. *Knowles Teaching Initiative, etc.*)
- Recruitment efforts from the *Historically Black colleges and Universities* (HBCUs)and *Hispanic Association of Colleges and Universities* (HACU)

RS-CC will partner with *Teach for America*, University of Nevada Las Vegas, University of Nevada Reno and Nevada State College to place student teachers from these programs at RS-CC. To ensure diverse candidates learn about Rooted School opportunities, we will form partnerships with culturally diverse student and educator groups at targeted educational organizations (i.e. *Collective at Teach for America*) and culturally-connected non-profit organizations throughout Nevada. This includes those working for increased representation in the sector (i.e. Technology Access Foundation - Martinez Fellows). RS-CC will also host monthly recruitment events (online and in-person if possible) to attract candidates across the country.

Hiring Plan and Timeline

To assess a teacher's ability to serve the anticipated student population and be effective in teaching students identified as at-risk, RS-CC will follow a similar process to Rooted School—New Orleans, which has resulted in 95% teacher retention.

That process is outlined below:

- Submit resume, references, and cover letter responses to Rooted's three screening questions:
    - Explain what prompted you to apply for this role at RS-CC and what interests you most about the opportunity to join our team.
    - Tell us about a time you had a measurable (i.e. quantitative) impact on a job or an organization.
    - Share your biggest area for growth (i.e. if you improved in this area, it would have a significant impact on your professional practice).

- Phone or in-person interview with candidate (conducted by school leader in year 1) to assess alignment to mission and experience serving anticipated student population. These will be delegated to another member of the school leadership team or instructional team at the school leader's discretion.
- Candidate submits video of their teaching, school leader gives feedback, and candidate responds both verbally during a phone call and in a written reflection.

- Candidate comes to the school (in year 1, to a partner school) to conduct a sample lesson as assigned by the school leader, with the anticipated "at-risk" student population as the target audience, receives critical feedback, and re-teaches the lesson.
- Candidate interviews in-person with the school leader and other members of the school team.
- Offer letter is extended contingent on background check and verification of valid Washington teaching certification status.
- At-will contract signed.

Before a teacher is hired, they will be required to submit a criminal background check and furnish a criminal record summary as required pursuant to NRS 391.033 in the Nevada Code. New employees must submit with his or her application a complete set of fingerprints and written permission authorizing the Superintendent to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its initial report on the criminal history of the applicant and for reports thereafter upon renewal of the license pursuant to subsection 6 of NRS 179A.075, and for submission to the Federal Bureau of Investigation for its report on the criminal history of the applicant.

The school leader and director of school operations will monitor the compliance of this policy and report to the board on a quarterly basis. The board chair shall monitor the fingerprinting and background clearance of the school leader. All volunteers shall be fingerprinted and receive background clearance prior to working with students.

Hiring Process Differentiation

This process outlined above is also followed for paraprofessionals, support staff and all certificated staff. The interview questions and sample lesson task will be modified, depending on the candidate's specialization and prospective role to ensure appropriate assessment of his/her qualifications. For example, paraprofessionals and support staff candidates will be asked questions about co-teaching and collaborative planning experience. Candidates for director of student services will be asked to review a sample IEP and develop a sample lesson that includes specially designed instruction. ELL teacher candidates will be asked to incorporate English Language Proficiency Descriptors and Standards into a sample lesson.

The interview team will assess candidate's sample lessons and tasks using a competency-based hiring rubric developed by RSF and include experts in the content area wherever practicable.

Collaborative School Culture

RS-CC recognizes that it cannot achieve its ambitious mission without high-quality teachers. To that end, RS-N will recruit highly capable teachers, help them grow professionally and provide a clear leadership pipeline to retain them within the organization.

Using our approach to DDO practices, we aim to achieve at least an 80% rate of teacher retention, growing to 90% in the long-term. Informed by *The New Teacher Project (TNTP)* report on teacher retention, *The Irreplaceables*, RS-N will implement the following to support the retention of high performing teachers.

The position of director of student services, hired in year 1, supervises IEP and ELL programming, staff, and building-wide academic supports and interventions through grade level SST and coordination of the school-wide *Multi-Tiered System of Supports* (MTSS) team.

For students with more severe disabilities and/or needing higher levels of support, a continuum of services, from pullout services with interventionists and support staff, to more restrictive and/or self-contained settings, will be offered to meet the needs of each student per his/her IEP.

Contractors may be hired to provide additional student supports as well as possible shared services agreement(s), including but not limited to:

- Nursing
- Occupational Therapy
- Physical Therapy
- Speech Therapy
- Mental Health & Behavioral Supports

These services will be provided based on students' IEPs and language learning needs. The director of student services and school leader will coordinate external wrap-around services for students as needed.

Core content teachers and coaches are supervised and coached by the school leader and assistant school leader. Teachers receive regular feedback from administration to support units instruction and projects aw well as daily lesson planning. Core content teachers and coaches collaborate with special education and ELL teachers during weekly data dives and half-day professional days. This time will be used to ensure that SDL delivered by core content teachers is created, monitored and evaluated by special education staff.

To date, we have identified a prospective school leader, Mr. Rick Jager. He will be working in the capacity of a Rooted consultant until such time as the RS-CC application is completed, submitted, and hopefully, approved. RS-CC will begin recruitment for leadership/management positions upon authorization. Our plan is to hire a director of school operations (budget permitting) and school leader to manage the school start-up responsibilities during the incubation year.

We will use the process below to hire the school leader and director of school operations. The recruitment and hiring process will start upon approval of the charter.

An overview of the process we will use is below:

- Submit cover letter, a resume that tells the story of your impact (i.e. the more specific you are using numbers, the better), and at least three references
- Phone interview with the individual candidates by the Rooted School—Nevada board chair and a member of the national leadership team if desired
- Candidate submits a performance task relevant for the leadership role and receives feedback. Past performance tasks have included:
- References are contacted
- In-person committee interview(s) with the board chair and other members as needed, founding school leader and members of the community and national leadership team if desired
- Offer letter is extended
- At-will contract signed.

- The founding school leader will share a position scorecard that outlines their SMART goals and deliverables for the start-up year.

See **Attachment 12** for school leader evaluation tools that align to this step.

HUMAN RESOURCES

(1) Describe your strategy, plans, and timeline for recruiting and hiring teachers. Explain key selection criteria and any special considerations relevant to your school design.

(2) Describe your plan to recruit and hire teachers/staff who are representative of your student body.

(3) List the proposed school's salary ranges and employment benefits for each employee, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing teachers.

(4) What is the proposed teacher-student ratio, as well as the ratio of total adults to students?

(5) State the procedures - including the individual responsible for each step - for hiring and dismissing school personnel, including conducting criminal background checks.

(6) Explain how teachers will be supported and developed. Describe the school's performance management system and process for teacher evaluation. Provide your teacher evaluation tool(s) as Attachment 11, as well as any supporting protocols or documentation.

(7) Please explain the responsibilities of each of your school's administrative/leadership team members with regard to Human Resources. Identify the staff member responsible for leading payroll, benefits, and employee relations and describe how key Human Resources responsibilities will be managed.

(8) Explain how the school and organization intend to identify and address unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover.

(9) Will your organization require additional support (from third parties or consultants) for core Human Resources functions (e.g., payroll, benefits administration, employee relations, etc.)? If yes, please detail the areas that will require additional support and the costs and criteria for selecting such services. If not, please provide a detailed description of how these functions will be managed.

Retaining High-Performing Teachers

The key to RS-CC's success will be its ability to attract and retain a staff that is committed to its mission, values and vision with the motivation necessary to anchor our Four-Year Promise. To that end, it will be essential that Rooted design hiring, compensation, benefits, promotion and evaluation systems aligned with its mission and goals.
Teachers will be assessed based on their performance through the Danielson Framework which includes student performance results, including for students identified as "at-risk". As a results-driven school, all employees of Rooted will be "at-will." Teachers who attain the required levels of performance will be offered a subsequent annual contract.
Rooted will use five strategies to retain its teachers, adapted from *The Irreplaceables*, an extensive study of teacher retention best practices published by TNTP:[54]

[54]Wu, M., Morgan, K., Hur, J., Schifrin, K., Gordon, L., Russell, G., Huynh, H. & Shannon, S. (2012). The Irreplaceables: Understanding the Real Retention Crisis in America's Urban Schools. The New Teacher Project. Retrieved from https://tntp.org/assets/documents/TNTP Irreplaceables 2012.pdf

- **Rewarding work environment:** Teachers will benefit from a highly professional environment, rigorous standards for performance, small school size, extensive in-class support, high-quality professional development and a team-oriented approach to teaching.
- **Competitive salaries and benefits:** We are confident that teachers will choose to work at RS-N based on its mission, work environment and opportunities for professional growth. Rooted will offer salaries competitive with other charter schools in Clark County, Nevada.
- **Non-monetary recognition:** RS-CC will recognize and appreciate its teachers in a number of ways: video of their classrooms to lead professional development sessions for other teachers, staff serving as Rooted representatives at regional and national conferences, staff "glows" or "shout outs" at weekly all-staff meetings, teacher celebrations during "Teacher Appreciation Week" and special gifts, awards and recognition at annual holiday celebrations and end-of-year dinners.
- **Recruitment and hiring:** Research affirms that effective teaching "completely changes the academic trajectory of low-achieving students—vaulting them from the lowest to the highest quartile."[55] Therefore, Rooted will utilize successful practices to recruit, hire, develop and retain educators of the highest caliber. Its recruiting efforts will extend across the country, and Rooted will deliberately connect with mission-aligned organizations.

Key Selection Criteria for Rooted Teammates

When hiring for a high caliber teammate, we look for teammates who can meet the academic standards of highly qualified teachers across the country and exacting personal and professional standards aligned to the goals of deliberately developmental organization (DDO). We will also search for educators who are local to the Clark County, Nevada area because of our belief in the importance of knowing the community.

This means going beyond consigning people development to high-potential programs, executive coaching or once-a-year off-site professional development. It means fashioning an organizational culture in which people development is woven into the daily fabric of working life and the company's regular operations, daily routines and conversations. A commitment to this type of teamwork is the first priority we look for in prospective teammates. We believe this commitment is critical because it is what we ask of our students—to be directors of their own learning and growth in an environment designed to support and develop them.

If we believe the person has the potential to thrive within a DDO, we adhere to a set of selection criteria (see below) and indicators to assess his/her ability to serve our anticipated student population and be effective in teaching students identified as "at-risk".

Fit & Match:

- We want teammates who demonstrate a passion for and a commitment to Rooted's mission.
- We want teammates who have an unwavering commitment to radical transparency and radical open-mindedness (i.e. Regardless of how much you know about something, you could still be wrong).
- We want teammates who thrive in a startup environment (i.e. comfort with frequent, focused change and ambiguity coupled with strong initiative).

[55] Smoker, M. (2011). Focus: Elevating the Essential to Radically Improve Student Learning. Alexandria, VA: ASCD.

- We want teammates with a track record of outstanding academic results who have at least three years of core content teaching experience in upper middle school and/or high school in a low-income/high needs community.
- We want teammates who exhibit an exceptional ability to execute at a high level in the classroom while concurrently building secure attachments with students.
- We want teammates who are deeply invested in restorative practices and who are masters of classroom management.
- We want teammates who have knowledge of project-based learning.
- We want teammates who have experience in school(s) that rely heavily on project-based learning as a means to develop content knowledge and skills.
- We want teammates who have experience in school(s) that rely heavily on digital curriculum as a means to develop basic content knowledge and skills.
- We want teammates who are committed to researching and remaining abreast of best instructional practices as they may advance our mission.

Areas of Responsibility:

- Creating, refining and advancing a relevant/coherent curriculum aligned to Nevada's graduation standards
- Collaborating with other content area teachers to design cross-curricular projects that emphasize targeted core content and soft skills across curriculum
- Meticulously monitoring student data, providing frequent targeted feedback and support in response to that data
- Consistently implementing and executing student interventions with flexible grouping
- Executing Rooted's hybrid academic model with fidelity and consistency each day
- Actively establishing Rooted's culture among students, partners and the community-at-large

Salary and Benefits

RS-CC's teachers will be compensated according to a salary scale that is based on years of classroom teaching experience in tandem with advanced degrees and/or national board certification.
The school leader will carefully review new teacher resumes to make an accurate salary offer. The school leader will also ensure that offers and subsequent increases are highly competitive with pay levels for similar positions throughout the region. Teacher salaries are set annually with the RS-CC Board of Directors and are based on an analysis of the above criteria along with projected salaries for Nevada's Public Schools.
Average salaries projections are included in the table below.
RS-CC Base Salary Ranges:

Position	Base Salary
School Leader	$100,000
Assistant School Leader	$72,828
Director of School Operations	$65,000
Director of CTE	$70,000
Director of Student Services	$60,000
Front Office Manager	$43,000
Teachers and Tech Coach	$55,000
ELL/ Academic Interventionist	$55,000

Insurance and Employment Benefits

All RS-CC employees who work at least half-time (20 hours per week) will receive health and other benefits, such as life insurance and retirement, through the School Employees Benefit Board. As

public-school employees, RS-N teachers will also participate in the *Public Employees' Retirement System of Nevada* (NVPERS).

Rooted School's personal/sick leave policy is guided by our five pillars. Employees are expected to make choices in the best interest of the organization, which includes recognizing the need for their own self-care. With that, personal/sick leave should be taken on an 'as-needed basis', using one's own best judgment. All personal/sick leave is tracked and paid, unless notified otherwise by the school leader or his/her designee.

Relationship Between School and Employees

All employees at RS-CC are at-will employees. At-will contracts clearly outline the role expectations of each employee. Employee rights will be articulated in the RS-CC Personnel Handbook, which will include all employment procedures.

Employee contracts will be renewed annually in June based on evidence that the employee is exceeding all requirements of the position. The school leader and director of school operations will administer contracts for school-based staff. The RS-CC Board of Directors will administer school leader contracts.

Employee Termination

As employment with RS-CC is "at-will", the RS-CC leadership mutually retain the right to terminate the staff member's employment at any time with or without reason and with or without notice. Employment is for no specific period of time, and unless set forth in writing and signed by the School Leader.

Prior to terminating a staff member, the school leader will follow the steps below, unless there are circumstances such as unlawful behavior that warrant immediate termination. When an employee struggles to improve his/her performance to the level we expect of all teammates within a deliberately developmental organization (DDO), the staff member is placed on a professional growth plan (PGP). This usually starts when there is at least one critical counter-value behavior that has shown up at least two times per session throughout the school year. A counter-value behavior is one that does not align to RS-CC's five pillars.

Most PGPs require that the teammate in question commits to reducing the counter-value incidents to one (or fewer) per session. If they are unable to reduce the occurrence of the behavior or if the PGP is not adhered to, the employee could experience a consequence that includes but is not restricted to:

- Reduced paid work responsibilities
- Additional readings and professional development
- Termination of employment per the at-will contract

Generally, the school leader will provide a staff member 30 days to reverse the pattern of behavior. At the 30-day mark, the school leader and staff member will re-evaluate the progress made and determine the best next steps for them and the RS-CC community.

Newly or Non-traditionally Certified Educators

If we hire newly certified teachers, teachers with conditional or emergency certifications or those

with less than three years of teaching experience RS-CC will provide the following supports:

- Participate in Base Camp and The Climb (approximately 20 days of onboarding to the model and team development)
- Participate in Rooted's professional development experiences (approximately 15 days of team training throughout the year)
- Bi-weekly scorecard check-ins are a formal mechanism we use to provide affirmative, constructive and evaluative feedback to RS-CC teachers. This is also an opportunity for teachers and their coaches to problem solve and align on new strategies that will accelerate teaching and learning
- More frequent coaching will be provided to teachers that are not meeting their growth goals.
- Daily observation by at least one administrator/instructional coach
- Talking partner(s) (as per our DDO structure) that advances the teacher's ability to navigate conflict in the workplace

Each teacher's needs are unique. If it is determined that the new teacher needs other supports than what RS-CC is able to offer, we will problem-solve with the teacher to ensure her/his professional growth needs are met.

Procedure for Addressing Parent/Family Concerns at Rooted School—Nevada

We make cultivating and maintaining positive parent/guardian relationships a priority. When a concern arises about the curriculum, a board policy, the school leader, or a RS-CC staff member, we want to respond quickly to find solutions in ways that are culturally responsive and respectful to our stakeholders.

We will follow the following procedure for public complaints, including complaints regarding curriculum, administrative procedure, or a practice at the school:

- Parents/guardians are encouraged to reach out directly to the teacher or staff member with whom they have a concern to set up a meeting.
- Parents/guardians are encouraged to discuss the matter with that staff member and attempt to resolve the concern through the initial meeting.
- If there is no resolution to the concern, parents/guardians should then contact the school leader.
- If the parent/guardian has remaining concerns after discussing the issue with the school leader and the respective staff member(s), the school leader will provide the contact information for the board chair of RS-N.
- Parents and students with grievances related to discrimination, bullying, and/or harassment on the basis of:
    - Intellectual ability
    - Race
    - Color
    - Religion
    - Sex or sexual orientation or preference
    - Gender identity or expression
    - Ethnicity
    - National origin or immigration status
    - Disability or identification as an exceptional student

RS-CC commits to following the procedures outlined below:

- They will be afforded the opportunity to present witnesses and be given a written notice of the outcome of the complaint at each stage in the procedure.
- The school will not retaliate against any person who files such a complaint and/or participates in a related investigation in good faith and will keep the investigation confidential to the extent possible.

Such discrimination, bullying and harassment is not permitted by students, staff or third parties, and the school will make every effort to prevent, remedy and otherwise correct any such behavior that is identified.

All RS-CC complaint procedures are designed to be internally resolved within a timeline of no more than 30 days from the date the complaint was received unless otherwise agreed to by the complainant. Many grievances should be resolved within a shorter timeframe. Since the board is ultimately responsible for school governance, the complaint process ends at the board level. If a matter reaches the board, as complaints against a board policy or decisions about the school leader's performance may, the board will engage in the following steps after receiving and reviewing the complaint:

- Consider the recommendation of the school leader, if applicable to the complaint, and make a decision.
- If the aggrieved is not satisfied with the school leader's recommended course of action, an administrative appeal may be made to the board of directors, specifically the board chair.
- If the grievance is about the performance of the school leader or a decision made by the school leader, the complainant may file to the board chair.
- The chair will confer with the board and may conduct fact-finding or authorize a third-party investigator on behalf of the board. The chair or investigator will report her or his findings to the board for review and action, if necessary.
- The board may take appropriate remedial measures to ensure effective resolution.
- Complaints against an employee by an external stakeholder will follow the same steps with the school leader overseeing the process. In the event that the school leader (or designee) finds that a complaint against an employee is valid, the school leader (or designee) may take appropriate disciplinary action against the employee.
- As appropriate, the school leader (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
- Translation services are provided when needed throughout these processes. RS-CC anticipates providing translation resources for Spanish and indigenous languages given the school's anticipated student population.
- All complaints respect confidentiality and non-retaliation.

If a complainant regarding the aforementioned areas is not satisfied with the board's response, the complainant may file an appeal to the Nevada State Public Charter School Authority if there is a perceived violation of the charter contract. The school is committed to providing prompt, thorough and accurate information to the Commission in such cases and will abide by any prescribed corrective action it deems necessary.

Process for Addressing Employee Concerns

RS-CC requires its directors, officers and employees to observe high standards of business and personal ethics. As employees and representatives of RS-CC, we must practice honesty and integrity in fulfilling our responsibilities and comply with all applicable laws and regulations.

Each employee has a general duty to report all potentially illegal or unethical conduct by the organization or a fellow employee, as well as potential violations of the organization's code of ethics as described in the *RS-CC School Personnel Handbook*.

The process for an employee to raise a grievance is as follows:

- The employee brings their concern to their supervisor in writing including the date of the alleged incident, persons involved, a description of the incident, and any supporting documentation.
- If the employee is not satisfied with the response, they may ask that the concern be taken to the school leader of RS-CC.
- The school leader, upon receiving the concern in writing, will investigate and respond in writing.
- If the employee is not satisfied with the response from the school leader, the employee may ask that the concern be taken to the chair of the board of directors of RS-CC.
- The board chair, upon receiving the concern in writing, will investigate and respond in writing.

In the event that the concern involves a procedure, action, or directive of the school leader, an employee may file a complaint directly with the chair of the board of directors. In such instances, the board chair will be the investigator and final arbiter of the concern.

No disciplinary actions shall be taken against any employee who reports harassment or discrimination, unless following investigation, the employee is found to have made the report in bad faith.

STUDENT RECRUITMENT AND ENROLLMENT

Like all public schools, public charter schools must be open to any such child, regardless of that child's race, gender, citizenship, or need for accommodations or special education services. Thus, recruitment and enrollment practices should demonstrate a commitment to providing all students equal opportunity to attend the school, and help schools avoid even the appearance of creating barriers to entry for eligible students.

(1) Explain the plan for student recruitment and marketing that will provide equal access to interested students and families, including how the school will comply with the requirements of R 131. Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure. For schools which are giving one or more statutorily permissible admissions preferences pursuant to NRS 386.580 or SB390 (2015 session), please indicate if you plan to focus your student recruitment efforts in specific communities or selected attendance areas.

(a) What is the enrollment calendar for both the first year of operation and subsequent years of operation? Please specify the dates on which the school will begin accepting applications and how long the enrollment window will last prior to conducting a lottery. Note that your proposed enrollment window should satisfy the requirements of NRS 388A.453(7).

(b) What enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination? What are the minimum, planned, and maximum projected enrollment at each grade level? Outline specific targets in the table below.

(c) What systems will you put in place to ensure that staff members are knowledgeable about all legal enrollment requirements pertaining to special populations and the servicing of particular populations of students?

(2) Describe the student recruitment plan once your school has opened. In what ways will it be different than your pre-opening year, in terms of the strategies, activities, events, persons responsible and milestones? How will the school backfill vacancies in existing grades?

(3) Complete the following tables for the proposed school to open in 2022-23. Experienced Operators applying for multiple schools must complete enrollment summary tables for each school campus opening in fall 2022.

(a) Minimum Enrollment (Must Correspond to Break Even Budget Scenario Assumptions)

Number of Students						
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Pre-K						
K						
1						
2						
3						
4						
5						
6						
7						
8						
9	89	90	90	87	85	
10		88	89	85	85	
11			89	85	85	
12				85	83	
Total	89	178	268	342	338	

(b) Planned Enrollment (Must Correspond to Budget Worksheet Assumptions)

Number of Students						
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Pre-K						
K						
1						
2						
3						
4						
5						
6						
7						
8						
9	90	90	90	90	90	90
10		90	90	90	90	90
11			90	90	90	90
12				90	90	90
Total	90	180	270	360	360	360

(c) Maximum Enrollment (Note: Enrolling more than 10 percent of the planned enrollment described in subsection b will necessitate a charter amendment)

Number of Students						
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Pre-K						
K						
1						
2						
3						
4						
5						
6						
7						
8						
9	99	99	99	99	99	99
10	0	99	99	99	99	99
11	0	0	99	99	99	99
12	0	0	0	99	99	99
Total	99	198	297	396	396	396

(4) Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above. Start-up applicants proposing to open with more than 400 students or more than 3 grade levels should identify and discuss the specific elements of the school model detailed throughout the application that demonstrate that the proposed school is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.

Marketing and Student Recruitment Plan

RS-CC will use a multi-pronged recruitment strategy to ensure that families, particularly those that have been systemically undeserved, across Clark County, Nevada and outlying neighborhoods are aware of RS-CC as a potential high school option for their child.

We will focus on neighborhoods in Clark County, Nevada, in particular, as many of them are home to our anticipated student population. All recruitment materials will include a statement of the mission, a description of the proposed model and an explicit reference to RSCC's commitment to serve all students in a culturally inclusive environment.

A sample of the strategies we will use to attract a diverse student population in terms of race, ethnicity, national origin, gender, socioeconomic status, language preference, special education needs and sexual orientation is below:

Strategy	Inclusive Tactics
Facebook Advertising Campaign	• Targeted Facebook advertising that will share the story and mission of RS-CC and gather contacts to potential parents. Digital Facebook campaigns can be targeted to specific demographics within Clark County. • Facebook can automatically translate posts and advertisements to various home languages and widely disseminate pictures and video assets that bring the RS-CC model to life.
Middle School Champions	• Leveraging relationships with local middle school leaders who serve our target community. We will pitch RS-CC to middle school leaders, students and parents. • As a "call to action", we will ask families to apply for the high school and/or suggest other students and families in their network that might enroll because they are more aligned to RS-CC's mission and vision. This strategy has worked for us in meeting enrollment goals for New Orleans and Indianapolis and we expect the trend to hold true in Vancouver, Washington as well.
Newspaper Op-Ed and Features	• We will use public awareness of RS-CC as a new high school option by seeking featured articles and op-eds in leading local publications like *Las Vegas* or *The Boulder City News* and regional ethnic publications such as *El Tiempo* or *The Nevada Independent*
Community Events	• Local events including Latino community fairs and gatherings will advance understanding of RS-CC and its mission. • We can also pivot to online participation of events, virtual tabling and sponsorships, as needed.
Community Design Sessions	• Public sessions with local technology employers and focus group conversations with Mr. Jager. • RS-Nola alumni to share about the Rooted model, get feedback to contextualize the model for the region's educational needs, and meet other interested stakeholders. • RS-CC will prioritize focus groups with middle school students and current high school students enrolled in online and technical schools in the region to understand what they are seeking in a school experience.
Community-Based Organizations (CBOs)	• We will work with the partners to share information about the school with their members and constituents at locations where families receive services. • We will also contract with partners to provide translation services to families that need it.
School Tours	• Once RS-CC is operating in a school building, we will host student and family tours each month for any interested students to observe our model in action.

Public Exhibition Nights	• Once RS-CC is operating, we will invite interested families and students to be audience members at student portfolio exhibitions, along with our industry partner panel, so they can see the outcomes of the RS-CC schooling experience for students.
Community Engagement Training for Staff	• Community engagement is work that must be done by all members of the RS-CC team. Prior to school opening, the team will spend time understanding the history and context of the region and connecting with families via home visits. • Over the life of the school, the team will continue to be trained on culturally responsible methods of community engagement, provided through their membership with the Washington State Charter Schools Association.

Outreach to At-Risk Students

The strategies listed above are intended to recruit at-risk students, including low-income students, students with disabilities, students of color and transitional bilingual students as part of a comprehensive outreach plan.

By removing common barriers, our strategies are intended to accommodate varying levels of access, literacy, transportation and family circumstances. RS-CC will ensure that these strategies are implemented with care to include low-income housing complexes, wrap-around family service centers and other organizations that serve at-risk students and their families.

We will work with local CBOs to understand where and how families in our target demographics prefer to get their information. Further, the school team will post fliers in multiple languages and leave applications at key community hubs such as grocery stores, ethnic grocers, gas stations, libraries, laundromats, food banks, place of worship and shelters to ensure that families that may not have access to digital media will have opportunities to learn about the school through alternative means.

RS-CC will comply with all Nevada requirements regarding legal, fair and equitable treatment of all families interested in applying. RS-CC will also pilot several virtual community engagement methods, including hosting webinars and, one-on-one stakeholder conversations via Zoom.

Maintaining Recurrent Enrollment

Maintaining student enrollment is a key priority for RS-CC. In our first three years, Rooted School—New Orleans retained more than 90% of its founding class. RS-CC will incorporate similar strategies into its plan for retaining students year-over-year.

Those strategies include:

Strategy	Details
End-of-Session Surveys (Parents and Students)	Targeted surveys for parents and students at the end of each RS-CC session (every 5–8 weeks) that allow the school leadership team to gather feedback and analyze trends to mine for potential threats or opportunities that might affect family satisfaction.
Quarterly Town Halls	Approximately every three months, RS-CC's school leader will share an update on school and student progress with the RS-CC community. Families will be invited to bring their questions, ideas, and concerns.
Removal of Common Barriers	RS-CC will provide 1-to-1 computing to access the various digital platforms that are staples to the Rooted model. We will also look to provide

	transportation, family wrap-around support services, meals, flexible scheduling and more to remove common barriers and allow families to engage openly.
Whole Village Art Therapy	RS-CC will provide each student access to at least one art therapy session a week, for the entire school year. Art therapy has been shown to have a statistically significant positive effect on students in a number of studies by the *National Center for Biotechnology Information.*[56] Art therapy will not be provided without parent consent.
Culturally Relevant Curriculum	Between exposing students to the latest industry-based credentials and contextualizing our project-based curriculum to reflect the surrounding community, RS-CC will also provide students a chance to build community knowledge year-over-year. Students' portfolios provide a comprehensive dashboard to track and communicate academic progress on multiple measures of *Deeper Learning, MHA* and social justice standards. Teachers receive anti-bias and cultural humility training and are taught to analyze the curriculum to ensure it is representative of and relevant to our students' experiences.

INCUBATION YEAR DEVELOPMENT

(1) Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2021-2022) to ensure that the school is ready for a successful launch in fall 2022. Using the template provided, outline key activities, responsible parties, and milestones and submit as Attachment 14 ("Incubation Year Planning Table").

(2) Please describe the plans for leadership training and development of the selected school leader during the incubation year prior to school opening and how these plans support your year 0 goals. If partnering with an organization, please briefly describe the main components of the training program and why that organization was chosen.

Explain who will work on a full-time or nearly full-time basis immediately following assignment of a location to lead development of the school(s) and the plan to compensate these

Planning Year Team and Funding

If RS-CC'S charter is approved, we will have the following teammates in a full-time or part-time capacity:

RS-CC will have a core leadership team that will play a substantial role in the school's development, governance and management throughout its first charter term. These individuals are highlighted below:

Network and School Leadership Team:

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[56] Uttley L., Scope A., Stevenson M., et al. (2015). Systemic review and economic modeling of the clinical effectiveness and cost-effectiveness of art therapy among people with non-psychotic mental health disorders. Southampton (UK): NIHR Journals Library. Retrieved from https://www.ncbi.nlm.nih.gov/books/NBK279641/

Name	Area(s) of Expertise	Current/Intended Role
School Leader (TBD)	• School Leadership and Management • Instruction and Assessment • School Culture • Family and Community Engagement	• All aspects of school leadership in the Rooted Model with particular emphasis on academic achievement
Director of School Operations (TBD)	• Financial and Operational Management	All aspects of school operations including, not limited to: • Transportation • Food Service • Facilities • Budget & Finance • Procurement
Director of CTE (TBD)	• IBCs • Employer Relationships	• All aspects of technology credentialing and technology partner development /recruitment • Tech curriculum development & design
Jonathan Johnson	• K-12 Education • Workforce Development • Non-Profit and School Leadership	• Current Rooted School—Washington Board Chair • Founder and CEO of Rooted School Foundation • Manager of start-up activities prior to hiring School Leader
Frank Ingargiola	• 6-12 Education • School and District Leadership • Post-Secondary Education	• Senior Advisor, Rooted School Foundation • Primary coach of the Rooted School—Nevada School Leader
Kaitlin Karpinski	• K-12 Education • School Leadership	• School Leader, Rooted School—New Orleans • Advisor to Rooted School—Nevada School Leader

See **Attachment 7** for the school leader job description.

RS-Clark County, like Rooted School—New Orleans and Rooted School—Indianapolis, aims to build a school and district partnership that commits to the following:

- Providing accelerated and personal pathways to financial freedom for students
- Creating backward-designed instructional scope and sequences with local technology employers (and other in-demand industries)
- Utilizing restorative disciplinary approaches and attachment-based teaching practices

- Fostering flexible learning environments that integrate digital technology tools to enhance teaching and learning
- Sharing best practices, professional development resources, and opportunities with other school partners

Ways in which Rooted School—New Orleans and Rooted School—Indianapolis have collaborated with districts in their respective regions include:

- Hosting site visits for district guests
- Facilitating professional development sessions on distance learning and CTE approaches
- Sharing best practices on student attainment of industry-based credentials
- Creating a historic partnership with Eastern Star Church and in coordination with the local district, fulfilling the educational pillar of its four-pillar community revitalization plan, the ROCK Initiative in Indianapolis
- Providing an exemplar local model for career-connected learning

SERVICES

(1) Provide a description of how the school leadership team will support operational execution. Please provide narrative or evidence that illustrates the staffing model, performance metrics, and the school's plan for supporting all operational needs of the school, including but not limited to those listed below. In this space and in the finances section, demonstrate how you will fund the provision of these services.

(a) Transportation: Describe your plans for providing student transportation. If the school will not provide transportation, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.
(b) Food Service: Outline your plans for providing food service at the school, including whether and how you will be your own school food authority or will contract with another provider. If the school will not provide food service, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.
(c) Facilities maintenance (including janitorial and landscape maintenance)
(d) School health and nursing services: Describe your plans for providing nursing services, including, how student required immunizations will be monitored.
(e) Purchasing processes
(f) Safety and security (include any plans for onsite security personnel)

(2) Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support.

(3) Student Information Management: Timely communication of accurate student information is critical for payments to schools, compliance, and performance monitoring. Please describe how you will manage student information using the statewide Infinite Campus system, and how you will build capacity around the use of the software. If most of the applicant group or the CMO/EMO is new to operating in Nevada's education environment, explain your plan to determine Nevada specific reporting requirements. Detail the staff members who will enter data along with the project manager who will commit to trainings and regularly monitor student information for accuracy.

(4) Data Security: SPCSA charter schools record, generate and consume data that falls under strict requirements for security, privacy, and retention (including FERPA and recent legislation related to the protection of personally identifiable information (PII)). Describe the systems and procedures you will implement in order to ensure you are compliant with these obligations.

(5) In addition to the narrative above, provide as Attachment 15, an operational execution plan, which identifies the key organizational business processes necessary to support exemplary academic, business and

financial performance including those discussed in this narrative. This operational execution plan may be in a format of your choosing, and may include Gannt charts, process maps or flow charts, or other appropriate illustrative devices in addition to a coherent and well-developed narrative.

Partnerships Central to RS-CC Operations

- **Whole Village Art Therapy** will provide free art therapy to all RS-CC students whose families consent. Whole Village's approach has serviced Rooted School—New Orleans by gradually reducing the frequency of major behavior incidents each year, supporting student and adult mental health and offering guidance on the formation of new disciplinary practices to support struggling learners.

- **EdOps** will provide consulting chief financial officer support, payroll, accounting, operational reporting, and grant strategy support to RS-CC during its planning year and operating year 1; build Washington-specific financial capacity and business acumen in RS-CC leadership and board finance committee. Contract will be renewed annually if mutually agreed upon.

    - Criteria for selection:

        - Experience successfully building sustainable systems in the public sector (nonprofits, public sector agencies, charter schools) with strong references.
        - Familiarity with Nevada state regulations and/or demonstrated ability to understand new contexts quickly.
        - Led in developing RS-CC multi-year budget

- **BoardonTrack** will provide consulting governance support and CEO coaching to RS-CC's Board of Directors and to its school leader via its "Acceleration" membership offering.

    - Criteria for selection:

        a) Experience successfully coaching over 500 charter school boards nationwide with strong references from Washington state charter school leaders
        b) Familiarity with Nevada governance regulations
        c) Provide a unique charter board-specific dashboard to track board meeting documents, policies and performance goals

- The school leader will select *Infinite Campus* as its SIS platform to meet its model's unique needs around tracking academic and behavioral progress. We will contract with the vendor to price and arrange for training for all administration, front office management and teaching staff.

- The school leader will also be working throughout the incubation year on student recruitment efforts that ensure we achieve our enrollment target each year.

When possible, the school leader will prioritize janitorial, security and other operational support vendors local to or familiar with Clark County, Nevada and/or familiar with charter schools. Additional criteria will be finding vendors that can meet the schools' budget specifications.

Transportation Plan

While we assume that many students will walk, while others will take public transit or be driven to school, RS-CC is sensitive to transportation needs. We will work with families to address their

specific situations in order to avoid barriers to attendance. RS-CC students will receive transportation services throughout their four years of high school.

A contract with a private transportation company would include transportation to and from school, off campus field trips and school-sponsored events. RS-CC does not anticipate providing transportation for athletic events in the first few years of school operation, as it will not be running a school-sponsored athletic program. However, if students request the formation of an athletic/extracurricular offering, RS-CC will fundraise for additional busing capacity to support the program.

Additionally, when students are prepared to complete internships (PCL 3 and/or PCL 4), RS-CC will provide access to public transportation so there are no barriers to career opportunities. RS-CC also intends to provide special event busing (e.g. *School/Community Forums and Open Houses, Back-to-School Night, College Knowledge Night*, etc.) to our families from the Clark County area. For these purposes, RS-CC will contract with a private transportation company, such as First Student or Henderson.

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. Given that our anticipated student population may include a higher percentage of students with diverse needs, we anticipate that some students may need specific transportation accommodations.

IT Plans

Most elective courses at RS-CC will be offered as part of our *Informational Technology Career Cluster Pathway* and are directly aligned to the proposed *NVACS for Computer Science and Integrated Technology* (CSIT). Our intention is to offer industry-based credentialing (IBC) based on the needs of our regional industry partners. All course content will be developed using industry standards and backwards-design with feedback from our Nevada tech partners and with consideration to relevant industry-credentialing assessment standards and requirements.

All CSIT course standards will be based on the NVACS below:

- Digital Citizen
- Knowledge Constructor
- Innovative Designer
- Computational Thinker
- Creative Communicator
- Global Collaborator

As RS-CC is a school designed with a strong emphasis on technology, 1:1 computing is essential. Each student will be issued a robust laptop computer for use at home and in school. They will also be granted use and access to industry standard desk stations within the school facility.

RS-CC will provide high-speed Internet access at home (where applicable) and in school using appropriate funding streams and select budgeting. This includes the purchase of firewall protections to ensure system security and to make certain that students are not accessing sites that may be deleterious to the culture of the school and/or to the technology infrastructure or backbone of RS-CC. More important than ever, in the current environment of remote/distance learning, the school will have a *Child Internet Protection Act* policy, required for all K-12 schools that receive

federal funding. We will also have a local school technology policy to ensure students are not exposed to offensive, violent or mature content while using the Internet.

All IT plans for RS-CC will be in complete compliance with NRS 385A.800, NRS 385A.070 and NRS 385A.400. We will partner with the required SIS *Infinite Campus* to offer professional development and to ensure the capacity to provide and report key information about our students' academic progress and overall school accountability.

Care will be taken to ensure unique identification for each pupil and to comply with all privacy laws (FERPA) and SPCSA guidelines relevant to the maintenance and transmission of electronic information in a school setting, particularly as they relate to:

- Academic Achievement
- Attendance Rate
- Graduation Rate
- School Star Rating
- Local, State and National Assessments

Food Service and Other Ancillary Services

RS-CC will act in accordance with all federal, state and local policies for providing healthy food service, including breakfast, lunch and a snack. In July 2022, RS-CC will solicit bids from food service providers and select the highest quality and most affordable provider.

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. RS-CC seeks to contract with a local vendor for janitorial services and for information technology services.

FACILITIES

(1) Describe the facility needs of the proposed school for each year of the charter period including any unique features necessary to implement the school design and academic program including:

(a) The desired location of the school facility;
(b) The number of general education classrooms required each year;
(c) Any additional classroom space required for special education or ELL services, labs, specialty classes and intervention or enrichment programs;
(d) Space requirements for administrative functions, food services and physical education

(2) If a facility is not yet identified, please describe the organization's approach to finding a suitable facility, including progress to date, partners, and any evidence that supports the credibility of the plan. Please include the organization's plans to finance the facility, including:

(a) Total project cost
(b) Financing and financing assumptions
(c) Total facility costs that the financial model can handle – debt service + lease + maintenance + utilities + etc.

(3) If you currently hold a facility or have an MOU or other proof of intent to provide a facility, please provide the proof of commitment as Attachment 16. Briefly describe the facility, including location, size, and amenities. You may provide, included with Attachment 16, up to 10 pages of supporting documents providing details about the facility. Charter school facilities must comply with health and safety requirements. In addition, charter school applicants must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions. If the applicant does not yet have a facility

identified, please upload an attestation explaining that these materials will be furnished as part of a charter contract amendment.

(4) Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

(5) Explain the organization's plan to maintain the independent facility.

(6) Communication with local jurisdictions and municipalities is important when opening up a new charter school. In some cases, municipalities may have additional processes that are required, or may request information from proposed charter schools. Please explain, in detail, the applicant team's interactions with the local jurisdiction to date. Specifically, the applicant should clarify if a proposed school is approved for final land use from the local government entity, as well as describe any other pertinent topics related to the facility (ex. queueing for drop-off and pick-up, providing sufficient recreation space). If the applicant has approval from the local jurisdiction for the proposed location, please provide that as part of Attachment 16 to the final application.

RS-CC has currently entered into discussions with *NV Prep* to assume a shared facility agreement in years 1 & 2 of school operation.

We anticipate this could look like:

1. RS-CC leases some space in the new NV Prep building on Betty Lane from December 2021 (when phase 2 of construction is expected to be complete) through about July 2022. See **Attachment 16** for a facility proof of commitment.
2. RS-CC leases a few classrooms (exact # TBD) for the 2022-23 school year while we secure a permanent facility.

RS-CC will begin small, with a 90-student grade 9 class and anticipates leasing a temporary facility for years 1 and 2 while exploring options for a more permanent home. RS-CC will seek traditional and non-traditional school spaces (i.e. vacant office spaces, churches, shared leasing agreement, etc.) near our target community that can accommodate up to 220 - 220 adults and students comfortably. In the event that RS-CC cannot find the ideal four-year lease, we would be willing to plan around two short term leases at different facilities to accommodate school growth as needed. RS-CC 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, RS-CC will utilize a portion of the facility to create a Restorative Center— a space for students to carry out the phases our graduated discipline and restorative practices plan if or when needed.

The following table illustrates the specific anticipated needs each year of operation.

Facilities Considerations	Year 1	Year 2	Year 3	Year 4	Year 5
# of Students	90	180	270	360	360
# of Staff	11	18	23	27	27
Approximate Square Feet Needed	9000	15,600	22,000	28,500	28,500
Administrative Office Spaces	2	2	2	2	2
Teacher Planning Room	1	1	1	1	1
Faculty Lounge	1	1	1	1	1
Classrooms/Learning Spaces	4	8	12	16	16

Square Feet/Classroom	150	150	150	150	150
Specialty Classrooms (Art Therapy, ELL & SPED)	2	2	3	3	3
Student Restrooms	2	2	4	4	4
Adult Restrooms	2	2	2	2	2
Outdoor Space/Common Space	1	1	1	1	1
Parking Spots	10	13	15	17	17
Kitchen/Food Serving Area	1	1	1	1	1

Anticipated Administrative and Support Space Needs

Administrative space in the building will include two offices. One office will be the main office where families and visitors may check in. The other office will be shared between the school leadership team. We will have one dedicated space for a faculty lounge and one teacher planning room with a copy machine and adequate storage space (if this is not housed in the main office). At least one classroom space will house Rooted School—Vancouver's computer lab filled with desktops.

We will have at least one classroom that is dedicated to fixed desktop computer stations. We will also have mobile laptop cart charging stations where devices are handed out and collected at the start and end of each day.

MOU

RS-CC does not currently hold a facility or have an MOU to secure a specific facility. The team is confident it will have one in place following charter authorization, based on its past ability to secure facilities in two distinct regions.

ONGOING OPERATIONS

(1) *SPCSA schools coordinate emergency management with local authorities. Explain your process to create and maintain the school's Emergency Management Plan required by the State of Nevada. Include the types of security personnel, technology, equipment, and policies that the school will employ. Who will be primarily responsible for this plan?*

(2) *Provide, as Attachment 17, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability insurance for staff and students, indemnity, directors and officers, automobile, and any others required by Nevada law or regulation.*

Emergency Plans and Safety and Security

Health and safety have never been more critical in schools, given the COVID-19 pandemic that we are currently facing. Adhering to all federal, state, county and city health and safety laws, RS-CC will provide a compliant, safe and healthy learning and work environment.

All faculty will be trained in general health and safety protocols as well as key emergency procedures like universal precautions, CPR, defibrillator, etc. Further, upon securing a facility, or no later than 90 days prior to operation, the board will adopt a comprehensive set of health, safety, and risk management plans and procedures. These will be created with guidance from the school nurse and SPCSA guidelines.

All health and safety policies will include plans for COVID-19 related health and safety procedures related to social distancing, use of personal protective equipment and procedures for regular cleaning and in the case of a confirmed COVID-19 case. Moreover, these policies will be developed in consultation with the school's insurance carriers and Nevada's police, fire and health department requirements. The policies will be distributed as appropriate via handbooks and the school's website.

The school facility may be equipped with an alarm system, and if necessary, a security camera or a security guard. Entry and exit from the school building will be monitored during the day—particularly upon opening. All doors, with the exception of the main office door, will then be locked.
All guests must register at the main office upon entry to the building and wear a visitor badge with ID verification. Faculty will be equipped with badges.

RS-CC will implement the following:

- **Procedures of Background Checks**: Board members, employees, and contractors at RS-V will be required to submit to a criminal background check and furnish a criminal record summary as required by Nevada code.
- **Role of Faculty as Mandatory Child Abuse Reporters**: All RS-CC faculty will be mandated to report child abuse and will follow all applicable reporting laws. They will be notified of this requirement during summer professional development and in the RS-CC School Personnel Handbook.
- **Immunizations and Mandatory Health Testing**: RS-CC will adhere to laws related to legally required immunizations and a health screening for entering students and faculty. Board of Directors will adopt required procedures for medical records and medication, with the exception of the over-the-counter medications Ibuprofen and Acetaminophen, which the school nurse (or designee) will be able to dispense, as needed, with parent permission.
- **CPR, AED & First Aid Training**: All RS-CC employees will hold current CPR and First Aid and AED certification.
- **Vision and Hearing**: RS-CC will adhere to all federal and state mandated testing as applicable to grade levels served.
- **Blood-Borne Pathogens**: RS-CC shall meet state and federal standards for addressing blood-borne pathogens and other potentially infectious material in the workplace. RS-CC will establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus.
- **Drug-Free and Smoke-Free Environment**: RS-CC is a drug, alcohol and smoke-free environment.
- **Comprehensive Harassment Policies and Procedures**: RS-CC is committed to providing a school that is free from sexual harassment, as well as any harassment based on such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation or disability. RS-CC will adopt a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment to include all interactions between and among students, employees and volunteers.
- **Emergency Preparedness**: RS-CC shall adhere to an emergency preparedness and crisis plan drafted specifically to the needs of the school site in conjunction with law enforcement and the fire marshal. Emergency response will be part of RS-CC 's emergency preparedness. This plan includes the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. All RS-CC faculty will be trained on site safety plans. RS-CC will act in accordance with all federal, state and local policies for practicing lock-down drills, shelter-in-place drills and

off-site evacuation drills.

- **Facility Safety**: RS-CC will act in accordance with all federal, state and local policies regarding environmental health and safety standards for school facilities. The school agrees to maintain visitor policies, test sprinkler systems, fire extinguishers and fire alarms annually to ensure that they are maintained in operable conditions at all times.

RS-CC's proposed board and Rooted School Foundation's collective leadership teams share a national reputation and over 70 years of a wide range of experiences and expertise that qualify them to launch and lead RS-CC to reach its mission and vision. This Rooted leadership team has successfully launched Rooted School—New Orleans (RS-NO), Rooted School—Indianapolis (RS-I), Rooted School-Vancouver Washington (RS-V). Each member—Jonathan Johnson, Frank Ingargiola, and Kaitlin Karpinski (see Competency Table and Bios in this application) will contribute their expertise in staffing, professional development, performance management, general operations, facilities management and state/federal compliance.

School Leadership and Governance:

Over the past six years, Mr. Johnson has built three diverse and talented local boards in three separate states that have produced school models that are the first of their kind within their communities.

Mr. Johnson has also served as the founding school leader of RS-NO, recruited two talented school leaders who have led these efforts and built the founding leadership teams at both schools. RS-NO's board's success includes achieving a School Performance Score of "B" after its first year in a break-the-mold school model, clean audits each year the school has been open, sustainability on per pupil funding by year 5, and being recognized as one of the most innovative school models in the U.S. by Bill Gates and Warren Buffet's Giving Pledge, the Christensen Institute's Canopy Project, and The NFL Players Coalition, to name a few. RS-Indianapolis' board successfully led the on-time launch of the earliest multi-state replication of a school model in charter school history during a global pandemic.

Staffing

Mr. Johnson, Mr. Ingargiola, and Ms. Karpinski have hired and retained hundreds of high-quality educators throughout their careers, including operations managers, teachers, and school leaders. They share a deep understanding of the type of founding school leader and founding board that will generate exceptional results for RS-CC students. They are dedicated to recruiting a continuous, robust pipeline of strong talent for the organization. They will provide this support in partnership with RS-CC's founding school leader during the planning year. Additionally, RS-CC's board has experience with staffing high-performing and diverse teams of all sizes.

Performance Management and Development

This team has a broad view of how data should be leveraged to develop faculty development to improve student outcomes. They are committed to providing timely and efficient access to data to drive decision-making for every person in the organization. RS-CC will also commit to analyzing, synthesizing and training staff on benchmark data and empirical methods of tracking information needed to measure school goals.

RS-NO remains in good standing with New Orleans Public Schools' compliance requirements after more than three years into its first charter term, and the school meets all New Orleans Public Schools' financial framework targets. This team will advise RS-CC's student information system

development and data dashboard to support the school with information collection and dissemination. Performance management is inextricably tied to student data and professional development content, systems and structures that are readily available to our instructional faculty. Rooted School Foundation leadership are veteran educators who professional development for charter management organizations and districts nationally. They possess a true understanding of the development needs of teachers and leaders—particularly, for RS-CC's break-the-mold instructional model. Together, this experienced team will develop the vision for and coordinate the execution of 30+ days of annual PD. Weekly on-site/remote school leader development will be provided by Rooted School Foundation as well as by an executive coach decided by the founding school leader.

General Operations

The director of school operations (once hired) will lead general operations, including payroll, accounting, and reporting (at the board, Commission, state and federal levels) throughout the school and organization. Until the director of school operations and local partnerships are established, Rooted School Foundation will utilize *EdOps* to manage finance, compliance, and operations for RS-CC. If external operational partners are needed, our preference will be to contract with local partners.

Much of the daily school operation of school will be executed by the operations team that includes the director of school operations and front office manager both of who report to the school leader and will be supported by our contracted partners offering operational services.

RS-CC will also contract with a local service provider to manage technology, since technology and one-on-one computing is central to RS-CC's educational program. The technology provider will maintain infrastructure, address user issues, set up equipment, ensure application development and integration, and design an overall technology strategy.

State and Federal Compliance

All members of the Rooted School Foundation Leadership Team have extensive experience with state and federal compliance, managing Title I, II, IV, V and IX programs. The team has acquired and overseen the use of over $2.5 million of dollars in Charter School Program grants.

Rooted School – New Orleans and Rooted School Indianapolis have both been rated compliant in their special education services and adherence to IDEA. This leadership team will leverage expertise from local partners and service providers to build greater understanding of compliance requirements in the Nevada region.

V. Financial Plan

FINANCIAL PLAN

(1) Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school and describe the selection process and criteria for the selection of contractors.

(2) As Attachment 18, present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). Include the following:

(a) Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.
(b) Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's core operation depends. If corporate, foundation, or other entity or individual fundraising estimates are included at $5,000 or more in any year, be sure to include a copy of any conditional or other commitment letter(s) to support the amount assumed in the budget. Designate in the narrative how much of the anticipated funds may be restricted, such as for a sports field or art equipment.
(c) Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states and required contributions to the Public Employee Retirement System (PERS).
(d) Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.
(e) Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.
(f) Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.
(g) *Applicants that choose to project revenue from Title IA and IDEA funding streams should include information in their budget narrative regarding:*
    - *How the projected number of students in each applicable subgroup was determined*
    - *How the school will ensure federal grant funds are used in alignment with federal requirements (ex. Allowable and reasonable expenses, supplement vs. supplant)*
    - *How the school will adapt if the student population is different than the projection and/or if the per-pupil allocation is different than anticipated*

(3) Submit the completed Financial Plan Workbook for the proposed school as Attachment 19.

(4) Describe the annual audit of the financial and administrative operations of the school. Discuss the planned financial controls and their implementation plans. Include evidence that the school will adhere to the accounting, auditing, and reporting procedures and requirements that apply to public schools operating in Nevada.

In developing your budget, please ensure that the school does not operate at a loss during any year—this is prohibited by Nevada law.

Financial Planning & Budget Review

Rooted will develop effective, high-quality systems, policies and processes for financial planning, accounting, purchasing and payroll, including the establishment and maintenance of strong internal controls and capacity that comply with all financial reporting requirements of Rooted's charter contract and the SPCSA guidelines.

Policies and procedures for financial planning will be finalized by the board of directors led by the finance committee in collaboration with the Rooted school leader, Rooted School Foundation, and our back-office service provider.

The school leader will be expected to monitor the day-to-day academic budget, cash flow and any other relevant financial information. He/she will also be expected to consult with the board finance committee as well as the chief financial officer (once hired) and/or the contracted back office service provider(s) on a monthly basis.

As an additional layer of financial support, we will utilize financial and budgeting consulting services from EdOps, a national back-office service provider with extensive charter finance (local and national), expertise, to support the school leader:

EdOps
1611 Connecticut Ave. NW, Suite 200, Washington, DC 20009
(202) 352-7878 |

RS-CC plans to utilize EdOps for accounting and CFO consulting support during its planning year and perhaps beyond. This will ensure continuity in vendors and strategic support from planning to operation. The board will receive monthly financial reports delivered by its treasurer, with support from the standing finance committee. All parties named will be responsible for completing detailed quarterly reviews in addition to the board's monthly financial/budget report.

The school leader, with support from EdOps and Rooted School Foundation will prepare all annual budgets. These are reviewed with the local administration, teaching staff, the leadership team at Rooted School Foundation and the board's finance committee. The budget will then be presented to the full board of directors at a public board meeting for approval. In addition to presenting the one-year budget in detail, the school leader will be responsible for developing and presenting a presumptive, five-year model for context and planning.

All policies and procedures regarding accounting, purchasing and payroll will be aligned to, and will comply with, all applicable local, state and federal regulations regarding the use of public funds. The goal is to establish and maintain strong internal controls. This includes policies and procedures in accordance with RS-CC's charter contract and the SPCSA.

In addition, Rooted will look to the SPCSA for examples of model policies and procedures. Financial policies, procedures and controls will be reviewed annually or more frequently if needed, to ensure that updates to the accounting policies are promptly adopted by the board.

Accounting

Rooted will follow all accounting procedures recognized and mandated by generally accepted accounting principles (GAAP), Government Accounting Standards Board (GASB), and the state of Nevada. Accrual-based accounting will be used with appropriate general ledger codes, along with account segments capable of reporting on subcategories such as revenue source, department and other areas to be determined. RS-CC will work with its back-office provider and CFO consultant to set up streamlined accounting systems that work in concert with state reporting platforms.

Purchasing

All purchases of goods and services must be consistent with the board-approved budget and do not require a board-approved/executed contract, with the exception of expenditures that exceed the budget by an agreed upon material amount.

All other proposed expenditures must be approved by the person who reviewed the expenditure to determine whether they are consistent with the board-adopted budget. Purchase orders under $25,000 must be approved by the school leader and be consistent with the board-approved budget.

Purchase orders and invoices of $25,000 or more must be approved by the board chair and one of the following authorized positions:

- Board treasurer
- School leader

All check requests and purchase orders must be signed by the person reviewing the expense.

In general, invoices will be reviewed and signed according to the procedures outlined below to ensure the items were properly requisitioned and maintained and to document check processing. Open invoices will be paid in a timely manner unless delayed payment is arranged through the vendor, in which case, the school will meet payment schedules as outlined.

Expenditures of up to $5,000 must be authorized by the director of school operations and the school leader. Electronic payment methods (i.e., wire transfers, ACH, transfer between bank accounts) will be reviewed by the board's finance committee and must follow ordinary procurement procedures.

All professional consulting services shall be provided under a contract. Contracts for other goods and services exceeding $25,000 on an annual basis shall be presented to the board for approval during the annual budget cycle or prior to signing. The duration of contracts shall be at the discretion of the board. In general, contracts exceeding $25,000 shall be reviewed after a bidding process of sufficient duration to ensure competition. Bid tabulations shall be presented to the board, along with a recommendation for action.

The board reserves the right to select whichever vendor it deems most prepared to provide the required goods or services, without consideration of low bid being the mandate. School credit cards shall be allowed for school purchases and travel. Authorized purchasing cardholders are the school leader and the director of school operations. All credit card charges must follow ordinary procurement procedures.

Employees shall be reimbursed for all necessary and reasonable costs associated with traveling for school business. All applicable receipts must be attached to a completed expense report. Reasonable costs of meals while traveling is reimbursable using standard U.S. government per diem rates for the city in which an employee is staying for one, two or three meals per day, depending on the circumstances of a particular trip.

Under no circumstances shall alcohol be reimbursed. Employees are reimbursed for the cost of single-room accommodations typically occupied by business travelers. When lodging expenses

will exceed standard U.S. government per diem rates for the city in which an employee is staying, that employee must receive advance approval for the cost of their lodging. In certain circumstances, employees may choose to be accompanied on business travel by a spouse/domestic partner. At no time will the school reimburse an employee for costs incurred for the travel expenses of the spouse/domestic partner.

No board member or employee may authorize a reimbursement request made payable to themselves. Reimbursements payable to the school leader are approved by either the board chair or the treasurer.

All employees are reimbursed at the standard mileage rate per mile as determined by the IRS for use of their own vehicle for business-related travel preapproved by their supervisor. In addition, parking fees and tolls are reimbursable if supported by receipts. All employees requesting such mileage reimbursement are required to furnish an expense report containing the destination of each trip, its purpose, and the miles driven, as well as parking fees and tolls within one month after the travel date, supported by receipts, if applicable.

Other transportation expenses such as taxis, rental cars, buses, and airplane tickets will be reimbursed for the actual costs incurred. Fines and parking tickets are not reimbursable. Use of school funds for personal use is prohibited. Violation of this policy shall result in discipline up to and including dismissal or removal, including from the board.

Payroll

Salaries and benefits will align with the approved annual personnel budget. Employees will accrue vacation and sick leave based on a board-approved personnel policy; this policy will be available in the RS-CC *School Personnel Handbook*. The director of school operations will develop procedures to ensure accurate and timely preparation of timesheets for hourly employees. RS-CC intends to either contract with a payroll services provider or incorporate this responsibility into the projected back-office provider.

RS-CC is an at-will employer and will have employee contracts. RS-CC leadership will develop a written School Personnel Handbook and will include expectations for employees and RS-V as an employer regarding fulfilling RS-V's vision, mission and principles.

Internal Controls

RS-CC's core finance team, which includes the school leader, treasurer and the board finance committee, will ensure timely and accurate reporting, adequate safeguarding and stewardship of all assets and compliance with all legal requirements, as well as ensure the ethical and transparent presentation of information.

The finance team will meet monthly to review compliance with established policies and procedures and to recommend improvements. Any inconsistencies in the application of internal controls will be immediately reported to the board. RS-CC will, as authorized by the board, establish a commercial bank account for the purposes of school operations. Funds will be deposited in non-speculative accounts including federally insured savings and/or checking accounts, and/or invested in non-speculative federally backed instruments and/or standard money market accounts.

RS-CC will also have a general checking account for school needs. The board chair, board treasurer, and school leader will be authorized signatories on this account.

The back-office provider will reconcile all bank accounts monthly. Reconciliations will then be reviewed and approved by the director of school operations who does not have the ability to approve expenses or disburse funds from the account. The monthly bank reconciliations will be reviewed by the board /and or a representative of the board who is not an authorized approver of expenses or signer on behalf of the school.

The board chair, board treasurer, and school leader will be designated signatories on the school's savings account. Petty cash will not be made available. Cash balances and reserves will be invested in federally insured, fiscally conservative, interest-bearing accounts. The school will deposit all funds received as soon as practical upon receipt.

The director of school operations will open all mail daily, sort and endorse all checks to the appropriate school account as well as prepare appropriate deposits as soon as practical, ideally the same day and no more than three days. When cash is received, it will be counted by at least two employees; they will both verify the amount received and sign a cash deposit form indicating the performance of their duties.

Roles and Responsibilities

Rooted's financial planning team includes:

- Board finance committee
- School leader
- Director of school operations
- Back-office service provider
- CFO consultant / EdOps

The school leader will work regularly with the EdOps consultant to monitor the budget, analyze budget versus actuals and variances, monitor cash and provide real-time access to all financial data. This practice will ensure that the school leader has significant ownership over the school-site budget. All budgets will be created by the school leader and/or the CFO and the back-office service provider.

Activity	School Leader	School Leader & Director of School Operations	Back Office & Consulting CFO (EdOps)	Board of Directors
Budget	Makes proposal	Leads development	• Provides input & support	Finance committee reviews/board approves
Audit	Provides input	Leads process	• Provides input & support	Audit committee reviews/board approves
AR/AP Banking	Signs checks below $5000	Leads process Approves all invoices Deposit checks	• Bank reconciliation • Enters invoices Prints checks • Enters deposits	Signs all checks above $5000 Reviews balance sheet

Budget Monitoring	Variances and forecasts reviewed 2x monthly	Leads process	• Variances and forecasts reviewed/ provided monthly	Finance committee reviews monthly
Payroll	N/A	Leads process	• Completes payroll and tax payments • Files monthly reports (DRS, SEBB, etc.) • Reviews all compensation	Approval of school leader compensation
Cash Management	N/A	Leads process	• Consults as needed on loans • Monitors bank cash balance	If any loan is needed, board approval is required
Authorizer Reporting	Provides input	Leads process	• Provides input, collation support & final review	Approval when required

Transparency

The board will adopt a fiscally conservative budget well in advance of any required deadlines by the authorizing entity. During the year, the board may amend the budget as expenses and revenue projections change.

Prior to RS-CC's first year of operation, RS-CC staff and the board shall start the budget adoption process in January 2023 by creating a list of budget priorities and/or reviewing the current budget priorities balancing input from key stakeholders while focusing on the core mission of RS-CC. This proposed budget will be provided to the RS-CC board of directors at the end of March 2023 and will be based on conservative assumptions for state and federal education revenue. The board will discuss the budget at an open board meeting in April 2023. The meeting will be publicized to families and various community stakeholders at least 30 days in advance so that interested parties can attend the budget-related board meeting(s). School leadership will submit a final budget for approval by the board by the end of August 2023.

RS-CC will adhere to the accounting, auditing, and reporting procedures and requirements that apply to public charter schools operating in the State of Nevada. This will include all reporting requirements of the charter contract as well as an annual audit of financial and administrative operations by an independent auditing firm.

This audit is conducted in accordance with applicable GAAP and GASB standards. The board will contract with a qualified, independent audit firm, chosen in compliance with state laws and regulations, to perform an audit each year on the close of the prior year's books and in advance of the statutory audit deadline. In keeping with recommended best practices, RS-CC will contract with a new audit firm after three consecutive years of working with the same audit firm.

Audits must include:

- Accuracy of the school's financial statements including balance sheets, income statements, and cash flow statements

- Attendance accounting and revenue claims practices
- A report on internal controls practices
- If more than $750,000 of revenue is secured from federal sources, the audit will be prepared in accordance with all federal guidelines

After the audit, the board, the school leader, and the director school operations will review any audit findings and requests and adopt all corrective action(s), if required. Auditors will assist in the preparation of Internal Revenue Service (IRS) Form 990 (Return of Organization Exempt from Income Tax) and send a copy to the school staff responsible for the audit. The school leader will review and send a copy to the board for its review and approval before filing. Once approved by the board, the school leader will notify the audit firm to prepare the final return for filing.

Rooted will also be subject to performance and financial audits by the Office of the Nevada State Auditor. These audits may not be annual, but all financial periods will be covered when the audits occur. State audits may include any combination of financial reporting, Federal A-133 testing, and risk-based procedures. As the school is subject to the Nevada Open Public Meetings Act (OPMA), all board discussion and adoption of the budget will be completed during public board sessions.

Annual audits and any significant findings will likewise be presented during public board meetings. In keeping with IRS guidelines, copies of Form 990 will be made available to the public. In addition, in keeping with recommended best practices, RS-CC will publish the upcoming fiscal year's board meeting schedule, board agendas (as they become available), board meeting minutes, and a process for making a public document request on its website.

RS-CC financial documents will be available to the SPCSA and to the public upon request and meet all financial requirements of the contract.

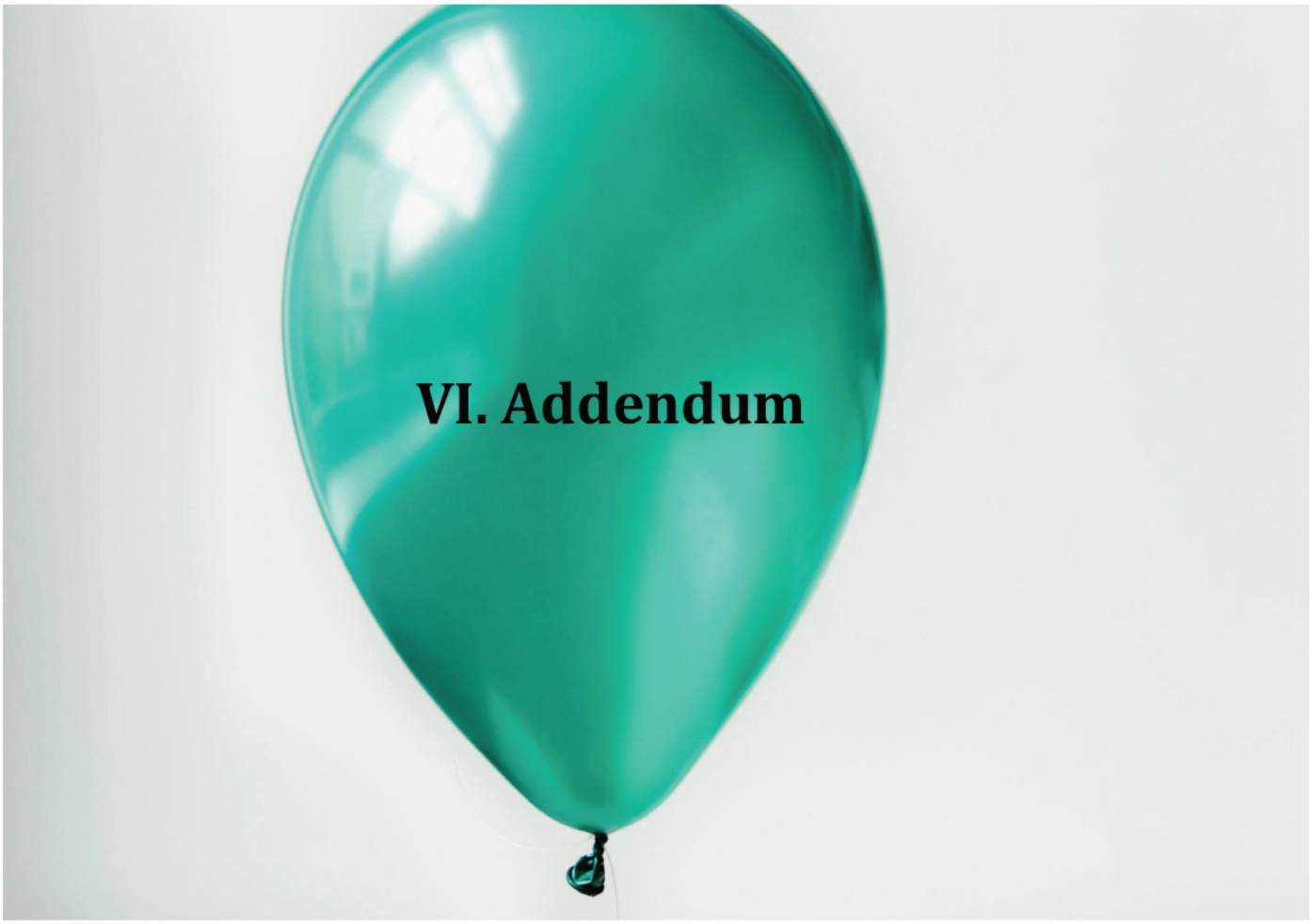
Additionally, as regular practice, the board will:

- Review and approve the budget in a public meeting
- Review quarterly financial reports including budget versus actuals and balance sheet in a public meeting
- Review and approve the independent audit in a public meeting
- Review and approve the 990 in a public meeting

Fundraising and Development

Until the school leader is hired and the educational partnership agreement is executed, the founder and CEO of Rooted School Foundation and the Rooted School—Clark County board will lead all fundraising efforts. Given this track record of success and Mr. Johnson's local and national funding relationships, the RS-CC board is confident in the organization's ability to raise funds.

Since 2014, when Rooted School—New Orleans was founded, Mr. Johnson has raised over $4,500,000. He has led all fundraising efforts for Rooted School—New Orleans, Rooted School—Indianapolis and Rooted School—Vancouver. In 2019, *Charter School Growth Fund* made the earliest investment in a multi-state school replication when they decided to partner with Rooted School Foundation.


VI. Addendum

READINESS TO GROW

1. **Evaluating Readiness**
    - Rooted School Foundation Evaluates its readiness for expansion using the RSF Greenlighting tool provided in the upload. The RSF Greenlighting tool allows the RSF Board to assess readiness across the following strands: Local Education Landscape, Local Student Demographics, Local Community, Civic Climate, Impact, Governance, Facility, Human Capital, and Opportunity for other Delivery Arms. Please see a copy of the RSF Greenlighting tool in the upload.
    - Evidence that RSF is ready to grow in partnership with the Clark County community is grounded in the following:
        - RS-NOLA achieving its promise with its first graduating class through college and job placement and overall organizational health of RS-NOLA
        - Successful launch and Year 1 for RS-INDY and its degree of operational autonomy from RSF
        - RS-INDY receiving an invitation from the Office of Education Innovation to amend its charter and serve 7th and 8th grade students (after its first year)
        - RS-V is currently on track with meeting all pre-opening goals and occupies 25% of RSF team capacity
        - Affirmation from over 100 Clark County community members over two years about the need for a school model like Rooted and its progress towards meeting pre-opening goals such as: identifying a Founding School Leader from Clark County, identifying a Year 1 facility partner that will also function as a source of enrollment, support from potential employer partners, and national resources to leverage where RS-CC has the biggest academic, financial, and organizational gaps.

2. **Academic Performance**

    - The below information reflects the Academic Performance of RS-NOLA over the past four years. RS-INDY'S data is provided in Attachment 23 and captures progress over 2020-2021.
        - RS-NOLA is on track to achieve an 89% graduation rate (NOLA's highest city-wide average is 78%)
        - Eight out of ten graduates earned at least one tech Industry Based Credential (IBC). More than 60% of students who attend RS-NOLA over four years will earn at least four IBCs. 25% will go on to earn four or more.
        - When our first cohort arrived at RS-NOLA, they were reading, on average, at a sixth grade Lexile level (865L. At the end of their third year, they were reading, on average, at an eleventh grade Lexile level (1156L). Before they were prepared to graduate high school, their cohort, on average, was on track to meet our college and career readiness target (>1050L).

- RS-NOLA has consistently performed above district averages in reading and math
- In Year 1, RS-NOLA received a School Performance Score of "B". In Year 2, the school received a School Performance Score of "C" and a School Growth Score of "B"for how successfully it grew its second cohort from where they started.
- 43% of RS-NOLA's college-bound students will be the first in their families to go to college
- 43% of RS-NOLA's students received more than $1M in merit-based scholarships
- 20% of graduates were hired by New Orleans-based companies in STEM-related fields
- Attachment 23 includes the three most recent academic reports from the state department of education

Additional Context About Academic Performance:

- There was a drop in English I results on the Louisiana LEAP assessment from 41% in Year 1 to 35% in Year 2 and a drop in Algebra I results from 33% in Year 1 to 23% in Year 2. This caused RS-NOLA's School Performance Score to drop from a "B" to "C" even though there was no change in instructors for both courses. Our freshmen scores dropped for those courses because our second cohort, on average, was and still is a lower performing cohort that is also further behind academically. For example, our 2017-18 cohort had a baseline Lexile Level of 865, or sixth grade, while our 2018-19 cohort had a baseline Lexile Level of 850. Yet, the 2017-18 cohort grew 3.6 years in reading during the ninth-grade year whereas the 18-19 cohort grew 2.4 years. Secondly, our diverse needs population increased, going from 12% in year one to 24% in Year 2. As we doubled in staff and students, we did not project to double our diverse needs population and made significant shifts in resource allocation to support our students. As a result of our efforts, we achieved a "B" in School Growth Score" in Year 2 because of the gains we made with our second cohort.

3. **Financial Performance**

- RS-NOLA and RS-INDY meet their authorizer's financial framework targets.
- RS-NOLA has had three years of clean financial audits without any material weaknesses.
- If current projects hold, RS-NOLA and RS-INDY will be sustainable on per pupil funding by the end of their fifth years
- Please see Attachment 24 for our most recent audits. Note that audits only exist for RS-NOLA since RS-INDY and RSF became operational within the 20-21 school year.

4. **Organizational Performance**
   - RS-NOLA and RS-INDY remain in good standing with the compliance requirements of New Orleans Public Schools (NOLA-PS) and Indianapolis' Mayor's Office of Education Innovation (OEI).

5. **CMO Data Request Template**

    - Please see Attachment 27

6. **CMO Achievement Data**

    - Please see Attachments 23 & 27

7. **Audited Financials**
    - Please refer to Attachment 26 for audits of RS-NOLA
    - Audits do not exists for RS-INDY or RSF because they became operational within 20-21

SCALE STRATEGY

1. **Process for New Sites**

    Rooted School Foundation executes the following steps when replicating a version of the Rooted model in partnership with a new community:
    - Daylight regions where an authentic invitation to build partnership with the community exists
    - Secure a planning grant to fund the greenlighting process (typically a two-year period)
    - If there is potential for a successful charter submission, present a completed draft of the greenlighting process for a new region to the RSF Board
    - If the RSF Board approves, begin writing the charter application

To-date, Rooted School Foundation's founder and CEO, Jonathan Johnson, has led and managed all aspects of the greenlighting process. Frank Ingargiola and Kaitlin Karpinski support the greenlighting process by vetting potential school leader candidates and contributing to aspects of the charter application process.

2. **Potential School Leaders**

    When greenlighting a new region becomes likely, Rooted School Foundation will open an application and candidate search for the potential Founding School Leader. With exception to Rooted School–Vancouver, multiple candidates are typically identified before the founding Board Members of a new site and become contractors to support with community engagement and student

recruitment. Once authorized, Rooted School Foundation facilitates an interview process that allows the founding Board of Directors to select and hire the Founding School Leader of the new region. Once hired, the Founding School Leader completes Rooted School Foundation's Green Balloon Fellowship Modules. These are six modules that cover all aspects of executing the Rooted School model and are managed by RSF's Advisor, Kaitlin Karpinski. Currently, Rick Jager is the proposed Founding School Leader after contracting with Rooted School Foundation over the 2020-2021 school year.

3. **Comparing Nevada to Other States**

Attempting to scale Rooted School in Nevada has followed a similar process as RSF has used in Indiana and Washington respectively. Key differences to the Nevada process are listed below:

- Shorter timeline between authorization and projected school launch
- Cultivating non-existing national funding streams to support existing CMO expansion
- Ability to leverage model results and proof from Rooted School's first graduating cohort

Pre-authorization, RSF team intends to leverage its learnings from scaling the Rooted model in order to efficiently and effectively launch Rooted School–Clark County in the fastest timeline it has ever opened a school.

4. **Embedding Fundamental Features**

Rooted School Foundation will embed the mode's most fundamental features by supporting Rooted School–Clark County in the following ways:

- Contracting with the proposed Founding School Leader pre-authorization and training that leader in the "Rooted Way" through navigating the Green Balloon Fellowship Modules
- Establishing a Service Agreement that stipulates the conditions for using the Rooted School trademark
- Providing the services agreed upon annually to ensure the Rooted model is executed in accordance to its stated mission and vision in partnership with the Clark County community

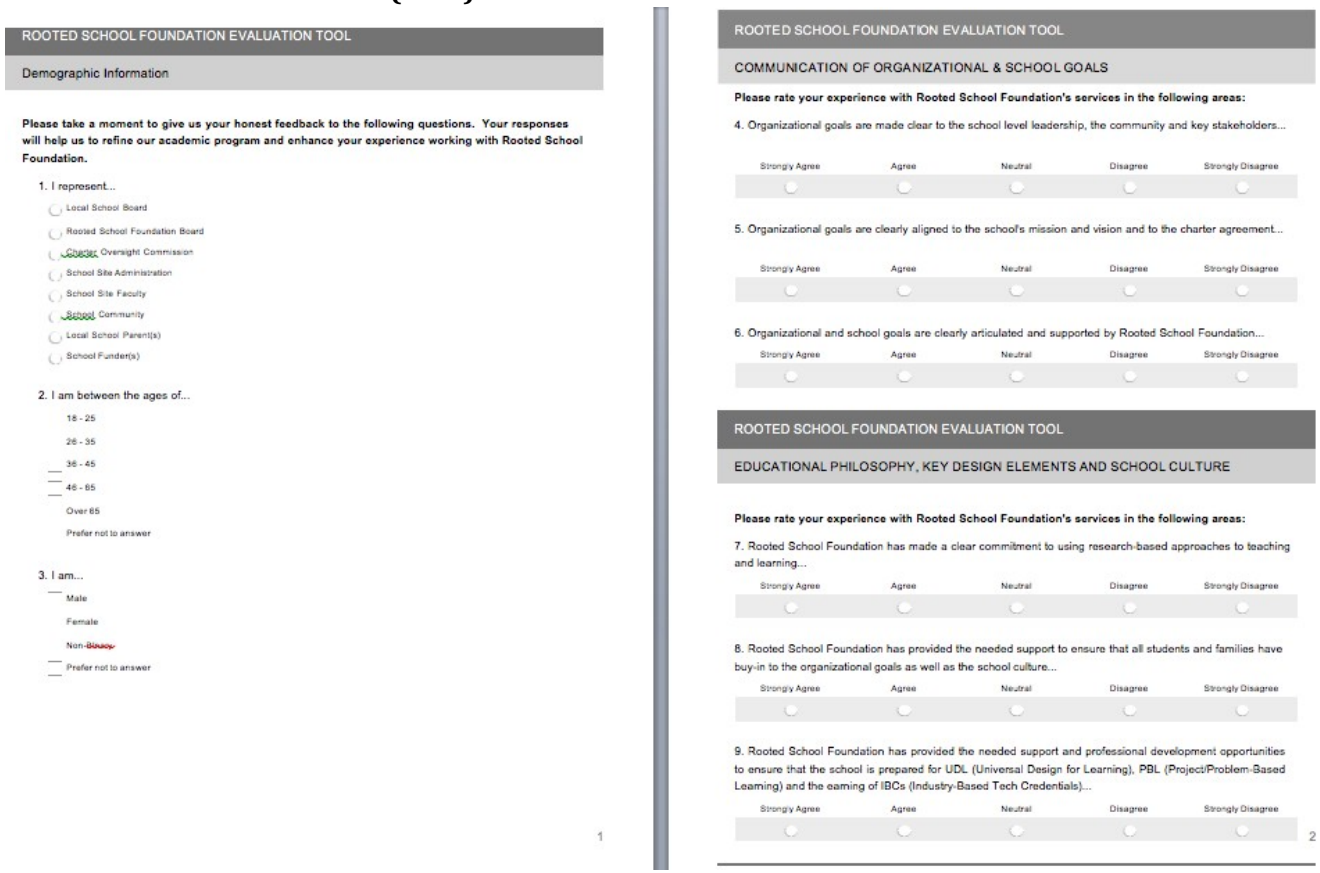
5. Please see Attachment 21 for the organization charts requested.

SCHOOL MANAGEMENT CONTRACTS

1. Not applicable since Rooted School Foundation is a CMO applicant.
2. Relationship between the School Board and CMO

The RS–CC Board ultimately holds and manages the charter for the school and will enter a Service Agreement relationship with RSF. Annually, RS-CC and RSF will evaluate their relationship using the CMO Evaluation Tool below. Typically, RSF's leadership team meets with the Founding Board Chair and Founding School Leader of the new school at least 1-2 times per month to gauge progress against pre-opening goals and academic performance goals during the startup years of the initial charter term.

Rooted School Foundation (CMO) Evaluation Tool



ROOTED SCHOOL FOUNDATION EVALUATION TOOL

Demographic Information

Please take a moment to give us your honest feedback to the following questions. Your responses will help us to refine our academic program and enhance your experience working with Rooted School Foundation.

1. I represent...
   - Local School Board
   - Rooted School Foundation Board
   - Charter Oversight Commission
   - School Site Administration
   - School Site Faculty
   - School Community
   - Local School Parent(s)
   - School Funder(s)

2. I am between the ages of...
   - 18 - 25
   - 26 - 35
   - 36 - 45
   - 46 - 65
   - Over 65
   - Prefer not to answer

3. I am...
   - Male
   - Female
   - Non-Binary
   - Prefer not to answer

1

ROOTED SCHOOL FOUNDATION EVALUATION TOOL

COMMUNICATION OF ORGANIZATIONAL & SCHOOL GOALS

Please rate your experience with Rooted School Foundation's services in the following areas:

4. Organizational goals are made clear to the school level leadership, the community and key stakeholders...

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

5. Organizational goals are clearly aligned to the school's mission and vision and to the charter agreement...

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

6. Organizational and school goals are clearly articulated and supported by Rooted School Foundation...

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

ROOTED SCHOOL FOUNDATION EVALUATION TOOL

EDUCATIONAL PHILOSOPHY, KEY DESIGN ELEMENTS AND SCHOOL CULTURE

Please rate your experience with Rooted School Foundation's services in the following areas:

7. Rooted School Foundation has made a clear commitment to using research-based approaches to teaching and learning...

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

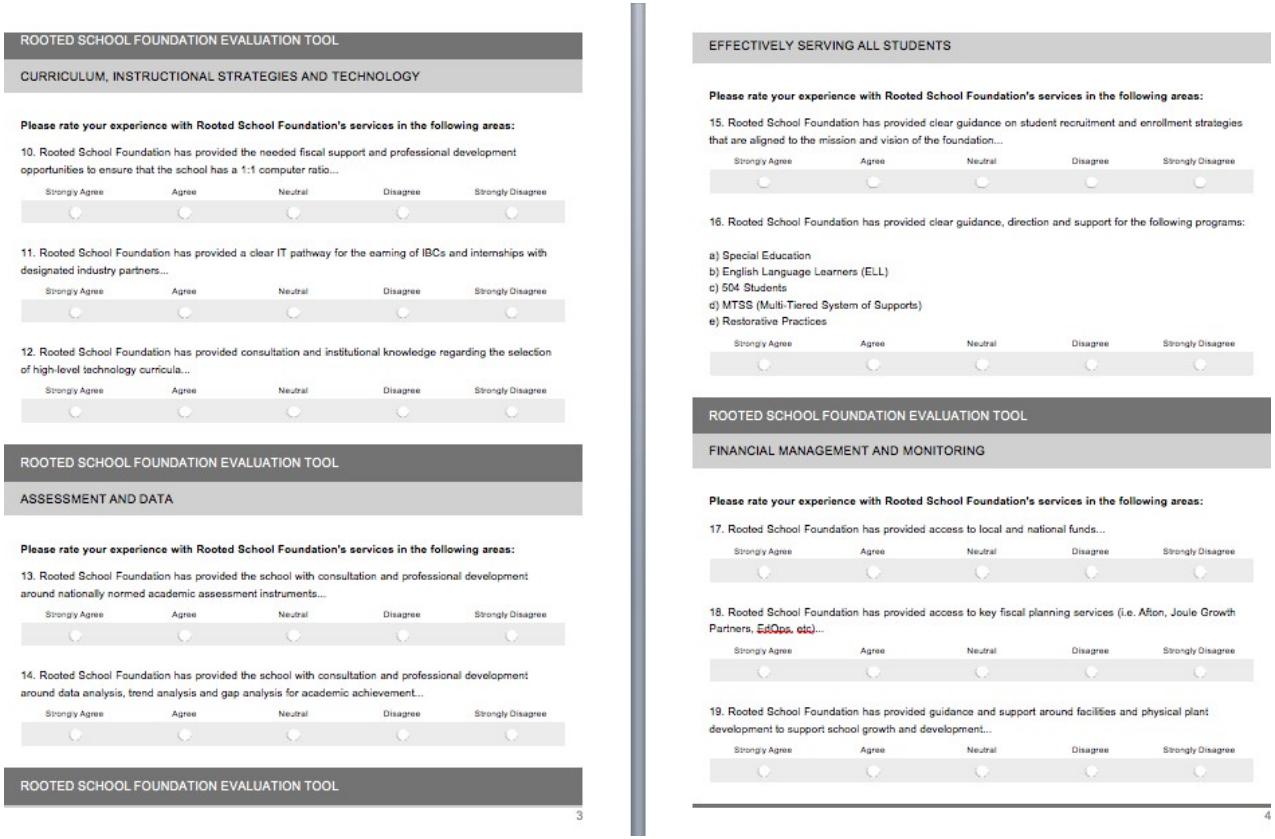
8. Rooted School Foundation has provided the needed support to ensure that all students and families have buy-in to the organizational goals as well as the school culture...

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

9. Rooted School Foundation has provided the needed support and professional development opportunities to ensure that the school is prepared for UDL (Universal Design for Learning), PBL (Project/Problem-Based Learning) and the earning of IBCs (Industry-Based Tech Credentials)...

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

2



ROOTED SCHOOL FOUNDATION EVALUATION TOOL

CURRICULUM, INSTRUCTIONAL STRATEGIES AND TECHNOLOGY

Please rate your experience with Rooted School Foundation's services in the following areas:

10. Rooted School Foundation has provided the needed fiscal support and professional development opportunities to ensure that the school has a 1:1 computer ratio...

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

11. Rooted School Foundation has provided a clear IT pathway for the earning of IBCs and internships with designated industry partners...

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

12. Rooted School Foundation has provided consultation and institutional knowledge regarding the selection of high-level technology curricula...

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

ROOTED SCHOOL FOUNDATION EVALUATION TOOL

ASSESSMENT AND DATA

Please rate your experience with Rooted School Foundation's services in the following areas:

13. Rooted School Foundation has provided the school with consultation and professional development around nationally normed academic assessment instruments...

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

14. Rooted School Foundation has provided the school with consultation and professional development around data analysis, trend analysis and gap analysis for academic achievement...

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

ROOTED SCHOOL FOUNDATION EVALUATION TOOL

3

EFFECTIVELY SERVING ALL STUDENTS

Please rate your experience with Rooted School Foundation's services in the following areas:

15. Rooted School Foundation has provided clear guidance on student recruitment and enrollment strategies that are aligned to the mission and vision of the foundation...

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

16. Rooted School Foundation has provided clear guidance, direction and support for the following programs:

a) Special Education
b) English Language Learners (ELL)
c) 504 Students
d) MTSS (Multi-Tiered System of Supports)
e) Restorative Practices

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

ROOTED SCHOOL FOUNDATION EVALUATION TOOL

FINANCIAL MANAGEMENT AND MONITORING

Please rate your experience with Rooted School Foundation's services in the following areas:

17. Rooted School Foundation has provided access to local and national funds...

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

18. Rooted School Foundation has provided access to key fiscal planning services (i.e. Afton, Joule Growth Partners, EdOps, etc)...

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

19. Rooted School Foundation has provided guidance and support around facilities and physical plant development to support school growth and development...

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

4

3. **Role of CMO in Startup and Incubation**

   Rooted School Foundation's leadership team has historically played a significant role in facilitating all aspects of the startup and incubation year for the new school. Support ranges from fundraising and board development to school leader coaching and curriculum development. A draft of the types of services RSF may offer are included in the sample Services Agreement in Attachment 20.

4. **Shared or Centralized Support Services**

Rooted School Foundation is revising its centralized support services and data reporting requirements in concert with Charter School Growth Fund's updated grant reporting requirements and will complete these updates by the capacity interview.

5. **Structure and Cost of Support Services**

The structure and cost of RSF's supports are outlined in the Service Agreement provided in Attachment 20.

6. **Positions Employed by the CMO**

Rooted School Foundation does not employ any school-level personnel.

7. **Division of School and Organization-Level Decision-Making**

Function	Network/Management Organization Decision-Making	Local Board Decision-Making	School Leader Decision-Making
Performance Goals	NO	YES	YES
Curriculum	NO	YES	YES
Professional Development	YES	YES	YES
Data Management and Interim Assessments	NO	NO	YES
Promotion Criteria	YES	YES	YES
Culture	YES	YES	YES
Budgeting, Finance, and Accounting	NO	YES	YES
Student Recruitment	YES	YES	YES
School Staff Recruitment and Hiring	NO	NO	YES
HR Services (payroll, benefits, etc.)	NO	NO	YES

Development/ Fundraising	YES	NO	NO
Community Relations	NO	YES	YES
IT	NO	YES	YES
Facilities Management	NO	YES	YES
Vendor Management / Procurement	NO	YES	YES
Student Support Services	NO	NO	YES
Other operational services, if applicable	YES	NO	YES

8. **Conflicts of Interest**

   There are no existing or potential conflicts of interest between the school governing board and Rooted School Foundation.

9. **Additional Documents for Attachment 22**

   a. Please see Item 2 above

   b. Rooted School–Clark County is not an incorporated, non-profit business in Nevada yet. Per our email exchange with the SPCSA, we have filed the NV entity and expect to file the 1023 Application within 60 days from this charter submission.

CHARTER MANAGEMENT ORGANIZATIONS APPLYING FOR SPONSORSHIP DIRECTLY

1. **Existing Charter Management Organization**

a. Rooted School Foundation does not manage the charter for Rooted School–Clark County. The Rooted School–Clark County board holds the charter and will be responsible for seeking appropriate input and oversight from Nevada residents.
b. The existing non-profit board for Rooted School–Clark County will govern the new school.
c. Rooted School Foundation will support the Rooted School–Clark County board's transformation in pre-authorization and, if approved, post-authorization using the following steps:

Pre-authorization:

- Require Founding Board Members to read the submitted charter application
- Require participation at (2) capacity interview preparation meetings
- Require participation at (1) student recruitment event

Post-authorization:

- Participate in a RS-CC Board Retreat in January 2022 facilitated by Education Board Partners
- Conduct monthly Board Meetings supported by Rooted School Foundation's leadership team and Education Board Partners (as needed)

d. Not applicable

ATTACHMENTS

ATTACHMENT 1

LETTERS OF COMMUNITY SUPPORT/PARTNERSHIP

6385 S. RAINBOW BLVD., SUITE 105
LAS VEGAS, NEVADA 89118
T: 702.967.3333
F: 702.314.1439
APPLIEDANALYSIS.COM

APPLIED ANALYSIS

June 1, 2021

Ms. Rebecca Feiden, Director
State Public Charter School Authority
1749 North Stewart Street, Suite 40
Carson City, Nevada 89706

Dear Director Feiden:

Please accept this letter as confirmation of my support for Rooted School's efforts to open a high school in Clark County with the mission of providing local underserved students the opportunity to achieve long-term, sustainable careers in technology.

Preparing our youth for careers in technology is more important than ever. Nevada employs more than 21,000 people in computer and mathematical occupations, an increase of 119 percent over the past decade. In 2020, over 15,000 of those jobs were located in Southern Nevada and that growth is showing no signs of slowing. Southern Nevada has become a home to tech firms such as Google, Switch, and AI-RGUS, with even more companies choosing to move or expand their Nevada workforce. UNLV and the City of Las Vegas are incubating new tech start-ups throughout the valley. Now is the time to equip Clark County students with the education necessary to take advantage of the expansion of tech industry opportunities.

Where does Rooted School fall in the picture? Rooted School Foundation is a nonprofit that builds schools for the purpose of providing underserved high school students the unique opportunity of receiving both a full-time job offer in tech and/or acceptance into a four-year college program. Partnering with local tech companies, students engage in industry-focused projects designed around specific community problems. As early as ninth grade, students in Rooted Schools not only have access to the education for a career in tech, but also the ability to work with industry partners at the equivalent of an entry-level hire. Rooted School's model would create a ripple effect in the Southern Nevada economy, generating a localized trained workforce, revenue and many benefits for the community at large.

I strongly encourage you to consider the application for Mr. Jonathan Johnson, Founder and CEO of Rooted School, and to give the Rooted team your support in providing the education and opportunities for students in communities where they are needed most. I am confident that Rooted School will have a positive impact on the education of the underserved students, while also benefitting the community overall.

Sincerely,

Jeremy Aguero
Principal

BANK OF NEVADA

Headquarters Office
2700 West Sahara Avenue
Las Vegas, NV 89102
T 702-248-4200

May 26, 2021

Director Rebecca Feiden
State Public Charter School Authority
1749 North Stewart Street, Suite 40
Carson City, NV 89706

Dear Director Feiden,

Please accept this letter as a confirmation of my support for Rooted School Foundation's efforts in opening a high school focused on giving Clark County students--especially our most underserved—a chance at closing the wealth gap in their lifetime through careers in technology.

Now more than ever, I believe our community needs more leaders and models of learning that define a realistic object-set that aligns with the real economic opportunities available on student's home turf. Debt from college is crushing many of our students –especially the most financially insecure—without providing the return on quality of life once promised. We simply need to offer more paths out of this cycle for families in Clark County.

I believe Mr. Jonathan Johnson, Founder and CEO of Rooted School Foundation, and the tech ecosystem that's beginning to rally behind them can be that example of proving a new possibility for Clark County Nevada, and beyond. Our community's young people are a talent source that's going vastly underutilized for our growing local economy. Rooted School Foundation's model is addressing an obvious local need and opportunity yet to be seized.

As a passionate supporter of education, especially for those students that are at a financial disadvantage, I am excited to support Rooted School Foundation in their mission to provide personal pathways to financial freedom for young people and families across Clark County, Nevada. Mr. Johnson and his team have demonstrated unprecedented results in New Orleans for a school their age and size, and I am confident Rooted School will have a positive impact on education in Clark County for years to come.

Respectfully,

John Guedry
Chief Executive Officer
Bank of Nevada

JG/lm

A division of Western Alliance Bank. Member FDIC.

MICHAEL F. BOLOGNINI
Vice President & Las Vegas Market Leader

COX COMMUNICATIONS, INC.
1700 Vegas Drive
Las Vegas, NV 89106
702 / 545-1010
Michael.bolognini@cox.com

May 26, 2021

Director Rebecca Feiden
State Public Charter School Authority
1749 North Stewart Street
Suite 40
Carson City, Nevada 89706

Dear Rebecca,

Please accept this letter of support for Rooted School's efforts to open a Charter high school in Clark County Nevada focused on giving students, especially our most underserved, a chance at changing their life trajectory by closing the wealth gap through careers in technology. As the head of Cox Communications - Las Vegas, I can tell you that our business has continued to grow exponentially since we acquired Prime Cable over 20 years ago and as our business has grown so has our need for technology savvy candidates.

As Nevada continues to focus on diversifying our economy, we need to focus on graduating high school students with the technology skills needed by these new diverse business sectors. Not all technology positions require a candidate with a college degree and the associated debt that comes with a degree. We have an opportunity, with Mr. Johnson's Rooted School approach, to help address Southern Nevada's technology candidate shortfall while creating career opportunities for the most underrepresented Southern Nevada youth. By partnering with local companies on their technology talent needs, Rooted School is able to tailor their curriculum around specific skills and certifications which are in highest demand by the local business community and can produce immediate career opportunity for their graduates.

Mr. Johnson and the Rooted team have demonstrated unprecedented results in New Orleans for a school their age and size and I'm confident that Southern Nevada will benefit from the opening of a Rooted Charter School. Please feel free to contact me should you like to discuss my support of Mr. Johnson and his Rooted School approach.

Sincerely,

Michael F. Bolognini

EideBailly

CPAs & BUSINESS ADVISORS

May 25, 2021

Rebecca Feiden, Director
State Public Charter School Authority
1749 North Stewart Street Suite 40
Carson City, Nevada 89706

RE: Rootedschool.Org

Dear Ms Feiden and members of the organization:

Please accept this letter as a confirmation of my support for Rooted School's efforts in opening a high school focused on giving students--especially our most underserved--a chance at closing the wealth gap in their lifetime through careers in technology.

Schools like Rooted provide a partnership with local technology companies to tailor their curricula around specific skills and certifications which are of the highest need and that can produce immediate opportunities to enter the workforce. Now more than ever I believe that our community needs more leaders and models of learning that define a realistic object-set that's aligned to the real economic opportunities available on students' home turf. Debt from college is crushing many of our students--especially the most financially insecure--without providing the return on quality of life once promised. We simply need to offer more paths for families out of this cycle.

Please consider the Application for Charter from Mr. Jonathan Johnson, Founder and CEO of Rooted School, and supporting him in his worthwhile endeavor. The organization has demonstrated significant results in New Orleans. I am excited to support Rooted School in their mission to provide personal pathways to financial freedom for the young people and families in our community.

Sincerely,

Chris L. Wilcox

Chris Wilcox, Partner in Charge
Las Vegas
Eide Bailly LLP

HIGHTOWER
Las Vegas

Saturday, July 10, 2021

Director Rebecca Feiden
State Public Charter School Authority
1749 North Stewart Street Suite 40
Carson City, Nevada 89706

Dear Director Feiden:

Please accept this letter in support of Rooted School, which is working to open a new charter school for underserved students in Las Vegas. As government affairs chair for the Vegas Chamber, the managing partner of Hightower Las Vegas and a member of the Governor's Workforce Development Board I can attest to the need our employers have for skilled labor. In fact, I would assert the need is urgent. Nevada is continuously disadvantaged by the perception we don't have the workforce necessary for company's looking to relocate in Nevada and existing employers being forced to look out of state for talent.

Rooted School will offer our most disadvantaged students the opportunity to obtain skills most in demand in our rapidly evolving economy through a technology focused program. Our community's efforts to diversify our economy will only be achieved when we are able to offer employers a student body with diversified skills. The skills Rooted School will offer will mean immediate employment for our students and a ready pipeline of candidates for our employers.

"Built it and they will come" is the famous line from the movie "Field of Dreams". We know that as the perception that Nevada is not ready for the 21st. century economy changes a new and diversified stream of employers will come. Rooted School is the catalyst for that change. I strongly encourage you to consider the Application for Charter from Mr. Jonathan Johnson, Founder and CEO of Rooted School, and to put forth all efforts toward supporting him in his worthwhile endeavor. It will greatly benefit our community. Thank you for the time, for all you do to support our region, and for your consideration of this matter.

Sincerely,

Hugh Anderson

Hugh Anderson, Managing Director, Partner

LAS VEGAS
GLOBAL ECONOMIC ALLIANCE

May 27, 2021

Director Rebecca Feiden
State Public Charter School Authority
1749 North Stewart Street Suite 40
Carson City, Nevada 89706

Dear Director Feiden:

Please accept this letter in support of Rooted School, which is working to open a new charter for underserved students in Southern Nevada. This is specifically a technology-focused program which is geared at creating an opportunity for the most underrepresented youth, while also meeting a critical need for local businesses.

Las Vegas Global Economic Alliance (LVGEA) is a public-private partnership dedicated to developing the economies of Las Vegas, Clark County, Henderson, North Las Vegas, Boulder City, and Mesquite through regional cooperation, global trade, and global connectivity. We are the economic and community development resource for Southern Nevada.

Rooted School's aim is to take the future talent already here and build it, thereby generating a pipeline of talent with generational benefits. Our young people are a talent source that is going vastly underutilized for our growing local economy. Rooted's model is addressing an obvious local need and opportunity.

I strongly encourage you to consider the Application for Charter from Mr. Jonathan Johnson, Founder and CEO of Rooted School, and to put forth all efforts toward supporting him in his worthwhile endeavor. I support their mission to provide personal pathways to financial freedom for young people and families in the Southern Nevada area.

Sincerely,

Jonas Peterson
President & CEO

UNLV | COLLEGE OF LIBERAL ARTS
Department of Psychology

May 25, 2021

Director Rebecca Feiden
State Public Charter School Authority
1749 North Stewart Street, Suite 40
Carson City, Nevada 89706

Dear Director Feiden,

Please accept this letter in support for Rooted School's efforts to open a high school focused on providing a technology-rich education for the most underrepresented youth in Southern Nevada. The intended program would prepare students for the STEM-oriented careers that would advance their prospects, as well as promote the workforce development that our region so desperately needs.

As former president of UNLV, I can directly attest to the disparities in STEM college-readiness for underrepresented groups. Any efforts we can make to bridge that unacceptable gap will change the family trees of these students, while serving the economic development of Southern Nevada. The data clearly supports the increased revenue potential of college graduates in STEM fields. These youth need us to facilitate their development and we need them to help grow and diversify our economy.

The Rooted School first opened in New Orleans in 2017 and has already shown impressive results. We have the talent in this valley – we just have to develop it in a laser-focused way. I believe the Rooted School's aims and outcomes strongly suggest that they would be a very appropriate way to start accomplishing this.

I thus enthusiastically lend my support to Mr. Johnathan Johnson's Application for Charter in his capacity as Founder and CEO of the Rooted School. This school would benefit our community and have a significant impact. Thank you for your consideration of this important matter.

Sincerely,

Marta Meana, Ph.D.
Professor of Psychology
Former UNLV President (2018-2020)

MIRACLE FLIGHTS

May 26, 2021

Director Rebecca Feiden
State Public Charter School Authority
1749 North Stewart Street Suite 40
Carson City, NV 89706

Dear Ms. Feidon:

I am writing in support of Rooted School, which is working to open a new charter school for underserved students in Southern Nevada. This is specifically a technology-focused program which is geared at creating opportunity for the most underrepresented youth, while also meeting a critical need for the local business.

Now more than ever I believe that our community needs more leaders and models of learning that define a realistic object-set that's aligned to the real economic opportunities available to students. Debt from college is crushing many of our students--especially the most financially insecure--without providing the return on quality of life once promised. We simply need to offer more opportunities for families out of this cycle.

I am excited to support Rooted School in their mission to provide optional pathways to financial freedom for young people and families throughout the Southern Nevada area. I'm confident they will have a positive impact on the educational growth of our children in the years to come.

Best Regards,

Mark E. Brown
CEO

HUTCHISON & STEFFEN
ATTORNEYS

PECCOLE PROFESSIONAL PARK
10080 WEST ALTA DRIVE, SUITE 200
LAS VEGAS, NEVADA 89145
TEL 702.385.2500
FAX 702.385.2086
HUTCHLEGAL.COM

MARK A. HUTCHISON
PARTNER
MHUTCHISON@HUTCHLEGAL.COM

May 25, 2021

Director Rebecca Feiden
State Public Charter School Authority
1749 North Stewart Street, Suite 40
Carson City, NV 89706

Re: Rooted School

Dear Ms. Feiden:

Please accept this letter in support of Rooted School, which is working to open a new charter school for underserved students in Southern Nevada. This charter school will offer a technology-focused program, which is geared at creating opportunity for the most underrepresented youth, while also meeting a critical work-force need for local businesses.

As the Senior Partner of Hutchison & Steffen, PLLC, a law firm which has been in business for 25 years in Las Vegas, I can assure you that there is no better time than the present to put forth all efforts at increasing educational opportunities for minority students. Schools like Rooted provide a partnership with local technology companies to tailor their curricula around specific skills and certifications which are highest in demand and that can produce immediate opportunities to enter the work-force.

The business community in Southern Nevada has pursued increasing Southern Nevada's diversity of talent for years. These efforts often begin with attempts to bring new applicants to the region. Despite these efforts, the results have been disappointing, and the effort often overlooks a longer-term investment in developing opportunities for our local minority communities.

Rooted School's aim is to take the future talent already here and develop it, thereby generating a pipeline of talent with generational benefits. The Rooted School first opened in New Orleans in 2017 and has already shown impressive results. Southern Nevada has the opportunity to become a great chapter in the school's story.

I strongly encourage you to consider the Application for Charter from Mr. Jonathan Johnson, Founder and CEO of Rooted School, and to support him in his worthwhile endeavor. I'm confident that Rooted School will greatly benefit our community.

Building A Better World
One Student At A Time...

NTI
NATIONAL TECHNICAL
INSTITUTE

Director Rebecca Feiden
State Public Charter School Authority
1749 North Stewart Street, ste 40
Carson City, NV 89706

Dear Director Feiden,

Please accept this letter as my support for Rooted School, which is working to open a new charter school for underserved students in Nevada. In particular, they are focused on closing the wealth gap for these students by teaching some of the skills that are most important for our economy of tomorrow.

As CFO of National Technical Institute, I'm immersed in post-secondary education on a daily basis and see firsthand the importance of teaching skills needed for jobs. So many students in Clark County are capable of learning these skills, but many don't have the opportunity to focus their learning to help them find success.

Rooted School teaches these skills in a structured way in high school, allowing their graduates to move into a defined career path, or a determined focus of study in college. What a great way to further develop the talent pool our community so desperately needs!

I strongly encourage you to learn more about Rooted School, review the success they're having in other cities, and lend your support to this school as they look to educate so many wonderful and capable students in our community. I'm confident they will have a positive impact on our community and the lives of those who attend their school.

Thank you for the time and effort you put into helping education in our community to be the best it can be.

Sincerely,

Ryan Woodward
CFO
National Technical Institute

NEVADA STATE BANK®
THE DOOR TO YOUR FUTURE

Terry A. Shirey
President and Chief Executive Officer
750 E. Warm Springs Road, Suite 400
Las Vegas, Nevada 89119

May 26, 2021

Director Rebecca Feiden
State Public Charter School Authority
1749 North Stewart Street Suite 40
Carson City, Nevada 89706

Dear Ms. Feiden:

Please accept this letter as a confirmation of my support for Rooted School's efforts in opening a high school focused on giving students -- especially our most underserved -- a chance at closing the wealth gap in their lifetime through careers in technology.

I can assure you that there is no better time than the present to put forth all efforts at increasing educational opportunities for minority students while developing a workforce that is desperately needed in our community. Schools like Rooted provide a partnership with local technology companies to tailor their curricula around specific skills and certifications which are of the highest need and that can produce immediate opportunities to enter the workforce.

I believe Mr. Johnson, Rooted School, and the tech ecosystem that's beginning to rally behind them can be that example of proving a new possibility for Clark County, NV and beyond. Our community's young people are a talent source that's going vastly underutilized for our growing local economy. Rooted's model is addressing an obvious local need and opportunity yet to be seized.

I am excited to support Rooted School in their mission to provide personal pathways to financial freedom for our youth. I strongly encourage you to consider the Application for Charter from Mr. Jonathan Johnson, Founder and CEO of Rooted School, and to put forth all efforts toward supporting him in his worthwhile endeavor. It will greatly benefit our community.

Sincerely,

Terry A. Shirey
President and CEO
Nevada State Bank

May 28, 2021

Rebecca Feiden, Executive Director
State of Nevada/State Public Charter School Authority
2080 E Flamingo Rd., Suite 230
Las Vegas, NV 89119

Dear Rebecca,

Please accept this letter in support of Rooted School, which is working to open a new charter school for underserved students in Las Vegas, Nevada. This is specifically a technology-focused program which is geared at creating opportunity for the most underrepresented youth, while also meeting a critical need for local businesses.

As Senior Managing Directors of Newmark Knight Frank, a global real estate advisory firm which has been in business since 1929 in the US and since 2000 in Las Vegas, we can assure you that there is no better time than the present to put forth all efforts at increasing educational opportunities for minority students. Schools like Rooted provide a partnership with local companies to tailor their curricula around specific skills and certifications which are of the highest need and that can produce immediate opportunities to enter the workforce.

The entire business community in Las Vegas has pursued improving our local educational systems as well as increasing our diversity of talent for years. These efforts often begin with attempts to bring new applicants to the region. Despite all of these efforts, the results have been disappointing and often overlook a longer-term investment in developing opportunities for our local minority communities.

Rooted School's aim is to take the future talent *already here* and build it, thereby generating a pipeline of talent with *generational benefits*. The Rooted School first opened in New Orleans, LA in 2017 and has already shown impressive results. We have the opportunity to be another great chapter in their story.

I strongly encourage you to consider the Application for Charter from Mr. Jonathan Johnson, Founder and CEO of Rooted School, and to put forth all efforts toward supporting him in his worthwhile endeavor. It will greatly benefit our community.
Thank you for the time, for all you do to support our region, and for your consideration of this matter.

Sincerely,

Chris Crooks
Senior Managing Director

Larry Singer
Senior Managing Director

NEWMARK
KNIGHT FRANK

Chris Crooks
Senior Managing Director
3930 Howard Hughes Pkwy.
Suite 180
Las Vegas, NV 89169
t 702-405-1726
nmrk.com

Larry Singer
Senior Managing Director
3930 Howard Hughes Pkwy.
Suite 180
Las Vegas, NV 89169
t 702-405-1730
nmrk.com

ROSEMAN UNIVERSITY
OF HEALTH SCIENCES

May 27, 2021

Director Rebecca Feiden
State Public Charter School Authority
1749 North Stewart Street Suite 40
Carson City, Nevada 89706

Dear Ms. Feiden,

Please accept this letter in support of Rooted School. This charter school for underserved students of Southern Nevada would be a wonderful addition for our community. As a Health Science University, Roseman is clearly focused on STEM and bringing more opportunities for young people through pipeline programs. This is the type of school that could prepare our underrepresented youth for some great careers in healthcare.

I have been in healthcare for years and after opening and running two new hospitals in our town I can clearly say we struggle with filling the positions from within our communities. We rank 51% in the nation for nurse to population ratio. For medical doctors we are 47% in the nation for physician to population…should I go on? The healthcare arena is hurting. These careers can change lives and support our minority youth in changing the trajectory of their lives.

One of the points made by our regulatory bodies is that our medical doctors, nurses, and pharmacists are grossly underrepresented by the more diverse population. We believe that it is because they simply are not given the opportunity to be exposed to the sciences. Our Sr. Executive Dean for Diversity Equity and Inclusion spends most of her time building programs to help these young people get some exposure to the sciences and find out that these are areas that are worth pursuing, they can excel in and are fun!

Rooted School's aim is to take the future talent *already here* and build it, thereby generating a pipeline of talent for *generational benefits*. Southern Nevada has the chance to be another great success story in developing opportunities for our local minority communities. I strongly encourage you to consider the application for this charter school. We have the diverse population, let's give them the same ability to make something special of their lives through this amazing charter school.

Thank you for the time to give this thoughtful consideration and feel free to reach out to me.

Sincerely,

Victoria VanMeetren

Victoria VanMeetren RN, HCA, MBA
Special Advisor to the Dean and Business development for GENESIS
Roseman University
10530 Discovery Drive
Las Vegas, Nevada 89135

UHS

Universal Health Services, Inc
UHS of Delaware, Inc.

10105 Banburry Cross Drive
Suite 230

Las Vegas
Nevada
89144

702-360-9040
FAX: 702-360-9047

May 25, 2021

Director Rebecca Feiden
State Public Charter School Authority
1749 North Stewart Street Suite 40
Carson City, Nevada 89706

Dear Ms. Feiden:

Please accept this letter as a confirmation of my support for Rooted School's efforts in opening a high school focused on giving students-especially our most underserved-a chance at closing the wealth gap in their lifetime through careers in technology.

Now more than ever I believe that our community needs more leaders and models of learning that define a realistic object-set that's aligned to the real economic opportunities available on students' home turf. Debt from college is crushing many of our students-especially the most financially insecure-without providing the return on quality of life once promised. We simply need to offer more paths for families out of this cycle.

I believe Mr. Johnson, Rooted School, and the tech ecosystem that's beginning to rally behind them can be that example of proving a new possibility for southern Nevada metro and beyond. Our community's young people are a talent source that's going vastly underutilized for our growing local economy. Rooted's model is addressing an obvious local need and opportunity yet to be seized.

I am excited to support Rooted School in their mission to provide personal pathways to financial freedom for young people and families across the southern Nevada metro area. Mr. Johnson and the Rooted team have demonstrated unprecedented results in New Orleans for a school their age and size and I'm confident will have a positive impact on the educational narrative of Las Vegas in the years to come.

Sincerely,

Karla Perez, Vice President Acute Division
Regional Vice President

VEGAS CHAMBER

May 27, 2021

Director Rebecca Feiden
State Public Charter School Authority
1749 North Stewart Street, Suite 40
Carson City, Nevada 89706

Dear Director Feiden:

I am writing this letter in support of the proposed Rooted School charter school in Las Vegas. Southern Nevada has one of the most diverse student populations in the country, where many students are underserved due to economics, language barriers, learning styles, and access to technology. To help lift them up and develop their full potential, they need access to a variety of education options, especially ones that combine curriculum with workforce skills.

Rooted School has successfully changed the lives of students in New Orleans, and it is an education model that we hope will be adopted in our community. Root School is founded on the principle that education that includes the relevant skills to obtain living wage jobs can lift people out of poverty and put them on the pathway to sustainable careers in technology.

Not only would the Rooted School approach to education benefit our underserved students by connecting them to a brighter future, but it will also help employers with workforce needs. In Southern Nevada, finding quality employees, particularly in STEM fields, is one of the top challenges facing businesses. Las Vegas has one of the lowest higher education attainment rates in the United States, which means not only are students unprepared for the workforce, but we as a community are leaving talented people behind simply because they did not get the education they need to thrive in our current economy.

Rooted School is focused on developing digital skills in the most in-demand industries. Additionally, the school has a commitment to connecting students with the next phase of their career development, whether college or a quality certificate program.

The school also understands that helping to lift people from poverty does not just involve the "how"; it is essential to always put the "why" front and center. Rooted School's approach gives students a sense of purpose and reminds them about the dignity and pathway to larger goals that their education will bring them.

On behalf of the Vegas Chamber, I urge you to approve the Rooted School charter to benefit students in Southern Nevada.

Sincerely,

Mary Beth Sewald
President & CEO

575 Symphony Park Ave., Ste. 100
Las Vegas, NV 89106
702.641.5822 • VegasChamber.com

ATTACHMENT 2
NOT APPLICABLE

ATTACHMENT 3
ANNUAL ACADEMIC SCHEDULE

rootedschool

SAMPLE SCHOOL CALENDAR

	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
Aug							1
	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	27	31	1	2	3	4	5
Sept	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30	1	2	3
Oct	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	31
Nov	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30	1	2	3	4	5
Dec	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30	31	1	2
Jan	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
	31	1	2	3	4	5	6
Feb	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	1	2	3	4	5	6
March	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	31	1	2	3
April	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	1
May	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	31	1	2	3	4	5
June	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30	1	2	3
July	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	31

Session 1: August 10 - September 4 — 4 wks/19 days

8/10, First Day of School for New Students
8/13, First Day of School for Returning Students

9/4, PD day, no school for students
9/7 - 9/11 Session Break

Session 2: September 14 - November 20 — 10 wks/42 days

10/2, PD Day, no school for students

10/8 - 10/14 Session Break

11/2, PD Day, no school for students
11/3, Election Day, no school for students

11/23 - 11/27 Session Break

Session 3: November 30 - February 10 — 10 weeks/39 days

12/21 - 1/1 Session Break

1/4 - 1/5, PD Days, no school for students

1/18, Martin Luther King, Jr. Day

2/5, PD Day, no school for students

2/11-2/19 Mardi Gras Break

Session 4: February 22 - May 28 — 14 weeks/63 days

4/2, PD Day, no school for students
4/5 - 4/9 Session Break

5/21, PD Day, no school for students
5/31 - 6/4 Session Break

Session 5: June 7 - June 30 — 4 wks/16 days

6/18, Juneteenth
6/29, Last Day of School
6/30, PD Day, no school for students

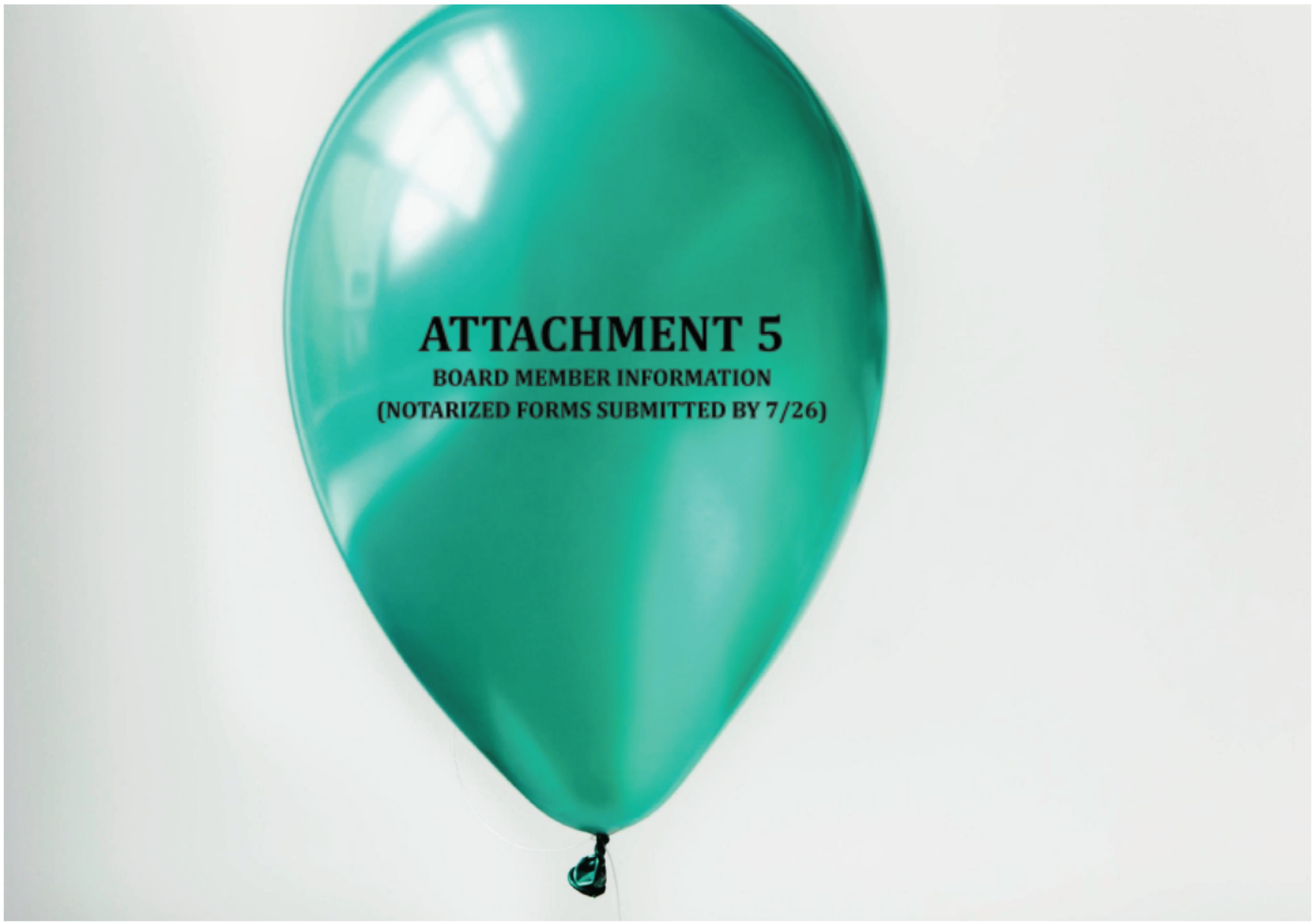
KEY — Total days: 180

- School in session, 8:20am to 4:20pm
- PD Day, No School for Students
- No School for Students
- Early Dismissal: 1:00 PM

ATTACHMENT 4
BOARD MEMBER TEMPLATE
See BOARD MEMBER TEMPLATE
Upload

EXPERIENCED APPLICANT BOARD MEMBER ROSTER

CURRENT BOARD MEMBERS Name & Title on Board (if applicable)	OCCUPATION	LARGEST BUDGET MANAGED/ OVERSEEN ($ or N/A)	AREA OF EXPERTISE										COMMITTEE ASSIGNMENT (change/expand as necessary)					
			Accounting/Finance	Fundraising/Development	Construction/Real Estate	Legal	Technology	PR/HR/Communications	Education	Medical	Community/Volunteer	Board Experience	Development	Real Estate	Board Development	Finance	Governance	Capital Campaign
John Etzel	Executive Director, Boys Town Nevada	Unknown		X							X	X	TBD	TBD	TBD	TBD	TBD	TBD
Melissa Gruenhagen	Principal - Cristo Rey	Unknown		X					X		X	X						
Bilalia Mubashshir	Eprocurement Senior Software Consultant	Unknown	X				X				X							
Merrick Murray	Title I Strategiest - Data	Unknown							X									
Greer Perkins	Educator/TFA School Leader Fellow	Unknown							X									


ATTACHMENT 5
BOARD MEMBER INFORMATION
(NOTARIZED FORMS SUBMITTED BY 7/26)

JOHN ETZELL - BOARD MEMBER

John Etzell

8834 Arroyo Azul Street, Las Vegas, NV 89131
Cell:720-260-0700/ etzell5ri@gmail.com

Qualifications Summary

- Over 20 years of progressive non-profit management experience in education (7 years) and child welfare services (13 years)
- Opportunity to open two new Colorado Early Colleges replication high schools in 4 years, earning multiple awards for academic achievement
- Hired and trained quality Leadership Teams at both schools with an emphasis on program and system development
- Led efforts to start-up residential program for teen age youth, serving more than 75 youth in Rhode Island; this included project planning, system implementation, and collaboration with state and local officials
- Financial operation experience, meeting budget each year in education and more than doubling revenue in two years with Boys Town Nevada

Professional Experience

Boys Town Nevada, Executive Director, January 2019-Current

- Oversee and direct operations, strategic goals and development for 501c3 organization that specializes in behavioral health, education and wraparound services to the community of Las Vegas.
- More than doubled program revenue in two years
- Maintained a high level of program quality, passing all local and federal audits
- Developed growth plan with leadership team to increase number of kids and families served in Las Vegas

Colorado Early Colleges Aurora, Head of School, September 2016-January 2019

- Directed the start-up process of a new charter high school, including marketing to enroll 245 students, budgeting, staffing, building remodel, and working with local authorities to ensure a positive start to year 1
- Worked with a demographic that was new to the CEC model, 82% minority, 45% ELL
- Developed relationships with local charter elementary and middle schools to build capacity for our school
- Spoke at over 25 local churches to help spread the word and building relationships for future growth
- Experience in grant writing, successfully awarded over $900,000 in federal and private grants in 18 months, including a Walton Family Foundation grant

Colorado Early Colleges Parker, Head of School, March 2014-August 2016

- Directed the start-up process of a new charter high school, including marketing to enroll 200 students, budgeting, staffing, building remodel, and working with local authorities to ensure a positive start to year 1
- Met or exceeded enrollment goals each year
- Started positive community partnerships with the Rotary Club, Mayor's office, and Town Council
- Directed the academic efforts to the school earn the John Irwin and Governor's Distinguished Achievement awards the first year of eligibility
- Successfully managed the school budget of $2.7m, each year ending with a positive account balance
- Wrote and was awarded a 3 year, $589,000 federal Start-Up grant to assist with program costs

Colorado Springs Early Colleges, Dean of Student Accountability, July 2012-February 2014

- Responsible for the overall campus culture, safety and attendance for CSEC

- Implemented staff training and new policies that resulted in a decrease in office referrals by over 60% in two years
- Improved teacher skills in behavior management through training, observations and feedback
- RTI, SAC and Leadership Team member for two years

Weld County, Colorado, February 2012-July 2012, Institutional Abuse/Neglect Investigator

- Lead Investigator for all licensed foster homes, group homes, day care centers, day care homes and Department of Youth Corrections facility in Weld County.
- Investigated all allegations of abuse or neglect and prepared appropriate reports based on findings
- Worked in collaboration with law enforcement from eight separate towns, the local Child Advocacy Center and multiple child placing agencies effectively.

Boys Town New England, May 2008-August 2011, Direct Care

- Live in position with my wife and family, cared for up to 8 children ages 4-12, serving more than 85 children
- Developed and managed budget successfully for three years
- Ongoing hiring and training of 8 staff, with 100% being promoted at their 1 year mark
- Oversaw the implementation of Treatment Model for Young Children, which enabled us to provide more behaviorally and developmentally appropriate treatment for youth
- Led multiple fundraising efforts in the community, highlighted by annual Christmas Tree Lighting, drawing 300 people to the campus.

Boys Town New England, January 2007- May 2008. Program Director of Residential Services

- Directed the clinical operations of a residential program, providing treatment for 30 youth at a time.
- Successfully managed $1.6 million budget, projected costs, revenue and overall cost recovery. Anticipated state budget shortfalls and switched from a contracted service to purchase of service, saving the state $150,000
- Managed all client referrals, admissions, treatment planning and discharge planning for clients. Accepted more than 45 youth into care. Organized assessments and treatment planning process, involving parents, caseworkers and clinical team.
- Consistently decreased client behaviors, resulting in improved overall client outcomes. Clients leaving to a less restrictive placement went up from 60% to 85% within 8 months. Client achievement of treatment goals increased from 43% to 88%.
- Provided crises management consultation 24/7, to all staff. Supervised 19 staff. Averaged 8 crises calls per night during first six months then decreased to 3 calls per night, due to effectiveness of phone consultation.
- Worked with state departments to increase referrals and streamline intake process, resulting in increased capacity. Participated in Care Management Team, a group of 10 providers, to determine appropriate placements for youth. Within two months, referrals increased 50% and program gained valuable visibility.
- Developed and presented training for employees to meet organizational, state and federal policies, including Council of Accreditation standards.

Residential Consultant, Boys Town New England, February 2006-January 2007

- Managed three residential homes, 9 staff and 18 clients, provided 24/7 crises management services.
- Facilitated bi-weekly staff meetings and trainings.
- Coordinated weekly treatment meetings with clients, consumers and families.
- Developed retention systems that saw increase in employee length of stay, resulting in efficient use of funding and positive outcomes for the youth.

Family Teacher, Boys Town Omaha and New England, 2002 - 2006

- Led home of eight boys, while implementing the Boys Town cognitive/behavioral model.
- Live in position with my wife and family.
- Identified what skills are present or lacking and prioritized target behavior for each youth in order to emphasize maximum skill development.
- Supervised Assistant Family Teacher.

- Managed 30k budget for home operations and youth needs.

Assistant Family Teacher, Omaha, Nebraska, 2000 - 2001

- Provided life skills and educational development for 8 teenage boys.
- Supported Family Teaching couple in home operations, including budget and report writing.

Volunteer History

- Boys Scouts, Assistant Scoutmaster Troop 28, 2020-present
- Appointed to the Aurora Youth Commission in July, 2017 (2 year appointment)
- Youth Group parent volunteer, Our Lady of Lareto Catholic Church, 2015-2019
- Boy Scouts of America, Volunteer Committee Chair, January 2012-January 2013
- Boy Scouts of America, Volunteer, assist with camping trips, community projects and weekly Den meetings, Troop 50, Portsmouth, RI, 2009-2010
- AAU Basketball Rhode Island, founder and volunteer coach of Aquidneck Island Bulldogs boys team, 2006-07

Education

- **Master of Business Administration, Non-Profit Management** – One full year complete
  Brandeis University- Heller School. Part-time student, no degree earned
- **Bachelor of Arts; Social Work** 2000
  University of St. Thomas, St. Paul, Minnesota

References

- Bill Reardon, Retired Executive Director Boys Town of New England. 401-222-9649
- Dan Ajamian, Head of School, Colorado Springs Charter Academy. 719-229-5207
- John Loomis, Chief Operating Officer, Heligenics. 415-794-3403

Following his graduation from the University of St. Thomas, Etzell held numerous roles at Boys Town including Assistant Family Teacher, Family Teacher, Residential Consultant and Program Director of Residential Services. Etzell has over 20 years of progressive non-profit management experience in education and child welfare services. He has experience in new start-ups, including opening two new charter high schools in Colorado in four years and opening the Family Home program at Boys Town New England.

Most recently John was Head of School for Colorado Early Colleges Aurora. In this role he successfully obtained grant funding and developed partnerships with local charter elementary and middle schools. In addition, he was successful in obtaining federal and private grants, including a Walton Family Foundation grant.

Etzell holds a Bachelor's degree from the University of St. Thomas in St. Paul, Minnesota.

MELISSA LOPEZ GRUENHAGEN - BOARD MEMBER

Melissa Lopez Gruenhagen

(520) 548-1765 ◆ MelissaLopez107@gmail.com

Profile

A mission-driven school leader with a wide range of administrative experiences, specializing in developing faculty and programs using research-based strategies and data-tracking and evaluation to produce results. Strongly commited to serving an underserved population of students in Southern Nevada that prepares students to meet the challenges of college, career, and life.

Education

UNIVERSITY OF NOTRE DAME, MARY ANN REMICK LEADERSHIP PROGRAM
MA, Educational Leadership
K-12 Principal Certificate, liscensed in the state of Arizona

NORTHERN ARIZONA UNIVERSITY- FLAGSTAFF, AZ
BSED, Secondary Education, History, Spanish minor

SALPOINTE CATHOLIC HIGH SCHOOL- Tucson, AZ

Skills Summary

- Curriculum development
- Instructional coaching
- Professional development
- Organizational management
- Creative problem solving
- Strategic Planning
- Data-driven practices

Career History and Accompishments

CRISTO REY ST. VIATOR HIGH SCHOOL, CRISTO REY NETWORK, Las Vegas, NV

PRINCIPAL (2020 – PRESENT)

- Drive the strategic vision and growth of the academic departments as the school grows from one grade level to four
- Implement research-based best practices for faculty supervision including teacher coaching, observation, instructional rounds of observation, feedback, and evaluation
- Implement data-driven decision making practices in all departments to track, evaluate, and inform decisions
- Develop an intentional, schoolwide culture characterized by persistence, collaboration, and a collective growth mind-set
- Collaborate with executive departments to develop intentional practices to promote and sustain the mission of the school in the areas of Finance, Development, Corporate Work Study, and Human Resources
- Collaborate with various partners and stakeholders in the larger Las Vegas community to organize a network of support for students, families, and the school

Melissa Lopez Gruenhagen

(520) 548-1765 ◆ MelissaLopez107@gmail.com

SAN MIGUEL HIGH SCHOOL, CRISTO REY NETWORK, Tucson, AZ (2010 – 2020)

VICE PRINCIPAL OF CURRICULUM AND INSTRUCTION (2017 – 2020)

- Developed and implemented an Instructional Leadership Team of Teacher-leaders to conduct rounds of observations and collect data in order to inform, plan, and implement targeted, relevant professional development for faculty
- Implemented research-based practices for faculty supervision including teacher coaching, observation, feedback, and evaluation
- Drove the strategic growth of the College and Personal Counseling department from 3.5 to 7 full time employees, developed, implemented, and progress monitor a strategic plan for the department
- Developed the school's Academic Budget and strategically accessed all available Title monies through SUSD
- Coordinated with various partners and stakeholders including the Cristo Rey Network, the San Francisco/New Orleans Christian Brothers District, the Catholic Diocese of Tucson, ACE Service Through Teaching, Magis Teaching Program, and the Lasallian Volunteers Program

INTERIM PRINCIPAL (JAN – MAY, 2015 AND FEB – OCT, 2019)

- Conducted observations and evaluations of all faculty and academic staff (about 30 people)
- Coordinated and implemented faculty and staff professional development
- Implemented research-based practices for faculty supervision including teacher coaching, observation, feedback, and evaluation
- Developed a performance-based hiring process

VICE PRINCIPAL OF DISCIPLINE AND STUDENT SERVICES (2015 – 2017)

- Developed and implemented a discipline matrix and Discipline Review Board in consultation with school-wide stakeholders
- Coached leaders of the school's co-curricular programs including Athletics, Student Life, Campus Ministry, and Service/Immersion
- Revised the policies outlined in the Student/Parent Handbook
- Conducted regular formal and informal observations of faculty and oversaw the implementation of the curriculum.

DEAN OF CURRICULUM AND ACADEMIC SUPPORT (2014 – 2015)

- Conducted regular formal and informal observations of faculty.
- Oversaw enforcement of academic policies with students.

ADMINISTRATIVE INTERN, ACCREDITATION CHAIR, SOCIAL STUDIES TEACHER (2013 – 2014)

- Developed a comprehensive Academic Support Program to monitor student academic process and manage Individualized Student Plans.
- Coordinated the WCEA Accreditation process including the collection of a comprehensive school data library, community-wide data meetings, and the creation of evidence-based action plans to address key areas for growth

SOCIAL STUDIES TEACHER, ACADEMIC ADVISOR, DEPARTMENT CHAIR (2010 –2013)

- Developed and implemented comprehensive and engaging lessons for students of mixed academic abilities, with special consideration for second-language learners
- Integrated multiple curricula into single lesson plans to incorporate LaSallian Core Values, corporate internship program goals, Cristo Rey Network Social Studies or College Board Advanced Placement standards and Cristo Rey English Language Arts standards.
- Provided frequent opportunities for students to demonstrate understanding through a variety of qualitative and quantitive assessments.
- Represented San Miguel in developing national benchmarks for the Cristo Rey Social Studies curriculum
- Monitored the progress of all junior students throughout the year, developing and maintaining a tutoring program for ineligible students.

Melissa Lopez Gruenhagen

(520) 548-1765 ◆ MelissaLopez107@gmail.com

Faculty Development

Planned and implemented professional development workshops for faculty in the following areas:

- *The Gradual Release of Responsibility*, based on the work of Fisher and Frey
- *Crafting Higher Order Thinking Multiple Choice Items*, based on the work of the Colleg Board and the Cristo Rey Network of Schools
- *Collecting and Reviewing Observational Data*, based on the work of the School Reform Initiative
- *Benchmark Breakdown: Creating daily learning goals from content benchmarks*, based on the work of Marzano, Hatie, and Bambrick-Santoyo
- *Closure Activities*, based on the work of Lemov, Marzano, Pickering, and Pollock
- *Low Stakes, High Leverage Writing Strategies*, based on the work of Young, Reichelt, White, and Woods
- *Focus: The horizontal and vertical alignment of the Cristo Rey content and literacy curricula*, based on the work of Schmoker
- *High Impact Instrucitonal Strategies*, based on the work of Lemov, Marzano, Pickering, and Pollock
- *How to Grade for Learning: Understanding standards-based grading*, based on the work of O'Connor

BILALIA MUBASHSHIR - BOARD MEMBER

BILALIA H. MUBASHSHIR

CONTACT

bilaliahm@gmail.com
(951) 289-8797

EDUCATION

CALIFORNIA STATE UNIVERSITY – SAN BERNARDINO
San Bernardino, CA

Masters of Public Administration (Jun 2020)

Relevant Coursework

Public Budgeting and Finance
Mgmt of Public Organizations
Administrative Leadership
Mgmt of Information Systems

Awards & Honors

Phi Alpha Alpha Honors Society
Phi Kappa Phi Honors Society

Extracurricular Activities

Rotary Club of Clearlake, Board Member
NCO (North Coast Opportunities), Volunteer Coordinator
Multicultural Student Leadership Alliance, Advisor
Lake County Symphony Association, Board Member
United States Peace Corps Volunteer – Ethiopia

CALIFORNIA STATE UNIVERSITY – SAN BERNARDINO
San Bernardino, CA

Bachelors Business Administration - Finance (Jun 2010)

LIFE OBJECTIVE

To live with integrity, even when it is hard. To be a woman of my word. To be a life-long learner and embrace change. To impact this world through the sharing of knowledge and experience.
"Education is our passport to the future, for tomorrow belongs only to the people who prepare for it today." – El Hajj Malik El-Shabazz

EXPERIENCE

EPROCUREMENT SENIOR SOFTWARE CONSULTANT
Negometrix USA: Working Remotely / Apr 2019 - Present

- Primary leadership responsibilities included operations, research and development, customer service, and software implementation.
- Lead 50+ demonstrations on implementing and administering nation-wide best practice usage with their online purchasing systems.
- Introduced company-wide diversity and inclusion training. Co-founded the company's first Inclusion committee.
- Prepare and present analyses of project data to management team.
- Represented the company at over 25 industry conferences to build and foster relationships with potential clients and securing over $50,000 in sales and renewal contracts.
- Operated a weekly shift on our customer service call center. Maintained a 97% customer satisfaction rating.
- Co-hosted 15 company webinars that reached an audience of 1000+

GRADUATE RESEARCH ASSISTANT – PROCUREMENT AND CONTRACTS
CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO, San Bernardino, CA / Sep 2018 - Apr 2019

- Primary responsibilities included developing and records management program for filing, protection, and retrieval of records, and assure compliance with program.
- Categorized and prioritized Procurement Webpage improvement to facilitate an enhanced user experience
- Analyze current policies and procedures, to ensure they align with CSU system and continuity in service. Recommend updates.
- Worked with 5,000+ lines of excels data sets to compile reports, charts, or graphs that describe and interpret findings of analyses.

Relevant Coursework

Financial Analysis and Decisions Making
Government/Business Relationships
Information Management
Excel for Business

ADDITIONAL SKILLS

Collaboration & Teamwork
Proposal Writing (RFx) & Procurement
Leadership & Management
Cultural Competency
Strategic Thought Leadership
Microsoft 360 Office
Wordpress & Square Space
Diversity & Inclusion

PROFESSIONAL DEVELOPMENT & CERTIFICATION

Excel Tips & Trips (Training)
The Future of Equity and Diversity in Major Cities (Panel Discussion)
Microaggressions in the Workplace (Training)
Diversity and Inclusion in Procurement (Hosted)
Online Data Protection (Training)
Six Sigma Green Belt Certification (in progress)

EXTENDED LEARNING SERVICES - YOUTH SERVICES COORDINATOR
KONOCTI UNIFIED SCHOOL DISTRICT, Lower Lake, CA / Aug 2015 - Jun 2018

- Primary responsibilities included managing department's $500,000 budget, supervising staff, program development and management, website/social media management, operations, program innovation and program metrics reporting.
- Supervised 20+ employees district-wide in the afterschool development programs. Managed over 50 employees and staff during summer learning program
- Created and maintaining strategic partnerships with members of the business and non-profit community that increased community participation by over 75%.
- Plan, develop, and provide training and staff development programs, using knowledge of the effectiveness of methods such as classroom training, demonstrations, on-the-job training, meetings, conferences, and workshops.
- Plan, direct, and monitor instructional methods and content of educational, vocational, or student activity programs.
- Created the district first Facebook page and developed a following of over 1,500 members in the first year.

PROGRAM MANAGER
WILMER AMINA CARTER FOUNDATION, Rialto, CA / Jan 2014 - Aug 2015

- Primary responsibilities included, fundraising, program development, event coordinating, community liaison, and operations.
- Managed the organization's social media accounts and increased engagements by 60%
- Developed and coordinated stakeholder fundraising events, increasing program profits by 30%.
- Created long-lasting community relationships with entrepreneurs, universities, and public service organization resulting in monetary or in-kind donation that covered 40% of event costs.
- Steered the organization thought a re-structing and digitization project, resulting in increased work efficiency.

HEALTH ECONOMIC DEVELOPMENT ADVISER
U.S. PEACE CORPS VOLUNTEER, Butajira May 2011 - Jul 2013

- Primary responsibilities included collaborating with an Ethiopian counterpart in the health sectors, teaching English skills at a local high school and exchanging cultural knowledge.
- Coordinated the creation of a cattle fattening business working with 10 entrepreneurs to build a cattle farm and purchase 5 cattle and cattle fattening feed.
- Work with a team of Peace Corps volunteers to plan, organize, coordinate, and facilitate a week-long, over-night, health summer camp for over 100 high school aged Ethiopian students. Developed curriculum for 4 summer courses.
- Presented my 'best practices' for 50 incoming Peace Corps volunteers.

MERRICK MURRAY - BOARD MEMBER

MERRICK M. MURRAY
2801 N. Rainbow Blvd., Unit 256
Las Vegas, NV 89108

T 773-793-2481

E murramm@nv.ccsd.net

SKILLS & ABILITIES

- Teacher training and development
- Strategic planning
- Project management
- Curriculum design
- Classroom management
- Differentiated instruction
- Response to intervention
- Special education/inclusion
- Data analysis

EDUCATION

CONCORDIA UNIVERSITY CHICAGO, RIVER FOREST, IL
Master of Arts, School Leadership, May 2009

WALDEN UNIVERSITY, MINNEAPOLIS, MN
Master of Science, Curriculum, Instruction, and Assessment, April 2006

WESTERN ILLINOIS UNIVERSITY, MACOMB, IL
Bachelor of Science, Elementary Education, May 2001

PROFESSIONAL EXPERIENCE

CLARK COUNTY SCHOOL DISTRICT
Ira J. Earl Elementary School (August 2013-present)

Assist K-5 educators with engaging strategies for lessons, student discourse, and classroom management.

- Coordinate all site-based state and district mandated assessments (2019-present)
- Manage and update all Title I budget records (2019-present)
- Coordinate and plan monthly parent meetings (2019-present)
- Facilitate site-based trainings (2019-present)
- Implemented The Leader in Me instruction to all K-5 students (2017-2019)
- Successfully completed CCSD Leadership Academy coursework (2016)
- Taught language arts, math, science, and social science to diverse groups of 2nd, 4th, and 5th grade students (2013-2017)
- Utilized i-Ready, SBAC, WIDA, and AIMS Web data to drive classroom instruction (2013-2019)

CHICAGO PUBLIC SCHOOLS
Ashburn Community Elementary School (February 2005-June 2013)
Bethune Elementary School (August 2002-February 2005)

Instructed students ranging from 1st - 8th grade in language arts, math, science, and social science.

- Used mClass data and NWEA data to drive classroom instruction
- Supervised and assisted students in the Drama Club, Chess Club, and Student Council
- Coordinated and implemented the first history fair for the school

LEADERSHIP HIGHLIGHTS

- Fellow for Great School Fellowship (2020)
- Nevada Collaboratory Facilitator – Culturally Responsive Teaching (2018-present)
- Program Coordinator for the Ira J. Earl Teacher Mentoring Program (2016-present)
- School Improvement Team, Earl Elementary (2015-present)
- Lighthouse Leadership Team, Earl Elem., (2015-2016)
- PLC Math Leader and Facilitator (2015)
- RTI Co-Chair, Earl Elem. (2014-2016)

REFERENCES

GINA R. HARVEY, PRINCIPAL, IRA J. EARL ELEMENTARY SCHOOL
702-376-4182, harvegr@nv.ccsd.net

LORI LYNCH, ASSISTANT PRINCIPAL, IRA J. EARL ELEMENTARY SCHOOL
702-324-9871, lynchlj@nv.ccsd.net

GREER PERKINS - BOARD MEMBER

GREER A. PERKINS

Educational Advocate & Service Provider

1147 Red Sea St
Henderson, NV 89002
(702)417-7572
greer at@gmail com

WHO AM I?

A steward of a revolutionary call to action that encourages others to develop relationships and take stands for underserved students and families in the community. An advocate for fellow educators and community partners to promote and provide equity and access to resources and experiences in order to foster success within all students.

SKILL SETS

- Educational Leadership
- Early childhood instructional delivery
- Operational and administrative abilities
- Public speaking and communication through Toastmasters International
- Direct, honest, ethical decision making
- Oral and written communication abilities
- Collegiate recognition for social justice advocacy programming

EDUCATION

Sierra Nevada University
Aug. 2019- {Resent / Incline , NV
- Degree Sought M. Ed in Educational Administration

University of Nevada Las Vegas
Aug. 2010- May 2012 / Las Vegas, NV
- M. Ed - Masters in Early Childhood Education

Gonzaga University
Aug. 2006- May 2010 / Spokane, WA
- B. Ba - Bachelor of Business Administration

PROFESSIONAL EXPERIENCE

First Grade Teacher **/ Grade Level Chair**
Lomie G. Heard ES / Aug. 2019 – Present
- Fully integrated Tier 1, 2 & 3 math and science instruction in a departmentalized, ability group, flexible seating classroom environment.
- Organized and led grade weekly PLC meetings
- Lead weekly data learning seminars focused on using assessment data to improve instruction.
- Recorded 87% of students taught meet or exceed their growth goal based on winter MAP assessment data.

First Grade Teacher; First Grade Chair; RTI Coordinator
Democracy Prep at Agassi Campus / June 2018 - July 2019
- Fully integrated Tier 1, 2 & 3 rigorous math, reading and writing content while creating several resources independently
- Provided individual coaching and mentoring to several teachers as grade level lead
- Developed and delivered a variety of assessment data to refine curricula and instructional practice.
- Created and delivered professional development presentations on the RTI process as the RTI Coordinator

Early Childhood Educator
Clark County School District / Aug. 2013 - June 2018
- Fully integrated Tier 1, 2 & 3 reading and math instruction in the classroom while utilizing the Leader in Me programs and Zoom Curriculum in kindergarten and 1st grade classrooms.
- Achieved between 65% and 75% growth for all students
- Created and delivered several professional development presentations focused on cultural competency and culturally responsive teaching practices as the chair of the Professional Learning Action Team
- Conducts parent teacher conferences on academic and behavioral progress as well as enter educational and behavioral data in student data binders and online data tracking system
- Facilitated standardized assessments such as MAP and WiDA

Tier 2 Teacher
Acelero Learning Herb Kaufman/ Aug. 2010 - Aug. 2013
- Plans for and provides a safe, educational and engaging environment for children ages 3-5 while mentoring other teachers.
- Conducts various center director duties such as: Procare billing, health & Safety checks, licensing preparations, scheduling etc.

Teach for America Las Vegas Valley 2010 Corps Member
August 2010 – August 2012
- Completed corps commitment in early childhood education
- Created project plans, maintained regional events budget, and assisted with regional operations duties as operations team member
- Facilitated and guided incoming corps members through the induction, licensure, and new teacher process as transition team coordinator

ATTACHMENT 6
BOARD PROPOSED BYLAWS, CODE OF ETHICS & CONFLICT OF INTEREST POLICY

Rooted School Clark County Board Proposed Bylaws

BYLAWS OF
ROOTED SCHOOL CLARK COUNTY

ARTICLE I
NAME AND OFFICE

1.01 Name.The name of this corporation shall be Rooted School–Clark County ("RS-CC", the "Corporation"). The business of the Corporation may be conducted under the firm name "Rooted School–Clark County".

1.02 Registered Office. The registered office of the Corporation shall be located in the state of Nevada at such place as may be fixed from time to time by the Board of Trustees upon filing of such notices as may be required by law. The registered agent shall have a business office identical with such registered office.

ARTICLE II
CHARITABLE PURPOSES/NEGATION OF PECUNIARY GAIN

2.01 Charitable purposes. The Corporation is organized exclusively for charitable, scientific, literary, or educational purposes within the meaning of §501(c)(3) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws.

Notwithstanding any provisions of these Bylaws to the contrary, this Corporation shall not conduct or carry on any activities not permitted to be conducted or carried on by an organization qualified for tax-exempt status under §501(c)(3) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws. Furthermore, this Corporation shall neither conduct nor carry on any activities which subject the Corporation to liability for excise taxes imposed pursuant to §4941, 4942, 4943, 4944, or 4945 of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws.

The Corporation shall not devote any part of its activities to carrying on propaganda, or otherwise attempting to influence legislation; nor shall the Corporation participate or intervene in any political campaign (including the publishing or distributing of statements) on behalf of any candidate for public office.

2.02 Negation of pecuniary gain. No part of the net earnings of this Corporation shall ever inure to or for the benefit of or be distributable to its directors, officers, or other private persons, except that the Corporation shall be empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the exempt purposes for which it was formed.

ARTICLE III
MEMBERS

3.01 Membership. The Corporation shall have no members.

ARTICLE IV
BOARD OF TRUSTEES

4.01 Number and Powers. The management of all the affairs, property, and interests of the Corporation shall be vested in a Board of Trustees. Members of the Board of Trustees shall be nominated by the nominating committee which shall be appointed by the Board of Trustees prior to the Annual Meeting or any Special Meeting the purpose of which includes electing new members to the Board of Trustees. Members of the Board of Trustees at the Annual Meeting or any Special Meeting the purpose of which includes electing new members of the Board of Trustees. The Board of Trustees shall consist of no fewer than (5) and no more than (9) Members. The terms of the trustees shall be two (2) years, expiring at the annual meeting following their election, except that at least one-third of the initial Members of the Board of Trustees shall be elected to serve an initial two (2) year term, and of the initial Members of the Board of Trustees shall be elected to serve an initial two (2) year term, and of the initial Members of the Board of Trustees shall be elected to serve an initial three (3) year term to ensure that approximately one-third of the Board is elected in any given year thereafter. At each annual meeting, the directors shall be elected to succeed the directors whose terms expire at such meeting. In addition to the powers and authorities expressly conferred upon it by these Bylaws and Articles of Incorporation, the Board of Trustees may exercise all such powers of the Corporation and do all such lawful acts and things as are necessary to carry out the business of the Corporation.

4.02 Term Limits. Directors may serve up to a maximum of four (4) terms or a total of nine (9) years, after which he or she may not be re-elected for one (1) term. Notwithstanding the foregoing, the first terms for all initial members of the Board

of Trustees shall be two (2) years. Such term limits shall be calculated from the adoption date of these Bylaws forward (i.e., past terms will not be counted in the term limits, whereas any term currently being served as of the adoption date will be counted in the term limits) regardless of how many terms a Director may have served in the past. Notwithstanding the foregoing , in the event the Corporation cannot find a new member to fill the vacant position on the Board of Trustees, the remaining members of the Board of Trustees may, by unanimous vote, elect to waive the term limits provisions for such period.

4.03 Change of Number.

a. The current number of directors serving may at any time be increased or decreased, between five (5) and nine (9) Members, by a majority of the entire Board of Trustees, but no decrease shall have the effect of shortening the term of any incumbent director.
b. The number of directors authorized to serve on the Board of Trustees under these Bylaws may at any time be increased or decreased by an amendment of these Bylaws, but no decrease shall have the effect of shortening the term of any incumbent director.

4.04 Vacancies. All vacancies in the Board of Trustees, whether caused by resignation, death or otherwise, may be filled by the affirmative vote of a majority of the remaining directors. At such time as the Board of Trustees may drop below the minimum number of five (5), whether by resignation, death or otherwise, the Board of Trustees shall be authorized to carry out business with that reduced number for the maximum period required to fill the vacant position(s). A director elected to fill any vacancy shall hold office for the unexpired term of the predecessor director and until a successor is elected and qualified.

4.05 Regular Meetings. Regular meetings of the Board of Trustees may be held at the Corporation's business office or at such other place or places, either within or without Clark County, as the Board of Trustees may from time to time designated. The annual meeting shall be held each year during the month of August at a date, time and place as the Board of Trustees shall designate by written notice. In addition to the annual meeting, there shall be regular meetings of the Board of Trustees held, with proper notice, not less frequently than once each calendar month. Minutes shall be kept at all meetings of the Board of Trustees.

4.06 Special Meetings. Special meetings of the Board of Trustees may be called at any time by the President or upon written request by any two directors. Such meetings shall be held at the registered office of the Corporation or at such other place or places as the directors may from time to time designate. When called by written request of any two directors, such directors shall be charged with providing proper notice of the special meeting in accordance with §4.07. Minutes shall be kept of all Special Meetings.

4.07 Notice. Notice of all meetings of the Board of Trustees (regular, annual and special) shall be given to each director by seven (7) days prior service of the same by email, letter, or personal delivery. Such notice shall designate the time and place of the meeting, but need not specify the business to be transacted at, nor the purpose of, the meeting.

4.08 Posting Electronic Notice.Notice may be provided to directors by posting the notice on an electronic network and delivering to such directors a separate record of the posting, tougher with comprehensible instructions regarding how to obtain access to the posting on the electronic network. Notice is effective when it has been posted to an electronic network and a separate record of the posting has been delivered to the recipient as provided by this §4.08.

4.09 Waiver of Notice. Waiver of notice can be made in one of the following two ways:

a. Attendance of a director at a meeting shall constitute a waiver of notice of such meeting, except where a director attends for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened; or
b. A waiver of notice signed by the director or directors, whether before or after the time stated for the meeting.

4.10 Quorum. A majority of the Members of the entire Board of Trustees shall be necessary and sufficient at all meetings to constitute a quorum for the transaction of business.

4.11 Manner of Acting. The act of the majority of the directors present at a meeting at which there is a quorum shall be the act of the Board of Trustees, unless the

vote of a greater number is required by these Bylaws, the Articles of Incorporation or applicable Nevada law.

4.12 Voting by Electronic Transmission. Votes for successor directors may be cast by electronic transmission, provided that the Corporation has designated an address, location or system to which the ballot may be electronically transmitted.

4.13 Meetings by Telephone. Members of the Board of Trustees or any committee designated by the Board of Trustees may participate in a meeting of such Board of Trustees or committee via conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each at the same time. Participation via such equipment shall constitute presence in person at a meeting.

4.14 Registering Dissent. A director who is present at a meeting of the Board of Trustees at which action on a corporate matter is taken shall be presumed to have assented to such action unless the director's dissent or abstention shall be entered in the minutes of the meeting, or unless the director shall file a written dissent or abstention to such action with the person acting as the secretary of the meeting before the adjournment thereof, or shall forward such dissent by registered mail to the Secretary of the Corporation immediately after the adjournment of the meeting. Such right to dissent to abstain shall not apply to a director who voted in favor of such action.

4.15 Remuneration. No stated salary shall be paid to directors, as such, for their service, but by resolution of the Board of Trustees, a fixed sum and expenses of attendance, if any, may be allowed for attendance at each annual, regular or special meeting of such Board of Trustees; provided that nothing herein contained shall be construed to preclude any director from serving the Corporation in any other capacity and receiving compensation therefore. Members of ad hoc or standing committees may be allowed like compensation for attending committee meetings.

4.16 Loans. No loans shall be made by the Corporation to any director.

4.17 Removal. Any director may be removed at any time, with or without cause, by the affirmative vote of two-thirds (⅔) of the whole Board of Trustees. Notice stating that a named director shall be considered for removal and the cause, if any, for such removal must be mailed to the director prior to a duly called meeting of the Board of Trustees at the same time and in the same manner prescribed for the notice of the meeting.

4.18 Action by Directors without a Meeting. Any action required or permitted to be taken at a meeting of the directors, or of a committee thereof, may be taken without a meeting by a written consent setting forth the action so to be taken, signed by all the directors, or all of the Members of the committee, as the case may be, before such action is taken. Such consent shall have the same effect as a unanimous vote. Any such action may also be ratified after it has been taken, either at a meeting of the directors or by unanimous written consent.

ARTICLE V
OFFICERS

5.01 Designations. The officers of the Corporation may be a Chair, Vice Chair, Treasurer, Secretary and Assistant Secretary, and such other officers as the Board of Trustees may designate. The Corporation shall have a Chair and Secretary. All officers shall be elected at the annual meeting for terms of one (1) year by the Board of Trustees. Such officers shall hold office until their successors are elected and qualify. Any two or more offices may be held by the same person, except the offices of Chair and Secretary.

5.02 The Chair. The Chair shall preside at all meetings of the Board of Trustees, shall perform such other duties as are incident to the office or are properly required of the Chair by the Board of Trustees.

5.03 Vice Chair. During the absence or disability of the Chair, the Vice Chair shall exercise all the functions of the Chair. The Vice Chair shall have such powers and discharge such duties as may be assigned to the Vice Chair from time to time by the Board of Trustees.

5.04 Secretary and Assistant Secretary. The Secretary, or his/her designee, shall issue notices for all meetings, except for notices of special meetings of the Board of Trustees which are called by the requisite number of directors, such directors being charged with giving proper notice, shall keep minutes of all meetings, shall have charge of the corporate books, shall make such reports and perform such other duties as are

incident to the office, or are properly required of the Secretary of the Board of Trustees and shall maintain all committee reports.

5.05 Treasurer. The Treasurer, or his/her designee, shall have the custody of all monies and securities of the Corporation and shall keep financial records. The Treasurer, or his/her designee, shall disburse the funds of the Corporation in payment of the just demands against the Corporation or as may be ordered by the Board of Trustees (taking proper vouchers for such disbursements) and shall render to the Board of Trustees from time to time as may be required, an account of all transactions undertaken as Treasurer and of the financial condition of the Corporation. The Treasurer shall perform such other duties as are incident to the office or are properly required by the Board of Trustees. The Treasurer shall provide a monthly report of the financial condition of the Corporation to the Board of Trustees.

5.06 Delegation. If any officer of the Corporation is absent or unable to act and no other person is authorized to act in such officer's place by the provisions of these Bylaws, the Board of Trustees may from time to time delegate the powers or duties of such officer to any other officer or any director or any person it may select.

5.07 Vacancies. Vacancies in any office arising from any cause may be filled by the Board of Trustees at any regular or special meeting of the Board of Trustees.

5.08 Other Officers. The Board of Trustees may appoint or retain such other officers or as agents as it shall deem necessary or expedient, who shall hold their offices for such terms and shall exercise such powers and perform such duties as shall be determined from time to time by the Board of Trustees.

5.09 Loans. No loan shall be made by the Corporation to any officer.

5.10 Term–Removal. The officers of the Corporation shall hold office until their successors are chosen and qualified. Any officer or agent elected or appointed by the Board of Trustees may be removed at any time, with or without cause, by the affirmative vote of a majority of the whole Board of Trustees, but such removal shall be without prejudice to the contact rights, if any of the person so removed.

5.11 Bonds. The Board of Trustees may, by resolution, require any and all of the officers to provide bonds to the Corporation, with surety or sureties acceptable to the Board of Trustees, conditioned for the faithful performance of the duties of their respective offices, and to comply with such other conditions as may from time to time be required by the Board of Trustees.

5.12 Salaries. The officers of the Corporation shall receive no salary. However, officers shall be reimbursed for reasonable expenses actually incurred in the performance of their duties. The Chair may recommend to the Board of Trustees the salary of the Chief Executive Officer and Chief Academic Officer, if any, and the Chief Executive Officer shall recommend salaries for other employees, if any, and the Board of Trustees shall approve or amend any such recommendations.

5.13 Repayment. Any payments made to a director, officer, or other employee of the Corporation for compensation, salary, bonus, interest, rent, or expense incurred by th party which shall be determined to be unreasonable in whole or in part by the Internal Revenue Service pursuant to §4941(d)(2)(E) of the Internal Revenue Code of 1986, as amended, shall be reimbursed by such director, officer, or employee to the Corporation to the full extent of such determination of unreasonableness. It shall be the duty of the Board of Trustees to enforce repayment of each such amount. In lieu of repayment by the director, officer, or employee, subject to the determination of the Board of Trustees, amounts may be withheld from future compensation or expense reimbursement payments of the director, officer, or employee, to the extent permitted by law, until the amount owed to the Corporation shall have been recovered.

ARTICLE VI
CHIEF EXECUTIVE OFFICER/CHIEF ACADEMIC OFFICER/EX OFFICIO

6.01 Chief Executive Officer. The Board of Trustees may select a Chief Executive Officer who shall be responsible for the administration and conduct of the business and affairs of the Corporation pursuant to guidelines and job description established by the Board of Trustees. The Chief Executive Officer if selected, may be compensated for services in that capacity in such amount and manner as the Board of Trustees shall determine.

6.02 Chief Academic Officer. The Board of Trustees may select a Chief Academic Officer who shall be responsible for the administration and conduct of the pedagogical and academic performance measures of the Corporation pursuant to guidelines and job description established by the Board of Trustees. The Chief Academic

Officer, if selected, may be compensated for services in that capacity in such amount and manner as the Board of Trustees shall determine.

6.03 Board Service. The Chief Executive Officer, Chief Academic Officer, and/or other designee of the Board of Trustees may serve on the Board of Trustees in an Ex-Officio nonvoting capacity at the direction of the Board of Trustees.

6.04 Liaison. The Chief Executive Officer and Chief Academic Officer shall act as liaisons between the Board of Trustees and the staff and employees of the Corporation. The Chief Executive Officer shall have full exclusive authority with respect to employees of the Corporation, pursuant to any personnel or other policies adopted by the Board of Trustees. The Chief Executive Officer shall also make salary recommendations for the employees of the Corporation. See §5.20.

6.05 Removal. The Chief Executive Officer and Chief Academic Officer may be removed at any time, with or without cause, by the affirmative vote of a majority of the whole Board of Trustees.

6.06 Loans. No loan shall be made by the Corporation to the Chief Executive Officer and Chief Academic Officer.

ARTICLE VII
COMMITTEES

7.01 Creation. The Board of Trustees may appoint, from time to time, standing or ad hoc committees. Such committees may be vested with such powers as the may determine by resolution passed by a majority of the full Board of Trustees. Provided that no such committee shall have the authority of the Board of Trustees in reference to amending, altering, or repealing these Bylaws; electing, appointing, or removing any Member of any such committee or any director or officer of the Corporation; amending the Articles of Incorporation; adopting a plan of merger or adopting a plan of consolidation with another Corporation; authorizing the sale, lease, or exchange of all or substantially all of the property and assets of the Corporation other than in the ordinary course of business, authorizing the voluntary dissolution of the Corporation or adopting a plan for the distribution of the assets of the Corporation; amending, altering or repealing any resolution of the Board of Trustees which by its terms provides that it shall not be amended, altered, or repealed by such committee or such other act(s) as only the Board of Trustees may perform under the Corporation's Articles of Incorporation and Bylaws or otherwise under law. All committees so appointed shall keep regular minutes of the transactions of their meetings and shall cause them to be recorded in books kept for that purpose in the office of the Corporation. The designation of any such committee and the delegation of authority thereto, shall not relieve the Board of Trustees, or any Board Member of any responsibility imposed by law.

7.02 Standing and Ad Hoc Committees.

a. Standing Committee. A committee designated as a Standing Committee shall serve continuously until such time as the Board of Trustees dissolves such committee by a majority vote of the full Board of Trustees. The following Standing Committees will be charged with assisting the Board of Trustees with the continuous management and operation of the Center; Governance, Finance, Development, Academic Excellence, and CEO/CAO Evaluation & Support.
b. Ad Hoc Committee. A committee designated as an Ad Hoc Committee shall serve on a temporary basis for the purpose of assisting the Boar particular matter as the Board of Trustees may designate and shall be automatically dissolved at the conclusion of the matter for which they were created or upon a majority vote of the full Board of Trustees.

7.03 Membership. Membership on Standing or Ad Hoc Committees shall be by appointment of the Board of Trustees. Upon formation of a committee, at least one Board Member or officer shall be designated to serve on such committee. The Board Member or officer serving on the committee shall be the liaison between the Board of Trustees and the committee. If at any time no Board Member or officer is serving on a committee, such committee shall designate one among its membership to make reports to the Board of Trustees at each Board meeting as to the activities, progress, needs and concerns of the committee. If at any time a Board member leaves a committee, the Board must appoint a replacement at the next regularly scheduled meeting of the Board.

7.04 Duties–Communication with Board of Trustees. Committees shall be charged with whatever duties the Board of Trustees may designate in accordance with the purposes for which the committee was created. All committees shall have an obligation to ensure that the minutes of committee meetings are kept and regular reporting is made to the Board of Trustees.

7.05 Nomination of Board Members. While the Governance Committee is responsible for Member recommendations to the Board, all committees shall have the ability to nominate Members to serve on the Board of Trustees. The Board of Trustees shall consider the nominations made by committees at each regular election of the Board of Trustees. If a vacancy occurs, for whatever reason, with respect to a Board Member who was charged with acting as a committee liaison, the committee upon which that Board Member served shall nominate a replacement from among the committee membership. The Board of Trustees shall have full discretion to elect or reject candidates nominated by committees.

7.06 Dissolution. The Board of Trustees shall have the ability to dissolve any Standing or Ad Hoc Committee at any time by a majority vote of the full Board of Trustees. Ad Hoc Committees may also be automatically dissolved upon completion of the purposes for which they were created. Standing Committees shall serve indefinitely until dissolution by the Board of Trustees.

ARTICLE VIII
RULES OF PROCEDURES

The rules of procedure at meetings of the Board of Trustees and committees of the Board of Trustees shall be rules as adopted by the Board of Trustees, so far as applicable and when not inconsistent with these Bylaws, the Articles of Incorporation or any further resolution of the Board of Trustees.

ARTICLE IX
DEPOSITORIES

The monies of the Corporation shall be deposited in the name of the Corporation in such bank or banks or trust company or trust companies as the Board of Trustees shall designate, and shall be drawn from such accounts only by check or other order for payment of money signed by such persons, and in such manner, as may be determined by resolution of the Board of Trustees.

ARTICLE X
NOTICES

Except as may otherwise be required by law, any notice to any director or officer may be delivered personally or by mail or e-mail. If mailed, the notice shall be delivered when deposited in the United States mail, addressed to the addressee at his or her last known address in the records of the Corporation, postage prepaid. If e-mailed, the notice shall be deemed to have been delivered when sent, unless returned by an automated notification of failure to deliver.

ARTICLE XI
INDEMNIFICATION OF OFFICERS, DIRECTORS, EMPLOYEES, AND AGENTS

The Corporation shall indemnify its officers, directors, employees, and agents to the greatest extent permitted by law. The Corporation shall have power to purchase and maintain insurance on behalf of any person who is or was a director, officer, employee, or agent of the Corporation or who is or was serving at the request of the Corporation as an officer, employee, or agent of another Corporation, partnership, joint venture, trust, other enterprise, or employee benefit plan, against any liability asserted against such person and incurred by such person in any such capacity or arising out of any status as such, whether or not the Corporation would have the power to indemnify such person against such liability under the provisions of this Article.

ARTICLE XII
CONTRACTS AND CONVEYANCES

All contracts, deeds, conveyances, negotiable instruments, and other instruments of like character which have first been approved by the Board of Trustees shall be signed by the Chair or Vice Chair and by the Secretary or as otherwise directed by the Board of Trustees. No contract of any officer of the Corporation shall be valid without previous authorization or subsequent ratification of the Board of Trustees.

ARTICLE XIII
BOOKS AND RECORDS

The Corporation shall keep correct and complete books and records of account and shall keep minutes of the proceedings of its Board of Trustees; and shall keep at its

registered office or principal place of business, or at the office of its transfer agent or registrar, a record of its directors, giving the names and addresses of all directors.

ARTICLE XIV
AMENDMENTS

A majority of the entire Board of Trustees shall have power to make, alter, amend, and repeal the Bylaws of this Corporation.

Adopted by resolution of the Corporation's Board of Trustees on _____, 2021.

_____
Secretary

Rooted School Clark County Code of Ethics

rootedschool

CODE OF ETHICS

Rooted School Directors, officers, and employees shall at all times be in compliance with the following Code of Ethics:

1. The Board of Directors shall conduct or direct the affairs of the School and exercise its powers subject to the applicable limitations of federal and state law, the School's charter, and its bylaws. The Board may delegate aspects of the management of school activities to others, so long as the affairs of the school are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

2. Every Director has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Director shall be excused from the discussion and vote on any matter involving such Director relating to (a) a "self-dealing transaction" (see below); (b) a conflict of interest; (c) indemnification of that Director uniquely; or (d) any other matter at the discretion of a majority of the Directors.

3. The Board of Directors and the employees of the School shall not engage in any "self-dealing transactions," except as approved by the Board. "Self-dealing transaction" means a transaction to which the school is a party and in which one or more of the Directors has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction and is subject to the Board's general standard of care: a transaction that is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Directors or their families because they are in a class of persons intended to be benefited by the program.

4. Any Director or Officer having an interest in a contract, other transaction, or program presented to or discussed by the Board of Directors for authorization, approval, or ratification shall make a prompt, full, and frank disclosure to the Board of his or her interest prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction, which might reasonably be construed to be adverse to the Board's interest. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the school, or is a Director or Officer of or has a significant financial or influential interest in the entity contracting or dealing with the School.

5. Directors representing any not-for-profit corporation proposing to do business with Rooted School shall disclose the nature and extent of such business propositions.

6. No Director, officer, or employee of a for-profit corporation having a business relationship with Rooted School shall serve as a voting member of the Board for the duration of such business relationship, provided; however, that this provision shall not apply to the following: a) Individuals associated with partnership, limited liability corporation, or professional corporation, including but not limited to doctors, accountants, and attorneys; b) Individuals associated with the educational entity (including but not limited to schools of education) some of whose faculty may be providing paid services directly or indirectly to Rooted School; or c) Individuals associated

Rooted School Clark County Conflict of Interest Policy

CONFLICT OF INTEREST POLICY OF

ROOTED SCHOOL

Article I

Purpose

The purpose of the conflict of interest policy is to protect this tax-exempt organization's (the "Organization") interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement, but not replace, any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II

Definitions

1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial 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 Organization has a transaction or arrangement;

b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement; or

c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III

Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

a. An interest person may make a presentation at the governing board 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 possible conflict of interest.

b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement in the Organization'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.

4. Violations of the Conflicts of Interest Policy

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain he alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV

Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall ~~contain:~~

a. The names of the persons who disclosed or otherwise were found to have a financial ~~interest~~ in connection with an actual or possible conflict of interest, the nature of the financial 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; and

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

a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to the member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to hat member's compensation.

c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from proving information to any committee regarding compensation.

Article VI

Annual Statements

Each director, principal officer and member of a committee with governing ~~board delegated~~ powers shall annually sign a statement which affirms 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 the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII

Periodic Reviews

To ensure the Organization 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; and

b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payment for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII

Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

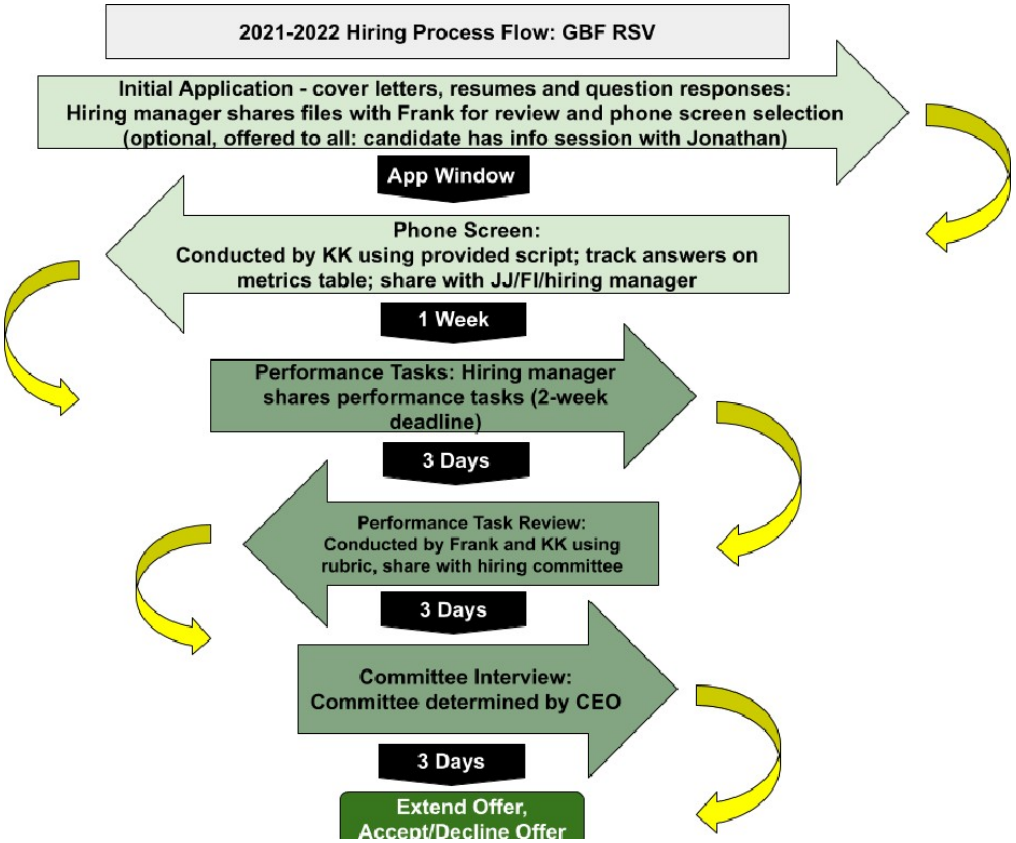
Effective - June_____, 2020 and adopted by the full Board of Directors

_____

, Secretary

ATTACHMENT 7
LEADERSHIP JOB DESCRIPTIONS

Hiring Process & Flow



Job Description Green Balloon Fellow School Leader

Green Balloon Fellowship—Nevada

In your role, you will work directly with our Founder and CEO and other members of our national team to lead Rooted School's launch in Nevada (Clark County or Reno). You will spend your time between New Orleans and Nevada, learning "The Rooted Way" while also building local relationships that will be pivotal towards a successful launch in fall 2022.

Above all, you will help us determine how we will fulfill the Rooted Promise.

What we want in new teammates:

- We want teammates who demonstrate a passion for and commitment to Rooted's mission.
- We want teammates who have an unwavering commitment to radical transparency and radical open-mindedness (that, regardless of how much you know about something, you could be wrong).
- We want teammates who can thrive in a startup environment (comfort with frequent, focused change and ambiguity + strong initiative).
- We want teammates who have success in managing or coaching teachers, specifically around instructional strategies, planning and assessment, and classroom culture (at least three years of experience preferred).
- We want teammates who have at least three years' experience teaching high school in a low-income or high needs population with a track record of outstanding academic results.
- We want teammates who have strong organization and planning skills.
- We want teammates with experience in school(s) which rely on digital curriculum as a means to develop basic content knowledge and skills (preferred).
- We want teammates who are committed to researching and remaining abreast of best instructional practices that may advance our mission.
- We want teammates who are obsessive about their personal growth, willing to put the team's mission above their personal one, and have a reputation of being someone who's aligned to our values.

What you'll be working on:

- Completing the Green Balloon Fellowship Modules: These cover things like our approach to (a) mission, vision, and The Rooted Way; (b) team development; and (c) operational excellence.
- Campus and Founder Shadowing: You'll be refining our approach to campus and founder shadowing. This means reflecting on questions like (a) How do I apply these strategies in my context and with my leadership? (b) Where have I seen this before? (c) How do I create something new in my context?
- Writing the Charter: We'll help on most of it but you'll drive the interpretations for your local context.
- Stepping in if Needed: We may need you to leverage your expertise on certain projects we're working on. You'll have a chance to accept (or not).
- Customized Professional Development: Through our approach to running a Deliberately, Developmental, Organization.

Compensation:

Competitive full-time salary commensurate with experience, as well as comprehensive benefits package

To apply:

If you're as excited about this role as we are, please email the following to our Application Review Committee at work@rootedschool.org:

1. **Cover letter that includes answers the prompts below:**
    - Explain what prompted you to apply for this role at Rooted School and what interests you most about the opportunity to join our team.
    - Tell us about a time you had a measurable (i.e. quantitative) impact on a job or an organization.
    - Share your biggest area for growth (i.e. if you improved in this area, it would have a significant impact on your next professional chapter).
2. **Resume that tells the story of your impact (i.e. the more specific you are using numbers the better).**
3. **At least three references who fit the profile below:**
    - Someone who's coached/managed you for at least one year.
    - Someone who you've coached/managed for at least one year.
    - Someone who you consider a peer, or lateral to you on team you've been on for at least one year.
4. **Select three times that work for a 45-minute phone call with one of our teammates using this link.**
    - We will follow up to confirm one of those times for a conversation.
    - If you'd like an informational interview before you apply, please arrange for a phone call using this link. We will follow up to confirm a time for the conversation.

Job Description Director of Finance & Operations

Director of Finance and Operations

In your role, you will be one of the lead executors of Rooted's finance and operations systems and procedures.

As our Director of Finance and Operations, you will work in step with our COO, School Leader, and instructional team to fulfill our school-wide vision for grade 9.

Above all, you will help us determine how we will fulfill the Rooted Promise. This might not work. It might not be fun. I hope you'll do it anyway.

FIT

- We want teammates who demonstrate a passion for and commitment to Rooted's mission
- We want teammates who have an unwavering commitment to radical transparency and radical open-mindedness (that, regardless of how much you know about something, you could be wrong)
- We want teammates who thrive in a startup environment (mainly comfort with change and ambiguity, strong initiative)
- We want teammates who have at least three years' experience managing operations and basic financial procurement in a school or business setting
- We want teammates who have very strong organization and planning skills
- We want teammates who have extensive experience using Google products, specifically in Excel
- We want teammates who crave a customer service environment, especially in service of our teachers so that they may do their amazing work for our students
- We want teammates who thrive in a multi-faceted role, switching often between skillsets and task types
- We want teammates who demonstrate a passion for details and navigating the minutiae of a project

- We want teammates who have strong project management skills (ability to manage lateral colleagues toward outcomes).

AREAS OF RESPONSIBILITY

- Manage data and front office personnel.
- Manage vendor relationships, holding service providers accountable to Rooted standards.
- Develop and maintain systems of effective and efficient internal controls and reporting to safeguard and track financial assets of the organization.
- Conduct the annual operating budget and planning processes, in conjunction with CEO and COO.
- Collaborate with Orleans Parish School District and the LA Department of Education around all compliance matters.
- Oversee all supplies and curriculum procurement in a timely and cost-efficient manner.
- Oversee enrollment procedures and student registration processes, along with compliant maintenance of student files and information systems.
- Work closely with COO to maintain (and/or improve) effective operational and financial procedures and systems.
- Work directly with transportation vendor to ensure timely and safe delivery of student services.
- Oversee food service management to ensure compliance requirements are met, including proper food reimbursement processes.
- Oversee student transportation management to ensure compliance requirements and the highest safety standards are met.
- Assist Director of School Environment in collecting, logging, and communicating truancy data to school leadership and families.
- Work closely with Data Manager and instructional leadership to ensure accurate and compliant data processes are in place.
- Work directly with building landlord to ensure Rooted is a safe and compliant space for students, staff, and families.

- Manage custodial expectations and work with custodial team members around general expectations and special events.
- Actively engage in creating a strong school culture. Every team member is responsible for helping establish Rooted's culture among students, partners, and the community-at-large.

PREFERRED QUALIFICATIONS

- Bachelor's degree from an accredited college or university (required)
- Master's degree in a relevant field (preferred)
- 3+ years in a school based operations role or similar professional setting

COMPENSATION

Competitive salary commensurate with experience, as well as comprehensive benefits package.

TO APPLY

If you're as excited about this role as we are, email a cover letter, resume and answers to the questions in the "To Apply" section to our founder/ceo at work@rootedschool.org.

Job Description Director of School Environment

Director of School Environment

Director of School Environment

In your role, you will be a lead architect in developing and executing our plan to sustain a healthy school environment for adults and students over the long-term.

As our Founding Manager of School Environment, you will work in step with our Leadership and Instructional teams build off our existing plan and further manifest our vision for Rooted's school environment.

Above all, you will help us determine how we will fulfill the Rooted Promise.

FIT

- Demonstrates a passion for and commitment to Rooted's mission
- Thrives in a startup environment (mainly comfort with change and ambiguity, strong initiative)
- At least three years' experience in upper middle school and/or high school with a low-income or high needs population with a track record of outstanding results
- Demonstrates a personal philosophy of high expectations for students that relies upon supportive structures, secure adult attachments, and personal responsibility
- Extensive knowledge and successful implementation of restorative practices in an upper middle school and/or high school setting with a low-income or high needs population
- Experience designing proactive measures to promote student growth and success, track record of results with a low-income or nigh needs population
- Extraordinary initiative in creation, iteration and improvement of cultural systems and structures
- Strong skill in analyzing student discipline data, coupled with a deep commitment to data-driven decision making
- Highly organized with the ability to develop organizational systems that promote efficiency and efficacy
- Committed to researching and remaining abreast of best instructional practices that may advance our mission
- Unwavering commitment to radical transparency and radical open-mindedness

AREAS OF RESPONSIBILITY

1. Create, revise, + maintain restorative practices systems and structures at Rooted School
2. Contribute to rituals, routines, and celebrations to promote a positive and joyful school environment
3. Proactively respond to student behavior by designing innovative solutions to address student needs
4. Develop strong relationships with students, families, community members, and Rooted teammates

5. Meticulously maintain, monitor, and report on student data (discipline, culture, and attendance), and provide student supports in response to data
6. Collaborate with school counselor and Rooted teammates to effectively respond to student needs and implement behavior interventions with targeted students
7. Offer coaching and supports to school teammates in effective response to student behavior and the promotion of a positive educational environment
8. Ensure due process and legal compliance with all disciplinary actions, accurately document all school communication and responses to discipline
9. Actively engage in creating a strong school culture. Every team member is responsible for helping establish Rooted's culture among students, partners, and the community-at-large

COMPENSATION

Competitive salary commensurate with experience, as well as comprehensive benefits package.

TO APPLY

If you're as excited about this role as we are, email a cover letter, resume and answers to the questions in the "To Apply" section to work@rootedschool.org.

School Leadership Position Posting

rootedschool

Joining Rooted School is about an opportunity. The opportunity to take your turn and to make a difference. The opportunity to contribute, to lead and to help others live their lives more fully.

The thing is, there's no easy way to do this. No simple way to quiet the noise that will be in our heads, no proven methods to earn the respect and applause of our colleagues and friends, no guaranteed approach that's going to insulate us from heartache.

Directions Part I:

Please follow the two steps below:

1. Please read the memo below describing our belief about leadership in the Rooted School model.
2. Answer the two questions before your next conversation with Kaitlin. Provide your written response 24 hours in advance of your scheduled debrief.

Jumping the Ravine:

This phrase is an intimate one amongst Rooted School Foundation's founding team. While its origins have become a private joke, its essence reveals how you know you might have what it takes to prove a new possible with us.

The goal of this task is to convey that we don't expect you to arrive. We work with some of the most talented and innovative educators in the world. Yet none of them would say they've "arrived". If you ever

feel like you don't have anything to learn from the team around you (including the broader community we serve) then this probably isn't the best team for you and you should do something else.

You might ask, "If you don't want me to have fully arrived, what do you expect then?"

We expect humility from our leaders in what they know and don't know. At the same time. Humility to accept that they will join the team as an amateur in how we achieve our mission. Hoping to turn pro alongside us.

People will test if you have a center constantly. If they're going to grant you permission to guide them, they have to know where your salt shaker is. If you don't consistently hold your center, no one will think you're strong enough to handle the darkest times. And there will be dark times. If you're quick to blame others in the moments as opposed to acting like an owner, this probably isn't the team for you and you should do something else.

If you accept our invitation to be the Founding School Leader of Rooted School Vancouver, you must know that you're entering a thankless job. Authorizers will constantly flag what you're doing wrong. Our students will make demands on you that you've let few people in your life do. And people you help grow into fuller human beings will say nasty, mean things about you sometimes.

Knowing all this, you'd need to be willing to jump the ravine for our mission. For what might be on the other side.

If hearing the above doesn't inspire you, you shouldn't continue reading this.

—

You should know that there will also be many bright days too. When you're bringing something to life in the world that it wants, the laws of nature have a tendency to bend the universe to your side.

Sometimes you and a teammate will text each other the same idea at the same time. You'll know how many years they've been married to their spouse. Occasionally, you'll get the random urge to text a teammate in a city thousands of miles away when you see them crushing it. Someone from Germany may email you to ask your advice on workforce readiness. School leaders from around the state and country will ask for your guidance all the time. People, sometimes complete strangers, will confide in you. You will listen to stories people are afraid to tell their own spouses. You will have the privilege to witness personal transformation in young people who are vastly underestimated in our society. You will also experience this happen inside you. Then you'll see your personal transformation positively influence conditions around you. These are a few of the many rewards you'll experience should you choose to jump the ravine.

Or maybe something is deeply wrong with you. You're the only person who's applied for the role so far. Many have come close but not all the way. We've heard a range of reasons that we're sure have merit. Not everyone can uproot their families and move across the country to start a school with an unproven

founder. Sometimes life gets in the way of plans. Or maybe someone doesn't feel they have enough school leadership experience. We get it.

Occasionally, leaders have shown a level of self-awareness we seek in all teammates. A constant theme that comes up is grounded in fear. It's a fear of the unknown that's masked with something that sounds like, "I'm not sure I can do this. I'm so different from the kids and the community I'll serve."

Question 1:

Do you believe that all children, no matter their background, have the potential to achieve at the highest levels imaginable?

If your answer is no, please stop reading.

—

Something must really be wrong with you. Did you not hear me? You're the only one who's applied for this role.

It will feel like the eyes of the entire Greater Vancouver and Portland Metro areas are watching your every move. Many people will be waiting for you to make a mistake. Any slip that will let them discredit the value of what you're building for our community's future.

Question 2:

Does hearing this make you feel differently about moving forward in our process?

If your answer is yes, please stop reading. You will save everyone a lot of time and heartache.

Directions, part II:

Please follow the two steps below:

1. Please read the scenario below.
2. Prepare to role play this question live in your scheduled debrief with Kaitlin.

Question 3:

During a town hall recruitment presentation, a parent asks you a question. "What business does a white woman from Portland have leading a high school of BIPOC youth in Vancouver? Knowing your background in private school education, what can parents expect will be different in your service of youth in Vancouver?"

—

If you ask someone, what's the best thing about being on the Rooted team, it's that you'll be supported in your personal growth like few places you've ever experienced in your life. You'll experience failure like you've never had before. And you'll witness your team support you as you lift yourself back up. Because that's what you're going to have to do to be successful. You're going to cause unintentional harm. You're going to make bad judgment calls. But you can't regret it. You must, first, push yourself to imagine how you contributed to whatever is not going right. Control what you can control. And move forward. Always move the mission forward.

If you accept an invitation to be a part of this journey with us, you're committing to making a dent in the universe. To jump the ravine every day. Through the high times. Through the low times. Success and failure belong to the team.

This is a lot to ask of a human being. We know. That's why we want to be honest about what we expect of people we bring into our lives this intensely. We've come to learn that this is what a mission like ours requires when the stakes are this high.

This will not be easy. Many will say that you can't do it. I hope you'll join us anyway.

Sample Interview Questions & Structure for School Leader

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Committee Interview Process and Questions: XXXXXXXX

Headline:

This is the final stage of the interview process and should closely mimic what it is like to work in a Deliberately Developmental Organization. Make sure that there are opportunities for feedback (affirmative, coaching, and evaluative), and gauge candidate's response to those moments. Leave no stone unturned as the team vets the candidate. When considering feedback from committee members, weigh each teammate's feedback and place emphasis on those who are most values- and mission-aligned.

Committee interview process:

1) Prior to the interview:
    a) Hiring manager schedules committee interview
    b) Kaitlin, Jonathan and Frank form team for committee interview
        i) 2 – 3 RSV board members, Kaitlin, Jonathan, Frank, Mitchell and Ashley
    c) Team reviews all content from the candidate (resume, cover letter, performance tasks script, etc..) contributes to questions for the committee interview
2) During the interview:
    a) Kaitlin facilitates
        i) KK notes structure of the interview
        ii) KK shares that there are a number of questions (likely 10), so answers will need to be between 3 and 5 minutes. Given that constraint, we may ask you to pause if we feel we have enough information around an answer-- please know that this is coming from a place of efficiency and not intended in any way to create an inhospitable experience for you while you're interviewing.
    b) Introductions: Name and role at Rooted
    c) Questions from the team (note the questions are numbered in order from 1-10)
    d) Questions from the candidate
    e) Short debrief with the team following the interview *(if members of the interview committee can't stay, please ensure you update the bottom portion of this document with your thoughts on next steps and any areas of concern).*

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Committee Interview Process and Questions: XXXXXXXX

Owner	Specific Candidate Questions
Committee Member #1	**Visionary Leadership & Alignment:** It's clear that you have a reputation for being a visionary leader who can also execute an ambitious vision. This is a skill that will be very important for the Founding School Leader to have. However, a question we have is how could we expect you to navigate situations when/if a Rooted teammate, Board member, and/or stakeholder is not on board with your vision? Can you share an example of how you've dealt with similar situations in the past? What would you do differently if you were invited to become the Founding School Leader for RSV? **FOLLOW-UP:** What could you have done to bridge the gap between your vision and your board/superintendent's vision? From where/who do you expect to experience the most resistance from towards executing RSV's vision? How can we expect you to lead in those moments of resistance?
Committee Member #2	**Commitment Over Time** In your conversations with Rooted teammates you named that you were coming out of retirement to apply for this position. Knowing that consistency in leadership will be key in Rooted School Vancouver's success, what could Rooted expect in terms of years committed to this school? **FOLLOW-UP: What is your long term goal? Are you planning to stay out of retirement for a while?**
Committee Member #3	**Understanding of the Model** Based on your knowledge of Rooted School New Orleans and Rooted School Indianapolis, what do you think Rooted School Nevada school needs to retain and do differently to achieve the vision and become a premier charter school in Nevada?
Committee Member #4	**Special Education** What steps are important to take to ensure you aren't exposing the school to special education liability?
	Equitable Outcomes How should a school use data to ensure equitable outcomes for students?

2

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Committee Interview Process and Questions: XXXXXXXX

	FOLLOW-UP: What would you do, if you saw the grades, students of color had more grades of Ds and Fs than those who are white. What would you do about that?
Committee Member #5	**Restorative Practices** At Rooted we employ restorative practices as a response to student behavior. Have you had experience leading a team to implement restorative practices before?
	Performance Tasks Probe When debriefing your performance tasks, you named a few content and pedagogy experts who inform your work. I noticed that most of the experts you named are white. How do you develop your team in culturally relevant pedagogy? How is Professional Development informed by a DEI lens?
Committee Member #6	**Radical Transparency** At Rooted we define radical transparency as saying the thing that eliminates barriers in us pursuing our mission. Share about a time when you spoke with radical transparency. What happened and how?
Committee Member #7	**Reflection and radical open mindedness:** As teammates at Rooted we need to consistently reflect about our practice. Share about a moment recently where you realized you were wrong. What do you do to check your own thinking and consider how you might be wrong?
QUESTIONS FROM THE CANDIDATE	1.
	2.
	3.

POST-INTERVIEW FEEDBACK FOR HIRING COMMITTEE	
Committee Member #1	**One strength:** **One area of concern:**
Committee Member #2	**One strength:** **One area of concern:**
Committee	**One strength:**

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Committee Interview Process and Questions: XXXXXXXX

Member #3	**One area of concern:**
Committee Member #4	**One strength:** **One area of concern:**
Committee Member #5	**One strength:** **One area of concern:**
Committee Member #6	**One strength:** **One area of concern:**
Committee Member #7	**One strength:** **One area of concern:**

Sample School Leader Performance Tasks

Performance Task Scenarios

I. Personnel:

Ms. Kendall has been your science teacher for the past three years. Her students typically demonstrate academic success and few, if any, parents or students have registered concerns about her performance as a classroom teacher.

Ms. Kendall, has begun to show up late to school by 3 - 5 minutes. You had noticed this behavior increasing over the end of the previous school year, and when you spoke with her, she assured you that it was due to some bussing issues she was having in the morning with her youngest child. Recently, two faculty members, as well as your vice-principal, have pointed out her lateness as well.

Please describe how you would handle the situation, and include any corrective actions in the form of a plan for improvement.

II. Budget Management & Fiduciary Responsibility:

You are currently in your second year as the school leader of Rooted School Vancouver. In a recent meeting, you were informed that, due to changes in state funding and the recent COVID-19 pandemic, the per pupil expenditure formula has been reduced, causing a budget shortfall of $60,000.

Below is a budget mock-up created for the purpose of this scenario:

2021 - 2022 PROJECTED SCHOOL YEAR BUDGET			
ADMINISTRATIVE POSITIONS	**SALARY**	**BENEFITS**	**TOTAL**
School Leader	90,000	5,000	95,000
Asst. School Leader	65,000	5,000	70,000
Director of Operations	65,000	5,000	70,000
Front Office Manager	30,000	5,000	35,000
Director of Student Culture	45,000	5,000	50,000
TOTAL	**295,000**	**25,000**	**320,000**
INSTRUCTIONAL POSITIONS	**SALARY**	**BENEFITS**	**TOTAL**
English	45,000	5,000	50,000
Mathematics	52,000	5,000	57,000
Science	60,000	5,000	65,000
History / Social Studies	45,000	5,000	50,000
Technology	55,000	5,000	60,000
TOTAL	**257,000**	**25,000**	**282,000**
EQUIPMENT	**STUDENT FUND - GAAP 500**		
I-Pads	25,000		
Desk Station Computers	55,000		
Laptop Computers	55,000		
Wireless Hotspots	15,000		
3-D Printers	12,000		
TOTAL	**162,000**		
CURRICULUM	**YEAR 2 OF 3 YEAR PURCHASE AGREEMENTS**		
Achieve 3000	55,000		
IXL Mathematics	59,000		
USA Test Prep	27,000		
ACT Readistep	15,000		
TOTAL	**156,000**		

Please create a short narrative explaining how you plan to account for this shortfall. Include any cuts you are proposing to either personnel, salary and/or benefits. Please be specific.

Other Important Information to Consider:

Rooted School Vancouver currently has an enrollment of 85 students. The demographic breakdown appears below:

ROOTED 2021 - 2022 DEMOGRAPHICS			
SCHOOL	**STUDENT POPULATION & ETHNICITY**	**COMMUNITY**	**SCHOOL**
Rooted Vancouver	African-American	60.2%	82.2%
	Caucasian	33.0%	4.3%
	Hispanic	5.3%	11.2%
	Asian	2.9%	2.3%
	Multiple Race/Other	1.7%	0.0%
	Number of Current Students	Current Enrollment 186	
	Grades Served	Grades 9 - 12	
	Teacher-to-Student Ratio	1:20	
	Free/Reduced Lunch	100%	

III. Academic Performance:

It is September 15, 2021, and students have been in school for one month. They have just completed their first round of benchmark assessments in math and English. After analyzing the data with your instructional team, you note that none of the students who are receiving special services are on track to meet yearly goals in either reading or math. In science, however, 60% of students are within reach of achieving yearly goals.

- IEP (9 Students = 20% - 30% below benchmark targets)
- ELL (5 students = 35% - 45% below benchmark targets)
- 504 (1 student = 18% - 22% below benchmark targets)

15 Students = 18% of Total School Population

In the table provided below, include your plans for remediation and growth.

ACADEMIC REMEDIATION PLAN

SHORT TERM PLAN (WEEKS 4 - 8)	MID RANGE PLAN (WEEKS 9 - 13)	LONG RANGE PLAN (WEEKS 14 - 20)

IV. Certificated Teacher Recruitment:

Two months into the hiring window for the 2021 - 2022 school year, you have received only 1 application for the following vacancies:

- 1 Certificated Math Teacher (Grade 9 Algebra)
- 1 Certificated Science Teacher (Grade 11 Chemistry)

Please provide a detailed description of your concrete steps to attract professional talent in these high needs content areas. Remember that your school budget is simultaneously in a $60,000 budget shortfall.

V. Board Management:

You are currently in your second year as the School Leader of Rooted School Vancouver. You have begun to notice a troubling trend from the last two public board meetings:

- Several members of the community have begun to ask questions during the public forum regarding your efforts to increase student pass rates in English and mathematics.
- Two of your seven board members, one being the board president, have been requesting increasingly detailed information about your plans to address this matter as well as information about the daily work of your instructional team.

In a brief narrative, please explain how you would handle this situation.

VI. School Culture:

During a tense moment in the cafeteria, two of your ninth grade female students engage in a physical altercation. Unfortunately, your teacher who is supervising the cafeteria did not handle the situation well. The altercation escalated quickly, and many students became involved. Several recordings of the fight took place. One of the students airdrops the altercation to all other students involved. Another student posts the altercation to social media, and it is shared on accounts across Vancouver.

What do you do that evening?
What is the first thing you do the next morning?
What is your plan to maintain school safety?

VII. Coaching & Professional Development:

You are currently in your first year as the school leader of Rooted School Vancouver. You are beginning to feel comfortable in your new role as school leader. You confer regularly with your principal colleagues from Rooted School Nola and Rooted School Indy, but you are beginning to feel like you need greater autonomy from the structure of the Rooted School model.

You do not agree with the choice of the literacy program, and you register your concern with your immediate supervisor. You are asked for the following information by your immediate supervisor:

- A rationale for your disagreement complete with the data to support your position and curricular choice
- An executive summary of other schools in the region and/or nationally, outside of the Rooted network, that are successfully using the program you are looking to adopt
- A comparison of three comparable reading programs including costs and platform requirements

Please respond to the following:

1) Who do you reach out to for support and guidance?
2) Describe your preparation for each of the above requirements.
3) How do you respond if your request is denied?

Sample School Leader Phone Interview Rubric

Candidate:

Interviewers:

1) Start interview with overview of interview process: a) introductions, b) questions curated for the candidate, c) time for questions from the candidate
2) Elevator speech on your role at Rooted and experience thus far [1-2 minutes]
3) Take notes on candidate's responses in italics
4) Following the interview:
    a) Select text in red that could be red flags, comment as needed
    b) Rate each response and comment rationale for interview committee

Questions	Key Look-Fors	1 [Lowest]	2	3	4 [Highest]
1) How is Rooted's mission connected to your own experience?	Look for a response that doesn't have a clear rationale for how Rooted fits within their educational theory of impact/change (-) Look for a response that understands the contribution Rooted is trying to make to better kids' lives and how it fits within their theory of impact/change (+)				
2) I want you to imagine a room that is filled with your biggest champions and supporters from your professional experience. What is the one strength they would all agree that you possess?	Look for a response that doesn't seem aware of his/her own greatest strengths. (-) Look for a response that is self-aware regarding others perceptions. (+)				
3) If we were to assemble a room of your biggest critics from your professional experience. What is the one area for growth that they would all agree that you need to improve on?	Look for a response that's unable to accept others' critiques. (-) Look for a response that is self-aware regarding themselves and others' perceptions. (+)				
4) "When Ashley reached out about your phone interview, she attached some pre-work. Did you receive the color activity?" Which two of these four buckets would you say you fit in	Look for a response that involves more than two colors and/or does not align with what you've heard from them (-)				

most?*[probe for specifics]* Bucket 1 (Blue): Facts, no fluff; Technical accuracy; Articulated ideas; Brief/clear/precise; Critical analysis; Straight forward Bucket 2 (Yellow): Metaphors, Big picture overview; Imaginative; Conceptual framework; Exploration; Visual Bucket 3 (Green): Details; Thoroughness; Rules + procedures; Action plans; Explanations; Stay on topic Bucket 4 (Red): Feelings + values; Open discussion; Expression; Personal touch; Empathy + consideration; Stories + examples	Look for a response that prioritizes two colors and aligns with what else you've heard from them (+)				
5) Give an example of the last time you apologized to your team at work. What event caused the apology?	Look for a response that indicates an inability to admit and/or learn from mistakes. (-) Look for a response that recognizes mistakes and **takes ownership** of the correction. (+)				
6a) Briefly and concretely describe the data point of which you are most proud in your career. 6b) How did this add value to the organization you were a part of?	Look for a response that is imprecise about the data point and/or that doesn't fit our vision of significant results. Does not name how it benefits the organization (-) Look for a response that is precise about the data point (i.e. SMART) and fits within our vision of significant results. (+)				
7) [Tailored to individual] List questions that emerge from the first round of application submission.	Look for a response that is incomplete (in terms of clarification) or unaware (red flags). (-)				

Any red flags or clarification needed:	Look for a response that indicates radical openness (owning of a mistake/ red flags) or radical transparency (being completely open and honest about any clarification sought) . (+)				
Total Points:					

Candidate's Questions:

Summary from Phone Interviewer:

Should the candidate move to the performance tasks stage?

Sample School Leader Resume Rubric

2021 - 2022 COVER LETTER & RESUME RUBRIC

Candidate Last Name			Candidate First Name			
Cover Letter Questions		1) What prompted you to apply for this role at Rooted and what interests you most about the position?	2) Tell us about a time you had a measurable (e.g. quantitative) impact on a job or an organization.	3) Share your biggest area for growth (i.e. If you improved in this area, it would have significant impact in your future professional endeavors.)		SCORE RATING
Cover Letter Rubric Scores		1	2	3	4	
Cover Letter Rubric Descriptors	**Coherence & Structure**	The cover letter is neither coherent nor logically structured.	The cover letter is only marginally coherent with little in the way of logical structure.	The cover letter addresses all three questions as outlined on the Rooted Hiring Webpage ***(see above)***.	The cover letter is coherent and logical. The cover letter addresses all three questions as outlined on the Rooted Hiring Webpage (see above).	
	Responding Fully w/Fidelity	The cover letter does not address one or more of the three questions as outlined on the Rooted Hiring Webpage and does not offer any important insight into the candidate's strengths/areas for growth.	The cover letter addresses only some elements of the three questions but not all and offers only superficial insight into the candidate's strengths/areas for growth.	The cover letter addresses most of the elements of the three questions, and offers some insight into the candidate's strengths/areas for growth.	The cover letter addresses all of the elements of the three questions, and offers some important insights into the candidate's strengths/areas for growth.	
	Grammar, Syntax, Mechanics & Spelling	The cover letter is poorly written with numerous grammatical and/or spelling errors	Cover letter contains some grammatical and/or spelling errors	Cover letter contains few, if any, grammatical and/or spelling errors	Cover letter contains no grammatical and/or spelling errors	
	Professional Formatting	Cover letter does not follow an acceptable professional format and contains content which can be deemed as unprofessional	Cover letter contains some structure but is not professional neither in format nor in content	Cover letter contains some structure with only few formatting issues	Cover letter is highly structured and professional with few, if any, formatting issues	
Resume Rubric Scores		1	2	3	4	
Resume Rubric Descriptors	**Coherence & Formatting**	The resume is neither coherent nor logically structured/formatted.	The resume is only marginally coherent with little in the way of logical structure and/or formatting.	The resume has most but, not all, elements of a professional resume and is structured in a way that makes the information easy to find: a) Work Experience w/start & end dates b) Educational Background w/start & end dates and all institutions attended c) Personal Information d) Degrees Earned e) Awards Earned	The resume contains all elements of a professional resume and is coherently structured/formatted.	
	Grammar, Syntax, Mechanics & Spelling	The resume is poorly written with numerous grammatical and/or spelling errors	The resume contains some grammatical and/or spelling errors	The resume has very few, if any, grammatical and/or spelling errors	The resume contains no grammatical and/or spelling errors and is, overall, mechanically sound	
					TOTAL	**0**

ATTACHMENT 8
LEADERSHIP TEAM RESUMES
SEE UNREDACTED RESUMES IN UPLOAD

Jonathan Johnson - CEO & Founder

Jonathan M. Johnson

[redacted]

EDUCATION

Chapman University: Orange, California — June 2010
Bachelor of Arts in Religious Studies, Minor in History
Chancellor's List, Dean's Scholar, Thurgood Scholar, Phi Alpha Theta History Honors Society

PROFESSIONAL WORK EXPERIENCE

Rooted School: New Orleans, Louisiana — September 2014-Present
Founder and CEO

- Outperformed average district performance in ELA and Math during Rooted's first two years
- Rooted School Juniors (the latest class) have made 5.6 years in Lexile growth within 2.5 years
- Over 70% of students are on track to earn 4 or more industry-recognized credentials in the tech sector
- Raised more than $4.5M through grants and private donations
- Built the organization to 21 staff members currently serving 165 students
- Secured over 30 technology sector partnerships that span Indianapolis and Louisiana
- Wrote and obtained charter approvals by New Orleans Public Schools and the Office of Education in Indianapolis
- Featured in media outlets that includes: NPR, Fast Company, Forbes, NewsOne, Hechinger Report, Times-Picayune, Indianapolis Business Journal
- Featured as keynote speaker and panelist at events that include: The Giving Pledge, Chapman University commencement, Michigan State University, TFA's 25th Anniversary, Georgia Governor's Office of Student Achievement Innovation Summit, Bush Foundation Personalized Learning Journey, SXSWEDU, WA Charters Annual Conference, TFA's—Policy, Advocacy, 4.0 Schools Community Summit, and more.
- Received Louisiana's Association of Public Charter Schools' Innovative Education Award (2017-2018)
- Awarded Distinguished School by the Orleans Parish School Board (2017 - 2018)
- Recognized as 1 of 235 most innovative schools in the U.S. with a focus on student-centered learning
- Awarded earliest investment in Charter School Growth Fund history for multi-state expansion

KIPP Central City Academy: New Orleans, Louisiana — July 2010- August 2014
8th Grade Social Studies Teacher

- 83% student passage rate on 8th grade social studies LEAP test in 2012-2013 academic year while the district average was 57%.
- Awarded Finalist for the Fishman Prize by fourth year of teaching.

SAMPLE HONORS

Rising Star Award, School Leader of Color National Advisory Board, Teach For America	Winter '20
Workforce Leadership Academy, Aspen Institute + New Orleans Business Alliance	Spring - Winter '19
Charter School Growth Fund, Emerging CMO	Fall '19
2018 Millennial Award—Education	July '18
40 under 40, Gambit Weekly	Fall '17
2017 Gathering of Leaders Millennial Impact Fellow, New Profit	Spring '17
Advisory Board Member, SXSWEDU 2017	Summer '16

Jonathan M. Johnson

Winner, NewSchools Venture Fund Catapult: Invent and Launch 2016	Winter '15
Winner, Echoing Green Global Fellowship	Summer '15
Winner, Teach For America Social Innovation Award	Summer '15
Winner, Camelback Ventures Fellowship	Spring '15
Winner of Future of School Challenge, New Schools for New Orleans and 4.0 Schools	Spring '14
Finalist, Fisherman Prize for Superlative Classroom Practice	Spring '14
KIPP School Leadership Program Fellow	Summer '13-Spring '14
Leaders For Educational Equity School Board Fellow (OPSB)	Spring '12
150 Faces of Chapman University Award, Chapman University	Fall '11

COMMUNITY INVOLVEMENT

Alumni Advisory Board, Teach For America—GNO	Spring '19 - Fall '19
The Collective Board, Teach For America—GNO	Summer '14-'16
Delta Tau Delta International Fraternity	Fall '06-Lifetime

REFERENCES

Matt Candler, Founder of 4.0 Schools
mcandler@4pt0.org
Contact Number: 504.939.5932

Darryl Cobb, Partner at Charter School Growth Fund
dcobb@chartergrowthfund.org
Contact Number: 312.405.1222

Kira Orange Jones, Senior Vice President of Regional Operations at Teach For America
kira.orangejones@teachforamerica.org
Contact Number: 347.578.4072

Kaitlin Karpinski, School Leader at Rooted School—New Orleans
kkarpinski@rootedschool.org
Contact Number: 808.429.0240

Sherahann LeBoeuf – Financial & Operations Consultant

[redacted]

PROFESSIONAL EXPERIENCE

Ed Ops — New Orleans, LA
Finance Specialist — Spring 2020 to present

- Provide full cycle accounting management as an outsourced CFO for several New Orleans are charter schools, including A/P, payroll, grant management, accounts reconciliation and monthly close.
- Review financial transactions and conduct an internal audit on a monthly and quarterly basis to ensure compliance with Government Accounting Standards and GAAP
- Prepare monthly financial statements and presentations for schools and assist with the budget planning process
- Assist schools with periodic reporting, financial audits, retirement plan audits and fiscal monitoring
- Analyze, model, and solve problems for schools on a wide range of business issues

Collegiate Academies – Collegiate Baton Rouge — Baton Rouge, LA
Founding Director of Finance & Operations — Summer 2017 to Spring 2020

- Managed finance and operations of a growing high school (At scale plan: 600 students)
- Managed school operations team (Ops Coordinator, Manager of Data & Operations, School Nurse and Custodian)
- Met enrollment goals for incoming cohort by Year 2 of at-scale plan
- Managed launch of school in 2017 in addition to two facility moves during new building construction

Uncommon Schools North Star Academy Clinton Hill Middle School — Newark, NJ
Director of Operations — Summer 2013 to Summer 2017

- Managed finance and operations of a full-scale middle school with 350+ students and 40+ staff members
- Oversaw student enrollment and orientation process
- Managed school operations team (Office Manager, Special Projects Coordinator, School Nurse and Custodian)
- Oversaw day-to-day operations with ancillary service providers (food service, custodial, technology, etc.)
- Oversaw accounting processes of the school, including payroll, purchasing, receivables, payables, etc.
- Served as School Testing Coordinator for PARCC and NJASK

100 Legacy Academy Middle School — Newark, NJ
Founding Director of Operations — Summer 2012 to Summer 2013

- Performed day to day accounting processes of the school, including payroll, purchasing, receivables, payables, etc.
- Oversaw student enrollment and recruitment process
- Worked with the School Business Administrator to prepare board meeting packets
- Oversee day-to-day operations with ancillary service providers (food service, transportation, custodial, etc.)
- Act as the NJSMART School Data Manager for student, personnel and special education state reporting
- Write policy manuals including the Financial Policy and Procedures Manual, Employee Handbook, School Safety Plan, etc.

Morris Jeff Community School — New Orleans, LA
Founding Director of Finance & Operations — Summer 2010 to Summer 2012

- Performed day-to-day accounting processes of the school, including payroll, purchasing, receivables, payables, etc.
- Prepared fiscal and programmatic reports for finance committee members, board of directors and LA Department of Education
- Manage fiscal and programmatic requirements for federal and state grants received: Title I, Title II, IDEA, LA4, Edujobs, etc.
- Oversaw day-to-day operations with ancillary service providers (food service, transportation, custodial, etc.)
- Handled internal, state, and federal audits and IRS 990 filing requirements
- Wrote policy manuals including the Financial Policy and Procedures Manual, Employee handbook, Emergency Plan, etc.
- Successfully negotiated contracts with ancillary service providers to reduce costs up to 25% post-budget cut

Rebowe & Company, CPAs — Metairie, LA
Staff Accountant — Spring 2008 to Summer 2010

- Audit niche groups include government entities, non-profit organizations and charter schools
- Specialization in federal grant audits for OMB A-133 compliance, particularly in areas of education and housing
- Responsible for preparing federal and state tax returns for Forms 1040, 990 and 1065

Audit Department Intern — Spring 2007 to Spring 2008

- Performed basic audit procedures for audits of local governmental agencies, charter schools, and non-profit organizations

EDUCATION

Loyola University New Orleans — New Orleans, LA
Bachelor of Accountancy (135 credit hours) — Spring 2008
University of New Orleans — New Orleans, LA
Post Undergraduate courses (9 credit hours) — Fall 2009

PROFESSIONAL ASSOCIATIONS

- Louisiana Association of School Business Officials
- Southeastern Association of School Business Officials
- Louisiana Association of School Administrators of Federally Assisted Programs
- Committee for a Better New Orleans, Board Member and Bryan Bell Metropolitan Leadership Forum Participant
- Caps for Kids, member of the board advisory committee
- Association of School Business Officials International, recipient of the Met Life Bridges to the Future scholarship
- American Society of Women Accountants, co-chair of the communications and website committee, won national "Best Website" award
- Alpha Kappa Psi, Business Fraternity
    - Served as Chapter President and Vice President of student chapter at Loyola University
    - Served as Alumni Volunteer Chapter Advisor to Tulane University Chapter

Kaitlin Karpinski – Rooted New Orleans School Leader & Rooted School Foundation Advisor

[redacted]

EDUCATION

Master of Education in S [redacted] **y 2010**
University of Hawai'i at Manoa, Honolulu, Hawai'i
Cumulative GPA: 3.85

Bachelor of Arts in Musical Theatre **May 2008**
Wilkes University, Wilkes-Barre, Pennsylvania
Cumulative GPA: 3.89
Alumni Award for Leadership *May 2008*

EXPERIENCE

Gary Lighthouse College Prep Academy **July 2013- present**
Served as Director of Teacher Leadership in Mathematics (2013-14), Assistant Principal (2014-15), Principal of 8th Grade Academy and Interim Principal of 9-12 (2015-16), and Principal (2016-17) of an 8th-12th grade charter school

- Led students, teachers, and school leaders to achieve significant academic gains.
  - As a Director of Teacher Leadership of the Mathematics Department, led a team of 7 teachers to increase Algebra I End of Course Exam pass/pass+ proficiency from 48% to 72% (2013-2014)
  - As Assistant Principal, collaborated in leading the change that increased senior graduation rate from 86% to 92.4% (2014-15), and as Principal, led a staff of 55 to improve graduation rate from 92.4% to 98% (2015-16)
  - As Principal of 8th grade Academy, led a team of 8 teachers to achieve an average of 159% of typical growth in reading amongst 8th grade scholars (2015-16)
  - As Principal of 8th grade Academy, led students and teachers to achieve an average of 136 Lexile points growth, equating to an average of 2.68 years of growth in reading (2015-16)
  - As Principal of 8th grade Academy, doubled mathematics ISTEP proficiency in Mathematics in the 8th grade academy from 2014-15 to 2015-16
  - Increased school accountability letter grade from F to C from 2013-14 to 2015-16.
- Effectively engaged teachers and leaders in professional development, instructional coaching, and data analysis, and led implementation of best practices in intervention.
  - Provided active, effective, and research-based instructional coaching to the mathematics and electives team (2013-14, 2016-17), 8th grade team (14-15, 15-16), and leadership teams (2014-2017)
  - Created, designed, and facilitated a 10-day beginning of year professional development institute for 55 staff members for three consecutive years
  - Designed and facilitated ongoing professional development in intervention, gradual release instructional model, Teach like a Champion instructional strategies, Lee Cantor's Behavior Management Cycle, Leverage Leadership, Five Dysfunctions of a Team, and research-based instructional initiatives
  - Possesses deep knowledge of curriculum and implementation best practices of History Alive!, Expeditionary Learning, Engage New York: Eureka Math, Achieve3000, Dreambox
  - Demonstrated fluency in executing and training educators in technological programs: PowerSchool, PowerTeacher, PowerTeacherPro, Achieve3000, Dreambox, eSIS, ECSSS, Linkit, Learning Station, Garageband, and iMovie
- Fluent in accurately analyzing data to determine strategic action steps in closing gaps in student achievement.
  - Proficient in analyzing NWEA, Acuity, Algebra I and English 10 End of Course Exams, ISTEP, ACT, and the Indiana state report card data
  - Provided professional development in data analysis through Data Digs, data cycles, and instructional coaching
  - Created data-driven professional development to address student growth and teacher development needs
- Collaborated in implementing a Restorative Practice vision and model to support the success of 689 8th-12th grade students.
  - Decreased total suspension days from 1,039 in 2013-14 to 136 in 2015-16
  - Utilized PBIS strategies in classroom, grade level, and whole-school initiatives, trained staff in utilizing PBIS in classrooms
  - Collaborated in creating Tier II and III settings for students with moderate to severe behavior needs
- Led a team to exceed enrollment goals in 2015-16, resulting in 102% enrollment reported to the state of Indiana.

[redacted]

Waipahu High School, Waipahu HI **July 2008- June 2013**
Served as a Hawai`i State Licensed Special Educator, Highly Qualified Teacher in English and Mathematics, and Teach For America Hawai`i Corps Member ('08-'10)

- Acted urgently on behalf of students to close academic gaps, provide excellent data-driven instruction, build lasting student and staff relationships, and contribute to the school and professional community.
  - In school year 2011-12 led 150 students to achieve an average of 4.2 years computational mathematics growth, as measured by the Stanford Diagnostic Mathematics Test (blue edition)
  - Led small learning community to achievement gains in 2009-10 and 2010-11: students achieved cumulative mastery averages of 80% or higher on English, Mathematics (88.4%), and Science prioritized standards and benchmarks
  - Led students to achieve significant gains in 2008-2009 with a class average increase of 1.5 years of reading growth, and 83% mathematics mastery of prioritized standards and benchmarks
  - Developed and implemented active, engaging, research-based, and rigorous mathematics curriculum for Algebra I and Directed Studies in Mathematics, and Geometry
  - Inspired students to reach their highest potential through use of innovative teaching strategies such as integration of technology, movement, modeling, and chanting
  - Analyzed student data and created action plans to address gaps in student understandings
  - Co-Designed and led the Ohana of Excellence small learning community, a learning program that emphasizes an inclusive learning environment for students receiving special education services; project-based learning; skills for workplace and career readiness; community-based instruction; social skills integration; and self-advocacy skills. This model is still an active program at Waipahu High School.
  - Participated in rigorous professional development opportunities in the field of education, including but not limited to Stanford Diagnostic Reading Test/Reading strategies, ECSSS Special Education, Crisis Prevention Intervention, Quantum Learning strategies, data collection and analysis, and Protect Kaho`olawe Ohana's curriculum training held on the island of Kaho`olawe
  - Wrote and received over $1,500 in donorschoose.org grants for technology and classroom supplies
  - Selected to be a Sue Lehmann Excellence in Teaching Award Hawai`i Quarter-Finalist as a second-year corps member
- Advocated, facilitated, and instructed as an Individualized Education Plan Care Coordinator and Special Education teacher.
  - Facilitated annual and triennial evaluation Individualized Education Plan meetings with students, parents, service providers, administrators, and general education teachers
  - Created, assessed and monitored mathematics Individualized Education Plan goals and objectives for 99 students.
  - Constructed and monitored academic, behavioral, and social interventions for individual students, with an emphasis on self-monitoring strategies
  - Co-facilitated and designed a differentiation workshop for 20 English teachers, providing instructional strategies for students receiving special education services in an inclusion setting
- Volunteered and actively engaged in programs that supported students, teachers, and school and local communities.
  - Served on the Na`au Pono committee, a committee dedicated to introducing, upholding, and rewarding behavioral expectations for Waipahu High School students.
  - Co-advised 8 officers and 90 members of Waipahu High School's Interact club, a club sponsored by Rotary Club of West Pearl Harbor, founded to provide service to local, national, and global communities
  - Facilitated 3-day leadership camps (Rotary Youth Leadership Awards--RYLA) for 60+ students through Rotary International.
  - Guest presenter at Professional Saturday events with Teach For America; Instructed beginning teachers in Differentiated Instruction, Data Collection and Student Investment, Fully Self Contained Inclusive Instruction, and Fully Self-Contained Best Practices

Kaitlin A.T. Karpinski
15617 98th Pl. • Dyer IN 46311
Kaitlin.Karpinski@gmail.com • mobile: (808) 429-0240

- Served on TFA Student Achievement Picnic committee, ensuring 75 students and their respective teachers celebrated significant student achievement with food, games and activities, entertainment, and prizes
- Volunteered in the TFA Hawai'i corps Sponsor A Teacher program, communicating formally and informally with donors through letters and Sponsor A Teacher events
- Communicated professionally with TFA donors, founders, corps members and alumni, including a formal speech at the annual First Hawaiian Bank Funder event

Teach For America Summer Institute, Philadelphia PA **May-August 2011**
Coached new teachers as a Corps Member Advisor during a six-week summer training program

- Coached, supported, and managed 14 corps members (beginning teachers) as they instructed secondary students in Algebra I and Geometry during summer school.
  - Ensured students in corps members' classrooms received a rigorous, supportive, high-quality summer school experience
  - Observed corps members' classroom teaching, providing feedback and coaching aligned with the Teaching As Leadership framework through weekly debrief conversations
  - Led group learning experiences (lesson planning clinics, management/investment clinics) for corps members while building a strong team culture and providing targeted, individualized support
  - Analyzed student performance data with corps members, directing changes in instructional design and implementation that increased formative student mastery averages by 20%
  - Analyzed 70 lesson plans per week, providing individual feedback and coaching to each corps member
- Collaborated with members of the school team and staff at summer institute to analyze student achievement and corps member survey data, and determine prioritized action steps in meeting student and corps member needs.

Wilkes University, Wilkes-Barre PA **Summer 2007**
Served as Orientation Coordinator for Freshman Orientation

- Supervised 62 E-Mentors/ Orientation Leaders over the course of freshman orientation, and two orientation resident assistants as they prepared the residence halls and created room assignments.
  - Designated E-Mentors/Orientation Leaders to specific roles over the course of each two-day orientation, resulting in extremely positive feedback from supervisory staff and E-Mentors/Orientation Leaders.
  - Instructed E-Mentors/Orientation Leaders on the expectations of their roles and assignments.
- Coordinated many aspects of freshman orientation, including (but not limited to) the creation of the orientation theme, reservation of buildings/rooms on campus, E-mentors/Orientation Leaders participation in welcoming event, and a variety of social activities.
  - Prepared parents and students for orientation through mailings, website, email, and phone correspondence
  - Collaborated directly with University College, Career Services, Wilkes University faculty advisors, Community Service office, and Campus Security to coordinate orientation events

Jewish Community Center Day Camp Ropes Course Specialist **Summers, 2005-2006**

- Provided low ropes course programming for 3-7 year old children and low/high ropes course programming for 8-17 year old children and children with exceptionalities.

Universal Ropes Course Builders Certified Facilitator/Trainer **2006-2008**

- Conducted trainings to certify participants in low ropes course, high ropes course, and climbing wall facilitation.

MEMBERSHIP
Wilkes University Alternative Spring Break
Participant for Belize, South America 2007-2008

Frank Ingargiola – Rooted School Foundation Senior Advisor (New Position)

Experienced school administrator with a proven track record of fostering and developing rigorous, relevant and positive instructional environments for students. Ability to develop and implement school/district budgets, along with effective plans to improve instruction and raise academic achievement. Noted for being able to improve school ranking, enhance test scores, reduce dropout and failure rates and better prepare students for continued learning in higher education.

AREAS OF STRENGTH AND EXPERTISE

- **School Management**
- **Human Resources**
- **Grant Writing**
- **Strategic Planning & Analysis**
- **Educational Reform Design**
- **Scheduling and Guidance**
- **Evaluation and Coaching**
- **Process Implementation**
- **Fiscal Savings and Reduction**

PROFESSIONAL EXPERIENCE

Rooted School 2016 to Present

Director of Strategic Initiatives:
My responsibilities include: Project management, growth and expansion planning, curriculum development and data curation, leading in the development of all mission and vision work, team building, coaching and professional development for senior leadership.

Key Accomplishments:
- Work to develop and design key infrastructure for both New Orleans and Indianapolis schools as well as the national CMO infrastructure
- Coach and thought-partner with principals on data-driven leadership
- Evaluate principals on annual performance metrics
- Design 360° evaluation / feedback tools focused on job-embedded skills and growth
- Measure and curate data for annual metrics and SPS goal attainment
- Work with the New Orleans school board to ensure state and local level compliance
- Act as the New Orleans board secretary and administrative liaison for the senior administration
- Work to communicate key progress goals and benchmarks with funders and various oversight entities including local and state boards
- Work to develop and design charter applications for both Indianapolis, Indiana and Vancouver, Washington
- Establishing college and university networks
- Assisting in the development of the *College & Career Counseling* program
- Developing and designing onboarding coursework for principals

Fairlawn School District 2017 - 2018

Superintendent of Schools:
Led and managed a comprehensive school district grades K - 12 including. Resigned position prior to full-term of contract.

Athlos Academy 2016 – 2017

Talent Recruitment & Grant Development Consultant:

- Teacher and student recruitment
- Local school board liaison
- Developing a network for teacher recruitment and human capital development
- Establishing a college and university network for entre into the Louisiana charter schools market
- Grant writing and research

Union County College 2015 to 2017

Humanities Department Lecturer
Instructed students in English 101, 102 and 122. Maintained regular office hours. Developed the curricula and the syllabi for the three courses.

- Development of curricula and syllabi
- Instructing English 101, 102 and 122 (Business Writing)
- Maintaining regular office hours
- Working directly with the Dean of Liberal Arts

Hamilton High School East – Steinert Memorial High School 2013 to 2015

Principal
Led and managed a comprehensive high school including: evaluating teachers and administrators, working with HR Director on a number of tasks including: succession planning, core competency building, staffing forecasting, gap analysis, negotiating strategies, goal management, recruitment/retention, and workforce diversity.

Developed a master schedule for increased instructional time and managed a zero-based budget as well as implementing the *Essential Questions Framework* and *UbD (Wiggins)* models for all core curricula.

Key Accomplishments:
- Increased student attendance over 96% in 2014-2015 by developing a system of meetings and phone conferences with parents
- Decreased overall suspensions by 52% by implementing a community service program both before and after school
- Enhanced four-year graduation cohort by 6% with a higher preponderance of students attending four-year colleges and fewer reporting "unpreparedness" a year later
- Reduced salary expenditure by over $100,000 while increasing certified, site-based supervision through establishment of new administrative structure

Pequannock Township High School 2007 to 2013

Principal & Interim Asst. Superintendent
Evaluated teachers and administrators as well as implemented the *Rigor & Relevance Framework (Daggett)* for all core content areas. Trained administrators across the district in the *Instructional Practices Inventory Protocol (Valentine)* in conjunction with *Danielson's Frameworks for Teaching* and *McRel's Teacher Evaluation System.*

Key Accomplishments:
- Oversaw rise to #25 high school in the state
- Increased HSPA Language Arts & Literacy scores 143% and HSPA Mathematics scores 33% in two years
- Developed comprehensive school reform plan focusing on Wiggins' *Essential Skills* across curriculum and implemented *Professional Learning Communities* school-wide
- Implemented comprehensive PSAT/SAT/ACT improvement plan resulting in all sophomores and juniors taking the PSAT and an overall increase in SAT combined mean scores of over 100 points
- Launched district-wide book study for all administrators focusing on RTI *(Hawthorne Pre-Referral Intervention Manual – Fifth Edition)* and resulting in a dramatic reduction in the number of students being classified

Plainfield High School 2005 to 2007
Principal

Developed a safe and academically rigorous learning environment by applying proven methodologies to raise scores and general expectations for student performance. Created a strategic school plan including *Corrective Action Plans* designed to improve attendance, standardized test scores, and the delivery of instruction within the block. Member of the school community's *Latino Action Board.*

Key Accomplishments:
- Strategically implemented *Smaller Learning Communities* resulting in teachers having a greater voice in school governance
- Infused differentiated instruction and curriculum mapping into daily academic programs
- Identified and publicized stakeholder core values to better focus on ways to improve school climate
- Developed and established a number of action plans for administrators to streamline operations and enhance functioning in a rapidly changing educational landscape
- Chaired *Accreditation for Growth Committee* for Middle States and *Minority Achievement Task Force* for district
- Contributing experience and innovative thinking to complex problem solving

South Brunswick High School 2001 to 2004
Principal

Led and managed a comprehensive high school of over 3600 students, including teacher coaching, staff and faculty evaluations, high-level budgeting. Supervised the construction of a new building with an additional 350,000 square feet of instructional space.

Key Accomplishments:

- Supervised major renovation and construction project for school
- Instituted *School-Within-a-School* structure as well as *Smaller Learning Communities* and *Advisory Programs*
- Addressed needs of skills-fragile students through the establishment of an alternative school, *James Kimpel Alternative School*
- Increased SAT combined mean scores by creating pilot prep courses and a series of on-line tutorials in conjunction with *Peterson's Test Prep*
- Achieved top 75 schools in New Jersey recognition for first time during tenure

Asbury Park High School 1999 to 2001
Principal

Led and managed a comprehensive high school, including teacher coaching / evaluations as well as high-level budget management.

Key Accomplishments:

- Elevated test scores on HSPT by 50%, with significantly more students scoring either proficient or advanced proficient
- Wrote and received $1,000,000 grant for *School-Based Youth Service Program*
- Partnered with Catholic Charities and U.M.D.N.J. to provide free medical and mental health services to students
- Reduced number of suspensions and referrals by 30% in two years
- Implemented data-driven instruction model for school district

EDUCATION AND TRAINING

Masters in Educational Administration, *Brooklyn College, Brooklyn, NY*
Master of Arts, English Education, Columbia University, New York, NY
Bachelor of Arts, English, Fordham University, Bronx, NY

CERTIFICATIONS

New Jersey School Administrator/Superintendent
New Jersey Principal
Louisiana Principal (Provisional)
New York City Teacher of English

Languages Spoken: English
Spanish

ADDITIONAL CREDENTIALS

Member of the NJPSA Board Council
Member of Kappa Delta Pi

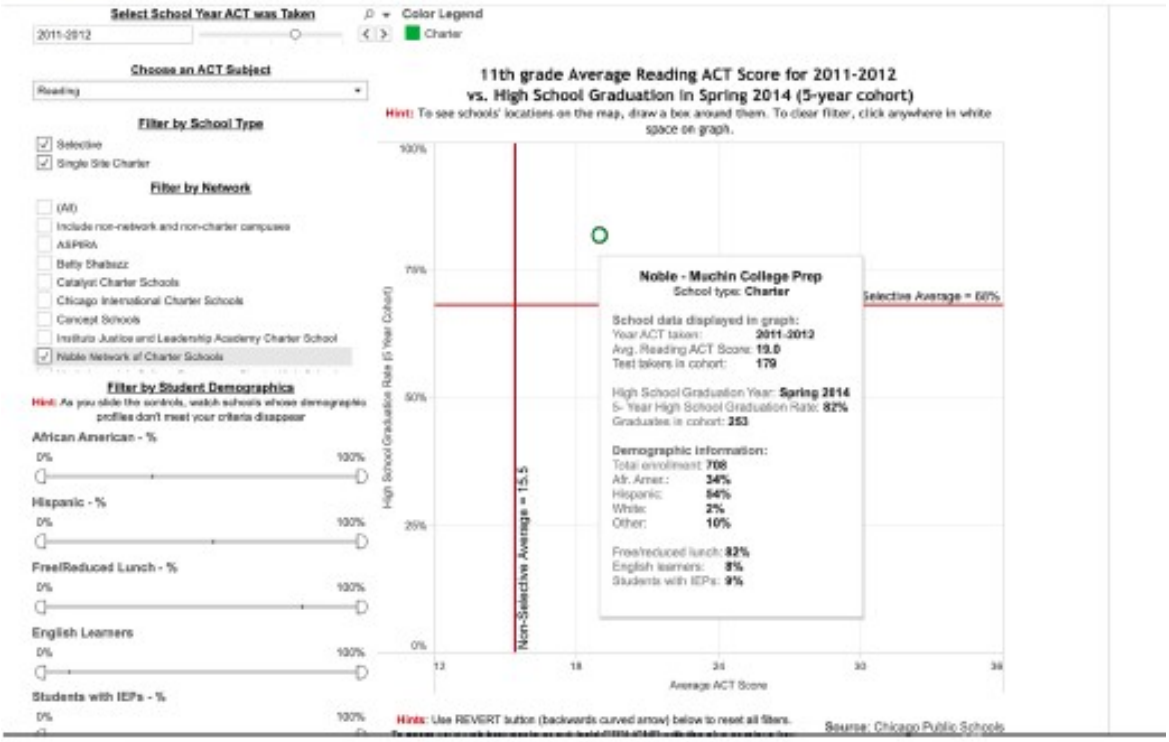
REFERENCES

[redacted]

ATTACHMENT 9
STUDENT ACADEMIC ACHIEVEMENT
DATA – RICK JAGER

Rick Jager
ACT Reading- Student Achievement Data
Noble Street Muchin College Prep

School Year: 2011-2012
Subject Area: Reading
Score:19

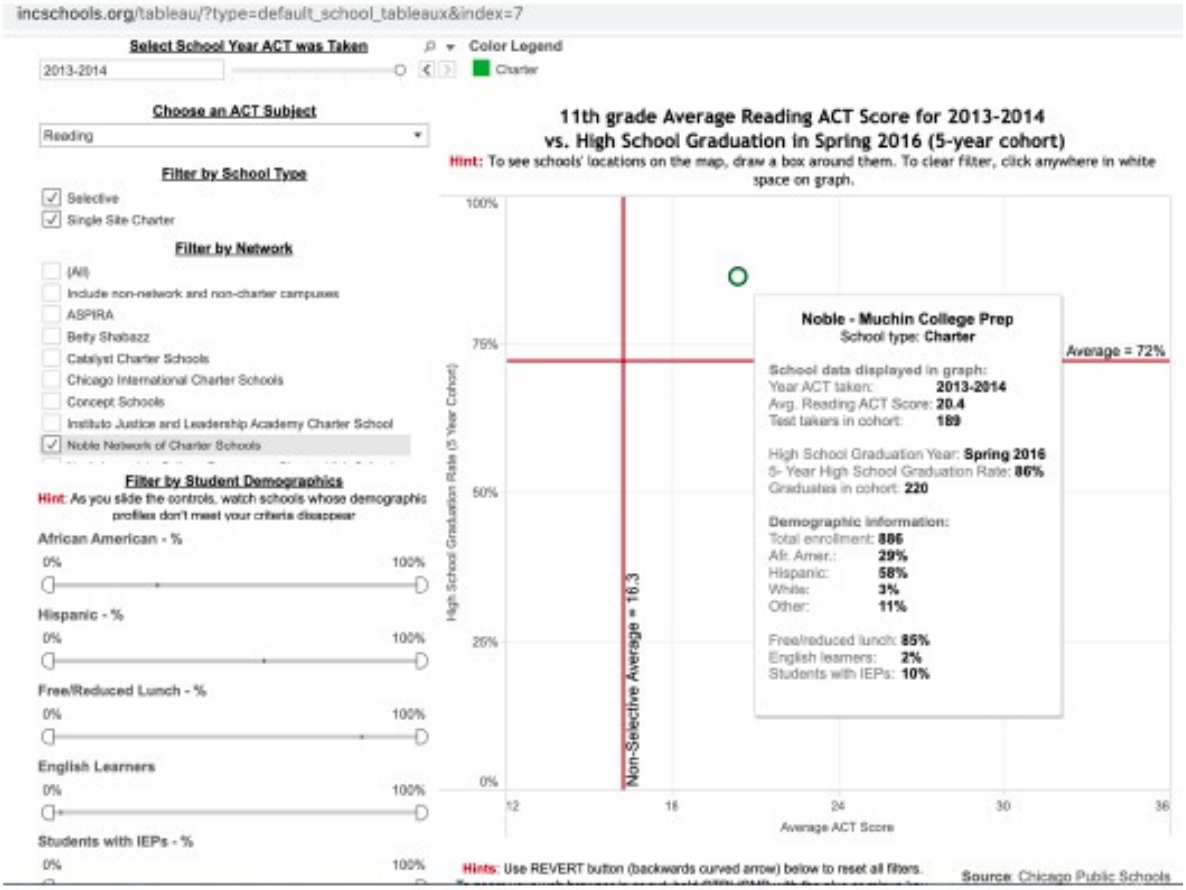


Source: https://www.incschools.org/tableau/?type=default_school_tableaux&index=7

School Year: 2012-2013
Subject Area: Reading
Score:20

Source: https://www.incschools.org/tableau/?type=default_school_tableaux&index=7

School Year: 2013-2014
Subject Area: Reading
Score:20.4



Source: https://www.incschools.org/tableau/?type=default_school_tableaux&index=7

Professional Standards for Educational Leaders

National Policy Board for Educational Administration

2015

October 2015

formerly known as ISLLC Standards

I. PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS

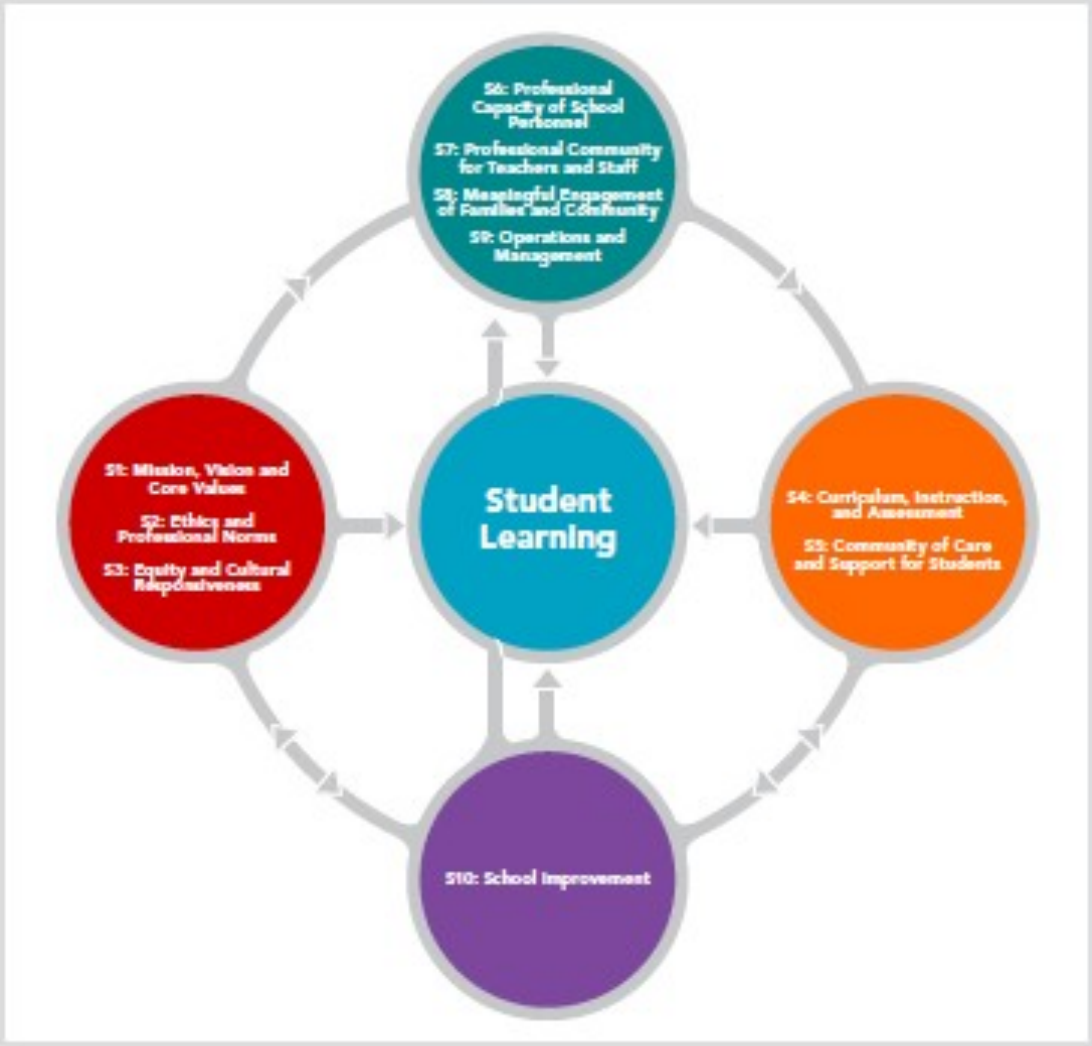


Figure 1: Relationship of School Leadership Work to Student Learning

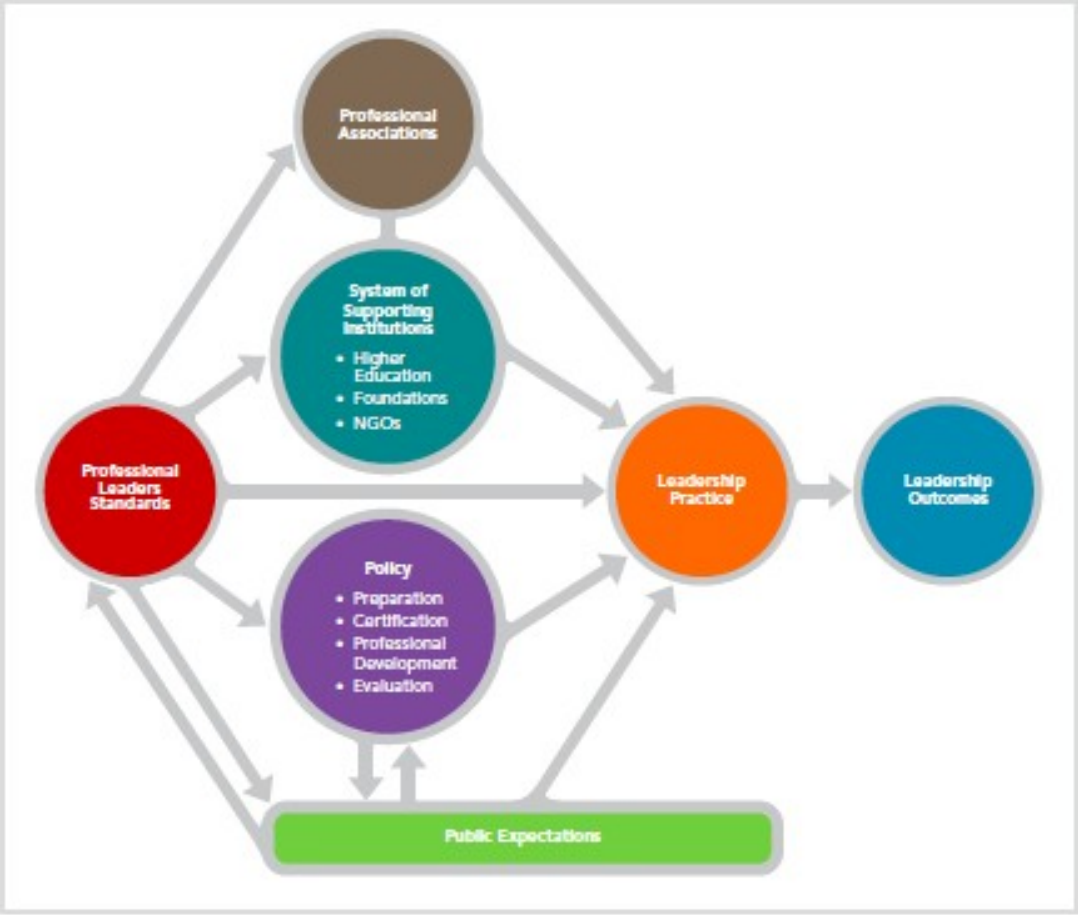


Figure 2: Theory-of-Action of the Role of Professional Standards in Leadership Practice and Outcomes

Professional Standards for Educational Leaders 2015

STANDARD 1. MISSION, VISION, AND CORE VALUES

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of *each* student.

Effective leaders:

a) Develop an educational mission for the school to promote the academic success and well-being of each student.

b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.

c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.

d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.

e) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.

f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.

g) Model and pursue the school's mission, vision, and core values in all aspects of leadership.

STANDARD 2. ETHICS AND PROFESSIONAL NORMS

Effective educational leaders act ethically and according to professional norms to promote *each* student's academic success and well-being.

Effective leaders:

a) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.

b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.

c) Place children at the center of education and accept responsibility for each student's academic success and well-being.

d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.

e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.

f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

STANDARD 3. EQUITY AND CULTURAL RESPONSIVENESS

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote *each* student's academic success and well-being.

Effective leaders:

a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.

b) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.

c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.

d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.

e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.

f) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.

g) Act with cultural competence and responsiveness in their interactions, decision making, and practice.

h) Address matters of equity and cultural responsiveness in all aspects of leadership.

STANDARD 4. CURRICULUM, INSTRUCTION, AND ASSESSMENT

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote *each* student's academic success and well-being.

Effective leaders:

a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.

b) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.

c) Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.

d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.

e) Promote the effective use of technology in the service of teaching and learning.

f) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.

g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

STANDARD 5. COMMUNITY OF CARE AND SUPPORT FOR STUDENTS

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Effective leaders:

a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.

b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.

c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.

d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.

e) Cultivate and reinforce student engagement in school and positive student conduct.

f) Infuse the school's learning environment with the cultures and languages of the school's community.

STANDARD 6. PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL

Effective educational leaders develop the professional capacity and practice of school personnel to promote *each* student's academic success and well-being.

Effective leaders:

a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.

b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.

c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.

d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.

e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.

f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.

h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.

i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

STANDARD 7. PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF

Effective educational leaders foster a professional community of teachers and other professional staff to promote *each* student's academic success and well-being.

Effective leaders:

a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.

b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.

c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.

e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.

f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.

g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.

h) Encourage faculty-initiated improvement of programs and practices.

STANDARD 8. MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote *each* student's academic success and well-being.

Effective leaders:

a) Are approachable, accessible, and welcoming to families and members of the community.

b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.

c) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.

d) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.

e) Create means for the school community to partner with families to support student learning in and out of school.

f) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.

g) Develop and provide the school as a resource for families and the community.

h) Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.

i) Advocate publicly for the needs and priorities of students, families, and the community.

j) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

II. LEADERSHIP PRACTICES INVENTORY

Make the Most of Your LPI Feedback

This probably doesn't come as any surprise to you, but there's no such thing as instant leadership—or instant expertise of any kind. Those who are the very best at anything become that because they had a strong desire to excel, a belief that new skills and abilities can be learned, and a willing devotion to deliberate practice and continuous learning. What truly differentiates the expert performers from the good performers is hours of practice. Deliberate practice. The best leaders work at becoming the best, and it doesn't happen over a weekend.

Those who are the best at leading are also the best at learning. Exemplary leaders don't rest on their laurels or rely on their natural talents; instead, they continually do more to improve themselves. So if you want to be the best you can be, you need to become a great learner.

Here are some tips on how you can get the most learning out of the LPI process:

- *Accept the feedback as a gift.* Feedback may not come wrapped in a package with a bow, but it's still one of the most valuable gifts you'll ever receive. Why? Because we know from our research that leaders who are the most open to feedback are far more effective than leaders who resist hearing other people's perspectives on their behaviors.
- *Take the feedback seriously.* You might wonder, "Will it really make a difference if I increase the frequency of the behaviors measured by the LPI?" It will. Research consistently shows the same results: The more frequently you demonstrate the behaviors included in the LPI, the more likely you will be seen as an effective leader.
- *Value the difference in your observers' perspectives.* You're a multi-dimensional person, and your feedback ought to be multi-dimensional as well. You work with people from a variety of backgrounds and from a variety of functions and organizations. Feedback from these multiple perspectives helps you see how you lead across groups and situations. The feedback from each observer helps you build a more complete picture of how effective you are a leader.
- *Plan now to retake the LPI.* Great leaders continually set goals and seek feedback. The LPI gives you a snapshot in time. It is a beginning point from which to move forward. To heighten your focus and practice with great purpose, decide now that you will retake the instrument within a specific period of time—we recommend between six and nine months—to see how you are doing and identify new priorities for your practice.

Why You Can Trust the Feedback

When we developed the LPI, we conducted several tests to ensure that the instrument had sound psychometric properties. Our own, as well as independent studies, consistently confirm that the LPI has very strong reliability and validity. Reliability means that the six statement pertaining to each leadership practice are highly correlated with one another.

Test/re-test is also high. This means that scores from one administration of the LPI to another within a short time span (a few days or even months) and without any significant intervening event (such as a leadership training program) are consistent and stable.

The LPI has both face validity and predictive validity. "Face validity" means that the results make sense to people. "Predictive validity" means that the results are significantly correlated with various performance measures and can be used to make predictions about leadership effectiveness.

The Ten Commitments of Exemplary Leadership

MODEL THE WAY

- Clarify values by finding your voice and affirming shared values.
- Set the example by aligning actions with shared values.

INSPIRE A SHARED VISION

- Envision the future by imagining exciting and ennobling possibilities.
- Enlist others in a common vision by appealing to shared aspirations.

CHALLENGE THE PROCESS

- Search for opportunities by seizing the initiative and by looking outward for innovative ways to improve.
- Experiment and take risks by consistently generating small wins and learning from experience.

ENABLE OTHERS TO ACT

- Foster collaboration by building trust and facilitating relationships.
- Strengthen others by increasing self-determination and developing competence.

ENCOURAGE THE HEART

- Recognize contributions by showing appreciation for individual excellence.
- Celebrate values and victories by creating a spirit of community.

First Impressions

KEEP IN MIND WHEN REVIEWING YOUR LPI REPORT:

- There is no such thing as a "bad" score, or even a "good" score. The LPI scores are a snapshot—an objective, current view of your leadership behaviors. They are not "grades" but opportunities for you to become more comfortable and skillful as a leader.
- Look for messages in the data, not scores. You may be receiving feedback from your manager, your direct reports, your peers, and others with whom you interact. It's easy to get lost in all the numbers. But don't let the data overwhelm you. Ask yourself, "What are people trying to tell me about my leadership behaviors?" "Where do I see consistencies and inconsistencies?" "Where are the patterns that shape how others see my leadership?" Treat the LPI feedback not as a report card, but as valid and useful information that you can use to become a better leader.
- Take personal ownership of the scores instead of thinking up excuses for your observers' ratings. Remember that the purpose of this assessment is to identify what you can do to become a better leader.
- Remember that the observers are referred to by letters and numbers instead of by name so they remain anonymous. Do not waste your time attempting to figure out who D1 or C3 might be. It does not matter, and you are likely to be incorrect anyway. Instead, concentrate on the messages.
- Do not be surprised if one observer rates you significantly lower in most if not all of the practices. You do not interact with everyone equally; the lower rating usually indicates that that observer does not see you engaging in the practice behaviors very frequently. You might have to think about and create new ways to ensure your leadership is more visible.

Exploring Consistency

Consistency in behavior is important to your credibility. It lets others know that they can count on you to be consistent in your actions so they know what to expect from you.

In the ideal scenario, your Self ratings would be very consistent with your Observer ratings. But in the real world, scores are not always consistent.

There are a number of valid explanations for inconsistency in your feedback. For instance, some people know you better, people in various roles (or varying functions) having differing expectations of you, and you may behave differently with some people than with others. What's important is to understand why people rate you differently than you rate yourself and think about the extent to which you need to be consistent.

Look through your feedback report quickly, paying special attention to the Data Summary pages for each of The Five Practices. Think about the questions on this page. Record your thoughts on note paper as needed.

COMPARE YOUR SELF RATINGS TO YOUR OBSERVER RATINGS

- How consistent are your self ratings with those of your observers? In other words, do you rate yourself higher than, lower than, or about the same as others rate you?
- Where are the self and observer ratings the most consistent?

COMPARE THE OBSERVERS' RATINGS WITH ONE ANOTHER

- How consistent are your observer ratings with one another? Do they tend to see your behavior in similar ways or not?
- Where are your observer ratings the most consistent with one another?

THINK ABOUT POSSIBLE REASONS FOR INCONSISTENCIES

- Where are your self ratings the most inconsistent with your observer ratings?
- Where are your observer ratings most inconsistent with one another?
- What might be some reasons for the inconsistencies?

TURN TO THE PERCENTILE RANKING PAGE

The Percentile Ranking page of your LPI Feedback Report shows how your self and observer scores compare with a large sample of observer ratings for leaders who have also taken the LPI.

Fill out the chart below by placing a check mark in the appropriate spaces for corresponding rater type, response, and percentile ranking. Then answer the questions that follow.

Percentile	Model the Way	Inspire a Shared Vision	Challenge the Process	Enable Others to Act	Encourage the Heart
Below 30th					
Self					
Manager					
Direct Report					
Co-Worker					
Other					
30th–70th					
Self					
Manager					
Direct Report					
Co-Worker					
Other					
70th–100th					
Self					
Manager					
Direct Report					
Co-Worker					
Other					

Focus Your Developmental Efforts

If you want to be a leader, you have to pay attention to those leadership behaviors that seem most comfortable for you and those you don't engage in as frequently.

Take it one step at a time. Small wins create momentum for change.

According to researchers, what truly differentiates the great from the merely good or average, regardless of their fields, is hours and hours of practice in order to obtain mastery in their fields and endeavors.

It is only through deliberate practice—focused, planned learning activities designed to improve a specific aspect of performance and usually guided by a trainer or coach—that you can develop your leadership capacity. That is true whether you want to improve your strengths—the skills you already have—or strengthen your weak behaviors.

To use your LPI feedback to improve, follow these steps:

1. Use your LPI feedback to identify your priorities for improvement and set specific goals.
2. Make a plan to achieve your goals.
3. Go public with your plan.
4. Obtain feedback and support.

Identify Your Priorities

Take another look at the Leadership Behaviors Ranking page in your LPI Feedback Report. Where would you like to focus your developmental efforts?

1. Behaviors to keep practicing:

2. Behaviors to strengthen:

Those who perform at the highest levels believe that, no matter how good they are, they can always be better. Less is not more when it comes to learning. More is more.

Circle one behavior to maintain a current rate of frequency and one behavior to practice more frequently as your top priorities at this time. Then review the sample Leadership Development Worksheet on the following pages and fill out a Leadership Development Worksheet to set your goals for the next learning project and come up with a plan for achieving them.

When you achieve your goals, you can choose two more priorities and repeat the process.

In addition to practice, you need good coaching, and The Five Practices of Exemplary Leadership provides a coaching framework. But remember that improvement begins by first acknowledging that you can be a better leader than you are today and that you want to put forth the effort to achieve that. No amount of coaching or practice can force you to improve. The motivation comes from within. But here's something we know from our research: The best leaders are the best learners.

Sample Leadership Development Worksheet

TODAY'S DATE: May 1, 2017

LEADERSHIP DEVELOPMENT PERIOD: May 2–22, 2017

MY TWO TOP PRIORITIES FOR THIS PERIOD: Write a compelling vision statement and present it to my team.

- A LEADERSHIP BEHAVIOR TO KEEP PRACTICING: Model the Way: Continue asking for feedback from team members on how my actions affect their performance.
- A LEADERSHIP BEHAVIOR TO STRENGTHEN: Inspire a Shared Vision: Describe a compelling image of the future and enlist team members in that common vision.

MY GOALS (WHAT I WANT TO ACHIEVE): Write and present a compelling vision of the future that my team shares.

THE BENEFITS OF ACHIEVING THESE GOALS: We will be energized and enthusiastic about working together toward our common goal; we will be more productive; we will be better able to achieve our team's mission

(Continued)

What's Next

When people offer feedback, they'd like to know that you value this gift and that you intend to do something with it. Plan a conversation (or conversations) with your observers in which you do the following:

- Thank your observers for their feedback.
- Acknowledge what messages you heard and ask for any necessary clarification.
- Tell observers what you are going to do and the benefits you expect.
- Ask for their continuing feedback and support.

It's up to you whether to meet with observers as a group or one-on-one. Here are some suggestions for holding productive conversations:

- Think ahead of time about what you want to say and what you would like from the observers.
- Be honest about the feedback you received and how you felt about it. By expressing your feelings, you will more easily establish trust.
- Whether you share the actual scores or just highlight the highs, lows, and "need more clarity" areas is up to you. But be sure to protect your observers' anonymity by not asking them to disclose the scores they gave you.
- Listen carefully and with an open mind to what your observers have to say.
- Remember to let your observers know that you welcome their feedback and appreciate their support.

SAMPLE LPI EVALUATION

LPI®: Leadership Practices Inventory®

JAMES M. KOUZES & BARRY Z. POSNER

Individual Feedback Report

| April 26, 2021

Rooted School Leadership 2020 - 2021

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The Five Practices of Exemplary Leadership®

Created by James M. Kouzes and Barry Z. Posner in the early 1980s and first identified in their internationally best-selling book, *The Leadership Challenge*, The Five Practices of Exemplary Leadership approaches leadership as a measurable, learnable, and teachable set of behaviors. After conducting hundreds of interviews, reviewing thousands of case studies, and analyzing more than two million survey questionnaires to understand those times when leaders performed at their personal best, there emerged five practices common to making extraordinary things happen. The Five Practices are:

The Leadership Practices Inventory (LPI) instrument is an essential tool to help you gain perspective into how you see yourself as a leader, how others view you, and what actions you can take to improve your use of The Five Practices, which research has demonstrated, year after year, make for more effective leaders.

ABOUT YOUR LPI REPORT

The LPI measures the frequency of 30 specific leadership behaviors on a 10-point scale, with six behavioral statements for each of The Five Practices. You and the observers you selected rated how frequently you engage in each of these important behaviors associated with The Five Practices. The response scale is:

	1-Almost Never	3-Seldom	5-Occasionally	7-Fairly Often	9-Very Frequently
	2-Rarely	4-Once in a While	6-Sometimes	8-Usually	10-Almost always

In the following report pages, you'll see your LPI Self (S) responses and your observer responses, which are categorized into Manager (M), Direct Report (D), Co-Worker (C), and Other (O). Observer responses are categorized as "Other" when there are not enough responses in the Direct Report or Coworker categories to preserve observer anonymity. The average observer rating (AVG) is an average of all LPI observer responses including Manager.

RATER ABBREVIATIONS:

M-Manager	D-Direct Report	C-Co-Worker	O-Other	S-Self	AVG-Average of all Observer Responses

You requested a total of 9 observers to rate you; of these, 7 have submitted an Observer survey as of report date and are included in your report results.

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LPI 360 LEADERSHIP PRACTICES INVENTORY

Profile for XXXXXXXXX
Rooted School Leadership 2020 - 2021
April 26, 2021

The Five Practices Data Summary

This page summarizes your LPI responses for each leadership Practice. The Self column shows the total of your own responses to the six behavioral statements about each Practice. The Individual Observers columns show the total of each Observer's six responses for the Practice. The AVG column shows the average of all your Observers' total responses. Total responses for each Practice can range from 6 to 60; which represents adding up the response score (ranging from 1-Almost Never to 10-Almost Always) for each of the six behavioral statements related to that practice.

	SELF	AVG	INDIVIDUAL OBSERVERS						
			M1	C1	C2	O1	O2	O3	O4
Model the Way	46	**48.6**	43	51	47	45	47	53	54
Inspire a Shared Vision	48	**53.6**	45	58	56	52	56	54	54
Challenge the Process	46	**51.1**	43	55	54	51	50	50	55
Enable Others to Act	49	**53.1**	46	56	54	52	55	54	55
Encourage the Heart	31	**51.1**	47	51	52	51	52	53	52

M-Manager D-Direct Report C-Co-Worker O-Other S-Self AVG-Average of all Observer Responses

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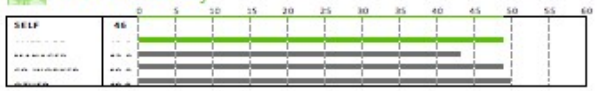
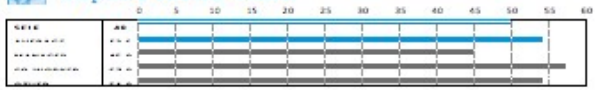
The Five Practices Bar Graphs

These bar graphs, one set for each leadership Practice, provide a graphic representation of the numerical data recorded on The Five Practices Data Summary page. By Practice, it shows the total response for Self and the average total for each category of Observer. Average refers to the average for all categories of Observers (including Manager). Total responses can range from 6 to 60; which represents adding up the response score (ranging from 1-Almost Never to 10-Almost Always) for each of the six behavioral statements related to that practice.

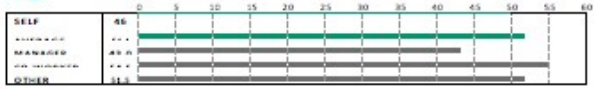
Model the Way



Inspire a Shared Vision



Challenge the Process



Enable Others to Act

Encourage the Heart

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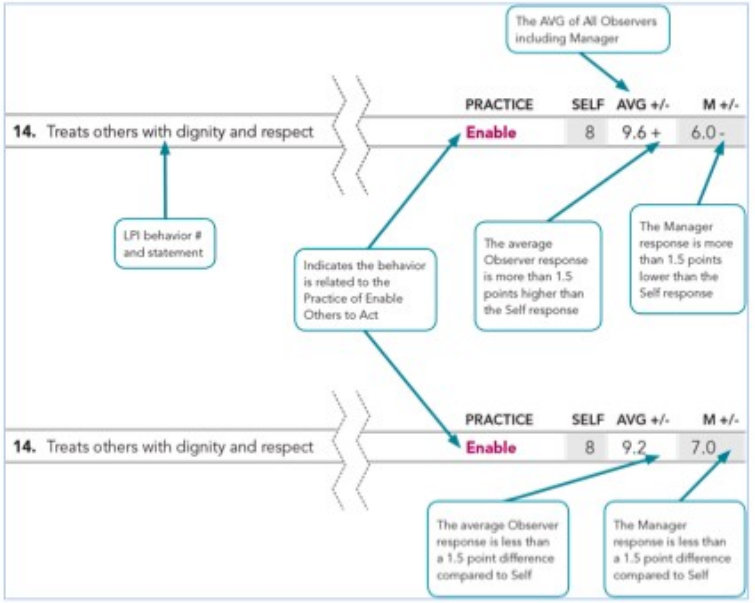
Leadership Behaviors Ranking

The following page shows the ranking, from most frequent to least frequent, of all 30 leadership behaviors based on the average of your Observers' responses. The average (AVG) includes the Manager response, which is also shown separately. Horizontal lines separate the 10 most and the 10 least frequent behaviors from the middle 10. A plus sign (+) next to the AVG or Manager (M) response indicates that the response is more than 1.5 points higher than your Self response; a minus sign (-) indicates that the response is more than 1.5 points lower than your Self response. Since 1.5 is approximately the average difference between self and observer scores, any difference greater than that merits attention. When the +/- column is blank in a given row, this indicates a reasonable degree of agreement between the SELF and AVG or SELF and MANAGER scores. The response scale runs from 1-Almost Never to 10-Almost Always.



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MOST FREQUENT

		PRACTICE	SELF	AVG +/-	M +/-
7.	Describes a compelling image of what our future could be like	Inspire	9	9.7	8.0
14.	Treats people with dignity and respect	Enable	8	9.7 +	9.0
12.	Appeals to others to share dream of the future	Inspire	9	9.4	9.0
27.	Speaks with genuine conviction about the higher meaning and purpose of our work	Inspire	9	9.3	9.0
24.	Gives people a great deal of freedom and choice in deciding how to do their work	Enable	10	9.1	8.0 -
3.	Seeks out challenging opportunities that test his/her own skills and abilities	Challenge	9	9.1	8.0
9.	Actively listens to diverse points of view	Enable	9	9.1	8.0
22.	Paints the "big picture" of what we aspire to accomplish	Inspire	9	9.0	6.0 -
4.	Develops cooperative relationships among the people he/she works with	Enable	9	8.9	7.0 -
5.	Praises people for a job well done	Encourage	7	8.9 +	8.0
15.	Makes sure that people are creatively recognized for their contributions to the success of our projects	Encourage	5	8.9 +	9.0 +
18.	Asks "What can we learn?" when things don't go as expected	Challenge	8	8.7	7.0
13.	Actively searches for innovative ways to improve what we do	Challenge	6	8.7 +	8.0 +
10.	Makes it a point to let people know about his/her confidence in their abilities	Encourage	5	8.6 +	7.0 +
28.	Takes initiative in anticipating and responding to change	Challenge	8	8.4	7.0
8.	Challenges people to try out new and innovative ways to do their work	Challenge	7	8.4	7.0
30.	Gets personally involved in recognizing people and celebrating accomplishments	Encourage	5	8.4 +	7.0 +
20.	Publicly recognizes people who exemplify commitment to shared values	Encourage	4	8.4 +	8.0 +
1.	Sets a personal example of what he/she expects of others	Model	8	8.3	7.0
16.	Asks for feedback on how his/her actions affect other people's performance	Model	8	8.3	9.0
19.	Involves people in the decisions that directly impact their job performance	Enable	6	8.3 +	7.0
26.	Is clear about his/her philosophy of leadership	Model	9	8.1	6.0 -
17.	Shows others how their long-term interests can be realized by enlisting in a common vision	Inspire	4	8.1 +	6.0 +
2.	Talks about future trends that will influence how our work gets done	Inspire	8	8.0	7.0
6.	Makes certain that people adhere to the principles and standards that have been agreed upon	Model	7	8.0	8.0
11.	Follows through on promises and commitments he/she makes	Model	7	8.0	8.0
29.	Ensures that people grow in their jobs by learning new skills and developing themselves	Enable	7	8.0	7.0
25.	Tells stories of encouragement about the good work of others	Encourage	5	8.0 +	8.0 +
21.	Builds consensus around a common set of values for running our organization	Model	7	7.9	5.0 -
23.	Identifies measurable milestones that keep projects moving forward	Challenge	8	7.7	6.0 -

LEAST FREQUENT

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LPI 360 LEADERSHIP PRACTICES INVENTORY

Profile for XXXXXXXXX
Rooted School Leadership 2020 - 2021
April 26, 2021

Model the Way Data Summary

- Clarify values by finding your voice and affirming shared values
- Set the example by aligning actions with shared values

This page shows the responses for each of the six leadership behaviors related to this Practice. The Self column shows the responses you gave yourself for each behavior. The AVG column shows the averages of the Observers responses. The Individual Observers columns show each Observers response for each behavioral item. Responses can range from 1-Almost Never to 10-Almost Always.

	SELF	AVG	INDIVIDUAL OBSERVERS						
			M1	C1	C2	O1	O2	O3	O4
1. Sets a personal example of what he/she expects of others	8	8.3	7	9	9	6	8	9	10
6. Makes certain that people adhere to the principles and standards that have been agreed upon	7	8.0	8	8	6	9	7	9	9
11. Follows through on promises and commitments he/she makes	7	8.0	8	9	9	5	9	9	7
16. Asks for feedback on how his/her actions affect other people's performance	8	8.3	9	10	6	8	6	9	10
21. Builds consensus around a common set of values for running our organization	7	7.9	5	9	7	8	9	8	9
26. Is clear about his/her philosophy of leadership	9	8.1	6	6	10	9	8	9	9

1-Almost Never	3-Seldom	5-Occasionally	7-Fairly Often	9-Very Frequently
2-Rarely	4-Once in a While	6-Sometimes	8-Usually	10-Almost always

M-Manager	O-Direct Report	C-Co-Worker	O-Other	S-Self	AVG-Average of all Observer Responses

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Model the Way Bar Graphs

- Clarify values by finding your voice and affirming shared values
- Set the example by aligning actions with shared values

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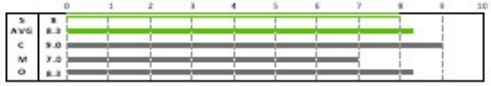
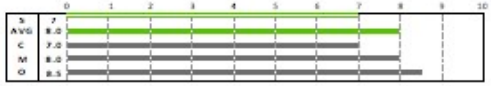
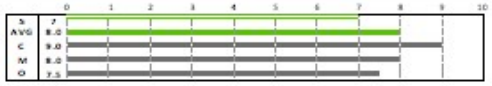
1. Sets a personal example of what he/she expects of others



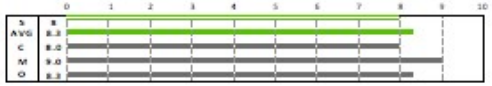
6. Makes certain that people adhere to the principles and standards that have been agreed upon



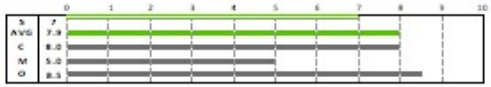
11. Follows through on promises and commitments he/she makes



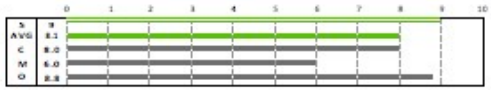
16. Asks for feedback on how his/her actions affect other people's performance



21. Builds consensus around a common set of values for running our organization



26. Is clear about his/her philosophy of leadership



RESPONSE SCALE	1-Almost Never	3-Seldom	5-Occasionally	7-Fairly Often	9-Very Frequently
	2- Rarely	4-Once in a While	6-Sometimes	8-Usually	10-Almost always
M-Manager	D-Direct Report	C-Co-Worker	O-Other	S-Self	AVG-Average of all Observer Responses

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Inspire a Shared Vision Data Summary

- Envision the future by imagining exciting and ennobling possibilities
- Enlist others in a common vision by appealing to shared aspirations

This page shows the responses for each of the six leadership behaviors related to this Practice. The Self column shows the responses you gave yourself for each behavior. The AVG column shows the averages of the Observers responses. The Individual Observers columns show each Observers response for each behavioral item. Responses can range from 1-Almost Never to 10-Almost Always.

	SELF	AVG	INDIVIDUAL OBSERVERS						
			M1	C1	C2	O1	O2	O3	O4
2. Talks about future trends that will influence how our work gets done	8	8.0	7	10	8	7	9	7	8
7. Describes a compelling image of what our future could be like	9	9.7	8	10	10	10	10	10	10
12. Appeals to others to share dream of the future	9	9.4	9	10	9	9	10	10	9
17. Shows others how their long-term interests can be realized by enlisting in a common vision	4	8.1	6	9	9	9	7	9	8
22. Paints the "big picture" of what we aspire to accomplish	9	9.0	6	10	10	8	10	9	10
27. Speaks with genuine conviction about the higher meaning and purpose of our work	9	9.3	9	9	10	9	10	9	9

	1-Almost Never	3-Seldom	5-Occasionally	7-Fairly Often	9-Very Frequently
	2-Rarely	4-Once in a While	6-Sometimes	8-Usually	10-Almost always
M-Manager	D-Direct Report	C-Co-Worker	O-Other	S-Self	AVG-Average of all Observer Responses

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Inspire a Shared Vision Bar Graphs

- Envision the future by imagining exciting and ennobling possibilities
- Enlist others in a common vision by appealing to shared aspirations

The set of bar graphs for each of the six leadership behaviors related to this Practice provides a graphic representation of your and your Observers' average responses for that behavior. By behavior, it shows the response for Self and the average response for each category of Observer. Average refers to the average response for all categories of Observers (including Manager). Responses can range from 1-Almost Never to 10-Almost Always.

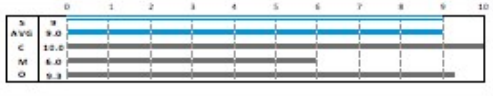
2. Talks about future trends that will influence how our work gets done

7. Describes a compelling image of what our future could be like

12. Appeals to others to share dream of the future

17. Shows others how their long-term interests can be realized by enlisting in a common vision

22. Paints the "big picture" of what we aspire to accomplish



27. Speaks with genuine conviction about the higher meaning and purpose of our work

RESPONSE SCALE	1-Almost Never	3-Seldom	5-Occasionally	7-Fairly Often	9-Very Frequently
	2- Rarely	4-Once in a While	6-Sometimes	8-Usually	10-Almost always

M-Manager D-Direct Report C-Co-Worker O-Other S-Self AVG-Average of all Observer Responses

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Challenge the Process Data Summary

- Search for opportunities by seizing the initiative and by looking outward for innovative ways to improve
- Experiment and take risks by constantly generating small wins and learning from experience

This page shows the responses for each of the six leadership behaviors related to this Practice. The Self column shows the responses you gave yourself for each behavior. The AVG column shows the averages of the Observers responses. The Individual Observers columns show each Observers response for each behavioral item. Responses can range from 1-Almost Never to 10-Almost Always.

	SELF	AVG	INDIVIDUAL OBSERVERS						
			M1	C1	C2	O1	O2	O3	O4
3. Seeks out challenging opportunities that test his/her own skills and abilities	9	9.1	8	10	10	9	10	7	10
8. Challenges people to try out new and innovative ways to do their work	7	8.4	7	9	9	8	8	9	9
13. Actively searches for innovative ways to improve what we do	6	8.7	8	9	9	8	9	9	9
18. Asks "What can we learn?" when things don't go as expected	8	8.7	7	10	10	9	7	8	10
23. Identifies measurable milestones that keep projects moving forward	8	7.7	6	8	8	8	8	8	8
28. Takes initiative in anticipating and responding to change	8	8.4	7	9	8	9	8	9	9

	1-Almost Never	3-Seldom	5-Occasionally	7-Fairly Often	9-Very Frequently
	2-Rarely	4-Once in a While	6-Sometimes	8-Usually	10-Almost always

M-Manager D-Direct Report C-Co-Worker O-Other S-Self AVG-Average of all Observer Responses

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Challenge the Process Bar Graphs

- Search for opportunities by seizing the initiative and by looking outward for innovative ways to improve
- Experiment and take risks by constantly generating small wins and learning from experience

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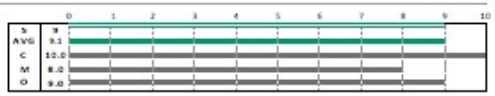
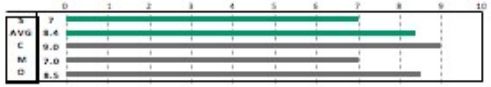
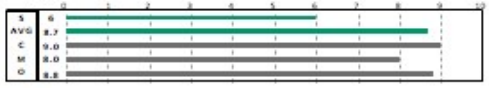
3. Seeks out challenging opportunities that test his/her own skills and abilities



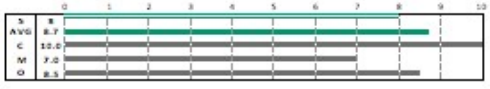
8. Challenges people to try out new and innovative ways to do their work



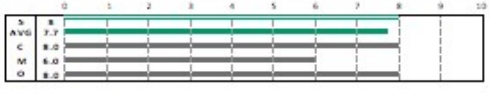
13. Actively searches for innovative ways to improve what we do



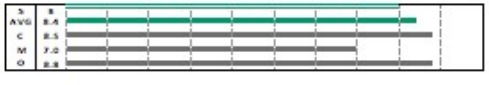
18. Asks "What can we learn?" when things don't go as expected



23. Identifies measurable milestones that keep projects moving forward



28. Takes initiative in anticipating and responding to change



RESPONSE SCALE	1-Almost Never	3-Seldom	5-Occasionally	7-Fairly Often	9-Very Frequently
	2- Rarely	4-Once in a While	6-Sometimes	8-Usually	10-Almost always

M-Manager D-Direct Report C-Co-Worker O-Other S-Self AVG-Average of all Observer Responses

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LPI 360 LEADERSHIP PRACTICES INVENTORY

Profile for XXXXXXXXX
Rooted School Leadership 2020 - 2021
April 26, 2021

Enable Others to Act Data Summary

- Foster collaboration by building trust and facilitating relationships
- Strengthen others by increasing self-determination and developing competence

This page shows the responses for each of the six leadership behaviors related to this Practice. The Self column shows the responses you gave yourself for each behavior. The AVG column shows the averages of the Observers responses. The Individual Observers columns show each Observers response for each behavioral item. Responses can range from 1-Almost Never to 10-Almost Always.

	SELF	AVG	INDIVIDUAL OBSERVERS						
			M1	C1	C2	O1	O2	O3	O4
4. Develops cooperative relationships among the people he/she works with	9	8.9	7	10	8	8	9	10	10
9. Actively listens to diverse points of view	9	9.1	8	10	8	9	10	10	9
14. Treats people with dignity and respect	8	9.7	9	10	10	9	10	10	10
19. Involves people in the decisions that directly impact their job performance	6	8.3	7	8	9	9	9	8	8
24. Gives people a great deal of freedom and choice in deciding how to do their work	10	9.1	8	10	10	9	9	8	10
29. Ensures that people grow in their jobs by learning new skills and developing themselves	7	8.0	7	8	9	8	8	8	8

	1-Almost Never	3-Seldom	5-Occasionally	7-Fairly Often	9-Very Frequently
	2-Rarely	4-Once in a While	6-Sometimes	8-Usually	10-Almost always

M-Manager D-Direct Report C-Co-Worker O-Other S-Self AVG-Average of all Observer Responses

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Enable Others to Act Bar Graphs

- Foster collaboration by building trust and facilitating relationships
- Strengthen others by increasing self-determination and developing competence

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4. Develops cooperative relationships among the people he/she works with

9. Actively listens to diverse points of view

14. Treats people with dignity and respect

19. Involves people in the decisions that directly impact their job performance

24. Gives people a great deal of freedom and choice in deciding how to do their work

29. Ensures that people grow in their jobs by learning new skills and developing themselves

RESPONSE SCALE	1-Almost Never	3-Seldom	5-Occasionally	7-Fairly Often	9-Very Frequently
	2- Rarely	4-Once in a While	6-Sometimes	8-Usually	10-Almost always
M-Manager	D-Direct Report	C-Co-Worker	O-Other	S-Self	AVG-Average of all Observer Responses

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Encourage the Heart Data Summary

- Recognize contributions by showing appreciation for individual excellence
- Celebrate the values and victories by creating a spirit of community

This page shows the responses for each of the six leadership behaviors related to this Practice. The Self column shows the responses you gave yourself for each behavior. The AVG column shows the averages of the Observers responses. The Individual Observers columns show each Observers response for each behavioral item. Responses can range from 1-Almost Never to 10-Almost Always.

	SELF	AVG	INDIVIDUAL OBSERVERS						
			M1	C1	C2	O1	O2	O3	O4
5. Praises people for a job well done	7	8.9	8	9	9	9	8	9	10
10. Makes it a point to let people know about his/her confidence in their abilities	5	8.6	7	10	10	7	9	8	9
15. Makes sure that people are creatively recognized for their contributions to the success of our projects	5	8.9	9	10	8	9	8	9	9
20. Publicly recognizes people who exemplify commitment to shared values	4	8.4	8	8	8	9	8	9	9
25. Tells stories of encouragement about the good work of others	5	8.0	8	6	8	8	10	9	7
30. Gets personally involved in recognizing people and celebrating accomplishments	5	8.4	7	8	9	9	9	9	8

	1-Almost Never	3-Seldom	5-Occasionally	7-Fairly Often	9-Very Frequently
	2-Rarely	4-Once in a While	6-Sometimes	8-Usually	10-Almost always

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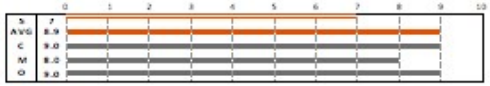
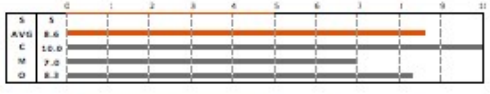
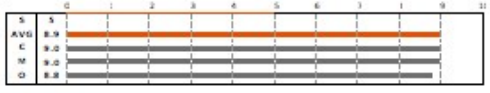
5. Praises people for a job well done



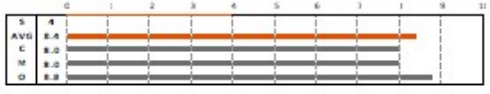
10. Makes it a point to let people know about his/her confidence in their abilities



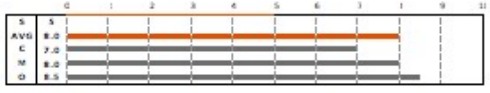
15. Makes sure that people are creatively recognized for their contributions to the success of our projects



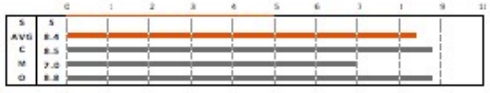
20. Publicly recognizes people who exemplify commitment to shared values



25. Tells stories of encouragement about the good work of others



30. Gets personally involved in recognizing people and celebrating accomplishments



RESPONSE SCALE	1-Almost Never	3-Seldom	5-Occasionally	7-Fairly Often	9-Very Frequently
	2- Rarely	4-Once in a While	6-Sometimes	8-Usually	10-Almost always

M-Manager O-Direct Report C-Co-Worker O-Other S-Self AVG-Average of all Observer Responses

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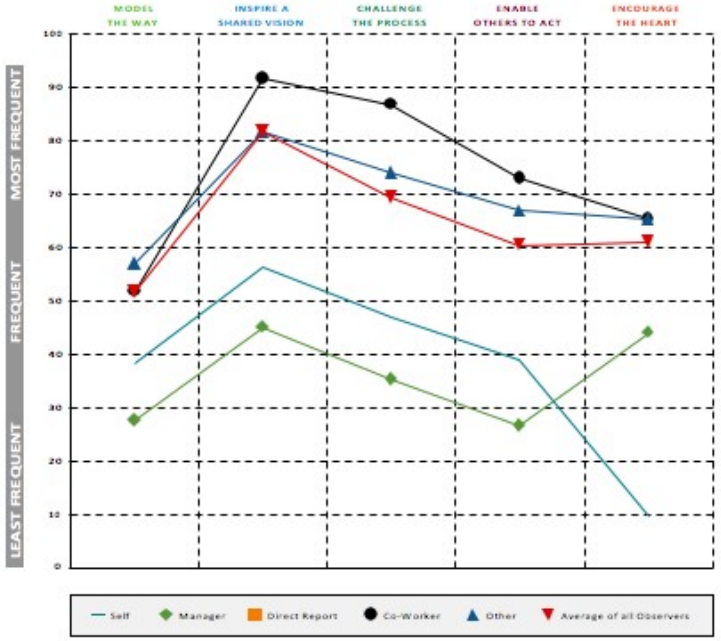
Percentile Ranking

The leaders and observers who make up the LPI database include a mix of males and females at all levels, from all types of organizations, and from all over the world. This page compares your Self-responses and those of your Observers to all Observer responses for other leaders who have taken the LPI. The horizontal lines at the 30th and 70th percentiles divide the graph into three segments, roughly approximating a normal distribution of scores. Each line on the graph shows what percentile your Self or an Observer category response falls into for each Practice. For example, if your Self scores for Model the Way is at the 50th percentile, half of the leaders in the database were rated higher by their Observers on the Practice, and half were rated lower.



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ATTACHMENT 11
TEACHER EVALUATION TOOLS

Charlotte Danielson's FRAMEWORK FOR TEACHING

DOMAIN 1: Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy
- Content knowledge • Prerequisite relationships • Content pedagogy

1b Demonstrating Knowledge of Students
- Child development • Learning process • Special needs
- Student skills, knowledge, and proficiency
- Interests and cultural heritage

1c Setting Instructional Outcomes
- Value, sequence, and alignment • Clarity • Balance
- Suitability for diverse learners

1d Demonstrating Knowledge of Resources
- For classroom • To extend content knowledge • For students

1e Designing Coherent Instruction
- Learning activities • Instructional materials and resources
- Instructional groups • Lesson and unit structure

1f Designing Student Assessments
- Congruence with outcomes • Criteria and standards
- Formative assessments • Use for planning

DOMAIN 2: The Classroom Environment

2a Creating an Environment of Respect and Rapport
- Teacher interaction with students • Student interaction with students

2b Establishing a Culture for Learning
- Importance of content • Expectations for learning and behavior
- Student pride in work

2c Managing Classroom Procedures
- Instructional groups • Transitions
- Materials and supplies • Non-instructional duties
- Supervision of volunteers and paraprofessionals

2d Managing Student Behavior
- Expectations • Monitoring behavior • Response to misbehavior

2e Organizing Physical Space
- Safety and accessibility • Arrangement of furniture and resources

DOMAIN 4: Professional Responsibilities

4a Reflecting on Teaching
- Accuracy • Use in future teaching

4b Maintaining Accurate Records
- Student completion of assignments
- Student progress in learning • Non-instructional records

4c Communicating with Families
- About instructional program • About individual students
- Engagement of families in instructional program

4d Participating in a Professional Community
- Relationships with colleagues • Participation in school projects
- Involvement in culture of professional inquiry • Service to school

4e Growing and Developing Professionally
- Enhancement of content knowledge and pedagogical skill
- Service to the profession

4f Showing Professionalism
- Integrity/ethical conduct • Service to students • Advocacy
- Decision-making • Compliance with school/district regulations

DOMAIN 3: Instruction

3a Communicating With Students
- Expectations for learning • Directions and procedures
- Explanations of content • Use of oral and written language

3b Using Questioning and Discussion Techniques
- Quality of questions • Discussion techniques • Student participation

3c Engaging Students in Learning
- Activities and assignments • Student groups
- Instructional materials and resources • Structure and pacing

3d Using Assessment in Instruction
- Assessment criteria • Monitoring of student learning
- Feedback to students • Student self-assessment and monitoring

3e Demonstrating Flexibility and Responsiveness
- Lesson adjustment • Response to students • Persistence

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Pre-Observation Planning Template

Teacher Name: **Date:** **Content Area:**

STANDARDS:

I. Nevada Academic Content Standard(s):

II. Common Core Standard (Only if LSS is not applicable):

INDICATORS OF EFFECTIVENESS: List at least ***two*** strategies in each category that you plan to use in demonstrating effectiveness in the specific domain components listed below. Use the list of *Critical Attributes* and *Making it Visible* (above) to assist you.

Planning & Preparation 1c:

Managing Classroom Procedures 2c:

Using Questioning & Discussion Techniques 3b:

Engaging Students in Learning 3c:

Using assessment in Instruction 3d:

Teacher Performance Evaluation Rubric

Teacher Name: **Date:** **Number of Students:**

Observer: **Class Observed:**

ROOTED TEACHER PERFORMANCE EVALUATION RUBRIC

Setting Instructional Outcomes 1c: Teaching is a purposeful activity; even the most imaginative activities are directed towards certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes do not describe what students will do, but what they will learn. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment so that all students are able to demonstrate their understanding of the content. Insofar as the outcomes determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed, they hold a central place in Domain 1. Learning outcomes are of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. In addition, some learning outcomes refer to dispositions; it's important not only for students to learn to read, but educators also hope that they will like to read. In addition, experienced teachers are able to link their learning outcomes with others both within their discipline and in other disciplines.

The elements of component 1c are:

- Value, sequence, and alignment: *Students must be able to build their understanding of important ideas from concept to concept*
- Clarity: *Outcomes must refer to what students will learn, not what they will do, and must permit viable methods of assessment*
- Balance: *Outcomes should reflect different types of learning: such as knowledge, conceptual understanding, and thinking skills*
- Suitability for diverse students: *Outcomes must be appropriate for all students in the class*

Indicators include:

- Outcomes of a challenging cognitive level
- Statements of student learning, not student activity
- Outcomes central to the discipline and related to those in other disciplines
- Permit assessment of student attainment
- Differentiated for students of varied ability

☐ **This element of the performance evaluation rubric *was visible* during this observation / evaluation.**
☐ **This element of the performance evaluation rubric *was not visible* during this observation / evaluation.**

	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
Possible Examples 1c	• All the tasks /activities for a ninth grade history class are factual knowledge. • The topic of the social studies unit involves the concept of "revolutions" but the teacher only expects his students to remember the important dates of battles. • Despite having a number of ELL students in the class, the outcomes state that all writing must be grammatically correct.	• Tasks /activities consist of understanding the relationship between addition and multiplication and memorizing facts. • The tasks /activities are written with the needs of the "middle" group in mind; however, the advanced students are bored, and some lower level students struggle.	• One of the learning tasks /activities is for students to "appreciate the aesthetics of 18th century English poetry." • The asks /activities for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the run-up to the Revolutionary War. • The teacher reviews the project expectations and modifies some goals to be in line with students' IEP objectives.	• The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive for higher expectations. • Students will develop a concept map that links previous learning goals to those they are currently working on. • Some students identify additional learning

	Ineffective ☐	Effective: Emerging ☐	Effective: Proficient ☐	Highly Effective ☐
1c: Setting Instructional Outcomes	☐Tasks /activities represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. ☐Tasks /activities are not focused on student learning. ☐Tasks /activities reflect only one type of learning and only one discipline or strand, and are suitable for only some students.	☐Tasks /activities represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes. ☐Tasks /activities reflect several types of learning, but teacher has made no attempt at coordination or integration. ☐Most of the tasks /activities are suitable for most of the students in the class based on global assessments of student learning.	☐Most tasks /activities represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. ☐Tasks /activities reflect several different types of learning and opportunities for coordination. ☐Tasks /activities take into account the varying needs of groups of students.	☐All tasks /activities represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. ☐Tasks /activities reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. ☐Tasks /activities take into account the varying needs of individual students.
Critical Attributes	☐ Tasks /activities lack rigor. ☐ Tasks /activities do not represent important learning in the discipline. ☐ Tasks /activities are not clear or are stated as activities. ☐ Tasks /activities are not suitable for many students in the class.	☐ Some tasks /activities represent a mixture of low expectations and rigor. ☐ Some tasks /activities reflect important learning in the discipline. ☐ Some tasks /activities are suitable for most of the class.	☐ Tasks /activities represent high expectations and rigor. ☐ Tasks /activities are related to "big ideas" of the discipline. ☐ Tasks /activities are written in terms of what students will learn rather than do. Tasks /activities represent a range of outcomes: ☐Factual ☐Conceptual Understanding ☐Reasoning ☐Social ☐Management ☐Communication ☐ Tasks /activities are suitable to groups of students in the class, differentiated where necessary. ☐Tasks /activities are aligned to the LSSS	In addition to the characteristics of "proficient," ☐ Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing. ☐ Teacher connects outcomes to previous and future learning. ☐ Tasks /activities are differentiated to encourage individual students to take educational risks.

OBSERVER NOTES:

Creating an Environment of Respect & Rapport 2a: An essential skill of teaching is that of managing relationships with students and ensuring that relationships among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interactions they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued, safe, and comfortable taking intellectual risks. They do not fear put-downs or ridicule from either the teacher or other students.

"Respect" shown to the teacher by students should be distinguished from students complying with standards of conduct and behavior. Caring interactions among teachers and students are the hallmark of component 2a (Creating an Environment of Respect and Rapport); while adherence to the established classroom rules characterizes success in component 2d (Managing Student Behavior).

The elements of component 2a are:

- Teacher interactions with students, including both words and actions
- A teacher's interactions with students set the tone for the classroom. Through their interactions, teachers convey that they are interested in and care about their students.
- Student interactions with other students, including both words and actions
- As important as a teacher's treatment of students is, how students are treated by their classmates is arguably even more important to students.
- Teachers not only model and teach students how to engage in respectful interactions with one another but also acknowledge such interactions.

Indicators include:

- Respectful talk, active listening, and turn-taking
- Acknowledgment of students' backgrounds and lives outside the classroom
- Body language indicative of warmth and caring shown by teacher and students
- Physical proximity
- Politeness and encouragement
- Fairness

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☐ **This element of the performance evaluation rubric *was not visible* during this observation / evaluation.**

	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
Possible Examples 2a	• A student slumps in his chair following a comment *by the teacher.* • Students roll their eyes at a classmate's idea; the *teacher does not respond.* • Many students talk when the teacher and other *students are talking; the teacher does not correct them.* • Some students refuse to work with other students. • The teacher does not call students by their names.	• Students attend passively to the teacher, but *tend to talk, pass notes, etc. when other students are talking.* • A few students do not engage with others in the *classroom, even when put together in small groups.* • The teacher says, "Don't talk that way to your *classmates," but the student shrugs her shoulders_*	• The teacher greets students by name as they enter *the class or during the lesson.* • Students attend fully to what the teacher is saying. • Students wait for classmates to finish speaking *before beginning to talk.* • Students applaud politely following a classmate's *presentation to the class.* • Students help each other and accept help from *each other.*	• The teacher inquires about a student's soccer *game last weekend (or extracurricular activities or hobbies).* • Students say "Shhh" to classmates who are *talking while the teacher or another student is speaking.*

	Ineffective ☐	Effective: Emerging ☐	Effective: Proficient ☐	Highly Effective ☐
2a: Creating an Environment of Respect & Rapport	☐ Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. ☐ Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	☐ Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. ☐ Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. ☐ The net result of the interactions is neutral, conveying neither warmth nor conflict.	☐ Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. ☐ Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. ☐ The teacher responds successfully to disrespectful behavior among students. ☐ The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.	☐ Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. ☐ Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. ☐ The net result is an environment where all students feel valued and are comfortable taking intellectual risks.
Critical Attributes	☐ The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels. ☐ Students' body language indicates feelings of hurt, discomfort, or insecurity. ☐ The teacher displays no familiarity with, or caring about, individual students. ☐ The teacher disregards disrespectful interactions among students.	☐ The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity. ☐ The teacher attempts to respond to disrespectful behavior among students, with uneven results. ☐ The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	☐ Talk between the teacher and students and among students is uniformly respectful. ☐ The teacher successfully responds to disrespectful behavior among students. ☐ Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates. ☐ The teacher makes general connections with individual students. ☐ Students exhibit respect for the teacher.	☐ The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. ☐ There is no disrespectful behavior among students. ☐ When necessary, students respectfully correct one another. ☐ Students participate without fear of put-downs or ridicule from either the teacher or other students. ☐ The teacher respects and encourages students' efforts.

OBSERVER NOTES:

Establishing a Culture of Learning 2b: A "culture for learning" refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and by a shared belief that it is essential, and rewarding, to get it right. There are high expectations for all students; the classroom is a place where the teacher and students value learning and hard work.

Teachers who are successful in creating a culture for learning know that students are, by their nature, intellectually curious, and that one of the many challenges of teaching is to direct the students' natural energy toward the content of the curriculum. They also know that students derive great satisfaction, and a sense of genuine power, from mastering challenging content in the same way they experience pride in mastering, for example, a difficult physical skill.

The elements of component 2b are:

- Importance of the content and of learning
- In a classroom with a strong culture for learning, teachers convey the educational value of what the students are learning.
- Expectations for learning and achievement
- In classrooms with robust cultures for learning, all students receive the message that although the work is challenging, they are capable of achieving it if they are prepared to work hard. A manifestation of teachers' expectations for high student achievement is their insistence on the use of precise language by students.

Indicators include:

- Belief in the value of what is being learned
- High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation
- Expectation of high-quality work on the part of students
- Expectation and recognition of effort and persistence on the part of students
- High expectations for expression and work products

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☐ **This element of the performance evaluation rubric *was not visible* during this observation / evaluation.**

	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
Possible Examples 2b	• The teacher tells students that they're doing *a lesson because it's in the book or is district-mandated.* • Students turn in sloppy or incomplete work. • Many students don't engage in an assigned task, *and yet the teacher ignores their behavior.* • Students have not completed their homework; the *teacher does not respond.*	• The teacher says, "Let's get through this." • The teacher says, "I think most of you will be able to do this." • Students consult with one another to determine how to fill in a worksheet, without challenging one another's thinking. • The teacher does not encourage students who are struggling. • Only some students get right to work after an assignment is given or after entering the room.	• The teacher says, "This is important; you'll need to speak grammatical English when you apply for a job." • The teacher says, "This idea is really important! It's central to our understanding of history." • The teacher says, "Let's work on this together; it's hard, but you all will be able to do it well." • The teacher hands a paper back to a student, saying, "I know you can do a better job on this." The student accepts it without complaint. • Students get to work right away when an assignment is given or after entering the room.	• The teacher says, "It's really fun to find the patterns for factoring polynomials." • A student says, "I don't really understand why it's better to solve this problem that way." • A student asks a classmate to explain a concept or procedure since he didn't quite follow the teacher's explanation. • Students question one another on answers. • A student asks the teacher for permission to redo a piece of work since she now sees how it could be strengthened.

	Ineffective ☐	Effective: Emerging ☐	Effective: Proficient ☐	Highly Effective ☐
2b: Establishing a Culture of Learning	☐The classroom culture is characterized by a lack of teacher or student commitment to learning, and/ or little or no investment of student energy in the task at hand. ☐Hard work and the precise use of language are not expected or valued. ☐Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	☐The classroom culture is characterized by little commitment to learning by the teacher or students. ☐The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. ☐The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. ☐High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	☐The classroom culture is a place where learning is valued by all. ☐High expectations for both learning and hard work are the norm for most students. ☐Students understand their role as learners and consistently expend effort to learn. ☐Classroom interactions support learning, hard work, and the precise use of language.	☐The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. ☐The teacher conveys high expectations for learning for all students and insists on hard work. ☐Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.
Critical Attributes	☐The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. ☐The teacher conveys to at least some students that the work is too challenging for them. ☐Students exhibit little or no pride in their work. ☐Students use language incorrectly; the teacher does not correct them.	☐The teacher's energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces. ☐The teacher conveys high expectations for only some students. ☐Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an "easy path." ☐The teacher's primary concern appears to be to complete the task at hand. ☐The teacher urges, but does not insist, that students use precise language.	☐The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. ☐The teacher demonstrates a high regard for students' abilities. ☐The teacher conveys an expectation of high levels of student effort. ☐Students expend good effort to complete work of high quality. ☐The teacher insists on precise use of language by students.	☐The teacher communicates passion for the subject. ☐The teacher conveys the satisfaction that accompanies a deep understanding of complex content. ☐Students indicate through their questions and comments a desire to understand the content. ☐Students assist their classmates in understanding the content. ☐Students take initiative in improving the quality of their work. ☐Students correct one another in their use of language.

OBSERVER NOTES:

Managing Classroom Procedures 2c: A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are that instructional groups are used effectively, non-instructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and teaching students to employ them, may be inferred from the sense that the class "runs itself."

The elements of component 2c are:

- Management of instructional groups: *Teachers help students to develop the skills to work purposefully and cooperatively in groups, with little supervision from the teacher*
- Management of transitions: *Many lessons engage students in different types of activities – large group, small group, independent work. It's important that little time is lost as students move from one activity to another; students know the "drill" and execute it seamlessly*
- Management of materials and supplies: *Experienced teachers have all necessary materials to hand, and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction*
- Performance of non-instructional duties: *Overall, little instructional time is lost in activities such as taking attendance, recording the lunch count, or the return of permission slips for a class trip.*

Indicators include:

- Smooth functioning of all routines
- Little or no loss of instructional time
- Students playing an important role in carrying out the routines
- Students know what to do, where to move

☐ **This element of the performance evaluation rubric *was visible* during this observation / evaluation.**
☐ **This element of the performance evaluation rubric *was not visible* during this observation / evaluation.**

	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
Possible Examples 2c	• When moving into small groups, students are confused as to where they are supposed to go, whether they should take their chairs, etc. • There are long lines for materials and supplies or distributing supplies is time-consuming. • Students bump into one another lining up or sharpening pencils. • Roll-taking consumes much time at the beginning of the lesson and students are not working on anything. • Most students ask what they are to do or look around for clues from others.	• Some students not working with the teacher are not productively engaged in learning. • Transitions between large and small group activities are rough but they are ac-complished. • Students are not sure what to do when materials are being distributed or collected. • Students ask some clarifying questions about procedures • The attendance or lunch count consumes more time than it would need if the procedure were more rou-tinized.	• Students get started on an activity while the teacher takes attendance. • Students move smoothly between large and small group activities. • The teacher has an established timing device, such as counting down, to signal students to return to their desks. • Teacher has an established attention signal, such as raising a hand, or dimming the lights. • One member of each small group collects materials for the table. • In small group work, students have established roles, they listen to one another, summarize g different views, etc. • Clean-up at the end of a lesson is fast and efficient.	• Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work. • A student reminds classmates of the roles that they are to play within the group. • A student redirects a classmate to the table s/ he should be at following a transition. • Students propose an improved attention signal. • Students independently check themselves into class on the attendance board.

3b: Using Questioning and Discussion Techniques: Questioning and discussion are the only instructional strategies specifically referred to in the framework for teaching; this reflects their central importance to teachers' practice. But in the framework, it is important that questioning and discussion are used as techniques to deepen student understanding, rather than serving as recitation, or a verbal "quiz." Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students' responses to questions are valued; effective teachers are especially adept at responding to and building on student responses and making use of their ideas. High quality questions encourage students to make connections among concepts or events previously believed to be unrelated, and arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being non-formulaic, is likely to promote thinking by students. Class discussions are animated, engaging all students in important issues and in using their own language to deepen and extend their understanding. They may be based around questions formulated by the students themselves.

Not all questions must be at a high cognitive level in order for a teacher's performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is "on board." Furthermore, if questions are at a high level, but only a few students participate in the discussion, the teacher's performance on the component cannot be judged to be at a high level. In addition, in lessons involving students in small-group work, the quality of the students' questions and discussion in their small groups may be considered as part of this component.

Elements of Component 3b are:

- Quality of questions/prompts: *Questions of high quality cause students to think and reflect, to deepen their understanding, and to test their ideas against those of their classmates. When teachers ask questions of high quality, they ask only a few of them, and they provide students with sufficient time to think about their response, to reflect on the comments of their classmates, and to deepen their understanding. Occasionally, for the purposes of review, teachers ask students a series of (usually low-level) questions in a type of verbal quiz. This may be helpful for the purpose of establishing the facts of an historical event, for example, but they should not be confused with the use of questioning to deepen students' understanding.*
- Discussion techniques: *Effective teachers promote learning through discussion. Some teachers report that "we discussed x" when what they mean is that "I said x." That is, some teachers confuse discussion with explanation of content; as important as that is, it's not discussion. Rather, in a true discussion, a teacher poses a question, and invites all students' views to be heard, and enabling students to engage in discussion directly with one another, not always mediated by the teacher.*
- Student participation: *In some classes a few students tend to dominate the discussion, other students, recognizing this pattern, hold back their contributions. Teacher uses a range of techniques to ensure that all students contribute to the discussion, and enlist the assistance of students to ensure this outcome.*

Indicators include:

- Questions of high cognitive challenge, formulated by both students and teacher
- Questions with multiple correct answers, or multiple approaches even when there is a single correct response
- Effective use of student responses and ideas
- Discussion with the teacher stepping out of the central, mediating role
- High levels of student participation in discussion

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☐ **This element of the performance evaluation rubric *was not visible* during this observation / evaluation.**

	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
Possible Examples 3b	• All questions are of the "recitation" type, such as "What is 3 x 4?" • The teacher asks a question for which the answer is on the board; students respond by reading it. • The teacher only calls on students who have their hands up.	• Many questions are of the "recitation" type, such as "How many members of the • House of Representatives are there?" • The teacher asks: "Who has an idea about this?" but the same three students offer comments. • The teacher asks: "Michael, can you comment on Mary's idea?" but Michael does not respond, or makes a comment directly to the teacher.	• The teacher uses plural the form in asking questions, such as: "What are some things you think might contribute to…?" • The teacher asks: "Michael, can you comment on Mary's idea?" and Michael responds directly to Mary. • The teacher asks a question and asks every student to write a brief response, then share with a partner before inviting a few to offer their ideas to the entire class.	• A student asks "How many ways are there to get this answer?" • A students says to a classmate: "I don't think I agree with you on this because…" • A student asks of other students: "Does anyone have another idea as to how we might figure this out?

	Ineffective ☐	Effective: Emerging ☐	Effective: Proficient ☐	Highly Effective ☐
3b: Using questioning/ prompts and discussion	☐ Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. ☐ Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. ☐ A few students dominate the discussion.	☐ Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. ☐ Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. ☐ Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	☐ While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. ☐ Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. ☐ Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	☐ Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. ☐ Students formulate many questions, initiate topics and make unsolicited contributions. ☐Students themselves ensure that all voices are heard in the discussion.
Critical Attributes	☐ Questions are rapid-fire, and convergent, with a single correct answer. ☐ Questions do not invite student thinking. ☐ All discussion is between teacher and students; students are not invited to speak directly to one another. ☐ A few students dominate the discussion.	☐ Teacher frames some questions designed to promote student thinking, but only a few students are involved. ☐ The teacher invites students to respond directly to one another's ideas, but few students respond. ☐ Teacher calls on many students, but only a small number actually participate in the discussion.	☐ Teacher uses open-ended questions, inviting students to think and/or have multiple possible answers. ☐ The teacher makes effective use of wait time. ☐ The teacher builds on uses student responses to questions effectively. ☐ Discussions enable students to talk to one another, without ongoing mediation by the teacher. ☐ The teacher calls on most students, even those who don't initially volunteer. ☐ Many students actively engage in the discussion.	In addition to the characteristics of "proficient," ☐ Students initiate higher-order questions. ☐ Students extend the discussion, enriching it. ☐ Students invite comments from their classmates during a discussion

OBSERVER NOTES:

	Ineffective ☐	Effective: Emerging ☐	Effective: Proficient ☐	Highly Effective ☐
2c: Managing classroom procedures	☐ Much instructional time is lost due to inefficient classroom routines and procedures. ☐ There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. ☐ There is little evidence that students know or follow established routines.	☐ Some instructional time is lost due to only partially effective classroom routines and procedures. ☐ The teacher's management of instructional groups, transitions. ☐ The handling of materials and supplies is inconsistent, leading to some disruption of learning. ☐With regular guidance and prompting, students follow established routines.	☐ There is little loss of instructional time due to effective classroom routines and procedures. ☐ The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. ☐With minimal guidance and prompting, students follow established classroom routines.	☐ Instructional time is maximized due to efficient classroom routines and procedures. ☐ Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. ☐ Routines are well understood and may be initiated by students.
Critical Attributes	☐ Students not working with the teacher are disruptive to the class. ☐ There are no established procedures for distributing and collecting materials. ☐ Procedures for other activities are confused or chaotic.	☐ Small groups are only partially engaged while not working directly with the teacher. ☐ Procedures for transitions, and distribution/collection of materials, seem to have been established, but their operation is rough. ☐ Classroom routines function unevenly	☐ The students are productively engaged during small group work. ☐ Transitions between large and small group activities are smooth. ☐ Routines for distribution and collection of materials and supplies work efficiently. ☐ Classroom routines function smoothly.	☐ Students take the initiative with their classmates to ensure that their time is used productively. ☐ Students themselves ensure that transitions and other routines are accomplished smoothly. ☐ Students take initiative in distributing and collecting

OBSERVER NOTES:

	Ineffective ☐	Effective: Emerging ☐	Effective: Proficient ☐	Highly Effective ☐
3c: Engaging students in learning	☐ The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. ☐ The pace of the lesson is too slow or rushed. ☐Few students are intellectually engaged or interested.	☐ The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. ☐ The pacing of the lesson may not provide students the time needed to be intellectually engaged.	☐ The learning tasks and activities are aligned with the instructional standards and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. ☐ The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	☐ Virtually all students are intellectually engaged in challenging content, through well-designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. ☐ In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. ☐ The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. ☐ Students may have some choice in how they complete tasks and may serve as resources for one another.
Critical Attributes	☐ Few students are intellectually engaged in the lesson. ☐ Learning tasks require only recall or have a single correct response or method. ☐ The materials used ask students only to perform rote tasks. ☐ Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose. ☐ Instructional materials used are unsuitable to the lesson and/or the students. ☐ The lesson drags, or is rushed.	☐ Some students are intellectually engaged in the lesson. ☐ Learning tasks are a mix of those requiring thinking and recall. ☐ Student engagement with the content is largely passive, learning primarily facts or procedures. ☐ Students have no choice in how they complete tasks. ☐ The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives. ☐ The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking. ☐ The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others.	☐ Most students are intellectually engaged in the lesson. ☐ Learning tasks have multiple correct responses or approaches and/or demand higher order thinking. ☐ Students have some choice in how they complete learning tasks. ☐ There is a mix of different types of groupings, suitable to the lesson objectives. ☐ Materials and resources support the learning goals and require intellectual engagement, as appropriate.	In addition to the characteristics of "proficient," ☐ Virtually all students are highly engaged in the lesson. ☐ Students take initiative to modify a learning task to make it more meaningful or relevant to their needs. ☐ Students suggest modifications to the grouping patterns used. ☐ Students have extensive choice in how they complete tasks. ☐ Students suggest modifications or additions to the materials being used. ☐ Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.

OBSERVER NOTES:

Engaging Students in Learning 3c: Student engagement in learning is the centerpiece of the framework for teaching; all other components contribute to it. When students are engaged in learning, they are not merely "busy," nor are they only "on task." Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy, and one in which they are engaged, is that in the latter students are developing their understanding through what they do. That is, they are engaged in discussion, debate, answering "what if?" questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher arranged) choices, and making important contributions to the intellectual life of the class.

A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. Student tasks are organized to provide cognitive challenge, and then students are encouraged to reflect on what they have done and what they have learned. That is, there is closure to the lesson, in which students derive the important learning from their own actions. A critical question for an observer in determining the degree of student engagement is "What are the students being asked to do?" If the answer to that question is that they are filling in blanks on a worksheet, or performing a rote procedure, they are unlikely to be cognitively engaged.

The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned.

Elements of Component 3c are:

- Activities and assignments: *The activities and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Activities and assignments that promote learning are aligned with the goals of the lesson, and require student thinking that emphasizes depth over breadth, and that may allow students to exercise some choice.*
- Grouping of students: *How students are grouped for instruction is one of the many decisions teachers make every day. There are many options; students of similar background and skill may be clustered together, or the more advanced students may be spread around into the different groups. Alternatively, a teacher might permit students to select their own groups, or they could be formed randomly.*
- Instructional materials and resources: *The instructional materials a teacher selects to use in the classroom can have an enormous impact on students' experience. Some are better suited to engaging students in deep learning, for example, the use of primary source materials in social studies.*
- Structure and pacing: *Keeping things moving, within a well-defined structure, is one of the marks of an experienced teacher. And since much of student learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure.*

Indicators include:

- Activities aligned with the goals of the lesson
- Student enthusiasm, interest, thinking, problem-solving, etc
- Learning tasks that require high-level student thinking and are aligned with lesson objectives
- Students highly motivated to work on all tasks and are persistent even when the tasks are challenging
- Students actively "working," rather than watching while their teacher "works."
- Suitable pacing of the lesson: neither dragging nor rushed, with time for closure and student reflection

☐ **This element of the performance evaluation rubric *was visible* during this observation / evaluation.**
☐ **This element of the performance evaluation rubric *was not visible* during this observation / evaluation.**

	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
Possible Examples 3c	• Students are able to fill out the lesson worksheet without understanding what it's asking them to do. • The lesson drags, or feels rushed. • Students complete "busy work" activities.	• Students are asked to fill in a worksheet, following an established procedure. • There is a recognizable beginning, middle, and end to the lesson. • Parts of the lesson have a suitable pace; other parts drag or feel rushed.	• Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents. • Students are given a task to do independently, then to discuss with a table group, followed by a report-out from each table. • There is a clear beginning, middle, and end to the lesson.	• Students are asked to write an essay "in the style of Hemingway." • A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently. • Students identify or create their own learning materials. • Students summarize their learning.

Using Assessment in Instruction 3d: Assessment of student learning plays an important role in instruction; no longer does it signal the end of instruction; it is now recognized to be an integral part of instruction. While assessment of learning has always been and will continue to be an important aspect of teaching (it's important for teachers to know whether students have learned what they intend) assessment for learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have their finger on "the pulse" of a lesson, monitoring student understanding and, where appropriate, offering feedback to students. When teachers monitor student learning, they look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation in order to grasp the content. In each case, the teacher may be circulating in the room, but his/her purpose in doing do is quite different in the two situations.

Questions asked of students for the purpose of monitoring learning, are fundamentally different from those used to build understanding; in the former, teachers are alert to students' revealed misconceptions, whereas in the latter the questions are designed to explore relationships, or deepen understanding. Encouraging students (and actually teaching them the necessary skills) of monitoring their own learning against clear standards is demonstrated by teachers at high levels of performance.

Elements of Component 3d are:

- Assessment Criteria: *It is essential that students know the criteria for assessment. At its highest level, students themselves have had a hand in articulating the criteria for, for example, a clear oral presentation.*
- Monitoring of student learning: *A teacher's skill in eliciting evidence of student understanding is one of the true marks of expertise. This is not a hit-or-miss effort, but is planned carefully in advance. But even after carefully planning, monitoring of student learning must be woven seamlessly into the lesson, using a variety of techniques.*
- Feedback to students: *Feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing as to how they are doing, and how their work can be improved. Valuable feedback must be timely, constructive, and substantive, and provide students the guidance they need to improve their performance.*
- Student self-assessment and monitoring of progress: *The culmination of student assumption of responsibility for their learning is when they monitor their own learning, and take appropriate action. Of course, they can only do this if the criteria for learning are clear and if they have been taught the skills of checking their work against clear criteria.*

Indicators include:

- Teacher paying close attention to evidence of student understanding
- Teacher posing specifically-created questions to elicit evidence of student understanding
- Teacher circulating to monitor student learning and to offer feedback
- Students assessing their own work against established criteria
- Teacher adjusting instruction in response to evidence of student understanding (or lack of it)

☐ **This element of the performance evaluation rubric *was visible* during this observation / evaluation.**
☐ **This element of the performance evaluation rubric *was not visible* during this observation / evaluation.**

	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
Possible Examples	• A student asks: "How is this assignment going to be graded?" • A student asks "Does this quiz count towards my grade?" • The teacher forges ahead with a presentation without checking for understanding. • The teacher says: "good job, everyone."	• Teacher asks: "Does anyone have a question? • When a student completes a problem on the board, the teacher corrects the student's work without explaining why. • The teacher, after receiving a correct response from one student, continues, without ascertaining whether all students understand the concept.	• The teacher circulates during small group or independent work, offering suggestions to groups of students. • The teacher uses a specifically formulated question to elicit evidence of student understanding. • The teacher asks students to look over their papers to correct their errors.	• The teacher reminds students of the characteristics of high-quality work (the assessment criteria) • While students are working, the teacher circulates providing substantive feedback to individual students. • The teacher uses exit tickets to elicit evidence of individual student understanding. • Students offer feedback to their classmates on their work. • Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how to improve.

	Ineffective ☐	Effective: Emerging ☐	Effective: Proficient ☐	Highly Effective ☐
3d: Using Assessment in Instruction	☐ There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. ☐ Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	☐ Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. ☐ Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. ☐ Questions/prompts/ assessments are rarely used to diagnose evidence of learning.	Assessment is regularly used during instruction, through ☐Monitoring of progress of learning by teacher and/or students ☐Resulting in accurate, specific feedback that advances learning. ☐ Students appear to be aware of the assessment criteria; some of them engage in self-assessment. ☐ Questions/ prompts/ assessments are used to diagnose evidence of learning.	☐ Assessment is fully integrated into instruction, through extensive use of formative assessment. ☐Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. ☐ Students self-assess and monitor their progress. ☐ A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. ☐ Questions/prompts/assessments are used regularly to diagnose evidence of learning.
Critical Attributes	☐ The teacher gives no indication of what high quality work looks like. ☐ The teacher makes no effort to determine whether students understand the lesson. ☐ Feedback is only global. ☐ The teacher does not ask students to evaluate their own or classmates' work.	☐ There is little evidence that the students understand how their work will be evaluated. ☐ Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students. ☐ Teacher requests global indications of student understanding. ☐ Feedback to students is not uniformly specific, not oriented towards future improvement of work. ☐ The teacher makes only minor attempts to engage students in self- or peer-assessment. ☐ The teacher's attempts to adjust the lesson are partially successful.	☐ Students indicate that they clearly understand the characteristics of high quality work. ☐ The teacher elicits evidence of student understanding during the lesson Students are invited to assess their own work and make im-provements. ☐ Feedback includes specific and timely guidance for at least groups of students. ☐ The teacher attempts to engage students in self- or peer-assessment. ☐ When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students.	In addition to the characteristics of "proficient," ☐ There is evidence that students have helped establish the evaluation criteria. ☐ Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class. ☐ Teacher makes frequent use of strategies to elicit information about individual student understanding. ☐ Feedback to students is specific and timely, and is provided from many sources, including other students. ☐ Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. ☐ The teacher's adjustments to the lesson are designed to

Domain IV: PROFESSIONAL RESPONSIBILITIES

4a Reflecting on Teaching: Reflecting on teaching encompasses the teacher's thinking that follows any instructional event, an analysis of the many decisions made in both the planning and the implementation of a lesson. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions and choose which aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, conversations with students, or simply thinking about their teaching. Reflecting with accuracy and specificity, as well as being able to use in future teaching what has been learned, is an acquired skill; mentors, coaches, and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time, this way of thinking both reflectively and self-critically and of analyzing instruction through the lens of student learning—whether excellent, adequate, or inadequate—becomes a habit of mind, leading to improvement in teaching and learning.

Indicators include:

- Accurate reflections on a lesson
- Citation of adjustments to practice that draw on a repertoire of strategies

Ineffective ☐	Effective: Emerging ☐	Effective: Proficient ☐	Highly Effective ☐
Additional Information:			

4b Maintaining Accurate Records: An essential responsibility of professional educators is keeping accurate records of both instructional and non-instructional events. These include student completion of assignments, student progress in learning, and non-instructional activities that are part of the day-to-day functions in a school setting, such as the return of signed permission slips for a field trip and money for school pictures. Proficiency in this component is vital because these records inform interactions with students and parents and allow teachers to monitor learning and adjust instruction accordingly. The methods of keeping records vary as much as the type of information being recorded. For example, teachers may keep records of formal assessments electronically, using spreadsheets and databases, which allow for item analysis and individualized instruction. A less formal means of keeping track of student progress may include anecdotal notes that are kept in student folders.

- Routines and systems that track student completion of assignments
- Systems of information regarding student progress against instructional outcomes
- Processes of maintaining accurate non-instructional records

Ineffective ☐	Effective: Emerging ☐	Effective: Proficient ☐	Highly Effective ☐
Additional Information:			

4e Growing & Developing Professionally: As in other professions, the complexity of teaching requires continued growth and development in order for teachers to remain current. Continuing to stay informed and increasing their skills allows teachers to become ever more effective and to exercise leadership among their colleagues. The academic disciplines themselves evolve, and educators constantly refine their understanding of how to engage students in learning; thus, growth in content, pedagogy, and information technology are essential to good teaching. Networking with colleagues through such activities as joint planning, study groups, and lesson study provides opportunities for teachers to learn from one another. These activities allow for job-embedded professional development. In addition, professional educators increase their effectiveness in the classroom by belonging to professional organizations, reading professional journals, attending educational conferences, and taking university classes. As they gain experience

- Frequent teacher attendance in courses and workshops; regular academic reading
- Participation in learning networks with colleagues; freely shared insights
- Participation in professional organizations supporting academic inquiry

Ineffective ☐	Effective: Emerging ☐	Effective: Proficient ☐	Highly Effective ☐
Additional Information:			

4f Showing Professionalism: Expert teachers demonstrate professionalism in service both to students and to the profession. Teaching at the highest levels of performance in this component is student focused, putting students first regardless of how this stance might challenge long-held assumptions, past practice, or simply the easier or more convenient procedure. Accomplished teachers have a strong moral compass and are guided by what is in the best interest of each student. They display professionalism in a number of ways. For example, they conduct interactions with colleagues in a manner notable for honesty and integrity. Furthermore, they know their students' needs and can readily access resources with which to step in and provide help that may extend beyond the classroom. Seeking greater flexibility in the ways school rules and policies are applied, expert teachers advocate for their students in ways that might challenge traditional views and the educational establishment. They also display professionalism in the ways they approach problem solving and decision making, with student needs constantly in mind. Finally, accomplished teachers consistently adhere to school and district policies and procedures but are willing to work to improve those that may be outdated or ineffective.

- The teacher having a reputation as being trustworthy and often sought as a sounding board
- The teacher frequently reminding participants during committee or planning work that students are the highest priority
- The teacher supporting students, even in the face of difficult situations or conflicting policies
- The teacher consistently fulfilling district mandates regarding policies and procedures

Ineffective ☐	Effective: Emerging ☐	Effective: Proficient ☐	Highly Effective ☐
Additional Information:			

Teacher Post-Observation Form

Post-Observation & Self-Reflection Form

Teacher Name: **Date:** **Content Area:**

This document has been designed to provide you an opportunity and a vehicle for self-reflection as well as a way for you to communicate with your evaluator. Please take a moment to complete the document as it relates to your recent observation, making certain to include any pertinent evidence that may not have been captured during the formal observation.

Please check the box below and include any open-ended feedback you think pertinent:

1. How well did you address the NVAC or the CCS that you set out to deliver to your students during this observation? With respect to adequately addressing NVAC/CCS, how would you rate yourself?

   Ineffective ☐
   Emerging ☐
   Effective ☐
   Highly Effective ☐

   Explain:

2. Do you feel you planned adequately for this lesson? With respect to planning and preparation, how would you rate yourself?

   Ineffective ☐
   Emerging ☐
   Effective ☐
   Highly Effective ☐

   What, if anything, would you do differently the next time you deliver this lesson?

   Explain:

3. Assess your overall classroom management. With respect to overall classroom management how would you rate yourself?

   Ineffective ☐
   Emerging ☐
   Effective ☐
   Highly Effective ☐

   Explain:

4. Were the classroom procedures and routines conducive to learning and student engagement? With respect to classroom procedures and routines, how would you rate yourself?

   Ineffective ☐
   Emerging ☐
   Effective ☐
   Highly Effective ☐

   Explain:

5. Did students respond to your questioning strategies? With respect to questioning strategies that you employed, how would you rate yourself?

   Ineffective ☐
   Emerging ☐
   Effective ☐
   Highly Effective ☐

   Explain:

6. Were most students engaged in the lesson throughout the period? With respect to student engagement, How would you rate yourself?

   Ineffective ☐
   Emerging ☐
   Effective ☐
   Highly Effective ☐

   How did you assess students' engagement?

   Explain:

7. Did your formal and/or informal assessment(s) both during and after the lesson yield the results you expected? With respect to assessment in instruction, how would you rate yourself?

   Ineffective ☐
   Emerging ☐
   Effective ☐
   Highly Effective ☐

   Explain:

Pre-Observation Planning Template

STANDARDS:

I. Nevada Academic Content Standards:

https://doe.nv.gov/Nevada_Academic_Content_Standards/

II. Common Core Standards:

http://www.corestandards.org

III. Tech Content Area Standards (Tech Teachers Only):

*ISTE Standards (below)

https://www.iste.org/standards/for-students

https://www.iste.org/explore/articleDetail?articleid=1014

*SETDA Standards (below)

https://www.brookings.edu/wp-content/uploads/2016/06/0410_curriculum_chingos_whitehurst.pdf

Planning & Preparation 1c:

Learning objectives are a way for teachers to structure, sequence, and plan out learning goals for a specific instructional period (e.g. 60 minutes) typically for the purpose of moving students toward the achievement of larger, longer-term educational goals such as meeting course learning expectations, performing well on a standardized assessment, etc…

You should create a statement similar to this:

At the end of this 60 minute lesson, students will be able to XXXXXXXXX as evidenced by XXXXXXXXX.

You can place these three statements on the board or on your projection screen to make the objective of your lesson more visible to the observer.

a) Today I will be learning XXXXXXXXXX

b) I am learning this because XXXXXXXXXXX

c) I will know that I learned it when I am able to XXXXXXXXXXX

Managing Classroom Procedures 2c:

This is where you would include all of your specific classroom management procedures that you intend to use:

a) Include reminders about the First 5 and the Last 5

b) Include daily reminders for classroom expectations whatever those are for your respective space

c) Include routines that you have established for your instructional space

d) Include any small group groupings that you have established for this lesson

Using Questioning & Discussion Techniques 3b:

This is where you would include ***one or two pivotal questions*** that you would pose to students in the course of the lesson to ensure that they are moving toward the classroom objective that you proposed in the planning and preparation section (1c):

a) The questions should obviously be related to the content and should indicate a way for you to verbally check for their overall understanding of the skill(s) being learned on that day.

b) You can also use some sort of a prompt for small group discussion that you can then circulate through the groups and assess their progress toward the lesson objective that you stated.

Engaging Students in Learning 3c:

Answer these two questions fully and you will be done in this section:

a) How will you know that students are engaged in the work throughout the lesson?

b) What evidence will be visible to the observer and more importantly to you? Include that information in this section.

Using assessment in Instruction 3d:

Exit tickets are one example for this component:

a) The exit ticket can be a question that assesses students' progress toward the class goal that you established.

b) Collect the tickets back and review them for the following day's lesson.

c) Use the feedback to see which students may need a review of the material from the day before

d) Use that information to establish a small group that you can work with the next day to offer remediation.

ATTACHMENT 12
LEADERSHIP EVALUATION TOOLS

School Leader:	XXXXXXX	**Date:**	January 7, 2021
Evaluators:	Jonathan Johnson Frank Ingargiola	**School Year:**	2020 - 2021

There are six standards within the *Interstate School Leaders Licensure Consortium* (ISLLC) Standards. Each standard is followed by the knowledge required for the standard, the dispositions or attitudes manifest by the accomplishment of the standard, and performances that could be observed by an administrator who is accomplished in the standard.

Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Knowledge:

The administrator has knowledge and understanding of:

- Learning goals in a pluralistic society
- The principles of developing and implementing strategic plans systems theory information sources, data collection, and data analysis strategies
- Effective communication
- Effective consensus-building and negotiation skills

Dispositions:

The administrator believes in, values, and is committed to:

- The educability of all
- A school vision of high standards of learning continuous school improvement
- The inclusion of all members of the school community ensuring that students have the knowledge, skills, and values needed to become successful adults
- A willingness to continuously examine one's own assumptions, beliefs, and practices doing the work required for high levels of personal and organization performance

Performances:

The administrator facilitates processes and engages in activities ensuring that:

- The vision and mission of the school are effectively communicated to staff, parents, students, and community members
- The vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities
- The core beliefs of the school vision are modeled for all stakeholders
- The vision is developed with and among stakeholders
- The contributions of school community members to the realization of the vision are recognized and celebrated
- Progress toward the vision and mission is communicated to all stakeholders
- The school community is involved in school improvement efforts
- The vision shapes the educational programs, plans, and actions
- An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated

- Assessment data related to student learning are used to develop the school vision and goals
- Relevant demographic data pertaining to students and their families are used in developing the school mission and goals
- Barriers to achieving the vision are identified, clarified, and addressed
- Needed resources are sought and obtained to support the implementation of the school mission and goals
- Existing resources are used in support of the school vision and goals
- The vision, mission, and implementation plans are regularly monitored, evaluated, and revised

☐ Ineffective
☐ Effective Emerging
☐ Effective Proficient
☒ Highly Effective

Evaluator Feedback/Evidence: XXXXXX continues to keep student learning at the forefront of all that we do at Rooted School. Teachers and administrative colleagues are routinely provided professional development that is effective and essential to the growth of the model and to student progress. XXXXXX coaches her teachers on a weekly basis offering them feedback in a variety of areas including, but not limited to:

a) Achievement of student goals
b) Progress toward "Quarterly Rocks"
c) Strategies for removing cultural and academic barriers as they relate to both whole group and small group instuction

During her coaching sessions, XXXXXX has been observed offering constructive feedback and modeling strategies to teachers designed to improve and inform their instructional practice. Teachers accept and request her coaching recognizing her expertise in the instructional arena.

School Leader Feedback/Evidence:

Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Knowledge:

The administrator has knowledge and understanding of:

- Student growth and development
- Applied learning theories
- Applied motivational theories
- Curriculum design, implementation, evaluation, and refinement
- Principles of effective instruction
- Measurement, evaluation, and assessment strategies
- Diversity and its meaning for educational programs
- Adult learning and professional development models
- The change process for systems, organizations, and individuals
- The role of technology in promoting student learning and professional growth
- School cultures

Dispositions:

The administrator believes in, values, and is committed to:

- Student learning as the fundamental purpose of schooling
- The proposition that all students can learn
- The variety of ways in which students can learn
- Life long learning for self and others
- Professional development as an integral part of school improvement
- The benefits that diversity brings to the school community
- A safe and supportive learning environment
- Preparing students to be contributing members of society

Performances:

The administrator facilitates processes and engages in activities ensuring that:

- All individuals are treated with fairness, dignity, and respect
- Professional development promotes a focus on student learning consistent with the school vision and goals
- Students and staff feel valued and important
- The responsibilities and contributions of each individual are acknowledged
- Barriers to student learning are identified, clarified, and addressed
- Diversity is considered in developing learning experiences
- Life long learning is encouraged and modeled
- There is a culture of high expectations for self, student, and staff performance
- Technologies are used in teaching and learning
- Student and staff accomplishments are recognized and celebrated
- Multiple opportunities to learn are available to all students
- The school is organized and aligned for success
- Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
- Curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies
- The school culture and climate are assessed on a regular basis
- A variety of sources of information is used to make decisions
- Student learning is assessed using a variety of techniques
- Multiple sources of information regarding performance are used by staff and students
- A variety of supervisory and evaluation models is employed
- Pupil personnel programs are developed to meet the needs of students and their families

☐ Ineffective
☐ Effective Emerging
☐ Effective Proficient
☒ Highly Effective

Evaluator Feedback/Evidence: XXXXXX always focuses her team meetings on student achievement and the over-arching climate and culture of the school. All meeting minutes and agendas are prepared well in advance, and she consistently requests and encourages input into the formation of the agendas from involved stake-holders.

XXXXXX has met with her evaluator(s) several times throughout the year to ensure that she is moving the school toward another successful year as demonstrated by student assessment scores on the LEAP 2025 as well as other key metrics.

It should also be noted that XXXXXX regularly requests input on her leadership performance. She accepts feedback with a strong willingness to grow and develop as a school leader. She can be seen implementing the feedback given to her almost immediately and with a keen interest in personal and professional growth/ development.

XXXXXX has worked closely with the Director of School Culture to ensure that students are routinely celebrated for their academic and social accomplishments. These celebrations have become a regular part of the school culture and have helped students to see that hard work and perseverance are recognized and rewarded.

School Leader Feedback/Evidence:

Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Knowledge:

The administrator has knowledge and understanding of:

- Theories and models of organizations and the principles of organizational development
- Operational procedures at the school and district level
- Principles and issues relating to school safety and security
- Human resources management and development
- Principles and issues relating to fiscal operations of school management
- Principles and issues relating to school facilities and use of space
- Legal issues impacting school operations
- Current technologies that support management functions

Dispositions:

The administrator believes in, values, and is committed to:

- Making management decisions to enhance learning and teaching
- Taking risks to improve schools
- Trusting people and their judgments
- Accepting responsibility
- High-quality standards, expectations, and performances
- Involving stakeholders in management processes
- A safe environment

Performances:

The administrator facilitates processes and engages in activities ensuring that:

- Knowledge of learning, teaching, and student development is used to inform management decisions
- Operational procedures are designed and managed to maximize opportunities for successful learning
- Emerging trends are recognized, studied, and applied as appropriate
- Operational plans and procedures to achieve the vision and goals of the school are in place
- Collective bargaining and other contractual agreements related to the school are effectively managed
- The school plant, equipment, and support systems operate safely, efficiently, and effectively
- Time is managed to maximize attainment of organizational goals

- Potential problems and opportunities are identified
- Problems are confronted and resolved in a timely manner
- Financial, human, and material resources are aligned to the goals of schools
- The school acts entrepreneurially to support continuous improvement
- Organizational systems are regularly monitored and modified as needed
- Stakeholders are involved in decisions affecting schools
- Responsibility is shared to maximize ownership and accountability
- Effective problem-framing and problem-solving skills are used
- Effective conflict resolution skills are used
- Effective group-process and consensus-building skills are used
- Effective communication skills are used
- There is effective use of technology to manage school operations
- Fiscal resources of the school are managed responsibly, efficiently, and effectively
- A safe, clean, and aesthetically pleasing school environment is created and maintained
- Human resource functions support the attainment of school goals
- Confidentiality and privacy of school records are maintained

☐ Ineffective
☐ Effective Emerging
☐ Effective Proficient
☒ Highly Effective

Evaluator Feedback/Evidence: XXXXXX works to ensure that Rooted School is a safe and secure learning environment at all times. She routinely performs the safety drills required by code and meets with the members of the Leadership Team to ensure that systems are in place to create secure attachments with students and a school where all students and staff feel safe and productive.

As evidence, XXXXXX recently called together a meeting of the organization's leadership to review systems attached to the school response to CDS. This meeting began with a thorough debrief and concluded with a number of relevant recommendations and suggestions for actions steps. This degree of pre-planning, coupled with a willingness to adjust current practice, shows that XXXXXX solicits and accepts alternative perspectives using them to strengthen systems.

School Leader Feedback/Evidence:

Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Knowledge:

The administrator has knowledge and understanding of:

- Emerging issues and trends that potentially impact the school community
- The conditions and dynamics of the diverse school community
- Community resources
- Community relations and marketing strategies and processes
- Successful models of school, family, business, community, government and higher education partnerships

Dispositions:

The administrator believes in, values, and is committed to:

- Schools operating as an integral part of the larger community
- Collaboration and communication with families
- Involvement of families and other stakeholders in school decision-making processes
- The proposition that diversity enriches the school
- Families as partners in the education of their children
- The proposition that families have the best interests of their children in mind
- Resources of the family and community needing to be brought to bear on the education of students an informed public

Performances:

The administrator facilitates processes and engages in activities ensuring that:

- High visibility, active involvement, and communication with the larger community is a priority
- Relationships with community leaders are identified and nurtured
- Information about family and community concerns, expectations, and needs is used regularly
- There is outreach to different business, religious, political, and service agencies and organizations
- Credence is given to individuals and groups whose values and opinions may conflict
- The school and community serve one another as resources
- Available community resources are secured to help the school solve problems and achieve goals
- Partnerships are established with area businesses, institutions of higher education, and community
- Groups to strengthen programs and support school goals
- Community youth family services are integrated with school programs
- Community stakeholders are treated equitably
- Diversity is recognized and valued
- Effective media relations are developed and maintained
- A comprehensive program of community relations is established
- Public resources and funds are used appropriately and wisely
- Community collaboration is modeled for staff
- Opportunities for staff to develop collaborative skills are provided

☐ Ineffective
☐ Effective Emerging
☒ Effective Proficient
☐ Highly Effective

Evaluator Feedback/Evidence: XXXXXX is a highly visible school leader. She has volunteered to cover teachers when short-handed, work with students to improve their skill-set(s) in the mathematics content area, as well as assist in the design and implementation of curriculum in a number of different content areas. She is a presence at all evening events and has often acted as the master of ceremonies for these.

For your professional consideration, attention should be given to the following performance condition - ***Credence is given to individuals and groups whose values and opinions may conflict***. Some colleagues have recently voiced concerns that they are not able to provide feedback/critique without meeting with a degree of perceived resistance. Albeit difficult to hear, conflicting opinions often lead to stronger practice and eventually to organizational growth. The credibility of the person offering the feedback as well as the relevance of the feedback must be balanced with the ability to be a welcome receptor of that feedback.

School Leader Feedback/Evidence:

Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Knowledge:

The administrator has knowledge and understanding of:

- The purpose of education and the role of leadership in modern society
- Various ethical frameworks and perspectives on ethics
- The values of the diverse school community
- Professional codes of ethics
- The philosophy and history of education

Dispositions:

The administrator believes in, values, and is committed to:

- The ideal of the common good
- The principles in the Bill of Rights
- The right of every student to a free, quality education
- Bringing ethical principles to the decision-making process
- Subordinating one's own interest to the good of the school community
- Accepting the consequences for upholding one's principles and actions
- Using the influence of one's office constructively and productively in the service of all students and their families
- Development of a caring school community

Performances:

The administrator facilitates processes and engages in activities ensuring that:

- Examines personal and professional values
- Demonstrates a personal and professional code of ethics
- Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
- Serves as a role model
- Accepts responsibility for school operations
- Considers the impact of one's administrative practices on others
- Uses the influence of the office to enhance the educational program rather than for personal gain
- Treats people fairly, equitably, and with dignity and respect
- Protects the rights and confidentiality of students and staff
- Demonstrates appreciation for and sensitivity to the diversity in the school community
- Recognizes and respects the legitimate authority of others
- Examines and considers the prevailing values of the diverse school community
- Expects that others in the school community will demonstrate integrity and exercise ethical behavior
- Opens the school to public scrutiny
- Fulfills legal and contractual obligations
- Applies laws and procedures fairly, wisely, and considerately

☐ Ineffective
☐ Effective Emerging
☐ Effective Proficient
☒ Highly Effective

Evaluator Feedback/Evidence: XXXXXX is a highly ethical school leader with a strong moral compass that points toward student equity, fairness and justice. Her personal goals have been expressed as:

a) Offering options for inclusion and growth
b) Respecting the voices of teammates and students
c) Enlisting support from students and staff to ensure that all students are being serviced

She has done an admirable job in maintaining a school that fosters a sense of overall health and well-being for every child.

School Leader Feedback/Evidence:

Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Knowledge:

The administrator has knowledge and understanding of:

- Principles of representative governance that undergird the system of American schools
- The role of public education in developing and renewing a democratic society and an economically productive nation
- The law as related to education and schooling
- The political, social, cultural and economic systems and processes that impact schools
- Models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling
- Global issues and forces affecting teaching and learning
- The dynamics of policy development and advocacy under our democratic political system
- The importance of diversity and equity in a democratic society

Dispositions:

The administrator believes in, values, and is committed to:

- Education as a key to opportunity and social mobility
- Recognizing a variety of ideas, values, and cultures
- Importance of a continuing dialogue with other decision makers affecting education
- Actively participating in the political and policy-making context in the service of education
- Using legal systems to protect student rights and improve student opportunities

Performances:

The administrator facilitates processes and engages in activities ensuring that:

- The environment in which schools operate is influenced on behalf of students and their families
- Communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate

- There is ongoing dialogue with representatives of diverse community groups
- The school community works within the framework of policies, laws, and regulations enacted by local state, and federal authorities
- Public policy is shaped to provide quality education for students
- Lines of communication are developed with decision makers outside the school community

☐ Ineffective
☐ Effective Emerging
☐ Effective Proficient
☒ Highly Effective

Evaluator Feedback/Evidence: XXXXXX works closely with the supervising authorities in both the Orleans Parish School Board (OPSB) and the Louisiana Department of Education (LDOE). She is frequently a presence at key meetings with both entities and offers to act as a conduit between school and these diverse supervising authorities.

She has a strong understanding of public policy and is able to communicate this critical information to our stake-holders and to a diverse school community, including:

a) Parents
b) Students
c) Faculty & Staff
d) Board Members
e) State Leadership

LPI®: Leadership Practices Inventory®

JAMES M. KOUZES & BARRY Z. POSNER

Individual Feedback Report

Prepared for XXXXXX April 12, 2021

ROOTED SCHOOL NOLA - SCHOOL LEADER REPORT 2020 - 2021

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The Five Practices of Exemplary Leadership®

Created by James M. Kouzes and Barry Z. Posner in the early 1980s and first identified in their internationally best-selling book, *The Leadership Challenge*, The Five Practices of Exemplary Leadership approaches leadership as a measurable, learnable, and teachable set of behaviors. After conducting hundreds of interviews, reviewing thousands of case studies, and analyzing more than two million survey questionnaires to understand those times when leaders performed at their personal best, there emerged five practices common to making extraordinary things happen. The Five Practices are:

The Leadership Practices Inventory (LPI) instrument is an essential tool to help you gain perspective into how you see yourself as a leader, how others view you, and what actions you can take to improve your use of The Five Practices, which research has demonstrated, year after year, make for more effective leaders.

ABOUT YOUR LPI REPORT

The LPI measures the frequency of 30 specific leadership behaviors on a 10-point scale, with six behavioral statements for each of The Five Practices. You and the observers you selected rated how frequently you engage in each of these important behaviors associated with The Five Practices. The response scale is:

	1-Almost Never	3-Seldom	5-Occasionally	7-Fairly Often	9-Very Frequently
	2-Rarely	4-Once in a While	6-Sometimes	8-Usually	10-Almost always

In the following report pages, you'll see your LPI Self (S) responses and your observer responses, which are categorized into Manager (M), Direct Report (D), Co-Worker (C), and Other (O). Observer responses are categorized as "Other" when there are not enough responses in the Direct Report or Coworker categories to preserve observer anonymity. The average observer rating (AVG) is an average of all LPI observer responses including Manager.

RATER ABBREVIATIONS:

M-Manager	D-Direct Report	C-Co-Worker	O-Other	S-Self	AVG-Average of all Observer Responses

You requested a total of 10 observers to rate you; of these, 10 have submitted an Observer survey as of report date and are included in your report results.

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LPI 360 LEADERSHIP PRACTICES INVENTORY

Profile for XXXXXXX
Rooted School Leadership 2020 - 2021
April 12, 2021

The Five Practices Data Summary

This page summarizes your LPI responses for each leadership Practice. The Self column shows the total of your own responses to the six behavioral statements about each Practice. The Individual Observers columns show the total of each Observer's six responses for the Practice. The AVG column shows the average of all your Observers' total responses. Total responses for each Practice can range from 6 to 60; which represents adding up the response score (ranging from 1-Almost Never to 10-Almost Always) for each of the six behavioral statements related to that practice.

	SELF AVG		INDIVIDUAL OBSERVERS									
			M1	D1	D2	D3	D4	D5	D6	D7	D8	O1
Model the Way	47	**52.9**	49	53	52	48	59	60	57	54	60	37
Inspire a Shared Vision	47	**53.4**	43	56	47	52	53	60	56	54	60	53
Challenge the Process	47	**52.1**	51	51	46	49	52	60	57	54	60	41
Enable Others to Act	54	**54.3**	52	55	55	51	56	60	59	54	60	41
Encourage the Heart	51	**56.1**	44	60	56	52	53	60	58	58	60	60

M-Manager	D-Direct Report	C-Co-Worker	O-Other	S-Self	AVG-Average of all Observer Responses

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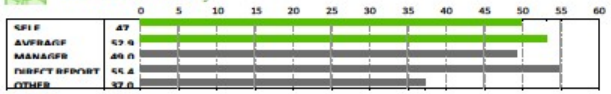
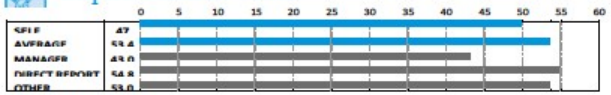
The Five Practices Bar Graphs

These bar graphs, one set for each leadership Practice, provide a graphic representation of the numerical data recorded on The Five Practices Data Summary page. By Practice, it shows the total response for Self and the average total for each category of Observer. Average refers to the average for all categories of Observers (including Manager). Total responses can range from 6 to 60; which represents adding up the response score (ranging from 1-Almost Never to 10-Almost Always) for each of the six behavioral statements related to that practice.

Model the Way

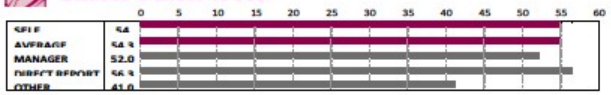


Inspire a Shared Vision



Challenge the Process

Enable Others to Act



Encourage the Heart

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LPI 360 LEADERSHIP PRACTICES INVENTORY

Profile for XXXXXXX
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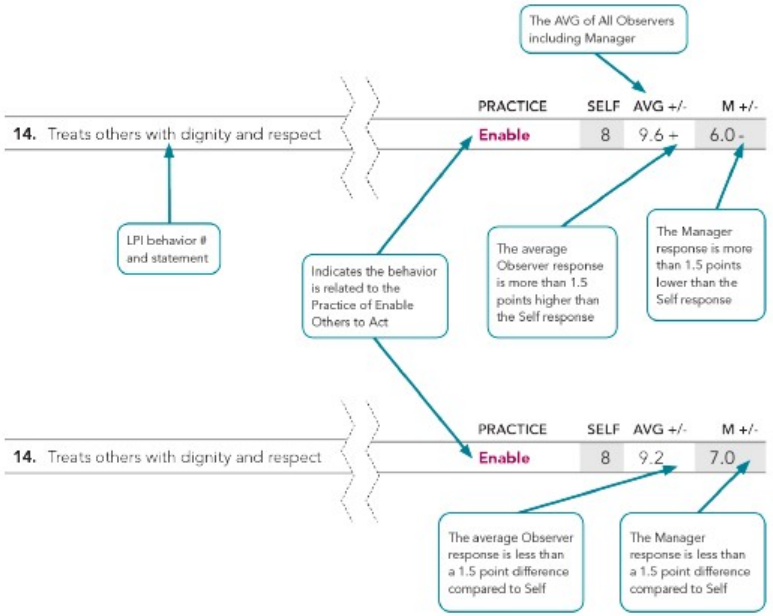
Leadership Behaviors Ranking

The following page shows the ranking, from most frequent to least frequent, of all 30 leadership behaviors based on the average of your Observers' responses. The average (AVG) includes the Manager response, which is also shown separately. Horizontal lines separate the 10 most and the 10 least frequent behaviors from the middle 10. A plus sign (+) next to the AVG or Manager (M) response indicates that the response is more than 1.5 points higher than your Self response; a minus sign (-) indicates that the response is more than 1.5 points lower than your Self response. Since 1.5 is approximately the average difference between self and observer scores, any difference greater than that merits attention. When the +/- column is blank in a given row, this indicates a reasonable degree of agreement between the SELF and AVG or SELF and MANAGER scores. The response scale runs from 1-Almost Never to 10-Almost Always.



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MOST FREQUENT		PRACTICE	SELF	AVG +/-	M +/-
5.	Praises people for a job well done	Encourage	9	9.7	9.0
30.	Gets personally involved in recognizing people and celebrating accomplishments	Encourage	9	9.5	8.0
27.	Speaks with genuine conviction about the higher meaning and purpose of our work	Inspire	10	9.4	8.0 -
14.	Treats people with dignity and respect	Enable	9	9.4	9.0
15.	Makes sure that people are creatively recognized for their contributions to the success of our projects	Encourage	8	9.4	7.0
4.	Develops cooperative relationships among the people he/she works with	Enable	10	9.3	10.0
10.	Makes it a point to let people know about his/her confidence in their abilities	Encourage	9	9.3	8.0
18.	Asks "What can we learn?" when things don't go as expected	Challenge	7	9.3 +	7.0
19.	Involves people in the decisions that directly impact their job performance	Enable	9	9.2	8.0
1.	Sets a personal example of what he/she expects of others	Model	8	9.2	8.0
20.	Publicly recognizes people who exemplify commitment to shared values	Encourage	8	9.2	7.0
25.	Tells stories of encouragement about the good work of others	Encourage	8	9.0	5.0 -
24.	Gives people a great deal of freedom and choice in deciding how to do their work	Enable	9	8.9	8.0
6.	Makes certain that people adhere to the principles and standards that have been agreed upon	Model	8	8.9	8.0
7.	Describes a compelling image of what our future could be like	Inspire	8	8.9	7.0
11.	Follows through on promises and commitments he/she makes	Model	8	8.9	8.0
17.	Shows others how their long-term interests can be realized by enlisting in a common vision	Inspire	8	8.9	5.0 -
28.	Takes initiative in anticipating and responding to change	Challenge	8	8.9	9.0
29.	Ensures that people grow in their jobs by learning new skills and developing themselves	Enable	8	8.9	8.0
2.	Talks about future trends that will influence how our work gets done	Inspire	7	8.9 +	8.0
13.	Actively searches for innovative ways to improve what we do	Challenge	9	8.8	9.0
12.	Appeals to others to share dream of the future	Inspire	8	8.8	8.0
16.	Asks for feedback on how his/her actions affect other people's performance	Model	7	8.7 +	9.0 +
9.	Actively listens to diverse points of view	Enable	9	8.6	9.0
21.	Builds consensus around a common set of values for running our organization	Model	8	8.6	8.0
26.	Is clear about his/her philosophy of leadership	Model	8	8.6	8.0
22.	Paints the "big picture" of what we aspire to accomplish	Inspire	6	8.5 +	7.0
3.	Seeks out challenging opportunities that test his/her own skills and abilities	Challenge	9	8.4	9.0
8.	Challenges people to try out new and innovative ways to do their work	Challenge	8	8.4	9.0
23.	Identifies measurable milestones that keep projects moving forward	Challenge	6	8.3 +	8.0 +

LEAST FREQUENT

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LPI 360 LEADERSHIP PRACTICES INVENTORY

Profile for XXXXXXX
Rooted School Leadership 2020 - 2021
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Model the Way Data Summary

- Clarify values by finding your voice and affirming shared values
- Set the example by aligning actions with shared values

This page shows the responses for each of the six leadership behaviors related to this Practice. The Self column shows the responses you gave yourself for each behavior. The AVG column shows the averages of the Observers responses. The Individual Observers columns show each Observers response for each behavioral item. Responses can range from 1-Almost Never to 10-Almost Always.

	SELF	AVG	INDIVIDUAL OBSERVERS								
			M1	D1	D2	D3	D4	D5	D6	D7	D8	O1
1. Sets a personal example of what he/she expects of others	8	9.2	8	10	9	9	10	10	10	9	10	7
6. Makes certain that people adhere to the principles and standards that have been agreed upon	8	8.9	8	9	9	8	10	10	8	9	10	8
11. Follows through on promises and commitments he/she makes	8	8.9	8	8	9	8	10	10	9	8	10	9
16. Asks for feedback on how his/her actions affect other people's performance	7	8.7	9	8	10	6	9	10	10	10	10	5
21. Builds consensus around a common set of values for running our organization	8	8.6	8	8	8	8	10	10	10	9	10	5
26. Is clear about his/her philosophy of leadership	8	8.6	8	10	7	9	10	10	10	9	10	3

	1-Almost Never 2-Rarely	3-Seldom 4-Once in a While	5-Occasionally 6-Sometimes	7-Fairly Often 8-Usually	9-Very Frequently 10-Almost always

M-Manager D-Direct Report C-Co-Worker O-Other S-Self AVG-Average of all Observer Responses

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Inspire a Shared Vision Bar Graphs

- Envision the future by imagining exciting and ennobling possibilities
- Enlist others in a common vision by appealing to shared aspirations

The set of bar graphs for each of the six leadership behaviors related to this Practice provides a graphic representation of your and your Observers' average responses for that behavior. By behavior, it shows the response for Self and the average response for each category of Observer. Average refers to the average response for all categories of Observers (including Manager). Responses can range from 1-Almost Never to 10-Almost Always.

2. Talks about future trends that will influence how our work gets done

7. Describes a compelling image of what our future could be like

12. Appeals to others to share dream of the future

17. Shows others how their long-term interests can be realized by enlisting in a common vision

22. Paints the "big picture" of what we aspire to accomplish

27. Speaks with genuine conviction about the higher meaning and purpose of our work

RESPONSE SCALE	1-Almost Never	3-Seldom	5-Occasionally	7-Fairly Often	9-Very Frequently
	2- Rarely	4-Once in a While	6-Sometimes	8-Usually	10-Almost always

M-Manager D-Direct Report C-Co-Worker O-Other S-Self AVG-Average of all Observer Responses

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LPI 360 LEADERSHIP PRACTICES INVENTORY

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Challenge the Process Data Summary

- Search for opportunities by seizing the initiative and by looking outward for innovative ways to improve
- Experiment and take risks by constantly generating small wins and learning from experience

This page shows the responses for each of the six leadership behaviors related to this Practice. The Self column shows the responses you gave yourself for each behavior. The AVG column shows the averages of the Observers responses. The Individual Observers columns show each Observers response for each behavioral item. Responses can range from 1-Almost Never to 10-Almost Always.

	SELF	AVG	INDIVIDUAL OBSERVERS								
			M1	D1	D2	D3	D4	D5	D6	D7	D8	O1
3. Seeks out challenging opportunities that test his/her own skills and abilities	9	8.4	9	9	6	9	8	10	9	8	10	6
8. Challenges people to try out new and innovative ways to do their work	8	8.4	9	8	7	7	7	10	9	9	10	8
13. Actively searches for innovative ways to improve what we do	9	8.8	9	9	7	8	10	10	9	9	10	7
18. Asks "What can we learn?" when things don't go as expected	7	9.3	7	9	9	10	8	10	10	10	10	10
23. Identifies measurable milestones that keep projects moving forward	6	8.3	8	7	9	6	9	10	10	9	10	5
28. Takes initiative in anticipating and responding to change	8	8.9	9	9	8	9	10	10	10	9	10	5

	1-Almost Never	3-Seldom	5-Occasionally	7-Fairly Often	9-Very Frequently
	2-Rarely	4-Once in a While	6-Sometimes	8-Usually	10-Almost always

M-Manager D-Direct Report C-Co-Worker O-Other S-Self AVG-Average of all Observer Responses

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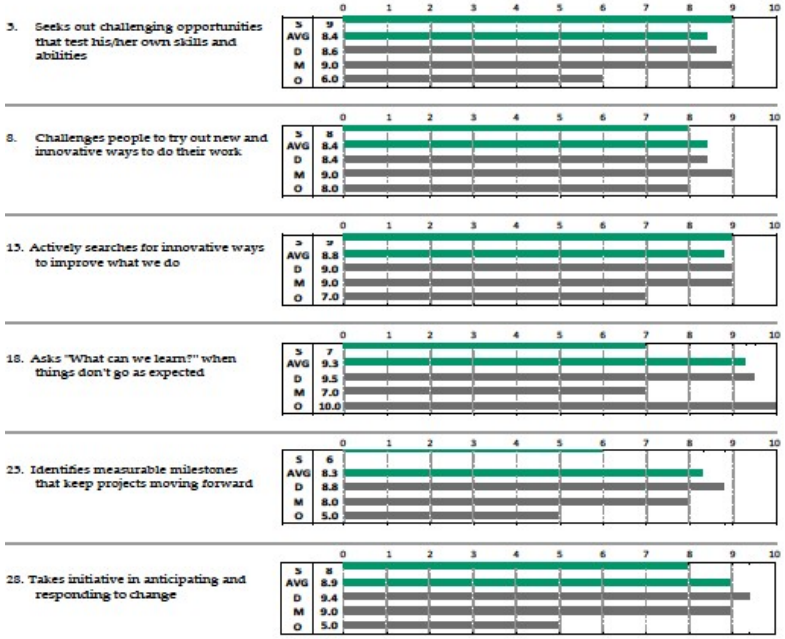
Challenge the Process Bar Graphs

- Search for opportunities by seizing the initiative and by looking outward for innovative ways to improve
- Experiment and take risks by constantly generating small wins and learning from experience

The set of bar graphs for each of the six leadership behaviors related to this Practice provides a graphic representation of your and your Observers' average responses for that behavior. By behavior, it shows the response for Self and the average response for each category of Observer. Average refers to the average response for all categories of Observers (including Manager). Responses can range from 1-Almost Never to 10-Almost Always.



RESPONSE SCALE	1-Almost Never	3-Seldom	5-Occasionally	7-Fairly Often	9-Very Frequently
	2- Rarely	4-Once in a While	6-Sometimes	8-Usually	10-Almost always

M-Manager D-Direct Report C-Co-Worker O-Other S-Self AVG-Average of all Observer Responses

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LPI 360 LEADERSHIP PRACTICES INVENTORY

Profile for XXXXXXX
Rooted School Leadership 2020 - 2021
April 12, 2021

Enable Others to Act Data Summary

- Foster collaboration by building trust and facilitating relationships
- Strengthen others by increasing self-determination and developing competence

This page shows the responses for each of the six leadership behaviors related to this Practice. The Self column shows the responses you gave yourself for each behavior. The AVG column shows the averages of the Observers responses. The Individual Observers columns show each Observers response for each behavioral item. Responses can range from 1-Almost Never to 10-Almost Always.

	SELF	AVG	INDIVIDUAL OBSERVERS									
			M1	D1	D2	D3	D4	D5	D6	D7	D8	O1
4. Develops cooperative relationships among the people he/she works with	10	9.3	10	10	9	8	10	10	10	10	10	6
9. Actively listens to diverse points of view	9	8.6	9	8	10	8	7	10	10	9	10	5
14. Treats people with dignity and respect	9	9.4	9	10	9	10	10	10	10	9	10	7
19. Involves people in the decisions that directly impact their job performance	9	9.2	8	9	8	9	10	10	10	9	10	9
24. Gives people a great deal of freedom and choice in deciding how to do their work	9	8.9	8	9	10	8	10	10	9	8	10	7
29. Ensures that people grow in their jobs by learning new skills and developing themselves	8	8.9	8	9	9	8	9	10	10	9	10	7

	1-Almost Never	3-Seldom	5-Occasionally	7-Fairly Often	9-Very Frequently
	2-Rarely	4-Once in a While	6-Sometimes	8-Usually	10-Almost always

M-Manager D-Direct Report C-Co-Worker O-Other S-Self AVG-Average of all Observer Responses

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Enable Others to Act Bar Graphs

- Foster collaboration by building trust and facilitating relationships
- Strengthen others by increasing self-determination and developing competence

The set of bar graphs for each of the six leadership behaviors related to this Practice provides a graphic representation of your and your Observers' average responses for that behavior. By behavior, it shows the response for Self and the average response for each category of Observer. Average refers to the average response for all categories of Observers (including Manager). Responses can range from 1-Almost Never to 10-Almost Always.

4. Develops cooperative relationships among the people he/she works with

9. Actively listens to diverse points of view

14. Treats people with dignity and respect

19. Involves people in the decisions that directly impact their job performance

24. Gives people a great deal of freedom and choice in deciding how to do their work

29. Ensures that people grow in their jobs by learning new skills and developing themselves

RESPONSE SCALE	1-Almost Never	3-Seldom	5-Occasionally	7-Fairly Often	9-Very Frequently
	2- Rarely	4-Once in a While	6-Sometimes	8-Usually	10-Almost always

M-Manager D-Direct Report C-Co-Worker O-Other S-Self AVG-Average of all Observer Responses

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Encourage the Heart Data Summary

- Recognize contributions by showing appreciation for individual excellence
- Celebrate the values and victories by creating a spirit of community

This page shows the responses for each of the six leadership behaviors related to this Practice. The Self column shows the responses you gave yourself for each behavior. The AVG column shows the averages of the Observers responses. The Individual Observers columns show each Observers response for each behavioral item. Responses can range from 1-Almost Never to 10-Almost Always.

	SELF	AVG	INDIVIDUAL OBSERVERS								
			M1	D1	D2	D3	D4	D5	D6	D7	D8	O1
5. Praises people for a job well done	9	9.7	9	10	9	9	10	10	10	10	10	10
10. Makes it a point to let people know about his/her confidence in their abilities	9	9.3	8	10	8	9	9	10	10	9	10	10
15. Makes sure that people are creatively recognized for their contributions to the success of our projects	8	9.4	7	10	10	9	8	10	10	10	10	10
20. Publicly recognizes people who exemplify commitment to shared values	8	9.2	7	10	9	8	9	10	9	10	10	10
25. Tells stories of encouragement about the good work of others	8	9.0	5	10	10	8	9	10	9	9	10	10
30. Gets personally involved in recognizing people and celebrating accomplishments	9	9.5	8	10	10	9	8	10	10	10	10	10

	1-Almost Never	3-Seldom	5-Occasionally	7-Fairly Often	9-Very Frequently
	2-Rarely	4-Once in a While	6-Sometimes	8-Usually	10-Almost always

M-Manager D-Direct Report C-Co-Worker O-Other S-Self AVG-Average of all Observer Responses

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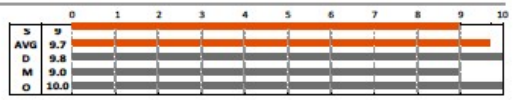
Encourage the Heart Bar Graphs

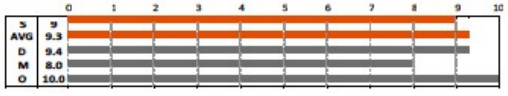
- Recognize contributions by showing appreciation for individual excellence
- Celebrate the values and victories by creating a spirit of community

The set of bar graphs for each of the six leadership behaviors related to this Practice provides a graphic representation of your and your Observers' average responses for that behavior. By behavior, it shows the response for Self and the average response for each category of Observer. Average refers to the average response for all categories of Observers (including Manager). Responses can range from 1-Almost Never to 10-Almost Always.

5. Praises people for a job well done

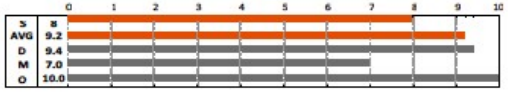


10. Makes it a point to let people know about his/her confidence in their abilities



15. Makes sure that people are creatively recognized for their contributions to the success of our projects

20. Publicly recognizes people who exemplify commitment to shared values



25. Tells stories of encouragement about the good work of others

30. Gets personally involved in recognizing people and celebrating accomplishments

RESPONSE SCALE	1-Almost Never	3-Seldom	5-Occasionally	7-Fairly Often	9-Very Frequently
	2- Rarely	4-Once in a While	6-Sometimes	8-Usually	10-Almost always

M-Manager D-Direct Report C-Co-Worker O-Other S-Self AVG-Average of all Observer Responses

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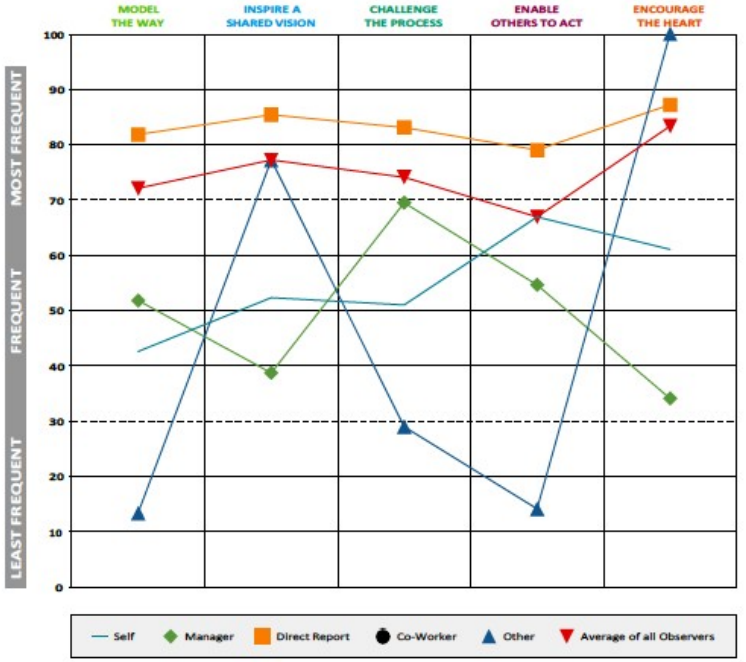
LPI 360 LEADERSHIP PRACTICES INVENTORY

Profile for XXXXXXX
Rooted School Leadership 2020 - 2021
April 12, 2021

Percentile Ranking

The leaders and observers who make up the LPI database include a mix of males and females at all levels, from all types of organizations, and from all over the world. This page compares your Self responses and those of your Observers to all Observer responses for other leaders who have taken the LPI. The horizontal lines at the 30th and 70th percentiles divide the graph into three segments, roughly approximating a normal distribution of scores. Each line on the graph shows what percentile your Self or an Observer category response falls into for each Practice. For example, if your Self score for Model the Way is at the 50th percentile, half of the leaders in the database were rated higher by their Observers on the Practice, and half were rated lower.



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ATTACHMENT 13
EVIDENCE OF DEMAND FROM PROSPECTIVE STUDENTS & FAMILIES
SEE THE INTERESTED IN ENROLLING FORM IN UPLOAD

Note: Rooted School–Clark County has received “Interest in Enrolling” submissions from three students/families to-date.

Rooted School–Clark County and Rooted School Foundation team members will work collaboratively when school opens inthe fall to obtain at least 45 “Interest in Enrolling” submissions.

Please see below:

ATTACHMENT 14
INCUBATION YEAR PLANNING
TABLE

ATTACHMENT 14: INCUBATION YEAR PLANNING TABLE

INSTRUCTION			
CATEGORY	**ACTIVITY**	**RESPONSIBLE PARTY**	**MILESTONE DATE**
CURRICULUM DEVELOPMENT	Design and/or purchase core content curriculum	• School Leader	Jan '22 - May '22
	Design technology scope and sequence in concert with RS-CC industry partners	• School Leader	Jan '22 - May '22
	Purchase curriculum software	• School Leader	Jan '22 - May '22
	Align curriculum to industry design	• School Leader	Jan '22 - May '22
	Conduct curriculum alignment with *Nevada State Graduation Standards*	• School Leader	Jan '22 - May '22
ASSESSMENT DEVELOPMENT	PD for Infinite Campus	• Infinite Campus Representative	Jan '22 - May '22
	Develop WIDA testing schedule and infrastructure	• School Leader	Jan '22 - May '22
	Develop Special Education testing schedule and infrastructure	• School Leader	Jan '22 - May '22
	Purchase all testing materials	• School Leader	Jan '22 - May '22
	ACT/SAT Course Preparation Design and material purchase	• School Leader	Jan '22 - May '22
ACADEMIC PROGRAM DEVELOPMENT	Purchase and order classroom furniture	• Director of Operations • School Leader	Jan '22 - May '22
	Purchase computer software and hardware	• Director of Operations • School Leader	Jan '22 - May '22
	Design IBC attainment calendar	• School Leader	Jan '22 - May '22
SPECIAL EDUCATION PROGRAM DEVELOPMENT	Request IEP Records from sending schools	• School Leader	Jan '22 - May '22
	Review all IEPs for updates, key equator dates and accommodation revisions	• School Leader	Jan '22 - May '22
	Hire Director of Student Services	• School Leader	Jul '22
	Provide SPED PD to all teaching and certificated faculty/staff	• School Leader	Jul '22
ELL	Request ELL Records from sending schools	• School Leader	Apr '22 - May '22
	Review all previous WIDA testing results for students identified as	• School Leader	Apr '22 - May '22
	Hire ELL Teacher / Teacher Leader	• School Leader	Jul '22
	Provide ELL PD to all teaching and certificated faculty/staff	• School Leader	Jul '22

PERSONNEL DEVELOPMENT			
CATEGORY	**ACTIVITY**	**RESPONSIBLE PARTY**	**MILESTONE DATE**
POLICY DESIGN & DEVELOPMENT	Develop RS-CC Faculty Handbook	• Director of Operations • School Leader	Now - Authorizing
	Develop RS-CC Student Handbook	• Director of Operations • School Leader	Now - Authorizing
	Finalize salary scale	• Director of Operations • School Leader	Now - Authorizing
	Finalize benefits & compensation package(s)	• Director of Operations • School Leader	Now - Authorizing
	Review all hiring practices for continuity and compliance with RSF and EEOC	• Director of Operations • School Leader	Now - Authorizing
	Review and/or design all BOD policies and compliance statues	• Director of Operations • School Leader	Now - Authorizing
	Establish BOD sub-committees	• Director of Operations	Now - Authorizing
RECRUITMENT & HIRING	Finalize organizational chart	• Director of Operations • School Leader	Now - Authorizing
	Finalize and approve all job descriptions	• Director of Operations • School Leader	Now - Authorizing
	Approve all job descriptions with BOD	• Director of Operations • School Leader	Now - Authorizing
	Conduct interviews, background checks and reference checks	• Director of Operations • School Leader	Jan '22 - May '22
	Extend offers / contracts	• Director of Operations • School Leader	Jan '22 - May '22
	Prepare interview committees and performance tasks	• Director of Operations	Now - Authorizing

		• School Leader	
	Train members of the interview committees	• School Leader	Now - Authorizing
EMPLOYEE ONBOARDING	Design and conduct "Basecamp"	• School Leader	Apr '22 - Jul '22
	Design and conduct "The Climb"	• School Leader	Jul '22 - Aug '22
	Prepare all onboarding paperwork	• Director of Operations	Now - Authorizing
	PD for all new employees on: • AED • Administration of Medication • CPR • School Safety Training • Active Shooter and Emergency Plan Training • CPI Training	• Director of Operations • School Leader	Jul '22
	Prepare all summer PD days	• School Leader	Apr '22 - Jul '22
OPERATIONS			
CATEGORY	**ACTIVITY**	**RESPONSIBLE PARTY**	**MILESTONE DATE**
BACK OFFICE SUBCONTRACT (EdOps)	Secure all back-office contracting and finance services	• Director of Operations	Now - Authorizing
	Finalize BOD approval on all back office contractors	• Director of Operations	Now - Authorizing
	Hire Director of Operations	• School Leader	Jan '22
	Develop a procurement plan and list of eligible service providers, contractors and	• Director of Operations	Now - Authorizing
	Review all purchase bid thresholds and adhere to both state and federal guidelines	• Director of Operations	Jan '22 - Jul'22
	Set up bank accounts and systems for deposits, withdrawls and payments	• Director of Operations	Jan '22
	Develop a cash flow plan and a cash management plan	• Director of Operations	Now - Authorizing
	Develop / design financial reporting templates consistent with GAAP and SPCSA requirements	• Director of Operations	Now - Authorizing
	Develop a working multi-year presumptive budget that meets with costs consistent with the application budget and financials	• Director of Operations • School Leader	Now - Authorizing
INSURANCE	Solicit bids and secure insurance quotes based on coverage	• Director of Operations	Now - Authorizing
	Approve and sign all contracts	• Director of Operations • School Leader	Jan '22 - Jul '22
	Finalize BOD approval on all insurance contracts	• Director of Operations	Jan '22 - Jul '22
HEALTH, SAFETY & WELLNESS	Investigate contract for shared nursing services	• Director of Operations • School Leader	Jan '22 - May '22
	Conduct a facilities inspection to ensure compliance with all fire and building safety regulations relative to school in the State of Nevada	• Director of Operations • School Leader	Jan '22 - May '22
	Develop fire drill and emergency evacuation plans related to the specific facility	• Director of Operations • School Leader	Now - Authorizing
	Develop HIPPA reporting forms and establish a security system for records maintenance and filing	• Director of Operations • School Leader	Now - Authorizing
	Conduct a compliance review for all workplace safety standards relative to schools (OSHA and P-OSHA)	• Director of Operations	Now - Authorizing
	Post all appropriate reporting posters in public areas within the school building	• Director of Operations	Jun '22
	Purchase first aid supplies and materials for school	• Director of Operations	Jun '22
FOOD SERVICE	Establish an RFP for meal service in school	• Director of Operations	Jan '22 - Mar '22
	Review prospective vendor contracts	• Director of Operations	Jan '22 - Mar '22
	Select a vendor and go through BOD approval process for procurement	• Director of Operations	Jan '22 - Mar '22
	Complete FRL and FRB forms for all eligible students	• Director of Operations	Apr '22
	Communicate with parents regarding FRL & FRB sign up and confidentiality	• Director of Operations • School Leader	Jan '22 - Jul '22
	Establish a POS system for all meals served to ensure compliance with FDA regulations	• Director of Operations	Now - Authorizing
IT & TECHNOLOGY OUTSOURCING	Contract with a provider for all IT related services	• Director of Operations • School Leader	Jan '22 - Mar '22
	Select an ISP based on careful review of projected usage and cost for a school with high tech capabilities and requirements	• Director of Operations • School Leader	Jan '22 - Mar '22
	Purchase all fiber optic CAT6 wiring and technology infrastructure (as needed)	• Director of Operations	Jan '22 - Mar '22

	Purchase or secure philanthropic funding for the purchase of *Board on Track*	• School Leader	Jan '22
	BOD training on Governance using *Board on Track*	• School Leader	Jan '22
	BOD Retreat	• School Leader	Jan '22
	Conduct a policy review of Staff & Faculty Handbook and Student & Family Handbook	• School Leader	Jan '22 - Mar '22
	Vote for BOD Chairperson, Vice Chairperson and Recording Secretary	• School Leader	Jan '22
	Train BOD on *Roberts Rules of Order* to ensure state and SPCSA compliance	• School Leader	Jan '22
	Train BOD on *OPMA* and *OPRA* to ensure compliance with all federal, state and local laws, policies and legislation	• School Leader	Jan '22
	Set monthly BOD meeting dates and publish on all appropriate school websites, social media and communication tools	• School Leader	Jan '22
	Develop BOD budget approval process and public budget hearing process	• School Leader	Now - Authorizing
	Develop BOD monthly packet information sharing	• School Leader	Jan '22
	Post all board meeting dates at least 24 hours in advance of meetings	• School Leader	Jan '22

BOARD ON TRACK			
CATEGORY	**ACTIVITY**	**RESPONSIBLE PARTY**	**MILESTONE DATE**
BOARD ON TRACK COMMUNICATION TOOL	Contract for the purchase of BoT	• Director of Operations	Dec '21
	Conduct BoT training for all administration and BOD members	• Director of Operations	Jan '22
	Complete all required conflict of interest documentation	• Director of Operations	Jan '22
	Complete all financial disclosure documentation as required by the State of Nevada	• Director of Operations	Jan '22 - Mar '22

ADMINISTRATIVE HIRING			
CATEGORY	**ACTIVITY**	**RESPONSIBLE PARTY**	**MILESTONE DATE**
LEADERSHIP TEAM HIRING	Approve job descriptions: • School Leader • Director of Operations • Director of Student Services	• RSF CEO	Now - Authorizing

GRANT MANAGEMENT & FUNDRAISING			
CATEGORY	**ACTIVITY**	**RESPONSIBLE PARTY**	**MILESTONE DATE**
PHILANTHROPIC FUNDING & GRANT WRITING	Solidify all fundraising initiatives consistent with RSF guidelines	• School Leader	Now - Authorizing
	Establish a grant writing team to pursue philanthropic funding and RFP searches	• School Leader	Now - Authorizing
	Create a budget of proposed revenue streams from philanthropic funding	• School Leader	Now - Authorizing

If RS-CC'S charter is approved, we will have the following teammates in a full-time or part-time capacity:

RS-CC will have a core leadership team that will play a substantial role in the school's development, governance and management throughout its first charter term. These individuals are highlighted below:

Network and School Leadership Team:

Name	Area(s) of Expertise	Current/Intended Role
School Leader (TBD)	• School Leadership and Management • Instruction and Assessment • School Culture • Family and Community Engagement	• All aspects of school leadership in the Rooted Model with particular emphasis on academic achievement
Director of School Operations (TBD)	• Financial and Operational Management	• All aspects of school operations including, not limited to: • Transportation • Food Service • Facilities • Budget & Finance • Procurement
Director of Student Services SPED, ELL & CTE (TBD)	• IBCs • Employer Relationships • Perkins Grant • Sp. Ed. Compliance Title VI • ELL Compliance	• All aspects of technology credentialing and technology partner development /recruitment • Tech curriculum development & design • Understanding / administration of of WIDA • Writing of IEPs

Jonathan Johnson	• K-12 Education • Workforce Development • Non-Profit and School Leadership	• Current Rooted School—Washington Board Member • Founder and CEO of Rooted School Foundation • Manager of start-up activities prior to hiring School Leader
Frank Ingargiola	• 6-12 Education • School and District Leadership • Post-Secondary Education	• Senior Advisor, Rooted School Foundation • Primary coach of the Rooted School—Nevada School Leader
Kaitlin Karpinski	• K-12 Education • School Leadership	• School Leader, Rooted School—New Orleans • Advisor to Rooted School—Nevada School Leader

RS-Clark County, like Rooted School—New Orleans and Rooted School—Indianapolis, aims to build a school and district partnership that commits to the following:

- Providing accelerated and personal pathways to financial freedom for students
- Creating backward-designed instructional scope and sequences with local technology employers (and other in-demand industries)
- Utilizing restorative disciplinary approaches and attachment-based teaching practices
- Fostering flexible learning environments that integrate digital technology tools to enhance teaching and learning
- Sharing best practices, professional development resources, and opportunities with other school partners

Ways in which Rooted School—New Orleans and Rooted School—Indianapolis have collaborated with districts in their respective regions include:

- Hosting site visits for district guests
- Facilitating professional development sessions on distance learning and CTE approaches
- Sharing best practices on student attainment of industry-based credentials
- Creating a historic partnership with Eastern Star Church and in coordination with the local district, fulfilling the educational pillar of its four-pillar community revitalization plan, the ROCK Initiative in Indianapolis
- Providing an exemplar local model for career-connected learning

ATTACHMENT 15
OPERATIONAL EXECUTION PLAN

rootedschool

Operations Plan

Overview

Rooted School–Clark County's (RS-CC) board and Rooted School Foundation's (RSF) collective leadership teams share a national reputation and well over 100 years of a wide range of experiences and expertise that qualify them to launch and lead RS-CC to reach its mission and vision. This leadership team successfully launched Rooted School–New Orleans (RS-NO) and Rooted School–Indianapolis (RS-I) and each member will contribute their expertise in staffing, professional development, performance management, general operations, facilities management, and state/federal compliance. RSF's operational expertise for the Rooted model is captured in a school leadership blueprint called the Green Balloon Fellowship Modules. These modules, their respective deliverables, and how the school will complete the day-to-day operational responsibilities is captured below.

Green Balloon Fellowship Modules

Module 1: **Deliberately Developmental Leadership** – This module will provide RS-CC's team the training and tools to create a Deliberately Developmental Organization (DDO). This is the core framework that Rooted uses to establish and facilitate its adult culture. There are currently nine deliverables for this module.

- ☐ RS-CC's school leader completes all deliverables for Module 1 by August 1, 2021
- ☐ RS-CC's team completes anchor texts for required DDO reading by July 1, 2022
- ☐ RS-CC's team completes DDO reading debrief and text-based team development discussion during Base Camp by July 11, 2022
- ☐ RS-CC's team completes onboarding to DDO structures that will be used for the upcoming school year by August 8, 2022 during The Climb

Module 2: **School Environment as a Garden** – This module will provide RS-CC's team the training and tools to create a school environment that is grounded in restorative practices and trauma-informed approaches. This is the core framework that Rooted uses to establish and facilitate its adult culture.There are currently 12 deliverables for this module.

- ☐ RS-CC's school leader completes all deliverables for Module 2 by December 31, 2021
- ☐ RS-CC's team completes anchor texts for required for restorative practices and trauma-informed approaches by July 11, 2022

- [ ] RS-CC's team completes onboarding to restorative practices and trauma-informed approaches that will be used for the upcoming school year by August 8, 2022 during The Climb

Module 3: Instructional Model – This module will provide RS-CC's team the training and tools to execute the Rooted model that ensures students grow into self-directed learners, engage in project based learning, and earn Industry Based Credentials that make them competitive for entry-level jobs in high-growth, high-wage industries. There are currently 11 deliverables for this module.

- [ ] RS-CC's school leader completes all deliverables for Module 3 by June 30, 2022
- [ ] RS-CC's team completes anchor texts required to execute Rooted's instructional model by July 11, 2022
- [ ] RS-CC team completes onboarding to Rooted's self-directed learning model, approach to project based learning, and methods for teaching Industry Based Credentials by August 8, 2022 during The Climb
- [ ] RS-CC team completes student onboarding to Rooted's instructional model by August 10, 2022 during new student orientation

Module 4: Keeping Rooted School a Rooted School – This module will provide RS-CC's team with the binding expectations for performance to ensure RS-CC is aligned to the Rooted Way and, ultimately, Rooted School Foundation's long-range mission and vision. These binding expectations are established through a multi-year Service Agreement between RS-F and RS-CC. There is currently one deliverable for this module.

- [ ] RS-CC's school leader complete's all deliverables for Module 4 by December 31, 2021
- [ ] RS-CC's school leader and board recommend services that RSF renders in support of RS-CC during its founding year by December 31, 2021
- [ ] RS-CC's school leader, board, and RSF establish structures that will ensure the services outlined in the Service Agreement are executed with fidelity

Module 5: Closing 228 – This module will provide RS-CC's team with the north star for RSF and binding expectations for rapidly reducing and eventually closing the racial wealth gap in Clark County. There are currently four deliverables for this module.

- [ ] RS-CC's school leader completes all deliverables for Module 5 by December 31, 2021
- [ ] RS-CC's team completes onboarding to Rooted's approach for rapidly reducing and eventually closing the racial wealth gap in Clark County by July 11, 2022
- [ ] RS-CC team completes student onboarding to Rooted's mission and vision for rapidly reducing and eventually closing the racial wealth gap in Clark County by August 10, 2022 during new student orientation

Module 6: World Class Operations – This module will provide RS-CC's team with the training and tools to build the governance and operational model–supporting Rooted's school model–to execute Rooted's mission and vision. There are currently two deliverables for this module.

- ☐ RS-CC's school leader and board complete all deliverables for Module 6 by June 30, 2022
- ☐ RS-CC's school leader and board complete the first board retreat by March 1, 2022
- ☐ RS-CC's student and staff handbooks are completed by June 30, 2022 (these handbooks will be adopted from RSF's pre-existing handbooks from other schools it supports

ATTACHMENT 16
FACILITY PROOF OF COMMITMENT

NevadaPrep

July 13, 2021

State Public Charter School Authority
2080 East Flamingo Road Suite 230
Las Vegas, Nevada 89119

Re: Support for Rooted School's Application to Operate a New Charter School

Dear Mr. Modrcin, SPCSA Staff, and SPCSA Board Members:

This letter represents my strong support for Rooted School's plans to open a charter high school in Las Vegas. I have met with members of the Rooted team over the past two years as they worked to learn more about our community and our needs, and I believe they offer something unique and immensely valuable to our community.

I lead a third grade through eighth grade school in the SPCSA portfolio, and a central part of our mission is preparing students for high school. Part of our work is to help families and scholars learn about their high school options and the different opportunities available at various high schools in our community. Our first class of founding scholars is entering high school this fall, and through the high school exploration, application, and admissions process, we have learned much about what appeals to many of our families as they look for the best-fit high school.

More than 33% of our families last year chose to enroll in one high school because of its corporate work study opportunities. Many others elected to apply to various magnet schools with training for in-demand career fields. Rooted's mission and vision speak to many of these same hopes and desires families have already voiced in the high school search process. We have invited Rooted's team to talk to our students and families who will be applying to high school in upcoming years, and a significant number of families and scholars are intrigued by Rooted's views on prosperity, wealth, and opportunities that can include college *or* direct paths into lucrative career fields.

Our mission-alignment with Rooted is strong, so we are exploring possibilities to share space with Rooted until they secure a permanent facility. Pending final approval of a lease and space sharing agreement from the NV Prep board of directors and the SPCSA, we are open to potentially leasing office space and community meeting space to Rooted beginning in December 2021. We also anticipate having capacity to lease classroom space to Rooted for their founding school year.

Sincerely,

David Blodgett
Executive Director

Nevada Prep Charter School
1780 Betty Lane, Las Vegas, NV 89156
info@nvprep.org * 702-301-8118

ATTACHMENT 17
INSURANCE COVERAGE

ISU Insurance Services - JPG
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JPG INSURANCE

Rooted School
Clark County

1/01/2022 to 1/01/2023

Commercial Insurance Proposal

Presented by:

ISU Insurance Services - JPG
Jay McLeod

July 13, 2021

ISU Insurance Services - JPG
Independently Owned and Operated
License #824634

JPG INSURANCE

CARRIER TO BE DETERMINED
Best Rating A++ (Superior) Financial Size XV ($2 Billion or more)

COMMERCIAL PROPERTY INSURANCE

PREMISES COVERAGES - BLANKET LIMITS Blanket Number and Coverages		LIMITS OF INSURANCE
1.	Building	TBD
2.	Business Income with Extra Expense	TBD
3.	Personal Property	TBD

Physical Location 1: TBD

TOTAL PROPERTY ESTIMATED ANNUAL PREMIUM: TBD

PROPERTY RATES ESTIMATED AT $0.11 PER $100 IN VALUE

EDUCATORS PROFESSIONAL (including D&O, EPLI, Crime)

COVERAGE	LIMIT
Educators Legal Liability Limit:	$1,000,000
Aggregate:	$2,000,000
Directors & Officers Liability:	Included
Employment Practices Liability:	Included
Crime	$1,000,000
Deductible:	$5,000
Exclusions & Endorsements:	Refer to Policy

RATING BASIS $16 PER STUDENT $200 AREA

TOTAL EDUCATORS (D&O, EPLI & CRIME) ESTIMATED ANNUAL PREMIUM: $3,500.00

Year 4 $10,000.00

Offices Coast to Coast
Our Knowledge Is Your Best Insurance™

11411 SOUTHERN HIGHLANDS PKWY., SUITE 320, LAS VEGAS, NEVADA 89141 702-897-4400 FAX 702-897-7332 WWW.JPGINSURANCE.COM

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GENERAL LIABILITY INSURANCE

COVERAGE	LIMIT
Each Occurrence:	$1,000,000
General Aggregate:	$2,000,000
Products/Completed Operations Aggregate:	$2,000,000
Personal & Advertising Injury:	$1,000,000
Damage to Premises Rented to You:	$1,000,000
Medical Expense "Any One Person":	$ 10,000
Exclusions & Endorsements:	Refer to Policy

RATING BASIS $16 PER STUDENT $200 AREA

TOTAL LIABILITY ESTIMATED ANNUAL PREMIUM: $1,700.00

Year 4 $5,960.00

PLEASE NOTE: THIS POLICY MAY BE SUBJECT TO INSPECTION AND/OR AUDIT. THIS MAY RESULT IN A CHANGE IN PREMIUM, FORM OR TERMS. THIS PROPOSAL CONTAINS A BRIEF OUTLINE OF COVERAGES TO BE INCLUDED IN ANY POLICY THAT MAY BE ISSUED IN THE FUTURE. THIS IS ONLY A SUMMARY AND THE TERMS AND CONDITIONS OF ANY POLICY ISSUED WILL TAKE PRECEDENCE OVER THE PROPOSAL. QUOTES VALID FOR 30 DAYS.

ISU Insurance Services - JPG
Independently Owned and Operated
License #824634

EMPLOYEE BENEFITS LIABILITY INSURANCE

COVERAGE	LIMIT
Each Occurrence:	$1,000,000
General Aggregate:	$2,000,000
Deductible Each Employee:	$1,000
Exclusions & Endorsements:	Refer to Policy

TOTAL EMPLOYEE BENEFITS LIABILITY ESTIMATED ANNUAL PREMIUM: $200.00

ABUSE & MOLESTATION INSURANCE

COVERAGE	LIMIT
Each Occurrence:	$1,000,000
General Aggregate:	$2,000,000
Exclusions & Endorsements:	Refer to Policy

TOTAL A & M ESTIMATED ANNUAL PREMIUM: $1,500.00

Year 4- $6,000

CYBER LIABILITY INSURANCE

COVERAGE	LIMIT
Each Occurrence/Data Breach:	$1,000,000
General Aggregate:	$1,000,000
Exclusions & Endorsements:	Refer to Policy

TOTAL CYBER LIABILITY ESTIMATED ANNUAL PREMIUM: $7,500.00

STUDENT ACCIDENT INSURANCE

COVERAGE	LIMIT
Accidental Medical Expense:	$25,000
Accidental Death Limit:	$25,000
Exclusions & Endorsements:	Refer to Policy

TOTAL ACCIDENT ESTIMATED ANNUAL PREMIUM: $315.00

Year 4- $1,260.00

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ISU Insurance Services - JPG
Independently Owned and Operated
License #824634

JPG INSURANCE

WORKERS' COMPENSATION INSURANCE

COVERAGE	LIMIT
Workers Compensation	Statutory limits
Bodily Injury by Accident - each accident	$1,000,000
Bodily Injury by Disease - each employee	$1,000,000
Bodily Injury by Disease - policy limit	$1,000,000

Class Code:	Estimated Annual Payroll	Rate Per $100 Payroll
8868 – School Professional Employees & Clerical	$325,000	.50
TOTALS		-
FACTORS	-	Factor
Experience Modification	-	1
Premium Discount	-	
Schedule Rating	-	n/a
Expense Constant	-	200
Terrorism	-	
TOTAL PREMIUM		

OWNER/OFFICER INFORMATION

NAME	INCLUDED OR EXCLUDED
TBD	INCLUDED

WORKERS' COMPENSATION ESTIMATED ANNUAL: $ 1,800

YEAR 4- $4,800

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Independently Owned and Operated
License #824634

JPG INSURANCE

COMMERCIAL AUTO INSURANCE

COVERAGE	LIMIT	NOTES
Hired Auto Liability:	$1,000,000	Per Accident or Occurrence
Non Owned Auto Liability	$1,000,000	Per Accident or Occurrence
Hired Comprehensive Deductible:	$500	
Hired Collision Deductible:	$500	
Hired Auto Physical Damage Limit:	$50,000	

TOTAL AUTO PREMIUM: $1,000

COMMERCIAL UMBRELLA INSURANCE

COVERAGE		LIMIT
Aggregate Limit of Liability:	General Aggregate Products Completed	$5,000,000 $5,000,000
Coverage A – Bodily Injury And Property Damage	Any one occurrence	$5,000,000
Coverage B – Personal and Advertising Injury	Any one person or organization	$5,000,000

TOTAL UMBRELLA ESTIMATED ANNUAL PREMIUM: $3,500.00

Year 4- $7,000

Underlying Insurance- General Liability, Hired & Non-Owned Auto, Employers Liability

PLEASE NOTE: THIS POLICY MAY BE SUBJECT TO INSPECTION AND/OR AUDIT. THIS MAY RESULT IN A CHANGE IN PREMIUM, FORM OR TERMS. THIS PROPOSAL CONTAINS A BRIEF OUTLINE OF COVERAGES TO BE INCLUDED IN ANY POLICY THAT MAY BE ISSUED IN THE FUTURE. THIS IS ONLY A SUMMARY AND THE TERMS AND CONDITIONS OF ANY POLICY ISSUED WILL TAKE PRECEDENCE OVER THE PROPOSAL. QUOTES VALID FOR 30 DAYS.

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HEALTH & DENTAL INSURANCE

COVERAGE	LIMIT
HEALTH	HMO,PPO, POS OPTIONS
DENTAL INSURANCE	PPO OPTIONS

TOTAL HEALTH & DENTAL ESTIMATED ANNUAL PREMIUM: $36,000.00

Year 4- $96,000.00

ISU Insurance Services - JPG
Independently Owned and Operated
License #824634

AUTHORIZATION TO BIND INSURANCE COVERAGE- NOT BINDABLE

PLEASE NOTE: If changes are needed please indicate below and a revised proposal will be prepared for your approval. If no changes are needed, please sign the proposal.

Changes to be made are as follows: _____

_____

_____

IF NECESSARY, PLEASE CHANGE THE EFFECTIVE DATE TO THE FOLLOWING FUTURE DATE _____

BINDING INSTRUCTIONS & CONDITIONS: Subject to Final Underwriting QUOTE IS FOR INFORMATIONAL PURPOSES ONLY

TOTAL COMMERCIAL ESTIMATED YEAR 1 ANNUAL PREMIUM: $57,015.00

YEAR 4 TOTAL $140,320

It is understood that this proposal provides only a summary of coverage limits. The policy will contain the actual terms and conditions that will prevail in the event of a loss. The undersigned insured acknowledges its duty to select and maintain insurance coverage and limits that it deems appropriate.

I/We accept the insurance program as presented by ISU Insurance Services-JPG as outlined in this proposal.

_____ _____
Print Name – Insured's Representative Signature – Insured

_____
Date

NAMED INSURED: **Rooted School**

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ISU Insurance Services - JPG
Independently Owned and Operated
License #824634

NOTIFICATION INSTRUCTIONS:

We must be informed of any changes in your operations, which would affect your insurance coverage. The types of changes that we must be notified about include, but are not limited to the following:

1. Newly acquired buildings/locations, business property, vehicles, and equipment. We will need some basic underwriting information to add buildings such as Buildings Replacement Cost Value, Year Built, Square Footage, Construction Type, Number of Stories, alarm and sprinkler information. For autos, please include: Year, Make, Model, Serial Number, Garaging location and Cost New.
2. Any requests to add additional insureds/loss payees. Mortgagees etc.
3. Changes in the nature of your business/business operations, products manufactured or products sold.
4. All vehicles should be properly registered and the vehicle registration must be the same as the named insured on your policy.
5. Consolidation, Merger, and/or acquisition of any new companies.
6. Any property of others in your care, custody or control which includes rental equipment unless they are insured elsewhere.
7. Any situation where additional liability insurance may be required or increased limits.

We request that any changes to your coverage limits be made in writing and changes will only be made during normal business hours of the date received. If received after normal business hours, changes will be made effective the following business day.

******We offer all lines of insurance including but not limited to: Health, Life, Dental, Professional Liability, and Bonds to name a few. In today's litigious society there is always a need for Professional Liability. Please contact us if you would like us to obtain quotes on your additional insurance needs.******

Offices Coast to Coast
Our Knowledge Is Your Best Insurance™

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ATTACHMENT 18
BUDGET NARRATIVE

Budget Narrative

The financial model was compiled using the three priorities of high-quality programming, financial sustainability and fiscal conservatism. We sought to craft a budget that would support the development of an outstanding educational program within reasonable financial constraints.

Revenue

PCFP Revenue: Revenues from Local Sources accounts for 75% of total funding for the school during Years 1-5. We assumed general education and special education funding levels would increase by 1%/year from current levels. See *Budget Flexibility Discussion* below for conversation about the School's thinking about strategies for handling scenarios in which funding deviates from plan.

For enrollment, our model has the school opening in year 1 with one 9th grade cohort and then building up a grade per year. This approach allows us to achieve our full 9-12 grade span by year 5 of operations. The table below summarizes modeled enrollment.

Special education enrollment is assumed to be 13% of total enrollment. As a comparison, we looked at Clark County's special education percentage, which is 13%.

Revenues from Federal Sources

Federal revenue accounts for approximately 14% of total revenue. The largest sources of Federal revenue are the Child Nutrition Program, Title I, IDEA Part B and CSP (Y0-Y3). Title I revenue is modeled at $350/free lunch student. IDEA Part B is modeled at $1,500/sped student. Child Nutrition Program revenue is estimated at $5.49/free lunch student per day based on federal reimbursement rates.

Donations & Grants

We have assumed $50,000 in Donations in Year 0 that will come from the Rooted School Foundation's Incubation Grant from Opportunity 180. We have assumed a modest school level fundraising goal of $100 per student that will be raised by the local school board. Additionally, Rooted School Foundation has a successful track record of fundraising for other Rooted School campuses.
Note that in all Years beyond Year 0, projected ending balance for the Year exceeds budgeted fundraising, so we are not dependent on fundraising success in those years.

Expenses

Personnel

Salaries and benefits costs account for between 48 and 52% of total expense for the school during Years 1-5. Full detail for planned personnel is included in the 'Staff ' tab of the budget template. See the body of the application for and budget attachment for detail on position count by Year. PERS Retirement plan cost is estimated at 15.25% of employee compensation. Medical insurance is estimated at $4,326 per FTE.

Occupancy Expense

The approach our accountants take to estimate facilities cost when the exact facility is not known is to make sure aggregate facilities expense is in line with industry norms. Total facilities costs are modeled at between 15 and 18% of total expense during Years 1 through 5, which we believe to be a reasonable range. We have assumed an average of 84 sq ft per student.

Other Expenses

Other Expenses comprise about 30% of the overall expenses modeled for the school. In developing its cost estimates for those it relied on its experience managing Rooted School New Orleans, Rooted School Indianapolis, Rooted School Vancouver and comparables from the Las Vegas market. The largest individual line items in this section are CMO Fee, Student Technology, and Instructional Curriculum and Materials.

CMO Fee reflects the management fee to be paid to Rooted School Foundation and is modeled at 3% of all revenue. Food service expense is estimated at $4.20/student/day. Student technology allows $750/new student to increase the technology base plus an additional $500/new classroom. Instructional Curriculum and Materials is modeled at an average of $279/pupil.

For busing expense, we assumed a shared services agreement with Nevada Prep in Year 1 with plans start purchasing busses starting in Year 2.

Planning Year

In our planning year, we have planned for salaries for the School Leader (full year) and Director of Operations (January 2022 start date). We have included traditional start up expenses such as SIS implementation, staff recruiting, Board development, incorporation legal expenses and back office support. We have assumed a monthly service fee of $10,500 to Rooted School Foundation to support the School Leader during our planning year.

Budget Flexibility

The team is committed to financial sustainability, and one of the pillars of that work is contingency planning. Financial shocks could hit the school from a variety of sources, including enrollment shortfalls, state funding level declines (particularly due to secondary Corona virus impacts), fundraising shortfalls, and facilities cost overruns. The first line of defense against these shocks is the discipline the leadership team has adopted of building budgets with surpluses in all years. As the enrollment of the school grows, we are intentional about generating surpluses that create a fund balance that can be used to buffer financial shocks before making cuts to program.

We do recognize that in some instances, cuts can be necessary for charter schools to remain financially viable, and we have thought through progressions for that eventuality. Generally speaking, we would look first to non-academic positions and spending to defer or cut.

In Year 1, this would include adjusting our student technology plans to purchase lower cost devices. In the event of a significant enrollment shortfall, we would also look to right-size positions driven by enrollment ratios, reducing section count if necessary to maintain average class size at modeled levels.

Another strategy we would pursue is hiring hybrid teachers to teach multiple subjects such as a Humanities Teacher teaching English and Social Studies courses and a STEM teacher to teach Math and Science courses.

Reserves

We have assumed a 4% carryover each year for reserves.

ATTACHMENT 19
FINANCIAL PLAN WORKBOOK
See Budget Workbook Upload

ATTACHMENT 20
CMO SERVICES AGREEMENT

Services Agreement by and between
Rooted School Foundation and Rooted School Clark County.

This Educational Partnership Agreement ("the Agreement") is entered into as of January 1, 2022 ("Effective Date") by and between Rooted School Foundation ("RSF"), a Louisiana non-profit corporation and Rooted School Clark County ("RSCC"), collectively, the Parties.

Statement of Work By and between RSF and RSCC
Term: January 1, 2022 to June 30, 2023 (the "Initial Term")

Recitals

A. Whereas, RSF was organized for charitable and educational purposes and, in particular, to foster and support the oversight of public charter schools throughout the United States. Its mission is to serve traditionally underserved students and put them into positions of being able to gain entry into high-growth postsecondary options, which include postsecondary job or education readiness.
B. Whereas, RSF's purposes include: (a) supporting programs and activities in Washington state by Rooted School Vancouver which is authorized to use the RSF Brand and trademark; (b) exercising rights and powers conferred by the laws of Washington state upon nonprofit corporations, including to raise, apply, and invest funds for the benefit of schools authorized to use the RSF Brand; and (c) providing goods and services to schools authorized to use the RSF brand that could most effectively and efficiently accelerate Rooted School Vancouver towards its mission.

NOW, THEREFORE, the Parties agree to be legally bound as follows:

RSF Duties and Responsibilities

RSCC agrees to purchase the following services, support, programs, and models ("Services") from RSF:

(a) Startup fundraising and grant writing. At minimum, Charter School Growth Fund, CSP, and NewSchools Venture Fund
(b) Recruit and develop school leadership. At minimum, presenting two school leader finalists to the RSCC Board

(c) Finalize pre-opening conditions and startup timeline
(d) Initial marketing and website launch
(e) Recruit and develop RSCC board leadership. At minimum, RSF's CEO will serve as RSCC board chair until a replacement is approved, RSF will propose three founding board members who meet RSCC's strategic priorities, RSF's CEO will provide coaching to RSCC's board chair, RSF will propose five founding members of the Industry Advisory Council (IAC)
(f) Subcontracting. Except as expressly prohibited by any application charter law, RSF may contract or subcontract all or any part of the services required by this Agreement, delegating the performance of, but not the responsibility for, any duties and obligations of RSF hereunder to a qualified independent contractor, expert or professional advisor.
(g) Potential Additional Services. RSF shall consult with RSCC with respect to any different or additional goods or services that will be provided pursuant to this Agreement to accomplish the missions of the Parties as set forth in the above recitals.

Excluded Services

Other than the services outlined above, RSF is not responsible for any other activities unless mutually agreed to in writing.

Compensation

RSCC will (a) pay RSF for Services in the amount of $10,500/monthly received by RSCC excluding federal Charter Schools Program funds, and (b) reimburse RSF for all pre-approved expenses incurred by RSF in connection with the Services ("Expenses"). RSF shall provide appropriate receipts to RSCC.

Termination

This Agreement shall end on June 30, 2022 and may not be terminated earlier except for cause. Termination of this Agreement shall not affect any Statements of Work then in effect. Upon such termination, RSCC shall pay RSF for all Services rendered and Expenses incurred by RSF prior to the effective date of termination under completed Statements of Work, and shall continue to perform its obligations under this Agreement, including without limitations its payment obligations, for any Statements of Work then in effect until completion of such Statements of Work in accordance with their respective terms. In the event of a termination, RSF will render

a final billing to RSCC after the effective date of any such termination, and such termination in accordance with the terms.

Licensing

As of the effective date, and subject to the terms and conditions of this Agreement, Rooted grants to RSCC a non-transferable, non-sub-licensable and non-exclusive license to use, reproduce and display Rooted's mark in connections with its educational activities in the territory.

RSCC acknowledges and agrees that the marks, all applications and registrations and all associated rights, title and good will, are owned solely by Rooted, and that RSCC shall never directly or indirectly contest this ownership or the validity of the marks.

Rooted acknowledges and agrees that RSCC may use the mark on all its correspondence, documents, signage, clothing, displays and marketing or advertising materials of any kind. In all cases, the use of Rooted's marks shall be in compliance with Rooted's trademark guidelines as stated in the Rooted Brandbook.

All use of the licensed marks shall inure solely to the benefit of, and on behalf of Rooted. RSCC shall not use or apply to register any trademark that incorporates, includes, is a derivative of, or would tend to dilute any mark that is the subject of this Agreement, except as expressly authorized herein. RSCC shall not transfer, sublicense or permit any third party the right to use any of the licensed marks, in whole or in part, without the prior written approval of RSF. RSCC agrees that it shall not apply for registration of any of the licensed marks or for any trademark, name, logo, or other designation that Rooted believes, in good faith, to be confusingly similar to or to dilute the distinctiveness of the licensed marks.

RSCC shall not use the licensed marks in a manner that is disparaging or that could otherwise harm the goodwill associated with the marks, or in any manner that suggests or implies a relationship between the parties other than the relationship that is set forth in this Agreement and any other agreements between the parties.

RSCC shall at no cost to Rooted provide Rooted with electronic samples, copies or pictures of any and all goods, packaging, documentation, manuals, advertising, marketing or other materials that bear any of the licensed marks or that RSCC intends to use or distribute in connection with the marks. RSCC agrees that the

quality of any goods and services with which it uses the licensed marks shall be comparable to the quality of goods and services with which the Rooted uses the licensed marks, including but not limited to RSCC' compliance with Rooted's trademark guidelines.

Indemnification

The parties agree to indemnify the other party, its officers, directors, employees, and agents from any losses, damages, liabilities, settlements, reasonable attorneys' fees, or costs that arise as a result of any action, causes, claims, demands or proceedings arising from or related to any action or failure to act by that party.

Evaluation

The parties agree to reevaluate each parties' performance of the terms of this agreement annually. During the reevaluation, the parties agree to discuss any modifications to the Agreement that more accurately reflect current operation.

Miscellaneous

Alternative Dispute Resolution. In order to avoid expensive and time consuming litigation, any and all other disputes that cannot be resolved by the parties, including what constitutes a material breach, will be resolved using binding arbitration in accordance with Washington's commercial arbitration Rules. The parties agree to a venue in Washington. The cost of the arbitrator will be shared by the parties.

Force Majeure; Legislative or Regulatory Action. Neither party shall be liable if the performance of any part or all of this Agreement is prevented, delayed, hindered, or otherwise made impracticable or impossible by reason of any strike, flood, riot, fire, explosion, war, act of God, sabotage, terrorism, accident, or any other casualty or cause beyond either party's control, including legislative or regulatory action, and which cannot be overcome by reasonable diligence and without unusual expense.

Survival. All representations, warranties, and indemnities made herein shall survive termination of this Agreement.

No Third Party Beneficiary Rights. No third party, whether a constitution of either party or otherwise, may enforce or rely upon any obligation of, or the exercise of or failure

to exercise any right of any party to this Agreement. This Agreement is not intended to create any rights of a third party beneficiary.

Appendices; Entire Agreement. The Parties agree to the terms and conditions of this Agreement and the appendices attached hereto and incorporated herein by reference. This Agreement and the appendices hereto shall constitute the full and complete agreement between the Parties. All prior representations, understandings, and agreements are merged herein and are superseded by this Agreement.

Construction and Enforcement; Amendments; Counterparts. The Agreement will be deemed to have been written by both Parties with equal bargaining power.

Invalidity of Provisions of this Agreement. If for any reason any provision hereof shall be determined to be invalid or unenforceable, the validity and effect of the other provisions hereof shall not be affected thereby.

No Waiver. No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

Notices. All notices required or permitted by this Agreement shall be in writing and shall be either personally delivered or sent by nationally recognized overnight courier, facsimile or by registered or certified U.S. mail, postage prepaid, addressed as set forth below (except that a Party may from time to time give notice changing the address for this purpose). A notice shall be effective on the date personally delivered, on the date delivered by a nationally recognized overnight courier, on the date set forth on the receipt of a telecopy or facsimile, or upon the earlier of the date set forth on the receipt of registered or certified mail or on the fifth day after mailing. The parties agree to notify each other of any changes or planned changes in leadership including school leaders, administration, board chair, and changes in executive leadership.

Governing Law. This contract shall be governed by Nevada law.

IN WITNESS WHEREOF, the Parties hereto have caused this Agreement to be signed and delivered by their duly authorized representatives.

Rooted School Foundation

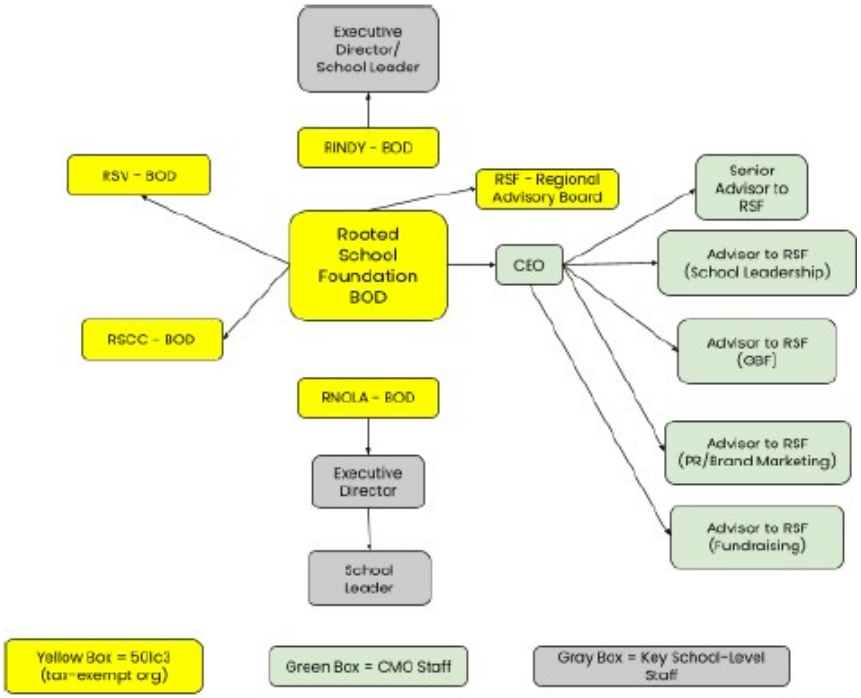
By: _____
Date: 1/1/ 2022
Name: Jonathan Johnson
Title: Chief Executive Officer, Rooted School Foundation

By: _____
Date: 1/ / 2022
Name: X
Title: Board Chair (or Board designee), Rooted School Clark County

ATTACHMENT 21
ORGANIZATION CHARTS

rootedschool

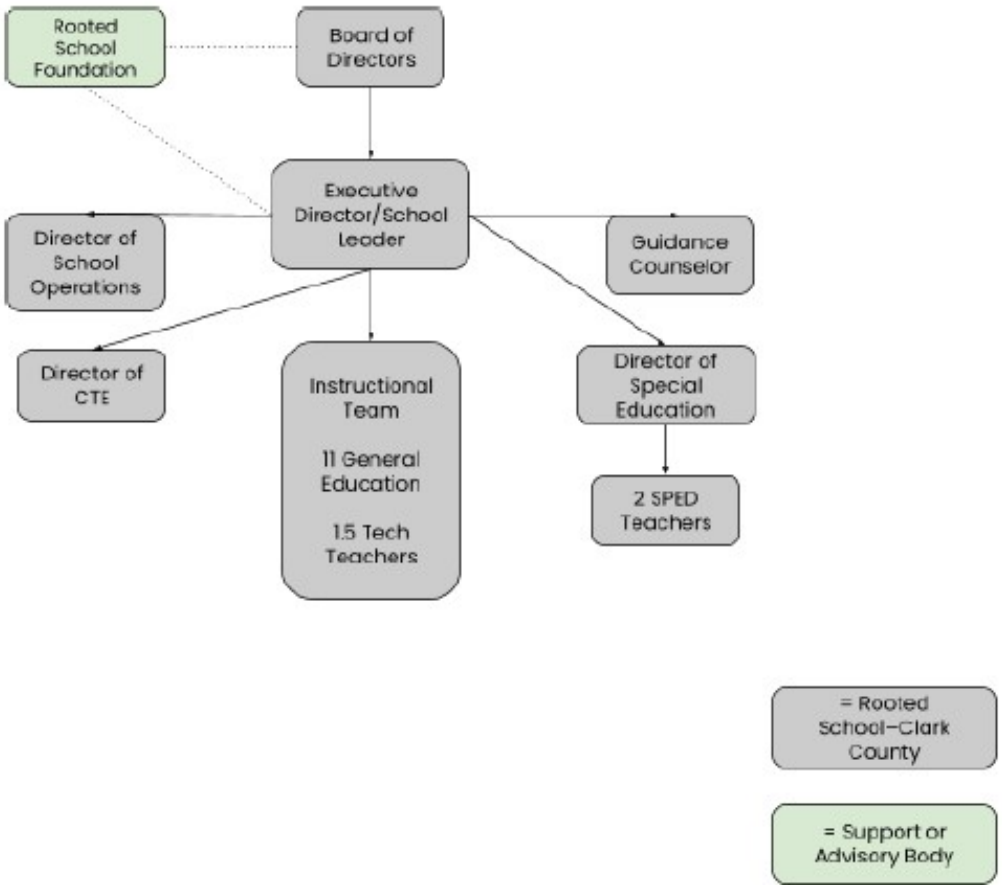
Rooted School – Foundation Organizational Structure 2022 - 2028*



* RSF organizational structure is subject to change

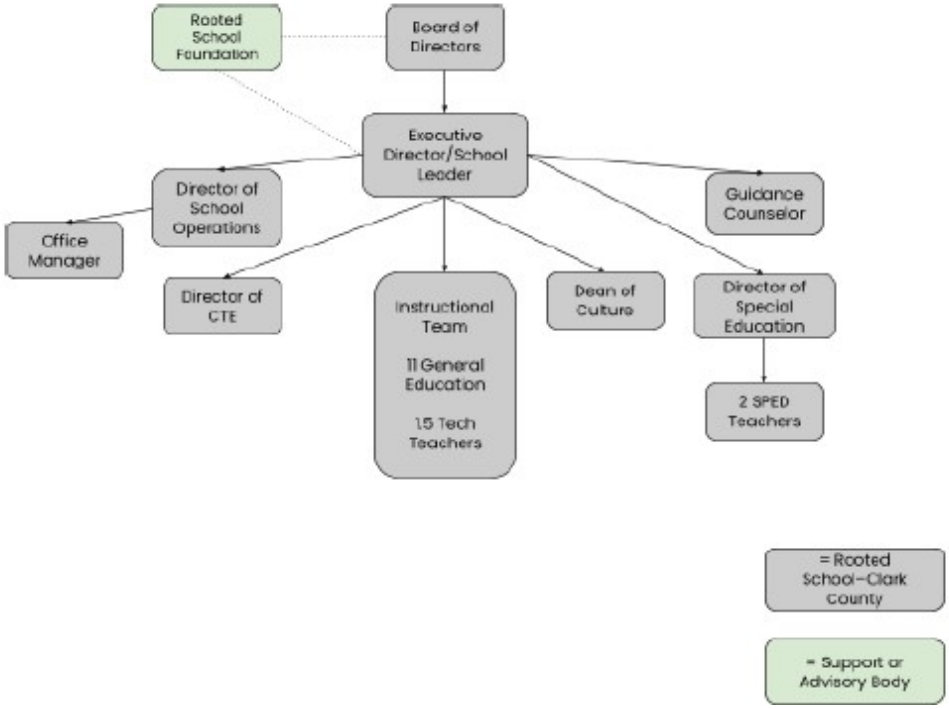
rootedschool

Rooted School – Clark County First Year of School Operations 2022 - 2023 (90 students, 10 faculty)



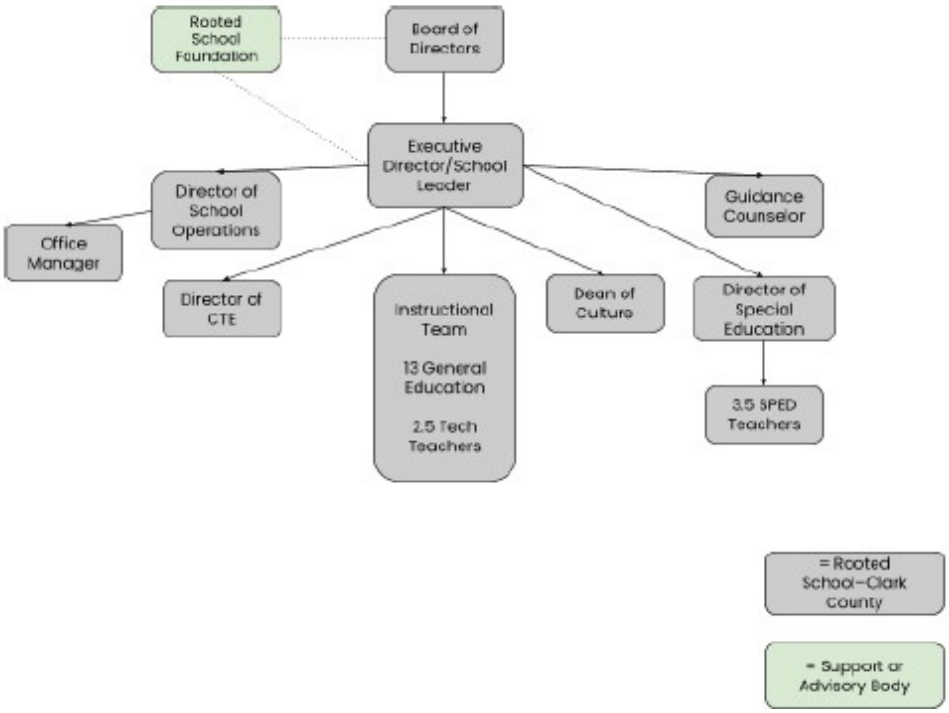
rootedschool

Rooted School – Clark County Third Year of School Operations 2024 - 2025 (270 students, 21.5 faculty)



rootedschool

Rooted School – Clark County Sixth Year of School Operations 2027 - 2028 (360 students, 27 faculty)



ATTACHMENT 22
CMO EVALUATION TOOL &
DOCUMENTATION OF NON-PROFIT

ROOTED SCHOOL FOUNDATION EVALUATION TOOL

Demographic Information

Please take a moment to give us your honest feedback to the following questions. Your responses will help us to refine our academic program and enhance your experience working with Rooted School Foundation.

1. I represent... 0

- ○ Local School Board
- ○ Rooted School Foundation Board
- ○ Charter Oversight Commission
- ○ School Site Administration
- ○ School Site Faculty
- ○ School Community
- ○ Local School Parent(s)
- ○ School Funder(s)

2. I am between the ages of... 0

- ☐ 18 - 25
- ☐ 26 - 35
- ☐ 36 - 45
- ☐ 46 - 65
- ☐ Over 65
- ☐ Prefer not to answer

3. I am... 0

- ☐ Male
- ☐ Female
- ☐ Non-Binary
- ☐ Prefer not to answer

ROOTED SCHOOL FOUNDATION EVALUATION TOOL

COMMUNICATION OF ORGANIZATIONAL & SCHOOL GOALS

Please rate your experience with Rooted School Foundation's services in the following areas:

4. Organizational goals are made clear to the school level leadership, the community and key stakeholders... 0

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
○	○	○	○	○

5. Organizational goals are clearly aligned to the school's mission and vision and to the charter agreement... 0

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
○	○	○	○	○

6. Organizational and school goals are clearly articulated and supported by Rooted School Foundation... 0

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
○	○	○	○	○

ROOTED SCHOOL FOUNDATION EVALUATION TOOL

EDUCATIONAL PHILOSOPHY, KEY DESIGN ELEMENTS AND SCHOOL CULTURE

Please rate your experience with Rooted School Foundation's services in the following areas:

7. Rooted School Foundation has made a clear commitment to using research-based approaches to teaching and learning... 0

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
○	○	○	○	○

8. Rooted School Foundation has provided the needed support to ensure that all students and families have buy-in to the organizational goals as well as the school culture... 0

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
○	○	○	○	○

9. Rooted School Foundation has provided the needed support and professional development opportunities to ensure that the school is prepared for UDL (Universal Design for Learning), PBL (Project/Problem-Based Learning) and the earning of IBCs (Industry-Based Tech Credentials)... 0

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
○	○	○	○	○

ROOTED SCHOOL FOUNDATION EVALUATION TOOL

CURRICULUM, INSTRUCTIONAL STRATEGIES AND TECHNOLOGY

Please rate your experience with Rooted School Foundation's services in the following areas:

10. Rooted School Foundation has provided the needed fiscal support and professional development opportunities to ensure that the school has a 1:1 computer ratio... 0

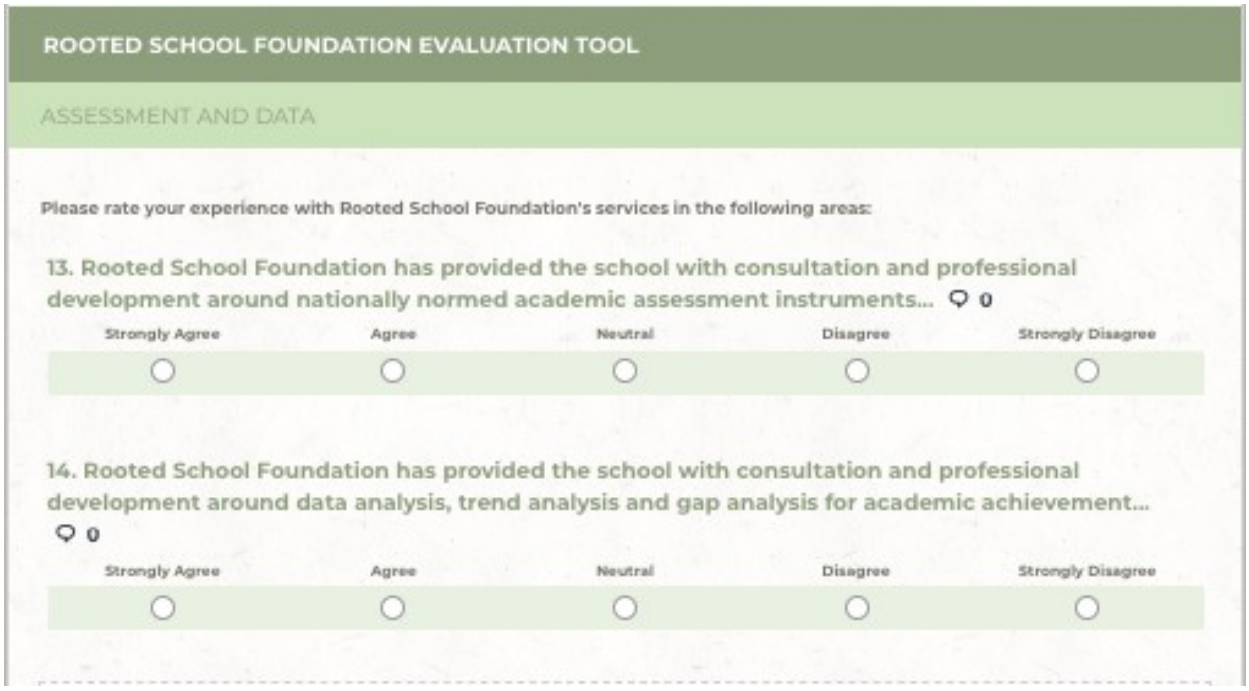
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
○	○	○	○	○

11. Rooted School Foundation has provided a clear IT pathway for the earning of IBCs and internships with designated industry partners... 0

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
○	○	○	○	○

12. Rooted School Foundation has provided consultation and institutional knowledge regarding the selection of high-level technology curricula... 0

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
○	○	○	○	○


ROOTED SCHOOL FOUNDATION EVALUATION TOOL
ASSESSMENT AND DATA
Please rate your experience with Rooted School Foundation's services in the following areas:
13. Rooted School Foundation has provided the school with consultation and professional development around nationally normed academic assessment instruments... 0
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
14. Rooted School Foundation has provided the school with consultation and professional development around data analysis, trend analysis and gap analysis for academic achievement... 0
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree

ROOTED SCHOOL FOUNDATION EVALUATION TOOL

EFFECTIVELY SERVING ALL STUDENTS

Please rate your experience with Rooted School Foundation's services in the following areas:

15. Rooted School Foundation has provided clear guidance on student recruitment and enrollment strategies that are aligned to the mission and vision of the foundation... 0

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
○	○	○	○	○

16. Rooted School Foundation has provided clear guidance, direction and support for the following programs:

a) Special Education
b) English Language Learners (ELL)
c) 504 Students
d) MTSS (Multi-Tiered System of Supports)
e) Restorative Practices 0

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
○	○	○	○	○

ROOTED SCHOOL FOUNDATION EVALUATION TOOL

FINANCIAL MANAGEMENT AND MONITORING

Please rate your experience with Rooted School Foundation's services in the following areas:

17. Rooted School Foundation has provided access to local and national funds... 0

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
○	○	○	○	○

18. Rooted School Foundation has provided access to key fiscal planning services (i.e. Afton, Joule Growth Partners, EdOps, etc)... 0

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
○	○	○	○	○

19. Rooted School Foundation has provided guidance and support around facilities and physical plant development to support school growth and development... 0

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
○	○	○	○	○

ROOTED SCHOOL FOUNDATION EVALUATION TOOL

BOARD CAPACITY AND GOVERNANCE STRUCTURE

Please rate your experience with Rooted School Foundation's services in the following areas:

20. Rooted School Foundation has recruited and developed a strong governing board with a diverse set of skills... 0

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
○	○	○	○	○

21. Rooted School Foundation has provided board training and onboarding congruent with the diverse needs of the school and the community... 0

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
○	○	○	○	○

22. Rooted School Foundation has provided board training with regard to board policies, bylaws and meeting expectations... 0

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
○	○	○	○	○

ROOTED SCHOOL FOUNDATION EVALUATION TOOL

SCHOOL LEADERSHIP AND MANAGEMENT

Please rate your experience with Rooted School Foundation's services in the following areas:

23. Rooted School Foundation has provided an organizational chart that enhances both governance and management at the board and the school levels... 0

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
○	○	○	○	○

24. Rooted School Foundation has provided a system for school leader evaluation that is coherent and aligned to the CMO mission, vision and goals... 0

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
○	○	○	○	○

25. Rooted School Foundation has provided clear branding as well as other key service features to assist the school in becoming an established entity within the given community... 0

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
○	○	○	○	○

ROOTED SCHOOL FOUNDATION EVALUATION TOOL

OPEN ENDED FEEDBACK

Please take this opportunity to provide us any additional feedback that you think will help Rooted School Foundation to improve service outcomes.

26. Can you provide some feedback on how *Rooted School Foundation* has currently delivered on the service agreement? What suggestions/recommendations would you have moving forward? 0

27. Can you provide some feedback on how *Rooted School Foundation* can make the service agreement more clear and/or explicit? 0

28. What *Rooted School Foundation* supports did you find most helpful to you in your role? Which were the least helpful? What suggestions/recommendations would you have moving forward? 0

29. Can you provide some feedback on how *Rooted School Foundation* delivered on the development/growth of the school leader(s)? What suggestions/recommendations would you have moving forward? 0

30. Can you provide some feedback on how *Rooted School Foundation* delivered on the development/growth of the local school board and its individual members? What suggestions/recommendations would you have moving forward? 0

ATTACHMENT 23
ACADEMIC PERFORMANCE REPORTS
SEE ACADEMIC PERFORMANCE
REPORTS IN UPLOAD

ROOTED INDIANAPOLIS - PSAT

Rooted School - Indianapolis

Summary Roster (Aug 2020 - Jul 2021)

PSAT-related Score Summary

PSAT 8/9 Contract 2021

Grade	Total Test Takers	Mean Total Score	Mean ERW Score	Mean Math Score	% Met Both Benchmarks	% Met ERW Benchmark	% Met Math Benchmark
9th grade	41	798	400	398	24%	46%	29%

PSAT 8/9 Fall 2020

Grade	Total Test Takers	Mean Total Score	Mean ERW Score	Mean Math Score	% Met Both Benchmarks	% Met ERW Benchmark	% Met Math Benchmark
9th grade	44	760	375	385	16%	30%	18%

ROOTED NEW ORLEANS – 2018 ALGEBRA I

DEPARTMENT of EDUCATION
louisiana believes

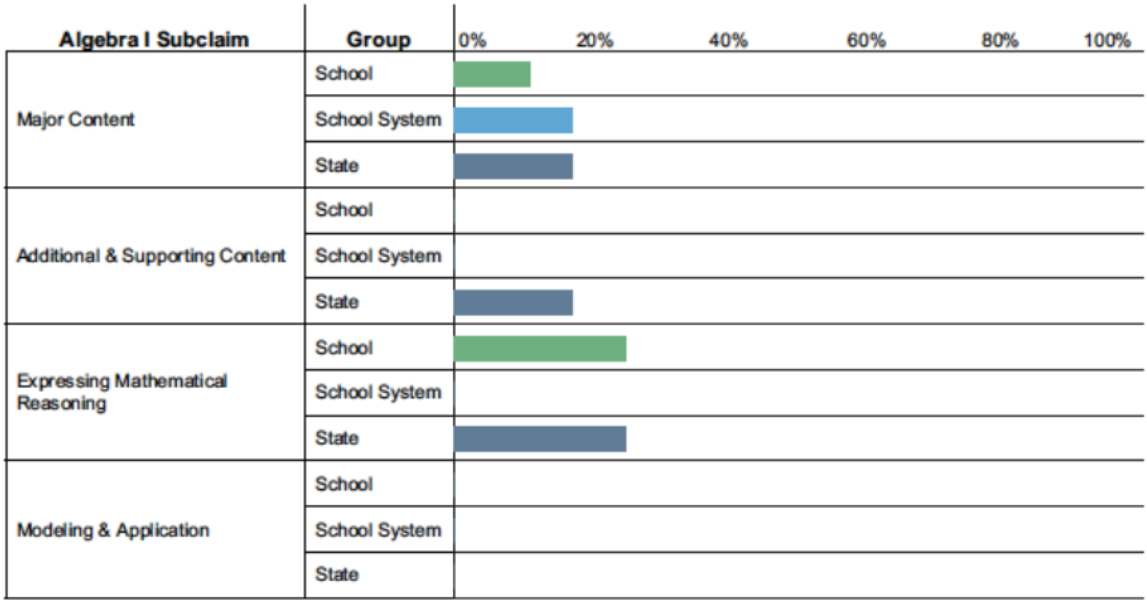
2017-2018 Interim Assessments
School Summary Report
Algebra I - Form 2

School Report

School: 198 Rooted School
School System: 036 Orleans Parish

Report Date: 01/04/2018
Number of Tests Reported: 34/38

Average Percent of Points Earned: School, School System, and State



DEPARTMENT of EDUCATION
Louisiana Believes

2017-2018 Interim Assessments
School Summary Report
Algebra I - Form 2

School Report

School: 198 Rooted School
School System: 036 Orleans Parish

Report Date: 01/04/2018
Number of Tests Reported: 34/38

Average Percent of Points Earned: School

Subclaim	Average Points Earned	Average Percent of Points Earned	Subclaim Description
Major Content	2/18	11%	Students solve problems involving the major content for the grade level.
Additional & Supporting Content	0/6	0%	Students solve problems involving the additional and supporting content for the grade level.
Expressing Mathematical Reasoning	1/4	25%	Students express mathematical reasoning by constructing mathematical arguments and critiques.
Modeling & Application	0/3	0%	Students solve real-world problems engaging particularly in the modeling practice.

ROOTED NEW ORLEANS – 2018 ELA I

DEPARTMENT of EDUCATION
Louisiana Believes

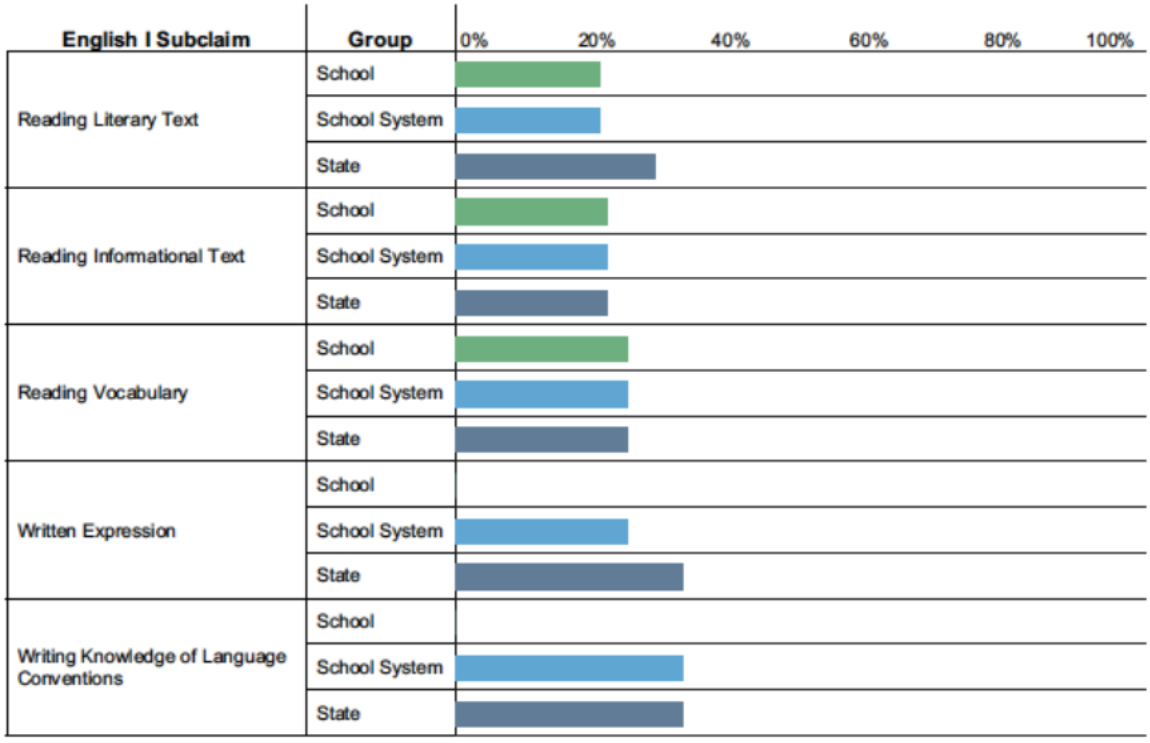
2017-2018 Interim Assessments
School Summary Report
English I - Form 2

School Report

School: 198 Rooted School
School System: 036 Orleans Parish

Report Date: 01/04/2018
Number of Tests Reported: 2/38

Average Percent of Points Earned: School, School System, and State



DEPARTMENT of EDUCATION
louisiana believes

2017-2018 Interim Assessments
School Summary Report
English I - Form 2

School Report

School: 198 Rooted School
School System: 036 Orleans Parish

Report Date: 01/04/2018
Number of Tests Reported: 2/38

Average Percent of Points Earned: School

Claim	Subclaims	Average Points Earned	Average Percent of Points Earned	Subclaim Description
Reading	Reading Literary Text	3/14	21%	Students read and demonstrate comprehension of grade-level fiction, drama, and poetry.
	Reading Informational Text	4/18	22%	Students read and demonstrate comprehension of grade-level non-fiction, including texts about history, science, art, and music.
	Reading Vocabulary	2/8	25%	Students use context to determine the meaning of words and phrases in grade-level texts.
Writing	Written Expression	0/12	0%	Students use details from provided texts to compose well-developed, organized, clear writing.
	Writing Knowledge of Language Conventions	0/3	0%	Students use the rules of standard English (grammar, mechanics, and usage) to compose writing.

ROOTED NEW ORLEANS – 2019 ALGEBRA I

DEPARTMENT of EDUCATION
Louisiana Believes

LEAP 2025 High School

Class Report

Algebra I

Spring Administration 2019

School System: R36 Orleans Parish

School: 198 Rooted School

Report Date: 07/23/2021

This report provides a list of students in your class who were registered for the LEAP 2025 High School test as well as scale scores and achievement levels.

The Session Complete columns show which sessions students have completed. A "Y" displays if students entered and exited a session by confirming they were finished.

The scale score range for the LEAP 2025 High School test is 650–850. Pending (P) means a student has completed at least one session but the score is not yet reportable. A hyphen (-) means a student has not completed any test sessions or did not confirm completion upon exiting.

Achievement Level Scale Score Ranges				
Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
805–850	750–804	725–749	700–724	650–699

This is a secure document. The information should not be publicly released.

* This test was voided due to a testing irregularity and is not reported. The student is included in the total participation count but no score is included in the school, school system, or state averages.

Score reflects rescore results.

For non-senior students, scale scores and achievement levels will be reported late in the testing window.

Seq. #	Course	Teacher	Section	Student Name	Administrative Error	LASID	Date of Birth	Grade	Session 1a Complete	Session 1b Complete	Session 2 Complete	Session 3 Complete	Retester	Scale Score	Achievement Level
1	Algebra I	[redacted]						9	Y	Y	Y	Y	N	734	Basic
2	Algebra I							9	Y	Y	Y	Y	N	774	Mastery
3	Algebra I							9	Y	Y	Y	Y	N	784	Mastery
4	Algebra I							9	Y	Y	Y	Y	N	692	Unsatisfactory
5	Algebra I							9	Y	Y	Y	Y	N	725	Basic
6	Algebra I							9	Y	Y	Y	Y	N	728	Basic
7	Algebra I							9	Y	Y	Y	Y	N	766	Mastery
8	Algebra I							9	Y	Y	Y	Y	N	708	Approaching Basic
9	Algebra I							9	Y	Y	Y	Y	N	697	Unsatisfactory
10	Algebra I							9	Y	Y	Y	Y	N	708	Approaching Basic
11	Algebra I							9	Y	Y	Y	Y	N	692	Unsatisfactory
12	Algebra I							9	Y	Y	Y	Y	N	759	Mastery
13	Algebra I							9	Y	Y	Y	Y	N	703	Approaching Basic
14	Algebra I							9	Y	Y	Y	Y	N	704	Approaching Basic
15	Algebra I							9	Y	Y	Y	Y	N	739	Basic
16	Algebra I							9	Y	Y	Y	Y	N	708	Approaching Basic
17	Algebra I							9	Y	Y	Y	Y	N	697	Unsatisfactory
18	Algebra I							9	Y	Y	Y	Y	N	691	Unsatisfactory
19	Algebra I							10	Y	Y	Y	Y	N	768	Mastery
20	Algebra I							9	Y	Y	Y	Y	N	723	Approaching Basic
21	Algebra I							9	Y	Y	Y	Y	N	692	Unsatisfactory
22	Algebra I							9	Y	Y	Y	Y	N	742	Basic
23	Algebra I							9	Y	Y	Y	Y	N	704	Approaching Basic
24	Algebra I							9	Y	Y	Y	Y	N	714	Approaching Basic
25	Algebra I							9	Y	Y	Y	Y	N	699	Unsatisfactory
26	Algebra I							9	Y	Y	Y	Y	N	780	Mastery
27	Algebra I							9	Y	Y	Y	Y	N	708	Approaching Basic
28	Algebra I							9	Y	Y	Y	Y	N	699	Unsatisfactory
29	Algebra I							9	Y	Y	Y	Y	N	650	Unsatisfactory
30	Algebra I							9	Y	Y	Y	Y	N	761	Mastery
31	Algebra I							9	Y	Y	Y	Y	N	734	Basic
32	Algebra I							9	Y	Y	Y	Y	N	730	Basic
33	Algebra I							9	Y	Y	Y	Y	N	742	Basic
34	Algebra I							9	Y	Y	Y	Y	N	804	Mastery
35	Algebra I							9	Y	Y	Y	Y	N	727	Basic
36	Algebra I							9	Y	Y	Y	Y	Y	703	Approaching Basic
37	Algebra I							9	Y	Y	Y	Y	N	668	Unsatisfactory
38	Algebra I							9	Y	Y	Y	Y	N	739	Basic
39	Algebra I							9	Y	Y	Y	Y	N	766	Mastery
40	Algebra I							9	Y	Y	Y	Y	N	712	Approaching Basic
41	Algebra I							9	Y	Y	Y	Y	N	691	Unsatisfactory
42	Algebra I							9	Y	Y	Y	Y	N	703	Approaching Basic
43	Algebra I							9	Y	Y	Y	Y	N	735	Basic
44	Algebra I							9	Y	Y	Y	Y	N	759	Mastery
45	Algebra I							9	Y	Y	Y	Y	N	708	Approaching Basic
46	Algebra I							9	Y	Y	Y	Y	N	692	Unsatisfactory
47	Algebra I							9	Y	Y	Y	Y	N	725	Basic
48	Algebra I							10	Y	Y	Y	Y	N	719	Approaching Basic
49	Algebra I							10	Y	Y	Y	Y	N	732	Basic
50								10	Y	Y	Y	Y	N	735	Basic
51								10	Y	Y	Y	Y	N	685	Unsatisfactory
52								10	Y	Y	Y	Y	N	723	Approaching Basic

DEPARTMENT of EDUCATION
Louisiana Believes

LEAP 2025 High School

Class Report

Geometry

Spring Administration 2019

School System: R36 Orleans Parish

School: 198 Rooted School

Report Date: 07/23/2021

This report provides a list of students in your class who were registered for the LEAP 2025 High School test as well as scale scores and achievement levels.

The Session Complete columns show which sessions students have completed. A "Y" displays if students entered and exited a session by confirming they were finished.

The scale score range for the LEAP 2025 High School test is 650–850. Pending (P) means a student has completed at least one session but the score is not yet reportable. A hyphen (-) means a student has not completed any test sessions or did not confirm completion upon exiting.

Achievement Level Scale Score Ranges				
Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
783–850	750–782	725–749	700–724	650–699

This is a secure document. The information should not be publicly released.

* This test was voided due to a testing irregularity and is not reported. The student is included in the total participation count but no score is included in the school, school system, or state averages.

Score reflects rescore results.

For non-senior students, scale scores and achievement levels will be reported late in the testing window.

Seq. #	Course	Teacher	Section	Student Name	Administrative Error	LASID	Date of Birth	Grade	Session 1a Complete	Session 1b Complete	Session 2 Complete	Session 3 Complete	Retester	Scale Score	Achievement Level
1	Geometry	[redacted]						10	Y	Y	Y	Y	N	731	Basic
2	Geometry							10	Y	Y	Y	Y	N	719	Approaching Basic
3	Geometry							10	Y	Y	Y	Y	N	756	Mastery
4	Geometry							10	Y	Y	Y	Y	N	719	Approaching Basic
5	Geometry							10	Y	Y	Y	Y	N	752	Mastery
6	Geometry							10	Y	Y	Y	Y	N	751	Mastery
7	Geometry							10	Y	Y	Y	Y	N	725	Basic
8	Geometry							10	Y	Y	Y	Y	N	756	Mastery
9	Geometry							10	Y	Y	Y	Y	N	725	Basic
10	Geometry							10	Y	Y	Y	Y	N	725	Basic
11	Geometry							10	Y	Y	Y	Y	N	742	Basic

ROOTED NEW ORLEANS – 2019 ELA I

DEPARTMENT of EDUCATION
Louisiana Believes

LEAP 2025 High School

Class Report

English I

School System: R38 Orleans Parish
School: 198 Rooted School

Report Date: 07/23/2021

This report provides a list of students in your class who were registered for the LEAP 2025 High School test as well as scale scores and achievement levels.

The Session Complete columns show which sessions students have completed. A "Y" displays if students entered and exited a session by confirming they were finished.

The scale score range for the LEAP 2025 High School test is 650–850. Pending (P) means a student has completed at least one session but the score is not yet reportable. A hyphen (-) means a student has not completed any test sessions or did not confirm completion upon exiting.

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Score reflects rescore results.

For non-senior students, scale scores and achievement levels will be reported late in the testing window.

Achievement Level Scale Score Ranges				
Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
791–850	750–790	725–749	700–724	650–699

Seq. #	Course	Teacher	Section	Student Name	Administrative Error	LASID	Date of Birth	Grade	Session 1 Complete	Session 2 Complete	Session 3 Complete	Retester	Scale Score	Achievement Level
1	English I	[redacted]						9	Y	Y	Y	N	722	Approaching Basic
2	English I							9	Y	Y	Y	N	732	Basic
3	English I							9	Y	Y	Y	N	721	Approaching Basic
4	English I							9	Y	Y	Y	N	748	Basic
5	English I							9	Y	Y	Y	N	758	Mastery
6	English I							9	Y	Y	Y	N	686	Unsatisfactory
7	English I							9	Y	Y	Y	N	715	Approaching Basic
8	English I							9	Y	Y	Y	N	715	Approaching Basic
9	English I							9	Y	Y	Y	N	715	Approaching Basic
10	English I							9	Y	Y	Y	N	738	Basic
11	English I							9	Y	Y	Y	N	689	Unsatisfactory
12	English I							9	Y	Y	Y	N	704	Approaching Basic
13	English I							9	Y	Y	Y	N	750	Mastery
14	English I							9	Y	Y	Y	N	700	Approaching Basic
15	English I							9	Y	Y	Y	N	782	Mastery
16	English I							9	Y	Y	Y	N	774	Mastery
17	English I							9	Y	Y	Y	N	703	Approaching Basic
18	English I							9	Y	Y	Y	N	761	Mastery
19	English I							9	Y	Y	Y	N	725	Basic
20	English I							9	Y	Y	Y	N	741	Basic
21	English I							9	Y	Y	Y	N	748	Basic
22	English I							9	Y	Y	Y	N	675	Unsatisfactory
23	English I							9	Y	Y	Y	N	710	Approaching Basic
24	English I							9	Y	Y	Y	N	738	Basic
25	English I							9	Y	Y	Y	N	775	Mastery
26	English I							9	Y	Y	Y	N	700	Approaching Basic
27	English I							9	Y	Y	Y	N	721	Approaching Basic
28	English I							9	Y	Y	Y	N	743	Basic
29	English I							9	Y	Y	Y	N	726	Basic
30	English I							9	N	Y	Y	N	P	
31	English I							9	Y	Y	Y	N	711	Approaching Basic
32	English I							9	Y	Y	Y	N	761	Mastery
33	English I							9	Y	Y	Y	N	674	Unsatisfactory
34	English I							9	Y	Y	Y	N	764	Mastery
35	English I							9	Y	Y	Y	N	780	Mastery
36	English I							9	Y	Y	Y	N	704	Approaching Basic
37	English I							9	Y	Y	Y	N	700	Approaching Basic
38	English I							9	Y	Y	Y	N	769	Mastery
39	English I							9	Y	Y	Y	N	743	Basic
40	English I							9	Y	Y	Y	N	818	Advanced
41	English I							9	Y	Y	Y	N	771	Mastery
42	English I							9	Y	Y	Y	N	739	Basic
43	English I							9	Y	Y	Y	N	700	Approaching Basic
44	English I							9	Y	Y	Y	N	776	Mastery
45	English I							9	Y	Y	Y	N	764	Mastery
46	English I							9	Y	Y	Y	N	731	Basic
47	English I							9	Y	Y	Y	N	723	Approaching Basic
48	English I							9	Y	N	Y	N	P	
49	English I							9	Y	Y	Y	N	824	Advanced
50	English I							9	Y	Y	Y	N	770	Mastery
51								10	Y	Y	Y	N	753	Mastery
52								10	Y	Y	Y	N	687	Unsatisfactory
53								10	Y	Y	Y	Y	743	Basic
54								10	Y	Y	Y	N	750	Mastery
55								10	Y	Y	Y	N	788	Mastery
56								10	Y	Y	Y	N	788	Mastery
57								10	Y	Y	Y	Y	704	Approaching Basic

ROOTED NEW ORLEANS – 2019 ELA II

DEPARTMENT of EDUCATION
Louisiana Believes

LEAP 2025 High School

Class Report

English II

Spring Administration 2019

School System: R38 Orleans Parish
School: 188 Rooted School

Report Date: 07/23/2021

This report provides a list of students in your class who were registered for the LEAP 2025 High School test as well as scale scores and achievement levels.

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The scale score range for the LEAP 2025 High School test is 650–850. Pending (P) means a student has completed at least one session but the score is not yet reportable. A hyphen (-) means a student has not completed any test sessions or did not confirm completion upon exiting.

Achievement Level Scale Score Ranges				
Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
784–850	750–783	725–749	700–724	650–699

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Score reflects rescore results.

For non-senior students, scale scores and achievement levels will be reported late in the testing window.

Seq. #	Course	Teacher	Section	Student Name	Administrative Error	LASID	Date of Birth	Grade	Session 1 Complete	Session 2 Complete	Session 3 Complete	Retester	Scale Score	Achievement Level
1	English II	[redacted]						10	Y	Y	Y	N	722	Approaching Basic
2	English II							10	Y	Y	Y	N	761	Mastery
3	English II							10	Y	Y	Y	N	747	Basic
4	English II							10	Y	Y	Y	N	745	Basic
5	English II							10	Y	Y	Y	N	770	Mastery
6	English II							10	Y	Y	Y	N	683	Unsatisfactory
7	English II							10	Y	Y	Y	N	675	Unsatisfactory
8	English II							10	Y	Y	Y	N	747	Basic
9	English II							10	Y	Y	Y	N	769	Mastery
10	English II							10	Y	Y	Y	N	675	Unsatisfactory
11	English II							10	Y	Y	Y	N	739	Basic
12	English II							10	Y	Y	Y	N	774	Mastery
13	English II							10	Y	Y	Y	N	750	Mastery
14	English II							10	Y	Y	Y	N	722	Approaching Basic
15	English II							10	Y	Y	Y	N	700	Approaching Basic
16	English II							10	Y	Y	Y	N	764	Mastery
17	English II							10	Y	Y	Y	N	715	Approaching Basic
18	English II							10	Y	Y	Y	N	672	Unsatisfactory
19	English II							10	Y	Y	Y	N	715	Approaching Basic
20	English II							10	Y	Y	Y	N	754	Mastery
21	English II							10	Y	Y	Y	N	751	Mastery
22	English II							10	Y	Y	Y	N	798	Advanced
23	English II							10	Y	Y	Y	N	694	Unsatisfactory
24	English II							10	Y	Y	Y	N	761	Mastery
25	English II							10	Y	Y	Y	N	715	Approaching Basic
26	English II							10	Y	Y	Y	N	656	Unsatisfactory
27	English II							10	Y	Y	Y	N	763	Mastery
28	English II							10	Y	Y	Y	N	708	Approaching Basic
29	English II							10	Y	Y	Y	N	779	Mastery
30	English II							10	Y	Y	Y	N	763	Mastery
31	English II							10	Y	Y	Y	N	768	Mastery
32	English II							10	Y	Y	Y	N	765	Mastery
33	English II							10	Y	Y	Y	N	758	Mastery
34	English II							10	Y	Y	Y	N	778	Mastery
35	English II							10	Y	Y	Y	N	719	Approaching Basic
36	English II							10	Y	Y	Y	N	798	Advanced
37	English II							10	Y	Y	Y	N	754	Mastery
38	English II							10	Y	Y	Y	N	783	Mastery
39	English II							10	Y	Y	Y	N	724	Approaching Basic

ROOTED NEW ORLEANS – 2019 US HISTORY I

DEPARTMENT of EDUCATION
Louisiana Believes

LEAP 2025 High School

Class Report

U.S. History

Spring Administration 2019

School System: R36 Orleans Parish
School: 198 Rooted School

Report Date: 07/23/2021

This report provides a list of students in your class who were registered for the LEAP 2025 High School test as well as scale scores and achievement levels.

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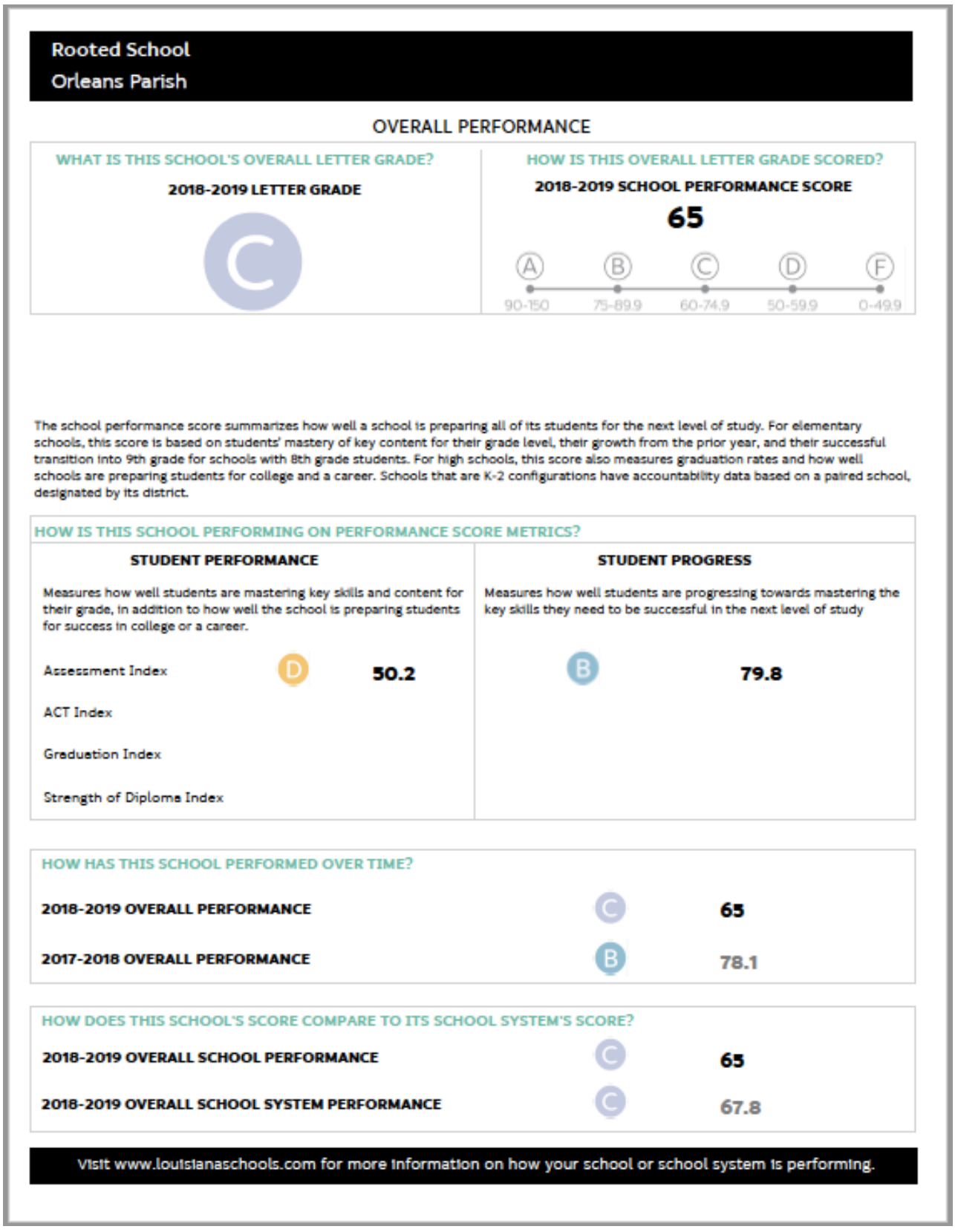
Score reflects rescore results.

For non-senior students, scale scores and achievement levels will be reported late in the testing window.

Achievement Level Scale Score Ranges				
Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
774–850	750–773	725–749	711–724	650–710

Seq. #	Course	Teacher	Section	Student Name	Administrative Error	LASID	Date of Birth	Grade	Session 1 Complete	Session 2 Complete	Session 3/3a Complete	Session 3b Complete	Retester	Scale Score	Achievement Level
1	U.S. History	[redacted]						10	Y	Y	Y	Y	N	708	Unsatisfactory
2	U.S. History							10	Y	Y	Y	Y	N	727	Basic
3	U.S. History							10	Y	Y	Y	Y	N	736	Basic
4	U.S. History							10	Y	Y	Y	Y	N	727	Basic
5	U.S. History							10	Y	Y	Y	Y	N	727	Basic
6	U.S. History							10	Y	Y	Y	Y	N	683	Unsatisfactory
7	U.S. History							10	Y	Y	Y	Y	N	666	Unsatisfactory
8	U.S. History							10	Y	Y	Y	Y	N	711	Approaching Basic
9	U.S. History							10	Y	Y	Y	Y	N	734	Basic
10	U.S. History							10	Y	Y	Y	Y	N	678	Unsatisfactory
11	U.S. History							10	Y	Y	Y	Y	N	717	Approaching Basic
12	U.S. History							10	Y	Y	Y	Y	N	701	Unsatisfactory
13	U.S. History							10	Y	Y	Y	Y	N	740	Basic
14	U.S. History							10	Y	Y	Y	Y	N	732	Basic
15	U.S. History							10	Y	Y	Y	Y	N	717	Approaching Basic
16	U.S. History							10	Y	Y	Y	Y	N	666	Unsatisfactory
17	U.S. History							10	Y	Y	Y	Y	N	745	Basic
18	U.S. History							10	Y	Y	Y	Y	N	745	Basic
19	U.S. History							10	Y	Y	Y	Y	N	703	Unsatisfactory
20	U.S. History							10	Y	Y	Y	Y	N	694	Unsatisfactory
21	U.S. History							10	Y	Y	Y	Y	N	708	Unsatisfactory
22	U.S. History							10	Y	Y	Y	Y	N	719	Approaching Basic
23	U.S. History							10	Y	Y	Y	Y	N	753	Mastery
24	U.S. History							10	Y	Y	Y	Y	N	736	Basic
25	U.S. History							10	Y	Y	Y	Y	N	678	Unsatisfactory
26	U.S. History							10	Y	Y	Y	Y	N	743	Basic
27	U.S. History							10	Y	Y	Y	Y	N	708	Unsatisfactory
28	U.S. History							10	Y	Y	Y	Y	N	666	Unsatisfactory
29	U.S. History							10	Y	Y	Y	Y	N	703	Unsatisfactory
30	U.S. History							10	Y	Y	Y	Y	N	703	Unsatisfactory
31	U.S. History							10	Y	Y	Y	Y	N	732	Basic
32	U.S. History							10	Y	Y	Y	Y	N	723	Approaching Basic
33	U.S. History							10	Y	Y	Y	Y	N	729	Basic
34	U.S. History							10	Y	Y	Y	Y	N	723	Approaching Basic
35	U.S. History							10	Y	Y	Y	Y	N	729	Basic
36	U.S. History							10	Y	Y	Y	Y	N	691	Unsatisfactory
37	U.S. History							10	Y	Y	Y	Y	N	745	Basic
38	U.S. History							10	Y	Y	Y	Y	N	723	Approaching Basic
39	U.S. History							10	Y	Y	Y	Y	N	740	Basic

ROOTED NEW ORLEANS – 2019 SCHOOL PERFORMANCE SCORE



Rooted School
Orleans Parish

OVERALL PERFORMANCE

WHAT IS THIS SCHOOL'S OVERALL LETTER GRADE?

2018-2019 LETTER GRADE

C

HOW IS THIS OVERALL LETTER GRADE SCORED?

2018-2019 SCHOOL PERFORMANCE SCORE

65

A	B	C	D	F
90-150	75-89.9	60-74.9	50-59.9	0-49.9

The school performance score summarizes how well a school is preparing all of its students for the next level of study. For elementary schools, this score is based on students' mastery of key content for their grade level, their growth from the prior year, and their successful transition into 9th grade for schools with 8th grade students. For high schools, this score also measures graduation rates and how well schools are preparing students for college and a career. Schools that are K-2 configurations have accountability data based on a paired school, designated by its district.

HOW IS THIS SCHOOL PERFORMING ON PERFORMANCE SCORE METRICS?

STUDENT PERFORMANCE		STUDENT PROGRESS	
Measures how well students are mastering key skills and content for their grade, in addition to how well the school is preparing students for success in college or a career.		Measures how well students are progressing towards mastering the key skills they need to be successful in the next level of study	
Assessment Index	D 50.2		B 79.8
ACT Index			
Graduation Index			
Strength of Diploma Index			

HOW HAS THIS SCHOOL PERFORMED OVER TIME?

2018-2019 OVERALL PERFORMANCE	C	65
2017-2018 OVERALL PERFORMANCE	B	78.1

HOW DOES THIS SCHOOL'S SCORE COMPARE TO ITS SCHOOL SYSTEM'S SCORE?

2018-2019 OVERALL SCHOOL PERFORMANCE	C	65
2018-2019 OVERALL SCHOOL SYSTEM PERFORMANCE	C	67.8

Visit www.louisianaschools.com for more information on how your school or school system is performing.

ATTACHMENT 24
CMO FINANCIAL PERFORMANCE
REPORTS & AUDITS

Caution: Forms printed from within Adobe Acrobat products may not meet IRS or state taxing agency specifications. When using Acrobat 9.x products and later products, select "None"in the "Page Scaling" selection box in the Adobe "Print" dialog.

CLIENT'S COPY

Cliftonlarsonallen, LLP
2210 E. Route 66
Glendora, CA 91740
(626) 857-7300

Rooted School
4238 St. Charles Avenue
New Orleans, LA 70115

Rooted School:

Enclosed is the organization's 2017 Exempt Organization return.

Specific filing instructions are as follows.

FORM 990 RETURN:

This return has qualified for electronic filing. After you have reviewed the return for completeness and accuracy, please sign, date and return Form 8879-EO to our office. We will transmit the return electronically to the IRS and no further action is required. Return Form 8879-EO to us by May 15, 2019.

A copy of the return is enclosed for your files. We suggest that you retain this copy indefinitely.

Very truly yours,

Wade Mcmullen

***** THIS IS NOT A FILEABLE COPY *****

Form 8879-EO — IRS e-file Signature Authorization for an Exempt Organization

For calendar year 2017, or fiscal year beginning JUL 1, 2017, and ending JUN 30, 2018

▶ Do not send to the IRS. Keep for your records.

▶ Go to www.irs.gov/Form8879EO for the latest information.

OMB No. 1545-1878

2017

Department of the Treasury
Internal Revenue Service

Name of exempt organization

ROOTED SCHOOL

Employer identification number

47-1901769

Name and title of officer

JONATHAN JOHNSON
CEO

Part I Type of Return and Return Information (Whole Dollars Only)

Check the box for the return for which you are using this Form 8879-EO and enter the applicable amount, if any, from the return. If you check the box on line 1a, 2a, 3a, 4a, or 5a, below, and the amount on that line for the return being filed with this form was blank, then leave line 1b, 2b, 3b, 4b, or 5b, whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. Do not complete more than 1 line in Part I.

1a	Form 990 check here ▶ [X]	b Total revenue, if any (Form 990, Part VIII, column (A), line 12)	1b 1,504,697.
2a	Form 990-EZ check here ▶ [ ]	b Total revenue, if any (Form 990-EZ, line 9)	2b
3a	Form 1120-POL check here ▶ [ ]	b Total tax (Form 1120-POL, line 22)	3b
4a	Form 990-PF check here ▶ [ ]	b Tax based on investment income (Form 990-PF, Part VI, line 5)	4b
5a	Form 8868 check here ▶ [ ]	b Balance Due (Form 8868, line 3c)	5b

Part II Declaration and Signature Authorization of Officer

Under penalties of perjury, I declare that I am an officer of the above organization and that I have examined a copy of the organization's 2017 electronic return and accompanying schedules and statements and to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the organization's electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the organization's return to the IRS and to receive from the IRS (a) an acknowledgement of receipt or reason for rejection of the transmission, (b) the reason for any delay in processing the return or refund, and (c) the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the organization's federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the organization's electronic return and, if applicable, the organization's consent to electronic funds withdrawal.

Officer's PIN: check one box only

[X] I authorize CLIFTONLARSONALLEN LLP (ERO firm name) to enter my PIN 22100 (Enter five numbers, but do not enter all zeros)

as my signature on the organization's tax year 2017 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

[ ] As an officer of the organization, I will enter my PIN as my signature on the organization's tax year 2017 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Officer's signature ▶ ***** THIS IS NOT A FILEABLE COPY *** Date ▶

Part III Certification and Authentication

ERO's EFIN/PIN. Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN. 95405291740 (Do not enter all zeros)

I certify that the above numeric entry is my PIN, which is my signature on the 2017 electronically filed return for the organization indicated above. I confirm that I am submitting this return in accordance with the requirements of Pub. 4163, Modernized e-File (MeF) Information for Authorized IRS e-file Providers for Business Returns.

ERO's signature ▶ Date ▶ 05/04/19

ERO Must Retain This Form - See Instructions
Do Not Submit This Form to the IRS Unless Requested To Do So

LHA For Paperwork Reduction Act Notice, see instructions. Form 8879-EO (2017)

732851 10-11-17

16210504 135992 213-11828000 2017.05050 ROOTED SCHOOL 213-18V1

EXTENDED TO MAY 15, 2019

Form 990 — Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

▶ Do not enter social security numbers on this form as it may be made public.

▶ Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2017

Open to Public Inspection

Department of the Treasury
Internal Revenue Service

A For the 2017 calendar year, or tax year beginning JUL 1, 2017 and ending JUN 30, 2018

B Check if applicable: [ ] Address change [ ] Name change [ ] Initial return [ ] Final return/terminated [ ] Amended return [ ] Application pending

C Name of organization: ROOTED SCHOOL

Doing business as:

Number and street (or P.O. box if mail is not delivered to street address): 4238 ST. CHARLES AVENUE Room/suite:

City or town, state or province, country, and ZIP or foreign postal code: NEW ORLEANS, LA 70115

D Employer identification number: 47-1901769

E Telephone number: 504-208-6571

G Gross receipts $: 1,504,697.

F Name and address of principal officer: JONATHAN JOHNSON
SAME AS C ABOVE

H(a) Is this a group return for subordinates? [ ] Yes [X] No

H(b) Are all subordinates included? [ ] Yes [ ] No
If "No," attach a list. (see instructions)

H(c) Group exemption number ▶

I Tax-exempt status: [X] 501(c)(3) [ ] 501(c)( ) ◀ (insert no.) [ ] 4947(a)(1) or [ ] 527

J Website: ▶ ROOTEDSCHOOL.ORG

K Form of organization: [X] Corporation [ ] Trust [ ] Association [ ] Other ▶

L Year of formation: 2014 M State of legal domicile: LA

Part I Summary

1 Briefly describe the organization's mission or most significant activities: WE EXIST TO PROVIDE OUR STUDENTS PERSONAL PATHWAYS TO FINANCIAL FREEDOM.

2 Check this box ▶ [ ] if the organization discontinued its operations or disposed of more than 25% of its net assets.

Activities & Governance	3 Number of voting members of the governing body (Part VI, line 1a)	3	8
	4 Number of independent voting members of the governing body (Part VI, line 1b)	4	8
	5 Total number of individuals employed in calendar year 2017 (Part V, line 2a)	5	15
	6 Total number of volunteers (estimate if necessary)	6	8
	7a Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.
	b Net unrelated business taxable income from Form 990-T, line 34	7b	0.

		Prior Year	Current Year
Revenue	8 Contributions and grants (Part VIII, line 1h)	451,000.	1,504,156.
	9 Program service revenue (Part VIII, line 2g)	0.	0.
	10 Investment income (Part VIII, column (A), lines 3, 4, and 7d)	0.	0.
	11 Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	0.	541.
	12 Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	451,000.	1,504,697.
Expenses	13 Grants and similar amounts paid (Part IX, column (A), lines 1-3)	0.	0.
	14 Benefits paid to or for members (Part IX, column (A), line 4)	0.	0.
	15 Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	211,003.	731,508.
	16a Professional fundraising fees (Part IX, column (A), line 11e)	0.	0.
	b Total fundraising expenses (Part IX, column (D), line 25) ▶ 0.		
	17 Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	141,505.	691,395.
	18 Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	352,508.	1,422,903.
	19 Revenue less expenses. Subtract line 18 from line 12	98,492.	81,794.

		Beginning of Current Year	End of Year
Net Assets or Fund Balances	20 Total assets (Part X, line 16)	127,377.	225,603.
	21 Total liabilities (Part X, line 26)	8,848.	25,280.
	22 Net assets or fund balances. Subtract line 21 from line 20	118,529.	200,323.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here

▶ Signature of officer Date

▶ JONATHAN JOHNSON, CEO
Type or print name and title

Paid Preparer Use Only

Print/Type preparer's name	Preparer's signature	Date	Check [ ] self-employed	PTIN
WADE MCMULLEN		05/04/19		P00541671

Firm's name ▶ CLIFTONLARSONALLEN LLP Firm's EIN ▶ 41-0746749

Firm's address ▶ 2210 EAST ROUTE 66, GLENDORA, CA 91740 Phone no. 626-857-7300

May the IRS discuss this return with the preparer shown above? (see instructions) [X] Yes [ ] No

732001 11-28-17 LHA For Paperwork Reduction Act Notice, see the separate instructions. Form 990 (2017)

Part IV Checklist of Required Schedules *(continued)*

			Yes	No
20a	Did the organization operate one or more hospital facilities? *If "Yes," complete Schedule H*	20a		X
b	If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?	20b		
21	Did the organization report more than $5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? *If "Yes," complete Schedule I, Parts I and II*	21		X
22	Did the organization report more than $5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? *If "Yes," complete Schedule I, Parts I and III*	22		X
23	Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? *If "Yes," complete Schedule J*	23		X
24a	Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than $100,000 as of the last day of the year, that was issued after December 31, 2002? *If "Yes," answer lines 24b through 24d and complete Schedule K. If "No", go to line 25a*	24a		X
b	Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?	24b		
c	Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?	24c		
d	Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?	24d		
25a	Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? *If "Yes," complete Schedule L, Part I*	25a		X
b	Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? *If "Yes," complete Schedule L, Part I*	25b		X
26	Did the organization report any amount on Part X, line 5, 6, or 22 for receivables from or payables to any current or former officers, directors, trustees, key employees, highest compensated employees, or disqualified persons? *If "Yes," complete Schedule L, Part II*	26		X
27	Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity or family member of any of these persons? *If "Yes," complete Schedule L, Part III*	27		X
28	Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions for applicable filing thresholds, conditions, and exceptions):			
a	A current or former officer, director, trustee, or key employee? *If "Yes," complete Schedule L, Part IV*	28a		X
b	A family member of a current or former officer, director, trustee, or key employee? *If "Yes," complete Schedule L, Part IV*	28b		X
c	An entity of which a current or former officer, director, trustee, or key employee (or a family member thereof) was an officer, director, trustee, or direct or indirect owner? *If "Yes," complete Schedule L, Part IV*	28c		X
29	Did the organization receive more than $25,000 in non-cash contributions? *If "Yes," complete Schedule M*	29		X
30	Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? *If "Yes," complete Schedule M*	30		X
31	Did the organization liquidate, terminate, or dissolve and cease operations? *If "Yes," complete Schedule N, Part I*	31		X
32	Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? *If "Yes," complete Schedule N, Part II*	32		X
33	Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? *If "Yes," complete Schedule R, Part I*	33		X
34	Was the organization related to any tax-exempt or taxable entity? *If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1*	34		X
35a	Did the organization have a controlled entity within the meaning of section 512(b)(13)?	35a		X
b	If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? *If "Yes," complete Schedule R, Part V, line 2*	35b		
36	Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? *If "Yes," complete Schedule R, Part V, line 2*	36		X
37	Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? *If "Yes," complete Schedule R, Part VI*	37		X
38	Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19? Note. All Form 990 filers are required to complete Schedule O	38	X	

Form 990 (2017)

732004 11-28-17

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V ☐

				Yes	No
1a	Enter the number reported in Box 3 of Form 1096. Enter -0- if not applicable	1a	9		
b	Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable	1b	0		
c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?	1c		X	
2a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return	2a	15		
b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns?	2b		X	
	Note. If the sum of lines 1a and 2a is greater than 250, you may be required to e-file (see instructions)				
3a	Did the organization have unrelated business gross income of $1,000 or more during the year?	3a			X
b	If "Yes," has it filed a Form 990-T for this year? *If "No," to line 3b, provide an explanation in Schedule O*	3b			
4a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?	4a			X
b	If "Yes," enter the name of the foreign country: ▶ See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).				
5a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?	5a			X
b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?	5b			X
c	If "Yes," to line 5a or 5b, did the organization file Form 8886-T?	5c			
6a	Does the organization have annual gross receipts that are normally greater than $100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?	6a			X
b	If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?	6b			
7	Organizations that may receive deductible contributions under section 170(c).				
a	Did the organization receive a payment in excess of $75 made partly as a contribution and partly for goods and services provided to the payor?	7a			X
b	If "Yes," did the organization notify the donor of the value of the goods or services provided?	7b			
c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?	7c			X
d	If "Yes," indicate the number of Forms 8282 filed during the year	7d			
e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?	7e			X
f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?	7f			X
g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?	7g			
h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?	7h			
8	Sponsoring organizations maintaining donor advised funds. Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?	8			
9	Sponsoring organizations maintaining donor advised funds.				
a	Did the sponsoring organization make any taxable distributions under section 4966?	9a			
b	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?	9b			
10	Section 501(c)(7) organizations. Enter:				
a	Initiation fees and capital contributions included on Part VIII, line 12	10a			
b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities	10b			
11	Section 501(c)(12) organizations. Enter:				
a	Gross income from members or shareholders	11a			
b	Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them.)	11b			
12a	Section 4947(a)(1) non-exempt charitable trusts. Is the organization filing Form 990 in lieu of Form 1041?	12a			
b	If "Yes," enter the amount of tax-exempt interest received or accrued during the year	12b			
13	Section 501(c)(29) qualified nonprofit health insurance issuers.				
a	Is the organization licensed to issue qualified health plans in more than one state?	13a			
	Note. See the instructions for additional information the organization must report on Schedule O.				
b	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans	13b			
c	Enter the amount of reserves on hand	13c			
14a	Did the organization receive any payments for indoor tanning services during the tax year?	14a			X
b	If "Yes," has it filed a Form 720 to report these payments? *If "No," provide an explanation in Schedule O*	14b			

Form 990 (2017)

732005 11-28-17

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III ☐

1 Briefly describe the organization's mission:
WE EXIST TO PROVIDE OUR STUDENTS PERSONAL PATHWAYS TO FINANCIAL FREEDOM.

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? ☐ Yes ☒ No
If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? ☐ Yes ☒ No
If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses $ 1,161,056. including grants of $) (Revenue $ 541.)
ROOTED SCHOOL EXISTS TO PROVIDE PERSONAL PATHWAYS TO FINANCIAL FREEDOM.

4b (Code:) (Expenses $ including grants of $) (Revenue $)

4c (Code:) (Expenses $ including grants of $) (Revenue $)

4d Other program services (Describe in Schedule O.)
(Expenses $ including grants of $) (Revenue $)

4e Total program service expenses ▶ 1,161,056.

Part IV Checklist of Required Schedules

			Yes	No
1	Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? *If "Yes," complete Schedule A*	1	X	
2	Is the organization required to complete *Schedule B, Schedule of Contributors*?	2	X	
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? *If "Yes," complete Schedule C, Part I*	3		X
4	Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? *If "Yes," complete Schedule C, Part II*	4		X
5	Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? *If "Yes," complete Schedule C, Part III*	5		X
6	Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? *If "Yes," complete Schedule D, Part I*	6		X
7	Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? *If "Yes," complete Schedule D, Part II*	7		X
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? *If "Yes," complete Schedule D, Part III*	8		X
9	Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? *If "Yes," complete Schedule D, Part IV*	9		X
10	Did the organization, directly or through a related organization, hold assets in temporarily restricted endowments, permanent endowments, or quasi-endowments? *If "Yes," complete Schedule D, Part V*	10		X
11	If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.			
a	Did the organization report an amount for land, buildings, and equipment in Part X, line 10? *If "Yes," complete Schedule D, Part VI*	11a		X
b	Did the organization report an amount for investments - other securities in Part X, line 12 that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part VII*	11b		X
c	Did the organization report an amount for investments - program related in Part X, line 13 that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part VIII*	11c		X
d	Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part IX*	11d		X
e	Did the organization report an amount for other liabilities in Part X, line 25? *If "Yes," complete Schedule D, Part X*	11e		X
f	Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? *If "Yes," complete Schedule D, Part X*	11f	X	
12a	Did the organization obtain separate, independent audited financial statements for the tax year? *If "Yes," complete Schedule D, Parts XI and XII*	12a	X	
b	Was the organization included in consolidated, independent audited financial statements for the tax year? *If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional*	12b		X
13	Is the organization a school described in section 170(b)(1)(A)(ii)? *If "Yes," complete Schedule E*	13	X	
14a	Did the organization maintain an office, employees, or agents outside of the United States?	14a		X
b	Did the organization have aggregate revenues or expenses of more than $10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at $100,000 or more? *If "Yes," complete Schedule F, Parts I and IV*	14b		X
15	Did the organization report on Part IX, column (A), line 3, more than $5,000 of grants or other assistance to or for any foreign organization? *If "Yes," complete Schedule F, Parts II and IV*	15		X
16	Did the organization report on Part IX, column (A), line 3, more than $5,000 of aggregate grants or other assistance to or for foreign individuals? *If "Yes," complete Schedule F, Parts III and IV*	16		X
17	Did the organization report a total of more than $15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? *If "Yes," complete Schedule G, Part I*	17		X
18	Did the organization report more than $15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? *If "Yes," complete Schedule G, Part II*	18		X
19	Did the organization report more than $15,000 of gross income from gaming activities on Part VIII, line 9a? *If "Yes," complete Schedule G, Part III*	19		X

Part VI Governance, Management, and Disclosure *For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions.*

Check if Schedule O contains a response or note to any line in this Part VI X

Section A. Governing Body and Management

			Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year 1a 8			
	If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain in Schedule O.			
b	Enter the number of voting members included in line 1a, above, who are independent 1b 8			
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?	2		X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, or trustees, or key employees to a management company or other person?	3		X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?	4		X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?	5		X
6	Did the organization have members or stockholders?	6		X
7a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?	7a		X
b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?	7b		X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:			
a	The governing body?	8a	X	
b	Each committee with authority to act on behalf of the governing body?	8b	X	
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? *If "Yes," provide the names and addresses in Schedule O*	9		X

Section B. Policies *(This Section B requests information about policies not required by the Internal Revenue Code.)*

			Yes	No
10a	Did the organization have local chapters, branches, or affiliates?	10a		X
b	If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?	10b		
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	11a	X	
b	Describe in Schedule O the process, if any, used by the organization to review this Form 990.			
12a	Did the organization have a written conflict of interest policy? *If "No," go to line 13*	12a	X	
b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	12b	X	
c	Did the organization regularly and consistently monitor and enforce compliance with the policy? *If "Yes," describe in Schedule O how this was done*	12c	X	
13	Did the organization have a written whistleblower policy?	13	X	
14	Did the organization have a written document retention and destruction policy?	14		X
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?			
a	The organization's CEO, Executive Director, or top management official	15a	X	
b	Other officers or key employees of the organization	15b	X	
	If "Yes" to line 15a or 15b, describe the process in Schedule O (see instructions).			
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?	16a		X
b	If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?	16b		

Section C. Disclosure

17 List the states with which a copy of this Form 990 is required to be filed ▶ NONE

18 Section 6104 requires an organization to make its Forms 1023 (or 1024 if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.

☐ Own website ☐ Another's website ☒ Upon request ☐ Other *(explain in Schedule O)*

19 Describe in Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.

20 State the name, address, and telephone number of the person who possesses the organization's books and records: ▶
ORGANIZATION - 504-208-6571
4238 ST. CHARLES AVENUE, NEW ORLEANS, LA 70115

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII .....

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's current officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's current key employees, if any. See instructions for definition of "key employee."
- List the organization's five current highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than $100,000 from the organization and any related organizations.
- List all of the organization's former officers, key employees, and highest compensated employees who received more than $100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's former directors or trustees that received, in the capacity as a former director or trustee of the organization, more than $10,000 of reportable compensation from the organization and any related organizations.

List persons in the following order: individual trustees or directors; institutional trustees; officers; key employees; highest compensated employees; and former such persons.

☐ Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and Title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) MATT CANDLER BOARD CHAIR	1.00	X		X				0.	0.	0.
(2) TRAVIS CHASE BOARD MEMBER	1.00	X						0.	0.	0.
(3) KESANA DURAND BOARD MEMBER	1.00	X						0.	0.	0.
(4) KYLE FINKE SECRETARY	1.00	X		X				0.	0.	0.
(5) BRANDIN CAMPBELL BOARD MEMBER	1.00	X						0.	0.	0.
(6) TONY ZANDERS TREASURERER	1.00	X		X				0.	0.	0.
(7) JOHN ALFORD BOARD MEMBER	1.00	X						0.	0.	0.
(8) GERRI WILLIS PARENT LIAISON	1.00	X						0.	0.	0.
(9) JONATHAN JOHNSON CEO	80.00			X				98,596.	0.	8,588.
(10) ADRIEN MAUGHT COO	80.00			X				90,321.	0.	13,977.

Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees *(continued)*

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)	(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
1b Sub-total			188,917.	0.	22,565.
c Total from continuation sheets to Part VII, Section A			0.	0.	0.
d Total (add lines 1b and 1c)			188,917.	0.	22,565.

2 Total number of individuals (including but not limited to those listed above) who received more than $100,000 of reportable compensation from the organization ▶ 0

		Yes	No
3	Did the organization list any former officer, director, or trustee, key employee, or highest compensated employee on line 1a? *If "Yes," complete Schedule J for such individual*		X
4	For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than $150,000? *If "Yes," complete Schedule J for such individual*		X
5	Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? *If "Yes," complete Schedule J for such person*		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than $100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation
NONE		

2 Total number of independent contractors (including but not limited to those listed above) who received more than $100,000 of compensation from the organization ▶ 0

Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII ☐

			(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512 - 514
Contributions, Gifts, Grants and Other Similar Amounts	1a Federated campaigns	1a				
	b Membership dues	1b				
	c Fundraising events	1c				
	d Related organizations	1d				
	e Government grants (contributions)	1e	650,606.			
	f All other contributions, gifts, grants, and similar amounts not included above	1f	853,550.			
	g Noncash contributions included in lines 1a-1f: $					
	h Total. Add lines 1a-1f ▶		1,504,156.			
Program Service Revenue		Business Code				
	2a					
	b					
	c					
	d					
	e					
	f All other program service revenue					
	g Total. Add lines 2a-2f ▶					
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts) ▶					
	4 Income from investment of tax-exempt bond proceeds ▶					
	5 Royalties ▶					
		(i) Real	(ii) Personal			
	6a Gross rents					
	b Less: rental expenses					
	c Rental income or (loss)					
	d Net rental income or (loss) ▶					
	7a Gross amount from sales of assets other than inventory	(i) Securities	(ii) Other			
	b Less: cost or other basis and sales expenses					
	c Gain or (loss)					
	d Net gain or (loss) ▶					
	8a Gross income from fundraising events (not including $ _____ of contributions reported on line 1c). See Part IV, line 18	a				
	b Less: direct expenses	b				
	c Net income or (loss) from fundraising events ▶					
	9a Gross income from gaming activities. See Part IV, line 19	a				
	b Less: direct expenses	b				
	c Net income or (loss) from gaming activities ▶					
	10a Gross sales of inventory, less returns and allowances	a				
	b Less: cost of goods sold	b				
	c Net income or (loss) from sales of inventory ▶					
	Miscellaneous Revenue	Business Code				
	11a OTHER REVENUE	900099	541.	541.		
	b					
	c					
	d All other revenue					
	e Total. Add lines 11a-11d ▶		541.			
	12 Total revenue. See instructions. ▶		1,504,697.	541.	0.	0.

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX ☐

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	207,269.	165,816.	41,453.	
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	422,153.	318,303.	103,850.	
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	13,313.	9,284.	4,029.	
9 Other employee benefits	43,112.	29,406.	13,706.	
10 Payroll taxes	45,661.	35,438.	10,223.	
11 Fees for services (non-employees):				
a Management				
b Legal	5,426.		5,426.	
c Accounting	13,891.		13,891.	
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Sch O.)	102,203.	80,787.	21,416.	
12 Advertising and promotion	559.		559.	
13 Office expenses	5,385.		5,385.	
14 Information technology				
15 Royalties				
16 Occupancy	150,290.	150,290.		
17 Travel	131,529.	110,199.	21,330.	
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings				
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization				
23 Insurance	9,589.		9,589.	
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses in line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a INSTRUCTIONAL MATERIALS	235,166.	235,166.		
b				
c				
d				
e All other expenses	37,357.	26,367.	10,990.	
25 Total functional expenses. Add lines 1 through 24e	1,422,903.	1,161,056.	261,847.	0.
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here ▶ ☐ if following SOP 98-2 (ASC 958-720)				

Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X ☐

		(A) Beginning of year		(B) End of year
Assets	1 Cash - non-interest-bearing	125,232.	1	164,919.
	2 Savings and temporary cash investments		2	
	3 Pledges and grants receivable, net		3	60,684.
	4 Accounts receivable, net		4	
	5 Loans and other receivables from current and former officers, directors, trustees, key employees, and highest compensated employees. Complete Part II of Schedule L		5	
	6 Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), persons described in section 4958(c)(3)(B), and contributing employers and sponsoring organizations of section 501(c)(9) voluntary employees' beneficiary organizations (see instr). Complete Part II of Sch L		6	
	7 Notes and loans receivable, net		7	
	8 Inventories for sale or use		8	
	9 Prepaid expenses and deferred charges	2,145.	9	
	10a Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D (10a)			
	b Less: accumulated depreciation (10b)		10c	
	11 Investments - publicly traded securities		11	
	12 Investments - other securities. See Part IV, line 11		12	
	13 Investments - program-related. See Part IV, line 11		13	
	14 Intangible assets		14	
	15 Other assets. See Part IV, line 11		15	
	16 Total assets. Add lines 1 through 15 (must equal line 34)	127,377.	16	225,603.
Liabilities	17 Accounts payable and accrued expenses	8,848.	17	25,280.
	18 Grants payable		18	
	19 Deferred revenue		19	
	20 Tax-exempt bond liabilities		20	
	21 Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22 Loans and other payables to current and former officers, directors, trustees, key employees, highest compensated employees, and disqualified persons. Complete Part II of Schedule L		22	
	23 Secured mortgages and notes payable to unrelated third parties		23	
	24 Unsecured notes and loans payable to unrelated third parties		24	
	25 Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D		25	
	26 Total liabilities. Add lines 17 through 25	8,848.	26	25,280.
Net Assets or Fund Balances	Organizations that follow SFAS 117 (ASC 958), check here ▶ [X] and complete lines 27 through 29, and lines 33 and 34.			
	27 Unrestricted net assets	118,529.	27	200,323.
	28 Temporarily restricted net assets		28	
	29 Permanently restricted net assets		29	
	Organizations that do not follow SFAS 117 (ASC 958), check here ▶ ☐ and complete lines 30 through 34.			
	30 Capital stock or trust principal, or current funds		30	
	31 Paid-in or capital surplus, or land, building, or equipment fund		31	
	32 Retained earnings, endowment, accumulated income, or other funds		32	
	33 Total net assets or fund balances	118,529.	33	200,323.
	34 Total liabilities and net assets/fund balances	127,377.	34	225,603.

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI ☐

1	Total revenue (must equal Part VIII, column (A), line 12)	1	1,504,697.
2	Total expenses (must equal Part IX, column (A), line 25)	2	1,422,903.
3	Revenue less expenses. Subtract line 2 from line 1	3	81,794.
4	Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A))	4	118,529.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain in Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 33, column (B))	10	200,323.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII ☐

			Yes	No
1	Accounting method used to prepare the Form 990: ☐ Cash ☒ Accrual ☐ Other			
	If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule O.			
2a	Were the organization's financial statements compiled or reviewed by an independent accountant?	2a		X
	If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both:			
	☐ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis			
b	Were the organization's financial statements audited by an independent accountant?	2b	X	
	If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both:			
	☒ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis			
c	If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant?	2c	X	
	If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O.			
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?	3a		X
b	If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why in Schedule O and describe any steps taken to undergo such audits	3b		

SCHEDULE A (Form 990 or 990-EZ)

Department of the Treasury Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

▶ Attach to Form 990 or Form 990-EZ.

▶ Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2017

Open to Public Inspection

Name of the organization: ROOTED SCHOOL

Employer identification number: 47-1901769

Part I Reason for Public Charity Status (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 12, check only one box.)

1 ☐ A church, convention of churches, or association of churches described in section 170(b)(1)(A)(i).

2 ☒ A school described in section 170(b)(1)(A)(ii). (Attach Schedule E (Form 990 or 990-EZ).)

3 ☐ A hospital or a cooperative hospital service organization described in section 170(b)(1)(A)(iii).

4 ☐ A medical research organization operated in conjunction with a hospital described in section 170(b)(1)(A)(iii). Enter the hospital's name, city, and state:

5 ☐ An organization operated for the benefit of a college or university owned or operated by a governmental unit described in section 170(b)(1)(A)(iv). (Complete Part II.)

6 ☐ A federal, state, or local government or governmental unit described in section 170(b)(1)(A)(v).

7 ☐ An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in section 170(b)(1)(A)(vi). (Complete Part II.)

8 ☐ A community trust described in section 170(b)(1)(A)(vi). (Complete Part II.)

9 ☐ An agricultural research organization described in section 170(b)(1)(A)(ix) operated in conjunction with a land-grant college or university or a non-land-grant college of agriculture (see instructions). Enter the name, city, and state of the college or university:

10 ☐ An organization that normally receives: (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions - subject to certain exceptions, and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See section 509(a)(2). (Complete Part III.)

11 ☐ An organization organized and operated exclusively to test for public safety. See section 509(a)(4).

12 ☐ An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in section 509(a)(1) or section 509(a)(2). See section 509(a)(3). Check the box in lines 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g.

a ☐ Type I. A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. You must complete Part IV, Sections A and B.

b ☐ Type II. A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). You must complete Part IV, Sections A and C.

c ☐ Type III functionally integrated. A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). You must complete Part IV, Sections A, D, and E.

d ☐ Type III non-functionally integrated. A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). You must complete Part IV, Sections A and D, and Part V.

e ☐ Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.

f Enter the number of supported organizations

g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-10 above (see instructions))	(iv) Is the organization listed in your governing document? Yes	(iv) Is the organization listed in your governing document? No	(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
Total						

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2013	(b) 2014	(c) 2015	(d) 2016	(e) 2017	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 Total. Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2013	(b) 2014	(c) 2015	(d) 2016	(e) 2017	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 Total support. Add lines 7 through 10						

12 Gross receipts from related activities, etc. (see instructions) 12

13 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here ..... ▶ ☐

Section C. Computation of Public Support Percentage

14 Public support percentage for 2017 (line 6, column (f) divided by line 11, column (f)) ..... 14 %

15 Public support percentage from 2016 Schedule A, Part II, line 14 ..... 15 %

16a 33 1/3% support test - 2017. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization ..... ▶ ☐

b 33 1/3% support test - 2016. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization ..... ▶ ☐

17a 10% -facts-and-circumstances test - 2017. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization ..... ▶ ☐

b 10% -facts-and-circumstances test - 2016. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization ..... ▶ ☐

18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions ..... ▶ ☐

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2013	(b) 2014	(c) 2015	(d) 2016	(e) 2017	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of $5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 Public support. (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2013	(b) 2014	(c) 2015	(d) 2016	(e) 2017	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 Total support. (Add lines 9, 10c, 11, and 12.)						

14 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here ..... ▶ ☐

Section C. Computation of Public Support Percentage

15 Public support percentage for 2017 (line 8, column (f) divided by line 13, column (f)) ..... 15 %

16 Public support percentage from 2016 Schedule A, Part III, line 15 ..... 16 %

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2017 (line 10c, column (f) divided by line 13, column (f)) ..... 17 %

18 Investment income percentage from 2016 Schedule A, Part III, line 17 ..... 18 %

19a 33 1/3% support tests - 2017. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and stop here. The organization qualifies as a publicly supported organization ..... ▶ ☐

b 33 1/3% support tests - 2016. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and stop here. The organization qualifies as a publicly supported organization ..... ▶ ☐

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ..... ▶ ☐

Part IV Supporting Organizations

(Complete only if you checked a box in line 12 on Part I. If you checked 12a of Part I, complete Sections A and B. If you checked 12b of Part I, complete Sections A and C. If you checked 12c of Part I, complete Sections A, D, and E. If you checked 12d of Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

			Yes	No
1	Are all of the organization's supported organizations listed by name in the organization's governing documents? *If "No," describe in* Part VI *how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.*	1		
2	Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? *If "Yes," explain in* Part VI *how the organization determined that the supported organization was described in section 509(a)(1) or (2).*	2		
3a	Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? *If "Yes," answer (b) and (c) below.*	3a		
b	Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? *If "Yes," describe in* Part VI *when and how the organization made the determination.*	3b		
c	Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? *If "Yes," explain in* Part VI *what controls the organization put in place to ensure such use.*	3c		
4a	Was any supported organization not organized in the United States ("foreign supported organization")? *If "Yes," and if you checked 12a or 12b in Part I, answer (b) and (c) below.*	4a		
b	Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? *If "Yes," describe in* Part VI *how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.*	4b		
c	Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? *If "Yes," explain in* Part VI *what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.*	4c		
5a	Did the organization add, substitute, or remove any supported organizations during the tax year? *If "Yes," answer (b) and (c) below (if applicable). Also, provide detail in* Part VI, *including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).*	5a		
b	Type I or Type II only. Was any added or substituted supported organization part of a class already designated in the organization's organizing document?	5b		
c	Substitutions only. Was the substitution the result of an event beyond the organization's control?	5c		
6	Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? *If "Yes," provide detail in* Part VI.	6		
7	Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? *If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).*	7		
8	Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? *If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).*	8		
9a	Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? *If "Yes," provide detail in* Part VI.	9a		
b	Did one or more disqualified persons (as defined in line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? *If "Yes," provide detail in* Part VI.	9b		
c	Did a disqualified person (as defined in line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? *If "Yes," provide detail in* Part VI.	9c		
10a	Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? *If "Yes," answer 10b below.*	10a		
b	Did the organization have any excess business holdings in the tax year? *(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)*	10b		

Part IV Supporting Organizations *(continued)*

			Yes	No
11	Has the organization accepted a gift or contribution from any of the following persons?			
a	A person who directly or indirectly controls, either alone or together with persons described in (b) and (c) below, the governing body of a supported organization?	11a		
b	A family member of a person described in (a) above?	11b		
c	A 35% controlled entity of a person described in (a) or (b) above? *If "Yes" to a, b, or c, provide detail in* Part VI.	11c		

Section B. Type I Supporting Organizations

			Yes	No
1	Did the directors, trustees, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's directors or trustees at all times during the tax year? *If "No," describe in* Part VI *how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove directors or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.*	1		
2	Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? *If "Yes," explain in* Part VI *how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.*	2		

Section C. Type II Supporting Organizations

			Yes	No
1	Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? *If "No," describe in* Part VI *how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).*	1		

Section D. All Type III Supporting Organizations

			Yes	No
1	Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?	1		
2	Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? *If "No," explain in* Part VI *how the organization maintained a close and continuous working relationship with the supported organization(s).*	2		
3	By reason of the relationship described in (2), did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? *If "Yes," describe in* Part VI *the role the organization's supported organizations played in this regard.*	3		

Section E. Type III Functionally Integrated Supporting Organizations

1 *Check the box next to the method that the organization used to satisfy the Integral Part Test during the year(see instructions).*

a ☐ The organization satisfied the Activities Test. *Complete* line 2 *below.*

b ☐ The organization is the parent of each of its supported organizations. *Complete* line 3 *below.*

c ☐ The organization supported a governmental entity. *Describe in* Part VI *how you supported a government entity (see instructions).*

			Yes	No
2	Activities Test. Answer (a) and (b) below.			
a	Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? *If "Yes," then in* Part VI *identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.*	2a		
b	Did the activities described in (a) constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? *If "Yes," explain in* Part VI *the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.*	2b		
3	Parent of Supported Organizations. Answer (a) and (b) below.			
a	Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? *Provide details in* Part VI.	3a		
b	Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? *If "Yes," describe in* Part VI *the role played by the organization in this regard.*	3b		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

1 ☐ Check here if the organization satisfied the integral Part Test as a qualifying trust on Nov. 20, 1970 (explain in Part VI.) See instructions. All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1 Net short-term capital gain	1		
2 Recoveries of prior-year distributions	2		
3 Other gross income (see instructions)	3		
4 Add lines 1 through 3	4		
5 Depreciation and depletion	5		
6 Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6		
7 Other expenses (see instructions)	7		
8 Adjusted Net Income (subtract lines 5, 6, and 7 from line 4)	8		

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1 Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):			
a Average monthly value of securities	1a		
b Average monthly cash balances	1b		
c Fair market value of other non-exempt-use assets	1c		
d Total (add lines 1a, 1b, and 1c)	1d		
e Discount claimed for blockage or other factors (explain in detail in Part VI):			
2 Acquisition indebtedness applicable to non-exempt-use assets	2		
3 Subtract line 2 from line 1d	3		
4 Cash deemed held for exempt use. Enter 1-1/2% of line 3 (for greater amount, see instructions)	4		
5 Net value of non-exempt-use assets (subtract line 4 from line 3)	5		
6 Multiply line 5 by .035	6		
7 Recoveries of prior-year distributions	7		
8 Minimum Asset Amount (add line 7 to line 6)	8		

Section C - Distributable Amount			Current Year
1 Adjusted net income for prior year (from Section A, line 8, Column A)	1		
2 Enter 85% of line 1	2		
3 Minimum asset amount for prior year (from Section B, line 8, Column A)	3		
4 Enter greater of line 2 or line 3	4		
5 Income tax imposed in prior year	5		
6 Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions)	6		

7 ☐ Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations *(continued)*

Section D - Distributions	Current Year
1 Amounts paid to supported organizations to accomplish exempt purposes	
2 Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	
3 Administrative expenses paid to accomplish exempt purposes of supported organizations	
4 Amounts paid to acquire exempt-use assets	
5 Qualified set-aside amounts (prior IRS approval required)	
6 Other distributions (describe in Part VI). See instructions.	
7 Total annual distributions. Add lines 1 through 6.	
8 Distributions to attentive supported organizations to which the organization is responsive (provide details in Part VI). See instructions.	
9 Distributable amount for 2017 from Section C, line 6	
10 Line 8 amount divided by line 9 amount	

Section E - Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2017	(iii) Distributable Amount for 2017
1 Distributable amount for 2017 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2017 (reasonable cause required- explain in Part VI). See instructions.			
3 Excess distributions carryover, if any, to 2017			
a			
b From 2013			
c From 2014			
d From 2015			
e From 2016			
f Total of lines 3a through e			
g Applied to underdistributions of prior years			
h Applied to 2017 distributable amount			
i Carryover from 2012 not applied (see instructions)			
j Remainder. Subtract lines 3g, 3h, and 3i from 3f.			
4 Distributions for 2017 from Section D, line 7: $			
a Applied to underdistributions of prior years			
b Applied to 2017 distributable amount			
c Remainder. Subtract lines 4a and 4b from 4.			
5 Remaining underdistributions for years prior to 2017, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, explain in Part VI. See instructions.			
6 Remaining underdistributions for 2017. Subtract lines 3h and 4b from line 1. For result greater than zero, explain in Part VI. See instructions.			
7 Excess distributions carryover to 2018. Add lines 3j and 4c.			
8 Breakdown of line 7:			
a Excess from 2013			
b Excess from 2014			
c Excess from 2015			
d Excess from 2016			
e Excess from 2017			

Part VI Supplemental Information. Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a, and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions.)

Schedule B
(Form 990, 990-EZ, or 990-PF)
Department of the Treasury
Internal Revenue Service

Schedule of Contributors
▶ Attach to Form 990, Form 990-EZ, or Form 990-PF.
▶ Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047
2017

Name of the organization: ROOTED SCHOOL
Employer identification number: 47-1901769

Organization type (check one):

Filers of:	Section:
Form 990 or 990-EZ	[X] 501(c)(3) (enter number) organization
	[ ] 4947(a)(1) nonexempt charitable trust not treated as a private foundation
	[ ] 527 political organization
Form 990-PF	[ ] 501(c)(3) exempt private foundation
	[ ] 4947(a)(1) nonexempt charitable trust treated as a private foundation
	[ ] 501(c)(3) taxable private foundation

Check if your organization is covered by the General Rule or a Special Rule.
Note: Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

General Rule

[X] For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling $5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

Special Rules

[ ] For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33 1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990 or 990-EZ), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of (1) $5,000; or (2) 2% of the amount on (i) Form 990, Part VIII, line 1h; or (ii) Form 990-EZ, line 1. Complete Parts I and II.

[ ] For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than $1,000 *exclusively* for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I, II, and III.

[ ] For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than $1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Don't complete any of the parts unless the General Rule applies to this organization because it received *nonexclusively* religious, charitable, etc., contributions totaling $5,000 or more during the year ..... ▶ $ _____

Caution: An organization that isn't covered by the General Rule and/or the Special Rules doesn't file Schedule B (Form 990, 990-EZ, or 990-PF), but it must answer "No" on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it doesn't meet the filing requirements of Schedule B (Form 990, 990-EZ, or 990-PF).

Schedule B (Form 990, 990-EZ, or 990-PF) (2017) Page 2

Name of organization: ROOTED SCHOOL

Employer identification number: 47-1901769

Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1	NEW SCHOOLS FOR NEW ORLEANS 1555 POYDRAS ST SUITE 781 NEW ORLEANS, LA 70112	$ 273,850.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
2	NEW SCHOOLS VENTURE FUND 1616 FRANKLIN STREET, SECOND FLOOR OAKLAND, CA 94612	$ 135,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
3	THE MIND TRUST 1630 N MERIDIAN ST INDIANAPOLIS, IN 46202	$ 50,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
4	WALTON FAM FDN P.O. BOX 2030 BENTONVILLE, AR 72712	$ 325,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
5	YOUTH FORCE NOLA 625 CELESTE STREET, MAILBOX 108 NEW ORLEANS, LA 70130	$ 30,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
6	DELL (VIA 4.0 SCHOOLS) 612 ANDREW HIGGINS BLVD 3RD FLOOR NEW ORLEANS, LA 70130	$ 25,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)

723452 11-01-17 Schedule B (Form 990, 990-EZ, or 990-PF) (2017)

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16210504 135992 213-11828000 2017.05050 ROOTED SCHOOL 213-18v1

Schedule B (Form 990, 990-EZ, or 990-PF) (2017) Page 3

Name of organization: ROOTED SCHOOL

Employer identification number: 47-1901769

Part II Noncash Property (see instructions). Use duplicate copies of Part II if additional space is needed.

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	
		$	
		$	
		$	
		$	
		$	

723453 11-01-17 Schedule B (Form 990, 990-EZ, or 990-PF) (2017)

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16210504 135992 213-11828000 2017.05050 ROOTED SCHOOL 213-18v1

Schedule B (Form 990, 990-EZ, or 990-PF) (2017) Page 4

Name of organization: ROOTED SCHOOL

Employer identification number: 47-1901769

Part III Exclusively religious, charitable, etc., contributions to organizations described in section 501(c)(7), (8), or (10) that total more than $1,000 for the year from any one contributor. Complete columns (a) through (e) and the following line entry. For organizations completing Part III, enter the total of exclusively religious, charitable, etc., contributions of $1,000 or less for the year. (Enter this info. once.) ▶ $

Use duplicate copies of Part III if additional space is needed.

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

723454 11-01-17 Schedule B (Form 990, 990-EZ, or 990-PF) (2017)

SCHEDULE D (Form 990)

Department of the Treasury Internal Revenue Service

Supplemental Financial Statements

▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.

▶ Attach to Form 990.

▶ Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2017

Open to Public Inspection

Name of the organization: ROOTED SCHOOL

Employer identification number: 47-1901769

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts. Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

		(a) Donor advised funds	(b) Funds and other accounts
1	Total number at end of year		
2	Aggregate value of contributions to (during year)		
3	Aggregate value of grants from (during year)		
4	Aggregate value at end of year		

5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control? ☐ Yes ☐ No

6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit? ☐ Yes ☐ No

Part II Conservation Easements. Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).

☐ Preservation of land for public use (e.g., recreation or education) ☐ Preservation of a historically important land area

☐ Protection of natural habitat ☐ Preservation of a certified historic structure

☐ Preservation of open space

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

		Held at the End of the Tax Year
a	Total number of conservation easements	2a
b	Total acreage restricted by conservation easements	2b
c	Number of conservation easements on a certified historic structure included in (a)	2c
d	Number of conservation easements included in (c) acquired after 7/25/06, and not on a historic structure listed in the National Register	2d

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶ _____

4 Number of states where property subject to conservation easement is located ▶ _____

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds? ☐ Yes ☐ No

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ _____

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ $ _____

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)? ☐ Yes ☐ No

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement, and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets. Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

1a If the organization elected, as permitted under SFAS 116 (ASC 958), not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide, in Part XIII, the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under SFAS 116 (ASC 958), to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenue included on Form 990, Part VIII, line 1 ▶ $ _____

(ii) Assets included in Form 990, Part X ▶ $ _____

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under SFAS 116 (ASC 958) relating to these items:

a Revenue included on Form 990, Part VIII, line 1 ▶ $ _____

b Assets included in Form 990, Part X ▶ $ _____

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990. Schedule D (Form 990) 2017

732051 10-09-17

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets *(continued)*

3 Using the organization's acquisition, accession, and other records, check any of the following that are a significant use of its collection items (check all that apply):

a ☐ Public exhibition
b ☐ Scholarly research
c ☐ Preservation for future generations
d ☐ Loan or exchange programs
e ☐ Other

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? ☐ Yes ☐ No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIII and complete the following table:

		Amount
c Beginning balance	1c	
d Additions during the year	1d	
e Distributions during the year	1e	
f Ending balance	1f	

2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII ☐

Part V Endowment Funds. Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

a Board designated or quasi-endowment ▶ _____ %
b Permanent endowment ▶ _____ %
c Temporarily restricted endowment ▶ _____ %

The percentages on lines 2a, 2b, and 2c should equal 100%.

3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

		Yes	No
(i) unrelated organizations	3a(i)		
(ii) related organizations	3a(ii)		
b If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R?	3b		

4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land				
b Buildings				
c Leasehold improvements				
d Equipment				
e Other				
Total. Add lines 1a through 1e. *(Column (d) must equal Form 990, Part X, column (B), line 10c.)* ▶				0.

Part VII Investments - Other Securities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely-held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 12.) ▶		

Part VIII Investments - Program Related.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 13.) ▶		

Part IX Other Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. *(Column (b) must equal Form 990, Part X, col. (B) line 15.)* ▶	

Part X Other Liabilities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. *(Column (b) must equal Form 990, Part X, col. (B) line 25.)* ▶	

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FIN 48 (ASC 740). Check here if the text of the footnote has been provided in Part XIII ☒

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements		1	1,504,697.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:			
a	Net unrealized gains (losses) on investments	2a		
b	Donated services and use of facilities	2b		
c	Recoveries of prior year grants	2c		
d	Other (Describe in Part XIII.)	2d		
e	Add lines 2a through 2d		2e	0.
3	Subtract line 2e from line 1		3	1,504,697.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:			
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a		
b	Other (Describe in Part XIII.)	4b		
c	Add lines 4a and 4b		4c	0.
5	Total revenue. Add lines 3 and 4c. *(This must equal Form 990, Part I, line 12.)*		5	1,504,697.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements		1	1,422,903.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:			
a	Donated services and use of facilities	2a		
b	Prior year adjustments	2b		
c	Other losses	2c		
d	Other (Describe in Part XIII.)	2d		
e	Add lines 2a through 2d		2e	0.
3	Subtract line 2e from line 1		3	1,422,903.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:			
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a		
b	Other (Describe in Part XIII.)	4b		
c	Add lines 4a and 4b		4c	0.
5	Total expenses. Add lines 3 and 4c. *(This must equal Form 990, Part I, line 18.)*		5	1,422,903.

Part XIII Supplemental Information.

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

PART X, LINE 2:

THE SCHOOL IS A NONPROFIT ENTITY EXEMPT FROM THE PAYMENT OF INCOME TAXES UNDER INTERNAL REVENUE CODE SECTION 501(C)(3). ACCORDINGLY, NO PROVISION HAS BEEN MADE FOR INCOME TAXES. MANAGEMENT HAS DETERMINED THAT ALL INCOME TAX POSITIONS ARE MORE LIKELY THAN NOT OF BEING SUSTAINED UPON POTENTIAL AUDIT OR EXAMINATION; THEREFORE, NO DISCLOSURES OF UNCERTAIN INCOME TAX POSITIONS ARE REQUIRED. THE SCHOOL FILES INFORMATIONAL RETURNS IN THE U.S. FEDERAL JURISDICTION. THE STATUTE OF LIMITATIONS FOR FEDERAL PURPOSES IS GENERALLY THREE YEARS.

Part XIII Supplemental Information *(continued)*

SCHEDULE E
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Schools

▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.
▶ Attach to Form 990 or Form 990-EZ.
▶ Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2017

Open to Public Inspection

Name of the organization: ROOTED SCHOOL

Employer identification number: 47-1901769

Part I

			YES	NO
1	Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?	1	X	
2	Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?	2	X	
3	Has the organization publicized its racially nondiscriminatory policy through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space, use Part II	3	X	
	NONDISCRIMINATORY POLICY AVAILABLE THROUGH ITS WEBSITE AND ON MARKETING MATERIALS FOR NEW STUDENTS.			
4	Does the organization maintain the following?			
a	Records indicating the racial composition of the student body, faculty, and administrative staff?	4a	X	
b	Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?	4b		X
c	Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	4c	X	
d	Copies of all material used by the organization or on its behalf to solicit contributions?	4d	X	
	If you answered "No" to any of the above, please explain. If you need more space, use Part II.			
	THE SCHOOL DOES NOT PROVIDE ANY SCHOLARSHIPS OR FINANCIAL ASSISTANCE.			
5	Does the organization discriminate by race in any way with respect to:			
a	Students' rights or privileges?	5a		X
b	Admissions policies?	5b		X
c	Employment of faculty or administrative staff?	5c		X
d	Scholarships or other financial assistance?	5d		X
e	Educational policies?	5e		X
f	Use of facilities?	5f		X
g	Athletic programs?	5g		X
h	Other extracurricular activities?	5h		X
	If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.			
6a	Does the organization receive any financial aid or assistance from a governmental agency?	6a	X	
b	Has the organization's right to such aid ever been revoked or suspended?	6b		X
	If you answered "Yes" on either line 6a or line 6b, explain on Part II.			
7	Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If "No," explain on Part II	7	X	

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or Form 990-EZ. Schedule E (Form 990 or 990-EZ) 2017

732061 10-06-17

Part II Supplemental Information. Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable. Also provide any other additional information.

LINE 6 - EXPLANATION OF GOVERNMENT FINANCIAL AID:

ROOTED SCHOOL IS A PUBLIC CHARTER SCHOOL PRINCIPALLY FUNDED BY FEDERAL MONIES.

732062 10-06-17

Schedule E (Form 990 or 990-EZ) 2017

SCHEDULE O (Form 990 or 990-EZ)
Department of the Treasury Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on Form 990 or 990-EZ or to provide any additional information.
▶ Attach to Form 990 or 990-EZ.
▶ Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047
2017
Open to Public Inspection

Name of the organization: ROOTED SCHOOL
Employer identification number: 47-1901769

FORM 990, PART VI, SECTION B, LINE 11B:

A COPY OF THE FORM 990 IS PRESENTED TO THE BOARD FOR COMMENTS AND APPROVAL PRIOR TO FILING THE FORM.

FORM 990, PART VI, SECTION B, LINE 12C:

THE OFFICERS, DIRECTORS, AND TRUSTEES ALL SIGN THE CONFLICT OF INTEREST POLICY ON AN ANNUAL BASIS. THE ORGANIZATION ALSO HOLDS MONTHLY BOARD MEETINGS WHERE THE BOARD DISCUSS OPPORTUNITIES AND POTENTIAL CONFLICTS OF INTEREST. IF A CONFLICT OF INTEREST WERE TO ARISE, THE BOARD CHAIR WOULD DIRECT A COMMITTEE OR THE GOVERNING BOARD TO INVESTIGATE THE NATURE OF THE CONFLICT OF INTEREST. FURTHERMORE, THE BOARD CHAIR WOULD THEN DELEGATE THE TASK TO THE GOVERNING BOARD OR COMMITTEE TO RESEARCH ALL FEASIBLE ALTERNATIVES TO EVALUATE IN LIEU OF THE POTENTIAL CONFLICT OF INTEREST.

FORM 990, PART VI, SECTION B, LINE 15:

THE BOARD REVIEWS AND APPROVES THE COMPENSATION AMOUNTS FOR ROOTED'S CEO BASED ON THE MARKET RATE FOR THE POSITION. THE CEO DETERMINES THE COMPENSATION OF OTHER KEY EMPLOYEES OF THE ORGANIZATION IN ACCORDANCE WITH THE MARKET RATE FOR THEIR POSITION.

FORM 990, PART VI, SECTION C, LINE 19:

THE DOCUMENTS ARE READILY AVAILABLE TO THE PUBLIC UPON REQUEST.

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ. Schedule O (Form 990 or 990-EZ) (2017)
732211 09-07-17

Form 8868 (Rev. January 2017)
Department of the Treasury Internal Revenue Service

Application for Automatic Extension of Time To File an Exempt Organization Return

▶ File a separate application for each return.
▶ Information about Form 8868 and its instructions is at www.irs.gov/form8868 .

OMB No. 1545-1709

Electronic filing (e-file). You can electronically file Form 8868 to request a 6-month automatic extension of time to file any of the forms listed below with the exception of Form 8870, Information Return for Transfers Associated With Certain Personal Benefit Contracts, for which an extension request must be sent to the IRS in paper format (see instructions). For more details on the electronic filing of this form, visit www.irs.gov/efile, click on Charities & Non-Profits, and click on e-file for Charities and Non-Profits.

Automatic 6-Month Extension of Time. Only submit original (no copies needed).

All corporations required to file an income tax return other than Form 990-T (including 1120-C filers), partnerships, REMICs, and trusts must use Form 7004 to request an extension of time to file income tax returns.

Enter filer's identifying number

Type or print — File by the due date for filing your return. See instructions.

Name of exempt organization or other filer, see instructions.: ROOTED SCHOOL
Employer identification number (EIN) or: 47-1901769
Number, street, and room or suite no. If a P.O. box, see instructions.: 4238 ST. CHARLES AVENUE
Social security number (SSN)
City, town or post office, state, and ZIP code. For a foreign address, see instructions.: NEW ORLEANS, LA 70115

Enter the Return Code for the return that this application is for (file a separate application for each return): 01

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01	Form 990-T (corporation)	07
Form 990-BL	02	Form 1041-A	08
Form 4720 (individual)	08	Form 4720 (other than individual)	09
Form 990-PF	04	Form 5227	10
Form 990-T (sec. 401(a) or 408(a) trust)	05	Form 6069	11
Form 990-T (trust other than above)	06	Form 8870	12

ORGANIZATION

- The books are in the care of ▶ 4238 ST. CHARLES AVENUE - NEW ORLEANS, LA 70115
  Telephone No. ▶ 504-208-6571 Fax No. ▶
- If the organization does not have an office or place of business in the United States, check this box ▶ ☐
- If this is for a Group Return, enter the organization's four digit Group Exemption Number (GEN) . If this is for the whole group, check this box ▶ ☐. If it is for part of the group, check this box ▶ ☐ and attach a list with the names and EINs of all members the extension is for.

1 I request an automatic 6-month extension of time until MAY 15, 2019, to file the exempt organization return for the organization named above. The extension is for the organization's return for:

▶ ☐ calendar year ____ or
▶ ☒ tax year beginning JUL 1, 2017, and ending JUN 30, 2018.

2 If the tax year entered in line 1 is for less than 12 months, check reason: ☐ Initial return ☐ Final return ☐ Change in accounting period

3a	If this application is for Forms 990-BL, 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions.	3a	$ 0.
b	If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit.	3b	$ 0.
c	Balance due. Subtract line 3b from line 3a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions.	3c	$ 0.

Caution: If you are going to make an electronic funds withdrawal (direct debit) with this Form 8868, see Form 8453-EO and Form 8879-EO for payment instructions.

LHA For Privacy Act and Paperwork Reduction Act Notice, see instructions. Form 8868 (Rev. 1-2017)

MAIL TO: DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE CENTER
OGDEN, UT 84201-0045

723841 04-01-17

CLA (CliftonLarsonAllen LLP)
CLAconnect.com

ROOTED SCHOOL
4238 St Charles Ave
NEW ORLEANS, LA 70130

ROOTED SCHOOL:

Enclosed is the organization's 2018 Exempt Organization return.

Specific filing instructions are as follows.

FORM 990 RETURN:

This return has qualified for electronic filing. After you have reviewed the return for completeness and accuracy, please sign, date and return Form 8879-EO to our office. We will transmit the return electronically to the IRS and no further action is required. Please return Form 8879-EO to us as soon as possible, but no later than by May 15, 2020 the filing deadline.

When mailing is necessary, we recommend that you use certified mail with postmarked receipts for proof of timely filing.

Be sure to review the returns prior to signing as you have final responsibility for all information included in the returns. If there is anything on the return you do not understand, we would be glad to answer your questions.

Copies of each return are provided and should be retained for your files. Based on IRS guidance, we generally recommend that you keep supporting documentation for a minimum of seven years; and that you keep copies of the tax returns, and records that support basis for items in the tax return, indefinitely.

We value our relationship with you and thank you for your trust and confidence in allowing us to serve you. If you have any questions regarding the returns or other services that we can assist you with, please do not hesitate to contact us. Some of our best clients come through referrals from existing clients. If you know of anyone who could benefit from our assistance, we would be pleased to speak to him or her.

Sincerely,

CliftonLarsonAllen LLP

***** THIS IS NOT A FILEABLE COPY *****

Form **8879-EO**

IRS e-file Signature Authorization for an Exempt Organization

For calendar year 2018, or fiscal year beginning JUL 1, 2018, and ending JUN 30, 2019

▶ Do not send to the IRS. Keep for your records.

▶ Go to www.irs.gov/Form8879EO for the latest information.

OMB No. 1545-1878

2018

Department of the Treasury
Internal Revenue Service

Name of exempt organization

ROOTED SCHOOL

Employer identification number

47-1901769

Name and title of officer

JONATHAN JOHNSON
CEO

Part I Type of Return and Return Information (Whole Dollars Only)

Check the box for the return for which you are using this Form 8879-EO and enter the applicable amount, if any, from the return. If you check the box on line 1a, 2a, 3a, 4a, or 5a, below, and the amount on that line for the return being filed with this form was blank, then leave line 1b, 2b, 3b, 4b, or 5b, whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. Do not complete more than one line in Part I.

1a	Form 990 check here ▶ [X]	b	Total revenue, if any (Form 990, Part VIII, column (A), line 12)	1b	2,000,399.
2a	Form 990-EZ check here ▶ [ ]	b	Total revenue, if any (Form 990-EZ, line 9)	2b	
3a	Form 1120-POL check here ▶ [ ]	b	Total tax (Form 1120-POL, line 22)	3b	
4a	Form 990-PF check here ▶ [ ]	b	Tax based on investment income (Form 990-PF, Part VI, line 5)	4b	
5a	Form 8868 check here ▶ [ ]	b	Balance Due (Form 8868, line 3c)	5b	

Part II Declaration and Signature Authorization of Officer

Under penalties of perjury, I declare that I am an officer of the above organization and that I have examined a copy of the organization's 2018 electronic return and accompanying schedules and statements and to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the organization's electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the organization's return to the IRS and to receive from the IRS (a) an acknowledgement of receipt or reason for rejection of the transmission, (b) the reason for any delay in processing the return or refund, and (c) the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the organization's federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the organization's electronic return and, if applicable, the organization's consent to electronic funds withdrawal.

Officer's PIN: check one box only

[X] I authorize CLIFTONLARSONALLEN LLP to enter my PIN 22100
ERO firm name
Enter five numbers, but do not enter all zeros

as my signature on the organization's tax year 2018 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

[ ] As an officer of the organization, I will enter my PIN as my signature on the organization's tax year 2018 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Officer's signature ▶ ***** THIS IS NOT A FILEABLE COPY *** Date ▶

Part III Certification and Authentication

ERO's EFIN/PIN. Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN. 95405291740
Do not enter all zeros

I certify that the above numeric entry is my PIN, which is my signature on the 2018 electronically filed return for the organization indicated above. I confirm that I am submitting this return in accordance with the requirements of Pub. 4163, Modernized e-File (MeF) Information for Authorized IRS e-file Providers for Business Returns.

ERO's signature ▶ Date ▶ 04/16/20

ERO Must Retain This Form - See Instructions
Do Not Submit This Form to the IRS Unless Requested To Do So

LHA For Paperwork Reduction Act Notice, see instructions. Form 8879-EO (2018)

823051 10-29-18

14040416 131839 213-118280-00 2018.05080 ROOTED SCHOOL 213-1181

CLIFTONLARSONALLEN LLP
2210 EAST ROUTE 66
GLENDORA, CA 91740

ROOTED SCHOOL
4238 ST CHARLES AVE
NEW ORLEANS, LA 70130

Caution: Forms printed from within Adobe Acrobat products may not meet IRS or state taxing agency specifications. When using Acrobat, select the "Actual Size" in the Adobe "Print" dialog.

CLIENT'S COPY

14040416 131839 213-118280-00 2018.05080 ROOTED SCHOOL 213-1181

Form 990 — Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

▶ Do not enter social security numbers on this form as it may be made public.

▶ Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2018

Open to Public Inspection

Department of the Treasury
Internal Revenue Service

A For the 2018 calendar year, or tax year beginning JUL 1, 2018 and ending JUN 30, 2019

B Check if applicable: Address change; Name change; Initial return; Final return/terminated; Amended return; Application pending

C Name of organization: ROOTED SCHOOL

Doing business as:

Number and street (or P.O. box if mail is not delivered to street address): 4238 ST CHARLES AVE

Room/suite:

City or town, state or province, country, and ZIP or foreign postal code: NEW ORLEANS, LA 70130

D Employer identification number: 47-1901769

E Telephone number: 504-208-6571

G Gross receipts $: 2,000,399.

F Name and address of principal officer: JONATHAN JOHNSON
SAME AS C ABOVE

H(a) Is this a group return for subordinates? Yes [X] No

H(b) Are all subordinates included? Yes [ ] No

If "No," attach a list. (see instructions)

H(c) Group exemption number ▶

I Tax-exempt status: [X] 501(c)(3) [ ] 501(c) ( ) ◀ (insert no.) [ ] 4947(a)(1) or [ ] 527

J Website: ▶ ROOTEDSCHOOL.ORG

K Form of organization: [X] Corporation [ ] Trust [ ] Association [ ] Other ▶

L Year of formation: 2014

M State of legal domicile: LA

Part I Summary

1 Briefly describe the organization's mission or most significant activities: WE EXIST TO PROVIDE OUR STUDENTS PERSONAL PATHWAYS TO FINANCIAL FREEDOM.

2 Check this box ▶ [ ] if the organization discontinued its operations or disposed of more than 25% of its net assets.

3	Number of voting members of the governing body (Part VI, line 1a)	3	8
4	Number of independent voting members of the governing body (Part VI, line 1b)	4	8
5	Total number of individuals employed in calendar year 2018 (Part V, line 2a)	5	15
6	Total number of volunteers (estimate if necessary)	6	8
7a	Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.
b	Net unrelated business taxable income from Form 990-T, line 38	7b	0.

		Prior Year	Current Year
8	Contributions and grants (Part VIII, line 1h)	1,504,156.	1,995,866.
9	Program service revenue (Part VIII, line 2g)	0.	0.
10	Investment income (Part VIII, column (A), lines 3, 4, and 7d)	0.	0.
11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	541.	4,533.
12	Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	1,504,697.	2,000,399.
13	Grants and similar amounts paid (Part IX, column (A), lines 1-3)	0.	0.
14	Benefits paid to or for members (Part IX, column (A), line 4)	0.	0.
15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	731,508.	1,100,083.
16a	Professional fundraising fees (Part IX, column (A), line 11e)	0.	0.
b	Total fundraising expenses (Part IX, column (D), line 25) ▶ 191,141.		
17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	691,395.	957,078.
18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	1,422,903.	2,057,161.
19	Revenue less expenses. Subtract line 18 from line 12	81,794.	-56,762.

		Beginning of Current Year	End of Year
20	Total assets (Part X, line 16)	225,603.	248,983.
21	Total liabilities (Part X, line 26)	25,280.	105,422.
22	Net assets or fund balances. Subtract line 21 from line 20	200,323.	143,561.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here

▶ Signature of officer — Date

▶ JONATHAN JOHNSON, CEO
Type or print name and title

Paid Preparer Use Only	Print/Type preparer's name	Preparer's signature	Date	Check if self-employed	PTIN
	WADE MCMULLEN	WADE MCMULLEN	04/16/20	[ ]	P00541671

Firm's name ▶ CLIFTONLARSONALLEN LLP — Firm's EIN ▶ 41-0746749

Firm's address ▶ 2210 EAST ROUTE 66, GLENDORA, CA 91740 — Phone no. (626) 857-7300

May the IRS discuss this return with the preparer shown above? (see instructions) [X] Yes [ ] No

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III [ ]

1 Briefly describe the organization's mission:
WE EXIST TO PROVIDE OUR STUDENTS PERSONAL PATHWAYS TO FINANCIAL FREEDOM.

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? [ ] Yes [X] No
If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? [ ] Yes [X] No
If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses $ 1,587,577. including grants of $) (Revenue $ 4,533.)
ROOTED SCHOOL EXISTS TO PROVIDE PERSONAL PATHWAYS TO FINANCIAL FREEDOM. ROOTED SCHOOL IS ORGANIZED TO MANAGE AND OPERATE A PUBLIC CHARTER HIGH SCHOOL FOR 9 -12TH GRADE. DURING THE YEAR ENDED JUNE 30, 2019. THE ORGANIZATION SERVED APPROXIMATELY 96 STUDENTS AND PROVIDED 185 DAYS OF INSTRUCTION.

4b (Code:) (Expenses $ including grants of $) (Revenue $)

4c (Code:) (Expenses $ including grants of $) (Revenue $)

4d Other program services (Describe in Schedule O.)
(Expenses $ including grants of $) (Revenue $)

4e Total program service expenses ▶ 1,587,577.

Part IV Checklist of Required Schedules

			Yes	No
1	Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? *If "Yes," complete Schedule A*	1	X	
2	Is the organization required to complete *Schedule B, Schedule of Contributors*?	2	X	
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? *If "Yes," complete Schedule C, Part I*	3		X
4	Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? *If "Yes," complete Schedule C, Part II*	4		X
5	Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? *If "Yes," complete Schedule C, Part III*	5		X
6	Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? *If "Yes," complete Schedule D, Part I*	6		X
7	Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? *If "Yes," complete Schedule D, Part II*	7		X
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? *If "Yes," complete Schedule D, Part III*	8		X
9	Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? *If "Yes," complete Schedule D, Part IV*	9		X
10	Did the organization, directly or through a related organization, hold assets in temporarily restricted endowments, permanent endowments, or quasi-endowments? *If "Yes," complete Schedule D, Part V*	10		X
11	If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.			
a	Did the organization report an amount for land, buildings, and equipment in Part X, line 10? *If "Yes," complete Schedule D, Part VI*	11a		X
b	Did the organization report an amount for investments - other securities in Part X, line 12 that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part VII*	11b		X
c	Did the organization report an amount for investments - program related in Part X, line 13 that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part VIII*	11c		X
d	Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part IX*	11d		X
e	Did the organization report an amount for other liabilities in Part X, line 25? *If "Yes," complete Schedule D, Part X*	11e		X
f	Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? *If "Yes," complete Schedule D, Part X*	11f	X	
12a	Did the organization obtain separate, independent audited financial statements for the tax year? *If "Yes," complete Schedule D, Parts XI and XII*	12a	X	
b	Was the organization included in consolidated, independent audited financial statements for the tax year? *If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional*	12b		X
13	Is the organization a school described in section 170(b)(1)(A)(ii)? *If "Yes," complete Schedule E*	13	X	
14a	Did the organization maintain an office, employees, or agents outside of the United States?	14a		X
b	Did the organization have aggregate revenues or expenses of more than $10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at $100,000 or more? *If "Yes," complete Schedule F, Parts I and IV*	14b		X
15	Did the organization report on Part IX, column (A), line 3, more than $5,000 of grants or other assistance to or for any foreign organization? *If "Yes," complete Schedule F, Parts II and IV*	15		X
16	Did the organization report on Part IX, column (A), line 3, more than $5,000 of aggregate grants or other assistance to or for foreign individuals? *If "Yes," complete Schedule F, Parts III and IV*	16		X
17	Did the organization report a total of more than $15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? *If "Yes," complete Schedule G, Part I*	17		X
18	Did the organization report more than $15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? *If "Yes," complete Schedule G, Part II*	18		X
19	Did the organization report more than $15,000 of gross income from gaming activities on Part VIII, line 9a? *If "Yes," complete Schedule G, Part III*	19		X
20a	Did the organization operate one or more hospital facilities? *If "Yes," complete Schedule H*	20a		X
b	If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?	20b		
21	Did the organization report more than $5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? *If "Yes," complete Schedule I, Parts I and II*	21		X

Part IV Checklist of Required Schedules *(continued)*

			Yes	No
22	Did the organization report more than $5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? *If "Yes," complete Schedule I, Parts I and III*	22		X
23	Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? *If "Yes," complete Schedule J*	23		X
24a	Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than $100,000 as of the last day of the year, that was issued after December 31, 2002? *If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a*	24a		X
b	Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?	24b		
c	Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?	24c		
d	Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?	24d		
25a	Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? *If "Yes," complete Schedule L, Part I*	25a		X
b	Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? *If "Yes," complete Schedule L, Part I*	25b		X
26	Did the organization report any amount on Part X, line 5, 6, or 22 for receivables from or payables to any current or former officers, directors, trustees, key employees, highest compensated employees, or disqualified persons? *If "Yes," complete Schedule L, Part II*	26		X
27	Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity or family member of any of these persons? *If "Yes," complete Schedule L, Part III*	27		X
28	Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions for applicable filing thresholds, conditions, and exceptions):			
a	A current or former officer, director, trustee, or key employee? *If "Yes," complete Schedule L, Part IV*	28a		X
b	A family member of a current or former officer, director, trustee, or key employee? *If "Yes," complete Schedule L, Part IV*	28b		X
c	An entity of which a current or former officer, director, trustee, or key employee (or a family member thereof) was an officer, director, trustee, or direct or indirect owner? *If "Yes," complete Schedule L, Part IV*	28c		X
29	Did the organization receive more than $25,000 in non-cash contributions? *If "Yes," complete Schedule M*	29		X
30	Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? *If "Yes," complete Schedule M*	30		X
31	Did the organization liquidate, terminate, or dissolve and cease operations? *If "Yes," complete Schedule N, Part I*	31		X
32	Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? *If "Yes," complete Schedule N, Part II*	32		X
33	Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? *If "Yes," complete Schedule R, Part I*	33		X
34	Was the organization related to any tax-exempt or taxable entity? *If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1*	34		X
35a	Did the organization have a controlled entity within the meaning of section 512(b)(13)?	35a		X
b	If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? *If "Yes," complete Schedule R, Part V, line 2*	35b		
36	Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? *If "Yes," complete Schedule R, Part V, line 2*	36		X
37	Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? *If "Yes," complete Schedule R, Part VI*	37		X
38	Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19? Note. All Form 990 filers are required to complete Schedule O	38	X	

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V ☐

				Yes	No
1a	Enter the number reported in Box 3 of Form 1096. Enter -0- if not applicable	1a	8		
b	Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable	1b	0		
c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?			1c	X

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII ☐

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's current officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's current key employees, if any. See instructions for definition of "key employee."
- List the organization's five current highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than $100,000 from the organization and any related organizations.
- List all of the organization's former officers, key employees, and highest compensated employees who received more than $100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's former directors or trustees that received, in the capacity as a former director or trustee of the organization, more than $10,000 of reportable compensation from the organization and any related organizations.

List persons in the following order: individual trustees or directors; institutional trustees; officers; key employees; highest compensated employees; and former such persons.

☐ Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and Title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) MATT CANDLER	1.00									
BOARD CHAIR		X		X				0.	0.	0.
(2) TRAVIS CHASE	1.00									
BOARD MEMBER		X						0.	0.	0.
(3) KESANA DURAND	1.00									
SECRETARY		X		X				0.	0.	0.
(4) KYLE FINKE	1.00									
TREASURER		X		X				0.	0.	0.
(5) BRANDIN CAMPBELL	1.00									
BOARD MEMBER		X						0.	0.	0.
(6) TONY ZANDERS	1.00									
BOARD MEMBER		X						0.	0.	0.
(7) JOHN ALFORD	1.00									
BOARD MEMBER		X						0.	0.	0.
(8) GERARD WILLIS	1.00									
PARENT LIAISON		X						0.	0.	0.
(9) JONATHAN JOHNSON	80.00									
CEO				X				114,031.	0.	9,159.

Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees (continued)

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
1b Sub-total								114,031.	0.	9,159.
c Total from continuation sheets to Part VII, Section A								0.	0.	0.
d Total (add lines 1b and 1c)								114,031.	0.	9,159.

2 Total number of individuals (including but not limited to those listed above) who received more than $100,000 of reportable compensation from the organization ▶ 1

		Yes	No
3 Did the organization list any former officer, director, or trustee, key employee, or highest compensated employee on line 1a? *If "Yes," complete Schedule J for such individual*	3		X
4 For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than $150,000? *If "Yes," complete Schedule J for such individual*	4		X
5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? *If "Yes," complete Schedule J for such person*	5		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than $100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation
NONE		

2 Total number of independent contractors (including but not limited to those listed above) who received more than $100,000 of compensation from the organization ▶ 0

Part V Statements Regarding Other IRS Filings and Tax Compliance *(continued)*

			Yes	No
2a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return	2a 15		
b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns?	2b	X	
	Note. If the sum of lines 1a and 2a is greater than 250, you may be required to e-file (see instructions)			
3a	Did the organization have unrelated business gross income of $1,000 or more during the year?	3a		X
b	If "Yes," has it filed a Form 990-T for this year? *If "No" to line 3b, provide an explanation in Schedule O*	3b		
4a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?	4a		X
b	If "Yes," enter the name of the foreign country: ▶			
	See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).			
6a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?	6a		X
b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?	6b		X
c	If "Yes" to line 5a or 5b, did the organization file Form 8886-T?	6c		
6a	Does the organization have annual gross receipts that are normally greater than $100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?	6a		X
b	If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?	6b		
7	Organizations that may receive deductible contributions under section 170(c).			
a	Did the organization receive a payment in excess of $75 made partly as a contribution and partly for goods and services provided to the payor?	7a		X
b	If "Yes," did the organization notify the donor of the value of the goods or services provided?	7b		
c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?	7c		X
d	If "Yes," indicate the number of Forms 8282 filed during the year 7d			
e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?	7e		X
f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?	7f		X
g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?	7g		
h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?	7h		
8	Sponsoring organizations maintaining donor advised funds. Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?	8		
9	Sponsoring organizations maintaining donor advised funds.			
a	Did the sponsoring organization make any taxable distributions under section 4966?	9a		
b	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?	9b		
10	Section 501(c)(7) organizations. Enter:			
a	Initiation fees and capital contributions included on Part VIII, line 12 10a			
b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities 10b			
11	Section 501(c)(12) organizations. Enter:			
a	Gross income from members or shareholders 11a			
b	Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them.) 11b			
12a	Section 4947(a)(1) non-exempt charitable trusts. Is the organization filing Form 990 in lieu of Form 1041?	12a		
b	If "Yes," enter the amount of tax-exempt interest received or accrued during the year 12b			
13	Section 501(c)(29) qualified nonprofit health insurance issuers.			
a	Is the organization licensed to issue qualified health plans in more than one state?	13a		
	Note. See the instructions for additional information the organization must report on Schedule O.			
b	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans 13b			
c	Enter the amount of reserves on hand 13c			
14a	Did the organization receive any payments for indoor tanning services during the tax year?	14a		X
b	If "Yes," has it filed a Form 720 to report these payments? *If "No," provide an explanation in Schedule O*	14b		
15	Is the organization subject to the section 4960 tax on payment(s) of more than $1,000,000 in remuneration or excess parachute payment(s) during the year?	15		X
	If "Yes," see instructions and file Form 4720, Schedule N.			
16	Is the organization an educational institution subject to the section 4968 excise tax on net investment income?	16		X
	If "Yes," complete Form 4720, Schedule O.			

Part VI Governance, Management, and Disclosure *For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions.*

Check if Schedule O contains a response or note to any line in this Part VI X

Section A. Governing Body and Management

			Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year 1a 8			
	If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain in Schedule O.			
b	Enter the number of voting members included in line 1a, above, who are independent 1b 8			
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?	2		X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, or trustees, or key employees to a management company or other person?	3		X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?	4		X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?	5		X
6	Did the organization have members or stockholders?	6		X
7a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?	7a		X
b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?	7b		X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:			
a	The governing body?	8a	X	
b	Each committee with authority to act on behalf of the governing body?	8b	X	
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? *If "Yes," provide the names and addresses in Schedule O*	9		X

Section B. Policies *(This Section B requests information about policies not required by the Internal Revenue Code.)*

			Yes	No
10a	Did the organization have local chapters, branches, or affiliates?	10a		X
b	If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?	10b		
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	11a	X	
b	Describe in Schedule O the process, if any, used by the organization to review this Form 990.			
12a	Did the organization have a written conflict of interest policy? *If "No," go to line 13*	12a	X	
b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	12b	X	
c	Did the organization regularly and consistently monitor and enforce compliance with the policy? *If "Yes," describe in Schedule O how this was done*	12c	X	
13	Did the organization have a written whistleblower policy?	13	X	
14	Did the organization have a written document retention and destruction policy?	14		X
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?			
a	The organization's CEO, Executive Director, or top management official	15a	X	
b	Other officers or key employees of the organization	15b	X	
	If "Yes" to line 15a or 15b, describe the process in Schedule O (see instructions).			
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?	16a		X
b	If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?	16b		

Section C. Disclosure

17 List the states with which a copy of this Form 990 is required to be filed ▶ NONE

18 Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.

☐ Own website ☐ Another's website ☒ Upon request ☐ Other *(explain in Schedule O)*

19 Describe in Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.

20 State the name, address, and telephone number of the person who possesses the organization's books and records ▶

ORGANIZATION - 504-208-6571
4238 ST. CHARLES AVENUE, NEW ORLEANS, LA 70115

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Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII

				(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512-514
Contributions, Gifts, Grants and Other Similar Amounts	1a Federated campaigns	1a					
	b Membership dues	1b					
	c Fundraising events	1c					
	d Related organizations	1d					
	e Government grants (contributions)	1e	1,369,224.				
	f All other contributions, gifts, grants, and similar amounts not included above	1f	626,642.				
	g Noncash contributions included in lines 1a-1f: $						
	h Total. Add lines 1a-1f			1,995,866.			
Program Service Revenue		Business Code					
	2a						
	b						
	c						
	d						
	e						
	f All other program service revenue						
	g Total. Add lines 2a-2f						
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts)						
	4 Income from investment of tax-exempt bond proceeds						
	5 Royalties						
		(i) Real	(ii) Personal				
	6a Gross rents						
	b Less: rental expenses						
	c Rental income or (loss)						
	d Net rental income or (loss)						
		(i) Securities	(ii) Other				
	7a Gross amount from sales of assets other than inventory						
	b Less: cost or other basis and sales expenses						
	c Gain or (loss)						
	d Net gain or (loss)						
	8a Gross income from fundraising events (not including $ ____ of contributions reported on line 1c). See Part IV, line 18	a					
	b Less: direct expenses	b					
	c Net income or (loss) from fundraising events						
	9a Gross income from gaming activities. See Part IV, line 19	a					
	b Less: direct expenses	b					
	c Net income or (loss) from gaming activities						
	10a Gross sales of inventory, less returns and allowances	a					
	b Less: cost of goods sold	b					
	c Net income or (loss) from sales of inventory						
	Miscellaneous Revenue	Business Code					
	11a SALE OF UNIFORM REVENU	900099		4,484.	4,484.		
	b OTHER REVENUE	900099		49.	49.		
	c						
	d All other revenue						
	e Total. Add lines 11a-11d			4,533.			
	12 Total revenue. See instructions			2,000,399.	4,533.	0.	0.

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Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX [X]

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	120,350.	96,280.	24,070.	
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	810,002.	579,433.	58,069.	172,500.
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	25,759.	18,836.	1,590.	5,333.
9 Other employee benefits	76,560.	61,089.	8,623.	6,848.
10 Payroll taxes	67,412.	48,930.	16,022.	2,460.
11 Fees for services (non-employees):				
a Management				
b Legal	7,657.		7,657.	
c Accounting	30,740.		30,740.	
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Sch O.)	423,288.	388,742.	30,546.	4,000.
12 Advertising and promotion	108.		108.	
13 Office expenses	10,517.		10,517.	
14 Information technology				
15 Royalties				
16 Occupancy	211,689.	211,689.		
17 Travel	45,220.	45,220.		
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings				
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization				
23 Insurance	14,370.		14,370.	
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses in line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a INSTRUCTIONAL MATERIALS	119,235.	119,235.		
b				
c				
d				
e All other expenses	94,254.	18,123.	76,131.	
25 Total functional expenses. Add lines 1 through 24e	2,057,161.	1,587,577.	278,443.	191,141.
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here ▶ [ ] if following SOP 98-2 (ASC 958-720)				

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SCHEDULE A (Form 990 or 990-EZ)

Department of the Treasury Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

▶ Attach to Form 990 or Form 990-EZ.

▶ Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2018

Open to Public Inspection

Name of the organization	Employer identification number
ROOTED SCHOOL	47-1901769

Part I Reason for Public Charity Status (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 12, check only one box.)

1 ☐ A church, convention of churches, or association of churches described in section 170(b)(1)(A)(i).

2 ☒ A school described in section 170(b)(1)(A)(ii). (Attach Schedule E (Form 990 or 990-EZ).)

3 ☐ A hospital or a cooperative hospital service organization described in section 170(b)(1)(A)(iii).

4 ☐ A medical research organization operated in conjunction with a hospital described in section 170(b)(1)(A)(iii). Enter the hospital's name, city, and state:

5 ☐ An organization operated for the benefit of a college or university owned or operated by a governmental unit described in section 170(b)(1)(A)(iv). (Complete Part II.)

6 ☐ A federal, state, or local government or governmental unit described in section 170(b)(1)(A)(v).

7 ☐ An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in section 170(b)(1)(A)(vi). (Complete Part II.)

8 ☐ A community trust described in section 170(b)(1)(A)(vi). (Complete Part II.)

9 ☐ An agricultural research organization described in section 170(b)(1)(A)(ix) operated in conjunction with a land-grant college or university or a non-land-grant college of agriculture (see instructions). Enter the name, city, and state of the college or university:

10 ☐ An organization that normally receives: (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions - subject to certain exceptions, and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See section 509(a)(2). (Complete Part III.)

11 ☐ An organization organized and operated exclusively to test for public safety. See section 509(a)(4).

12 ☐ An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in section 509(a)(1) or section 509(a)(2). See section 509(a)(3). Check the box in lines 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g.

a ☐ Type I. A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. You must complete Part IV, Sections A and B.

b ☐ Type II. A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). You must complete Part IV, Sections A and C.

c ☐ Type III functionally integrated. A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). You must complete Part IV, Sections A, D, and E.

d ☐ Type III non-functionally integrated. A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). You must complete Part IV, Sections A and D, and Part V.

e ☐ Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.

f Enter the number of supported organizations

g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-10 above (see instructions))	(iv) Is the organization listed in your governing document? Yes	No	(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
Total						

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ. 823021 10-11-18 Schedule A (Form 990 or 990-EZ) 2018

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2014	(b) 2015	(c) 2016	(d) 2017	(e) 2018	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 Total. Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2014	(b) 2015	(c) 2016	(d) 2017	(e) 2018	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 Total support. Add lines 7 through 10						

12 Gross receipts from related activities, etc. (see instructions) 12

13 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here ▶ ☐

Section C. Computation of Public Support Percentage

14 Public support percentage for 2018 (line 6, column (f) divided by line 11, column (f))	14	%
15 Public support percentage from 2017 Schedule A, Part II, line 14	15	%

16a 33 1/3% support test - 2018. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization ▶ ☐

b 33 1/3% support test - 2017. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization ▶ ☐

17a 10% -facts-and-circumstances test - 2018. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization ▶ ☐

b 10% -facts-and-circumstances test - 2017. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization ▶ ☐

18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions ▶ ☐

Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X ☐

			(A) Beginning of year		(B) End of year
Assets	1	Cash - non-interest-bearing	164,919.	1	176,764.
	2	Savings and temporary cash investments		2	
	3	Pledges and grants receivable, net	60,684.	3	64,356.
	4	Accounts receivable, net		4	7,863.
	5	Loans and other receivables from current and former officers, directors, trustees, key employees, and highest compensated employees. Complete Part II of Schedule L		5	
	6	Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), persons described in section 4958(c)(3)(B), and contributing employers and sponsoring organizations of section 501(c)(9) voluntary employees' beneficiary organizations (see instr). Complete Part II of Sch L		6	
	7	Notes and loans receivable, net		7	
	8	Inventories for sale or use		8	
	9	Prepaid expenses and deferred charges		9	
	10a	Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D — 10a			
	b	Less: accumulated depreciation — 10b		10c	
	11	Investments - publicly traded securities		11	
	12	Investments - other securities. See Part IV, line 11		12	
	13	Investments - program-related. See Part IV, line 11		13	
	14	Intangible assets		14	
	15	Other assets. See Part IV, line 11		15	
	16	Total assets. Add lines 1 through 15 (must equal line 34)	225,603.	16	248,983.
Liabilities	17	Accounts payable and accrued expenses	25,280.	17	105,422.
	18	Grants payable		18	
	19	Deferred revenue		19	
	20	Tax-exempt bond liabilities		20	
	21	Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22	Loans and other payables to current and former officers, directors, trustees, key employees, highest compensated employees, and disqualified persons. Complete Part II of Schedule L		22	
	23	Secured mortgages and notes payable to unrelated third parties		23	
	24	Unsecured notes and loans payable to unrelated third parties		24	
	25	Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D		25	
	26	Total liabilities. Add lines 17 through 25	25,280.	26	105,422.
Net Assets or Fund Balances		Organizations that follow SFAS 117 (ASC 968), check here ▶ [X] and complete lines 27 through 29, and lines 33 and 34.			
	27	Unrestricted net assets	200,323.	27	143,561.
	28	Temporarily restricted net assets		28	
	29	Permanently restricted net assets		29	
		Organizations that do not follow SFAS 117 (ASC 968), check here ▶ ☐ and complete lines 30 through 34.			
	30	Capital stock or trust principal, or current funds		30	
	31	Paid-in or capital surplus, or land, building, or equipment fund		31	
	32	Retained earnings, endowment, accumulated income, or other funds		32	
	33	Total net assets or fund balances	200,323.	33	143,561.
	34	Total liabilities and net assets/fund balances	225,603.	34	248,983.

Form 990 (2018)

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI ☐

1	Total revenue (must equal Part VIII, column (A), line 12)	1	2,000,399.
2	Total expenses (must equal Part IX, column (A), line 25)	2	2,057,161.
3	Revenue less expenses. Subtract line 2 from line 1	3	-56,762.
4	Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A))	4	200,323.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain in Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 33, column (B))	10	143,561.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII [X]

			Yes	No
1	Accounting method used to prepare the Form 990: ☐ Cash [X] Accrual ☐ Other			
	If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule O.			
2a	Were the organization's financial statements compiled or reviewed by an independent accountant?	2a		X
	If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: ☐ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis			
b	Were the organization's financial statements audited by an independent accountant?	2b	X	
	If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: [X] Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis			
c	If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant?	2c	X	
	If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O.			
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?	3a		X
b	If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why in Schedule O and describe any steps taken to undergo such audits	3b		

Form 990 (2018)

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2014	(b) 2015	(c) 2016	(d) 2017	(e) 2018	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of $5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 Public support. (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2014	(b) 2015	(c) 2016	(d) 2017	(e) 2018	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 Total support. (Add lines 9, 10c, 11, and 12.)						

14 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here ▶ ☐

Section C. Computation of Public Support Percentage

15 Public support percentage for 2018 (line 8, column (f), divided by line 13, column (f))	15	%
16 Public support percentage from 2017 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2018 (line 10c, column (f), divided by line 13, column (f))	17	%
18 Investment income percentage from 2017 Schedule A, Part III, line 17	18	%

19a 33 1/3% support tests - 2018. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and stop here. The organization qualifies as a publicly supported organization ▶ ☐

b 33 1/3% support tests - 2017. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and stop here. The organization qualifies as a publicly supported organization ▶ ☐

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ▶ ☐

Part IV Supporting Organizations

(Complete only if you checked a box in line 12 on Part I. If you checked 12a of Part I, complete Sections A and B. If you checked 12b of Part I, complete Sections A and C. If you checked 12c of Part I, complete Sections A, D, and E. If you checked 12d of Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

		Yes	No
1	Are all of the organization's supported organizations listed by name in the organization's governing documents? *If "No," describe in* Part VI *how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.*		
2	Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? *If "Yes," explain in* Part VI *how the organization determined that the supported organization was described in section 509(a)(1) or (2).*		
3a	Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? *If "Yes," answer (b) and (c) below.*		
b	Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? *If "Yes," describe in* Part VI *when and how the organization made the determination.*		
c	Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? *If "Yes," explain in* Part VI *what controls the organization put in place to ensure such use.*		
4a	Was any supported organization not organized in the United States ("foreign supported organization")? *If "Yes," and if you checked 12a or 12b in Part I, answer (b) and (c) below.*		
b	Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? *If "Yes," describe in* Part VI *how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.*		
c	Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? *If "Yes," explain in* Part VI *what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.*		
5a	Did the organization add, substitute, or remove any supported organizations during the tax year? *If "Yes," answer (b) and (c) below (if applicable). Also, provide detail in* Part VI, *including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).*		
b	Type I or Type II only. Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
c	Substitutions only. Was the substitution the result of an event beyond the organization's control?		
6	Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? *If "Yes," provide detail in* Part VI.		
7	Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? *If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).*		
8	Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? *If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).*		
9a	Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? *If "Yes," provide detail in* Part VI.		
b	Did one or more disqualified persons (as defined in line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? *If "Yes," provide detail in* Part VI.		
c	Did a disqualified person (as defined in line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? *If "Yes," provide detail in* Part VI.		
10a	Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? *If "Yes," answer 10b below.*		
b	Did the organization have any excess business holdings in the tax year? *(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)*		

Part IV Supporting Organizations *(continued)*

		Yes	No
11	Has the organization accepted a gift or contribution from any of the following persons?		
a	A person who directly or indirectly controls, either alone or together with persons described in (b) and (c) below, the governing body of a supported organization?	11a	
b	A family member of a person described in (a) above?	11b	
c	A 35% controlled entity of a person described in (a) or (b) above? *If "Yes" to a, b, or c, provide detail in* Part VI.	11c	

Section B. Type I Supporting Organizations

		Yes	No
1	Did the directors, trustees, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's directors or trustees at all times during the tax year? *If "No," describe in* Part VI *how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove directors or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.*	1		
2	Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? *If "Yes," explain in* Part VI *how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.*	2		

Section C. Type II Supporting Organizations

		Yes	No
1	Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? *If "No," describe in* Part VI *how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).*	1		

Section D. All Type III Supporting Organizations

		Yes	No
1	Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?	1		
2	Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? *If "No," explain in* Part VI *how the organization maintained a close and continuous working relationship with the supported organization(s).*	2		
3	By reason of the relationship described in (2), did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? *If "Yes," describe in* Part VI *the role the organization's supported organizations played in this regard.*	3		

Section E. Type III Functionally Integrated Supporting Organizations

1 *Check the box next to the method that the organization used to satisfy the Integral Part Test during the year* (see instructions).

a ☐ The organization satisfied the Activities Test. *Complete* line 2 *below.*

b ☐ The organization is the parent of each of its supported organizations. *Complete* line 3 *below.*

c ☐ The organization supported a governmental entity. *Describe in* Part VI *how you supported a government entity (see instructions).*

2	Activities Test. Answer (a) and (b) below.	Yes	No
a	Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? *If "Yes," then in* Part VI *identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.*	2a		
b	Did the activities described in (a) constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? *If "Yes," explain in* Part VI *the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.*	2b		
3	Parent of Supported Organizations. Answer (a) and (b) below.			
a	Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? *Provide details in* Part VI.	3a		
b	Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? *If "Yes," describe in* Part VI *the role played by the organization in this regard.*	3b		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

1 ☐ Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (explain in Part VI.) See instructions. All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1 Net short-term capital gain	1		
2 Recoveries of prior-year distributions	2		
3 Other gross income (see instructions)	3		
4 Add lines 1 through 3	4		
5 Depreciation and depletion	5		
6 Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6		
7 Other expenses (see instructions)	7		
8 Adjusted Net Income (subtract lines 5, 6, and 7 from line 4)	8		

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1 Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):			
a Average monthly value of securities	1a		
b Average monthly cash balances	1b		
c Fair market value of other non-exempt-use assets	1c		
d Total (add lines 1a, 1b, and 1c)	1d		
e Discount claimed for blockage or other factors (explain in detail in Part VI):			
2 Acquisition indebtedness applicable to non-exempt-use assets	2		
3 Subtract line 2 from line 1d	3		
4 Cash deemed held for exempt use. Enter 1-1/2% of line 3 (for greater amount, see instructions)	4		
5 Net value of non-exempt-use assets (subtract line 4 from line 3)	5		
6 Multiply line 5 by .035	6		
7 Recoveries of prior-year distributions	7		
8 Minimum Asset Amount (add line 7 to line 6)	8		

Section C - Distributable Amount		Current Year
1 Adjusted net income for prior year (from Section A, line 8, Column A)	1	
2 Enter 85% of line 1	2	
3 Minimum asset amount for prior year (from Section B, line 8, Column A)	3	
4 Enter greater of line 2 or line 3	4	
5 Income tax imposed in prior year	5	
6 Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions)	6	

7 ☐ Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations *(continued)*

Section D - Distributions	Current Year
1 Amounts paid to supported organizations to accomplish exempt purposes	
2 Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	
3 Administrative expenses paid to accomplish exempt purposes of supported organizations	
4 Amounts paid to acquire exempt-use assets	
5 Qualified set-aside amounts (prior IRS approval required)	
6 Other distributions (describe in Part VI). See instructions.	
7 Total annual distributions. Add lines 1 through 6.	
8 Distributions to attentive supported organizations to which the organization is responsive (provide details in Part VI). See instructions.	
9 Distributable amount for 2018 from Section C, line 6	
10 Line 8 amount divided by line 9 amount	

Section E - Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2018	(iii) Distributable Amount for 2018
1 Distributable amount for 2018 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2018 (reasonable cause required- explain in Part VI). See instructions.			
3 Excess distributions carryover, if any, to 2018			
a From 2013			
b From 2014			
c From 2015			
d From 2016			
e From 2017			
f Total of lines 3a through e			
g Applied to underdistributions of prior years			
h Applied to 2018 distributable amount			
i Carryover from 2013 not applied (see instructions)			
j Remainder. Subtract lines 3g, 3h, and 3i from 3f.			
4 Distributions for 2018 from Section D, line 7: $			
a Applied to underdistributions of prior years			
b Applied to 2018 distributable amount			
c Remainder. Subtract lines 4a and 4b from 4.			
5 Remaining underdistributions for years prior to 2018, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, explain in Part VI. See instructions.			
6 Remaining underdistributions for 2018. Subtract lines 3h and 4b from line 1. For result greater than zero, explain in Part VI. See instructions.			
7 Excess distributions carryover to 2019. Add lines 3j and 4c.			
8 Breakdown of line 7:			
a Excess from 2014			
b Excess from 2015			
c Excess from 2016			
d Excess from 2017			
e Excess from 2018			

Part VI Supplemental Information. Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a, and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions.)

Schedule B (Form 990, 990-EZ, or 990-PF)
Department of the Treasury
Internal Revenue Service

Schedule of Contributors

▶ Attach to Form 990, Form 990-EZ, or Form 990-PF.
▶ Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2018

Name of the organization	Employer identification number
ROOTED SCHOOL	47-1901769

Organization type (check one):

Filers of: Section:

Form 990 or 990-EZ
- [X] 501(c)(3) (enter number) organization
- [ ] 4947(a)(1) nonexempt charitable trust not treated as a private foundation
- [ ] 527 political organization

Form 990-PF
- [ ] 501(c)(3) exempt private foundation
- [ ] 4947(a)(1) nonexempt charitable trust treated as a private foundation
- [ ] 501(c)(3) taxable private foundation

Check if your organization is covered by the General Rule or a Special Rule.
Note: Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

General Rule

[X] For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling $5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

Special Rules

[ ] For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33 1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990 or 990-EZ), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of (1) $5,000; or (2) 2% of the amount on (i) Form 990, Part VIII, line 1h; or (ii) Form 990-EZ, line 1. Complete Parts I and II.

[ ] For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than $1,000 *exclusively* for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I (entering "N/A" in column (b) instead of the contributor name and address), II, and III.

[ ] For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than $1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Don't complete any of the parts unless the General Rule applies to this organization because it received *nonexclusively* religious, charitable, etc., contributions totaling $5,000 or more during the year ..... ▶ $ _____

Caution: An organization that isn't covered by the General Rule and/or the Special Rules doesn't file Schedule B (Form 990, 990-EZ, or 990-PF), but it must answer "No" on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it doesn't meet the filing requirements of Schedule B (Form 990, 990-EZ, or 990-PF).

Name of organization	Employer identification number
ROOTED SCHOOL	47-1901769

Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1	NEW SCHOOLS FOR NEW ORLEANS 1555 POYDRAS ST SUITE 781 NEW ORLEANS, LA 70112	$ 83,850.	[X] Person [ ] Payroll [ ] Noncash (Complete Part II for noncash contributions.)
2	NEW SCHOOLS VENTURE FUND 1616 FRANKLIN STREET, SECOND FLOOR OAKLAND, CA 94612	$ 130,000.	[X] Person [ ] Payroll [ ] Noncash (Complete Part II for noncash contributions.)
3	THE MIND TRUST 1630 N MERIDIAN ST INDIANAPOLIS, IN 46202	$ 75,000.	[X] Person [ ] Payroll [ ] Noncash (Complete Part II for noncash contributions.)
4	YOUTH FORCE NOLA 625 CELESTE STREET, MAILBOX 108 NEW ORLEANS, LA 70130	$ 53,750.	[X] Person [ ] Payroll [ ] Noncash (Complete Part II for noncash contributions.)
5	DELL (VIA 4.0 SCHOOLS) 612 ANDREW HIGGINS BLVD 3RD FLOOR NEW ORLEANS, LA 70130	$ 50,000.	[X] Person [ ] Payroll [ ] Noncash (Complete Part II for noncash contributions.)
6	THE LOUIS CALDER FOUNDATION 999 18TH STREET, SUITE 2350S DENVER, CO 80202	$ 100,000.	[X] Person [ ] Payroll [ ] Noncash (Complete Part II for noncash contributions.)

Schedule B (Form 990, 990-EZ, or 990-PF) (2018) Page 2

Name of organization: ROOTED SCHOOL

Employer identification number: 47-1901769

Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
7	BOOTH BRIKER FUND 826 UNION ST STE 300 NEW ORLEANS, LA 70112	$ 100,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
8	PROBONO PUBLICO P.O. BOX 531024 NEW ORLEANS, LA 70153	$ 15,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
9	ENTERGY CORPORATION 1600 PERDIDO ST NEW ORLEANS, LA 90112	$ 5,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)

823452 11-08-18 Schedule B (Form 990, 990-EZ, or 990-PF) (2018)

Schedule B (Form 990, 990-EZ, or 990-PF) (2018) Page 3

Name of organization: ROOTED SCHOOL

Employer identification number: 47-1901769

Part II Noncash Property (see instructions). Use duplicate copies of Part II if additional space is needed.

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	
		$	
		$	
		$	
		$	
		$	

823453 11-08-18 Schedule B (Form 990, 990-EZ, or 990-PF) (2018)

Schedule B (Form 990, 990-EZ, or 990-PF) (2018) Page 4

Name of organization: ROOTED SCHOOL

Employer identification number: 47-1901769

Part III Exclusively religious, charitable, etc., contributions to organizations described in section 501(c)(7), (8), or (10) that total more than $1,000 for the year from any one contributor. Complete columns (a) through (e) and the following line entry. For organizations completing Part III, enter the total of exclusively religious, charitable, etc., contributions of $1,000 or less for the year. (Enter this info. once.) ▶ $

Use duplicate copies of Part III if additional space is needed.

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

823454 11-08-18 Schedule B (Form 990, 990-EZ, or 990-PF) (2018)

SCHEDULE D (Form 990)

Department of the Treasury Internal Revenue Service

Supplemental Financial Statements

▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.
▶ Attach to Form 990.
▶ Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2018

Open to Public Inspection

Name of the organization: ROOTED SCHOOL

Employer identification number: 47-1901769

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts. Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

		(a) Donor advised funds	(b) Funds and other accounts
1	Total number at end of year		
2	Aggregate value of contributions to (during year)		
3	Aggregate value of grants from (during year)		
4	Aggregate value at end of year		

5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control? ☐ Yes ☐ No

6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit? ☐ Yes ☐ No

Part II Conservation Easements. Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).
☐ Preservation of land for public use (e.g., recreation or education) ☐ Preservation of a historically important land area
☐ Protection of natural habitat ☐ Preservation of a certified historic structure
☐ Preservation of open space

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

			Held at the End of the Tax Year
a	Total number of conservation easements	2a	
b	Total acreage restricted by conservation easements	2b	
c	Number of conservation easements on a certified historic structure included in (a)	2c	
d	Number of conservation easements included in (c) acquired after 7/25/06, and not on a historic structure listed in the National Register	2d	

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶

4 Number of states where property subject to conservation easement is located ▶

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds? ☐ Yes ☐ No

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ $

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)? ☐ Yes ☐ No

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement, and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.
Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

1a If the organization elected, as permitted under SFAS 116 (ASC 958), not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide, in Part XIII, the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under SFAS 116 (ASC 958), to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenue included on Form 990, Part VIII, line 1 ▶ $

(ii) Assets included in Form 990, Part X ▶ $

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under SFAS 116 (ASC 958) relating to these items:

a Revenue included on Form 990, Part VIII, line 1 ▶ $

b Assets included in Form 990, Part X ▶ $

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990. Schedule D (Form 990) 2018

832051 10-29-18

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets *(continued)*

3 Using the organization's acquisition, accession, and other records, check any of the following that are a significant use of its collection items (check all that apply):

a ☐ Public exhibition
b ☐ Scholarly research
c ☐ Preservation for future generations
d ☐ Loan or exchange programs
e ☐ Other _____

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? ☐ Yes ☐ No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIII and complete the following table:

		Amount
c Beginning balance	1c	
d Additions during the year	1d	
e Distributions during the year	1e	
f Ending balance	1f	

2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII ☐

Part V Endowment Funds. Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

a Board designated or quasi-endowment ▶ _____%
b Permanent endowment ▶ _____%
c Temporarily restricted endowment ▶ _____%

The percentages on lines 2a, 2b, and 2c should equal 100%.

3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

		Yes	No
(i) unrelated organizations	3a(i)		
(ii) related organizations	3a(ii)		
b If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R?	3b		

4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land				
b Buildings				
c Leasehold improvements				
d Equipment				
e Other				
Total. Add lines 1a through 1e. *(Column (d) must equal Form 990, Part X, column (B), line 10c.)* ▶				0.

Part VII Investments - Other Securities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely-held equity interests		
(3) Other _____		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
Total. *(Col. (b) must equal Form 990, Part X, col. (B) line 12.)* ▶		

Part VIII Investments - Program Related.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. *(Col. (b) must equal Form 990, Part X, col. (B) line 13.)* ▶		

Part IX Other Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. *(Column (b) must equal Form 990, Part X, col. (B) line 15.)* ▶	

Part X Other Liabilities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. *(Column (b) must equal Form 990, Part X, col. (B) line 25.)* ▶	

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FIN 48 (ASC 740). Check here if the text of the footnote has been provided in Part XIII ☒

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements		1	2,000,399.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:			
a	Net unrealized gains (losses) on investments	2a		
b	Donated services and use of facilities	2b		
c	Recoveries of prior year grants	2c		
d	Other (Describe in Part XIII.)	2d		
e	Add lines 2a through 2d		2e	0.
3	Subtract line 2e from line 1		3	2,000,399.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:			
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a		
b	Other (Describe in Part XIII.)	4b		
c	Add lines 4a and 4b		4c	0.
5	Total revenue. Add lines 3 and 4c. *(This must equal Form 990, Part I, line 12.)*		5	2,000,399.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements		1	2,057,161.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:			
a	Donated services and use of facilities	2a		
b	Prior year adjustments	2b		
c	Other losses	2c		
d	Other (Describe in Part XIII.)	2d		
e	Add lines 2a through 2d		2e	0.
3	Subtract line 2e from line 1		3	2,057,161.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:			
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a		
b	Other (Describe in Part XIII.)	4b		
c	Add lines 4a and 4b		4c	0.
5	Total expenses. Add lines 3 and 4c. *(This must equal Form 990, Part I, line 18.)*		5	2,057,161.

Part XIII Supplemental Information.

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

PART X, LINE 2:

THE SCHOOL IS A NONPROFIT ENTITY EXEMPT FROM THE PAYMENT OF INCOME TAXES UNDER INTERNAL REVENUE CODE SECTION 501(C)(3). ACCORDINGLY, NO PROVISION HAS BEEN MADE FOR INCOME TAXES. MANAGEMENT HAS DETERMINED THAT ALL INCOME TAX POSITIONS ARE MORE LIKELY THAN NOT OF BEING SUSTAINED UPON POTENTIAL AUDIT OR EXAMINATION; THEREFORE, NO ISCLOSURES OF UNCERTAIN INCOME TAX POSITIONS ARE REQUIRED. THE SCHOOL IS SUBJECT TO INCOME TAX ON NET INCOME THAT IS DERIVED FROM BUSINESS ACTIVITIES THAT ARE UNRELATED TO THE EXEMPT PURPOSES. THE SCHOOL FILES AND EXEMPT SCHOOL RETURN AND APPLICABLE UNRELATED BUSINESS INCOME TAX RETURN IN THE U.S. FEDERAL JURISDICTION.

Part XIII Supplemental Information *(continued)*

SCHEDULE E
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Schools

▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.
▶ Attach to Form 990 or Form 990-EZ.
▶ Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2018

Open to Public Inspection

Name of the organization: ROOTED SCHOOL

Employer identification number: 47-1901769

Part I

		YES	NO
1	Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?	1	X	
2	Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?	2	X	
3	Has the organization publicized its racially nondiscriminatory policy through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space, use Part II	3	X	
	NONDISCRIMINATORY POLICY AVAILABLE THROUGH ITS WEBSITE AND ON MARKETING MATERIALS FOR NEW STUDENTS.			
4	Does the organization maintain the following?			
a	Records indicating the racial composition of the student body, faculty, and administrative staff?	4a	X	
b	Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?	4b		X
c	Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	4c	X	
d	Copies of all material used by the organization or on its behalf to solicit contributions?	4d	X	
	If you answered "No" to any of the above, please explain. If you need more space, use Part II. THE SCHOOL DOES NOT PROVIDE ANY SCHOLARSHIPS OR FINANCIAL ASSISTANCE.			
5	Does the organization discriminate by race in any way with respect to:			
a	Students' rights or privileges?	5a		X
b	Admissions policies?	5b		X
c	Employment of faculty or administrative staff?	5c		X
d	Scholarships or other financial assistance?	5d		X
e	Educational policies?	5e		X
f	Use of facilities?	5f		X
g	Athletic programs?	5g		X
h	Other extracurricular activities?	5h		X
	If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.			
6a	Does the organization receive any financial aid or assistance from a governmental agency?	6a	X	
b	Has the organization's right to such aid ever been revoked or suspended?	6b		X
	If you answered "Yes" on either line 6a or line 6b, explain on Part II.			
7	Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If "No," explain on Part II	7	X	

LHA For Paperwork Reduction Act Notice, see the instructions for Form 990 or Form 990-EZ. Schedule E (Form 990 or 990-EZ) 2018

832081 10-15-18

Part II Supplemental Information. Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable. Also provide any other additional information.

LINE 6 - EXPLANATION OF GOVERNMENT FINANCIAL AID:

ROOTED SCHOOL IS A PUBLIC CHARTER SCHOOL PRINCIPALLY FUNDED BY STATE AND FEDERAL MONIES.

832082 10-15-18 Schedule E (Form 990 or 990-EZ) 2018

SCHEDULE O (Form 990 or 990-EZ)

Department of the Treasury Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on Form 990 or 990-EZ or to provide any additional information.
▶ Attach to Form 990 or 990-EZ.
▶ Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2018

Open to Public Inspection

Name of the organization: ROOTED SCHOOL

Employer identification number: 47-1901769

FORM 990, PART VI, SECTION B, LINE 11B:

990 IS PREPARED BY THE ORGANIZATION'S OUTSIDE PUBLIC ACCOUNTING FIRM BASED ON INFORMATION PROVIDED BY MANAGEMENT. ONCE A DRAFT OF THE RETURN IS AVAILABLE, IT IS REVIEWED BY MANAGEMENT WITH ANY CHANGES OR REVISIONS INCORPORATED INTO THE FILING. THE REVISED RETURN IS THEN SUBMITTED TO THE BOARD OF DIRECTORS FOR THEIR REVIEW AND APPROVAL PRIOR TO SUBMITTING TO THE IRS.

FORM 990, PART VI, SECTION B, LINE 12C:

THE OFFICERS, DIRECTORS, AND TRUSTEES ALL SIGN THE CONFLICT OF INTEREST POLICY ON AN ANNUAL BASIS. THE ORGANIZATION ALSO HOLDS MONTHLY BOARD MEETINGS WHERE THE BOARD DISCUSS OPPORTUNITIES AND POTENTIAL CONFLICTS OF INTEREST. IF A CONFLICT OF INTEREST WERE TO ARISE, THE BOARD CHAIR WOULD DIRECT A COMMITTEE OR THE GOVERNING BOARD TO INVESTIGATE THE NATURE OF THE CONFLICT OF INTEREST. FURTHERMORE, THE BOARD CHAIR WOULD THEN DELEGATE THE TASK TO THE GOVERNING BOARD OR COMMITTEE TO RESEARCH ALL FEASIBLE ALTERNATIVES TO EVALUATE IN LIEU OF THE POTENTIAL CONFLICT OF INTEREST.

FORM 990, PART VI, SECTION B, LINE 15:

THE BOARD REVIEWS AND APPROVES THE COMPENSATION AMOUNTS FOR ROOTED'S CEO BASED ON THE MARKET RATE FOR THE POSITION. THE CEO DETERMINES THE COMPENSATION OF OTHER KEY EMPLOYEES OF THE ORGANIZATION IN ACCORDANCE WITH THE MARKET RATE FOR THEIR POSITION (DETERMINED BASED ON DATA PROVIDED BY EXTERNAL CHARTER MANAGEMENT ORGANIZATIONS AND THROUGH COMPARISON STUDIES OF OTHER CHARTER SCHOOLS)

FORM 990, PART VI, SECTION C, LINE 19:

THE DOCUMENTS ARE READILY AVAILABLE TO THE PUBLIC UPON REQUEST.

FORM 990, PART IX, LINE 11G, OTHER FEES:

OTHER PROFESSIONAL SERVICES:

PROGRAM SERVICE EXPENSES	27,606.
MANAGEMENT AND GENERAL EXPENSES	30,546.
FUNDRAISING EXPENSES	4,000.
TOTAL EXPENSES	62,152.

INSTRUCTIONAL - SUBSTITUTE TEACHERS:

PROGRAM SERVICE EXPENSES	78,091.
MANAGEMENT AND GENERAL EXPENSES	0.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	78,091.

COUNSELING SERVICES:

PROGRAM SERVICE EXPENSES	61,528.
MANAGEMENT AND GENERAL EXPENSES	0.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	61,528.

STUDENT TRANSPORT - BUS COMPANY:

PROGRAM SERVICE EXPENSES	121,586.
MANAGEMENT AND GENERAL EXPENSES	0.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	121,586.

Schedule O (Form 990 or 990-EZ) (2018) Page 2

Name of the organization	Employer identification number
ROOTED SCHOOL	47-1901769

FOOD SERVICE:

PROGRAM SERVICE EXPENSES	99,931.
MANAGEMENT AND GENERAL EXPENSES	0.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	99,931.
TOTAL OTHER FEES ON FORM 990, PART IX, LINE 11G, COL A	423,288.

FROM 990, PART XII, LINE 2C

THE ORGANIZATION HAS NOT CHANGED THE OVERSIGHT PROCESS OR SELECTION PROCESS DURIGN THE TAX YEAR.

Form 8868 (Rev. January 2019)

Department of the Treasury Internal Revenue Service

Application for Automatic Extension of Time To File an Exempt Organization Return

▶ File a separate application for each return.
▶ Go to www.irs.gov/Form8868 for the latest information.

OMB No. 1545-1709

Electronic filing (e-file). You can electronically file Form 8868 to request a 6-month automatic extension of time to file any of the forms listed below with the exception of Form 8870, Information Return for Transfers Associated With Certain Personal Benefit Contracts, for which an extension request must be sent to the IRS in paper format (see instructions). For more details on the electronic filing of this form, visit *www.irs.gov/e-file-providers/e-file-for-charities-and-non-profits*.

Automatic 6-Month Extension of Time. Only submit original (no copies needed).

All corporations required to file an income tax return other than Form 990-T (including 1120-C filers), partnerships, REMICs, and trusts must use Form 7004 to request an extension of time to file income tax returns.

Enter filer's identifying number

Type or print

Name of exempt organization or other filer, see instructions.
ROOTED SCHOOL

Employer identification number (EIN) or
47-1901769

File by the due date for filing your return. See instructions.

Number, street, and room or suite no. If a P.O. box, see instructions.
4238 ST CHARLES AVE

Social security number (SSN)

City, town or post office, state, and ZIP code. For a foreign address, see instructions.
NEW ORLEANS, LA 70130

Enter the Return Code for the return that this application is for (file a separate application for each return) 0 1

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01	Form 990-T (corporation)	07
Form 990-BL	02	Form 1041-A	08
Form 4720 (individual)	03	Form 4720 (other than individual)	09
Form 990-PF	04	Form 5227	10
Form 990-T (sec. 401(a) or 408(a) trust)	05	Form 6069	11
Form 990-T (trust other than above)	06	Form 8870	12

ORGANIZATION

- The books are in the care of ▶ 4238 ST. CHARLES AVENUE - NEW ORLEANS, LA 70115
  Telephone No. ▶ 504-208-6571 Fax No. ▶
- If the organization does not have an office or place of business in the United States, check this box ▶ ☐
- If this is for a Group Return, enter the organization's four digit Group Exemption Number (GEN) _____. If this is for the whole group, check this box ▶ ☐. If it is for part of the group, check this box ▶ ☐ and attach a list with the names and EINs of all members the extension is for.

1 I request an automatic 6-month extension of time until MAY 15, 2020, to file the exempt organization return for the organization named above. The extension is for the organization's return for:
▶ ☐ calendar year _____ or
▶ ☒ tax year beginning JUL 1, 2018, and ending JUN 30, 2019.

2 If the tax year entered in line 1 is for less than 12 months, check reason: ☐ Initial return ☐ Final return ☐ Change in accounting period

3a	If this application is for Forms 990-BL, 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions.	3a	$ 0.
b	If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit.	3b	$ 0.
c	Balance due. Subtract line 3b from line 3a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions.	3c	$ 0.

Caution: If you are going to make an electronic funds withdrawal (direct debit) with this Form 8868, see Form 8453-EO and Form 8879-EO for payment instructions.

LHA For Privacy Act and Paperwork Reduction Act Notice, see instructions. Form 8868 (Rev. 1-2019)

Name of the organization: ROOTED SCHOOL
Employer identification number: 47-1901769

FOOD SERVICE:

PROGRAM SERVICE EXPENSES	99,931.
MANAGEMENT AND GENERAL EXPENSES	0.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	99,931.
TOTAL OTHER FEES ON FORM 990, PART IX, LINE 11G, COL A	423,288.

FROM 990, PART XII, LINE 2C

THE ORGANIZATION HAS NOT CHANGED THE OVERSIGHT PROCESS OR SELECTION PROCESS DURIGN THE TAX YEAR.

Form 8868 (Rev. January 2019)
Department of the Treasury Internal Revenue Service

Application for Automatic Extension of Time To File an Exempt Organization Return

▶ File a separate application for each return.
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OMB No. 1545-1709

Electronic filing (e-file). You can electronically file Form 8868 to request a 6-month automatic extension of time to file any of the forms listed below with the exception of Form 8870, Information Return for Transfers Associated With Certain Personal Benefit Contracts, for which an extension request must be sent to the IRS in paper format (see instructions). For more details on the electronic filing of this form, visit *www.irs.gov/e-file-providers/e-file-for-charities-and-non-profits*.

Automatic 6-Month Extension of Time. Only submit original (no copies needed).

All corporations required to file an income tax return other than Form 990-T (including 1120-C filers), partnerships, REMICs, and trusts must use Form 7004 to request an extension of time to file income tax returns.

Enter filer's identifying number

Type or print

File by the due date for filing your return. See instructions.

Name of exempt organization or other filer, see instructions.: ROOTED SCHOOL
Employer identification number (EIN) or: 47-1901769
Number, street, and room or suite no. If a P.O. box, see instructions.: 4238 ST CHARLES AVE
Social security number (SSN):
City, town or post office, state, and ZIP code. For a foreign address, see instructions.: NEW ORLEANS, LA 70130

Enter the Return Code for the return that this application is for (file a separate application for each return): 01

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01	Form 990-T (corporation)	07
Form 990-BL	02	Form 1041-A	08
Form 4720 (individual)	03	Form 4720 (other than individual)	09
Form 990-PF	04	Form 5227	10
Form 990-T (sec. 401(a) or 408(a) trust)	05	Form 6069	11
Form 990-T (trust other than above)	06	Form 8870	12

ORGANIZATION

- The books are in the care of ▶ 4238 ST. CHARLES AVENUE - NEW ORLEANS, LA 70115
  Telephone No. ▶ 504-208-6571 Fax No. ▶
- If the organization does not have an office or place of business in the United States, check this box ▶ ☐
- If this is for a Group Return, enter the organization's four digit Group Exemption Number (GEN) _____. If this is for the whole group, check this box ▶ ☐. If it is for part of the group, check this box ▶ ☐ and attach a list with the names and EINs of all members the extension is for.

1 I request an automatic 6-month extension of time until MAY 15, 2020, to file the exempt organization return for the organization named above. The extension is for the organization's return for:
▶ ☐ calendar year _____ or
▶ ☒ tax year beginning JUL 1, 2018, and ending JUN 30, 2019.

2 If the tax year entered in line 1 is for less than 12 months, check reason: ☐ Initial return ☐ Final return ☐ Change in accounting period

3a	If this application is for Forms 990-BL, 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions.	3a	$ 0.
b	If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit.	3b	$ 0.
c	Balance due. Subtract line 3b from line 3a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions.	3c	$ 0.

Caution: If you are going to make an electronic funds withdrawal (direct debit) with this Form 8868, see Form 8453-EO and Form 8879-EO for payment instructions.

LHA For Privacy Act and Paperwork Reduction Act Notice, see instructions. Form 8868 (Rev. 1-2019)

CLIFTONLARSONALLEN LLP
2210 EAST ROUTE 66
GLENDORA, CA 91740

ROOTED SCHOOL
4238 ST CHARLES AVE
NEW ORLEANS, LA 70130

Caution: Forms printed from within Adobe Acrobat products may not meet IRS or state taxing agency specifications. When using Acrobat, select the "Actual Size" in the Adobe "Print" dialog.

CLIENT'S COPY

21000510 131839 213-118280-00 2019.05094 ROOTED SCHOOL 213-1181

CLA (CliftonLarsonAllen LLP)
CLAconnect.com

ROOTED SCHOOL
4238 St Charles Ave
NEW ORLEANS, LA 70130

ROOTED SCHOOL:

Enclosed is the organization's 2019 Exempt Organization return.

Specific filing instructions are as follows.

FORM 990 RETURN:

This return has qualified for electronic filing. After you have reviewed the return for completeness and accuracy, please sign, date and return Form 8879-EO to our office. We will transmit the return electronically to the IRS and no further action is required. Please return Form 8879-EO to us as soon as possible, but no later than by May 17, 2021 the filing deadline.

In addition, tax-exempt organizations must make available for public inspection a copy of their annual returns for the preceding three years and exemption application, if applicable. An organization generally must furnish filings to anyone who requests them in person or in writing. An exempt organization may meet this requirement by posting all the documents on its website or at another organizations site as part of a database of similar materials. Specific requirements must be met to meet this exception.

When mailing is necessary, we recommend that you use certified mail with postmarked receipts for proof of timely filing.

Be sure to review the returns prior to signing as you have final responsibility for all information included in the returns. If there is anything on the return you do not understand, we would be glad to answer your questions.

Copies of each return are provided for your permanent records. Based on IRS guidance, we generally recommend that you keep supporting documentation for a minimum of seven years; and that you keep copies of the tax returns, and records that support basis for items in the tax return, indefinitely.

We value our relationship with you and thank you for your trust and confidence in allowing us to serve you. If you have any questions regarding the returns or other services that we can assist you with, please do not hesitate to contact us. Some of our best clients come through referrals from existing clients. If you know of anyone who could benefit from our assistance, we would be pleased to speak to him or her.

Sincerely,

CliftonLarsonAllen LLP

CLA (CliftonLarsonAllen LLP)
CLAconnect.com

ROOTED SCHOOL

FORM 990 INCOME TAX RETURN

FOR YEAR ENDED JUNE 30, 2020

Form 8879-EO

Department of the Treasury
Internal Revenue Service

IRS e-file Signature Authorization for an Exempt Organization

For calendar year 2019, or fiscal year beginning JUL 1 , 2019, and ending JUN 30 , 20 20

▶ Do not send to the IRS. Keep for your records.

▶ Go to www.irs.gov/Form8879EO for the latest information.

OMB No. 1545-1878

2019

Name of exempt organization

ROOTED SCHOOL

Employer identification number

47-1901769

Name and title of officer

JONATHAN JOHNSON
CEO

Part I Type of Return and Return Information (Whole Dollars Only)

Check the box for the return for which you are using this Form 8879-EO and enter the applicable amount, if any, from the return. If you check the box on line 1a, 2a, 3a, 4a, or 5a, below, and the amount on that line for the return being filed with this form was blank, then leave line 1b, 2b, 3b, 4b, or 6b, whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. Do not complete more than one line in Part I.

1a	Form 990 check here ▶ [X]	b Total revenue, if any (Form 990, Part VIII, column (A), line 12)	1b	3,047,306.
2a	Form 990-EZ check here ▶ [ ]	b Total revenue, if any (Form 990-EZ, line 9)	2b	
3a	Form 1120-POL check here ▶ [ ]	b Total tax (Form 1120-POL, line 22)	3b	
4a	Form 990-PF check here ▶ [ ]	b Tax based on investment income (Form 990-PF, Part VI, line 5)	4b	
5a	Form 8868 check here ▶ [ ]	b Balance Due (Form 8868, line 3c)	5b	

Part II Declaration and Signature Authorization of Officer

Under penalties of perjury, I declare that I am an officer of the above organization and that I have examined a copy of the organization's 2019 electronic return and accompanying schedules and statements and to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the organization's electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the organization's return to the IRS and to receive from the IRS (a) an acknowledgement of receipt or reason for rejection of the transmission, (b) the reason for any delay in processing the return or refund, and (c) the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the organization's federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the organization's electronic return and, if applicable, the organization's consent to electronic funds withdrawal.

Officer's PIN: check one box only

[X] I authorize CLIFTONLARSONALLEN LLP to enter my PIN 22100

ERO firm name — Enter five numbers, but do not enter all zeros

as my signature on the organization's tax year 2019 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

[ ] As an officer of the organization, I will enter my PIN as my signature on the organization's tax year 2019 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Officer's signature ▶ _____ Date ▶ _____

Part III Certification and Authentication

ERO's EFIN/PIN. Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN. 95405291740

Do not enter all zeros

I certify that the above numeric entry is my PIN, which is my signature on the 2019 electronically filed return for the organization indicated above. I confirm that I am submitting this return in accordance with the requirements of Pub. 4163, Modernized e-File (MeF) Information for Authorized IRS e-file Providers for Business Returns.

ERO's signature ▶ WADE MCMULLEN Date ▶ 05/10/21

ERO Must Retain This Form - See Instructions
Do Not Submit This Form to the IRS Unless Requested To Do So

LHA For Paperwork Reduction Act Notice, see instructions. Form 8879-EO (2019)

823051 10-03-19

21000510 131839 213-118280-00 2019.05094 ROOTED SCHOOL 213-1181

Form 990 (Rev. January 2020)

Department of the Treasury
Internal Revenue Service

Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

▶ Do not enter social security numbers on this form as it may be made public.

▶ Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2019

Open to Public Inspection

A For the 2019 calendar year, or tax year beginning JUL 1, 2019 and ending JUN 30, 2020

B Check if applicable: [ ] Address change [ ] Name change [ ] Initial return [ ] Final return/terminated [ ] Amended return [ ] Application pending

C Name of organization: ROOTED SCHOOL

Doing business as:

Number and street (or P.O. box if mail is not delivered to street address): 4238 ST CHARLES AVE Room/suite:

City or town, state or province, country, and ZIP or foreign postal code: NEW ORLEANS, LA 70130

F Name and address of principal officer: JONATHAN JOHNSON
SAME AS C ABOVE

D Employer identification number: 47-1901769

E Telephone number: 504-208-6571

G Gross receipts $: 3,047,306.

H(a) Is this a group return for subordinates? [ ] Yes [X] No

H(b) Are all subordinates included? [ ] Yes [ ] No

If "No," attach a list. (see instructions)

H(c) Group exemption number ▶

I Tax-exempt status: [X] 501(c)(3) [ ] 501(c) ( ) ◀ (insert no.) [ ] 4947(a)(1) or [ ] 527

J Website: ▶ ROOTEDSCHOOL.ORG

K Form of organization: [X] Corporation [ ] Trust [ ] Association [ ] Other ▶

L Year of formation: 2014 M State of legal domicile: LA

Part I Summary

Activities & Governance	1	Briefly describe the organization's mission or most significant activities: WE EXIST TO PROVIDE OUR STUDENTS PERSONAL PATHWAYS TO FINANCIAL FREEDOM.		
	2	Check this box ▶ [ ] if the organization discontinued its operations or disposed of more than 25% of its net assets.		
	3	Number of voting members of the governing body (Part VI, line 1a)	3	8
	4	Number of independent voting members of the governing body (Part VI, line 1b)	4	8
	5	Total number of individuals employed in calendar year 2019 (Part V, line 2a)	5	25
	6	Total number of volunteers (estimate if necessary)	6	8
	7a	Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.
	b	Net unrelated business taxable income from Form 990-T, line 39	7b	0.

			Prior Year	Current Year
Revenue	8	Contributions and grants (Part VIII, line 1h)	1,995,866.	3,035,844.
	9	Program service revenue (Part VIII, line 2g)	0.	0.
	10	Investment income (Part VIII, column (A), lines 3, 4, and 7d)	0.	0.
	11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	4,533.	11,462.
	12	Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	2,000,399.	3,047,306.
Expenses	13	Grants and similar amounts paid (Part IX, column (A), lines 1-3)	0.	0.
	14	Benefits paid to or for members (Part IX, column (A), line 4)	0.	0.
	15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	1,100,083.	1,485,492.
	16a	Professional fundraising fees (Part IX, column (A), line 11e)	0.	0.
	b	Total fundraising expenses (Part IX, column (D), line 25) ▶ 59,325.		
	17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	957,078.	1,280,129.
	18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	2,057,161.	2,765,621.
	19	Revenue less expenses. Subtract line 18 from line 12	-56,762.	281,685.

			Beginning of Current Year	End of Year
Net Assets or Fund Balances	20	Total assets (Part X, line 16)	248,983.	937,722.
	21	Total liabilities (Part X, line 26)	105,422.	512,476.
	22	Net assets or fund balances. Subtract line 21 from line 20	143,561.	425,246.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here

Signature of officer Date

JONATHAN JOHNSON, CEO
Type or print name and title

Paid Preparer Use Only	Print/Type preparer's name	Preparer's signature	Date	Check [ ] if self-employed	PTIN
	WADE MCMULLEN	WADE MCMULLEN	05/10/21		P00541671
	Firm's name ▶ CLIFTONLARSONALLEN LLP			Firm's EIN ▶	41-0746749
	Firm's address ▶ 2210 EAST ROUTE 66 GLENDORA, CA 91740			Phone no.	(626) 857-7300

May the IRS discuss this return with the preparer shown above? (see instructions) [X] Yes [ ] No

823001 01-20-20 LHA For Paperwork Reduction Act Notice, see the separate instructions. Form 990 (2019)

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III ☐

1 Briefly describe the organization's mission:
WE EXIST TO PROVIDE OUR STUDENTS PERSONAL PATHWAYS TO FINANCIAL FREEDOM.

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? ☐ Yes ☒ No
If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? ☐ Yes ☒ No
If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses $ 1,963,310. including grants of $) (Revenue $ 11,462.)
ROOTED SCHOOL EXISTS TO PROVIDE PERSONAL PATHWAYS TO FINANCIAL FREEDOM. ROOTED SCHOOL IS ORGANIZED TO MANAGE AND OPERATE A PUBLIC CHARTER HIGH SCHOOL FOR 9 -12TH GRADE. DURING THE YEAR ENDED JUNE 30, 2020. THE ORGANIZATION SERVED APPROXIMATELY 158 STUDENTS.

4b (Code:) (Expenses $ including grants of $) (Revenue $)

4c (Code:) (Expenses $ including grants of $) (Revenue $)

4d Other program services (Describe on Schedule O.)
(Expenses $ including grants of $) (Revenue $)

4e Total program service expenses ▶ 1,963,310.

Part IV Checklist of Required Schedules

			Yes	No
1	Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? *If "Yes," complete Schedule A*	1	X	
2	Is the organization required to complete *Schedule B, Schedule of Contributors*?	2	X	
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? *If "Yes," complete Schedule C, Part I*	3		X
4	Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? *If "Yes," complete Schedule C, Part II*	4		X
5	Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? *If "Yes," complete Schedule C, Part III*	5		X
6	Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? *If "Yes," complete Schedule D, Part I*	6		X
7	Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? *If "Yes," complete Schedule D, Part II*	7		X
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? *If "Yes," complete Schedule D, Part III*	8		X
9	Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? *If "Yes," complete Schedule D, Part IV*	9		X
10	Did the organization, directly or through a related organization, hold assets in donor-restricted endowments or in quasi endowments? *If "Yes," complete Schedule D, Part V*	10		X
11	If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.			
a	Did the organization report an amount for land, buildings, and equipment in Part X, line 10? *If "Yes," complete Schedule D, Part VI*	11a		X
b	Did the organization report an amount for investments - other securities in Part X, line 12, that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part VII*	11b		X
c	Did the organization report an amount for investments - program related in Part X, line 13, that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part VIII*	11c		X
d	Did the organization report an amount for other assets in Part X, line 15, that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part IX*	11d		X
e	Did the organization report an amount for other liabilities in Part X, line 25? *If "Yes," complete Schedule D, Part X*	11e		X
f	Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? *If "Yes," complete Schedule D, Part X*	11f	X	
12a	Did the organization obtain separate, independent audited financial statements for the tax year? *If "Yes," complete Schedule D, Parts XI and XII*	12a	X	
b	Was the organization included in consolidated, independent audited financial statements for the tax year? *If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional*	12b		X
13	Is the organization a school described in section 170(b)(1)(A)(ii)? *If "Yes," complete Schedule E*	13	X	
14a	Did the organization maintain an office, employees, or agents outside of the United States?	14a		X
b	Did the organization have aggregate revenues or expenses of more than $10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at $100,000 or more? *If "Yes," complete Schedule F, Parts I and IV*	14b		X
15	Did the organization report on Part IX, column (A), line 3, more than $5,000 of grants or other assistance to or for any foreign organization? *If "Yes," complete Schedule F, Parts II and IV*	15		X
16	Did the organization report on Part IX, column (A), line 3, more than $5,000 of aggregate grants or other assistance to or for foreign individuals? *If "Yes," complete Schedule F, Parts III and IV*	16		X
17	Did the organization report a total of more than $15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? *If "Yes," complete Schedule G, Part I*	17		X
18	Did the organization report more than $15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? *If "Yes," complete Schedule G, Part II*	18		X
19	Did the organization report more than $15,000 of gross income from gaming activities on Part VIII, line 9a? *If "Yes," complete Schedule G, Part III*	19		X
20a	Did the organization operate one or more hospital facilities? *If "Yes," complete Schedule H*	20a		X
b	If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?	20b		
21	Did the organization report more than $5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? *If "Yes," complete Schedule I, Parts I and II*	21		X

Part IV Checklist of Required Schedules *(continued)*

			Yes	No
22	Did the organization report more than $5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? *If "Yes," complete Schedule I, Parts I and III*	22		X
23	Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? *If "Yes," complete Schedule J*	23		X
24a	Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than $100,000 as of the last day of the year, that was issued after December 31, 2002? *If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a*	24a		X
b	Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?	24b		
c	Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?	24c		
d	Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?	24d		
25a	Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? *If "Yes," complete Schedule L, Part I*	25a		X
b	Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? *If "Yes," complete Schedule L, Part I*	25b		X
26	Did the organization report any amount on Part X, line 5 or 22, for receivables from or payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons? *If "Yes," complete Schedule L, Part II*	26		X
27	Did the organization provide a grant or other assistance to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity (including an employee thereof) or family member of any of these persons? *If "Yes," complete Schedule L, Part III*	27		X
28	Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions, for applicable filing thresholds, conditions, and exceptions):			
a	A current or former officer, director, trustee, key employee, creator or founder, or substantial contributor? *If "Yes," complete Schedule L, Part IV*	28a		X
b	A family member of any individual described in line 28a? *If "Yes," complete Schedule L, Part IV*	28b		X
c	A 35% controlled entity of one or more individuals and/or organizations described in lines 28a or 28b? *If "Yes," complete Schedule L, Part IV*	28c		X
29	Did the organization receive more than $25,000 in non-cash contributions? *If "Yes," complete Schedule M*	29		X
30	Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? *If "Yes," complete Schedule M*	30		X
31	Did the organization liquidate, terminate, or dissolve and cease operations? *If "Yes," complete Schedule N, Part I*	31		X
32	Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? *If "Yes," complete Schedule N, Part II*	32		X
33	Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? *If "Yes," complete Schedule R, Part I*	33		X
34	Was the organization related to any tax-exempt or taxable entity? *If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1*	34		X
35a	Did the organization have a controlled entity within the meaning of section 512(b)(13)?	35a		X
b	If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? *If "Yes," complete Schedule R, Part V, line 2*	35b		
36	Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? *If "Yes," complete Schedule R, Part V, line 2*	36		X
37	Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? *If "Yes," complete Schedule R, Part VI*	37		X
38	Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19? Note: All Form 990 filers are required to complete Schedule O	38	X	

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V ☐

				Yes	No
1a	Enter the number reported in Box 3 of Form 1096. Enter -0- if not applicable	1a	6		
b	Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable	1b	0		
c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?			1c	X

Part V Statements Regarding Other IRS Filings and Tax Compliance *(continued)*

				Yes	No
2a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return	2a	25		
b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns? Note: If the sum of lines 1a and 2a is greater than 250, you may be required to e-file (see instructions)	2b		X	
3a	Did the organization have unrelated business gross income of $1,000 or more during the year?	3a			X
b	If "Yes," has it filed a Form 990-T for this year? *If "No" to line 3b, provide an explanation on Schedule O*	3b			
4a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?	4a			X
b	If "Yes," enter the name of the foreign country ▶ See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).				
5a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?	5a			X
b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?	5b			X
c	If "Yes" to line 5a or 5b, did the organization file Form 8886-T?	5c			
6a	Does the organization have annual gross receipts that are normally greater than $100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?	6a			X
b	If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?	6b			
7	Organizations that may receive deductible contributions under section 170(c).				
a	Did the organization receive a payment in excess of $75 made partly as a contribution and partly for goods and services provided to the payor?	7a			X
b	If "Yes," did the organization notify the donor of the value of the goods or services provided?	7b			
c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?	7c			X
d	If "Yes," indicate the number of Forms 8282 filed during the year	7d			
e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?	7e			X
f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?	7f			X
g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?	7g			
h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?	7h			
8	Sponsoring organizations maintaining donor advised funds. Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?	8			
9	Sponsoring organizations maintaining donor advised funds.				
a	Did the sponsoring organization make any taxable distributions under section 4966?	9a			
b	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?	9b			
10	Section 501(c)(7) organizations. Enter:				
a	Initiation fees and capital contributions included on Part VIII, line 12	10a			
b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities	10b			
11	Section 501(c)(12) organizations. Enter:				
a	Gross income from members or shareholders	11a			
b	Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them.)	11b			
12a	Section 4947(a)(1) non-exempt charitable trusts. Is the organization filing Form 990 in lieu of Form 1041?	12a			
b	If "Yes," enter the amount of tax-exempt interest received or accrued during the year	12b			
13	Section 501(c)(29) qualified nonprofit health insurance issuers.				
a	Is the organization licensed to issue qualified health plans in more than one state? Note: See the instructions for additional information the organization must report on Schedule O.	13a			
b	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans	13b			
c	Enter the amount of reserves on hand	13c			
14a	Did the organization receive any payments for indoor tanning services during the tax year?	14a			X
b	If "Yes," has it filed a Form 720 to report these payments? *If "No," provide an explanation on Schedule O*	14b			
15	Is the organization subject to the section 4960 tax on payment(s) of more than $1,000,000 in remuneration or excess parachute payment(s) during the year? If "Yes," see instructions and file Form 4720, Schedule N.	15			X
16	Is the organization an educational institution subject to the section 4968 excise tax on net investment income? If "Yes," complete Form 4720, Schedule O.	16			X

Part VI Governance, Management, and Disclosure *For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes on Schedule O. See instructions.*

Check if Schedule O contains a response or note to any line in this Part VI ☒

Section A. Governing Body and Management

			Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year	1a 8		
	If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain on Schedule O.			
b	Enter the number of voting members included on line 1a, above, who are independent	1b 8		
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?	2		X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, trustees, or key employees to a management company or other person?	3		X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?	4		X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?	5		X
6	Did the organization have members or stockholders?	6		X
7a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?	7a		X
b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?	7b		X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:			
a	The governing body?	8a	X	
b	Each committee with authority to act on behalf of the governing body?	8b	X	
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? *If "Yes," provide the names and addresses on Schedule O*	9		X

Section B. Policies *(This Section B requests information about policies not required by the Internal Revenue Code.)*

			Yes	No
10a	Did the organization have local chapters, branches, or affiliates?	10a		X
b	If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?	10b		
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	11a	X	
b	Describe in Schedule O the process, if any, used by the organization to review this Form 990.			
12a	Did the organization have a written conflict of interest policy? *If "No," go to line 13*	12a	X	
b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	12b	X	
c	Did the organization regularly and consistently monitor and enforce compliance with the policy? *If "Yes," describe in Schedule O how this was done*	12c	X	
13	Did the organization have a written whistleblower policy?	13	X	
14	Did the organization have a written document retention and destruction policy?	14	X	
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?			
a	The organization's CEO, Executive Director, or top management official	15a	X	
b	Other officers or key employees of the organization	15b	X	
	If "Yes" to line 15a or 15b, describe the process in Schedule O (see instructions).			
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?	16a		X
b	If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?	16b		

Section C. Disclosure

17 List the states with which a copy of this Form 990 is required to be filed ▶ NONE

18 Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A, if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.

☐ Own website ☐ Another's website ☒ Upon request ☐ Other *(explain on Schedule O)*

19 Describe on Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.

20 State the name, address, and telephone number of the person who possesses the organization's books and records ▶

ORGANIZATION - 504-208-6571
4238 ST. CHARLES AVENUE, NEW ORLEANS, LA 70115

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII ☐

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's current officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's current key employees, if any. See instructions for definition of "key employee."
- List the organization's five current highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than $100,000 from the organization and any related organizations.
- List all of the organization's former officers, key employees, and highest compensated employees who received more than $100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's former directors or trustees that received, in the capacity as a former director or trustee of the organization, more than $10,000 of reportable compensation from the organization and any related organizations.

See instructions for the order in which to list the persons above.

☐ Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) JONATHAN JOHNSON	40.00			X				99,360.	0.	7,601.
CEO										
(2) KESANA DURAND	1.00									
BOARD CHAIR		X		X				0.	0.	0.
(3) KYLE FINKE	1.00									
TREASURER		X		X				0.	0.	0.
(4) TRAVIS CHASE	1.00									
SECRETARY		X		X				0.	0.	0.
(5) TONY ZANDERS	1.00									
BOARD MEMBER		X						0.	0.	0.
(6) MATT CANDLER	1.00									
BOARD MEMBER		X						0.	0.	0.
(7) BRANDIN CAMPBELL	1.00									
BOARD MEMBER		X						0.	0.	0.
(8) JOHN ALFORD	1.00									
BOARD MEMBER		X						0.	0.	0.
(9) GERARD WILLIS	1.00									
PARENT LIAISON		X						0.	0.	0.

Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees (continued)

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)	(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
1b Subtotal			99,360.	0.	7,601.
c Total from continuation sheets to Part VII, Section A			0.	0.	0.
d Total (add lines 1b and 1c)			99,360.	0.	7,601.

2 Total number of individuals (including but not limited to those listed above) who received more than $100,000 of reportable compensation from the organization ▶ 0

		Yes	No
3	Did the organization list any former officer, director, trustee, key employee, or highest compensated employee on line 1a? *If "Yes," complete Schedule J for such individual*		X
4	For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than $150,000? *If "Yes," complete Schedule J for such individual*		X
5	Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? *If "Yes," complete Schedule J for such person*		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than $100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation
NONE		

2 Total number of independent contractors (including but not limited to those listed above) who received more than $100,000 of compensation from the organization ▶ 0

Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII ☐

			(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512 - 514
Contributions, Gifts, Grants and Other Similar Amounts	1a Federated campaigns	1a				
	b Membership dues	1b				
	c Fundraising events	1c				
	d Related organizations	1d				
	e Government grants (contributions)	1e	2,177,610.			
	f All other contributions, gifts, grants, and similar amounts not included above	1f	858,234.			
	g Noncash contributions included in lines 1a-1f	1g $				
	h Total. Add lines 1a-1f ▶		3,035,844.			
Program Service Revenue		Business Code				
	2a					
	b					
	c					
	d					
	e					
	f All other program service revenue					
	g Total. Add lines 2a-2f ▶					
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts) ▶					
	4 Income from investment of tax-exempt bond proceeds ▶					
	5 Royalties ▶					
		(i) Real	(ii) Personal			
	6a Gross rents 6a					
	b Less: rental expenses 6b					
	c Rental income or (loss) 6c					
	d Net rental income or (loss) ▶					
		(i) Securities	(ii) Other			
	7a Gross amount from sales of assets other than inventory 7a					
	b Less: cost or other basis and sales expenses 7b					
	c Gain or (loss) 7c					
	d Net gain or (loss) ▶					
	8a Gross income from fundraising events (not including $ _____ of contributions reported on line 1c). See Part IV, line 18 8a					
	b Less: direct expenses 8b					
	c Net income or (loss) from fundraising events ▶					
	9a Gross income from gaming activities. See Part IV, line 19 9a					
	b Less: direct expenses 9b					
	c Net income or (loss) from gaming activities ▶					
	10a Gross sales of inventory, less returns and allowances 10a					
	b Less: cost of goods sold 10b					
	c Net income or (loss) from sales of inventory ▶					
Miscellaneous Revenue		Business Code				
	11a SALE OF SCHOOL PRODUCT	900099	10,187.	10,187.		
	b OTHER PROGRAM REVENUE	611710	1,275.	1,275.		
	c					
	d All other revenue					
	e Total. Add lines 11a-11d ▶		11,462.			
	12 Total revenue. See instructions ▶		3,047,306.	11,462.	0.	0.

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX ☒

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	127,543.	102,034.	25,509.	
6 Compensation not included above to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	1,134,117.	855,375.	223,997.	54,745.
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	34,988.	27,851.	6,077.	1,060.
9 Other employee benefits	96,898.	85,595.	9,050.	2,253.
10 Payroll taxes	91,946.	69,445.	21,234.	1,267.
11 Fees for services (nonemployees):				
a Management				
b Legal	37,229.		37,229.	
c Accounting	41,051.		41,051.	
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Sch O.)	453,137.	428,277.	24,860.	
12 Advertising and promotion	16,025.	15,222.	803.	
13 Office expenses	13,828.		13,828.	
14 Information technology				
15 Royalties				
16 Occupancy	226,255.	224,890.	1,365.	
17 Travel	48,429.	565.	47,864.	
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings				
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization				
23 Insurance	19,973.		19,973.	
24 Other expenses. Itemize expenses not covered above (List miscellaneous expenses on line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a INSTRUCTIONAL MATERIALS	133,292.	133,292.		
b				
c				
d				
e All other expenses	290,910.	20,764.	270,146.	
25 Total functional expenses. Add lines 1 through 24e	2,765,621.	1,963,310.	742,986.	59,325.
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here ▶ ☐ if following SOP 98-2 (ASC 958-720)				

Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X ☐

		(A) Beginning of year		(B) End of year
Assets	1 Cash - non-interest-bearing	176,764.	1	476,274.
	2 Savings and temporary cash investments		2	
	3 Pledges and grants receivable, net	64,356.	3	447,414.
	4 Accounts receivable, net	7,863.	4	
	5 Loans and other receivables from any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		5	
	6 Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), and persons described in section 4958(c)(3)(B)		6	
	7 Notes and loans receivable, net		7	
	8 Inventories for sale or use		8	
	9 Prepaid expenses and deferred charges		9	14,034.
	10a Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D — 10a			
	b Less: accumulated depreciation — 10b		10c	
	11 Investments - publicly traded securities		11	
	12 Investments - other securities. See Part IV, line 11		12	
	13 Investments - program-related. See Part IV, line 11		13	
	14 Intangible assets		14	
	15 Other assets. See Part IV, line 11		15	
	16 Total assets. Add lines 1 through 15 (must equal line 33)	248,983.	16	937,722.
Liabilities	17 Accounts payable and accrued expenses	105,422.	17	91,981.
	18 Grants payable		18	
	19 Deferred revenue		19	75,000.
	20 Tax-exempt bond liabilities		20	
	21 Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22 Loans and other payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		22	
	23 Secured mortgages and notes payable to unrelated third parties		23	
	24 Unsecured notes and loans payable to unrelated third parties		24	345,495.
	25 Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D		26	
	26 Total liabilities. Add lines 17 through 25	105,422.	26	512,476.
Net Assets or Fund Balances	Organizations that follow FASB ASC 968, check here ▶ ☒ and complete lines 27, 28, 32, and 33.			
	27 Net assets without donor restrictions	143,561.	27	158,533.
	28 Net assets with donor restrictions		28	266,713.
	Organizations that do not follow FASB ASC 968, check here ▶ ☐ and complete lines 29 through 33.			
	29 Capital stock or trust principal, or current funds		29	
	30 Paid-in or capital surplus, or land, building, or equipment fund		30	
	31 Retained earnings, endowment, accumulated income, or other funds		31	
	32 Total net assets or fund balances	143,561.	32	425,246.
	33 Total liabilities and net assets/fund balances	248,983.	33	937,722.

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2015	(b) 2016	(c) 2017	(d) 2018	(e) 2019	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 Total. Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4.						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2015	(b) 2016	(c) 2017	(d) 2018	(e) 2019	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 Total support. Add lines 7 through 10						

12 Gross receipts from related activities, etc. (see instructions) 12

13 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here ▶ ☐

Section C. Computation of Public Support Percentage

14 Public support percentage for 2019 (line 6, column (f) divided by line 11, column (f)) 14 %

15 Public support percentage from 2018 Schedule A, Part II, line 14 15 %

16a 33 1/3% support test - 2019. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization ▶ ☐

b 33 1/3% support test - 2018. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization ▶ ☐

17a 10% -facts-and-circumstances test - 2019. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization ▶ ☐

b 10% -facts-and-circumstances test - 2018. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization ▶ ☐

18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions ▶ ☐

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2015	(b) 2016	(c) 2017	(d) 2018	(e) 2019	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of $5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 Public support. (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2015	(b) 2016	(c) 2017	(d) 2018	(e) 2019	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 Total support. (Add lines 9, 10c, 11, and 12.)						

14 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here ▶ ☐

Section C. Computation of Public Support Percentage

15 Public support percentage for 2019 (line 8, column (f), divided by line 13, column (f)) 15 %

16 Public support percentage from 2018 Schedule A, Part III, line 15 16 %

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2019 (line 10c, column (f), divided by line 13, column (f)) 17 %

18 Investment income percentage from 2018 Schedule A, Part III, line 17 18 %

19a 33 1/3% support tests - 2019. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and stop here. The organization qualifies as a publicly supported organization ▶ ☐

b 33 1/3% support tests - 2018. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and stop here. The organization qualifies as a publicly supported organization ▶ ☐

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ▶ ☐

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI ☐

1	Total revenue (must equal Part VIII, column (A), line 12)	1	3,047,306.
2	Total expenses (must equal Part IX, column (A), line 25)	2	2,765,621.
3	Revenue less expenses. Subtract line 2 from line 1	3	281,685.
4	Net assets or fund balances at beginning of year (must equal Part X, line 32, column (A))	4	143,561.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain on Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 32, column (B))	10	425,246.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII ☒

			Yes	No
1	Accounting method used to prepare the Form 990: ☐ Cash ☒ Accrual ☐ Other If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule O.			
2a	Were the organization's financial statements compiled or reviewed by an independent accountant?	2a		X
	If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: ☐ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis			
b	Were the organization's financial statements audited by an independent accountant?	2b	X	
	If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: ☒ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis			
c	If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant?	2c	X	
	If the organization changed either its oversight process or selection process during the tax year, explain on Schedule O.			
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?	3a		X
b	If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why on Schedule O and describe any steps taken to undergo such audits	3b		

SCHEDULE A (Form 990 or 990-EZ)

Department of the Treasury Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

▶ Attach to Form 990 or Form 990-EZ.

▶ Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2019

Open to Public Inspection

Name of the organization: ROOTED SCHOOL

Employer identification number: 47-1901769

Part I Reason for Public Charity Status (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 12, check only one box.)

1 ☐ A church, convention of churches, or association of churches described in section 170(b)(1)(A)(i).

2 ☒ A school described in section 170(b)(1)(A)(ii). (Attach Schedule E (Form 990 or 990-EZ).)

3 ☐ A hospital or a cooperative hospital service organization described in section 170(b)(1)(A)(iii).

4 ☐ A medical research organization operated in conjunction with a hospital described in section 170(b)(1)(A)(iii). Enter the hospital's name, city, and state:

5 ☐ An organization operated for the benefit of a college or university owned or operated by a governmental unit described in section 170(b)(1)(A)(iv). (Complete Part II.)

6 ☐ A federal, state, or local government or governmental unit described in section 170(b)(1)(A)(v).

7 ☐ An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in section 170(b)(1)(A)(vi). (Complete Part II.)

8 ☐ A community trust described in section 170(b)(1)(A)(vi). (Complete Part II.)

9 ☐ An agricultural research organization described in section 170(b)(1)(A)(ix) operated in conjunction with a land-grant college or university or a non-land-grant college of agriculture (see instructions). Enter the name, city, and state of the college or university:

10 ☐ An organization that normally receives: (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions - subject to certain exceptions, and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See section 509(a)(2). (Complete Part III.)

11 ☐ An organization organized and operated exclusively to test for public safety. See section 509(a)(4).

12 ☐ An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in section 509(a)(1) or section 509(a)(2). See section 509(a)(3). Check the box in lines 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g.

a ☐ Type I. A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. You must complete Part IV, Sections A and B.

b ☐ Type II. A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). You must complete Part IV, Sections A and C.

c ☐ Type III functionally integrated. A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). You must complete Part IV, Sections A, D, and E.

d ☐ Type III non-functionally integrated. A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). You must complete Part IV, Sections A and D, and Part V.

e ☐ Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.

f Enter the number of supported organizations

g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-10 above (see instructions))	(iv) Is the organization listed in your governing document? Yes	(iv) No	(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
Total						

Part IV Supporting Organizations

(Complete only if you checked a box in line 12 on Part I. If you checked 12a of Part I, complete Sections A and B. If you checked 12b of Part I, complete Sections A and C. If you checked 12c of Part I, complete Sections A, D, and E. If you checked 12d of Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

		Yes	No
1	Are all of the organization's supported organizations listed by name in the organization's governing documents? *If "No," describe in* Part VI *how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.*		
2	Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? *If "Yes," explain in* Part VI *how the organization determined that the supported organization was described in section 509(a)(1) or (2).*		
3a	Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? *If "Yes," answer (b) and (c) below.*		
b	Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? *If "Yes," describe in* Part VI *when and how the organization made the determination.*		
c	Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? *If "Yes," explain in* Part VI *what controls the organization put in place to ensure such use.*		
4a	Was any supported organization not organized in the United States ("foreign supported organization")? *If "Yes," and if you checked 12a or 12b in Part I, answer (b) and (c) below.*		
b	Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? *If "Yes," describe in* Part VI *how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.*		
c	Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? *If "Yes," explain in* Part VI *what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.*		
5a	Did the organization add, substitute, or remove any supported organizations during the tax year? *If "Yes," answer (b) and (c) below (if applicable). Also, provide detail in* Part VI, *including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).*		
b	Type I or Type II only. Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
c	Substitutions only. Was the substitution the result of an event beyond the organization's control?		
6	Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? *If "Yes," provide detail in* Part VI.		
7	Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? *If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).*		
8	Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? *If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).*		
9a	Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? *If "Yes," provide detail in* Part VI.		
b	Did one or more disqualified persons (as defined in line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? *If "Yes," provide detail in* Part VI.		
c	Did a disqualified person (as defined in line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? *If "Yes," provide detail in* Part VI.		
10a	Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? *If "Yes," answer 10b below.*		
b	Did the organization have any excess business holdings in the tax year? *(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)*		

Part IV Supporting Organizations *(continued)*

		Yes	No
11	Has the organization accepted a gift or contribution from any of the following persons?		
a	A person who directly or indirectly controls, either alone or together with persons described in (b) and (c) below, the governing body of a supported organization?	11a	
b	A family member of a person described in (a) above?	11b	
c	A 35% controlled entity of a person described in (a) or (b) above? *If "Yes" to a, b, or c, provide detail in* Part VI.	11c	

Section B. Type I Supporting Organizations

		Yes	No
1	Did the directors, trustees, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's directors or trustees at all times during the tax year? *If "No," describe in* Part VI *how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove directors or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.*	1		
2	Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? *If "Yes," explain in* Part VI *how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.*	2		

Section C. Type II Supporting Organizations

		Yes	No
1	Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? *If "No," describe in* Part VI *how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).*	1		

Section D. All Type III Supporting Organizations

		Yes	No
1	Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?	1		
2	Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? *If "No," explain in* Part VI *how the organization maintained a close and continuous working relationship with the supported organization(s).*	2		
3	By reason of the relationship described in (2), did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? *If "Yes," describe in* Part VI *the role the organization's supported organizations played in this regard.*	3		

Section E. Type III Functionally Integrated Supporting Organizations

1 *Check the box next to the method that the organization used to satisfy the Integral Part Test during the year* (see instructions).

a ☐ The organization satisfied the Activities Test. *Complete* line 2 *below.*

b ☐ The organization is the parent of each of its supported organizations. *Complete* line 3 *below.*

c ☐ The organization supported a governmental entity. *Describe in* Part VI *how you supported a government entity (see instructions).*

2 Activities Test. Answer (a) and (b) below.

		Yes	No
a	Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? *If "Yes," then in* Part VI identify those supported organizations and explain *how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.*	2a		
b	Did the activities described in (a) constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? *If "Yes," explain in* Part VI *the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.*	2b		

3 Parent of Supported Organizations. Answer (a) and (b) below.

a	Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? *Provide details in* Part VI.	3a		
b	Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? *If "Yes," describe in* Part VI *the role played by the organization in this regard.*	3b		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

1 ☐ Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (explain in Part VI). See instructions. All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1 Net short-term capital gain	1		
2 Recoveries of prior-year distributions	2		
3 Other gross income (see instructions)	3		
4 Add lines 1 through 3.	4		
5 Depreciation and depletion	5		
6 Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6		
7 Other expenses (see instructions)	7		
8 Adjusted Net Income (subtract lines 5, 6, and 7 from line 4)	8		

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1 Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):			
a Average monthly value of securities	1a		
b Average monthly cash balances	1b		
c Fair market value of other non-exempt-use assets	1c		
d Total (add lines 1a, 1b, and 1c)	1d		
e Discount claimed for blockage or other factors (explain in detail in Part VI):			
2 Acquisition indebtedness applicable to non-exempt-use assets	2		
3 Subtract line 2 from line 1d.	3		
4 Cash deemed held for exempt use. Enter 1-1/2% of line 3 (for greater amount, see instructions).	4		
5 Net value of non-exempt-use assets (subtract line 4 from line 3)	5		
6 Multiply line 5 by .035.	6		
7 Recoveries of prior-year distributions	7		
8 Minimum Asset Amount (add line 7 to line 6)	8		

Section C - Distributable Amount			Current Year
1 Adjusted net income for prior year (from Section A, line 8, Column A)	1		
2 Enter 85% of line 1.	2		
3 Minimum asset amount for prior year (from Section B, line 8, Column A)	3		
4 Enter greater of line 2 or line 3.	4		
5 Income tax imposed in prior year	5		
6 Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	6		

7 ☐ Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations *(continued)*

Section D - Distributions	Current Year
1 Amounts paid to supported organizations to accomplish exempt purposes	
2 Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	
3 Administrative expenses paid to accomplish exempt purposes of supported organizations	
4 Amounts paid to acquire exempt-use assets	
5 Qualified set-aside amounts (prior IRS approval required)	
6 Other distributions (describe in Part VI). See instructions.	
7 Total annual distributions. Add lines 1 through 6.	
8 Distributions to attentive supported organizations to which the organization is responsive (provide details in Part VI). See instructions.	
9 Distributable amount for 2019 from Section C, line 6	
10 Line 8 amount divided by line 9 amount	

Section E - Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2019	(iii) Distributable Amount for 2019
1 Distributable amount for 2019 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2019 (reasonable cause required- explain in Part VI). See instructions.			
3 Excess distributions carryover, if any, to 2019			
a From 2014			
b From 2015			
c From 2016			
d From 2017			
e From 2018			
f Total of lines 3a through e			
g Applied to underdistributions of prior years			
h Applied to 2019 distributable amount			
i Carryover from 2014 not applied (see instructions)			
j Remainder. Subtract lines 3g, 3h, and 3i from 3f.			
4 Distributions for 2019 from Section D, line 7: $			
a Applied to underdistributions of prior years			
b Applied to 2019 distributable amount			
c Remainder. Subtract lines 4a and 4b from 4.			
5 Remaining underdistributions for years prior to 2019, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, explain in Part VI. See instructions.			
6 Remaining underdistributions for 2019. Subtract lines 3h and 4b from line 1. For result greater than zero, explain in Part VI. See instructions.			
7 Excess distributions carryover to 2020. Add lines 3j and 4c.			
8 Breakdown of line 7:			
a Excess from 2015			
b Excess from 2016			
c Excess from 2017			
d Excess from 2018			
e Excess from 2019			

Schedule A (Form 990 or 990-EZ) 2019 ROOTED SCHOOL 47-1901769 Page 8

Part VI Supplemental Information. Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a, and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions.)

Schedule B

(Form 990, 990-EZ, or 990-PF)

Department of the Treasury
Internal Revenue Service

Schedule of Contributors

▶ Attach to Form 990, Form 990-EZ, or Form 990-PF.
▶ Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2019

Name of the organization: ROOTED SCHOOL

Employer identification number: 47-1901769

Organization type (check one):

Filers of:	Section:
Form 990 or 990-EZ	[X] 501(c)(3) (enter number) organization
	[ ] 4947(a)(1) nonexempt charitable trust not treated as a private foundation
	[ ] 527 political organization
Form 990-PF	[ ] 501(c)(3) exempt private foundation
	[ ] 4947(a)(1) nonexempt charitable trust treated as a private foundation
	[ ] 501(c)(3) taxable private foundation

Check if your organization is covered by the General Rule or a Special Rule.
Note: Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

General Rule

[X] For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling $5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

Special Rules

[ ] For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33 1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990 or 990-EZ), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of (1) $5,000; or (2) 2% of the amount on (i) Form 990, Part VIII, line 1h; or (ii) Form 990-EZ, line 1. Complete Parts I and II.

[ ] For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than $1,000 *exclusively* for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I, II, and III.

[ ] For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than $1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Don't complete any of the parts unless the General Rule applies to this organization because it received *nonexclusively* religious, charitable, etc., contributions totaling $5,000 or more during the year ..... ▶ $ _____

Caution: An organization that isn't covered by the General Rule and/or the Special Rules doesn't file Schedule B (Form 990, 990-EZ, or 990-PF), but it must answer "No" on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it doesn't meet the filing requirements of Schedule B (Form 990, 990-EZ, or 990-PF).

Schedule B (Form 990, 990-EZ, or 990-PF) (2019) Page 2

Name of organization: ROOTED SCHOOL

Employer identification number: 47-1901769

Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1	NEW SCHOOLS VENTURE FUND 1616 FRANKLIN STREET, SECOND FLOOR OAKLAND, CA 94612	$ 25,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
2	PROBONO PUBLICO P.O. BOX 531024 NEW ORLEANS, LA 70153	$ 15,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
3	KELLER FAMILY FOUNDATION 1100 POYDRAS STREET, SUITE 1350 NEW ORLEANS, LA 70163	$ 7,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
4	CHARTER SCHOOL GROWTH FUND 10901 W. 120TH AVE, SUITE 450 BROOMFIELD, CO 80021	$ 240,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
5	WASHINGTON STATE CHARTER SCHOOLS 506 2ND AVE, SUITE 630 SEATTLE, WA 98104	$ 20,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
6	OPPORTUNITY 180 900 NORTH LAMB BOULEVARD, SUITE 140 LAS VEGAS , NV 89110	$ 207,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)

823452 11-06-19 Schedule B (Form 990, 990-EZ, or 990-PF) (2019)

Schedule B (Form 990, 990-EZ, or 990-PF) (2019) Page 2

Name of organization: ROOTED SCHOOL

Employer identification number: 47-1901769

Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
7	GRANT FROM 4.0 SCHOOLS FOR BASIC INCOME CASH PILOT PROGRAM 612 ANDREW HIGGINS BLVD 3RD FLOOR NEW ORLEANS, LA 70130	$ 25,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
8	THE MIND TRUST 1630 N. MERIDIAN ST., STE 450 INDIANAPOLIS, IN 46202	$ 25,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
9	PC CHARITABLE FOUNDATION 191 W NATIONWIDE BLVD STE 300 COLOMBUS, OH 43215	$ 50,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
10	YOUTH FORCE NOLA 1100 POYDRAS STREET, SUITE 1405 NEW ORLEANS, LA 70163	$ 50,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)

823452 11-06-19 Schedule B (Form 990, 990-EZ, or 990-PF) (2019)

Schedule B (Form 990, 990-EZ, or 990-PF) (2019) Page 3

Name of organization: ROOTED SCHOOL

Employer identification number: 47-1901769

Part II Noncash Property (see instructions). Use duplicate copies of Part II if additional space is needed.

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

823453 11-08-19 Schedule B (Form 990, 990-EZ, or 990-PF) (2019)

Schedule B (Form 990, 990-EZ, or 990-PF) (2019) Page 4

Name of organization: ROOTED SCHOOL

Employer identification number: 47-1901769

Part III Exclusively religious, charitable, etc., contributions to organizations described in section 501(c)(7), (8), or (10) that total more than $1,000 for the year from any one contributor. Complete columns (a) through (e) and the following line entry. For organizations completing Part III, enter the total of exclusively religious, charitable, etc., contributions of $1,000 or less for the year. (Enter this info. once.) ▶ $

Use duplicate copies of Part III if additional space is needed.

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

823454 11-08-19 Schedule B (Form 990, 990-EZ, or 990-PF) (2019)

Part VII Investments - Other Securities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 12.) ▶		

Part VIII Investments - Program Related.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 13.) ▶		

Part IX Other Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 15.) ▶	

Part X Other Liabilities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 25.) ▶	

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FASB ASC 740. Check here if the text of the footnote has been provided in Part XIII ... [X]

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements		1	3,047,306.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:			
a	Net unrealized gains (losses) on investments	2a		
b	Donated services and use of facilities	2b		
c	Recoveries of prior year grants	2c		
d	Other (Describe in Part XIII.)	2d		
e	Add lines 2a through 2d		2e	0.
3	Subtract line 2e from line 1		3	3,047,306.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:			
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a		
b	Other (Describe in Part XIII.)	4b		
c	Add lines 4a and 4b		4c	0.
5	Total revenue. Add lines 3 and 4c. (This must equal Form 990, Part I, line 12.)		5	3,047,306.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements		1	2,765,621.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:			
a	Donated services and use of facilities	2a		
b	Prior year adjustments	2b		
c	Other losses	2c		
d	Other (Describe in Part XIII.)	2d		
e	Add lines 2a through 2d		2e	0.
3	Subtract line 2e from line 1		3	2,765,621.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:			
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a		
b	Other (Describe in Part XIII.)	4b		
c	Add lines 4a and 4b		4c	0.
5	Total expenses. Add lines 3 and 4c. (This must equal Form 990, Part I, line 18.)		5	2,765,621.

Part XIII Supplemental Information.

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

PART X, LINE 2:

THE SCHOOL IS A NONPROFIT ENTITY EXEMPT FROM THE PAYMENT OF INCOME TAXES UNDER INTERNAL REVENUE CODE SECTION 501(C)(3). ACCORDINGLY, NO PROVISION HAS BEEN MADE FOR INCOME TAXES. MANAGEMENT HAS DETERMINED THAT ALL INCOME TAX POSITIONS ARE MORE LIKELY THAN NOT OF BEING SUSTAINED UPON POTENTIAL AUDIT OR EXAMINATION; THEREFORE, NO ISCLOSURES OF UNCERTAIN INCOME TAX POSITIONS ARE REQUIRED. THE SCHOOL IS SUBJECT TO INCOME TAX ON NET INCOME THAT IS DERIVED FROM BUSINESS ACTIVITIES THAT ARE UNRELATED TO THE EXEMPT PURPOSES. THE SCHOOL FILES AND EXEMPT SCHOOL RETURN AND APPLICABLE UNRELATED BUSINESS INCOME TAX RETURN IN THE U.S. FEDERAL JURISDICTION.

SCHEDULE D (Form 990)

Department of the Treasury Internal Revenue Service

Supplemental Financial Statements

▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.
▶ Attach to Form 990.
▶ Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2019

Open to Public Inspection

Name of the organization: ROOTED SCHOOL

Employer identification number: 47-1901769

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts. Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

		(a) Donor advised funds	(b) Funds and other accounts
1	Total number at end of year		
2	Aggregate value of contributions to (during year)		
3	Aggregate value of grants from (during year)		
4	Aggregate value at end of year		

5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control? ☐ Yes ☐ No

6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit? ☐ Yes ☐ No

Part II Conservation Easements. Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).

☐ Preservation of land for public use (for example, recreation or education) ☐ Preservation of a historically important land area
☐ Protection of natural habitat ☐ Preservation of a certified historic structure
☐ Preservation of open space

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

			Held at the End of the Tax Year
a	Total number of conservation easements	2a	
b	Total acreage restricted by conservation easements	2b	
c	Number of conservation easements on a certified historic structure included in (a)	2c	
d	Number of conservation easements included in (c) acquired after 7/25/06, and not on a historic structure listed in the National Register	2d	

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶ _____

4 Number of states where property subject to conservation easement is located ▶ _____

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds? ☐ Yes ☐ No

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ _____

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ $ _____

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)? ☐ Yes ☐ No

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

1a If the organization elected, as permitted under FASB ASC 958, not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide in Part XIII the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under FASB ASC 958, to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenue included on Form 990, Part VIII, line 1 ▶ $ _____
(ii) Assets included in Form 990, Part X ▶ $ _____

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under FASB ASC 958 relating to these items:

a Revenue included on Form 990, Part VIII, line 1 ▶ $ _____
b Assets included in Form 990, Part X ▶ $ _____

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)

3 Using the organization's acquisition, accession, and other records, check any of the following that make significant use of its collection items (check all that apply):

a ☐ Public exhibition
b ☐ Scholarly research
c ☐ Preservation for future generations
d ☐ Loan or exchange program
e ☐ Other _____

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? ☐ Yes ☐ No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIII and complete the following table:

			Amount
c	Beginning balance	1c	
d	Additions during the year	1d	
e	Distributions during the year	1e	
f	Ending balance	1f	

2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII ☐

Part V Endowment Funds. Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

		(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a	Beginning of year balance					
b	Contributions					
c	Net investment earnings, gains, and losses					
d	Grants or scholarships					
e	Other expenditures for facilities and programs					
f	Administrative expenses					
g	End of year balance					

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

a Board designated or quasi-endowment ▶ _____ %
b Permanent endowment ▶ _____ %
c Term endowment ▶ _____ %

The percentages on lines 2a, 2b, and 2c should equal 100%.

3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

		Yes	No
(i)	Unrelated organizations	3a(i)	
(ii)	Related organizations	3a(ii)	

b If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R? 3b

4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land				
b Buildings				
c Leasehold improvements				
d Equipment				
e Other				
Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10c.) ▶				0.

Part XIII Supplemental Information (continued)

SCHEDULE E (Form 990 or 990-EZ)

Department of the Treasury Internal Revenue Service

Schools

▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.
▶ Attach to Form 990 or Form 990-EZ.
▶ Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2019

Open to Public Inspection

Name of the organization: ROOTED SCHOOL

Employer identification number: 47-1901769

Part I

		YES	NO
1	Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?	1 X	
2	Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?	2 X	
3	Has the organization publicized its racially nondiscriminatory policy through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space, use Part II	3 X	
	NONDISCRIMINATORY POLICY AVAILABLE THROUGH ITS WEBSITE AND ON MARKETING MATERIALS FOR NEW STUDENTS.		
4	Does the organization maintain the following?		
a	Records indicating the racial composition of the student body, faculty, and administrative staff?	4a X	
b	Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?	4b	X
c	Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	4c X	
d	Copies of all material used by the organization or on its behalf to solicit contributions?	4d X	
	If you answered "No" to any of the above, please explain. If you need more space, use Part II.		
	THE SCHOOL DOES NOT PROVIDE ANY SCHOLARSHIPS OR FINANCIAL ASSISTANCE.		
5	Does the organization discriminate by race in any way with respect to:		
a	Students' rights or privileges?	5a	X
b	Admissions policies?	5b	X
c	Employment of faculty or administrative staff?	5c	X
d	Scholarships or other financial assistance?	5d	X
e	Educational policies?	5e	X
f	Use of facilities?	5f	X
g	Athletic programs?	5g	X
h	Other extracurricular activities?	5h	X
	If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.		
6a	Does the organization receive any financial aid or assistance from a governmental agency?	6a X	
b	Has the organization's right to such aid ever been revoked or suspended?	6b	X
	If you answered "Yes" on either line 6a or line 6b, explain on Part II.		
7	Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If "No," explain on Part II	7 X	

Part II Supplemental Information. Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable. Also provide any other additional information.

LINE 6 - EXPLANATION OF GOVERNMENT FINANCIAL AID:

ROOTED SCHOOL IS A PUBLIC CHARTER SCHOOL PRINCIPALLY FUNDED BY STATE AND FEDERAL MONIES.

SCHEDULE O (Form 990 or 990-EZ)

Department of the Treasury Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on Form 990 or 990-EZ or to provide any additional information.
▶ Attach to Form 990 or 990-EZ.
▶ Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2019

Open to Public Inspection

Name of the organization ROOTED SCHOOL

Employer identification number 47-1901769

FORM 990, PART VI, SECTION B, LINE 11B:

990 IS PREPARED BY THE ORGANIZATION'S OUTSIDE PUBLIC ACCOUNTING FIRM BASED ON INFORMATION PROVIDED BY MANAGEMENT. ONCE A DRAFT OF THE RETURN IS AVAILABLE, IT IS REVIEWED BY MANAGEMENT WITH ANY CHANGES OR REVISIONS INCORPORATED INTO THE FILING. THE REVISED RETURN IS THEN SUBMITTED TO THE BOARD OF DIRECTORS FOR THEIR REVIEW AND APPROVAL PRIOR TO SUBMITTING TO THE IRS.

FORM 990, PART VI, SECTION B, LINE 12C:

THE OFFICERS, DIRECTORS, AND TRUSTEES ALL SIGN THE CONFLICT OF INTEREST POLICY ON AN ANNUAL BASIS. THE ORGANIZATION ALSO HOLDS MONTHLY BOARD MEETINGS WHERE THE BOARD DISCUSS OPPORTUNITIES AND POTENTIAL CONFLICTS OF INTEREST. IF A CONFLICT OF INTEREST WERE TO ARISE, THE BOARD CHAIR WOULD DIRECT A COMMITTEE OR THE GOVERNING BOARD TO INVESTIGATE THE NATURE OF THE CONFLICT OF INTEREST. FURTHERMORE, THE BOARD CHAIR WOULD THEN DELEGATE THE TASK TO THE GOVERNING BOARD OR COMMITTEE TO RESEARCH ALL FEASIBLE ALTERNATIVES TO EVALUATE IN LIEU OF THE POTENTIAL CONFLICT OF INTEREST.

FORM 990, PART VI, SECTION B, LINE 15:

THE BOARD REVIEWS AND APPROVES THE COMPENSATION AMOUNTS FOR ROOTED'S CEO BASED ON THE MARKET RATE FOR THE POSITION. THE CEO DETERMINES THE COMPENSATION OF OTHER KEY EMPLOYEES OF THE ORGANIZATION IN ACCORDANCE WITH THE MARKET RATE FOR THEIR POSITION (DETERMINED BASED ON DATA PROVIDED BY EXTERNAL CHARTER MANAGEMENT ORGANIZATIONS AND THROUGH COMPARISON STUDIES OF OTHER CHARTER SCHOOLS)

Name of the organization: ROOTED SCHOOL
Employer identification number: 47-1901769

FORM 990, PART VI, SECTION C, LINE 19:

THE DOCUMENTS ARE READILY AVAILABLE TO THE PUBLIC UPON REQUEST.

FORM 990, PART IX, LINE 11G, OTHER FEES:

OTHER PROFESSIONAL SERVICES:

PROGRAM SERVICE EXPENSES	63,491.
MANAGEMENT AND GENERAL EXPENSES	24,860.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	88,351.

INSTRUCTIONAL - SUBSTITUTE TEACHERS:

PROGRAM SERVICE EXPENSES	13,219.
MANAGEMENT AND GENERAL EXPENSES	0.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	13,219.

COUNSELING SERVICES:

PROGRAM SERVICE EXPENSES	68,558.
MANAGEMENT AND GENERAL EXPENSES	0.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	68,558.

STUDENT TRANSPORT - BUS COMPANY:

PROGRAM SERVICE EXPENSES	172,245.
MANAGEMENT AND GENERAL EXPENSES	0.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	172,245.

Name of the organization: ROOTED SCHOOL
Employer identification number: 47-1901769

FOOD SERVICE:

PROGRAM SERVICE EXPENSES	110,764.
MANAGEMENT AND GENERAL EXPENSES	0.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	110,764.
TOTAL OTHER FEES ON FORM 990, PART IX, LINE 11G, COL A	453,137.

FROM 990, PART XII, LINE 2C

THE ORGANIZATION HAS NOT CHANGED THE OVERSIGHT PROCESS OR SELECTION PROCESS DURING THE TAX YEAR.

Form **8868** (Rev. January 2020)

Department of the Treasury Internal Revenue Service

Application for Automatic Extension of Time To File an Exempt Organization Return

▶ File a separate application for each return.
▶ Go to www.irs.gov/Form8868 for the latest information.

OMB No. 1545-0047

Electronic filing (e-file). You can electronically file Form 8868 to request a 6-month automatic extension of time to file any of the forms listed below with the exception of Form 8870, Information Return for Transfers Associated With Certain Personal Benefit Contracts, for which an extension request must be sent to the IRS in paper format (see instructions). For more details on the electronic filing of this form, visit *www.irs.gov/e-file-providers/e-file-for-charities-and-non-profits.*

Automatic 6-Month Extension of Time. Only submit original (no copies needed).

All corporations required to file an income tax return other than Form 990-T (including 1120-C filers), partnerships, REMICs, and trusts must use Form 7004 to request an extension of time to file income tax returns.

Type or print	Name of exempt organization or other filer, see instructions.	Taxpayer identification number (TIN)
File by the due date for filing your return. See instructions.	ROOTED SCHOOL	47-1901769
	Number, street, and room or suite no. If a P.O. box, see instructions. 4238 ST CHARLES AVE	
	City, town or post office, state, and ZIP code. For a foreign address, see instructions. NEW ORLEANS, LA 70130	

Enter the Return Code for the return that this application is for (file a separate application for each return) 0 1

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01	Form 990-T (corporation)	07
Form 990-BL	02	Form 1041-A	08
Form 4720 (individual)	03	Form 4720 (other than individual)	09
Form 990-PF	04	Form 5227	10
Form 990-T (sec. 401(a) or 408(a) trust)	05	Form 6069	11
Form 990-T (trust other than above)	06	Form 8870	12

ORGANIZATION

- The books are in the care of ▶ 4238 ST. CHARLES AVENUE - NEW ORLEANS, LA 70115
  Telephone No. ▶ 504-208-6571 Fax No. ▶
- If the organization does not have an office or place of business in the United States, check this box ..... ▶ ☐
- If this is for a Group Return, enter the organization's four digit Group Exemption Number (GEN) _____. If this is for the whole group, check this box ▶ ☐. If it is for part of the group, check this box ▶ ☐ and attach a list with the names and TINs of all members the extension is for.

1 I request an automatic 6-month extension of time until MAY 17, 2021, to file the exempt organization return for the organization named above. The extension is for the organization's return for:
▶ ☐ calendar year _____ or
▶ ☒ tax year beginning JUL 1, 2019, and ending JUN 30, 2020.

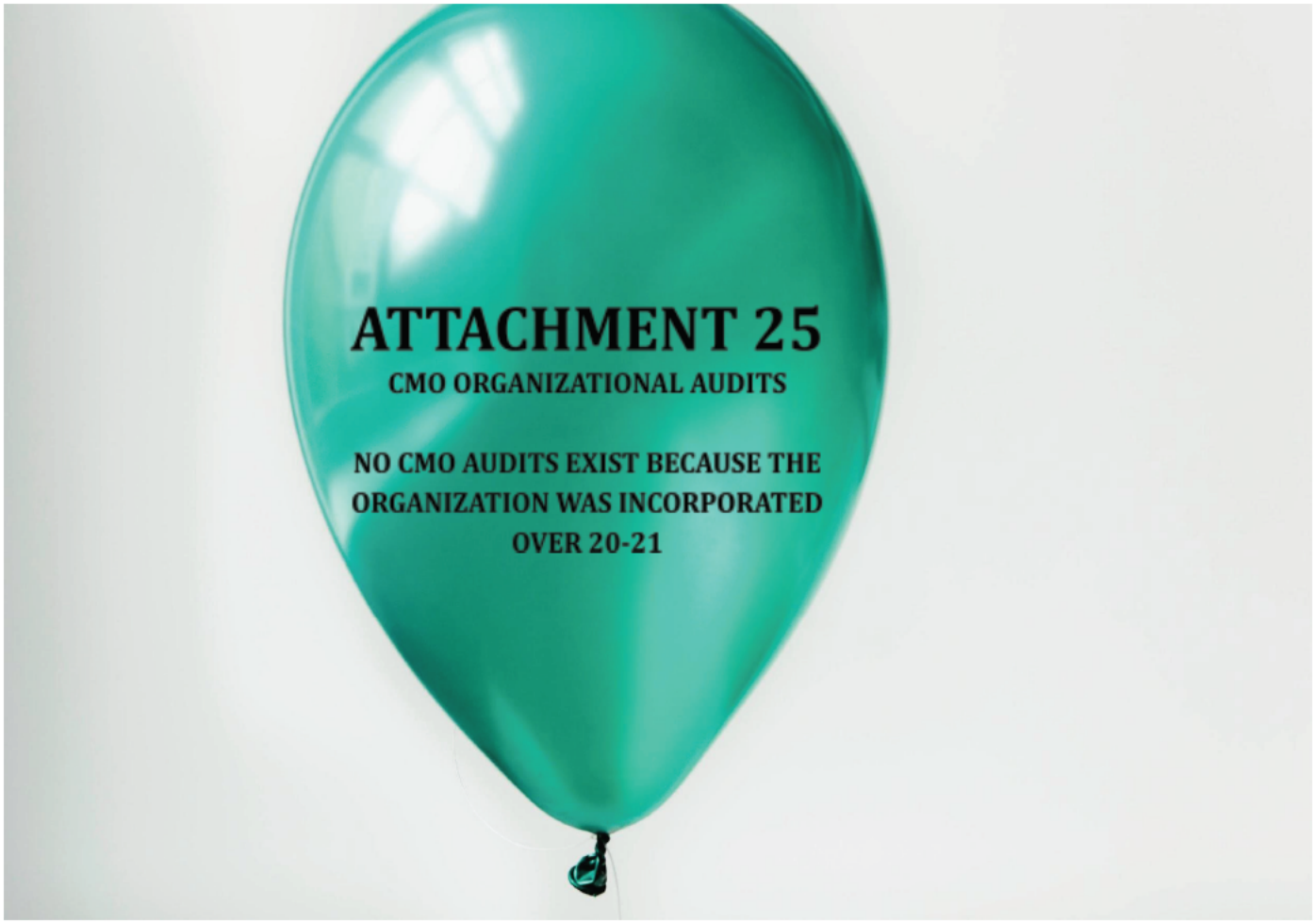
2 If the tax year entered in line 1 is for less than 12 months, check reason: ☐ Initial return ☐ Final return ☐ Change in accounting period

3a	If this application is for Forms 990-BL, 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions.	3a	$ 0.
b	If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit.	3b	$ 0.
c	Balance due. Subtract line 3b from line 3a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions.	3c	$ 0.

Caution: If you are going to make an electronic funds withdrawal (direct debit) with this Form 8868, see Form 8453-EO and Form 8879-EO for payment instructions.

LHA For Privacy Act and Paperwork Reduction Act Notice, see instructions. Form **8868** (Rev. 1-2020)

823841 12-30-19


ATTACHMENT 25
CMO ORGANIZATIONAL AUDITS
NO CMO AUDITS EXIST BECAUSE THE ORGANIZATION WAS INCORPORATED OVER 20-21

ATTACHMENT 26
AUDITED FINANCIAL STATEMENTS
FOR NEW ORLEANS ONLY

ROOTED SCHOOL

FINANCIAL STATEMENTS AND
SUPPLEMENTARY INFORMATION

YEAR ENDED JUNE 30, 2018

ROOTED SCHOOL
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INDEPENDENT AUDITORS' REPORT

Board of Directors
Rooted School
New Orleans, Louisiana

Report on the Financial Statements

We have audited the accompanying financial statements of Rooted School (the School), a nonprofit public benefit corporation, which comprise the statement of financial position as of June 30, 2018, and the related statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes 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.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with 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. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements 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 the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Board of Directors
Rooted School

Opinion

In our opinion, the financial statements referred to on page one present fairly, in all material respects, the financial position of the School as of June 30, 2018, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Other Information

Our audit was conducted for the purpose of forming an opinion on the School's financial statements as a whole. The accompanying schedule of compensation, benefits, and other payments to the agency head is presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the 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 financial statements as a whole.

The schedules required by Louisiana State Law, included as Schedules 1 through 9, are not a required part of the basic financial statements, but are supplementary information required by Louisiana State Law. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the combining financial statements. We have applied certain limited procedures, which are described in the Independent Accountants' Report on Applying Agreed-Upon Procedures. However, we did not audit this information and, accordingly, express no opinion on it.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued a report dated September 12, 2018 on our consideration of the School'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 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 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 the School's internal control over financial reporting and compliance.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP

Glendora, California
September 12, 2018

ROOTED SCHOOL
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2018

ASSETS

CURRENT ASSETS	
Cash and Cash Equivalents	$ 164,919
Accounts Receivable - Federal and State	60,684
Total Current Assets	225,603
Total Assets	$ 225,603

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES	
Accounts Payable and Accrued Liabilities	$ 25,280
Total Current Liabilities	25,280
NET ASSETS	
Unrestricted	$ 200,323
Total Net Assets	200,323
Total Liabilities and Net Assets	$ 225,603

See accompanying Notes to Financial Statements.

ROOTED SCHOOL
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2018

REVENUES	
State and Local Public School Funding	$ 414,975
Federal Grants	235,631
Donations	853,550
Other Income	541
Total Revenues	1,504,697
EXPENSES	
Program Services	1,161,056
Management and General	261,847
Total Expenses	1,422,903
CHANGE IN UNRESTRICTED NET ASSETS	81,794
Unrestricted Net Assets - Beginning of Year	118,529
UNRESTRICTED NET ASSETS - END OF YEAR	$ 200,323

See accompanying Notes to Financial Statements.

ROOTED SCHOOL
STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2018

CASH FLOWS FROM OPERATING ACTIVITIES	
Change in Net Assets	$ 81,794
Adjustments to Reconcile Change in Net Assets to Net Cash Flows Provided by Operating Activities:	
Change in Operating Assets:	
Accounts Receivable - Federal and State	(60,621)
Prepaid Expenses and Other Assets	2,082
Change in Operating Liabilities:	
Accounts Payable and Accrued Liabilities	16,432
Net Cash Flows Provided by Operating Activities	39,687
NET CHANGE IN CASH AND CASH EQUIVALENTS	39,687
Cash and Cash Equivalents - Beginning of Year	125,232
CASH AND CASH EQUIVALENTS - END OF YEAR	$ 164,919

See accompanying Notes to Financial Statements.

ROOTED SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2018

	Program Services	Management and General	Total Expenses
Salaries and Wages	$ 469,236	$ 141,583	$ 610,819
Pension Expense	14,909	5,435	20,344
Other Employee Benefits	38,664	16,020	54,684
Payroll Taxes	35,438	10,223	45,661
Legal Expenses	-	5,426	5,426
Instructional Materials	235,166	-	235,166
Other Fees for Services	80,787	21,416	102,203
Advertising and Promotion Expenses	-	559	559
Office Expenses	-	5,385	5,385
Occupancy Expenses	150,290	-	150,290
Insurance Expense	-	9,589	9,589
Other Expenses	26,367	10,990	37,357
Total	$ 1,161,056	$ 261,847	$ 1,422,903

See accompanying Notes to Financial Statements.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities

The Rooted School (the School) was created as a nonprofit corporation under the laws of the State of Louisiana in 2014. The School applied to the Orleans Parish School Board to operate a Type I charter school. The Orleans Parish School Board approved the charter of the School for a period of five years commencing on July 1, 2017 and ending on June 30, 2022. The school serves eligible students in ninth through twelfth grade.

The School received approximately 43% of its total revenues from federal and state grantors.

Basis of Accounting

The financial statements have been prepared on the accrual method of accounting and accordingly reflect all significant receivables and liabilities.

Basis of Presentation

The accompanying financial statements have been prepared in conformity with accounting principles generally accepted in the United States as prescribed by the Financial Accounting Standards Board.

Net Asset Classes

The School is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted. Net assets of the School are defined as:

Unrestricted – All resources over which the governing board has discretionary control to use in carrying on the general operations of the School.

Temporarily Restricted – These net assets are restricted by donors to be used for specific purposes. The School does not currently have any temporarily restricted net assets.

Permanently Restricted – These net assets are permanently restricted by donors and cannot be used by the School. The School does not currently have any permanently restricted net assets.

Cash and Cash Equivalents

The School defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and disclosures. Accordingly, actual results could differ from those estimates.

ROOTED SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Receivables

Accounts receivable primarily represent amounts due from federal and state governments as of June 30, 2018. Management believes that all receivables are fully collectible, therefore no provisions for uncollectible accounts were recorded.

Compensated Absences

The School does not allow employees to carryover unused vacation. Accordingly, there were no accumulated compensated absence benefits at June 30, 2018.

Revenue

The School's primary sources of funding are through the State Public School Fund and federal grants, as well as private donations. Federal grants are recorded on a cost reimbursement basis. An accrual is made when eligible expenses are incurred.

Contributions

All contributions are considered to be available for unrestricted use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as temporarily restricted. Restricted contributions that are received and released in the same period are reported as unrestricted revenue. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair market value at the date of the promise. Conditional promises to give are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

Income Taxes

The School is a nonprofit entity exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3). Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. The School files informational returns in the U.S. federal jurisdiction. The statute of limitations for federal purposes is generally three years.

Functional Allocation of Expenses

Costs of providing the School's programs and other activities have been presented in the statement of functional expenses. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit.

Evaluation of Subsequent Events

The School has evaluated subsequent events through September 12, 2018, the date these financial statements were available to be issued.

NOTE 2 CONCENTRATION OF CREDIT RISK

The School maintains cash balances held in banks and revolving funds which are insured up to $250,000 by the Federal Depository Insurance Corporation (FDIC). At times, cash in these accounts exceeds the insured amounts. The School has 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 3 EMPLOYEE RETIREMENT

Defined Contribution Plan

The School offers an Internal Revenue Code Section 401(k) retirement plan to each of its qualifying employees. Employer and employee contributions are used to purchase annuity contracts for each participant employee. Employer matching contributions are made as a percentage of elective deferrals for each employee who is eligible for employer contributions. Additionally, the employer may elect to make a discretionary contribution for each qualifying employee for each plan year. The amount of employer contributions used to purchase annuity contracts for the year ended June 30, 2018 was $20,344.

NOTE 4 OPERATING LEASES

The School leases it facilities under several lease agreements where the last lease expires in June of 2019. Lease expense under these agreements for the year ended June 30, 2018 was $90,000.

Future minimum lease payments are as follows:

Year Ending June 30,	Amount
2018	$ 90,000
Total	$ 90,000

NOTE 5 CONTINGENCIES

The School 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 disallowances under terms of the grants, it is believed that any required reimbursement would not be material.

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INDEPENDENT AUDITOR'S 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
Rooted School
New Orleans, Louisiana

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 Rooted School (the School), a nonprofit public benefit corporation, which comprise the statement of financial position as of June 30, 2018, and the related statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated September 12, 2018.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School'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 the 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 have not been identified.

A member of Nexia International

Board of Directors
Rooted School

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. 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
September 12, 2018

ROOTED SCHOOL
SCHEDULE OF FINDINGS
YEAR ENDED JUNE 30, 2018

There were no findings for the year ended June 30, 2018.

ROOTED SCHOOL
SCHEDULE OF PRIOR YEAR FINDINGS
YEAR ENDED JUNE 30, 2018

There were no findings for the year ended June 30, 2017 as this is the first year of operations.

ROOTED SCHOOL
SCHEDULE OF COMPENSATION, BENEFITS, AND OTHER PAYMENTS TO THE AGENCY HEAD
YEAR ENDED JUNE 30, 2018

Agency Head: Jonathan Johnson

Purpose	Amount
Salary	$ 90,000
Benefits - Employer Portion of Retirement	4,229
Benefits - Employer Portion of Medical/Dental/Vision	4,359
Travel	-
Cell Phone Reimbursement	-
Reimbursements	-
Conferences	-
Benefits - FICA Medicare	10,072
Other Compensation-Security	-
Community Relations	-
Professional Development	-
Total	$ 108,660

SCHEDULES REQUIRED BY LOUISIANA STATE LAW

(R.S. 24:514 – PERFORMANCE AND STATISTICAL DATA)

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INDEPENDENT ACCOUNTANTS' REPORT ON APPLYING AGREED-UPON PROCEDURES

Board of Directors
Rooted School
New Orleans, Louisiana

We have performed the procedures enumerated below, which were agreed to by Rooted School (the School); the Louisiana Department of Education, and the Louisiana Legislative Auditor (the specified parties), on the performance and statistical data accompanying the annual financial statements of the School for the fiscal year ended June 30, 2018; and to determine whether the specified schedules are free of obvious errors and omissions as provided by the Board of Elementary and Secondary Education (BESE) Bulletin 126, in compliance with Louisiana Revised Statute 24:514 I. Management of the School is responsible for its performance and statistical data. The sufficiency of these procedures is solely the responsibility of the specified parties. Consequently, we make no representation regarding the sufficiency of the procedures enumerated below either for the purpose for which this report has been requested or for any other purpose.

Our procedures and findings relate to the accompanying schedules of supplemental information and are as follows:

General Fund Instructional and Support Expenditures and Certain Local Revenue Sources (Schedule 1)

1. We selected a random sample of 25 transactions and reviewed supporting documentation to determine if the sampled expenditures/revenues are classified correctly, based on description and nature of the revenue/expense, and are reported in the proper amounts for each of the following amounts reported on the schedule:
   - Total General Fund Instructional Expenditures,
   - Total General Fund Equipment Expenditures,
   - Total Local Taxation Revenue,
   - Total Local Earnings on Investment in Real Property,
   - Total State Revenue in Lieu of Taxes,
   - Nonpublic Textbook Revenue, and
   - Nonpublic Transportation Revenue.

   Findings:
   None.

Education Levels of Public School Staff (Schedule 2)

2. We reconciled the total number of full-time classroom teachers per the schedule "Experience of Public Principals, Assistant Principals, and Full-time Classroom Teachers" (Schedule 4) to the combined total number of full-time classroom teachers per this schedule and to school board supporting payroll records as of October 1st.
3. We reconciled the combined total of principals and assistant principals per the schedule "Experience of Public Principals, Assistant Principals, and Full-time Classroom Teachers" (Schedule 4) to the combined total of principals and assistant principals per this schedule.
4. We obtained a list of full-time teachers, principals, and assistant principals by classification as of October 1st and as reported on the schedule. We traced all teachers to the individual's personnel file and determine if the individual's education level was accurately classified on the schedule.

   Findings:

   None. There were no differences noted.

Number and Type of Public Schools (Schedule 3)

5. We obtained a list of schools by type as reported on the schedule. We compared the list to the schools and grade levels as reported on the Title 1 Grants to Local Educational Agencies (CFDA 84.010) application and/or the National School Lunch Program (CFDA 10.555) application.

   Findings:

   None.

Experience of Public Principals, Assistant Principals, and Full-time Classroom Teachers (Schedule 4)

6. We obtained a list of full-time teachers, principals, and assistant principals by classification as of October 1st and as reported on the schedule and traced the same sample used in Procedure 4 to the individual's personnel file and determined if the individual's experience was accurately classified on the schedule.

   Findings:

   None.

Public School Staff Data: Average Salaries (Schedule 5)

7. We obtained a list of all classroom teachers including their base salary, extra compensation, and ROTC or rehired retiree status as well as full-time equivalent as reported on the schedule and traced all teachers to the individual's personnel file and determined if the individual's salary, extra compensation, and full-time equivalents were accurately included on the schedule.

8. We recalculated the average salaries and full-time equivalents reported in the schedule.

   Findings:

   None.

Class Size Characteristics (Schedule 6)

9. We obtained a list of classes by school, school type, and class size as reported on the schedule and reconciled school type classifications to Schedule 3 data, as obtained in Procedure 5. We then traced all classes to the October 1st roll books for those classes and determined if the class was accurately classified on the schedule.

   Findings:

   None.

Louisiana Educational Assessment Program (LEAP) (Schedule 7)

10. We obtained test scores as provided by the testing authority and reconciled scores as reported by the testing authority to scores reported in the schedule by (Any Parish School Board).

    Findings:

    Not applicable.

Graduation Exit Examination (GEE) (Schedule 8)

11. We obtained test scores as provided by the testing authority and reconciled scores as reported by the testing authority to scores reported in the schedule by the School.

    The Graduation Examination (GEE) is no longer administered. (This schedule is no longer applicable.)

iLEAP Tests (Schedule 9)

12. We obtained test scores as provided by the testing authority and reconciled scores as reported by the testing authority to scores reported in the schedule by the School.

    Findings:

    None.

This agreed-upon procedures engagement was performed in accordance with attestation standards established by the American Institute of Certified Public Accountants, and the standards applicable to attestation engagements contained in Government Auditing Standards, issued by the United States Comptroller General. We were not engaged to and did not conduct an examination or review, the objective of which would be the expression of an opinion or conclusion, respectively, on the performance and statistical data. Accordingly, we do not express such an opinion or conclusion. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

The purpose of this report is solely to describe the scope of testing performed on the performance and statistical data accompanying the annual financial statements of the School, as required by Louisiana Revised Statue 24:514.1, and the result of that testing, and not to provide an opinion on control or compliance. Accordingly, this report is not suitable for any other purpose. Under Louisiana Revised Statute 24:513, this report is distributed by the Louisiana Legislative Auditor as a public document.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP

Glendora, California
September 12, 2018

ROOTED SCHOOL
GENERAL FUND INSTRUCTIONAL AND SUPPORT EXPENDITURES AND CERTAIN LOCAL REVENUE SOURCES
SCHEDULE 1
YEAR ENDED JUNE 30, 2018
(SEE INDEPENDENT ACCOUNTANTS' REPORT ON AGREED-UPON PROCEDURES.)

General Fund Instructional and Equipment Expenditures	Column A	Column B
General Fund Instructional Expenditures:		
Teacher and Student Interaction Activities:		
Classroom Teacher Salaries	236,750	
Other Instructional Staff Activities	1,467	
Instructional Staff Employee Benefits	58,649	
Purchased Professional and Technical Services	29,335	
Instructional Materials and Supplies	207,247	
Instructional Equipment	10,875	
Total Teacher and Student Interaction Activities		$ 544,323
Other Instructional Activities		-
Pupil Support Services	8,096	
Less: Equipment for Pupil Support Services		
Net Pupil Support Services		8,096
Instructional Staff Services	16,943	
Less: Equipment for Instructional Staff Services		
Net Instructional Staff Services		16,943
School Administration	445,661	
Less: Equipment for School Administration	(991)	
Net School Administration		444,670
Total General Fund Instructional Expenditures (Total of Column B)		$ 1,014,032
Total General Fund Equipment Expenditures (Object 730; Functional Series 1000-4000)		$ 9,884
Local Revenue Sources		
Earnings on Investments:		
Interest on Investments		$ -
Other Revenue from Local Sources:		
Contributions and Donations		853,550
Revenue from Judgements/Court Orders		-
Miscellaneous Revenues:		
Other Miscellaneous Revenues		541
Total Revenues from Local Sources		$ 854,091

ROOTED SCHOOL
EDUCATION LEVELS OF PUBLIC SCHOOL STAFF
SCHEDULE 2
YEAR ENDED JUNE 30, 2018
(SEE INDEPENDENT ACCOUNTANTS' REPORT ON AGREED-UPON PROCEDURES.)

As of October 1, 2017

Category	Full-time Classroom Teachers				Principals & Assistant Principals			
	Certificated		Uncertificated		Certificated		Uncertificated	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Less than a Bachelor's Degree		0%		0%		0%		0%
Bachelor's Degree	1	100%	2	67%	1	33%		0%
Master's Degree		0%	1	33%	1	33%		0%
Master's Degree + 30		0%		0%	1	33%		0%
Specialist in Education		0%		0%		0%		0%
Pd.D or Ed. D		0%		0%		0%		0%
Total	**1**	**100%**	**3**	**100%**	**3**	**100%**	**0**	**0%**

ROOTED SCHOOL
NUMBER AND TYPE OF PUBLIC SCHOOLS
SCHEDULE 3
YEAR ENDED JUNE 30, 2018
(SEE INDEPENDENT ACCOUNTANTS' REPORT ON AGREED-UPON PROCEDURES.)

Type	Number
Elementary	
Middle Jr. High	
Secondary	1
Combination	
Total	1

ROOTED SCHOOL
EXPERIENCE OF PUBLIC PRINCIPALS, ASSISTANT PRINCIPALS, AND FULLTIME CLASSROOM TEACHERS
SCHEDULE 4
YEAR ENDED JUNE 30, 2018
(SEE INDEPENDENT ACCOUNTANTS' REPORT ON AGREED-UPON PROCEDURES.)

	0-1 Yr.	2-3 Yrs.	4-10 Yrs.	11-14 Yrs.	15-19 Yrs.	20-24 Yrs.	25+ Yrs.	Total
Assistant Principals			1				1	2
Principals		1						1
Classroom Teachers			4					4
Total	**0**	**1**	**5**	**0**	**0**	**0**	**1**	**7**

ROOTED SCHOOL
PUBLIC SCHOOL STAFF DATA: AVERAGE SALARIES
SCHEDULE 5
YEAR ENDED JUNE 30, 2018
(SEE INDEPENDENT ACCOUNTANTS' REPORT ON AGREED-UPON PROCEDURES.)

	All Classroom Teachers	Classroom Teachers, Excluding ROTC, Rehired Retirees and Flagged Salary Reductions
Average Classroom Teachers Salary Including Extra Compensation	$ 59,500.00	$ 59,500.00
Average Classroom Teachers Salary Excluding Extra Compensation	$ 59,500.00	$ 59,500.00
Number of Teacher Full-time Equivalents (FTES) used in Computation of Average Salaries	4	4

ROOTED SCHOOL
CLASS SIZE CHARACTERISTICS
SCHEDULE 6
YEAR ENDED JUNE 30, 2018
(SEE INDEPENDENT ACCOUNTANTS' REPORT ON AGREED-UPON PROCEDURES.)

School Type	Class Size Range							
	1-20		21-26		27-33		34+	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Elementary								
Elementary Activity Class								
Middle High								
Middle High Activity Class								
High	2	100%						
High Activity Class								
Combination								
Combination Activity Class								

ROOTED SCHOOL
LOUISIANA EDUCATIONAL ASSESSMENT PROGRAM (LEAP)
SCHEDULE 7
YEAR ENDED JUNE 30, 2018
(SEE INDEPENDENT ACCOUNTANTS' REPORT ON AGREED-UPON PROCEDURES.)

District Achievement Level Results	English Language Arts						Mathematics					
	2018		2017		2016		2018		2017		2016	
Students	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Grade 4												
Advanced	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mastery	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

District Achievement Level Results	Science						Social Studies					
	2018		2017		2016		2018		2017		2016	
Students	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Grade 4												
Advanced	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mastery	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

District Achievement Level Results	English Language Arts						Mathematics					
	2018		2017		2016		2018		2017		2016	
Students	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Grade 8												
Advanced	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mastery	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

District Achievement Level Results	Science						Social Studies					
	2018		2017		2016		2018		2017		2016	
Students	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Grade 8												
Advanced	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mastery	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

ROOTED SCHOOL
GRADUATION EXIT EXAM
SCHEDULE 8
YEAR ENDED JUNE 30, 2018
(SEE INDEPENDENT ACCOUNTANTS' REPORT ON AGREED-UPON PROCEDURES.)

The Graduation Exit Examination is no longer administered. The Schedule is no longer applicable.

ROOTED SCHOOL
iLEAP TESTS
SCHEDULE 9
YEAR ENDED JUNE 30, 2018
(SEE INDEPENDENT ACCOUNTANTS' REPORT ON AGREED-UPON PROCEDURES.)

District Achievement Level	English Language Arts		Mathematics		Science		Social Studies	
Results	2018		2018		2018		2018	
Grade 3 Students	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Advanced	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mastery	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

District Achievement Level	English Language Arts		Mathematics		Science		Social Studies	
Results	2018		2018		2018		2018	
Grade 5 Students	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Advanced	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mastery	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

District Achievement Level	English Language Arts		Mathematics		Science		Social Studies	
Results	2018		2018		2018		2018	
Grade 6 Students	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Advanced	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mastery	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

District Achievement Level	English Language Arts		Mathematics		Science		Social Studies	
Results	2018		2018		2018		2018	
Grade 7 Students	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Advanced	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mastery	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

ROOTED SCHOOL
iLEAP TESTS (CONTINUED)
SCHEDULE 9
YEAR ENDED JUNE 30, 2018
(SEE INDEPENDENT ACCOUNTANTS' REPORT ON AGREED-UPON PROCEDURES.)

District Achievement Level	English Language Arts		Mathematics		Science		Social Studies	
Results	2017		2017		2017		2017	
Grade 3 Students	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Advanced	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mastery	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

District Achievement Level	English Language Arts		Mathematics		Science		Social Studies	
Results	2017		2017		2017		2017	
Grade 5 Students	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Advanced	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mastery	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

District Achievement Level	English Language Arts		Mathematics		Science		Social Studies	
Results	2017		2017		2017		2017	
Grade 6 Students	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Advanced	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mastery	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

District Achievement Level	English Language Arts		Mathematics		Science		Social Studies	
Results	2017		2017		2017		2017	
Grade 7 Students	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Advanced	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mastery	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

ROOTED SCHOOL
iLEAP TESTS (CONTINUED)
SCHEDULE 9
YEAR ENDED JUNE 30, 2018
(SEE INDEPENDENT ACCOUNTANTS' REPORT ON AGREED-UPON PROCEDURES.)

District Achievement Level Results	English Language Arts 2016		Mathematics 2016		Science 2016		Social Studies 2016	
Grade 3 Students	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Advanced	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mastery	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

District Achievement Level Results	English Language Arts 2016		Mathematics 2016		Science 2016		Social Studies 2016	
Grade 5 Students	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Advanced	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mastery	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

District Achievement Level Results	English Language Arts 2016		Mathematics 2016		Science 2016		Social Studies 2016	
Grade 6 Students	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Advanced	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mastery	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

District Achievement Level Results	English Language Arts 2016		Mathematics 2016		Science 2016		Social Studies 2016	
Grade 7 Students	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Advanced	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mastery	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Approaching Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Unsatisfactory	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

CliftonLarsonAllen

CliftonLarsonAllen LLP
CLAconnect.com

INDEPENDENT ACCOUNTANT'S REPORT ON APPLYING AGREED-UPON PROCEDURES

Board of Directors
Rooted School
New Orleans, LA

We have performed the procedures enumerated below, which were agreed to by Rooted School (the School) and the Legislative Auditor, State of Louisiana, to assist the entity in complying with the requirements of the Louisiana Legislative Auditor's (LLA) Statewide Agreed-Upon Procedures (SAUPs) for the fiscal year ended June 30, 2018. The School's management is responsible for compliance with these requirements. The sufficiency of these procedures is solely the responsibility of the specified users of this report. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

Our procedures and findings are as follows:

Written Policies and Procedures

1. CLA obtained Rooted School's written policies and procedures and observed if those written policies and procedures addressed each of the following financial/business functions:

   a) ***Budgeting***, including preparing, adopting, monitoring, and amending the budget

   b) ***Purchasing***, including (1) how purchases are initiated; (2) how vendors are added to the vendor list; (3) the preparation and approval process of purchase requisitions and purchase orders; (4) controls to ensure compliance with the public bid law; and (5) documentation required to be maintained for all bids and price quotes.

   c) ***Disbursements***, including processing, reviewing, and approving

   d) ***Receipts***, including receiving, recording, and preparing deposits Also, policies and procedures should include management's actions to determine the completeness of all collections for each type of revenue or agency fund additions (e.g. periodic confirmation with outside parties, reconciliation to utility billing after cutoff procedures, reconciliation of traffic ticket number sequences, agency fund forfeiture monies confirmation).

   e) ***Payroll/Personnel***, including (1) payroll processing, and (2) reviewing and approving time and attendance records, including leave and overtime worked.

   f) ***Contracting***, including (1) types of services requiring written contracts, (2) standard terms and conditions, (3) legal review, (4) approval process, and (5) monitoring process

A member of Nexia International

g) ***Credit Cards (and debit cards, fuel cards, P-Cards, if applicable)***, including (1) how cards are to be controlled, (2) allowable business uses, (3) documentation requirements, (4) required approvers, and (5) monitoring card usage

h) ***Travel and expense reimbursement***, including (1) allowable expenses, (2) dollar thresholds by category of expense, (3) documentation requirements, and (4) required approvers

i) ***Ethics***, including (1) the prohibitions as defined in Louisiana Revised Statute 42:1111-1121, (2) actions to be taken if an ethics violation takes place, (3) system to monitor possible ethics violations, and (4) requirement that all employees, including elected officials, annually attest through signature verification that they have read the entity's ethics policy. Note: Ethics requirements are not applicable to nonprofits.

j) ***Debt Service***, including (1) debt issuance approval, (2) EMMA reporting requirements, (3) debt reserve requirements, and (4) debt service requirements.

Results: The written policies and procedures addressed each of the above financial/business functions.

Board or Finance Committee

2. CLA obtained and read the board/finance committee minutes for the fiscal period, as well as the board's enabling legislation, charter, bylaws, or equivalent document in effect during the fiscal period, and:

   a) CLA observed that the managing board met (with a quorum) at least monthly, or on a frequency in accordance with the board's enabling legislation, charter, or other equivalent document.

   b) CLA observed that the minutes referenced or included financial activity relating to public funds.

   c) **Results:** The board minutes reviewed met with a quorum at least monthly. Those minutes referenced included monthly budget-to-actual comparisons and financial activity relating to public funds.

Bank Reconciliations

3. CLA obtained a listing of client bank accounts from management and management's representation that the listing is complete.

4. Using the listing provided by management, CLA selected all of the entity's bank accounts (if five accounts or less) or one-third of the bank accounts on a three year rotating basis (if more than 5 accounts). For each of the bank accounts selected, CLA obtained bank statements and reconciliations for all months in the fiscal period and report whether:

   a) Bank reconciliations have been prepared;

   b) Bank reconciliations include evidence that a member of management or a board member (with no involvement in the transactions associated with the bank account) has reviewed each bank reconciliation; and

   c) If applicable, management has documentation reflecting that it has researched reconciling items that have been outstanding for more than 12 months as of the end of the fiscal period.

Results: Bank reconciliations were prepared. Bank reconciliations included evidence that a member of management or a board member (with no involvement in the transactions associated with the bank account) has reviewed each bank reconciliation. There were no reconciling items that have been outstanding for more than 12 months as of the end of the fiscal period.

Collections

5. Obtain a listing of deposit sites for the fiscal period where deposits for cash/checks/money orders (cash) are prepared and management's representation that the listing is complete. Randomly select 5 deposit sites (or all deposit sites if less than 5).

6. For each deposit site selected, obtain a listing of collection locations and management's representation that the listing is complete. Randomly select one collection location for each deposit site (i.e. 5 collection locations for 5 deposit sites), obtain and inspect written policies and procedures relating to employee job duties (if no written policies or procedures, inquire of employees about their job duties) at each collection location, and observe that job duties are properly segregated at each collection location such that:

   a) Employees that are responsible for cash collections do not share cash drawers/registers.

   b) Each employee responsible for collecting cash is not responsible for preparing/making bank deposits, unless another employee/official is responsible for reconciling collection documentation (e.g. pre-numbered receipts) to the deposit.

   c) Each employee responsible for collecting cash is not responsible for posting collection entries to the general ledger or subsidiary ledgers, unless another employee/official is responsible for reconciling ledger postings to each other and to the deposit.

   d) The employee(s) responsible for reconciling cash collections to the general ledger and/or subsidiary ledgers, by revenue source and/or agency fund additions are not responsible for collecting cash, unless another employee verifies the reconciliation.

7. Inquire of management that all employees who have access to cash are covered by a bond or insurance policy for theft.

8. Randomly select two deposit dates for each of the 5 bank accounts selected for procedure #3 under "Bank Reconciliations" above (select the next deposit date chronologically if no deposits were made on the dates randomly selected and randomly select a deposit if multiple deposits are made on the same day). Alternately, the practitioner may use a source document other than bank statements when selecting the deposit dates for testing, such as a cash collection log, daily revenue report, receipt book, etc. Obtain supporting documentation for each of the 10 deposits and:

   a) Observe that receipts are sequentially pre-numbered.

   b) Trace sequentially pre-numbered receipts, system reports, and other related collection documentation to the deposit slip.

   c) Trace the deposit slip total to the actual deposit per the bank statement.

d) Observe that the deposit was made within one business day of receipt at the collection location (within one week if the depository is more than 10 miles from the collection location or the deposit is less than $100).

e) Trace the actual deposit per the bank statement to the general ledger.

Results: Written documentation specifies that the persons responsible for collecting cash are covered by insurance policies. The only cash collection site is the main office of the School. Due to the low amount of cash collection activity and the limited number of office personnel at the School, the responsibilities of depositing cash and reconciling the bank accounts are performed by the same individual but are separated from the collection of cash and the recording of transactions.

Written documentation specifies that the entity has a formal process to reconcile cash collections to the general ledger and/or subsidiary ledgers, by revenue source and/or agency fund additions, by a person who is not responsible for cash collections in the cash collection location selected.

The selected deposit dates were traced to complete collection documentation, deposit slips, and bank statements. We traced daily collections to the deposit date on the corresponding bank statement and noted the deposits were not made within one day of collection due to the low amount of cash collection activity at the School.

Written documentation specifies that the entity has a formal process to reconcile cash collections to the general ledger and/or subsidiary ledgers, by revenue source and/or agency fund additions.

Non-Payroll Disbursements (excluding card purchases/payments, travel reimbursements, and petty cash purchases)

8. CLA obtained a listing of locations that process payments for the fiscal period and management's representation that the listing is complete. At this time there is only one disbursement location. CLA obtained management's representation that the listing or general ledger population is complete.

9. CLA obtained a listing of those employees involved with non-payroll purchasing and payment functions and written policies and procedures relating to employee job duties and observed that job duties are properly segregated such that:

   a) At least two employees are involved in initiating a purchase request, approving a purchase, and placing an order/making the purchase.

   b) At least two employees are involved in processing and approving payments to vendors.

   c) The employee responsible for processing payments is prohibited from adding/modifying vendor files, unless another employee is responsible for periodically reviewing changes to vendor files.

   d) Either the employee/official responsible for signing checks mails the payment or gives the signed checks to an employee to mail who is not responsible for processing payments.

INDEPENDENT ACCOUNTANT'S REPORT
ON APPLYING AGREED-UPON PROCEDURES

10. Using non-payroll disbursement transaction population from #8 above, CLA randomly selected 25 disbursements, non-payroll disbursement transaction population (excluding cards and travel reimbursements) and obtained supporting documentation (e.g. purchase requisitions, system screens/logs) for each transaction and verified that the supporting documentation for each transaction demonstrated that:

    a) Observed that the disbursement matched the related original invoice/billing statement.

    b) Observed that the disbursement documentation included evidence (e.g., initial/date, electronic logging) of segregation of duties tested under #9, as applicable.

Results: At least two employees are involved in initiating a purchase request, approving a purchase, and placing an order/making the purchase. At least two employees are involved in processing and approving payments to vendors. The employee responsible for processing payments is prohibited from adding/modifying vendor files, unless another employee is responsible for periodically reviewing changes to vendor files. The employee/official responsible for signing checks mails the payment or gives the signed checks to an employee to mail who is not responsible for processing payments.

The sample purchases were initiated using a requisition/purchase order system that separates initiation from approval functions in the same manner as a requisition/purchase order system without exception. Sampled purchase orders, or an electronic equivalent, were approved by a person who did not initiate the purchase. Payments for purchases were not processed without an approved requisition and/or purchase order, or electronic equivalent; a receiving report showing receipt of goods purchased, or electronic equivalent; and an approved invoice, as applicable.

Credit Cards/Debit Cards/Fuel Cards/P-Cards

11. CLA obtained from management a listing of all active credit cards, bank debit cards, fuel cards, and P-cards (cards), including the card numbers and the names of the persons who maintained possession of the cards. CLA obtained management's representation that the listing is complete.

Results: The School did not use any credit cards, bank debit cards, fuel cards, and P-cards (cards) during the year.

12. Using the listing prepared by management, CLA randomly selected 5 cards (or all cards if less than 5) that were used during the fiscal period. CLA randomly selected one monthly statement or combined statement for each card (for a debit card, randomly select one monthly bank statement), obtain supporting documentation, and:

    a) Observed there was evidence that the monthly statement or combined statement and supporting documentation was reviewed and approved, in writing, by someone other than the authorized card holder.

    b) Observed no finance charges and/or late fees were assessed on the selected statements.

Results: N/A - The School did not use any credit cards, bank debit cards, fuel cards, and P-cards (cards) during the year.

13. Using the monthly statements or combined statements selected under #12 above, CLA obtained supporting documentation for all transactions for each of the cards selected.
    a) For each transaction, CLA observed the transaction was supported by:
        - An original itemized receipt (i.e., identifies precisely what was purchased)
        - Documentation of the business/public purpose. For meal charges, there should also be documentation of the individuals participating.
    b) For each transaction, CLA compared the transaction's detail (nature of purchase, dollar amount of purchase, supporting documentation) to the entity's written purchasing/disbursement policies and the Louisiana Public Bid Law (i.e. transaction is a large or recurring purchase requiring the solicitation of bids or quotes) without exception.
    c) For each transaction, CLA compared the entity's documentation of the business/public purpose to the requirements of Article 7, Section 14 of the Louisiana Constitution, which prohibits the loan, pledge, or donation of funds, credit, property, or things of value without exception.

Results: N/A - The School did not use any credit cards, bank debit cards, fuel cards, and P-cards (cards) during the year.

Travel and Travel-Related Expense Reimbursements (excluding card transactions)

14. CLA obtained the general ledger and sorted/filtered for travel reimbursements. CLA obtained management's representation that the listing or general ledger is complete. CLA randomly selected 5 reimbursements, obtain the related expense reimbursement forms/prepaid expense documentation of each selected reimbursement, as well as the supporting documentation. For each of the 5 reimbursements selected:
    a) If reimbursed using a per diem, agree the reimbursement rate to those rates established either by the State of Louisiana or the U.S. General Services Administration (www.gsa.gov).
    b) If reimbursed using actual costs, observe that the reimbursement is supported by an original itemized receipt that identifies precisely what was purchased.
    c) Observe that each reimbursement is supported by documentation of the business/public purpose (for meal charges, observe that the documentation includes the names of those individuals participating) and other documentation required by written policy (procedure #1h).
    d) Observe that each reimbursement was reviewed and approved, in writing, by someone other than the person receiving reimbursement.

Results: CLA obtained the general ledger and sorted/filtered for travel reimbursements. CLA obtained management's representation that the listing or general ledger is complete. CLA obtained the entity's written policies related to travel and expense reimbursements and compared the amounts in the policies to the per diem and mileage rates established by the U.S. General Services Administration (www.gsa.gov) without exception.

CLA observed that each expense is supported by:

- An original itemized receipt that identifies precisely what was purchased.
- Documentation of the business/public purpose and for meal charges, that there was also documentation of the individuals participating.

CLA compared the entity's documentation of the business/public purpose to the requirements of Article 7, Section 14 of the Louisiana Constitution, which prohibits the loan, pledge, or donation of funds, credit, property, or things of value, and report any exceptions (e.g. hotel stays that extend beyond conference periods or payment for the travel expenses of a spouse) without exception.

CLA observed each expense and related documentation was reviewed and approved, in writing, by someone other than the person receiving reimbursement.

Contracts

15. CLA obtained a listing of all contracts in effect during the fiscal period or, alternately, obtain the general ledger and sort/filter for contract payments. CLA obtained management's representation that the listing or general ledger is complete.

    Using the listing above, CLA randomly selected the five contract "vendors" (excluding the practitioner's contract) and:
    a) Observed that the contract was bid in accordance with the Louisiana Public Bid Law (e.g., solicited quotes or bids, advertised), if required by law.
    b) CLA obtained/reviewed contract documentation and board minutes and observed there was documentation of board approval, if required by policy or law (e.g. Lawrason Act or Home Rule Charter).
    c) If the contract was amended (e.g. change order), observed that the original contract terms provided for such an amendment.
    d) Randomly selected one payment from the fiscal period for each of the 5 contracts, obtained the supporting invoice, agreed the invoice to the contract terms, and observed that the invoice and related payment agreed to the terms and conditions of the contract.

Results: CLA obtained the general ledger and sorted/filtered for contract payments. CLA obtained management's representation that the general ledger is complete.

For the contracts selected (solicited quotes as a best practice was used and no contracts were amended), CLA observed if there is a formal/written board approved contract that supports the services arrangement, and that no contracts were subject to the Louisiana Public Bid Law or Procurement Code.

For the contracts selected obtained the supporting invoice, agreed the invoice to the contract terms, and observed that the invoice and related payment agreed to the terms and conditions of the contract.

Payroll and Personnel

16. CLA obtained a listing of employees (and elected officials, if applicable) with their related salaries, and obtained management's representation that the listing was complete. CLA randomly selected five employees/officials, obtained their personnel files, and:

    a) CLA reviewed compensation paid to each employee during the fiscal period and observed payments were made in strict accordance with the terms and conditions of the employment contract or pay rate structure.

    b) CLA reviewed changes made to hourly pay rates/salaries during the fiscal period and observed those changes were approved in writing and in accordance with written policy.

Results: CLA obtained a list of employees (and elected officials, if applicable) with their related salaries, and obtained management's representation that the listing was complete. CLA randomly selected five employees/officials, obtained their personnel files, and noted that compensation paid to each employee during the fiscal period were made in strict accordance with the terms and conditions of the employment contract or pay rate structure. CLA noted that no changes were made to hourly pay rates/salaries during the fiscal period.

17. CLA obtained attendance and leave records and randomly selected one pay period in which leave has been taken by at least one employee. Within that pay period, CLA randomly selected one-third of employees/officials and:

    a) Observed all selected employees/officials documented their daily attendance and leave (e.g., vacation, sick, compensatory).

    b) Report whether there is written documentation that supervisors approved, electronically or in writing, the attendance and leave of the selected employees/officials.

    c) Report whether there is written documentation that the entity maintained written leave records (e.g., hours earned, hours used, and balance available) on those selected employees/officials that earn leave.

Results: CLA obtained attendance and leave records and noted that there were no employees that went on leave during the year.

18. CLA obtained from management a list of those employees/officials that terminated during the fiscal period and management's representation that the list is complete. CLA randomly selected two employees/officials, obtained related documentation of the hours and pay rates used in management's termination payment calculations, agreed the hours to the employee/officials' cumulate leave records, and agree the pay rates to the employee/officials' authorized pay rates in the employee/officials' personnel files.

Results: CLA obtained a list of those employees/officials that terminated during the fiscal period and management's representation that the list is complete. CLA observed that were no employees terminated during the fiscal period. Employees or almost all teachers on annual contracts.

19. CLA obtained supporting documentation (e.g. cancelled checks, EFT documentation) relating to payroll taxes and retirement contributions during the fiscal period. CLA observed that the employee and employer portions of payroll taxes and retirement contributions, as well as the required reporting forms, were submitted to the applicable agencies by the required deadlines.

Results: CLA obtained supporting documentation (e.g. cancelled checks, EFT documentation) relating to payroll taxes and retirement contributions during the fiscal period and observed that the employee and employer portions of payroll taxes and retirement contributions, as well as the required reporting forms, were submitted to the applicable agencies by the required deadlines.

Ethics

We did not perform procedure 20 as this is not applicable to the not-for-profit charter school.

Other

21. CLA inquired of management and determined the entity had no any misappropriations of public funds or assets.

Results: CLA inquired of management and determined the entity had no any misappropriations of public funds or assets.

22. CLA observed that the entity has posted on its premises and website, the notice required by R.S. 24:523.1.

Results: CLA inquired of management and determined the entity had no any misappropriations of public funds or assets.

This agreed-upon procedures engagement was performed in accordance with attestation standards established by the American Institute of Certified Public Accountants and applicable standards of Government Auditing Standards. CLA was not engaged to and did not conduct an examination or review, the objective of which would be the expression of an opinion or conclusion, respectively, on management's assertions. Accordingly, we do not express such an opinion. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

The report is intended solely for the use of management of the School, the Louisiana Department of Education, the Louisiana Legislature, and the Legislative Auditor, State of Louisiana, and should not be used by those who have not agreed to the procedures and taken responsibility for the sufficiency of the procedures for their purposes. Under Louisiana Revised Statute 24:513, this report is distributed by the Legislative Auditor as a public document.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP
Glendora CA
September 12, 2017

Payroll and Personnel

16. CLA obtained a listing of employees (and elected officials, if applicable) with their related salaries, and obtained management's representation that the listing was complete. CLA randomly selected five employees/officials, obtained their personnel files, and:
    a) CLA reviewed compensation paid to each employee during the fiscal period and observed payments were made in strict accordance with the terms and conditions of the employment contract or pay rate structure.
    b) CLA reviewed changes made to hourly pay rates/salaries during the fiscal period and observed those changes were approved in writing and in accordance with written policy.

Results: CLA obtained a list of employees (and elected officials, if applicable) with their related salaries, and obtained management's representation that the listing was complete. CLA randomly selected five employees/officials, obtained their personnel files, and noted that compensation paid to each employee during the fiscal period were made in strict accordance with the terms and conditions of the employment contract or pay rate structure. CLA noted that no changes were made to hourly pay rates/salaries during the fiscal period.

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    a) Observed all selected employees/officials documented their daily attendance and leave (e.g., vacation, sick, compensatory).
    b) Report whether there is written documentation that supervisors approved, electronically or in writing, the attendance and leave of the selected employees/officials.
    c) Report whether there is written documentation that the entity maintained written leave records (e.g., hours earned, hours used, and balance available) on those selected employees/officials that earn leave.

Results: CLA obtained attendance and leave records and noted that there were no employees that went on leave during the year.

18. CLA obtained from management a list of those employees/officials that terminated during the fiscal period and management's representation that the list is complete. CLA randomly selected two employees/officials, obtained related documentation of the hours and pay rates used in management's termination payment calculations, agreed the hours to the employee/officials' cumulate leave records, and agree the pay rates to the employee/officials' authorized pay rates in the employee/officials' personnel files.

Results: CLA obtained a list of those employees/officials that terminated during the fiscal period and management's representation that the list is complete. CLA observed that were no employees terminated during the fiscal period. Employees or almost all teachers on annual contracts.

19. CLA obtained supporting documentation (e.g. cancelled checks, EFT documentation) relating to payroll taxes and retirement contributions during the fiscal period. CLA observed that the employee and employer portions of payroll taxes and retirement contributions, as well as the required reporting forms, were submitted to the applicable agencies by the required deadlines.

INDEPENDENT ACCOUNTANT'S REPORT
ON APPLYING AGREED-UPON PROCEDURES

Results: CLA obtained supporting documentation (e.g. cancelled checks, EFT documentation) relating to payroll taxes and retirement contributions during the fiscal period and observed that the employee and employer portions of payroll taxes and retirement contributions, as well as the required reporting forms, were submitted to the applicable agencies by the required deadlines.

Ethics

We did not perform procedure 20 as this is not applicable to the not-for-profit charter school.

Other

21. CLA inquired of management and determined the entity had no any misappropriations of public funds or assets.

Results: CLA inquired of management and determined the entity had no any misappropriations of public funds or assets.

22. CLA observed that the entity has posted on its premises and website, the notice required by R.S. 24:523.1.

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The report is intended solely for the use of management of the School, the Louisiana Department of Education, the Louisiana Legislature, and the Legislative Auditor, State of Louisiana, and should not be used by those who have not agreed to the procedures and taken responsibility for the sufficiency of the procedures for their purposes. Under Louisiana Revised Statute 24:513, this report is distributed by the Legislative Auditor as a public document.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP
Glendora CA
September 12, 2017

ROOTED SCHOOL

FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION

YEAR ENDED JUNE 30, 2019

ROOTED SCHOOL
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YEAR ENDED JUNE 30, 2019

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INDEPENDENT AUDITORS' REPORT

Board of Directors
Rooted School
New Orleans, Louisiana

Report on the Financial Statements

We have audited the accompanying financial statements of Rooted School (the School), a nonprofit public benefit corporation, which comprise the statement of financial position as of June 30, 2019, and the related statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes 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.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with 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. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements 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 the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Board of Directors
Rooted School

Opinion

In our opinion, the financial statements referred to on page one present fairly, in all material respects, the financial position of the School as of June 30, 2019, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Other Information

Our audit was conducted for the purpose of forming an opinion on the School's financial statements as a whole. The accompanying schedule of compensation, benefits, and other payments to the agency head is presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the 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 financial statements as a whole.

The schedules required by Louisiana State Law, included as Schedules 1 through 2, are not a required part of the basic financial statements, but are supplementary information required by Louisiana State Law. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the combining financial statements. We have applied certain limited procedures, which are described in the Independent Accountants' Report on Applying Agreed-Upon Procedures. However, we did not audit this information and, accordingly, express no opinion on it.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued a report dated September 27, 2019 on our consideration of the School'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 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 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 the School's internal control over financial reporting and compliance.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP

Glendora, California
September 27, 2019

ROOTED SCHOOL
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2019

ASSETS

CURRENT ASSETS	
Cash and Cash Equivalents	$ 176,764
Accounts Receivable - Federal and State	64,356
Accounts Receivable - Other	7,863
Total Current Assets	248,983
Total Assets	$ 248,983

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES	
Accounts Payable and Accrued Liabilities	$ 105,422
Total Current Liabilities	105,422
NET ASSETS	
Without Donor Restriction	$ 143,561
Total Net Assets	143,561
Total Liabilities and Net Assets	$ 248,983

See accompanying Notes to Financial Statements.

ROOTED SCHOOL
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2019

REVENUES, WITHOUT DONOR RESTRICTION	
State and Local Public School Funding	$ 1,052,898
Other State Revenue	100,364
Federal Grants	99,318
Donations	626,642
Other Income	121,177
Total Revenues	2,000,399
EXPENSES	
Program Services	1,587,577
Management and General	278,443
Fundraising	191,141
Total Expenses	2,057,161
CHANGE IN NET ASSETS	(56,762)
Net Assets Without Donor Restriction - Beginning of Year	200,323
NET ASSETS WITHOUT DONOR RESTRICTION - END OF YEAR	$ 143,561

See accompanying Notes to Financial Statements.

ROOTED SCHOOL
STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2019

CASH FLOWS FROM OPERATING ACTIVITIES	
Change in Net Assets	$ (56,762)
Adjustments to Reconcile Change in Net Assets to Net Cash Flows Provided by Operating Activities:	
Change in Operating Assets:	
Accounts Receivable	(11,535)
Change in Operating Liabilities:	
Accounts Payable and Accrued Liabilities	80,142
Net Cash Flows Provided by Operating Activities	11,845
NET CHANGE IN CASH AND CASH EQUIVALENTS	11,845
Cash and Cash Equivalents - Beginning of Year	164,919
CASH AND CASH EQUIVALENTS - END OF YEAR	$ 176,764

See accompanying Notes to Financial Statements.

ROOTED SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2019

	Program Services	Management and General	Fundraising	Total Expenses
Salaries and Wages	$ 659,433	$ 78,069	$ 172,500	$ 910,002
Pension Expense	22,636	2,540	5,333	30,509
Other Employee Benefits	73,569	11,743	6,848	92,160
Payroll Taxes	48,930	16,022	2,460	67,412
Legal Expenses	-	7,657	-	7,657
Instructional Materials	119,235	-	-	119,235
Other Fees for Services	388,742	30,546	4,000	423,288
Advertising and Promotion Expenses	-	108	-	108
Office Expenses	-	10,517	-	10,517
Occupancy Expenses	211,689	-	-	211,689
Insurance Expense	-	14,370	-	14,370
Other Expenses	18,123	76,131	-	94,254
Total	$ 1,587,577	$ 278,443	$ 191,141	$ 2,057,161

See accompanying Notes to Financial Statements.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities

The Rooted School (the School) was created as a nonprofit corporation under the laws of the State of Louisiana in 2014. The School applied to the Orleans Parish School Board to operate a Type I charter school. The Orleans Parish School Board approved the charter of the School for a period of five years commencing on July 1, 2017 and ending on June 30, 2022. The school serves eligible students in ninth through twelfth grade.

The School received approximately 63% of its total revenues from federal and state grantors.

Basis of Accounting

The financial statements have been prepared on the accrual method of accounting and accordingly reflect all significant receivables and liabilities.

Basis of Presentation

The accompanying financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America as prescribed by the Financial Accounting Standards Board.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and disclosures. Accordingly, actual results could differ from those estimates.

Functional Allocation of Expenses

Costs of providing the School's programs and other activities have been presented in the statement of functional expenses. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit.

Cash and Cash Equivalents

The School defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.

ROOTED SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2019

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Net Asset Classes

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor or grantor imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions – Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions. The governing board has designated, from net assets without donor restrictions, net assets for an operating reserve and board-designated endowment.

Net Assets With Donor Restrictions – Net assets subject to donor- (or certain grantor-) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both.

Accounts Receivable

Accounts receivable primarily represent amounts due from federal and state governments as of June 30, 2019. Management believes that all receivables are fully collectible, therefore no provisions for uncollectible accounts were recorded.

Compensated Absences

The School does not allow employees to carryover unused vacation. Accordingly, there were no accumulated compensated absence benefits at June 30, 2019.

Revenue

The School's primary sources of funding are through the State Public School Fund and federal grants, as well as private donations. Federal grants are recorded on a cost reimbursement basis. An accrual is made when eligible expenses are incurred.

Contributions

All contributions are considered to be available for use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as contributions with donor restrictions. Restricted contributions that are received and released in the same period are reported as promises to give without donor restrictions. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair value at the date of the promise. Conditional promises to give are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Income Taxes

The School is a nonprofit entity exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3). Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. The School is subject to income tax on net income that is derived from business activities that are unrelated to the exempt purposes. The School files and exempt School return and applicable unrelated business income tax return in the U.S. federal jurisdiction.

Change in Accounting Principle

On August 18, 2016, FASB issued Accounting Standards Update (ASU) 2016-14, Not-for-Profit Entities (Topic 958) – Presentation of Financial Statements of Not-for-Profit Entities. The update addresses the complexity and understandability of net asset classification, deficiencies in information about liquidity and availability of resources, and the lack of consistency in the type of information provided about expenses and investment return. The School has implemented ASU 2016-14 and have adjusted the presentation in these financial statements accordingly.

Evaluation of Subsequent Events

The School has evaluated subsequent events through September 27, 2019, the date these financial statements were available to be issued.

NOTE 2 LIQUIDITY AND AVAILABILITY

Financial assets available for general expenditure are those without donor or other restrictions limiting their use within one year of the statement of financial position date. Financial assets available for general expenditures comprise cash and cash equivalents and grants receivable for the total amount of $248,983.

NOTE 3 CONCENTRATION OF CREDIT RISK

The School maintains cash balances held in banks and revolving funds which are insured up to $250,000 by the Federal Depository Insurance Corporation (FDIC). At times, cash in these accounts exceeds the insured amounts. The School has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on its cash and cash equivalents.

ROOTED SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2019

NOTE 4 EMPLOYEE RETIREMENT

Defined Contribution Plan

The School offers an Internal Revenue Code Section 401(k) retirement plan to each of its qualifying employees. Employer and employee contributions are used to purchase annuity contracts for each participant employee. Employer matching contributions are made as a percentage of elective deferrals for each employee who is eligible for employer contributions. Additionally, the employer may elect to make a discretionary contribution for each qualifying employee for each plan year. The amount of employer contributions used to purchase annuity contracts for the year ended June 30, 2019 was $30,509.

NOTE 5 CONTINGENCIES

The School 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 disallowances under terms of the grants, it is believed that any required reimbursement would not be material.

NOTE 6 FUNCTIONALIZED EXPENSES

The financial statements report certain categories of expenses that are attributed to more than one program or supporting function(s). Therefore, expenses require allocation on a reasonable basis that is consistently applied. The expenses that are allocated include salaries and wages, pension expense, other employee benefits, payroll taxes, other fees for services, office expenses, printing and postage, information technology, and other expenses, which are allocated on the basis of estimates of time and effort.

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INDEPENDENT AUDITOR'S 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
Rooted School
New Orleans, Louisiana

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 Rooted School (the School), a nonprofit public benefit corporation, which comprise the statement of financial position as of June 30, 2019, and the related statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated September 27, 2019.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School'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 the 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 have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. 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
September 27, 2019

ROOTED SCHOOL
SCHEDULE OF FINDINGS
YEAR ENDED JUNE 30, 2019

There were no findings for the year ended June 30, 2019.

ROOTED SCHOOL
SCHEDULE OF PRIOR YEAR FINDINGS
YEAR ENDED JUNE 30, 2019

There were no findings for the year ended June 30, 2018.

ROOTED SCHOOL
SCHEDULE OF COMPENSATION, BENEFITS, AND OTHER PAYMENTS TO THE AGENCY HEAD
YEAR ENDED JUNE 30, 2019

Agency Head: Jonathan Johnson

Purpose	Amount
Salary	$ 100,000
Benefits - Employer Portion of Retirement	4,750
Benefits - Employer Portion of Medical/Dental/Vision	4,409
Travel	-
Cell Phone Reimbursement	-
Reimbursements	-
Conferences	-
Benefits - FICA Medicare	11,191
Other Compensation-Security	-
Community Relations	-
Professional Development	-
Total	$ 120,350

SCHEDULES REQUIRED BY LOUISIANA STATE LAW

(R.S. 24:514 – PERFORMANCE AND STATISTICAL DATA)

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INDEPENDENT ACCOUNTANTS' REPORT ON APPLYING AGREED-UPON PROCEDURES

Board of Directors
Rooted School
New Orleans, Louisiana

We have performed the procedures enumerated below, which were agreed to by Rooted School (the School); the Louisiana Department of Education, and the Louisiana Legislative Auditor (the specified parties), on the performance and statistical data accompanying the annual financial statements of the School for the fiscal year ended June 30, 2019; and to determine whether the specified schedules are free of obvious errors and omissions as provided by the Board of Elementary and Secondary Education (BESE) Bulletin 126, in compliance with Louisiana Revised Statute 24:514 I. Management of the School is responsible for its performance and statistical data. The sufficiency of these procedures is solely the responsibility of the specified parties. Consequently, we make no representation regarding the sufficiency of the procedures enumerated below either for the purpose for which this report has been requested or for any other purpose.

Our procedures and findings relate to the accompanying schedules of supplemental information and are as follows:

General Fund Instructional and Support Expenditures and Certain Local Revenue Sources (Schedule 1)

1. We selected a random sample of 25 transactions and reviewed supporting documentation to determine if the sampled expenditures/revenues are classified correctly, based on description and nature of the revenue/expense, and are reported in the proper amounts for each of the following amounts reported on the schedule:
   - Total General Fund Instructional Expenditures,
   - Total General Fund Equipment Expenditures,
   - Total Local Taxation Revenue,
   - Total Local Earnings on Investment in Real Property,
   - Total State Revenue in Lieu of Taxes,
   - Nonpublic Textbook Revenue, and
   - Nonpublic Transportation Revenue.

   Findings:
   None.

Class Size Characteristics (Schedule 2)

2. We obtained a list of classes by school, school type, and class size as reported on the schedule. We then traced all classes to the October 1st roll books for those classes and determined if the class was accurately classified on the schedule.

   Findings:
   None.

Education Levels of Public School Staff (NO SCHEDULE)

3. We obtained October 1st PEP data submitted to the Department of Education (or equivalent listing prepared by management), including full-time teachers, principals, and assistant principals by classification, as well as their level of education and experience, and obtained management's representation that the data/listing was complete. We then selected a sample of 25 individuals, traced to each individual's personnel file, and observed that each individual's education level and experience was property classified on the PEP data or equivalent listing prepared by management.

   Findings:
   None.

This agreed-upon procedures engagement was performed in accordance with attestation standards established by the American Institute of Certified Public Accountants, and the standards applicable to attestation engagements contained in *Government Auditing Standards*, issued by the United States Comptroller General. We were not engaged to and did not conduct an examination or review, the objective of which would be the expression of an opinion or conclusion, respectively, on the performance and statistical data. Accordingly, we do not express such an opinion or conclusion. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

The purpose of this report is solely to describe the scope of testing performed on the performance and statistical data accompanying the annual financial statements of the (City or Parish School Board or Charter School), as required by Louisiana Revised Statue 24:514.1, and the result of that testing, and not to provide an opinion on control or compliance. Accordingly, this report is not suitable for any other purpose. Under Louisiana Revised Statute 24:513, this report is distributed by the Louisiana Legislative Auditor as a public document.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP

Glendora, California
September 27, 2019

ROOTED SCHOOL
GENERAL FUND INSTRUCTIONAL AND SUPPORT EXPENDITURES AND CERTAIN LOCAL REVENUE SOURCES
SCHEDULE 1
YEAR ENDED JUNE 30, 2019
(SEE INDEPENDENT ACCOUNTANTS' REPORT ON AGREED-UPON PROCEDURES.)

General Fund Instructional and Equipment Expenditures	Column A	Column B
General Fund Instructional Expenditures:		
Teacher and Student Interaction Activities:		
Classroom Teacher Salaries	322,566	
Other Instructional Staff Activities	10,021	
Instructional Staff Employee Benefits	65,759	
Purchased Professional and Technical Services	82,891	
Instructional Materials and Supplies	105,178	
Instructional Equipment	4,059	
Total Teacher and Student Interaction Activities		$ 590,474
Other Instructional Activities		-
Pupil Support Services	235,062	
Less: Equipment for Pupil Support Services		
Net Pupil Support Services		235,062
Instructional Staff Services	175,448	
Less: Equipment for Instructional Staff Services		
Net Instructional Staff Services		175,448
School Administration	370,253	
Less: Equipment for School Administration	-	
Net School Administration		370,253
Total General Fund Instructional Expenditures (Total of Column B)		$ 1,371,237
Total General Fund Equipment Expenditures (Object 730; Functional Series 1000-4000)		$ 4,059
Local Revenue Sources		
Earnings on Investments:		
Interest on Investments		$ -
Other Revenue from Local Sources:		
Contributions and Donations		626,642
Revenue from Judgements/Court Orders		-
Miscellaneous Revenues:		
Other Miscellaneous Revenues		121,177
Total Revenues from Local Sources		$ 747,819

ROOTED SCHOOL
CLASS-SIZE CHARACTERISTICS
SCHEDULE 2
YEAR ENDED JUNE 30, 2019
(SEE INDEPENDENT ACCOUNTANTS' REPORT ON AGREED-UPON PROCEDURES.)

School Type	Class Size Range							
	1-20		21-26		27-33		34+	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Elementary								
Elementary Activity Class								
Middle High								
Middle High Activity Class								
High	2	50%	2	50%				
High Activity Class								
Combination								
Combination Activity Class								

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INDEPENDENT ACCOUNTANT'S REPORT ON APPLYING AGREED-UPON PROCEDURES

Board of Directors
Rooted School
New Orleans, LA

We have performed the procedures enumerated below, which were agreed to by Rooted School (the School) and the Louisiana Legislative Auditor (LLA), on the control and compliance (C/C) areas identified in the LLA's Statewide Agreed-Upon Procedures (SAUPs) for the fiscal period July 1, 2018 through June 30, 2019. The Entity's management is responsible for those C/C areas identified in the SAUPs. The sufficiency of these procedures is solely the responsibility of the specified users of this report. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

This agreed-upon procedures engagement was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants and applicable standards of *Government Auditing Standards*. The sufficiency of these procedures is solely the responsibility of the specified users of this report. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

Rotation of Procedures

Entities that did not have exceptions in one or more of the twelve SAUP categories tested during Year 2 may exclude those categories from testing in Year 3.

Our procedures and findings are as follows:

Written Policies and Procedures

The prior year Statewide Agreed-Upon procedures had no exceptions in this area.

k. ***Disaster Recovery/Business Continuity***, including (1) identification of critical data and frequency of data backups, (2) storage of backups in a separate physical location isolated from the network, (3) periodic testing/verification that backups can be restored, (4) use of antivirus software on all systems, (5) timely application of all available system and software patches/updates, and (6) identification of personnel, processes, and tools needed to recover operations after a critical event.

Results: The written policies and procedures addressed the above financial/business function.

Board or Finance Committee

We did not perform procedures for the period ended June 30, 2019. The prior year Statewide Agreed-Upon procedures had no exceptions in this area.

INDEPENDENT ACCOUNTANT'S REPORT ON APPLYING AGREED-UPON PROCEDURES

Bank Reconciliations

We did not perform procedures for the period ended June 30, 2019. The prior year Statewide Agreed-Upon procedures had no exceptions in this area.

Collections

We did not perform procedures for the period ended June 30, 2019. The prior year Statewide Agreed-Upon procedures had no exceptions in this area.

Non-Payroll Disbursements (excluding card purchases/payments, travel reimbursements, and petty cash purchases)

We did not perform procedures for the period ended June 30, 2019. The prior year Statewide Agreed-Upon procedures had no exceptions in this area.

Credit Cards/Debit Cards/Fuel Cards/P-Cards

We did not perform procedures for the period ended June 30, 2019. The prior year Statewide Agreed-Upon procedures had no exceptions in this area.

Travel and Travel-Related Expense Reimbursements (excluding card transactions)

We did not perform procedures for the period ended June 30, 2019. The prior year Statewide Agreed-Upon procedures had no exceptions in this area.

Contracts

We did not perform procedures for the period ended June 30, 2019. The prior year Statewide Agreed-Upon procedures had no exceptions in this area.

Payroll and Personnel

We did not perform procedures for the period ended June 30, 2019. The prior year Statewide Agreed-Upon procedures had no exceptions in this area.

Ethics

We did not perform procedures for the period ended June 30, 2019. It is not applicable to this not-for-profit charter school.

Other

We did not perform procedures for the period ended June 30, 2019. The prior year Statewide Agreed-Upon procedures had no exceptions in this area.

INDEPENDENT ACCOUNTANT'S REPORT ON APPLYING AGREED-UPON PROCEDURES

This agreed-upon procedures engagement was performed in accordance with attestation standards established by the American Institute of Certified Public Accountants and applicable standards of Government Auditing Standards. CLA was not engaged to and did not conduct an examination or review, the objective of which would be the expression of an opinion or conclusion, respectively, on management's assertions. Accordingly, we do not express such an opinion. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

The report is intended solely for the use of management of the School, the Louisiana Department of Education, the Louisiana Legislature, and the Legislative Auditor, State of Louisiana, and should not be used by those who have not agreed to the procedures and taken responsibility for the sufficiency of the procedures for their purposes. Under Louisiana Revised Statute 24:513, this report is distributed by the Legislative Auditor as a public document.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP
Glendora, California
September 27, 2019

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Board of Directors
Rooted School
New Orleans, Louisiana

We have audited the financial statements of Rooted School as of and for the year ended June 30, 2019, and have issued our report thereon dated September 27, 2019. We have previously communicated to you information about our responsibilities under auditing standards generally accepted in the United States of America, *Government Auditing Standards*, as well as certain information related to the planned scope and timing of our audit. Professional standards also require that we communicate to you the following information related to our audit.

Significant audit findings

Qualitative aspects of accounting practices

Accounting policies

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Rooted School are described in Note 1 to the financial statements.

As described in the footnotes, the entity changed accounting policies related to financial reporting by adopting Accounting Standards Update (ASU) 2016-14, Not-For-Profit Entities (Topic 958): Presentation of Financial Statements of Not-for-Profit Entities, in 2018. Accordingly, the accounting change has been retrospectively applied to prior periods presented as if the policy had always been used.

We noted no transactions entered into by the entity during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates

Accounting estimates are an integral part of the consolidated financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the consolidated financial statements and because of the possibility that future events affecting them may differ significantly from those expected. There were no accounting estimates deemed significant to the consolidated financial statements.

Financial statement disclosures

The financial statement disclosures are neutral, consistent, and clear.

Difficulties encountered in performing the audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Uncorrected misstatements

Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management did not identify and we did not notify them of any uncorrected financial statement misstatements.

Corrected misstatements

Management did not identify and we did not notify them of any financial statement misstatements detected as a result of audit procedures.

Disagreements with management

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditors' report. No such disagreements arose during our audit.

Management representations

We have requested certain representations from management that are included in the management representation letter dated September 27, 2019.

Management consultations with other independent accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the entity's financial statements or a determination of the type of auditors' opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Significant issues discussed with management prior to engagement

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to engagement as the entity's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our engagement.

Other information in documents containing audited financial statements

With respect to the supplementary information accompanying the financial statements, on which we were engaged to report in relation to the financial statements as a whole, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period or the reasons for such changes, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves. We have issued our report thereon dated September 27, 2019.

Other audit issues and upcoming new standards

Revenue from Contracts with Customers

In May 2014, the Financial Accounting Standards Board (FASB) issued Accounting Standards Update (ASU) No. 2014-09, *Revenue from Contracts with Customers (Topic 606)*. This new revenue recognition standard affects all entities, including public, private, and not-for-profit, that have contracts with customers, except where there is other specific revenue recognition guidance issued by the FASB.

This new revenue recognition standard effectively eliminates the transaction specific and industry-specific revenue recognition guidance under current accounting principles generally accepted in the United States of America (U.S. GAAP) and replaces it with a principles-based approach for determining an entity's revenue recognition policies. The core principle of the revenue recognition standard is that an entity should recognize revenue to depict the transfer of goods or services to customers in an amount that reflects the consideration to which the entity expects to be entitled in exchange for those goods or services.

The effective date for this new revenue recognition standard for nonpublic entities is for annual reporting periods beginning after December 15, 2018.

This ASU has the potential to cause major changes in revenue recognition and have significant effects on an entity's financial statements. Based on the effective date and the adoption methods provided for in the standard, we strongly encourage management and governance of the entity to gain an understanding of the effect of Topic 606 by performing an assessment of the entity's various revenue streams, which may require a detailed review of customer contracts. The entity should be prepared to update policies and procedures. The assessment should be performed before making quantitative conclusions regarding the financial statement effect of Topic 606. We are available to assist you in developing your adoption and implementation plan over the course of the next few months.

* * *

This communication is intended solely for the information and use of the board of directors and management of Rooted School and is not intended to be, and should not be, used by anyone other than these specified parties.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP

Glendora, California
September 27, 2019

ROOTED SCHOOL

FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION

YEAR ENDED JUNE 30, 2020

ROOTED SCHOOL
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YEAR ENDED JUNE 30, 2020

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INDEPENDENT AUDITORS' REPORT

Board of Directors
Rooted School
New Orleans, Louisiana

Report on the Financial Statements

We have audited the accompanying financial statements of Rooted School (the School), a nonprofit public benefit corporation, which comprise the statement of financial position as of June 30, 2020, and the related statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes 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.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with 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. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements 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 the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Board of Directors
Rooted School

Opinion

In our opinion, the financial statements referred to on page one present fairly, in all material respects, the financial position of the School as of June 30, 2020, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the School's financial statements as a whole. The Expansion and Rooted School columns in the statements of financial position, activities, functional expenses, and cash flows as well as the accompanying schedule of compensation, benefits, and other payments to the agency head is presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the 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 financial statements as a whole.

The schedules required by Louisiana State Law, included as Schedules 1 through 2, are not a required part of the basic financial statements, but are supplementary information required by Louisiana State Law. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the combining financial statements. We have applied certain limited procedures, which are described in the Independent Accountants' Report on Applying Agreed-Upon Procedures. However, we did not audit this information and, accordingly, express no opinion on it.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued a report dated December 11, 2020 on our consideration of the School'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 to describe the scope of our testing of the internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School'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 the School's internal control over financial reporting and compliance.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP

Glendora, California
December 11, 2020

ROOTED SCHOOL
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2020

	Expansion	Rooted School	Total
ASSETS			
CURRENT ASSETS			
Cash and Cash Equivalents	$ 264,149	$ 212,125	$ 476,274
Accounts Receivable	125,000	322,414	447,414
Prepaid Expenses and Other Assets	-	14,034	14,034
Total Current Assets	389,149	548,573	937,722
Total Assets	$ 389,149	$ 548,573	$ 937,722
LIABILITIES AND NET ASSETS			
CURRENT LIABILITIES			
Accounts Payable and Accrued Liabilities	$ -	$ 91,981	$ 91,981
Deferred Revenue	-	75,000	75,000
Total Current Liabilities	-	166,981	166,981
LONG-TERM LIABILITIES			
Loans Payable	-	345,495	345,495
Total Long-Term Liabilities	-	345,495	345,495
NET ASSETS			
Without Donor Restriction	247,436	(88,903)	158,533
With Donor Restriction	141,713	125,000	266,713
Total Net Assets	389,149	36,097	425,246
Total Liabilities and Net Assets	$ 389,149	$ 548,573	$ 937,722

See accompanying Notes to Financial Statements.

ROOTED SCHOOL
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2020

	Expansion	Rooted School	Total
REVENUES, WITHOUT DONOR RESTRICTION			
State and Local Public School Funding	$ -	$ 1,893,065	$ 1,893,065
Other State Revenue	-	36,150	36,150
Federal Grants	-	248,395	248,395
Donations	432,000	139,234	571,234
Other Income	-	11,462	11,462
Releases from Donor Restriction	20,287	-	20,287
Total Revenues	452,287	2,328,306	2,780,593
EXPENSES			
Program Services	29,378	1,933,932	1,963,310
Management and General	241,148	501,838	742,986
Fundraising	59,325	-	59,325
Total Expenses	329,851	2,435,770	2,765,621
CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTION	122,436	(107,464)	14,972
REVENUES, WITH DONOR RESTRICTION			
Donations	162,000	125,000	287,000
Releases from Donor Restriction	(20,287)	-	(20,287)
Total Revenues With Donor Restriction	141,713	125,000	266,713
CHANGE IN NET ASSETS WITH DONOR RESTRICTION	141,713	125,000	266,713
TOTAL CHANGE IN NET ASSETS	264,149	17,536	281,685
Net Assets - Beginning of Year	125,000	18,561	143,561
NET ASSETS - END OF YEAR	$ 389,149	$ 36,097	$ 425,246

See accompanying Notes to Financial Statements.

ROOTED SCHOOL
STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2020

CASH FLOWS FROM OPERATING ACTIVITIES	
Change in Net Assets	$ 281,685
Adjustments to Reconcile Change in Net Assets to Net Cash Flows Used by Operating Activities:	
Change in Operating Assets:	
Accounts Receivable	(375,195)
Prepaid Expenses and Other Assets	(14,034)
Change in Operating Liabilities:	
Accounts Payable and Accrued Liabilities	(13,441)
Deferred Revenue	75,000
Net Cash Flows Used by Operating Activities	(45,985)
CASH FLOWS FROM FINANCING ACTIVITIES	
Proceeds for Debt Issuance	345,495
Net Cash Flows Provided by Financing Activities	345,495
NET CHANGE IN CASH AND CASH EQUIVALENTS	299,510
Cash and Cash Equivalents - Beginning of Year	176,764
CASH AND CASH EQUIVALENTS - END OF YEAR	$ 476,274

See accompanying Notes to Financial Statements.

ROOTED SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2020

Total

	Program Services	Management and General	Fundraising	Total Expenses
Salaries and Wages	$ 937,775	$ 244,597	$ 54,745	$ 1,237,117
Pension Expense	29,547	6,501	1,060	37,108
Other Employee Benefits	103,533	13,535	2,253	119,321
Payroll Taxes	69,445	21,234	1,267	91,946
Legal Expenses	-	37,229	-	37,229
Accounting Expenses	-	41,051	-	41,051
Instructional Materials	133,292	-	-	133,292
Other Fees for Services	428,277	24,860	-	453,137
Advertising and Promotion Expenses	15,222	803	-	16,025
Office Expenses	-	13,828	-	13,828
Occupancy Expenses	224,890	1,365	-	226,255
Travel Expenses	565	47,864	-	48,429
Insurance Expense	-	19,973	-	19,973
Other Expenses	20,764	270,146	-	290,910
Total	$ 1,963,310	$ 742,986	$ 59,325	$ 2,765,621

Expansion

	Program Services	Management and General	Fundraising	Total Expenses
Salaries and Wages	$ 24,000	$ 18,505	$ 54,745	$ 97,250
Pension Expense	720	870	1,060	2,650
Other Employee Benefits	2,334	-	2,253	4,587
Payroll Taxes	1,921	-	1,267	3,188
Legal Expenses	-	34,136	-	34,136
Instructional Materials	403	-	-	403
Other Fees for Services	-	20,337	-	20,337
Advertising and Promotion Expenses	-	216	-	216
Occupancy Expenses	-	1,365	-	1,365
Travel Expenses	-	40,321	-	40,321
Other Expenses	-	125,398	-	125,398
Total	$ 29,378	$ 241,148	$ 59,325	$ 329,851

Rooted School

	Program Services	Management and General	Fundraising	Total Expenses
Salaries and Wages	$ 913,775	$ 226,092	$ -	$ 1,139,867
Pension Expense	28,827	5,631	-	34,458
Other Employee Benefits	101,199	13,535	-	114,734
Payroll Taxes	67,524	21,234	-	88,758
Legal Expenses	-	3,093	-	3,093
Accounting Expenses	-	41,051	-	41,051
Instructional Materials	132,889	-	-	132,889
Other Fees for Services	428,277	4,523	-	432,800
Advertising and Promotion Expenses	15,222	587	-	15,809
Office Expenses	-	13,828	-	13,828
Occupancy Expenses	224,890	-	-	224,890
Travel Expenses	565	7,543	-	8,108
Insurance Expense	-	19,973	-	19,973
Other Expenses	20,764	144,748	-	165,512
Total	$ 1,933,932	$ 501,838	$ -	$ 2,435,770

See accompanying Notes to Financial Statements.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities

The Rooted School (the School) was created as a nonprofit corporation under the laws of the state of Louisiana in 2014. The School applied to the Orleans Parish School Board to operate a Type I charter school. The Orleans Parish School Board approved the charter of the School for a period of five years commencing on July 1, 2017 and ending on June 30, 2022. The school serves eligible students in ninth through twelfth grade.

The School received approximately 63% of its total revenues from federal and state grantors.

Basis of Accounting

The financial statements have been prepared on the accrual method of accounting and accordingly reflect all significant receivables and liabilities.

Basis of Presentation

The accompanying financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America as prescribed by the Financial Accounting Standards Board.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and disclosures. Accordingly, actual results could differ from those estimates.

Functional Allocation of Expenses

Costs of providing the School's programs and other activities have been presented in the statement of functional expenses. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit.

Cash and Cash Equivalents

The School defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.

Accounts Receivable

Accounts receivable primarily represent amounts due from federal and state governments as of June 30, 2020. Management believes that all receivables are fully collectible; therefore, no provisions for uncollectible accounts were recorded.

Compensated Absences

The School does not allow employees to carryover unused vacation. Accordingly, there were no accumulated compensated absence benefits at June 30, 2020.

ROOTED SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2020

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Net Asset Classes

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor- or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions – Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions.

Net Assets With Donor Restrictions – Net assets subject to donor- (or certain grantor-) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Contributions restricted by donors as increases in net assets without donor restrictions if the restrictions expire (that is, when a stipulated time restriction ends or purpose restriction is accomplished) in the reporting period in which the revenue is recognized. All other donor-restricted contributions are reported as increases in net assets with donor restrictions. When a restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statements of activities as net assets released from restrictions.

Revenue

The School's primary sources of funding are through the State Public School Fund and federal grants, as well as private donations. Federal grants are recorded on a cost reimbursement basis. An accrual is made when eligible expenses are incurred.

Revenue Recognition

Amounts received from the State Public School Fund are conditional and recognized as revenue by the School based on the enrollment of students. Revenue that is restricted is recorded as an increase in net assets without donor restriction, if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in net assets with donor restriction.

Contributions

All contributions are considered to be available for use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as contributions with donor restrictions. Restricted contributions that are received and released in the same period are reported as promises to give without donor restrictions. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair value at the date of the promise. Conditional promises to give are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Conditional Grants

Grants and contracts that are conditioned upon the performance of certain requirements or the incurrence of allowable qualifying expenses are recognized as revenues in the period in which the conditions are met. Amounts received are recognized as revenue when the School has incurred expenditures in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures are reported as deferred revenues in the statement of financial position. The School has received cost reimbursable grants and conditional contributions of $75,000 that have not been recognized at June 30, 2020 because qualifying expenditures have not been incurred.

Income Taxes

The School is a nonprofit entity exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3). Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. The School is subject to income tax on net income that is derived from business activities that are unrelated to the exempt purposes. The School files an exempt School return and applicable unrelated business income tax return in the U.S. federal jurisdiction.

Change in Accounting Principle

In May 2014, FASB issued Accounting Standards Update (ASU) 2014-09, *Revenues from Contracts with Customers (Topic 606)*. The update establishes the core principle that an entity should recognize revenue to depict the transfer of promised goods or services to customers in the amount that reflects the consideration to which the entity expects to be entitled in exchange for those good or services. The School has early adopted the implementation of ASU 2014-09 under the full retrospective approach. There was no material impact on the School's financial position and results of operations upon adoption of the new standard.

In June 2018, FASB issued Accounting Standards Update (ASU) 2018-08, *Not-for-Profit Entities (Topic 958) – Clarifying the Scope and the Accounting Guidance for Contributions Received and Contributions Made*. The update clarifies and improves the scope and the accounting guidance for contributions received and contributions made. The amendments in this update should assist entities in (1) evaluating whether transactions should be accounted for as contributions (nonreciprocal transactions), or as exchange (reciprocal transactions) and (2) determining whether a contribution is conditional. The School has implemented ASU 2018-08 under the full retrospective approach. There was no material impact on the School's financial position and results of operations upon adoption of the new standard.

Evaluation of Subsequent Events

The School has evaluated subsequent events through December 11, 2020, the date these financial statements were available to be issued.

ROOTED SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2020

NOTE 2 LIQUIDITY AND AVAILABILITY

Financial assets available for general expenditure are those without donor or other restrictions limiting their use within one year of the statement of financial position date. Financial assets available for general expenditures comprise of the following:

Cash and Cash Equivalents	$ 476,274
Accounts Receivable - Federal and State	447,414
Less: Net Assets With Donor Restrictions	(266,713)
Total	$ 656,975

As part of its liquidity management plan, the School monitors liquidity required and cash flows to meet operating needs on a monthly basis. The School structures its financial assets to be available as general expenditures, liabilities, and other obligations come due.

NOTE 3 CONCENTRATION OF CREDIT RISK

The School maintains cash balances held in banks and revolving funds which are insured up to $250,000 by the Federal Depository Insurance Corporation (FDIC). At times, cash in these accounts exceeds the insured amounts. The School has 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 4 LOANS PAYABLE

Paycheck Protection Program Loan

The School obtained a loan in the amount of $285,495 through the Paycheck Protection Program administrated by the U.S. Small Business Administration, which is part of the Coronavirus Aid Relief and Economic Security Act. The original loan agreement was written prior to the PPP Flexibility Act of 2020 (June 5) and was due over 24 months deferred for six months. Subsequent to this, the law changed the loan deferral terms retroactively. The PPP Flexibility Act and subsequent regulations supersede the loan agreement. The PPP Loan bears interest at a fixed rate of 1.0% per annum, with the first six months of interest deferred, has a term of two years, and is unsecured and guaranteed by the U.S. Small Business Administration. Payment of principal and interest is deferred until the date on which the amount of forgiveness is remitted to the lender or, if the organization fails to apply for forgiveness within 10 months after the covered period, then payment of principal and interest shall begin on that date. These amounts may be forgiven subject to compliance and approval based on the timing and use of these funds in accordance with the program. To the extent that all or part of the PPP Loan is not forgiven, the School will be required to pay interest on the PPP Loan at a rate of 1.0% per annum, and commencing in 2021. Principal and interest payments will be required through the maturity date in 2022.

NOTE 4 LOANS PAYABLE (CONTINUED)

Economic Injury Disaster Loan

The School obtained a loan in the amount of $10,000 through the U.S. Small Business Administration to meet financial obligations and operating expenses that could have been met had the disaster not occurred. The Loan bears interest at a fixed rate of 2.75% per annum and has a term of 30 years.

Charter School Growth Fund Loan

The School obtained a loan in the amount of $50,000 through the Charter School Growth Fund. The Loan bears no interest as is due on November 2021.

Future maturities under notes payable are as follows:

Year Ending June 30,	Amount
2021	$ -
2022	345,495
Total Future Maturities	$ 345,495

NOTE 5 EMPLOYEE RETIREMENT

Defined Contribution Plan

The School offers an Internal Revenue Code Section 401(k) retirement plan to each of its qualifying employees. Employer and employee contributions are used to purchase annuity contracts for each participant employee. Employer matching contributions are made as a percentage of elective deferrals for each employee who is eligible for employer contributions. Additionally, the employer may elect to make a discretionary contribution for each qualifying employee for each plan year. The amount of employer contributions used to purchase annuity contracts for the year ended June 30, 2020 was $37,108.

NOTE 6 NET ASSETS WITH DONOR RESTRICTIONS

Net assets with donor restrictions are restricted for the following purposes. Net assets were released from donor restrictions by incurring expenses satisfying the restricted purpose specified by the donors as follows for the years ended June 30:

Net Assets With Donor Restrictions:	6/30/2019	Additions	Releases	6/30/2020
Subject to Specific Purpose				
Expansion in Washington State	$ -	$ 37,000	$ 20,287	$ 16,713
Subject to Passage of Time Restrictions				
Expansion of Rooted Campuses	-	250,000	-	250,000
Total Net Assets With Donor Restrictions	$ -	$ 287,000	$ 20,287	$ 266,713

NOTE 7 RELATED PARTY TRANSACTIONS

In 2017, Rooted School entered into an agreement with The Mind Trust, an Indiana nonprofit corporation, to support the opening of Rooted School-Indianapolis, an affiliated charter school in Indianapolis. Rooted School has supported the affiliated entity by serving as a fiduciary pass through entity for grants through The Mind Trust and the Charter School Growth Fund. For the year ended June 30, 2020, Rooted School passed through a total of $125,000 to the affiliated charter school in Indianapolis. For a portion of the fiscal year, Rooted School paid a total of $35,235 of salary expenses for the School Leader of the Indianapolis charter school for which Rooted School has a receivable for this amount as of June 30, 2020.

NOTE 8 FUNCTIONALIZED EXPENSES

The financial statements report certain categories of expenses that are attributed to more than one program or supporting function(s). Therefore, expenses require allocation on a reasonable basis that is consistently applied. The expenses that are allocated include salaries and wages, pension expense, other employee benefits, payroll taxes, other fees for services, office expenses, printing and postage, information technology, and other expenses, which are allocated on the basis of estimates of time and effort.

NOTE 9 CONTINGENCIES, COMMITMENTS AND UNCERTANTIES

The School 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 disallowances under terms of the grants, it is believed that any required reimbursement would not be material.

The extent of the impact of COVID-19 on the operational and financial performance of the School will depend on certain developments, including the duration and spread of the outbreak, impact on state and federal funding, donors, employees and vendors; all of which are uncertain and cannot be predicted. At this point, the extent to which COVID-19 may impact the financial condition or results of operations of the School is uncertain.

Specific to the School, COVID-19 may impact various parts of its 2021 operations and financial results, including funding sources determined by economic activity. Management believes the School is taking appropriate actions to mitigate the negative impact. The School received a loan in the amount of $285,495 to fund payroll, rent, utilities, and interest on mortgages and existing debt through the federal Paycheck Protection Program. These amounts may be forgiven subject to compliance and approval based on the timing and use of these funds in accordance with the program.

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INDEPENDENT AUDITOR'S 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
Rooted School
New Orleans, Louisiana

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 Rooted School (the School), a nonprofit public benefit corporation, which comprise the statement of financial position as of June 30, 2020, and the related statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated December 11, 2020.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School'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 the 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 have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. 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 11, 2020

ROOTED SCHOOL
SCHEDULE OF FINDINGS
YEAR ENDED JUNE 30, 2020

There were no findings for the year ended June 30, 2020.

ROOTED SCHOOL
SCHEDULE OF PRIOR YEAR FINDINGS
YEAR ENDED JUNE 30, 2020

There were no findings for the year ended June 30, 2019.

ROOTED SCHOOL
SCHEDULE OF COMPENSATION, BENEFITS, AND OTHER PAYMENTS TO THE AGENCY HEAD
YEAR ENDED JUNE 30, 2020

Agency Head: Jonathan Johnson

Purpose	Amount
Salary	$ 103,000
Benefits - Employer Portion of Retirement	2,120
Benefits - Employer Portion of Medical/Dental/Vision	4,505
Benefits - FICA Medicare	17,918
Total	$ 127,543

SCHEDULES REQUIRED BY LOUISIANA STATE LAW

(R.S. 24:514 – PERFORMANCE AND STATISTICAL DATA)

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INDEPENDENT ACCOUNTANTS' REPORT ON APPLYING AGREED-UPON PROCEDURES

Board of Directors
Rooted School
New Orleans, Louisiana

We have performed the procedures enumerated below, which were agreed to by Rooted School (the School); the Louisiana Department of Education, and the Louisiana Legislative Auditor (the specified parties), on the performance and statistical data accompanying the annual financial statements of the School for the fiscal year ended June 30, 2020; and to determine whether the specified schedules are free of obvious errors and omissions as provided by the Board of Elementary and Secondary Education (BESE) Bulletin 126, in compliance with Louisiana Revised Statute 24:514 I. Management of the School is responsible for its performance and statistical data. The sufficiency of these procedures is solely the responsibility of the specified parties. Consequently, we make no representation regarding the sufficiency of the procedures enumerated below either for the purpose for which this report has been requested or for any other purpose.

Our procedures and findings relate to the accompanying schedules of supplemental information and are as follows:

General Fund Instructional and Support Expenditures and Certain Local Revenue Sources (Schedule 1)

1. We selected a random sample of 25 transactions and reviewed supporting documentation to determine if the sampled expenditures/revenues are classified correctly, based on description and nature of the revenue/expense, and are reported in the proper amounts for each of the following amounts reported on the schedule:
   - Total General Fund Instructional Expenditures,
   - Total General Fund Equipment Expenditures,
   - Total Local Taxation Revenue,
   - Total Local Earnings on Investment in Real Property,
   - Total State Revenue in Lieu of Taxes,
   - Nonpublic Textbook Revenue, and
   - Nonpublic Transportation Revenue.

   Findings:
   None.

Class Size Characteristics (Schedule 2)

2. We obtained a list of classes by school, school type, and class size as reported on the schedule. We then traced all classes to the October 1st roll books for those classes and determined if the class was accurately classified on the schedule.

   Findings:
   None.

Education Levels of Public School Staff (NO SCHEDULE)

3. We obtained October 1st PEP data submitted to the Department of Education (or equivalent listing prepared by management), including full-time teachers, principals, and assistant principals by classification, as well as their level of education and experience, and obtained management's representation that the data/listing was complete. We then selected all teachers and the principal, traced to each individual's personnel file, and observed that each individual's education level and experience was property classified on the PEP data or equivalent listing prepared by management.

   Findings:
   None.

Public School Staff Data: Average Salaries (NO SCHEDULE)

4. We obtained June 30th PEP data submitted to the Department of Education (or equivalent listing provided by management) of all classroom teachers, including base salary, extra compensation, and ROTC or rehired retiree status, as well as full-time equivalents, and obtained management's representation that the data/listing was complete. We then selected all teachers, traced to each individual's personnel file, and observed that each individual's salary, extra compensation, and full-time equivalents were properly included on the PEP data (or equivalent listing prepared by management).

   Findings:
   None.

This agreed-upon procedures engagement was performed in accordance with attestation standards established by the American Institute of Certified Public Accountants, and the standards applicable to attestation engagements contained in *Government Auditing Standards*, issued by the United States Comptroller General. We were not engaged to and did not conduct an examination or review, the objective of which would be the expression of an opinion or conclusion, respectively, on the performance and statistical data. Accordingly, we do not express such an opinion or conclusion. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

Board of Directors
Rooted School

The purpose of this report is solely to describe the scope of testing performed on the performance and statistical data accompanying the annual financial statements of the (City or Parish School Board or Charter School), as required by Louisiana Revised Statue 24:514.1, and the result of that testing, and not to provide an opinion on control or compliance. Accordingly, this report is not suitable for any other purpose. Under Louisiana Revised Statute 24:513, this report is distributed by the Louisiana Legislative Auditor as a public document.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP

Glendora, California
December 11, 2020

ROOTED SCHOOL
GENERAL FUND INSTRUCTIONAL AND SUPPORT EXPENDITURES AND CERTAIN LOCAL REVENUE SOURCES
SCHEDULE 1
YEAR ENDED JUNE 30, 2020
(SEE INDEPENDENT ACCOUNTANTS' REPORT ON AGREED-UPON PROCEDURES.)

General Fund Instructional and Equipment Expenditures	Column A	Column B
General Fund Instructional Expenditures:		
Teacher and Student Interaction Activities:		
Classroom Teacher Salaries	667,775	
Instructional Staff Employee Benefits	161,984	
Purchased Professional and Technical Services	30,424	
Instructional Materials and Supplies	69,939	
Total Teacher and Student Interaction Activities		$ 930,122
Other Instructional Activities		8,783
Pupil Support Services	85,840	
Less: Equipment for Pupil Support Services	-	
Net Pupil Support Services		85,840
Instructional Staff Services	7,010	
Less: Equipment for Instructional Staff Services	-	
Net Instructional Staff Services		7,010
School Administration	592,073	
Less: Equipment for School Administration	-	
Net School Administration		592,073
Total General Fund Instructional Expenditures (Total of Column B)		$ 1,623,828
Total General Fund Equipment Expenditures (Object 730; Functional Series 1000-4000)		$ -
Local Revenue Sources		
Other Revenue from Local Sources:		
Contributions and Donations		$ 264,234
Miscellaneous Revenues:		
Local Revenue Trans. From Other LEA		1,068,777
Other Miscellaneous Revenues		146,348
Total Revenues from Local Sources		$ 1,479,359

ROOTED SCHOOL
CLASS SIZE CHARACTERISTICS
SCHEDULE 2
YEAR ENDED JUNE 30, 2020
(SEE INDEPENDENT ACCOUNTANTS' REPORT ON AGREED-UPON PROCEDURES.)

School Type	Class Size Range							
	1-20		21-26		27-33		34+	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Elementary								
Elementary Activity Class								
Middle High								
Middle High Activity Class								
High	55	74%	15	20%	1	1%	3	4%
High Activity Class								
Combination								
Combination Activity Class								

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Attachment 27
Data Request
Template
See Upload