Rocketship Mosaic Elementary

Petition for Charter Renewal

Submitted to Franklin-McKinley School District
January 26, 2016

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Charter School Intent and Charter Requirements

The Charter Schools Act ("Act") of 1992, codified as California Education Code Section 47600 *et seq.*, requires each charter school to have a "charter" that sets forth a reasonably comprehensive description of the required elements of charter petitions (California Education Code Section 47605).

The California Legislature, in enacting the Charter Schools Act of 1992, sought to provide opportunities for teachers, parents, students, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

(a)   Improve student learning.

(b)   Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as academically low achieving.

(c)   Encourage the use of different and innovative teaching methods.

(d)   Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

(e)   Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.

(f)   Hold the schools established under this part accountable for meeting measurable student outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.

(g)   Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

The following sections of this charter explain how Rocketship Mosaic Elementary fulfills the requirements of Section 47605 of the Act.

Affirmations and Assurances

As the authorized lead petitioner, I, Cheye Calvo, hereby certify that the information submitted in this petition for the renewal of a California public charter school to be named Rocketship Mosaic Elementary School (the "Charter School" or "ROMO"), submitted to Franklin-McKinley School District ("Franklin-McKinley" or "the District") and located within Franklin-McKinley School District Boundaries is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded the renewal of a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. California Education Code §47605(c)(1)]

- Rocketship Education will be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. California Education Code §47605(b)(5)(O)]

- The Charter School will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code §47605(d)(1)]

- The Charter School will not charge tuition. [Ref. California Education Code §47605(d)(1)]

- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given a chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. California Education Code §47605(d)(2)]. As required by law, the Charter School will grant a preference in enrollment for District children.

- The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that

is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. California Education Code Section 47605(d)(1)]

- The Charter School will adhere to all applicable provisions of federal law relating to students with disabilities, including, but not limited to, the Individuals with Disabilities in Education Improvement Act of 2004, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.

- The Charter School will meet all requirements for employment set forth in applicable provisions of law, as necessary. [Ref. Title 5 California Code of Regulations §11967.5.1(f)(5)(C)]

- The Charter School will ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code §47605(l)]

- The Charter School will at all times maintain all necessary and appropriate insurance coverage.

- The Charter School will keep current all necessary permits, licenses, and certifications related to fire, health and safety within the building and on school property.

- The Charter School will have at least 175 days of instruction and for each fiscal year, offer, at a minimum, the following number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D): to pupils in kindergarten, 36,000 minutes; to pupils in grades 1 to 3, inclusive, 50,400 minutes; to pupils in grades 4 and above, 54,000 minutes.

- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]

- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]

- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]

- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Sections 47605 and 47605.1] The Charter School will be located within the boundaries of the District as required by the Education Code.

- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b), 47610]

- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act.

- The Charter School shall comply with the Public Records Act.

- The Charter School shall comply with the Family Educational Rights and Privacy Act.

- The Charter School shall comply with the Ralph M. Brown Act.

- The Charter School shall comply with the non-waived portions of California Education Code and State Board Title 5 Regulations.

January 26, 2016

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Lead Petitioner   **Date**

INTRODUCTION

Rocketship Education ("Rocketship") is pleased to submit this petition for the renewal of the charter for Rocketship Mosaic Elementary School ("ROMO") so that we can continue our mission of providing some of the neediest students in the community with an excellent education.

ROCKETSHIP HISTORY

In 1999, Father Mateo Sheedy, Pastor of Sacred Heart Parish, created the Juan Diego Scholarship to Santa Clara University. After an extensive search for candidates, Father Mateo was surprised to discover that of the hundreds of children in his parish, none of them met the basic academic requirements to qualify them to attend their hometown college, or any other top-tier university.

Father Mateo immediately began researching ways to solve this problem. He soon became convinced that the public schools around his parish were failing to educate the students in his church. He decided that the children of his parish needed to have an alternative to their neighborhood district school.

Unfortunately, Father Mateo Sheedy passed away too soon, but his movement lived on. In 2006, his parishioners approached John Danner and Preston Smith—two educational entrepreneurs who were developing a new model for schools in low-income neighborhoods. John Danner, a former software engineer, was interested in the ways technology could help personalize education. Preston Smith was a young principal at a promising elementary school in San Jose who recognized the impact empowered teachers and engaged parents can have on student success.

Rocketship Mateo Sheedy Elementary opened soon after and our students quickly showed strong results in academic achievement. In fact, Rocketship Mateo Sheedy became the highest ranked low-income elementary school in Santa Clara County and the seventh ranked school in California. As more families joined the waiting list, we realized the need for even more high quality schools in the San Jose community. The founders decided to expand its nonprofit benefit corporation, Rocketship Education, to serve other schools in the neediest neighborhoods.

Rocketship Education has taken the successful model pioneered at Rocketship Mateo Sheedy Elementary School and translated it into critical systems necessary for successful replication. Rocketship Education provides each of its schools with systems and support for Curriculum, School Leadership, operations, Finance, Legal, Online Technology, Human Resources, and other services. By capturing best practices, Rocketship education allows each of its schools to avoid many of the startup hurdles faced by most charters and quickly produce strong academic results and a solid school culture by focusing on the key levers that drive student achievement.

As of the 2015-16 school year, there are ten Rocketship schools in the California Bay Area, two in Nashville, TN, and one in Milwaukee, WI. For the 2016-17 school year, we have plans to open two additional schools in the Bay Area, one additional school in Nashville, and our first school in our brand new region of Washington, D.C.

Our students throughout the country, including students at ROMO, are closing the achievement gap. For detailed data on ROMO's student performance, please see the corresponding Performance Report.

ROCKETSHIP MOSAIC ELEMENTARY

In August 2011, ROMO became the fourth Rocketship campus to open in San Jose. Over the past five years, ROMO has served hundreds of students and become a pillar in the local community.

Like all Rocketship campuses, ROMO staff and families had the opportunity to select a special school core value prior to opening. ROMO chose "global citizenship," and the school's profound dedication to this value has been evident throughout the course of its operation.

Every year, ROMO hosts events that celebrate the Vietnamese and Chicano/Latino cultures that predominate among its student body. This includes a community-wide Tet celebration that aligns with the Vietnamese Lunar New Year and festivities for Dia de los Muertos and Cinco de Mayo. The school also hosts a multicultural picnic every spring to celebrate the various heritages within the school and greater community. Beyond culture, ROMO also has a number of periodic global citizenship initiatives. Every year, the school celebrates autism awareness by raising money and participating in the Autism Speaks Walk. Classrooms have also sent care packages to needy families overseas during the holiday season.

ROMO is unique in that the school offers an inclusive special education program for students with all disabilities, including a SIP program for more moderate to severe disabilities. Several students in the SIP program have severe autism and, while they would generally be confined to a self-contained classroom at other schools, spend about 80% of their time in the general education classroom with supports from a SIP specialist and paraeducators. ROMO has embraced these students and used the SIP program as an opportunity to increase disability awareness among the school and greater community.

ROMO also continues to be active in the local community and partners with a number of community-based organizations. The school has worked with Foothill and the Seneca Family of Agencies to bring counseling and mental health services to families and training for staff. Silicon Valley Health Corps has helped ROMO host a farmer's market on campus and has supplied some of the school's gardening instructors. ROMO also hosts monthly resource fairs, and participants have included the Children's Dental Center, the San Jose Public Library, A New America, and the Family Giving Tree Agency.

Additionally, ROMO is committed to continuing to collaborate with the Franklin-McKinley School District. ROMO is part of the Charter Compact Initiative, a partnership between FMSD-authorized charters and district schools. ROMO staff members attend Charter Compact meetings to collaborate with other teachers around specific initiatives, which have included best practices in special education and mathematics instruction for fifth graders. Prior to his departure from the District, former FMSD Superintendent John Porter personally reached out to ROMO's principal, Danny Etcheverry, to thank Mr. Etcheverry for his ongoing work with the Compact.

ROMO's culture of global citizenship would not be possible without the constant support and engagements of students' parents. ROMO hosts regular events to solicit feedback and input from parents, including parent coffees and monthly community meetings. The school also offers activities like Family Math and Family Literacy nights, carnivals, and movie nights to foster culture and keep parents involved, and ROMO has consistently seen upwards of 80% turnout at these events. Parents also volunteer their time during the school year to support administrative, operational, and instructional work. Some parents even become leaders within the school, organizing fundraisers and serving on leadership councils.

ROMO LEADERSHIP

ROMO is led by a diverse team of passionate and talented individuals. For the 2015-16 school year, ROMO's leadership team includes:

Danny Etcheverry, *Principal.* Mr. Etcheverry began working at ROMO in July 2013 as an Assistant Principal. In January 2014, he moved into his current role as Principal and primary instructional coach for grades K-1. Mr. Etcheverry has an extensive education background. Prior to joining ROMO, he worked for four years as a public school teacher a low-income elementary school in Brooklyn, NY. He has also previously served as an adjunct professor at the Long Island University School of Education (two years), an elementary school teacher at the American Overseas School of Rome (two years), and the Founding Director of Instruction at the Metropolitan Lighthouse Academy (three years). Mr. Etcheverry enjoys working at ROMO because of the school's parent engagement, inclusive special education practices, and motivated teaching staff, as well as the opportunity he gets to work as an instructional coach.

Kristen Duprel, *Assistant Principal.* Ms. Duprel began working as an Assistant Principal at ROMO in July2015. Her primary responsibilities include serving as the instructional manager and coach for grades 4-5, the school's team of Instructional Learning Specialists, and the school's enrichment staff. She also manages the Response to Intervention program and serves as the school's assessment coordinator and RULER co-lead for the Positive Behavioral and Interventions Supports (PBIS) team. Ms. Duprel is also a Teach For America alum and taught 4th grade for four years in Oakland. She holds a Master's Degree from Stanford's Policy, Organization, and Leadership Studies program. Ms. Duprel appreciates the dedication and commitment of ROMO families to the school community and believes that parent partnership is a vital component to ROMO's student success.

Ashlee Watson, *Assistant Principal.* Ms. Watson began working at ROMO in the fall of 2015 as an Assistant Principal. In her role, she coaches and manages grades 2-3 instruction as well as the Student Study Team and Integrated Special Education departments. Ms. Watson previously worked for the District of Columbia Public Schools as an inclusion teacher for grades 3-5 and coordinated her school's special education department. She has also served as a special education inclusion teacher focused on mild to moderate, a lead teacher, a coordinator for special education services, and a Response to Intervention lead. Ms. Watson enjoys being a part of ROMO's team of driven individuals who focus on educating the whole child and closing opportunity gaps within our education system.

Justin White, *Business Operations Manager.* Mr. White joined the ROMO team in 2014 as the Operations Manager. Prior to that, he was a founding Individualized Learning Specialist at both Rocketship Discovery Prep and Rocketship Alma. Mr. White was born and raised in San Jose and received his B.A. in Political Science from the University of California, Berkeley. Mr. White is very passionate about Rocketship's mission to close the achievement gap in our lifetimes. Growing up in San Jose, he saw firsthand the impact this gap had in the community, as he was put on the fast track to college while many of his friends and classmates fell behind and never got their degrees. Mr. White believes that every student deserves a high quality education that allows them to thrive both academically and socially and that all students should be afforded the same opportunity to excel in the classroom while receiving an education that allows them to attend the college of their choice. He thoroughly enjoys working with Rocketship students, families and staff to see this goal turned into reality.

Veronica Verdin, *Office Manager.* "Ms. Vero" helped to found ROMO in 2011. She has lived in San Jose for more than 10 years, and had previously worked in various community agencies with Santa Clara County. Ms. Vero was able to watch ROMO be built from literally the ground up. She remembers walking the neighborhood recruiting many of the families who are still with the school today. Ms. Vero has always loved working with families and children and helping the community. She enjoys having the ability to help parents realize their own potential and empower their own families. Ms. Vero is a ROMO parent herself; her twin 8-year-olds are in third grade at the school. Ms. Vero also has two other sons, ages 18 and 16. She believes that her experience living as a single mother and working full time has given her the ability to empathize with ROMO families and understand the many different family dynamics and situations that people face each day.

Jennifer Simeone, *Unconditional Education Coach.* Ms. Simeone began working at ROMO in August 2015. Her role is to increase ROMO's capacity to provide effective, evidence-based Tier 2 and 3 supports to students on campus, increase consistency and efficacy of Tier 1 PBIS practices, increase teacher competency in the use of positive, proactive classroom management techniques, and increase school leadership proficiency in data-based decision making using behavioral/social-emotional data. Although this is her first year working with Rocketship, Ms. Simeone has provided Tier 1 through 3 services at multiple schools throughout the Bay Area and clinical intervention at community-based agencies. She loves the thoughtful

and compassionate way that ROMO's staff discusses and addresses students. She appreciates how the School Leaders are passionate about the mission of Rocketship and committed to student success, and has witnessed this enthusiasm spread to teachers and students alike. She enjoys how the school's culture of student and staff recognition contribute to a deep sense of community.

Element A: Description of the Educational Program

"A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners."

"A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals."

- California Education Code Section 47605(b)(5)(A))(i)-(ii)

SECTION I: MISSION AND VISION STATEMENTS

MISSION STATEMENT

Rocketship's mission is to eliminate the achievement gap by graduating all students at or above grade level. Our goals include:
- Rocketship students will graduate from Rocketship at or above grade level.
- Rocketship students will become self-motivated, competent, and lifelong learners.
- Rocketship students will develop a deep love of learning.
- Rocketship will provide parents of with a path for their children to take in order to have the best chance to attend a four-year college.
- Rocketship will encourage our alumni both to become leaders in their community and help others achieve their goals.

VISION STATEMENT

Rocketship seeks to create a future in which thousands of children have graduated from four-year colleges and have come back to eradicate the last traces of the achievement gap.

SECTION II: TARGET SCHOOL POPULATION – WHO THE SCHOOL IS ATTEMPTING TO EDUCATE

Rocketship's program is designed to serve students who are or may be at risk of achieving below basic proficiency on past and current state exams and/or district assessments. The average Rocketship student is between one and two years behind grade level upon entry.[1]

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[1] We believe that students who score proficient or its equivalent on achievement tests are at grade level and operating at about the 50th percentile of national norms. Students scoring advanced are about one grade level

We expect that, as has been the case over the past five years, ROMO will continue to attract San Jose families who are seeking an alternative to their current educational system, who desire an innovative educational approach, and who share the school's vision. ROMO's past, current, and anticipated future students are predominantly from socioeconomically disadvantaged families. The school serves a significant number of English learners, and the vast majority of its students are of Hispanic or Vietnamese ethnicity. Table 1 below presents the demographic breakdown of ROMO's student body over the past five years of operation.

Table 1: ROMO Demographic Information

	% SED. Disadvant.	% English learner	% Special Education	% Hispanic	% Black	% Asian	% White
2011-2012	88.0	79.0	3.8	77.1	1.4	18.6	2.1
2012-2013	85.5	71.8	3.9	75.6	1.1	20.3	1.4
2013-2014	85.6	65.6	5.0	75.0	1.0	21.5	0.5
2014-2015	87.8	57.4	6.4	71.6	0.5	25.3	0.7
2015-2016	81.8	64.9	8.7	64.1	0.7	33.3	0.5

During Year 1, ROMO enrolled 424 students in grades K-4. Rocketship targets an enrollment of approximately 600 students when our schools are fully enrolled with grades K-5. As shown in Table 2 below, ROMO's enrollment has hovered around 600 students in grades K-5 in Years 2-5. We expect these numbers to remain steady in the upcoming years and have budgeted the next several years accordingly. (For a more detailed budget forecast, please see Appendix O.) To absorb expected attrition, the school will continuously enroll vacated spaces to maintain its enrollment numbers. Attrition is primarily be driven by families leaving the area and is similar to other Rocketship and high-performing charter schools in the area.

Table 2: ROMO Total Student Enrollment

2011-2012	424
2012-2013	635
2013-2014	620
2014-2015	582
2015-2016	592

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ahead and operate at roughly the 75th percentile or better, while students who are below basic are roughly one grade level behind and in the third quartile and students who are far below basic are approximately two grade levels behind and in the fourth quartile.

ROMO will continue to serve students in grades K-5. ROMO may also decide to add a Transitional Kindergarten (TK) class. This decision will depend on whether there is clear demand from parents in the community or if it is mandated by State law. We will notify the District by May of the prior school year if we decide to add TK at ROMO.

SECTION III: OUR EDUCATIONAL PHILOSOPHY

WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY

We believe that an educated person in the 21st century possesses a depth and breadth of academic and critical life skills that will enable him/her to develop into a self-motivated, competent, lifelong learner.

The academic skills that we strive for our students to develop are rooted in critical thinking, problem-solving, and meta-cognition. To meaningfully contribute to and participate in this increasingly global society, we believe that students must not only possess an extensive knowledge base, but also skills on how to analyze and access more information. Students must be prepared to apply things they have learned to solve novel problems, think critically and creatively, and communicate precisely and effectively across many different mediums. Students must be prepared to work with and adapt to rapidly-changing technological resources. Students should also have the ability and disposition to explore the thinking and learning process and to explain their rationales to others.

The critical life skills that we strive for our students to develop are rooted in sense of self, relationship and social skills, and commitment to learning. We believe that students must be able to work cooperatively and collaboratively with diverse backgrounds, perspectives, and cultures. They will need strong and resilient social and emotional skills to be prepared to formulate healthy relationships at school, at home, and in the workplace. Through it all, students must remain focused and motivated as they learn and grow both inside and outside the classroom. Students should be motivated to pursue goals and take responsibility for academic, social, and emotional self-development.

Rocketship's program focuses on academic and critical life skills designed to help students flourish in multiple aspects of their lives during their time at Rocketship and beyond.

ROCKETSHIP PILLARS

Rocketship operates under three foundational pillars of excellence, which we believe are the key to our continued success as we work to close the achievement gap in the Bay Area and beyond.

Teachers and Leaders: Elevating and Celebrating Instruction. Teachers and leaders are one of the most important factors in student success. To ensure our students have access to the best

teachers and leaders, we provide dedicated coaching, professional development, and leadership programs to help them grow professionally and personally—regardless of their experience level. We elevate and celebrate teaching, providing exciting and rewarding careers where educators feel empowered, appreciated, and valued. We help our teachers grow using embedded learning opportunities, personalized coaching and customized training as part of the regular workday. And we grow our leaders from within our schools, providing on-the-job leadership and principal training programs with a clear path towards long-term career goals.

Rocketeer Students: Personalized Learning and Growth. We all learn in our own unique ways. From the time we're children until long after we leave school, each person has their own way of learning and advancing. Unfortunately, the traditional school system doesn't allow for that. Our students (called Rocketeers) get personalized instruction targeted to their needs and tailored to their unique learning styles. Our blended learning model combines traditional instruction, technology and tutoring, allowing every Rocketeer to learn at their own pace. And best of all, this model works for all students in the Rocketship program, whether they are catching up or racing ahead.

Rocketeer Parents: Leaders in the Home, the School, and the Community. Engaged parents are essential to eliminating the achievement gap. We work with our parents to help them become powerful advocates for their children and their communities. We work directly with parents, helping them become leaders at home, in the schools, and in the community. This includes helping with homework, managing the household and serving as a positive role model for their children, leading community meetings, planning school-wide events, advocating for their children's needs, assisting in the teacher and leader interview process, being active members in the community, participating in advocacy groups and school boards, and standing up for their students and their schools.

HOW LEARNING BEST OCCURS

Our instructional model is based on our beliefs that learning best occurs in the following ways:
- Through a thoroughly-planned, standards-aligned academic curriculum that centers on higher-order critical thinking and complex problem solving and that authentically integrates a variety of content throughout the school day.
- Through instruction in critical life skills that include teaching core values, strong behavioral skills, and habits of excellence.
- Through personalized instruction that includes targeted interventions and blended classroom-based and adaptive online learning.
- Through differentiation and integrated and focused supports for special student populations.
- Through data-driven instruction, planning, and analysis.
- Through careful selection of educators, and consistent and rigorous intellectual professional development and growth opportunities to keep teachers and staff members invested and effective.

Sections IV - VI below further describe how we execute each of our beliefs.

SECTION IV: CURRICULUM AND INSTRUCTION

A. Standards-Aligned Curriculum

The Rocketship curriculum follows California's adoption of the Common Core State Standards ("CCSS") for English/Language Arts, English Language Development, and Mathematics; the Next Generation Science Standards; and state standards for other content areas including Social Studies and Visual and Performing Arts.[2]

We understand and appreciate that the new CA CCSS are unprecedented in rigor. Additionally, the CCSS-aligned Smarter Balanced assessment system that California has adopted tests a wide range of complex cognitive skills that require students to both engage in and articulate higher-order thinking across content areas. As such, we have evolved our classroom instructional practices to teach students to not only build skills but then to apply their understandings in a diverse variety of tasks and settings. These practices also help further the academic skills that, as described above, we believe all educated persons in the 21st century must possess.

Along with our students, our teachers will be required to make their own cognitive leaps as they develop and align their classroom practices to the increased rigor of the CA CCSS and Smarter Balanced. Rocketship's centralized network Achievement Team is tasked with designing an intellectual preparation process to best set teachers and students up for short and long-term success. The Achievement Team partners with teachers and School Leaders (school principals and assistant principals) to develop plans and materials that span from long-term curriculum maps to daily lessons. Teachers also meet regularly throughout the school year with their school-based coaches and members of the Achievement Team to explore content covered in various units, thinking about questions like *"what are the key understandings and skills needed for the relevant standards?"* and *"what should students be able to do/produce if they have mastered the standard?"* Teachers and coaches then map out the actual sequence of the particular unit, determining which content they will teach on each day to solidify student understanding. Teachers also write daily lesson plans with specific objectives that align t the unit plan.

The Achievement Team works year-round to dissect, analyze, and further investigate the standards for all content areas that we teach, including English/Language Arts, English Language Development, Mathematics, Science, Social Studies, and Visual and Performing Arts. The Achievement Team, along with Rocketship's network Schools Team and Analytics Team, also design and analyze standards-based assessments throughout the year to help design instruction and track student progress. Through it all, we constantly share our learnings with teachers and School Leaders and develop processes for receiving feedback from the "ground

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[2] Pursuant to CA Education Code 60605.

level." We make adjustments as necessary to ensure that our teachers continue to feel motivated, supported, and prepared and our students continue to make significant growth.

The below sections B-I provide further details on our curriculum and instruction.[3]

B. ELA/Literacy

<u>CCSS-ALIGNED INSTRUCTION</u>

Each of the elements of our reading and writing instruction are focused on the CA CCSS for English/ Language Arts (ELA) and Literacy. For each of the strands called for in the CCSS (reading, writing, speaking and listening, and language, each further described below), our instruction includes the College and Career Readiness anchor standards and their accompanying grade-specific standards to ensure that our students are on track to meet end-of-year expectations.

Reading Strand. In accordance with the CA CCSS for ELA/Literacy, our reading instruction for both literature and informational text focuses on the anchor and grade-specific standards in the following areas: (1) key ideas and details (i.e. determining central ideas and themes, making logical inferences from text, analyzing how ideas and characters develop) :(2) craft and structure (i.e. analyzing meaning, structure, and point of view of a text); (3) integration of knowledge and ideas (i.e. evaluating content, comparing information from multiple sources); and (4) range of reading and level of text complexity (i.e. reading and comprehending complex literary and informational texts). We also teach the reading standards for foundational skills, which include print concepts, phonological awareness, phonics and word recognition, and fluency. Our instructional strategies for teaching reading are further described in the following section.

Writing Strand. Our writing instruction focuses on the anchor and grade-specific standards in the areas of (1) text types and purposes (i.e. learning to write narratives, informative/explanatory texts, arguments, and a variety of other subgenres); (2) production and distribution of writing (i.e. producing and sharing clear, coherent and organized writing through a well-planned writing process); (3) research to build and present knowledge (i.e. assessing the credibility of sources, analyzing research, and integrating findings to support writing); and (4) range of writing (i.e. writing over short and long time frames for a variety of purposes and audiences).

Speaking and Listening Strand. Our speaking and listening instruction, which we integrate not only into our ELA/Literacy lessons but also throughout the entire school day, focuses on the

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[3] These sections describe our instruction as it is currently being implemented in accordance with the CA CCSS. We constantly monitor any changes in the state standards and assessment systems and may at times adjust elements of our instruction, curriculum, and/or teaching materials to ensure that teachers and students are best being equipped for mastery. In accordance with CA Education Code 47607, we will notify our authorizer at any time should any adjustment become of the magnitude that may constitute a material revision to our charter.

anchor and grade-specific standards in the areas of (1) comprehension and collaboration (i.e. preparing for and participating in a wide range of conversations with diverse partners, integrating and evaluating integration presented in a variety of formats, and evaluating other speakers' reasoning and rhetoric); and (2) presentation of knowledge and ideas (i.e. presenting findings with supporting evidence, making strategic use of media and data displays to express ideas, adapting speech to a variety of tasks).

Language Strand. Our language instruction focuses on the anchor and grade-specific standards in the areas of (1) conventions of standard English (i.e. grammar, usage, capitalization, punctuation); (2) knowledge of language (i.e. understanding how language functions in different contexts); and (3) vocabulary acquisition and usage (i.e. using context clues to determine the meaning of unknown words, understanding figurative language and word relationships, acquiring and using a range of academic language).

Additionally, we are committed to focusing our instruction on the three new emphases in the CA CCSS for ELA/Literacy (also called "shifts" from the previous standards). These emphases include (1) regular practice with complex texts and their academic language; (2) reading, writing, and speaking grounded in evidence from texts, both literary and informational (i.e. asking students to answer not solely from their prior knowledge but rather from a close, careful reading of the text); and (3) building knowledge through content-rich information (i.e. students are immersed in information about the world around them, especially through content-rich nonfiction). We recently added a new nonfiction block to our ELA/Literacy instruction, where students in grades 2-5 receive comprehension instruction for both narrative *and* nonfiction text every single day and grades TK-1 receive alternating lessons in narrative and nonfiction. We are also providing explicit training to our reading teachers on how to purposefully select complex texts that are rich with academic vocabulary. Our instruction now also includes strategies for using text to support a response. We understand that these three emphases were developed in response to the growing literacy demands of college and the workforce, and we are committed to launching our Rocketeers on a path of long-term success beginning at the earliest age.

COMPONENTS OF OUR LITERACY INSTRUCTION

Our reading and writing instruction includes four different components to teach the standards and strands described above: (1) explicit teaching of the building blocks of literacy; (2) explicit teaching of reading comprehension skills; (3) application of the building blocks and reading comprehension skills; and (4) explicit teaching of writing skills and process.

Explicit teaching of the building blocks of literacy. Our instructors teach phonics (sound-spelling relationships), phonemic awareness (distinguishing individual sounds within words), and language arts (word and structural analysis); and fluency.

- Phonics: Students will learn to relate sounds to spellings to decode words. Our instruction will include concepts like long and short vowel sounds, consonant and vowel combinations, consonant clusters, diphthongs, digraphs, and variant vowels.

- Phonemic awareness: Students will learn how to distinguish individual sounds (phonemes) within words. Our instruction will include activities like categorization (recognizing the "odd" sound in a word), isolation (identifying a single sound in a word), rhyming, segmenting (separating spoken words into individual sounds), and oral blending (combining individual sounds in a word).
- Language arts: Our instruction will zoom in on the concept of word and structural analysis, engaging in in-depth study of topics like morphemes (i.e. prefixes, suffices, root words), compound words, homophones, and syllabication.
- Fluency: Our instruction will focus on helping students acquire automaticity (rapid and automatic word recognition) and prosody (reading with phrasing and recognition of punctuation). Our teachers will build students' fluency through modeling good oral reading, teaching students phrasing, and offering many opportunities for students to practice with guidance and support (i.e. repeated reading). Additionally, teachers will expose students to high-frequency words and sight words to allow students to focus less energy on decoding and more on comprehension during their reading lessons.

Explicit teaching of reading comprehension skills. Our instruction will occur through both a read aloud block and reading comprehension instruction, with the structure of each varying depending on the particular grade level.
- Read aloud block: During the read aloud, which is emphasized more heavily in the younger grades, teachers will use an anchor text to model a particular reading skill/strategy. The teacher will define the skill, explain why good readers use the skill, and model how to apply the skill. The teacher may also provide either a preview of the text or a summary from the previous day's reading, including review of specific vocabulary words. The teacher will then read the text, modeling fluency, and take pre-planned pauses to do a "think aloud" to describe the comprehension strategies she is using, any comprehension problems that she is encountering as well as ways to address them, and continue to build enthusiasm and engagement about the text. Teachers will also assess comprehension of the text by posing literal, inferential, and critical thinking discussion questions.
- Reading comprehension instruction: Teachers will identify a CCSS-aligned standard and objective for the lesson. Teachers will model the skill as well as the metacognition (thinking about the comprehension that students will be asked to do in their own reading). Similar to the read aloud, teachers will read with the students, making pre-designated stops to highlight the skill. This instruction method goes beyond the read aloud, however, and asks students to also interact with the text themselves, either in small groups or individually, and practice the skill.

The application of literacy and reading comprehension skills. This element of our reading instruction occurs primarily through guided reading, which is the linchpin of the literacy and comprehension skills that we teach. Our guided reading primarily occurs in small, homogeneous groups, and instruction is focused on what each individual student needs in the moment to advance in reading ability.

We use assessments as the starting point for our guided reading instruction. Our assessments, particularly the STEP assessment system, are designed to provide teachers with critical and targeted information on how students process information and read texts. Teachers will use this data to gauge students' approximate "reading levels," assess reading growth over time, and plan guided reading instruction. Teachers' plans will include selecting a text that will give multiple opportunities for students to practice a skill or strategy, designing a pre-reading activity to focus students, observing students during reading, and leading a comprehension conversation to practice and assess students' comprehension.

Our students may also practice reading comprehension through independent reading. Our teachers are trained to organize leveled libraries, which will include multiple text formats and reading levels, various genres, a range of content areas, and appeal to students' interests. Our teachers will also set independent reading expectations with their students and develop ways to hold them intellectually accountable.

The explicit teaching and application of writing skills and the writing process. Our writing instruction includes both teacher-driven and student-driven components. Our teachers will select a writing skill, strategy or feature, derived the CCSS Writing Strand standards described above, and teach with a pre-planned think/write-aloud. Students will then have the opportunity to practice the same skill. Students will also have the opportunity to engage in a Writing Workshop, where they will independently write and apply new skills/strategies. We currently use the Lucy Calkins Writer's Workshop for our curriculum and assessment. Through Writer's Workshop, students will get to practice stages of the writing process, which include pre-writing, drafting, revising, proofreading and editing, and publishing/presentation.

INSTRUCTIONAL PLANNING AND PREPARATION

As described in Section A above, our teachers and school leaders are provided with a plethora of resources to effectively and efficiently plan and prepare their ELA/Literacy instruction. These include:
- End-of-unit, CCSS-aligned assessments to test mastery and prepare students for the SBAC requirements
- Ongoing unit assessments to be administered every two to six weeks, depending on the grade level and unit
- Scope and sequence curriculum maps, which lay out the standards-aligned objectives for each unit throughout the school year
- Unit plans
- Objective plans
- Sample daily lesson plans
- Fiction and nonfiction texts that correlate with the lesson plans, objectives, and units

For samples of Rocketship's preparation materials, please see Appendix B.

C. Mathematics

CCSS-ALIGNED INSTRUCTION

Our mathematics instruction is centered on the CA CCSS for Mathematics (CA CCSSM). Lessons incorporate the CA CCSSM's eight Mathematical Practice Standards, which are designed to develop students' broader mathematical understanding across all grade levels, as well as the CA CCSSM's Content Standards, which are a progression of grade-level specific mathematical topics.

Practice Standards. We believe that all students should develop the varieties of expertise that are reflected in the practice standards, as these standards are designed for all levels of mathematical maturity and will enable students to become strong in mathematics even beyond their elementary school experience at Rocketship. The eight practice standards, as well as a brief summary of what proficiency looks like for each of them under the CA CCSSM, are described below.

- Make sense of problems and persevere in solving them: Proficient students will be able to explain to themselves the meaning of a problem, plan a solution pathway, consider analogous problems, monitor and evaluate progress toward a solution, and check their answers using a different method.
- Reason abstractly and quantitatively: Proficient students will be able to make sense of quantities and their relationships, create a coherent representation of the problem at hand, consider the units involved, and know how to use different properties of operations and objects.
- Construct viable arguments and critique the reasoning of others: Proficient students will make conjectures and build ways to explore them, recognize and use counterexamples, make plausible arguments about data, distinguish logical vs. flawed reasoning, justify and communicate their conclusions
- Model with mathematics: Proficient students will apply the mathematics they know to solve problems arising in everyday life (even if this is as simple as writing an addition or subtraction equation to describe a situation). Proficient students will also be able to identify important quantities in practical situations and map relationships using tools such as diagrams, two-way tables, graphs, flowcharts, and formulas.
- Use appropriate tools strategically: Proficient students will be able to consider the available grade-appropriate tools when solving a problem, make mathematical models, and identify external mathematical resources.
- Attend to precision: Proficient students will use clear definitions, articulate the meaning of chosen symbols, carefully specify appropriate units of measure, calculate accurately and efficiently, and provide explanations of their reasoning.
- Look for and make use of structure: Proficient students will discern patterns, deconstruct equations, and shift perspectives.
- Look for and express regularity in repeated reasoning: Proficient students will look for repeated calculations and shortcuts, notice regularity, and maintain oversight of calculations they are working to solve.

Content Standards. While the practice standards describe the ways in which mathematics learners should be engaging with subject matter, the content standards include the actual grade-specific subject matter. They are designed to work in conjunction with the practice standards. The CA CCSSM Content Standards identify several "critical areas" of focus for each grade level, on which we center our mathematics instruction.

- Kindergarten: (1) representing, relating, and operating on whole numbers, initially with sets of objects; and (2) describing shapes and space.
- Grade 1: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.
- Grade 2: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using units of measure; and (4) describing and analyzing shapes
- Grade 3: (1) developing an understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions; (3) developing understanding of the structure of rectangular arrays and area; and (4) describing and analyzing two-dimensional shapes.
- Grade 4: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; and (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.
- Grade 5: (1) developing fluency with addition and subtraction of fractions, and developing understanding of multiplication of fractions and division of fractions; (2) extending division to two-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

COMPONENTS OF OUR MATHEMATICS INSTRUCTION

In all grade levels, our Mathematics blocks will usually begin with an "activator," which is a number sense activity designed to build students' flexibility with numbers. These may include the following:

- "Rename the Number": This activity builds students flexibility with numbers. Students are given a number and asked to "rename" this number in multiple ways or using multiple representations. Constraints can be given in order to focus student thinking on content that is most applicable to the current unit. E.g. "Rename 100 using groups of 10" – 90 + 10, 70 + 20, 20 + 20 + 20 + 20 + 20, etc."

- "Number Talk": Number Talks build student flexibility and mental fluency. Students are given a series of related equations which they are asked to solve mentally and explain their thinking. This routine is conducted as a group so students can share their thinking with others and critique each other's strategies. E.g. "52 + 28 =" – "I know that 2 + 8 is a pair to 10. So I thought of this in my head as 10 + 50 + 20. That makes 60 and then I skip counted up 20 more, so 60, 70, 80."
- "Count Around the Room": This routine asks students to skip-count as a group and then examine the count for patterns. In TK-1 it is used to build fluency with the counting sequence, in 2-3 to notice patterns within the base-ten number system and build skip counting fluency, and in 4-5 to build number sense with fractions and decimals. E.g. "Let's count by fourths" (Class counts) "What pattern do we see about whole numbers? How many people did it take for us to get to a new whole number?" "Four because it takes 4 fourths to make 1 whole."
- "Over/Under": This routine builds number sense and estimation skills. Students are given a target number and asked to estimate sums, differences, products or quotients quickly to see if they will be over or under the target number. E.g. "The target number is 100. Will 52 + 56 be over or under?" "Over because both of the numbers are larger than 50 and 50 is half of 100."

During the Mathematics block, teachers will teach the standards described above using a variety of instructional strategies. These may include representation/comprehension strategies to help students *understand* the math or computational strategies to help students *perform* the math. Students will also spend time engaging in small-group and individual activities to apply the skills and concepts they are learning. Teachers will use data from various mathematics assessments to identify and work with students who have demonstrated gaps in a particular concept. (For more information on how we use data to drive instruction, please see Section I below.) Students will have additional opportunities to practice, extend, or remediate mathematics concepts through the use of various online learning programs. (For more information on our online learning instruction, please see Section G below.)

A portion of our Mathematics block also focuses on "processing," which relates to the third CCSSM practice standard on processing and critiquing reasoning. At the end of a lesson or activity, students will have the opportunity to share and explain their work and have their work critiqued. They will also get to critique their classmates' work and identify similarities and differences in other students' approaches to reasoning. Processing is a critical component of mathematics instruction for developing students' critical thinking, reasoning, and communicating skills; building the habit of explaining/defending an answer; building students' confidence; fostering collaboration; and providing teachers with an authentic opportunity to assess students' depth and breadth of mathematics knowledge.

INSTRUCTIONAL PLANNING AND PREPARATION

The need for solid planning and intellectual preparation is especially important to ensure that teachers leverage the interconnectedness of the CA CCSSM Practice and Content Standards. As described in Section A above, our teachers and School Leaders are provided with many resources to help them effectively plan and execute their mathematics instruction. These include:

- Scope and Sequence Map: This is a curriculum map that identifies the key practice and content standards, skills, and concepts to be taught throughout the year as well as the assessments to be used to track and evaluate progress.
- Modules: We prepare comprehensive guidebooks, called "modules," for various mathematical concepts that are designed to help teachers develop a profound and broad understanding of the mathematics standards. Modules also reference a variety of resources that teachers can use to further their understanding and effectively teach the standard. A number of these resources come from the CCSS-aligned Singapore Math. Singapore Math is based on the national mathematics curriculum used for grades K-6 in Singapore, modified for the United States and aligned to Common Core. (In fact, the creators of the Common Core consulted the Singapore Ministry of Education when creating the standards due to the success of Singaporean students on international assessments.) Two of Singapore Math's key approaches that our teachers are trained to use are (1) employing a concrete to pictoral to abstract trajectory when teaching concepts and (2) bar modeling to help illustrate and solve word problems. For an introduction to Singapore Math, please see Appendix C.
- Sample objectives: While the modules described above are designed to give teachers a broad understanding of the "why," the sample objectives provide the "how." These documents break down each unit in terms of number of days and the standards-aligned objectives to be taught each day. These help teachers plan their lessons and stay on track to teach all content within the confines of the school year.

For samples of our preparation materials, please see Appendix C.

D. Science and Social Studies Content Instruction

INTEGRATED CONTENT INSTRUCTION

At Rocketship, we have three main learning spaces: the Humanities classroom, the Integrated Mathematics classroom, and the Learning Lab. As further described above, the Humanities classroom is where we teach ELA/Literacy. The Integrated Mathematics classroom is where we teach mathematics. The Learning Lab, further described below in Section G, is where students receive targeted interventions and engage with online learning programs. These spaces, however, are also used to teach a variety of other content, including English language (further described below in Section V.D), social studies, and science.

"Content instruction" describes the subject matter that students are learning about. Our primary goals for content instruction are to provide students with exposure to a wide breadth of science and social studies topics, build skills and competencies around learning

investigations, foster curiosity in various types of content, and provide opportunities for students to continually practice and utilize knowledge.

With our shift to the CA CCSS, we have moved away from designating explicit portions of the school day for isolated science and social studies instruction.[4] The CA CCSS actually calls for history/social studies, science, and technical subjects to be integrated into K-5 reading literacy instruction. Our instructional framework is rooted in integration, with science and social studies content appearing in not only reading but also in writing, mathematics, arts, and language instruction.

Our content instruction contains four main components.

Skills and competencies. We teach science and social studies skills that can be applied to various subject matter at any time (i.e. recording observations, reading maps, using timelines). We generally try to frontload skills and competencies related to our content instruction at the beginning of the school year so that students have the opportunity to apply them in an increasingly sophisticated manner.

General content exposure. As described above, we aim to expose our students to a wide variety of science and social studies content to bolster curiosity and broaden their horizons in an authentic way. This is often done through reading nonfiction text, which (as described in Section A above) is a key emphasis of the CA CCSS. We also explicitly teach science and social studies content during our ELA/Literacy and mathematics instruction.

Explicit vocabulary instruction. Consistent with the goals of the CA English Language Development (ELD) standards to authentically expose students to academic vocabulary, we teach students science and social studies vocabulary during our instructional blocks.

Projects and investigations. We provide students with opportunities to conduct research, do projects, and make observations while learning new content. This can occur during either the Literacy or Mathematics block. As our instructional model evolves, we also hope to incorporate projects and investigations into our Learning Lab.

Our content instruction model requires a high degree of communication and collaboration among classroom teachers and instructional staff, for which our rotational model and professional development structure (further described below in Sections IV.H and VI) are well suited. We strive to ensure that classrooms are aligned on the various skills and content being taught in science, social studies, and beyond. We also routinely analyze performance data across all content areas to plan and evaluate our instruction and ensure that instruction progresses fluidly through grade levels.

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[4] ROMO does, however, have a separate project-based science enrichment elective. This course, as well as its intersection with ROMO's other instructional content, is further described in Section E below.

SOCIAL STUDIES INSTRUCTION

We strive to align our current social studies instruction with the CA CCSS for ELA/Literacy and also the existing California History-Social Science content standards. Our goal is for students to become proficient in social studies in order to achieve civic competence- the knowledge, intellectual processes, and democratic dispositions required of all students to be active and engaged participants in public life.[5]

Some of the key concepts that our students will learn as they progress through Rocketship include investigations into the world's ancient peoples and civilizations; studies of ancient peoples of our own continent, Native Americans; native peoples in different areas of our continent; and early explorers, colonialism, and westward movement. Students will also explore topics like producers and consumers in society; social justice, including studies of pioneers like Rosa Parks and Cesar Chavez; major historic conflicts such as the Civil War; and geography and map skills.

We also use Social Studies as a further opportunity to celebrate our students' diverse heritage. We invite students to share their language, cultural ideas and observations, customs, and backgrounds to provide a multicultural dimension. We also conduct lessons and units centered on important multicultural figures and events.

NGSS-ALIGNED INSTRUCTION

In September 2013, the State Board of Education adopted the Next Generation Science Standards (NGSS) pursuant to CA Education Code 60605.85. At Rocketship, we are continuing to monitor and participate in the California Department of Education (CDE)'s NGSS Implementation Plan, which addresses how the CDE, schools, and community stakeholders can collaboratively work to actualize the NGSS in California classrooms.

The Implementation Plan includes various initiatives that are set to roll out between 2014-2018. These include, in relevant part, the CA K-8 Early Implementation Initiative, revision of the CA Science Curriculum Framework, NGSS implementation workshops, and administration of NGSS science assessments. The Implementation Plan also describes three phases of implementation—awareness (introduction to the NGSS, initial planning of systems implementation, establishment of collaborations); transition (concentration on building foundational resources, implementing needs assessments, establishing new professional learning opportunities, expanding collaborations); and implementation (new professional learning support, fully aligned curriculum, instruction and assessments).

The CDE has not specified beginning and end dates for the implementation of the three phases because they vary depending on the event, but we will continue to make ongoing developments to evolve our science instruction. For example, we will participate in meetings,

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[5] www.socialstudies.org/standards

trainings, and workshops and develop teaching and coaching tools for NGSS-aligned instruction. We will also use resources that are available on the CA NGSS Digital Center, research best practices, use high-quality sample CA NGSS-aligned assessment resources, engage in community outreach to educate stakeholders about the ongoing transition to NGSS, and establish partnerships within the district and region to assist us in better understanding the NGSS framework.

At Rocketship, we align our science instruction to the NGSS. We encompass the three Disciplinary Core Ideas of the NGSS, further described below. We also administer NGSS-aligned unit assessments.

Physical Sciences. Our instruction includes grade-appropriate lessons in the NGSS focus areas of motion and stability, waves and their application in technologies, and matter and its interactions.

Life Sciences. Our instruction includes grade-appropriate lessons in the NGSS focus areas of molecules and organisms, heredity (inheritance of traits), ecosystems, and biological evolution.

Earth Sciences. Our instruction includes grade-appropriate lessons in the NGSS focus areas of earth's systems, earth's place in the universe, and the effects of global activity on the earth.

E. Arts and Enrichment

Our instructional program incorporates a number of enrichment opportunities for our Rocketeers.

All students will receive Physical Education. We have a strong focus on wellness, and as such we will aim to align our P.E. program in accordance with E.C. 51210(g), which requires students in grades 1-5 to be provided with not less than 200 minutes each ten school days, exclusive of lunch and recesses.   Pursuant to EC 60800 and 5 CCR 1040, we will administer the Physical Fitness Test (PFT) to our fifth grade students.

In addition to P.E., each Rocketship school has at least two additional enrichment programs. We hire enrichment instructors who have demonstrated expertise and interest in a specific enrichment content area, such as art, theater, gardening, or music. Students will receive some type of enrichment during every full school day. (For a sample ROMO bell schedule, please see Appendix F.) Where relevant, our instructors strive to align their curriculum with the California Visual Performing Arts framework. This framework provides guiding principles, planning and implementation strategies, curriculum development, assessment resources, and professional development for instruction in dance, music, theater, and the visual arts. As with all members of our instructional staff, our enrichment instructors receive regular coaching, training, and professional development. We continually strive to ensure that all enrichment content is rigorous, standards-aligned, and data-driven.

ENRICHMENT PROGRAMS AT ROMO

At ROMO, students receive enrichment in gardening and music. The school also offers project-based science as an enrichment elective. These programs were selected based on input from teachers, students, and parents as well as from a rigorous hiring process for qualified teaching candidates.

All of ROMO's enrichment programs help broaden students' horizons, bolster school culture, and help make ROMO a unique place to learn. In Music, students have recently learned foundational concepts behind beat and rhythm, and the school recently purchased drum pads for some grade levels. In Gardening, students learn about health and nutrition. They also actively help maintain the school garden, which has been transformed from a dirt patch behind the building into an urban green space. ROMO's science elective is separate from the science instruction that occurs in the Humanities and Integrated Mathematics classrooms, further described above in Section D. Science enrichment is driven primarily by inquiry and project-based learning—for example, students have spent a unit constructing their own volcanoes. ROMO's decision to add a science elective was based in part on the increasing importance of science and technology in a rapidly-developing global economy. As with integrated science instruction, however, ROMO's science enrichment instruction is evolving to align with the implementation of NGSS as the state progresses through the implementation phases.

F. Social-Emotional Learning

We believe that students must master both academic and critical life skills to truly be successful participants in and contributors to society. To this end, our instructional program includes a social-emotional learning curriculum as well as other initiatives to help students develop into confident, competent, self-motivated, and productive lifelong learners.

CORE VALUES

At every Rocketship campus, we teach four core values— respect, responsibility, persistence, and empathy. Additionally, each school chooses a fifth core value of its own. ROMO has chosen global citizenship, further described in the Introduction to this petition.

Core values form the basis of our behavioral instruction and management systems. At the beginning of the school year, teachers explicitly teach core values lessons in which they demonstrate what different core values look like in action. Every school also has its own system to promote/incentivize the core values, such as providing students with Core Value Rockets, which can be redeemed at the school store or entered into a prize raffle. Furthermore, teachers try to identify which specific core values students are not demonstrating when students receive a behavioral consequence (i.e. a student is moving down on the classroom behavioral "clip chart" because his/her actions were not demonstrating our core value of respect).

<u>LAUNCH</u>

Each Rocketship campus begins the school day with Launch, which is a period of time for the whole school to come together around some school wide foci. This usually includes one of the core values (i.e., a "core value of the month"). During Launch, the school may also promote a particular successful student habit, such as preparedness," going above and beyond, or urgency. Schools may also teach a new feature of an incentive or behavior management system. Launch is also a time to promote school wide academic progress. School leaders may teach everyone a word or idiom of the day or celebrate progress toward achievement goals. Finally, schools may use Launch time to foster school culture and pride and student engagement. The whole school, including the staff, may learn a song or a dance together or celebrate a particular student or classroom's recent accomplishment.

<u>POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS</u>

Positive Behavioral Interventions and Supports (PBIS) is our framework for creating learning environments that are consistent, predictable, positive, and safe. We believe that students need to be taught how to behave, and struggling students must be taught replacement behaviors.

Each school has a PBIS Team comprised of a wide cross-section of staff members, including teachers, school leaders, and operational and support staff members. Each member of the team is tasked with overseeing a different PBIS component, further described below.

- <u>Data:</u> The Data Lead will enter information on negative behaviors that occur at school into an online system to analyze trends and make data-based decisions about how to shift behaviors. (For example, the Data Lead may analyze data that reveals that kindergarteners tend to get into trouble in the late afternoon toward the end of each week and help design a management system targeted at this time period.)
- <u>Incentives:</u> The Incentives Lead is in charge of school-wide inventive programs such as Core Value of the Month and Student of the Month. The Incentives Lead also ensures that the school is incentivizing positive behaviors and giving consequences fairly and consistently.
- <u>Staff:</u> The Staff Lead oversees staff culture and designs programs to promote staff enjoyment, wellness, and ensure a positive environment.
- <u>Kimochi's/RULER Curriculum:</u> The Kimochi's/RULER Leads oversee the implementation of these social-emotional learning curricula, further described below.

RULER Approach. The RULER Approach is the social-emotional curriculum that we use in our upper grades. The curriculum includes a set of four tools designed to build students' emotional intelligence.
- <u>The Class Charter:</u> Each class comes together to name the feelings that the students want to feel at school, the actions they will take to produce these feelings, and the actions they will take if someone is not showing these feelings. The purpose of the

charter is to establish an environment where students feel safe talking about feelings at school.

- The Mood Meter: The mood meter is a coordinate grid that plots students' levels of pleasantness/unpleasantness against their energy levels. Each grid quadrant is associated with a color. Students are taught to identify how they feel in relation to the grid. Students are also taught vocabulary associated with these feelings and regulation strategies to introduce actions they can take to change their feelings.
- The Meta-Moment: For students who find themselves angry or anxious, the meta-moment is a tool for students to use to stop themselves from reacting, picture their "best selves," and pick a strategy to become their "best selves."
- The Blueprint: The blueprint is a conflict management tool that teaches students to take others' perspectives and react to a situation based on how another person is feeling.

Teachers spend the first part of the school year unrolling these tools and getting students well-versed in them. Students then use these tools the rest of the year and track their behaviors, feelings, and progress in a mood journal.

Kimochi's Curriculum. Kimochi's is a more scripted behavioral curriculum that we use in our younger grades. *Kimochi* means "feelings" in Japanese. The curriculum is designed to give young students the knowledge, skills, and attributes they need to recognize their emotions, demonstrate care and concern for others, establish positive relationships, make responsible decisions, and correctly handle challenging situations.

The curriculum is centered on five characters, which each have a unique temperament and personality. The characters act as a safe third party that students can relate to as they consider their own strengths and weaknesses. Additionally, the Kimochi's Keys to Communication provide communication tools to help students learn how to listen openly, make good choices, speak in a respectful and responsible way, and be open in negotiating.

For sample RULER and Kimochi's materials and research supporting these curricula, please see Appendix D.

G. Personalized Instruction

"Personalized instruction" describes our overall approach to serving our Rocketeers, where we strive to give every student the right level of academic support at the right time through the right instructional method. We use a blended learning approach to further our goal of personalized instruction, in which we strategically leverage whole-group classroom instruction and activities, small-group instruction and activities, targeted customized interventions, and our suite of online learning programs. Across all content areas, teachers differentiate instruction based on a variety of assessment data. (For more information on how we use data to drive instruction, please see Section I below.) Students may work individually or in small groups with

the classroom teacher, Individualized Learning Specialist, or other service providers to address any unique needs, gaps, or learning styles.

<u>ONLINE LEARNING PROGRAMS</u>

As mentioned above, part of our blended learning approach to personalized instruction includes the purposeful use of adaptive technology through online learning programs (OLPs). OLPs deliver many benefits, including:

- Personalized instruction delivered on a constant, reliable basis. While we believe that effective instructors are at the heart of effective instruction, the reality is that no single teacher can reach all learners at every minute. OLPs broaden the swath of students that we can effectively reach to teach content. This is especially critical to us given that the student population that we serve often arrives at Rocketship achieving significantly below grade level.
- Basic skill remediation. Students must develop the foundational knowledge in various content areas if they are going to successfully progress as learners. As with any classroom, our teachers' time is limited. Allowing some of the remedial work to occur through reliable online programs (our selection process is further described below) enables students to build the foundations they need while freeing up teachers to focus their time on higher-level instruction.
- Student accountability, motivation, and engagement. Through tracking features of our various OLPs, students can assume responsibility for their own progress toward individualized learning goals.
- Data analysis. Our OLPs are a valuable data resource. The programs consistently generate a variety of data for our teachers and school leaders to analyze while planning and personalizing instruction.
- Real-time teaching. Many of our OLPs are designed to adjust content in real-time based on students' individual progress to keep students working on the most appropriate material and advancing along their individualized learning pathways.

For research to support personalized learning, including a study by the Dell Foundation on blended learning at Rocketship, please see Appendix E.

Each OLP that we introduce to our suite undergoes a rigorous selection and piloting process to ensure that it meets our well-defined criteria. We generally look for programs that maximize adaptability, assignability, and analytics.

Adaptability. A program is adaptive if it automatically senses a student's gap in understanding or mastery of a skill and systematically changes the pace or lessons. Often, programs will assess student understanding through instructional lessons or intermittent mini-tests, adjusting as necessary to focus on that individual student. While our OLPs are always subject to change to reflect the latest advances in adaptive technology, our current programs that assess regularly in this fashion include DreamBox, Lexia Core5 and myON. Other programs, such as i-Ready and ST Math, utilize more extensive diagnostic assessments or pre-tests to gauge a student's level and

assign appropriate instructional lessons. Through these intelligent adaptive systems, students focus on their own personalized levels, working on the skills that they need to practice most.

Assignability. Additionally, we leverage programs that allow for in-program assignability. Rather than giving online programs 100% control over the online content that students engage in, we balance both online assessment systems as well as teacher input. Several of our current programs, including i-Ready, ST Math and myON, allow teachers to assign lessons, reorder objectives or select books for students to see in their online portals. While ST Math & myON allow these customizations for classes, i-Ready allows for an even higher level of assignability, allowing teachers to modify instruction for groups of students or even individual students. Through this balance of integrated adaptive assessments and teacher input based on other assessments, we can ensure that the programs truly match student needs, both inside and outside of the programs.

Analytics. The last, arguably most important, feature that we utilize in our online learning programs is the teacher analytics. These dashboards give teachers real-time data on how students are performing. They break down assessments, individual lessons and overall usage, allowing teachers to adjust both online and in-class programming. Teachers may utilize assignability features to assign specific lessons or domains of instruction or even adjust the order of objectives that classes encounter. Teachers can also customize features such as when a student can access online instruction, assessments or games within the programs. Through these insights, teachers can ensure our programs are highly focused and continually benefiting student outcomes.

For a chart displaying the various features of our current OLPs, as well as white papers on the efficacy of some of our programs, please see Appendix E.

LEARNING LAB

As our overall approach to providing each student with the most customized and appropriate instruction for his or her unique needs, personalized learning inherently occurs throughout the entire school day. Because we are so dedicated to this targeted approach, however, we have also set aside a specific block during each school day- the Learning Lab- to support students' individual learning needs and supplement the high-quality instruction occurring in our classrooms.

The Learning Lab is a common space for students to meaningfully engage with the OLPs described above. During this block, some students may also work with an interventionist, called an Individualized Learning Specialist (ILS), to refine a particular skill, concept, or strategy.

The Learning Lab is closely supervised by our School Leaders (the Principal and Assistant Principals). The School Leaders not only oversee the managerial aspects (i.e. hiring ILSs, monitoring student behavior, selecting appropriate OLPs, designing and laying out the learning space), but they also play a vital role in ensuring the substantive quality of the education that

occurs in the Learning Lab. Our School Leaders are also certificated instructors and serve as coaches to the ILSs. They train our ILSs to use pre-selected, evidence-based intervention curricula to respond to individual student needs and engage in regular progress-monitoring of each ILS to identify areas for additional training or other supports. Along with our classroom teachers, our School Leaders also work with the ILSs to collect and analyze data from in-person and online interventions to help design personalized support for our Rocketeers. ILSs also receive the same support and professional development as classroom teachers on campus.

In addition to playing a vital role in the Learning Lab, our ILSs have invaluable short and long term benefits for our students and their families. Our ILSs often come from the communities that we serve and thus bring exceedingly important perspective into the school. We strive to have a staff body comprised of diverse backgrounds and experiences, and our ILSs are an integral part of our make-up. Our ILS model is also intended as a potential pipeline for bringing high-quality certified instructors into our classrooms. We provide support to ILSs who are interested in obtaining a teaching credential by helping them navigate credentialing requirements, teacher preparation programs, and degree programs. By investing in ILS development and supporting ILS training, we are hoping to provide our schools with a steady supply of dedicated teachers who are well-prepared, diverse, and deeply connected to the communities we serve.

For more details on the responsibilities and qualifications for various staff roles at Rocketship, please see Element E below. For further description of our rotational model, please see Section H.

H. Calendar and Instructional Minutes

EXTENDED LEARNING TIME

We expect a significant number of our students to arrive at Rocketship below grade level, and so we aim to provide students with maximal instructional time to make the progress that they need to catch up. We will offer the same or greater number of instructional days as FMSD. We also operate on an extended school day. School runs from approximately 8 a.m. to 4 p.m. (varies slightly depending on grade level).

The number of instructional minutes[6] that we offer for all grades will meet or exceed the state requirements in Education Code Section 47612.5(a)(1). The table below delineates subject areas and approximate time per grade level, but we reserve the right to adjust students' instructional minutes in each subject and learning space based on students' personalized learning needs.

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[6] We define instructional minute as minutes spent under the direct supervision of a certificated teacher.

	Humanities	Integrated Math	Launch/ Socio-Emotional Learning	Total Daily Instructional Minutes	Learning Lab	Enrichment	Total Daily Minutes
K	180	90	45	**315**	*90*	*40*	***445***
1	180	90	45	**315**	*90*	*40*	***445***
2	180-190	90-100	45	**315-335**	*90-100*	*40*	***445-465***
3	180-190	90-100	45	**315-335**	*90-100*	*40*	***445-465***
4	190	90-100	45	**325-335**	*90-100*	*40*	***455-475***
5	190	90-100	45	**325-335**	*90-100*	*40*	***455-475***

For a sample full day ROMO bell schedule, please see Appendix F.

ROTATIONAL MODEL

Our unique rotational model allows students to receive instruction in core academic subjects from specialized teachers. Students will be divided into cohorts in which they rotate to various classes throughout the day. For example, a kindergarten cohort may begin their day in the Humanities block and receive instruction from a credentialed teacher who focuses on Humanities instruction. Students may also receive science and social studies content instruction during this time, as further described above in Section D. At the same time, a second cohort of kindergarteners will be receiving instruction from a second credentialed teacher in a separate Humanities classroom, also for 170 minutes. The third cohort of students will be in their Integrated Mathematics block with a third credentialed teacher who focuses on mathematics and science instruction. This cohort will spend 85 minutes in this class. The final cohort will be in the Learning Lab, overseen by a School Leader and run by an ILS. After 85 minutes, the third and fourth cohorts switch classroom spaces. This completes the students' first half of the day.

The entire grade level will then rotate. The first and second cohorts will move to either the Integrated Mathematics block or the Learning Lab, and swap after 85 minutes. The third and fourth cohorts will move to the two Humanities classrooms and receive 170 minutes of Humanities instruction.

All of our teachers hold a multiple subject credential. However, as described above, each teacher "specializes" in a particular instructional area. Specialization allows our teachers to hone their skills and develop a profound expertise in a focused instructional area, which we

believe is especially important in light of the shift to the increasingly rigorous CA CCSS. Furthermore, specialization encourages - indeed, necessitates - collaboration across grade levels. Not only does such collaboration require our teachers to be constantly thinking about the inherent multidimensional nature of the content that they teach, but it also ensures that each student will have multiple educators' eyes monitoring and investing in their progress.

I. Data-Driven Instruction

Our instructional program is profoundly data-driven. We provide constant opportunities for comprehensive and systematic assessment, analysis, goal-setting, progress monitoring, and data tracking.

ASSESSMENT

We use an assortment of assessments to measure students' achievement levels. These include the NWEA MAP assessment, which allows us to measure our students' proficiency against national norms for CCSS performance, and the STEP assessment developed by the University of Chicago, which provides teachers with a granular breakdown of students' reading ability in terms of "fundamental skills" and general comprehension skills. We also administer assessments under the California Assessment of Student Performance and Progress (CAASPP) as well as the state-mandated English language assessments.

We also conduct additional bi-monthly standards-aligned assessments of each student in reading, writing, and math. These assessments drive decisions about whether students need additional classroom support or tutoring. They also allow us to progress-monitor our students throughout the year in a way that annual assessments do not.

ANALYSIS

Assessment data provides myriad opportunities to analyze and reflect on both student and teacher progress and gaps. We are deeply committed to data analysis throughout the school year.

Following administration of our bi-monthly interim assessments, at ROMO holds two full days of professional development for teachers, Assistant Principals, and the Principal to take a deep dive into the analysis of the data.

A key component of these data days is the identification of overall positive trends as well as any challenges and/or achievement gaps among students. This exercise then leads the teacher to begin to identify specific "focus" students within the challenge groups. After identifying three to five students, the teacher begins to dig deeper and identify specific instructional areas that have been challenging for these students. The teacher then sets academic goals for these students to be accomplished within the next four weeks and eight weeks. The teacher then begins to develop an instructional plan for these specific students, which is intended to ensure

that the student will realize the goals that have been set for them in the next four and eight weeks. The plan is not meant to be limited to these specific students. We expect teachers to use it to guide instruction for all students facing similar challenges. Thus, by focusing in-depth on one student within the challenge group, the modified instruction should be able to positively impact the student achievement of all students within this group. See Appendix G for sample materials from a quarterly Data Day.

GOAL SETTING AND PROGRESS

After teachers analyze the data from diagnostic interim assessments during quarterly Data Days, students, teachers, and parents work together in a variety of ways to set and/or revisit goals to help ensure that all students are on track to make the requisite growth during the school year.

Conferences. Students review and discuss individual progress after each interim assessment period. Teachers prepare and review data summaries with students to identify places in which performance is on track to achieve established goals and areas in which improvements are needed. Teachers also communicate with parents (via parent/teacher conference, phone calls home, e-mails, notes in backpacks, home visits, and other mechanisms as needed) about student goals.

Classroom Tracking. Each classroom or grade-level publicly tracks a number of class-based and individual goals, including progress toward ELA/Literacy and mathematics benchmarks, as well as other measures such as sight word recognition, progression in STEP reading levels, and letter/sound mastery. Each teacher defines his/her specific data-tracker approach, but all Rocketship classrooms display individual student goals and progress to student goals. For example, some classrooms use frogs that jump from lily-pad to lily-pad; others use "rocket ships" to align with school mascots. (See Appendix G for a photo of a classroom goal tracker.)

Online Learning Programs. Each student also sets individualized Online Learning Program (OLP) goals for the week, which focus on individual progress during computer-based learning time. Students track progress in their OLP Logs, which are kept in the Lab for fall semester. In the spring semester, as a reflection of their ownership of their progress, students in grades two through five begin to keep track of their own OLP Logs . In addition to helping students build a habit of showing quality work, OLP Logs help the Individualized Learning Specialists (ILSs) hold students accountable for their independent work. The OLP Log can also help build communication between classroom and online learning when teachers guide students in setting weekly/daily goals and check students' Logs weekly for quality work. (See Appendix G for example OLP goals.)

School wide Recognition. Outside of the classrooms, our entire school celebrates progress toward goals as well. Every week during the Rocketship Launch time (further described in Section F above), we celebrate achievements and give out awards based on growth and mastery. For example, we may award Reading Capes to the classes with the greatest progress

on OLPs (e.g. lessons passed in iReady), or we may award "Math Medals" to the class who demonstrated the greatest proficiency on a recent formative assessment.

Furthermore, we highlight the connection between individualized goal setting and success in college by focusing on college readiness from the first day our students enter our schools. Our hallways are lined with college banners, and each student belongs to a homeroom named for a college mascot (e.g., "Bears" for UC Berkeley). Community members speak to students about college and broader experiences related to college attendance. Students and parents participate jointly in college visits to experience the excitement and diversity of a college campus. As a result, all students believe and expect that they will go to college. (See Appendix G for a picture of college banners in a Rocketship hallway.(

Report Cards. Students' progress is shared with parents through CCSS-aligned report cards that are shared with parents online as well as printed out for parent conferences which occur at least three times annually. (See Appendix G for a sample report card.)

DATA TRACKING TOOLS

We use various tools to track and manage data, several of which are described below.[7]

Illuminate. The Illuminate platform provides educators with easy access to assessment items, and supports the scoring and data capture of assessments (See Illuminate screenshot, Appendix G.) Through Illuminate, educators can select standards-aligned assessment questions, create their own assessments, deliver them to students, and easily score them using the program. These digital resources ensure that educators can effectively measure the progress of their students and modify their approach as needed.

Schoolzilla. Rocketship also uses the cloud-based Schoolzilla data warehouse and reporting system to collect and organize student achievement, enrollment, and attendance data. Rocketship partners with Schoolzilla to build toolkits and user-friendly reports and dashboards that translate simple data into actionable information that educators can use to modify their instructional approaches. Schoolzilla incorporates data from state assessments, student assessments in Illuminate, and a broad set of other data systems across the organization to allow educators to access and understand the needs of their students in real time. Through the use of Schoolzilla, a teacher can quickly gain an understanding of which students have mastered a particular standard, and the next day group them differently for small group instruction, to re-teach to students who have not yet gained mastery.

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[7] As with all aspects of our instructional program, we constantly monitor development in data analysis tools. With ever-increasing sophistication of education technology, we strive to keep abreast of advances that may lead to greater efficiency and effectiveness. We may at times alter our data analysis tools and will notify our authorizer if we plan any changes that may be sufficiently significant to require the need for a material revision to our charter.

Schoolzilla dashboards facilitate communications between teachers and ILSs, by providing more timely status updates of a student's progress, and by enabling teachers to easily specify remediating content and activities during tiered interventions that are targeted to meet the student's specific learning needs. At the end of Tier II RtI sessions, further described in Section IX above, tutors can leave notes on student progress and highlighting things to discuss during common planning time, which occurs daily with ILS staff and teachers within a grade level. Additionally, content from Schoolzilla's RtI tab is automatically linked and integrated with the student's Individualized Learning Plan.

Approximately every four to six weeks, our teachers reassess to show student progress, as further described in Section XI.B above. To facilitate the identification of students in need of more focused support, teachers can use Schoolzilla to create data displays for each class that show which students fall into each quartile.

Our objective is for Schoolzilla to be a continually-updated repository of student assessment data which is sourced from online learning programs, benchmark assessments, formative assessments given by teachers, data gathered from tutoring, CCSS assessments (i.e. Smarter Balanced), and more.

In addition to data entry, Schoolzilla provides educators with both high-level and detailed comparisons of student achievement. Comparisons can be made by school, by grade, by standard, and by month.

AIMSweb. AIMSweb is a web-based platform designed to support schools in engaging in data-based decision making within an RtI framework. Rocketship utilizes the curriculum-based measurements (CBMs) provided via AIMSweb as one of the assessment tools in the universal screening process that indicates which students are candidates for Tier 2 and Tier 3 academic interventions. Once identified students are placed in intervention, Rocketship utilizes AIMSweb as our ongoing progress monitoring system, administering weekly CBMs to all students participating in Tier 2 and Tier 3 reading interventions. The data yielded by these weekly progress monitoring assessments is then utilized to make instructional decisions for each student in intervention (for example, students who have met their annual progress monitoring goal may exit back to Tier 1, and students who are not making sufficient progress may receive a more intensive and individualized level of intervention).

For screenshots illustrating our current data management systems, please see Appendix G.

SECTION V: SPECIAL POPULATIONS

> ### A.   At-Risk Students

RESPONSE TO INTERVENTION: OVERVIEW AND PURPOSE

Response to Intervention (RtI) is a data-based instruction and intervention model designed to efficiently identify at-risk and academically low-achieving students, match them with appropriate, evidence-based interventions, and guide teams in engaging in a clear problem-solving process to ensure that every student receives the support they need in order to achieve grade level expectations. According to the National Center for Response to Intervention, a comprehensive RtI model contains seven essential components:

1. Universal Screening: a systematic process for identifying a subset of students from the entire student population who are struggling academically and/or behaviorally, and are at-risk of negative short- or long-term outcomes

2. Multiple Tiers of Support: the service delivery model of providing a graduate sequence of intensifying interventions in order to match services to student need

3. Evidence-Based Interventions: the implementation of interventions and supports which are supported by empirical evidence to have positive academic and/or behavioral outcomes for the student population with which they are being implemented

4. Ongoing Progress Monitoring: the continual monitoring (using research-based assessment methods) of the ongoing progress of students participating in intervention, in order to assess the effectiveness of interventions for specific students and overall

5. Data-Based Decision Making: the utilization of student progress monitoring data to make decisions whether to intensify, modify, keep in place, or remove particular interventions or supports.

6. Treatment Integrity: the systematic monitoring of the implementation of interventions in order to ensure that they are implemented as intended to enable appropriate and legally defensible decision-making

7. Problem-Solving: the dynamic and systematic process that guides the school team's behavior in: identifying the problem, analyzing the problem, developing a plan of action, implementing the plan, and evaluating the outcome of the plan

When implemented in accordance with these guiding principles, RtI has many potential benefits for students from diverse economic, linguistic, and cultural backgrounds. This model promises to provide equitable access to standards-based curricula for all students and reduce over-identification of students with learning difficulties, which is a longstanding problem that is especially predominant among low-income and culturally diverse populations. In the article *Cultural Considerations with Response to Intervention Models,* Klinger and Edwards state that RtI "...has dramatic implications for culturally and linguistically diverse students who historically have been disproportionately overrepresented in special education programs...RtI models hold promises for preventing academic failure by providing support for culturally and linguistically diverse students before they underachieve." (pg.108).

All of the individual programs necessary for implementing RtI exist in current practice. All necessary funding, programs, access to training, and staffing are currently available under existing law. The components of the RtI model are further described below, and Rocketship's RtI guide can be found in Appendix H.

RESPONSE TO INTERVENTION AT ROCKETSHIP

Rocketship has adopted an RtI framework to serve our at-risk students. Our model encompasses each of the seven essential RtI components detailed above.

Universal Screening. Rocketship utilizes a "multiple gating" process in our approach to universal screening. Multiple gating refers to the process of using the results from a variety of universal screening tools in order to ensure all students who are struggling academically or behaviorally are identified in a timely manner. For academics, our first screens are our NWEA MAP assessment, and our STEP assessment. Students who fall below a certain cut point on each of these assessments are further screened using a Curriculum-Based Measurement (CBM) in order to further pinpoint the specific area of academic deficit. Once that area of deficit is identified, further diagnostics are administered in order to identify specific intervention starting points for each student.

Multiple Tiers of Support. Rocketship uses a three-tiered model to organize our instructional and social-emotional supports for all students.

- Tier 1- General Classroom Instruction: All Rocketship students participate in and benefit from the instruction and support that takes place at the Tier 1 level. Examples of academic supports that take place at the Tier 1 level include homogenous guided reading groups in the ELA classroom, CCSS-aligned Singapore Math units in the math classroom, and adaptive online learning programs in the learning lab. Examples of behavioral and social-emotional supports that occur at the Tier 1 level include school wide positively stated behavior expectations, access to a school wide incentive system, and social-emotional curricula that are implemented as a component of our Positive Behavior Interventions and Supports (PBIS) model.
- Tier 2- Supplemental, Small Group Supports: Even in the best of instructional models, some students will require additional supports in order to reach grade level proficiency. At Rocketship, we have a number of evidence-based interventions that are delivered in a small group setting to students at the Tier 2 level, including but not limited to small group phonics and fluency intervention in the learning lab and small group behavior interventions (such as small group counseling and Check-in/Check-out).
- Tier 3- Intensive, Individualized Supports: Students who don't respond favorably to supports at the Tier 1 and Tier 2 levels may be referred for a more intensive level of intervention. Intervention at the Tier 3 level is more targeted and more individualized. At Rocketship, we may use an alternative curriculum which is more specifically focused on an area of skill deficit (for example, Seeing Stars, and Lindamood Bell curriculum that addresses phonemic awareness), and our interventions will also be more specifically targeted to the individual student (for example, developing and implementing an individualized behavior intervention plan). At the Tier 3 level, we often will make a referral for a psycho-educational evaluation to determine if the student is presenting with a disability that requires special education services and supports.

Evidence-Based Interventions. Rocketship utilizes a suite of evidence-based intervention resources to support students across all tiers of intervention. These include (but are not limited to):

- Academic Interventions: Systematic Instruction in Phonics and Phonemic Awareness (SIPPS), HELPS fluency routines, Seeing Stars and On Cloud 9 (Lindamood Bell), Sound Partners
- Behavioral/Social-Emotional Interventions: Check-in/Check-out (CICO), individual counseling, functional behavior assessments and positive behavior intervention plans

Ongoing Progress Monitoring. Rocketship utilizes a variety of tools to conduct ongoing progress monitoring of students participating in interventions. Students participating in Tier 2 and Tier 3 academic intervention participate in weekly progress monitoring activities using curriculum-based measurements. The STEP assessment (further described above) is also utilized to monitor the progress of students participating in reading comprehension intervention. The progress of students participating in Check-in/Check-out (CICO) is tracked daily by CICO coordinators.

Data-Based Decision Making. Rocketship's four to six week data cycles support the data-based decision making component of our RtI model. On data days, school staff analyze the progress monitoring data of students who have participated in intervention in order to determine whether to continue, modify, or discontinue the intervention for each individual student. We have developed a number of protocols and structures to support school staff in engaging in this problem-solving process, examples of which can be found in Appendix H.

Treatment Integrity. Rocketship Assistant Principals and Network Support staff conduct regular 'implementation fidelity' reviews of all staff conducting intervention using our evidence-based interventions. These reviews are not evaluator; rather, they are designed to provide valuable feedback to intervention providers in order to ensure that intervention programs are being implemented according to their design.

Problem-solving. Rocketship uses a variety of structures to engage in the problem-solving component of the RtI process. Our pre-referral process consists of Student Huddle meetings, wherein grade level teams and school leaders meet to discuss and plan supports for individual students, followed by formal SST meetings where more intensive and targeted supports can be planned. Rocketship's current "Pre-Referral Handbook" can be found in Appendix H.

Transparency is an important component to the RtI framework. We regularly communicate with parents throughout the entire process, beginning with a written notification that their child has been selected to participate in RtI interventions. For a sample parent notification letter, please see the Rocketship RtI Playbook in Appendix H.

B.   Academically High-Achieving Students

High-achieving students are those who score at least one grade level above on standardized tests or internal metrics for ELA/Literacy and/or Mathematics. These students benefit from the same practices that are helpful to our struggling students. Because our internal systems measure student gains every four to six weeks, we will be able to monitor our high-achievers to make sure that their gains continue and do not regress to class averages.

In addition to applying elements of our RtI program to high-achieving students (i.e. guided reading groups, advanced Singapore Math resources, use of adaptive OLPs, regular progress-monitoring, and data-based decision making), we serve this population in a variety of ways, described below.

Early Detection. Rocketship will use internal assessment in ELA/Literacy and Mathematics to help us identify high-performing students within the first four to six weeks of school and monthly thereafter. Frequent and ongoing assessment will ensure that we are meeting the needs of all students as they arise and tracking progress to ensure our strategies are supporting improved achievement.

Differentiation. Differentiation describes an instructional method where instruction styles, content, and materials are targeted at the specific needs and characteristics of individual or small groups of students. Teachers will use assessment and progress-monitoring data to plan enrichment activities with their high-performing student. These will occur both in whole-class and small-group lessons.

Family Communication. We will inform families as soon as we have assessed students' performance. Teachers may provide high-performing students with additional books and enrichment work to perform at home to increase their understanding of a particular subject area.

Teacher Collaboration. At least weekly, subject area teachers will gather to compare their student data, discuss students, and discuss instructional strategies, interventions and enrichment. This will be realized through a schedule that will allow the staff to have an early dismissal day one day a week and common planning time, further described above in Section IV.I.

Focused Instruction. Rocketship's standard instructional approach is for teachers to plan their lessons with at least three groups of students broken out who are striving for different sub-goals in their development towards meeting the same overall grade-level standards. One such subgroups is students who are performing above grade level. All students, including high-performing students, will receive targeted small group Guided Reading instruction and small group skills instruction in both the Humanities and Integrated Mathematics blocks. High-performing students may also participate in student-led literature circles and book clubs. In addition, our academic model allows for students to access material at their instructional level throughout the academic day. For example, students have access to a wide array of reading material, spanning many genres and reading levels, in our classroom libraries. Our Integrated

Mathematics teachers also differentiate math centers, homework, and daily review exercises by difficulty level. Each student also receives personalized attention during 1:1 conferences during Writer's Workshop.

Daily Enrichment. The Learning Lab is an additional space where high-performing students can read a variety of leveled literature and use adaptive software that challenges them. We anticipate providing other activities to our high-achieving students during Learning Lab which let them examine the current grade-level concepts in more depth.

Ongoing Assessment. Data is gathered both through frequent real-time assessments performed in the subject areas and daily feedback given teachers from the online programs in the Learning Lab. Teachers will have the tools they need to track all of their students and make sure that students who began the year with good gains are not starting to fall back.

C. Integrated Special Education

OVERVIEW

Rocketship's commitment to eliminate the achievement gap extends to all students, including students with unique learning and behavioral needs. The mission of the Integrated Special Education (ISE) department within Rocketship Education is to ensure that students with disabilities receive a free and appropriate public education within the least restrictive environment. Towards this end, we develop rigorous, individualized educational programming for all students with disabilities. We will accomplish this through several means: high quality direct services provided to students, strategic professional development of our ISE and general education staff members, and a consultation and coaching model that empowers classroom teachers, school leaders, and families to appropriately support each student's individualized education plan.

In order to fulfill this mission, Rocketship seeks to apply current, research-based best practices in order to create individualized plans that support students with disabilities in working to their full potential. We believe that all students are best-served within an inclusive model, and our service delivery model is grounded in team-based decision making. We approach educational programming for our students from a positive, strength-based perspective. Our ISE staff members serve as coaches and consultants who empower key stakeholders to support the academic and social development of our students both within the classroom and in their communities. We believe that our families are our students' greatest advocates, and we strive to support them in becoming experts in their children's needs and educational programs.

ROMO intends to continue operating as a Local Educational Agency (LEA) under the El Dorado County Charter Special Education Local Plan Area (SELPA) pursuant to Education Code Section 47641 (a). As an LEA, ROMO will be solely responsible and liable, the same as a school district, for providing special education and related services. ROMO strives to achieve a student population representative of the community which we are serving. Whether a child is eligible

for special education services under IDEA, or is provided a plan under Section 504, he or she is considered with all others for enrollment at ROMO. Disability or non-disability status is not a factor for enrollment or acceptance. Admission is based solely on availability of student enrollment space in a "general education" classroom.

SPECIAL EDUCATION ELIGIBILITY DETERMINATION

Although Rocketship will not administer any assessment or evaluation for the purposes of admission, in accordance with the Child Find mandate, we make a continuous and proactive effort to identify students with special needs and those in need of a pre-referral intervention plan.

In order to proactively identify students who have already been found eligible to receive accommodations and/or services via an IEP or Section 504 plan, Rocketship includes a "Child Find Supplement," which asks families to indicate if the enrolling student has a current IEP or 504 plan, has recently been evaluated for any purpose, or if the family has additional concerns. (For a sample Child Find Supplement, please see Appendix I.) This information is entered in to our student information system, and our special education staff work with office managers and families to secure copies of IEPs, 504 plans, and/or evaluation reports in order to ensure that a student's identified supports and services are in place at the start of the school year. In accordance with California state special education regulations, an interim IEP meeting is held within the first 30 days of school for any student enrolling with a current IEP; however, services are provided as outlined in the current IEP and in accordance with SELPA guidelines immediately upon the start of the school year for all identified students.

Rocketship also implements a systematic approach to identifying and evaluating any student who the school has reason to believe may have a disability. Rocketship's pre-referral process includes the following student and staff supports:
- A "student huddle" process, wherein grade level teams and school leaders collaborate to plan classroom-level supports for students with identified academic and/or behavioral needs.
- A formal Student Study Team (SST), which includes family members, classroom teachers, school leaders, the school psychologist, and other staff as necessary, which plans targeted, individualized students who present with more significant academic and/or behavioral needs. (For a copy of our current SST Handbook, please see Appendix I.)
- Tier 2 and 3 behavior and academic interventions, further described above in Section A, delivered to students identified as needing them through the universal screening process

Students who do not respond to targeted pre-referral interventions that are delivered with fidelity may be referred for formal evaluation to determine whether they meet criteria for special education services or accommodations under a Section 504 plan. Rocketship doesn't have an explicit rule regarding the exact timeframe during which interventions must be

implemented before special education evaluation is considered, as this timeline will likely vary depending on the need of the individual student participating in intervention. However, as a general rule, if a student has participated in two cycles of interventions that have been implemented with fidelity, and the student has not demonstrated adequate responsiveness to those interventions, the SST or intervention team may consider whether a referral for special education evaluation is appropriate.

While current law requires that interventions within the general education program be implemented before referral for a special education evaluation, Rocketship also recognizes the requirement to proceed without delay in the initiation of an evaluation when the school has reason to suspect that a child has a disability. For that reason, even when a formal evaluation of a student is in process, academic and/or behavioral interventions are planned and implemented in order to support the student while the evaluation is completed.

Rocketship also responds formally to all parent requests for special education evaluation in accordance with state and SELPA guidelines and regulations. If a verbal request for special education evaluation is made by a parent, the receiving staff member assists the parent in putting their request in writing. Written requests are day and time stamped by the receiving staff member and immediately delivered to the special education team. The school team then schedules a formal SST meeting to respond to the parent request for evaluation. During that meeting, if it is determined that there is reason to suspect the child may have a disability, an assessment plan is drafted and provided to the parent. Parents will receive a written Assessment Plan within 15 days. Parents will be given at least 15 days to provide consent. If the parent provides consent to proceed with the evaluation, the special education team completes the evaluation and schedules and IEP meeting to discuss the results, including a recommendation for eligibility for special education services, within 60 days of the receipt of written consent to Assessment Plans and Prior Written Notice documents are always provided to parents in their primary language, and are accompanied by a current copy of the SELPA's Procedural Rights and Safeguards.

All Rocketship staff, including office managers and business operations managers, are trained in the Child Find mandate and pre-referral process prior to the start of each school year.

ASSESSMENT AND REVIEW

An assessment for special education services is a comprehensive, in-depth evaluation of a student's school, health, and family history, and present academic and social-emotional functioning. At Rocketship, students are assessed by a multi-disciplinary team in all areas of suspected disability. The assessment team includes a lead assessor (generally the School Psychologist or the Speech Language Pathologist), the family, the Education Specialist, classroom teachers, and any other individual knowledgeable of the student. Additional specialists, such as occupational or physical therapists, adapted PE teachers, social workers, etc. may be involved depending on the student's needs.

IDEA mandates that "No single procedure is used as the sole criterion for determining an appropriate educational program for an individual with exceptional needs." Consequently, the assessment team utilizes many data sources (record reviews, interviews, observations, formal and informal testing, etc.) to make a recommendation regarding eligibility for special education services. All assessments used by Rocketship are validated for the specific purpose for which they are used, and assessors take particular caution when selecting assessments that reliably evaluate the performance of culturally and linguistically diverse students[8]. Students are also assessed in their primary language, and Rocketship employs bilingual school psychologists and speech language pathologists to accommodate this requirement. Hearing and vision assessments are also conducted as a component of all formal special education evaluations. In the case that a parent provides outside evaluation information, the IEP team also considers this information as a component of the formal evaluation.

Classroom teachers participate in the assessment process by consulting with the assessors regarding the student's academic, behavioral and social functioning. They may also provide data demonstrating the student's performance as compared to his or her peers. Education Specialists complete the academic portion of the evaluation, which includes formal as well as informal assessment.

If a student is found eligible to receive special education services under one or more of the 13 qualifying conditions, the team meets to create an Individualized Education Plan for the student. The team then meets no less than annually to review the IEP, and every three years to hold a triennial IEP meeting.

Rocketship assessment reports include the following: the student's present level of educational performance; the relevant behavior noted during the observation of the student in an appropriate setting; the relationship of that behavior to the student's academic and social functioning; the educationally relevant medical findings, if any; a determination concerning the effect of environmental, cultural, or economic disadvantage; a statement as to if and how the student's disability affects involvement and progress in the general curriculum; the student's historical and current functioning in the general education curriculum regardless of the setting; deficits in the student's cognitive functioning, communicative functioning, social and emotional functioning and physical functioning that might serve as a barrier to their successful involvement in the general education curriculum; and what has been the impact of the student's attendance on his/her achievement. Assessment reports will be provided to parents in their primary language whenever indicated.

In the case where a parent disagrees with Rocketship's assessment in a particular area, they are informed of their right to request an Independent Educational Evaluation, which is provided at public expense.

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[8] California state law prohibits the use of IQ tests with African American children. Assessment teams use alternative methods of assessing cognitive functioning for these students.

Every three years, a student with an IEP is re-evaluated. The triennial assessment serves two purposes: to review progress made since the last formal evaluation, and to determine if the student continues to be eligible to receive special education services.

Prior to the triennial IEP, the IEP team reviews existing evaluation data, including evaluations and information provided by the parents of the student, current classroom-based assessments and observations, and teacher and related service providers' observations. On the basis of that review and input from the student's parents, the IEP team identifies what additional information is needed to establish the present levels of performance and determine the educational needs of the student. An assessment plan reflecting proposed assessment in these identified areas is presented to the parent, and assessment is conducted within the same timeframe as initial evaluations (60 days).

IEP DEVELOPMENT

At the conclusion of a formal evaluation for special education services, the Individualized Education Program (IEP) team—comprised of, at a minimum, the Education Specialist, general education teacher, administrator or administrative designee, assessors, related service providers, and the parent, will then meet to reach an eligibility determination in consideration of all of the data, observations, and assessment results.

Rocketship follows all applicable federal and state laws governing the IEP process and procedural safeguards. Parents, general education, special education services staff, other professionals and other service providers or professionals as appropriate will be involved throughout the IEP process. As a member of the El Dorado County Charter SELPA, all of the current Rocketship schools use the SEIS electronic IEP form for documenting this process. The IEP will include a child's present level of academic performance, annual progress goals and the way that they will be measured, dates, frequency and duration of services to be provided, and the degree of inclusion for this student in the general education classroom. Our current forms are all on SEIS.

Rocketship designs IEPs such that it can be reasonably expected that the child will receive meaningful educational benefit from the program that is developed. IEP teams focus on developing the accommodations and services that are necessary for the student to access and benefit from the general education program, and we take very seriously our mandate to educate students with disabilities in the least restrictive environment. Towards this effort, whenever possible, special education services are provided by specialists within the general education classroom (see Appendix I for more information on our approach to co-teaching). We do, however, understand that an environment can only be considered "least restrictive" when the student is receiving meaningful educational benefit from the program, and as such, a critical component of the IEP process is designing the systems that will allow the team to continually monitor student progress and adjust the plan in the case that a student is not making adequate progress. While we have adopted an inclusive approach to our special education service delivery and place a high priority on students with disabilities spending as

much time as is appropriate in the general education environment, alongside their typically developing peers, we do provide pull-out specially designed services when the IEP team determines that this placement is most appropriate for the individual student.

In the case that a student is exhibiting behaviors that significantly impede the learning of him/her or others, the IEP team develops a positive behavior intervention plan (PBIP) as a formal component of the IEP. When necessary, the IEP team will conduct a Functional Behavior Assessment (FBA) to determine the function of the child's behavior, as well as environmental conditions that may be contributing to the behavior. The FBA consists of observations, interviews, record reviews, and formal testing as necessary. The results of the FBA are then used to develop the PBIP, which outlines a functionally equivalent replacement behavior, specific behavior goals, services and supports (including necessary environmental changes) needed to make progress towards the goal, and a clear response plan should the behavior occur again in the future.

When a student with an IEP transfers out of Rocketship, our practice is to notify in writing the superintendent of the student's district of residence.

SECTION 504 PLANS

In addition to IDEA, Rocketship follows Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act (ADA), which prohibits discrimination based on a disability.

A 504 team will be assembled by the Assistant Principal and shall include the parent/guardian and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement option, and accommodations. The 504 team will review the student's existing records, including academic, social, and behavioral records, and is responsible for making a determination as to whether a recommendation for 504 services and/or supports is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under IDEA, those evaluations can be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities.

The 504 team may also consider the following information in its evaluation:
- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately

reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student is eligible for accommodations under Section 504 must be made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team considers all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the school's professional staff.

The 504 Plan describes the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, will be provided with a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan will be maintained in the student's file. Each student's 504 Plan will be reviewed as needed and on a regular basis to determine the appropriateness of the plan, needed modifications to the plan, and continued eligibility.

CONSIDERATIONS FOR EL STUDENTS

Because the majority of current Rocketship students are considered EL, Rocketship carefully considers the cultural and instructional needs of students with English as a second language. Verbal and written translation of all materials, notices, documents, reports and communications is offered to parents when indicated or provided at parents request. Assessments are to be conducted in a student's primary language, or with translation as appropriate, whenever a student's English language development level may require such assessment in order to better understand a student's learning needs. Rocketship follows all applicable laws in providing general education instruction and special education services to eligible EL students, as well as ensuring parent procedural safeguards. Teachers providing core content instruction, as well as special education services, have appropriate training and certification. Training is provided to specialists to ensure that IEP goals are written to support the unique learning needs of EL students with disabilities.

The results of the Home Language Survey and state-mandated language assessments (i.e. CELDT), further described in Section D below, are considered when developing a student's IEP. Testing accommodations described on the child's IEP, are considered for administering required language assessments.

INTEGRATED SPECIAL EDUCATION SERVICES

ISE Model. An Integrated Special Education (ISE) approach requires schools to align educational services for students with special education needs within existing structures (grade levels, groupings, etc.) rather than through special and segregated programs. Special and general education teachers work in collaborative arrangements designed to bring appropriate instructional supports to each child in the general school environment. Support is built on culturally relevant differentiation and instruction through universal access to content-driven curriculum.

Rocketship students are placed in general education classrooms and then provided flexible instructional opportunities that include large group, small group, and one-to-one instructions for those students with more significant needs. At Rocketship, we employ a variety of curricular and pedagogical options to maximize student learning in an array of teaching arrangements in environments that can be accessed by all learners, not just those with specific disabilities. In the Rocketship model, all teachers are responsible for all learners. Ongoing support develops the capacity of all teachers to teach to a diverse range of students' learning needs. A system of general and special education teachers proactively supporting students are better able to put into place effective interventions prior to student failure. In the following sections, please find a description of the continuum of our special education services.

Differentiation within the General Education Program. At Rocketship, students with disabilities are educated in the general education environment, alongside their typically developing peers, to the greatest extent possible and appropriate for each individual student. In this model, it is essential that the general education program is scaffolded and differentiated to meet the needs of students with disabilities. Special education and general education staff closely collaborate in order to identify and designed needed scaffolds and supports. Supports in the Tier 1 program vary by student and according to need, but may include:
- Accommodations based on a Universal Design for Learning (UDL) framework
- Homogenous small group reading instruction using texts at students individual instructional levels
- Modified homework and independent classwork
- Visual supports, such as visual schedules or visual behavior supports
- Assistive technology supports
- Testing accommodations

We believe these supports benefit all learners, and the close collaboration between general and special education professionals to serve any student who is experiencing learning

challenges will help us meet our goal of helping every student to reach 1.5 years of achievement in each grade.

For sample materials on general and special education collaboration and the UDL framework, please see Appendix I.

Specialized Academic Instruction. Specialized academic instruction (SAI) is provided to students for whom it is required in order to access and benefit from the educational program. SAI services are tailored to the individual needs of the student, and may be provided within the general education setting or in a pull-out setting, in a small group or individually. All SAI services are fully described in the IEP and are provided by or under the supervision of credentialed special education staff. At Rocketship, we use a suite of evidence-based curricula to support the implementation of SAI services, although each child's program is individualized based on his or her identified needs.

At Rocketship, qualified Education Specialists also work with qualified paraprofessionals to provide special education services. The paraprofessional works under the direction of the Education Specialist to provide additional instructional support and services to identified students.

Related Services. Rocketship provides related services, including but not limited to speech and language services, occupational therapy services, and physical therapy services as needed to meet eligible students' IEP needs. The services are provided by certified or licensed professional staff. Service delivery ranges in time and intensity based on the needs of the students as identified in the IEP. All services are written up in the IEP, agreed to, and fully executed by the ISE staff with the assistance of the general education staff and administration with only qualified, trained and knowledgeable personnel all based on the needs of the student population. Rocketship has directly hired many related service providers, including speech language pathologists, school psychologists, and occupational therapists. Other low incidence related services, including vision services, adapted physical education, and deaf/hard of hearing services are provided by contracted, certified Non-Public Agency (NPA) providers. In accordance with SELPA guidelines, Rocketship develops a Master Contract and Individual Service Agreements for all services provided by NPAs.

Referral to Non-public School Agency. In some exceptional cases, when a student may require a placement in a more restrictive setting, Rocketship may consider a referral to a non-public school(NPS). Rocketship will not make referrals for placement at non-public schools, private schools, or agencies without consultation with the SELPA. If a parent places students at a non-public school, private school or residential facility, Rocketship will immediately inform the SELPA. We currently do not have any students enrolled in NPS or residential facility at any of the Rocketship schools.

Educationally Related Mental Health Services. As an LEA for the purposes of special education, Rocketship is responsible for the provision of Educational Related Mental Health

Services (ERMHS) for any student who requires this related service in order to access and benefit from his or her educational program. Rocketship conducts ERMHS assessments and develops recommendations for ERMHS provision in accordance with state regulations and SELPA guidelines. ERMHS services are provided by a combination of Rocketship school psychologists and contracted NPAs, depending on the recommendations of the IEP team and needs of the individual student. For sample ERMHS procedures, please see Appendix I.

Transportation. Rocketship will provide transport to any student if required by a written statement in the student's IEP, and only with the written consensus of the IEP team as needed, for any eligible child to and from school and all school related activities. A transportation assessment will guide the determination.

Supports for Students with Moderate to Severe Learning Needs: Rocketship's flexible and supportive approach to special education reduces the need for separate "SDC" placements for many students, and we have historically found that the vast majority of students who enter Rocketship from an SDC placement are able to be successful in an inclusive model with the appropriate supports and collaboration between special and general educators. Because of our open lottery process, we have students with a variety of learning and behavioral needs in our schools, and have developed supports and structures to support all learners within our model. Students with moderate to severe learning needs are case managed by a teacher with a moderate to severe Education Specialist credential, on a caseload with a much lower student-to-staff ratio that students with mild learning differences. Our moderate to severe teaching staff participate have access to professional development opportunities uniquely designed for their specific student needs. (Sample professional development materials are included in Appendix I.) Inclusion in the general education program is still a critical component of the educational program for students with moderate to severe learning needs, but we recognize that these students often have additional, unique needs that must be addressed. Towards that end, we have adopted a suite of curricular resources specifically designed to support students with more significant needs, and our moderate-to-severe teaching staff weave support and instruction in adaptive and communication skills throughout the day for these learners.

STAFFING

Our ISE team is typically comprised of a Program Director, Program Specialist, School Psychologist, Education Specialists (mild to moderate and moderate to severe), Paraprofessionals, Speech Therapists, Speech and Language Pathologist Assistants, Occupational Therapist, and other specialists as might be required by a student's IEP.

All roles are crucial to provide the appropriate amount of services personalized for the student. All service providers will have the appropriate credentialing and/or licensing to meet all of the NCLB requirements. In order for us to build teacher capacity, Rocketship utilizes the partnership with a local BTSA Induction Program to help ISE teachers to expand and deepen their teaching knowledge and skills and complete the requirements for a California Clear Credential.

The ISE Paraprofessional is responsible for providing individual and small group instruction for students with special needs, students with typical learning needs, students with behavioral needs, and students with emotional needs in the general education environment including, but not limited to: the Learning Lab, recess, the lunch area, and in the classroom setting. This role is responsible for implementation and recording of data for personalized instructional programs and positive behavior support plans. The Paraprofessional works under the supervision of ISE teachers and the School Psychologist who will provide weekly oversight, training and direction.

The Education Specialist is responsible for managing the IEP caseload for Rocketship students who need ISE/SPED services as outlined in their IEPs. This role will improve students' success in the basic academics (reading, language and/or math, etc.) through implementing Rocketship-approved curriculum; documenting teaching and student progress/activities/outcomes; modeling the necessary skills to perform assignments; providing a safe and optimal learning environment; and providing feedback to students, classroom teachers, parents and administration regarding student- progress, expectations, goals, etc.

Special education staff participate both in the professional development opportunities available to all Rocketship teachers, as well as professional development uniquely tailored to the needs of special educators. PD topics include (but are not limited to):
- Universal Design for Learning (UDL)
- Co-teaching models and best practices
- Assistive technology, including augmentative communication devices
- Behavior assessment, analysis, and planning
- Crisis Prevention Intervention (CPI)
- Writing and implementing high quality IEPs; Facilitating high quality IEP meetings
- Data-based decision making

Special education staff also receive ongoing direct coaching from both an on-site administrator (principal or assistant principal), as well as an assigned Program Specialist who provides special-education specific consultation and support. For sample special education professional development materials, please see Appendix I.

PARENT INVOLVEMENT

Participation and Training. Rocketship parents are encouraged to participate in the school community through volunteer hours and monthly community meetings. Parents of students with IEPs are full members of the parent/school community. Parents are invited to participate in Community Advisory Committee (CAC) meetings through El Dorado County Office of Education (EDCOE), either in person at the school site or via online connection, to learn more about topics related to special education needs. All meetings requiring translation are translated. These meetings provide additional training to parents in collaboration with our

Charter SELPA. Lastly, we combine additional parental trainings on numerous subjects for all parents—those with IEPs and those without—with our monthly school community meetings.

Progress Updates. Education Specialists, in collaboration with General Education Teachers, begin their school year with a home visit to all students on their caseload. Education Specialists are available and in contact with parents by email, phone and home/school communication notebooks on a regular basis throughout the year.

In addition, all students' progress is updated in writing on a trimester basis. In addition to a progress report on the IEP goals, the Education Specialist will participate in these quarterly parent teacher conferences. This allows for total involvement of the entire IEP team throughout the year rather than just on an annual basis.

Rocketship is committed to having all documents provided in the primary language of the parents/guardians in a timely manner.   All meeting notices, IEPs, assessment reports, progress updates, are translated if requested by the parents. This includes verbal and written translations.

Dispute Resolution. Our Charter SELPA offers mediation as an Alternative Dispute Resolution method. In the event that the issue cannot be resolved through the standard IEP process, we attempt all means of mediation as a way to meaningful settlement of issues. Parents have a right to file a complaint with Rocketship or the California Department of Education.

Rocketship understands and complies with all due process cases. We ensure that all parents are informed of their procedural rights and provide all information required. Our staff is experienced and able to participate in any legal actions necessary. A charter attorney with special education expertise is available as needed.

D. English Learners

At Rocketship, we serve a significant number of English learners (ELs).[9] As such, our instructional model is targeted toward ensuring that all of our students become Lifelong Language Learners who have reached full proficiency in the English language. Rocketship will follow all applicable laws and regulations in serving its ELs as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing and reporting requirements. Rocketship will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

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[9] Legal guidelines clarify that an English learner (EL) is a TK-12 student who, based on the California English Language Development Test (CELDT), has not developed listening, speaking, reading, and writing proficiencies in English sufficient for participation in the regular school program.

IDENTIFICATION AND ASSESSMENT

We will administer the Home Language Survey (HLS) upon a student's initial enrollment into Rocketship. If a student's HLS shows a response other than English to the first three questions, he/she must be tested for English comprehension, speaking, reading and writing within 30 days and for primary language assessment within 90 days, as required by law.[10] School personnel shall arrange for these assessments and will place the HLS in the student's cumulative file.

State and federal laws require that schools administer a state test of English language proficiency. Pursuant to California law, we will administer the California English Language Development Test (CELDT) once each year to ELs until they are Reclassified Fluent English Proficient (RFEP), unless a student is classified as Initial Fluent English Proficient (IFEP) upon the initial CELDT administration.[11] For more details on these classifications, please see below. CELDT scores will be placed in the student's cumulative file.

The CELDT will be used to fulfill state and federal requirements for annual English proficiency testing. The purpose of the CELDT is to (1) identify new students who are ELs, in transitional kindergarten through grade twelve; (2) determine their level of English proficiency; (3) monitor their progress in learning English on an annual basis; and (4) determine when students have met one of the criteria to be reclassified to FEP status. Rocketship will notify all parents of the CELDT testing requirements and of CELDT results within 30 days of receiving results from the publisher.

CLASSIFICATION OF INITIAL FLUENT ENGLISH PROFICIENT

A student's initial CELDT score determines whether he /she is classified as an English learner, and whether he or she is eligible to be classified as Initial Fluent English Proficient (IFEP). If the student is eligible for IFEP status, he or she is marked as "TBD" and evaluated for reclassification at the end of the academic year.

Our criteria for classifying a student as IFEP are as follows:

In Grades K-1:
- On the initial CELDT assessment, the student earns an overall score of Early Advanced (Level 4) or Advanced (Level 5). The student's Listening and Speaking scores must each be Intermediate (Level 3) or higher.

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[10] The 30-day requirement applies to students who are entering a public school in California for the first time or who have not yet been CELDT-tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

[11] The CELDT is the state-mandated language assessment at the time of this writing. We understand that the State is planning to transition to the English Language Proficiency Assessments for California (ELPAC) within the next several years. We will comply with all state laws and regulations regarding the implementation of the ELPAC as the successor language assessment.

- Academic performance is monitored for one year to verify that the student is able to successfully participate in curriculum designed for students of the same age. At the end of the academic year:
  - The teacher evaluates the student's performance in the classroom, taking into account the student's level of curriculum mastery.[12]
  - The student's parents are consulted and provide consent for IFEP reclassification.
  - The student demonstrates grade-level performance on objective assessments of basic skills (Rocketship will likely choose to use nationally normed NWEA MPG scores to compare ensure on-grade-level performance.)

In Grades 2-5: the same multiple criteria will be reviewed to classify a student as IFEP as are reviewed to classify a student as RFEP described in the section below.

RECLASSIFICATION AS RECLASSIFIED FLUENT ENGLISH PROFICIENT

In general, English learners are no longer classified as "EL" once they have attained the language skills necessary to compete with mainstream English speakers in age and grade appropriate settings in all areas of language development without the use of modified English materials.

Under current state law, students who are identified as English learners must participate in the annual administration of the CELDT until they are identified as Reclassified Fluent English Proficient (RFEP). Rocketship has established reclassification policies and procedures in accordance with current state laws and regulations.[13]

At Rocketship, ELs who meet ALL of the following criteria should be recommended for reclassification:

- Student is in 2nd-5th grade.[14]

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[12] Incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from being considered for IFEP classification.

[13] Requirements include: (1) assessment of language proficiency using an objective assessment instrument; (2) teacher evaluation, including, but not limited to, a review of the student's curriculum mastery; (3) parental opinion and consultation; and (4) comparison of the performance of the pupil in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age, that demonstrates whether the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English. CA Education Code 313-313.5; Title 5, California Code of Regulations [CCR], Section 11303.

[14] This decision was made by Rocketship's Achievement team in 2015 as a precaution to avoid premature reclassification in K-1 due to a lack of evidence supporting the student's ability to read independently. When CELDT is replaced by ELPAC, this requirement may be waived due to ELPAC's increased rigor and comprehensive assessment design.

- Student earns an overall score of Early Advanced (Level 4) or Advanced (Level 5) on the CEDLT <u>and</u>
  - Listening is Intermediate (Level 3) or higher,
  - Speaking is Intermediate (Level 3) or higher,
  - Reading is Intermediate (Level 3) or higher, and
  - Writing is Intermediate (Level 3) or higher.
- Teacher evaluates the student's performance in the classroom, taking into account the student's level of curriculum mastery.[15]
- Parents are consulted and provide consent for reclassification.
- Students in 3rd-5th grade earn scores at or above grade-level on Smarter Balanced ELA and Math assessments.[16]
- Students in 2nd grade earn RIT scores that demonstrate on-grade-level performance according to the national norm on both NWEA Reading and Math.[17]

The process for reclassification occurs annually between May and June. Rocketship's Analytics team will generate a spreadsheet of EL students who are eligible for reclassification and a list of students who are eligible for IFEP (marked as "TBD"). This spreadsheet will include all necessary assessment data on students who met or are close to meeting the reclassification criteria. School leaders, teachers, and any relevant support staff will collaborate to evaluate each student's overall growth and curriculum mastery. The goal of this meeting is to determine whether the EL student is able to participate in grade-level curriculum with the same level of proficiency as their native-language peers. Teachers will bring several relevant work samples (i.e. student project, writing sample) and student test scores as evidence of progress. After the conference, findings are documented in the master spreadsheet.

Teachers will also hold in-person conferences with parents to review students' language progress. If the school team recommends reclassification, the teacher will discuss this with parents and explain the evidence used in making the determination. The teacher will then obtain official signed parental consent, which will be saved in the student's cumulative file.

Students who are moved from EL status to IFEP or RFEP are documented in online databases including PowerSchool and CALPADs. Rocketship will monitor reclassified students' performance for two years after reclassification in accordance with California regulations and Title III of the ESEA.

ENGLISH LANGUAGE INSTRUCTION

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[15] Incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from being considered for reclassification.

[16] For students scoring below the cut point, teachers should attempt to determine whether factors other than language proficiency are responsible for low performance on the test and whether reclassification is reasonable.

[17] For students scoring below the cut point, teachers should attempt to determine whether factors other than language proficiency are responsible for low performance and whether reclassification is reasonable.

In November 2012, the State Board of Education adopted the California English Language Development (ELD) standards as part of a national movement to ensure that students gain the necessary literacy and mathematical knowledge and skills required in 21st century higher education and workplace communities. The CA ELD standards describe the key knowledge, skills, and abilities in core areas of English language development that students learning English as a new language need in order to access, engage with, and achieve in grade-level academic content areas, with particular alignment to the key knowledge, skills, and abilities for college and career-readiness as described in the CA CCSS for ELA/Literacy and Mathematics. The CA ELD standards are designed to provide challenging content in English language development for ELs to gain proficiency in a range of rigorous academic English language skills.

ELD Standards. We are designing our English language instruction to encompass all three parts of the CA ELD standards.

- Part I: We focus on meaningful interaction with the English language, both orally and in written texts, via three modes of communication- collaborative, interpretive, and productive. We will teach students how to use comprehension strategies and analytical skills to understand the meaning of various texts. We will also teach students how to analyze and evaluate the way writers and speakers utilize language to effectively convey meaning.
- Part II: We focus on learning how English works to make meaning via three broad language processes – structuring cohesive texts, expanding and enriching ideas, and connecting/condensing ideas. We will teach students how to organize text as they read so they can better grasp the structure. We will also teach students how to adjust their own language choices as they speak and write. We expect students to apply their growing knowledge of language resources to create and comprehend precise and detailed texts that accurately convey meaning.
- Part III: We provide foundational skills for ELs. We will differentiate instruction based on a variety of factors including age, similarities between the student's primary language and English, and oral language proficiency in English. We will teach students the meaning of words that the students are learning to decode to emphasize the importance of meaning-making.

Integrated and Designated Instruction. We will utilize both integrated and designated instruction to teach the ELD standards.

Integrated instruction occurs throughout the school day in every subject area. Teachers use the CA ELD standards in tandem with the CA CCSS for ELA/Literacy and other content areas to ensure that students are strengthening their ability to use the academic English that they are learning. Examples of integrated instruction include teachers routinely examining texts and instructional tasks to identify language that may be challenging for ELs; determining opportunities to highlight and discuss particular language resources (i.e. precise vocabulary, different ways of combining ideas in sentences, different ways to start a paragraph to emphasize a key ideas; observing students to determine how they are using targeted language;

adjusting whole group instruction or work with small groups/individuals to provide adequate and appropriate support; and frequently engaging their ELs in discussions to develop content knowledge.

Designated instruction is protected time during the regular school day where teachers use the CA ELD standards to develop critical language skills that ELs need for content learning in English. This instruction is not required or intended to be separate or isolated from the content areas, but it is a time when teachers actively engage ELs in developing the discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks.

During designated instruction, students are grouped so that teachers can strategically target students' language learning needs and accelerate English language and literacy development. Depending on the school's population breakdown, teachers may work with students individually throughout the school day or they may break students into the expanding, emerging and bridging stages of language development, further described below:

- Emerging: Students are learning to use English for immediate needs and beginning to understand and use academic vocabulary and other features of academic language
- Expanding: Students are increasing English knowledge, skills, and abilities in more contexts. Students are learning to apply a greater variety of academic vocabulary, grammatical structures, and discourse practices in more sophisticated ways, appropriate to age and grade level
- Bridging: Students are continuing to learn and apply a range of advanced English knowledge, skills and abilities in a wide range of contexts including comprehension and production of highly complex texts. The "bridge" is the transition to full engagement in grade level academic tasks and activities without specialized instructional support.

Importantly, students will never be removed from other core content instruction to receive designated ELD instruction and also students are grouped heterogeneously throughout the rest of the school day

During designated ELD, there is a strong emphasis on oral language development as well as reading and writing tasks designed to develop awareness of how English works. For example, teachers may work with ELs at the expanding or bridging level to more closely examine the language used in a text that they have already read; teach the meanings of some of the general academic vocabulary and use the vocabulary in different ways in speaking and writing over the course of the next few weeks; and discuss the structure and type of text or engage in a debate about the text's content to reinforce language. Teachers may also write prompt sentences from a text and have students combine them into more complex sentences.

Scaffolding. Teachers will be trained to scaffold ELD instruction to meet the needs of individual ELs depending on their proficiency levels (emerging, expanding, or bridging). Scaffolding can be substantial, moderate, or light. ELs at the emerging level will generally require more substantial

support to develop the capacity for academic tasks than students at the expanding or bridging levels. For example, ELs at the emerging level may need substantial support to explain their thinking about a literary or informational text that they read closely, such as sentence frames or graphic organizers. However, ELs at every level engage in some academic tasks that require light to no scaffolding and some that require substantial. In any case, scaffolding is intended to be temporary, and independence can be promoted and increased through gradual release of responsibility.

Instructional Strategies. Rocketship teachers are trained in Project Guided Language Acquisition Design (GLAD), which includes a multi-day professional development workshop. GLAD focus on vocabulary development, graphic organizers, oral language, interactive displays, and several other strategies that have been proven to be highly effective with EL students.

Rocketship teachers will also employ Specially Designated Academic Instruction in English (SDAIE) strategies in their classrooms, which are meant to be beneficial for all students, not just English learners. These strategies may include:

- <u>Vocabulary development:</u> Teachers will introduce new vocabulary words while introducing a new concept.
- <u>Guided interaction:</u> Teachers will structure lessons so that students work together to understand what they are learning.
- <u>Metacognition and authentic assessment:</u> Teachers will model and explicitly teach thinking skills and use a variety of activities to check for understanding.
- <u>Explicit instruction:</u> Teachers will utilize direct teaching methods to teach concepts, academic language, reading comprehension, text patterns, vocabulary, writing, and decoding skills needed to complete classroom activities.
- <u>Meaning-based context and universal themes:</u> Teachers will incorporate meaningful references from students' everyday lives and create classroom environments that provide authentic opportunities to learn the English language.
- <u>Modeling, graphic organizers, and visuals:</u> Teachers will regularly utilize a variety of visual aids, graphic organizers, diagrams, summaries, and charts to help ELs easily recognize essential information and its relationship to supporting ideas.

All Rocketship teachers will be Crosscultural Language and Academic Development (CLAD) certified or in the process of obtaining CLAD or BCLAD certification.

PARENT COMMUNICATION AND PARTICIPATION

As described above, parents play a significant role in the reclassification process. Beyond that, however, we strive to find ways to engage and involve parents of our EL students. We are committed to communicating with parents in their primary language; as such, we will provide translations of all major documents, notices, public meetings, and workshops in Spanish, Vietnamese, and any other languages as needed.

Parents are also encouraged to participate in any and all school activities, including but not limited to the English Language Advisory Committee (ELAC) and School Site Council (SSC), further described in Element D below. Parents are also encouraged to volunteer in their children's classrooms and attend community meetings, parent coffees, and school events. Community meetings will often advise parents on programs and services for EL students. We will inform parents on programmatic and assessment issues that affect EL students as well as relevant programs, funds, and instructional strategies.

SECTION VI: PROFESSIONAL DEVELOPMENT AND TALENT MANAGEMENT

We believe that our teachers are most effective when they feel invested in their school and that their school is invested in them. To this end, we have rigorous policies and procedures for teacher recruitment, selection, retention, and professional development, further described below.

RECRUITMENT

Effective recruitment and rigorous selection are the first components to ensuring that our teachers and school leaders are well-equipped to drive student achievement.

We develop a broad pipeline of educators and principals by cultivating candidates through diverse channels such as local college career fairs, Teach for America, referral programs for our current teachers, and use of social media and webinars. We hold open houses for candidates to visit our schools and get to know us. We aim to hire exceptionally well-qualified candidates, with a focus on those who have connections to our students' experiences and communities. Throughout our recruitment process, we build excitement for the meaningful work that we are doing to transform education and eliminate the achievement gap.

Additionally, we are committed to building capacity from within. In recent years, we have increased our support for instructional hourly staff members who have potential and interest in moving into full-time teaching roles. We believe in providing opportunities for all staff to develop and advance. Furthermore, staff members in these positions have accumulated deep knowledge of Rocketship culture and practices that can translate into success in the classroom. This source of teacher talent also brings great diversity to our staff body, as candidates are often from our local school communities.

Once we develop a strong teacher candidate pool, the recruitment team screens resumes and passes teaching candidates to principals for hiring. This process enables the principals to have pre-screened, high-quality candidates for their schools with the support of Rocketship's central office. At the same time, principals are empowered to select and staff their own schools, ensuring that they hire candidates that are a good match for their school.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Summer. Each summer, Rocketship hosts an intensive three-week training for all teachers that emphasizes foundational knowledge in our culture and our instructional model. This summer training allows staff to build a collaborative culture of trust while creating a strong school culture shaped around personalized learning and the Rocketship identity. We provide training in classroom management and effective unit, lesson, and yearlong planning. We also introduce foundational components of the Rocketship program, including the process for the use of data, instructional techniques, and the scope and sequence of curricula. Educators also learn strategies to effectively engage parents in this culture, including how to empower parents as key supporters of their children's educations after students graduate from Rocketship and move onto middle and high school. This helps ensure that our students succeed to and through college. School leaders, including both Principals and Assistant Principals, participate in three weeks of their own summer training to become well-versed in similar topics, ensuring that they are well-prepared to be effective instructional leaders while establishing a school culture that enables student success.

Yearly. In addition to summer training, Rocketship schools dedicate at least 200 hours throughout the school year for staff professional development. We dismiss students two and a half hours early one day a week to allow for an afternoon of purposeful and customized professional development and culture building for staff. The Principals and Assistant Principals at each school facilitate and organize sessions at each school, targeting the areas of development they see as most beneficial to the staff, personalizing supports for teachers. Topics have included analyzing and planning using formative assessment data, creating rigorous independent work, exploring whole brain teaching, launching literature circles, and facilitating small group instruction for struggling readers in the upper grades.

We believe that often the most effective professional development session is peer-led. However, to develop the necessary subject expertise for our teachers as well as provide ongoing support for Assistant Principals, Rocketship E partners with several outside professional development organizations and higher education institutions to conduct in-depth professional development in various content areas. These organizations have included Project GLAD, the Santa Clara County Office of Education, Doug Lemov with Uncommon Schools, and Lucy Calkins. Rocketship is constantly reflecting on student achievement data and teacher instructional needs in order to further develop the professional development program and coordination of resources in order to ensure that all student, teacher, and school needs are addressed in order to realize significant gains in student achievement.

COACHING

A foundational piece of our ongoing staff development is customized, targeted one-on-one coaching that Assistant Principals and Principals provide for teachers and staff members.

The overarching principles of our coaching program are a tight feedback loop, regular opportunities for practice, the identification of root cases of problems and their accompanying solutions, weekly foci for teachers, and measureable goals for coaches to assess progress and collect data.

We implement a variety of coaching strategies and practices. Coaches observe and provide written feedback, deliver in-the-moment feedback (i.e. speaking into an earpiece that the teacher wears during instruction), model instruction, and engage in co-observations with the teacher (i.e. watching a video of the teacher or observing a different teacher). All teachers receive at least four hours of support per week outside the classroom, get observed at least twice a week, receive at least two hours of professional development per week, and have a weekly one-on-one meeting with their coaches.

TEACHER PERFORMANCE MANAGEMENT AND EVALUATION

Our teachers are evaluated based on the four measures described below. Each of these was developed with the goal of promoting transparency, consistency, and communication.

Student Achievement. Teachers are evaluated based on both absolute and growth metrics. Absolute metrics evaluate percentage of students at national norms on objective assessments such as the NWEA MAP. Growth metrics evaluate the number of students making one year of growth and the average years that students grow on objective assessments such as the MAP.

Parent Metrics. Teachers are also evaluated on the percentage of home visits completed and the percentage of parents completing 30 partnership hours. (For more information on parent participation at Rocketship, please see Element D below.)

Core Characteristics. Teachers are evaluated on their ability to demonstrate the five Rocketship Core Characteristics of pursuit of excellence, innovation, authenticity, community, and tenacity.

Teaching Performance Rubric. This rubric was designed to provide greater clarity and consistency in scoring teacher performance. The rubric includes the following six pillars: investing students in vision and goals; establishing rigorous classroom expectations; creating an effective, warm learning environment; investing in families and the Rocketeer community; facilitating rigorous instruction; and employing an outcomes-driven approach. (For a copy of the rubric, please see Appendix J.)

At the beginning of the year, teachers meet with their coaches to review the evaluation components. Coaching occurs regularly throughout the year, as described above. Teachers undergo a mid-year evaluation in January/February and an end-of-year evaluation in May/June.

For sample training materials that provide an overview of our updated talent management process, please see Appendix J.

TEACHER RETENTION AND COMPENSATION

Rocketship is committed to addressing and continually improving teacher retention in all of our schools. We have implemented a variety of programs, initiatives and support systems to make teaching a more viable and desirable career that the most talented individuals in our communities pursue. We provide support and counseling for principals, especially those new to the role, on teacher retention. Our Achievement Team focuses on teacher curricular tools and resources to provide teachers with high quality resources and supports. We have also introduced professional development funding that becomes available to teachers as they hit milestones of multiple years at Rocketship.

We also have developed initiatives to provide teachers with increased flexible time for planning or to meet personal needs, including early release days once per month instead of after-school professional development. We have increased opportunities for teachers to provide upward feedback on managers via surveys (i.e. manager effectiveness, staff satisfaction). We have a Teacher Advisory Group that is focused on keeping great teachers at Rocketship and providing a teacher voice on important topics that touch all aspects of our network.

Rocketship has also structured compensation to reward high performance and bolster teacher retention. We have a performance-based pay system in which first and second year teachers earn a set salary but teachers with three or more years of experience are eligible for yearly increases based on their overall evaluation, as described above. We strive for all salaries to be above those of surrounding districts and charter schools, given our network's additional and high performance expectations.

LEADERSHIP OPPORTUNITIES AND CAREER PATHWAYS

Grade Level Lead Program. As part of an effort to cultivate strong internal teacher-leader pipelines, Rocketship hires teachers to serve as Grade Level Leads (GLLs). The GLL partners with a school leader to set and drive the instructional and cultural visions for the grade level team. Specifically, GLLs are responsible for steering data-driven instruction, facilitating grade-level meetings on culture and operations, project management of grade-level events, and serving as a staff liaison within the school.

We look for candidates who have instructional expertise in the grade level and content area, a history of strong classroom culture and student results, and strong data analysis skills. GLLs are able to gain experience and development as an instructional leader of other adults through monthly centralized after-school professional development sessions, role-specific coaching from their school leader, joint observations, and periodic peer feedback. Our GLLs are able to authentically consider and prepare themselves for potential future roles as school leaders.

Rising Teachers Program. Rocketship's Rising Leaders program prepares teachers for the next steps in their leadership pathways through professional development in personal leadership skills, effective management frameworks, and essential mindsets. The program is idea for

educators who are interested in developing as a GLL and/or school leader within the next several years, and who are considering other centralized network roles.

Members of the program engage in monthly workshops, which includes preparation work (i.e. short readings, videos, etc.) and occasional off-campus development sessions. The program also provides opportunities for teachers to practice and build their leadership skills in their work as classroom teachers and to build strong and collaborative relationships among teacher leaders across Rocketship campuses.

We look for candidates who have a willingness to learn and reflect in group settings, a track record of high student achievement, at least two years of teaching experience, demonstrated leadership in a formal or informal role, and exhibition of the Rocketship core characteristics by focusing on commitment to and ownership of their own development and investment in the community.

<u>LEADERSHIP DEVELOPMENT FOR SCHOOL LEADERS</u>

Rocketship also has a comprehensive development system for its Principals and Assistant Principals. (Qualifications and responsibilities for these roles are further described below in Element E.) These school leaders receive ongoing professional development centered on key levers, which include data-driven instruction; coaching and observation; school culture; staff culture; and (for principals) school leader team management. School leaders who manage special education teachers also receive a special strand of professional development.

Our school leaders all spend approximately two hours each month receiving professional development from Rocketship's centralized Schools Team. Members of the Schools and Achievement Teams also attend meetings between school leaders and teachers to provide feedback on meeting facilitation and coaching. School leaders also do monthly school walk-throughs with the Schools and Achievement Teams.

SECTION VII: ANNUAL GOALS AND ACTIONS IN THE STATE PRIORITIES

In accordance with the Local Control Funding Formula ("LCFF") requirements, the table below provides a description of Rocketship's annual goals for all pupils and for each subgroup of pupils identified pursuant to Education Code Section 52052, to be achieved in the applicable state priorities, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals.

Additionally, ROMO has created a comprehensive Local Control and Accountability Plan (LCAP) for the 2015-16 school year, attached as Appendix K, and will continue to annually update the plan in accordance with California laws. The goals and actions described below are subject to modification as our LCAP is updated annually, without need for material revision of the charter petition.

State Priority 1 – Basic Services The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))	
Subpriority A: Teachers	
Goals to Achieve Subpriority	Rocketship will identify, attract, and build the capacity of teachers, leaders, and classified staff, in order to support students and families. All students will be exposed to teachers that are innovative, culturally competent, and deliver instruction that is aligned with the Common Core State Standards. All teachers will be appropriately assigned and fully credentialed.
Actions to Achieve Goal	Ensure all classroom teachers hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing (CCTC) and appropriate EL authorization. Verify all teachers are highly qualified as specified by §9101(23) of the ESEA. Subject all new teacher candidates to a rigorous hiring process, which includes paper screening, interviews, and reference checks.
Subpriority B: Instructional Materials	
Goals to Achieve Subpriority	All Rocketship students, including all subgroups, will have access to a range of current instructional strategies and CCSS-aligned materials that serve different styles, paces, and preferences.
Actions to Achieve Goal	All instructional materials prepared and purchased (i.e. scope and sequence maps, Visions of Excellence, unit plans, objective plans, daily lesson plans, modules, curricula) will be aligned to state standards as described in this charter petition. Rocketship will also allocate part of its budget for classroom libraries rich in nonfiction text and for additional classroom technology.
Subpriority C: Facilities	
Goals to Achieve Subpriority	School facilities will be maintained in good repair, as defined by California Education Code §17002.

Actions to Achieve Goal	Maintain and update facilities as needed to provide a safe, clean learning environment. Address safety hazards immediately and refer general needs items to the Board for review and prioritization.

State Priority 2 – Implementation of Common Core State Standards

Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency.

Subpriority A: CCSS Implementation	
Goals to Achieve Subpriority	All Rocketship curricula will be aligned to the CCSS. The School will ensure that all students, including all subgroups, engage in rigorous, motivating, personalized learning experiences that integrate collaboration, communication, creativity, and the use of technology.
Actions to Achieve Goal	Rocketship's Achievement and Schools Teams, in collaboration with School Leaders, will plan and prepare CCSS-aligned intellectual preparation and unit planning materials as described in this charter. Rocketship's Achievement and Schools Teams will plan and prepare professional development sessions on implementing the CA CCSS.
Subpriority B: EL Students and Academic Content Knowledge	
Goals to Achieve Subpriority	All English Learners will access a CCSS-aligned curriculum. Rocketship will provide specific support for struggling students in English Learner and other subgroups.
Actions to Achieve Goal	Analyze data and monitor English Learner progress in academic content knowledge to provide timely interventions. Require all staff (teachers and school leaders) to receive training in CCSS-aligned best practices in curriculum and instruction highlighting needs of all subgroups. Train teachers in best practices to improve academic achievement among ELs, including the strategies as described in this charter.
Subpriority C: EL Students and English Language Proficiency	
Goals to Achieve Subpriority	All Rocketship students make progress to become proficient in English.
Actions to Achieve Goal	Align curriculum to ELD standards. Analyze data and monitor English learner progress in language

	development and provide timely interventions. Conduct ongoing assessments with special attention to fluency and correctness in reading, writing, speaking. Train teachers in best practices to improve English language proficiency among ELs. Provide professional development for teachers and administrators on how to scaffold the CCSS for access for ELs. Provide training on integrated/designated ELD instruction and targeted interventions.

State Priority 3 – Parental Involvement	
Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation.	
Subpriority A: Achieving/Maintaining Parental Involvement	
Goals to Achieve Subpriority	Parents will be an integral part of the Rocketship community and will participate in the governance and operation of the school. Parents will view Rocketship as receptive to their input and involvement.
Actions to Achieve Goal	Hold elections and other selection processes for parent service on the SSC, ELAC, and Regional Advisory Board as described in this charter. Solicit parent feedback through annual (or more frequent) Parent Surveys. Conduct regular Advisory Board, SSC, and ELAC meetings as described in this charter. Conduct regular community meetings.
Subpriority B: Promoting Parent Participation	
Goals to Achieve Subpriority	Parents will feel welcome and encouraged to participate in classroom and community events.
Actions to Achieve Goal	Welcome and encourage parental volunteerism by keeping parents informed of volunteer opportunities, parent educational offerings, and informational/ community meetings. Provide translation services for school newsletters, parent meetings, and parent-teacher conferences as needed.
Subpriority C: LCAP	
Goals to Achieve Subpriority	Rocketship will consult with parents on LCAP goals, actions, outcomes, and metrics.

Measurable Outcomes	Conduct parent meetings to consult with parents (including non-Board and non-Leadership Council parent members) during the LCAP development process. Conduct parent survey to gather feedback.

State Priority 4 – Student Achievement

Pupil achievement, as measured by all of the following, as applicable:

A. California Assessment of Student Performance and Progress (CAASPP) statewide assessment

B. The Academic Performance Index (API)

C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education

D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)

E. EL reclassification rate

F. Percentage of pupils who have passed an AP exam with a score of 3 or higher

G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

Subpriority A: CAASPP	
Goals to Achieve Subpriority	Rocketship students will exceed the average performance levels of students in schools with similar demographics in the District on state assessments.
Actions to Achieve Goal	Implementation of the CCSS aligned curriculum and instructional strategies. Teachers will receive training on the CA Common Core Standards. Student support structures (differentiated instruction, online learning programs, ILSs) Curriculum designed to support ELs and other struggling subgroups. Implementation of assessment software that mimics the online testing format and rigor of the CAASPP. ISE services as described in this Charter. Analyze student CAASPP test scores and other diagnostic results and adjust instruction to ensure proficiency in

	ELA/Literacy and Mathematics.
Subpriority B: API	
Goals to Achieve Subpriority	ROMO will meet state requirements for academic performance school wide and for all subgroups, including Hispanic and Vietnamese students, socioeconomically disadvantaged students, EL students, and students with disabilities.
Actions to Achieve Goal	Monitor all students to assure they are making expected progress. School staff members work with classroom teachers to ensure all students are receiving the necessary supports.
Subpriority C: EL Proficiency Rates	
Goals to Achieve Subpriority	EL students will make progress toward EL proficiency each year.
Actions to Achieve Goal	Monitor EL students to assure they are making expected progress. Use the new CCSS ELD standards to guide instruction of EL students. Train teachers in SDAIE and GLAD strategies.
Subpriority D: EL Reclassification Rates	
Goals to Achieve Subpriority	ROMO EL students will become proficient in English and reclassified such that they are no longer designated as English learners.
Actions to Achieve Goal	Classroom teachers and ILSs provide scaffolded supports to EL students to help them to become proficient in English and to become reclassified. Students continue to be monitored classroom teachers after becoming reclassified. Teachers give individualized instruction with focused English Language support. Train teachers in SDAIE and GLAD strategies.

State Priority 5 – Student Engagement Pupil engagement, as measured by all of the following, as applicable: *A.* School attendance rates *B.* Chronic absenteeism rates *C.* Middle school dropout rates (EC §52052.1(a)(3)) *D.* High school dropout rates *E.* High school graduation rates

Subpriority A: Student Attendance Rates	
Goals to Achieve Subpriority	ROMO will maintain a high average daily attendance rate, school wide and for all subgroups.
Actions to Achieve Goal	Monitor attendance reports. Educate parents and students about the importance of daily attendance. Provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled. Hold conferences with parents of students who regularly miss school.
Subpriority B: Student Absenteeism	
Goals to Achieve Subpriority	Rocketship will have no chronic absenteeism (defined as missing 10% or more of school days) for reasons other than illness or approved leave.
Actions to Achieve Goal	Incorporate social-emotional curricula as outlined in this petition. Conduct regular community and culture-building events.

State Priority 6 – School Climate School climate, as measured by all of the following, as applicable: *A.* Pupil suspension rates *B.* Pupil expulsion rates *C.* Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

Subpriority A: Pupil Suspension Rates	
Goals to Achieve Subpriority	ROMO will minimize pupil suspension rates by implementing various methods to help students who are struggling school wide and for all subgroups.
Actions to Achieve Goal	Utilize Positive Behavioral Intervention and Supports framework as outlined in this charter. Social-emotional curricula incorporated into instructional plans. Tiered interventions for struggling students. Community events/parent engagement opportunities to foster a sense of belonging and dedication to the school
Subpriority B: Pupil Expulsion Rates	
Goals to Achieve Subpriority	ROMO will minimize pupil expulsion by implementing various methods to support students who are struggling.
Actions to Achieve Goal	Utilize Positive Behavioral Intervention and Supports framework as outlined in this charter. Social-emotional curricula incorporated into instructional plans. Tiered interventions for struggling students. Community events/parent engagement opportunities to foster a sense of belonging and dedication to the school.
Subpriority C: Other Measures	
Goals to Achieve Subpriority	Parents are satisfied with the relationship they have with their child's teachers.
Actions to Achieve Goal	Regular parent-teacher conferences. Regular communication between teachers and parents (i.e. phone calls, emails, notes home) Parent participation in school events.

State Priority 7 – Course Access

The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs. "Broad course of study" includes the following, as applicable: Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210) Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))	
Goals to Achieve Priority	ROMO will provide all students including all subgroups access to a broad course of study.
Actions to Achieve Goal	Provide all students with instruction in English, mathematics, social sciences, science, visual and performing arts, health, and physical education (PE). Provide teachers with professional development in elevating student achievement and engagement, cultural competency, and proficiency.

State Priority 8 – Other Student Outcomes Pupil outcomes, if available, in the subject areas described above in #7, as applicable.	
Subpriority A: English	
Goals to Achieve Subpriority	All students, including all subgroups, will become competent readers, writers, and speakers of the English Language.
Actions to Achieve Goal	Use CCSS to guide ELA/Literacy instruction. Utilize a variety of instructional strategies (i.e. phonics, reading comprehension instruction, guided reading, Writer's Workshop) as described in Element A of this petition. Provide supports to EL students, students with disabilities, and other struggling subgroups. Systematically monitor progress of all students.
Subpriority B: Mathematics	
Goals to Achieve Subpriority	All students, including all subgroups, will acquire mathematical skills.
Actions to Achieve Goal	Use CCSS to guide Mathematics instruction.

	Utilize a variety of instructional strategies as described in Element A of this petition. Provide supports to EL students, students with disabilities, and other struggling subgroups. Systematically monitor progress of all students.
Subpriority C: Social Studies	
Goals to Achieve Subpriority	All students will develop an awareness of social studies in order to achieve civic competence—the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life.
Actions to Achieve Goal	Social Studies will be incorporated into ELA/Literacy instruction. Nonfiction block will include social studies texts. EL students will receive scaffolded language support. Teachers and service providers will provide other necessary supports and interventions to struggling subgroups.
Subpriority D: Science	
Goals to Achieve Subpriority	All students, including all subgroups, will understand science concepts and scientific thinking.
Actions to Achieve Goal	NGSS-aligned science concepts will be incorporated into ELA/Literacy instruction, particularly during the nonfiction block. NGSS-aligned science concepts will be incorporated into Mathematics instruction. NGSS-aligned science concepts will be explicitly taught throughout the school day. Teachers and school leaders will participate in NGSS trainings and workshops.

	Teachers will utilize NGSS-aligned assessments as the standards are progressively implemented.
	EL students will receive scaffolded language support.
	Teachers and service providers will provide other necessary supports and interventions to struggling subgroups.
Subpriority E: Arts	
Goals to Achieve Subpriority	All students, including all subgroups, will have frequent opportunities to practice visual and performing arts both in their regular classrooms and in enrichment classes.
Actions to Achieve Goal	Offer at least two enrichment subjects to students.
	Enrichment teachers participate in professional development and school wide data analysis to ensure rigor and effectiveness.
	Incorporate visual and performing arts activities and projects into the school day.
Subpriority F: P.E.	
Goals to Achieve Subpriority	Students, including all subgroups, will receive physical education instruction each week.
Actions to Achieve Goal	Schedule PE classes amounting to an average of 200 minutes of PE every two weeks.

ELEMENTS B & C: MEASURABLE STUDENTS OUTCOMES AND METHODS OF ASSESSMENT

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school-wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. —California Education Code Section 47605(b)(5)(B).

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. —California Education Code Section 47605(b)(5)(C).

Pursuant to Education Code Section 47605(b)(5)(B), the following table describes ROMO's measureable outcomes and corresponding methods of assessment that align with the state priorities, and goals and actions to achieve the state priorities, as identified in Element A of this charter.

The LCAP attached to this charter petition as Appendix K shall not be deemed part of this charter, and therefore any amendments made to the LCAP shall not be considered a "material revision" of the charter as defined in Education Code 47607. This charter petition designates actions intended to ensure that ROMO meets the goals and targets described below.

State Priority 1 – Basic Services
The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

Subpriority A: Teachers		
Goals to Achieve Subpriority	Rocketship will identify, attract, and build the capacity of teachers, leaders, and classified staff, in order to support students and families. All students will be exposed to teachers that are innovative, culturally competent, and deliver instruction that is aligned with the Common Core State Standards. All teachers will be appropriately assigned and fully credentialed.	
Measurable Outcomes	1. 100% of teachers are appropriately assigned. 2. 100% of teachers are fully credentialed. 3. 100% of teachers are highly qualified.	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Ensure all classroom teachers	Personnel records, including	RSED Human Resources (HR);

hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing (CCTC) and appropriate EL authorization.	documentation of required assessments, coursework, and credentials consistent with CCTC.	Principal
Verify all teachers are highly qualified as specified by §9101(23) of the ESEA.	Personnel records, including documentation of required assessments, coursework, and credentials consistent with CCTC.	RSED HR; Principal
Subject all new teacher candidates to a rigorous hiring process, which includes paper screening, interviews, and reference checks.	Successful completion of a rigorous interview process that incorporates feedback from Rocketship's Recruitment Team and multiple stakeholders including school leaders, other teachers, and parents.	RSED Recruitment Team; HR; Principal
Subpriority B: Instructional Materials		
Goals to Achieve Subpriority	All Rocketship students, including all subgroups, will have access to a range of current instructional strategies and CCSS-aligned materials that serve different styles, paces, and preferences.	
Measurable Outcomes	100% of Rocketship students have access to up-to-date, standards-aligned instructional materials in their classrooms	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
All instructional materials prepared and purchased (i.e. scope and sequence maps, Visions of Excellence, unit plans, objective plans, daily lesson plans, modules, curricula) will be aligned to state standards as described in this charter petition.

Rocketship will also allocate part of its budget for classroom libraries rich in nonfiction text and for additional classroom technology. | Annual review (and other periodic reviews as necessary) of standards-aligned materials by Rocketship's Achievement Team, Schools Team, and school leaders.

Annual budget review and allocation. | RSED Achievement Team, Schools Team, school leaders |

Subpriority C: Facilities		
Goals to Achieve Subpriority	School facilities will be maintained in good repair, as defined by California Education Code §17002.	
Measurable Outcomes	Exemplary rating according to Annual Facility Inspection Reports, with no deficiencies or extreme deficiencies.	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Maintain and update facilities as needed to provide a safe, clean learning environment.	Annual Facility Inspection; daily spot checks; regular walkthroughs by custodial staff.; facility inspection checklists prepared by Business Operations Manager	RSED Facilities Team; RSED Schools Team; Principal; Business Operations Manager
Address safety hazards immediately and refer general needs items to the Board for review and prioritization.	Annual Facility Inspection; regular facility inspections to screen for safety hazards; facility inspection checklists prepared by Business Operations Manager	RSED Facilities Team; RSED Schools Team; Principal; Business Operations Manager

State Priority 2 – Implementation of Common Core State Standards
Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency.

Subpriority A: CCSS Implementation		
Goals to Achieve Subpriority	All Rocketship curricula will be aligned to the CCSS. The School will ensure that all students, including all subgroups, engage in rigorous, motivating, personalized learning experiences that integrate collaboration, communication, creativity, and the use of technology.	
Measurable Outcomes	1. All instructional materials in ELA/Literacy and Mathematics are aligned to CA CCSS. 2. All teachers receive at least five hours in professional development specifically on CCSS implementation.	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Rocketship's Achievement and Schools Teams, in collaboration with School Leaders, will plan and prepare CCSS-aligned intellectual preparation and unit planning materials as described in this charter.	Annual review (and periodic reviews as necessary) of curriculum to ensure that all instruction is standards-aligned. Professional development calendar reflecting specific CCSS-implementation	RSED Achievement Team; RSED Schools Team; School Leaders

Rocketship's Achievement and Schools Teams will plan and prepare professional development sessions on implementing the CA CCSS.	sessions.	

Subpriority B: EL Students and Academic Content Knowledge		
Goals to Achieve Subpriority	All English learners will access a CCSS-aligned curriculum. Rocketship will provide specific support for struggling students in English learner and other subgroups.	
Measurable Outcomes	1. Rocketship EL Students perform at levels of proficiency equal to or exceeding the local school district on annual CAASPP tests. 2. 100% of students, including 100% of subgroups, have access to CCSS-aligned instruction and materials. 3. 100% of teachers receive professional development on scaffolding CCSS instruction for ELs. 4. 100% of teachers receive training in best practices to improve English language proficiency.	

Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Analyze data and monitor English Learner progress in academic content knowledge to provide timely interventions	Baseline, formative, and interim assessment data in all subjects, and Smarter Balanced assessment results; EL student cumulative folders	Principal; teachers
Require all staff (teachers and school leaders) to receive training in CCSS-aligned best practices in curriculum and instruction highlighting needs of all subgroups. Train teachers in best practices to improve academic achievement among ELs, including the strategies as described in this charter.	Professional development schedules.	RSED Achievement Team; School Leaders
Provide professional development for teachers and administrators on how to scaffold the CCSS for access for ELs. Provide a broad range of high-	Professional development schedules. Annual inventory of instructional materials and assessments.	RSED Achievement and Schools Teams; School Leaders

quality, standards-aligned instructional resources that facilitate ELs' access to core curriculum and expand their knowledge of the world. Provide curriculum and unit development aligned to both CCSS and ELD standards.		
Subpriority C: EL Students and English Language Proficiency		
Goals to Achieve Subpriority	All Rocketship students make progress to become proficient in English.	
Measurable Outcomes	1. Reclassification rate increases by one percentage point per year above the average for the next three years (i.e. Year1 = average rate + 1; Y2 = avg. rate + 2; Y3 = avg. rate + 3) 2. Percentage of students meeting AMAO 1 increases by the following: Y1 = avg. + 1; Y2 = avg. + 3; Y3 = avg. + 4 3. 100% of EL students show growth in writing ability. 4. 100% of EL students receive ongoing support from classroom teacher. 5. 100% of teachers receive training in best practices to improve English Language proficiency.	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Align curriculum to ELD standards.	Review of yearly, unit, and daily plans.	RSED Achievement Team; Principal; teachers
Analyze data and monitor English Learner progress in language development and provide timely interventions. Conduct ongoing assessments with special attention to fluency and correctness in reading, writing, speaking.	CELDT/ELPAC results. Results from other interim assessments as described in this charter.	RSED Achievement Team; RSED Analytics Team; School Leaders; teachers
Train teachers in best practices to improve English language proficiency among ELs. Provide professional development for teachers and administrators on how to scaffold the CCSS for access for ELs. Provide training on integrated/designated ELD instruction and targeted	Professional development schedules	RSED Achievement Team; School Leaders

interventions.		

State Priority 3 – Parental Involvement		
Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation.		
Subpriority A: Achieving/Maintaining Parental Involvement		
Goals to Achieve Subpriority	Parents will be an integral part of the Rocketship community and will participate in the governance and operation of the school. Parents will view Rocketship as receptive to their input and involvement.	
Measurable Outcomes	1. Parent service on the regional advisory board, as prescribed by this charter and Rocketship policies. 2. Parent service on the School Site Council, as prescribed by this charter and Rocketship policies. 3. Parent service on the English Language Advisory Council, as prescribed by this charter and Rocketship policies. 4. Parent participation in community meetings. 5. Parent responses on the annual Parent Survey indicate satisfaction with their relationship with Rocketship teachers, staff members, and community.	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Hold elections and other selection processes for parent service on the SSC, ELAC, and Regional Advisory Board as described in this charter.	Membership rosters.	RSED Board of Directors; RSED Growth & Community Engagement Team; RSED Schools Team School Leaders
Solicit parent feedback through annual (or more frequent) Parent Surveys. Conduct regular Advisory Board, SSC, and ELAC meetings as described in this charter. Conduct regular community meetings.	Parent Surveys. Meeting minutes. Attendance rosters at school events.	RSED Growth & Community Engagement Team; RSED Schools Team School Leaders
Subpriority B: Promoting Parent Participation		
Goals to Achieve Subpriority	Parents will feel welcome and encouraged to participate in classroom and community events.	
Measurable Outcomes	1. Parents complete partnership hours every school year. 2. At least 75% parent attendance at school and community events.	

Actions to Achieve Goal	Methods of Assessment	Person(s) Responsible
Welcome and encourage parental volunteerism by keeping parents informed of volunteer opportunities, parent educational offerings, and informational/ community meetings	Parent participation hour logs Attendance roster at school events	RSED Growth & Community Engagement Team; RSED Schools Team School Leaders
Provide translation services for school newsletters, parent meetings, and parent-teacher conferences as needed.	Translated documents provided to parents.	School Leaders; Office Manager

Subpriority C: LCAP		
Goals to Achieve Subpriority	Rocketship will consult with parents on LCAP goals, actions, outcomes, and metrics.	
Measurable Outcomes	Input from parents representative of all student subgroups, including Hispanic, Asian, and Special Education, on LCAP goals generated during in-person community meetings, SSC meetings, and LCAP take-home survey.	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Conduct parent meetings to consult with parents (including non-Board and non-Leadership Council parent members) during the LCAP development process. Conduct parent survey to gather feedback.	Annual LCAP. Parent meeting minutes. Parent Survey.	RSED Growth & Community Engagement Team; RSED Schools Team School Leaders

State Priority 4 – Student Achievement
Pupil achievement, as measured by all of the following, as applicable:
A. California Assessment of Student Performance and Progress (CAASPP) statewide assessment
B. The Academic Performance Index (API)
C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)
E. EL reclassification rate
F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

Subpriority A: CAASPP		
Goals to Achieve Subpriority	Rocketship students will exceed the average performance levels of students in schools with similar demographics in the local school district on state assessments.	
Measurable Outcomes	1. Percentage of all students scoring at or above grade level on CAASPP ELA and Mathematics assessments increases by the following measures over the next three years: Y1 = baseline +1; Y2= baseline + 2; Y3 = baseline + 4 2. Percentage of EL students scoring at or above grade level on CAASPP ELA and Mathematics assessments increases by the following measures over the next three years: Y1 = baseline +1; Y2= baseline + 3; Y3 = baseline + 5 3. Percentage of special education students scoring at or above grade level on CAASPP ELA and Mathematics assessments increases by the following measures over the next three years: Y1 = baseline +1; Y2= baseline + 2; Y3 = baseline + 4 4. Percentage of SED students scoring at or above grade level on CAASPP ELA and Mathematics assessments increases by the following measures over the next three years: Y1 = baseline +1; Y2= baseline + 3; Y3 = baseline + 5	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Implementation of the CCSS aligned curriculum and instructional strategies. Teachers will receive training on the CA Common Core Standards. Student support structures (differentiated instruction, online learning programs, ILSs) Curriculum designed to support ELs and other struggling subgroups. Implementation of assessment software that mimics the online testing format and rigor of the CAASPP. ISE services as described in this	Review of yearly, unit, and daily planning and preparation materials. Review of assessment materials. Professional development schedules. Collaborative meetings among school leaders, teachers, and other service providers (i.e. ILSs, Education Specialist)	RSED Achievement Team; RSED Schools Team; School Leader; Education Specialist

Charter.		
Analyze student CAASPP test scores and other diagnostic results and adjust instruction to ensure proficiency in ELA/Literacy and Mathematics.	Interim standards-aligned benchmark assessments. CAASPP results.	RSED Achievement Team; RSED Schools Team; RSED Analytics Team; School Leaders

Subpriority B: API

Goals to Achieve Subpriority	ROMO will meet state requirements for academic performance school wide and for all subgroups, including Hispanic students, socioeconomically disadvantaged students, EL students, and students with disabilities.
Measurable Outcomes	ROMO meets state target of the statewide measure that will be established by State Board of Education that will replace API, school wide and for all subgroups.

Actions to Achieve Goal	Methods of Assessment	Person(s) Responsible
Monitor all students to assure they are making expected progress. School staff members work with classroom teachers to ensure all students are receiving the necessary supports.	Continuous monitoring of student growth, including all subgroups, using regular benchmark assessments and NWEA MAP or another nationally normed formative assessments, which are aligned to CCSS.	School Leaders; Teachers

Subpriority C: EL Proficiency Rates

Goals to Achieve Subpriority	EL students will make progress toward EL proficiency each year.
Measurable Outcomes	Percentage of students meeting AMAO 1 increases by the following: Y1 = avg. + 1; Y2 = avg. + 3; Y3 = avg. + 4

Actions to Achieve Goal	Methods of Assessment	Person(s) Responsible
Monitor EL students to assure they are making expected progress. Use the new CCSS ELD standards to guide instruction of EL students. Train teachers in SDAIE and	Reading, Writing, and Math formative assessments, CELDT or ELPAC scores. Student progress reports. Review of yearly, unit, and daily lesson plans.	RSED Achievement Team; School Leaders; teachers

GLAD strategies.		

Subpriority D: EL Reclassification Rates

Goals to Achieve Subpriority	ROMO EL students will become proficient in English and reclassified such that they are no longer designated as English learners.
Measurable Outcomes	Reclassification rate increases by one percentage point per year above the average for the next three years (i.e. Year1 = average rate + 1; Y2 = avg. rate + 2; Y3 = avg. rate + 3)

Actions to Achieve Goal	Methods of Assessment	Person(s) Responsible
Classroom teachers and ILSs provide scaffolded supports to EL students to help them to become proficient in English and to become reclassified. Students continue to be monitored classroom teachers after becoming reclassified. Teachers give individualized instruction with focused English Language support. Train teachers in SDAIE and GLAD strategies.	Reclassification statistics. Formative assessments in reading, writing, math. CELDT/ELPAC	RSED Achievement Team; School Leaders; teachers

State Priority 5 – Student Engagement
Pupil engagement, as measured by all of the following, as applicable:
A. School attendance rates
B. Chronic absenteeism rates
C. Middle school dropout rates (EC §52052.1(a)(3))
D. High school dropout rates
E. High school graduation rates

Subpriority A: Student Attendance Rates

Goals to Achieve Subpriority	ROMO will maintain a high average daily attendance rate, school wide and for all subgroups.

Measurable Outcomes	ADA rates are at least 95%.	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Monitor attendance reports. Educate parents and students about the importance of daily attendance.	Monthly attendance reports. Parent outreach materials.	RSED Operations Team; School Leaders; Business Operations Manager; Office Manager
Provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled.	Satisfaction surveys. Community meetings.	RSED Schools Team; School Leaders
Hold conferences with parents of students who regularly miss school.	Parent conference records	Principal; teachers

Subpriority B: Student Absenteeism		
Goals to Achieve Subpriority	ROMO will have no chronic absenteeism (defined as missing 10% or more of school days) for reasons other than illness or approved leave.	
Measurable Outcomes	Rate of chronic absenteeism (missing 18+ days of school) decreases by one percentage point or maintains a rate below 3%.	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Incorporate social-emotional curricula as outlined in this petition. Conduct regular community and culture-building events.	Review of instructional plans and materials. Bell schedules.	RSED Schools Team; School Leaders; Teachers

State Priority 6 – School Climate

School climate, as measured by all of the following, as applicable:

A. Pupil suspension rates

B. Pupil expulsion rates

C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

Subpriority A: Pupil Suspension Rates	
Goals to Achieve Subpriority	ROMO will minimize pupil suspension rates by implementing

	various methods to help students who are struggling school wide and for all subgroups.
Measurable Outcomes	Suspension rates lower than surrounding district schools with similar demographics.

Actions to Achieve Goal	Methods of Assessment	Person(s) Responsible
Utilize Positive Behavioral Intervention and Supports framework as outlined in this charter. Social-emotional curricula incorporated into instructional plans. Tiered interventions for struggling students. Community events/parent engagement opportunities to foster a sense of belonging and dedication to the school	PBIS team meetings. Instructional plans/bell schedule. Collaborative meetings involving teachers, school leaders, and service providers. Annual School Accountability Report Card.	RSED Schools Team; School Leaders; Teachers

Subpriority B: Pupil Expulsion Rates
Goals to Achieve Subpriority	ROMO will minimize pupil expulsion by implementing various methods to support students who are struggling.

Measurable Outcomes	ROMO will maintain an annual expulsion rate of less than 1%

Actions to Achieve Goal	Methods of Assessment	Person(s) Responsible
Utilize Positive Behavioral Intervention and Supports framework as outlined in this charter. Social-emotional curricula incorporated into instructional plans. Tiered interventions for struggling students. Community events/parent engagement opportunities to	PBIS team meetings. Instructional plans/bell schedule. Collaborative meetings involving teachers, school leaders, and service providers. Annual School Accountability Report Card.	RSED Schools Team; School Leaders; Teachers

foster a sense of belonging and dedication to the school		
Subpriority C: Other Measures		
Goals to Achieve Subpriority	Parents are satisfied with the relationship they have with their child's teachers.	
Measurable Outcomes	1. Percentage of parents reporting satisfaction with their relationship with their child's teacher on the annual Parent Survey as follows: Y1 = 74%, Y2 = 76%, Y3 = 78% 2. 100% of families receive home visits from the classroom teacher and a School Leader.	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Regular parent-teacher conferences. Regular communication between teachers and parents (i.e. phone calls, emails, notes home) Parent participation in school events.	Parent Survey. Home Visit log.	RSED Schools Team; School Leaders; teachers

State Priority 7 – Course Access The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs. "Broad course of study" includes the following, as applicable: Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210) Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))		
Goals to Achieve Priority	ROMO will provide all students including all subgroups access to a broad course of study.	
Measurable Outcomes	1. 100% of students, including all subgroups, receive instruction in English, mathematics, social sciences, science, visual and performing arts, and health. 2. 100% of students, including all subgroups, are provided PE classes 200 minutes every two weeks.	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Provide all students with	Bell schedule.	RSED Schools Team; RSED

instruction in English, mathematics, social sciences, science, visual and performing arts, health, and physical education (PE).	Review of yearly, unit, and daily lesson plans.	Achievement Team; School Leaders
Provide teachers with professional development in elevating student achievement and engagement, cultural competency, and proficiency.	Professional development schedules.	RSED Achievement Team; RSED Schools Team; School Leaders

State Priority 8 – Other Student Outcomes
Pupil outcomes, if available, in the subject areas described above in #7, as applicable.

Subpriority A: English		
Goals to Achieve Subpriority	All students, including all subgroups, will become competent readers, writers, and speakers of the English Language.	
Measurable Outcomes	1. Percentage of all students scoring at or above grade level on CAASPP ELA/Literacy assessments increases by the following measures over the next three years: Y1 = baseline +1; Y2= baseline + 2; Y3 = baseline + 4 2. Percentage of EL students scoring at or above grade level on CAASPP ELA/Literacy assessments increases by the following measures over the next three years: Y1 = baseline +1; Y2= baseline + 3; Y3 = baseline + 5 3. Percentage of special education students scoring at or above grade level on CAASPP ELA/Literacy assessments increases by the following measures over the next three years: Y1 = baseline +1; Y2= baseline + 2; Y3 = baseline + 4 4. Percentage of SED students scoring at or above grade level on CAASPP ELA/Literacy assessments increases by the following measures over the next three years: Y1 = baseline +1; Y2= baseline + 3; Y3 = baseline + 5	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Use CCSS to guide ELA/Literacy instruction. Utilize a variety of	Review of yearly, unit, and daily lesson plans, as well as formative and interim assessment data.	RSED Schools Team; RSED Achievement Team; School Leaders; Teachers

instructional strategies (i.e. phonics, reading comprehension instruction, guided reading, Writer's Workshop) as described in Element A of this petition. Provide supports to EL students, students with disabilities, and other struggling subgroups. Systematically monitor progress of all students.	CAASPP and CELDT/ELPAC.	

Subpriority B: Mathematics

Goals to Achieve Subpriority	All students, including all subgroups, will acquire mathematical skills.
Measurable Outcomes	1. Percentage of all students scoring at or above grade level on CAASPP Mathematics assessments increases by the following measures over the next three years: Y1 = baseline +1; Y2= baseline + 2; Y3 = baseline + 4 2. Percentage of EL students scoring at or above grade level on CAASPP Mathematics assessments increases by the following measures over the next three years: Y1 = baseline +1; Y2= baseline + 3; Y3 = baseline + 5 3. Percentage of special education students scoring at or above grade level on CAASPP Mathematics assessments increases by the following measures over the next three years: Y1 = baseline +1; Y2= baseline + 2; Y3 = baseline + 4 4. Percentage of SED students scoring at or above grade level on CAASPP Mathematics assessments increases by the following measures over the next three years: Y1 = baseline +1; Y2= baseline + 3; Y3 = baseline + 5

Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Use CCSS to guide Mathematics instruction. Utilize a variety of instructional strategies as described in Element A of this petition.	Review of yearly, unit, and daily lesson plans, as well as formative and interim assessment data. CAASPP.	RSED Schools Team; RSED Achievement Team; School Leaders; Teachers

Provide supports to EL students, students with disabilities, and other struggling subgroups. Systematically monitor progress of all students.		

Subpriority C: Social Studies

Goals to Achieve Subpriority	All students will develop an awareness of social studies in order to achieve civic competence—the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life.	
Measurable Outcomes	100% of students will receive social studies content instruction during the Humanities block.	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Social Studies will be incorporated into ELA/Literacy instruction. Nonfiction block will include social studies texts. EL students will receive scaffolded language support. Teachers and service providers will provide other necessary supports and interventions to struggling subgroups.	Yearly, unit, and daily lesson plans.	RSED Achievement Team; School Leaders; teachers

Subpriority D: Science

Goals to Achieve Subpriority	All students, including all subgroups, will understand science concepts and scientific thinking.	
Measurable Outcomes	100% of students will receive science content instruction during the Integrated Mathematics and Humanities blocks.	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
NGSS-aligned science concepts	Yearly, unit, and daily lesson	RSED Achievement Team;

	plans.	School Leaders; teachers
will be incorporated into ELA/Literacy instruction, particularly during the nonfiction block.	plans.	School Leaders; teachers
NGSS-aligned science concepts will be incorporated into Mathematics instruction.	NGSS-aligned unit assessments.	
NGSS-aligned science concepts will be explicitly taught throughout the school day.	CST for Science for 5th grade students (as applicable under CAASPP testing requirements)	
Teachers and school leaders will participate in NGSS trainings and workshops.		
Teachers will utilize NGSS-aligned assessments as the standards are progressively implemented.		
EL students will receive scaffolded language support.		
Teachers and service providers will provide other necessary supports and interventions to struggling subgroups.		

Subpriority E: Arts		
Goals to Achieve Subpriority	All students, including all subgroups, will have frequent opportunities to practice visual and performing arts both in their regular classrooms and in enrichment classes.	
Measurable Outcomes	100% of students, including all subgroups, will receive at least two enrichment courses during the week.	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Offer at least two enrichment subjects to students.	Yearly, unit, and daily lesson plans.	RSED Achievement Team; School Leaders; teachers
Enrichment teachers participate in professional	Bell schedule.	

development and school wide data analysis to ensure rigor and effectiveness. Incorporate visual and performing arts activities and projects into the school day.		
Subpriority F: P.E.		
Goals to Achieve Subpriority	Students, including all subgroups, will receive physical education instruction each week.	
Measurable Outcomes	100% of students attending school, including all subgroups (with the exception of students excused for medical reasons) participates in an average of 200 minutes of PE every two weeks.	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Schedule PE classes amounting to an average of 200 minutes of PE every two weeks.	Bell schedule	RSED Schools Team; School Leaders

MULTIPLE ASSESSMENT MEASURES

Rocketship's assessment plan includes multiple measures designed to monitor student progress over time. It includes baseline, formative, interim, and summative assessments.

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

Formative assessments will be frequent and will include formal and informal performance based assessments in the context of classroom activities and daily learning. These assessments will help students to better understand their strengths and areas in which they may be struggling. The information provided by the assessments will be used to guide instruction and to identify students who may need additional support and/or challenge.

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

Summative assessments will take place in English/Language Arts and Mathematics at the end of the year in the form of Smarter Balanced tests. Additional summative assessments will include end-of-year leveled reading assessments, cumulative math assessments, and writing checklists, which can be compared to the baseline assessments from the beginning of the year. These will be year-end leveled reading assessments, cumulative math assessments, and writing checklists.

As further described in Element A, Section I above, teachers will analyze assessment results to identify student, class, and school trends, to find specific areas of instructional strength and weakness, identify students who need additional support, and ensure children are making progress towards grade-level proficiency as measured by the CCSS. Assessments will be used to inform instruction as well as to track and monitor student growth and learning.

Rocketship's current assessments are as follows:
- State-mandated Assessments (summative)—Students will be expected to meet statewide standards for academic achievement. Specifically, students will take the Smarter Balanced assessments for English Language Arts and Mathematics each spring. Additionally, the California Standards Test for science will be administered annually in the spring to students in grade five (or a new science assessment if the state chooses one). These tests will help monitor progress on grade level content and skill development, and will be reflected in meeting state and federal measurements as they evolve and replace API and AYP. The California English Language Development Assessment (CELDT), or ELPAC when it is developed, will be administered to English Learners annually.
- Leveled Reading Assessments (baseline, formative, summative)—All students in grades K-5 will be assessed regularly throughout the year using the STEP Literacy assessment.
- Writing Assessments (baseline, formative, summative)—A writing sample will be collected and assessed for each student several times a year. Students will be instructed on how to use writing checklists from the Lucy Calkins Units of Study program throughout the writing process. Students will use these writing checklists for self-review and self-assessment on writing projects throughout the year. Teachers will also use these checklists to assess student writing.
- Mathematics Assessments (baseline, formative, summative)—Throughout the year, student progress in mathematics will be measured using formal and informal formative assessments. Some of these assessments will be teacher-developed based on Common Core State Standards, and others may be taken from a math program if we choose to purchase one. Students will be preassessed at the beginning of math units to identify students in need of extra challenge or support. Ongoing assessment will take the form of teacher observations, assignments, and performance-based assessments involving problem-solving. At the end of each unit, student understanding and mastery will be measured through performance tasks or formal assessments. Teachers will create these assessments or select them from curriculum resources.
- Standardized Assessments in Language Arts & Mathematics (interim)—In addition to leveled reading assessments and formative math assessments, students will also take

NWEA MAP Interim Assessments three times per year in Reading and Math to assure they will be prepared for Smarter Balanced Assessments.

- Science Assessments (formative, summative)—We will assess student progress toward the Next Generation Science Standards using unit assessments from the science program we choose. Teachers will also use a variety of formal and informal assessments such as responses to academic prompts, informal checks for understanding, and assessment of presentations or projects. There will also be assessments at the end of transdisciplinary units such as project rubrics, written checklists, and/or performance tasks.
- Social Studies Assessments (formative, summative)—We will assess student progress toward California History–Social Science Standards using a variety of formal and informal assessments such as responses to academic prompts, informal checks for understanding, and assessment of presentations or projects.
- Social Emotional Learning Assessments (formative, summative)—Teachers will explore and develop tools, some of which will be aligned the RULER Approach and Kimochi's curriculum, to identify and support students' social-emotional growth.

USE AND REPORTING OF DATA

Rocketship will utilize Schoolzilla to track and maintain student data. Rocketship teachers will be engaged in an on-going process of data review and evaluation in connection to student learning outcomes. They will analyze individual data to review performance for students in their classrooms and work in collaborative teams to review class performance. Teachers will identify patterns of underperformance or high performance, and identify students who are not making adequate progress. Additionally, assessment data will be used to judge the effectiveness of curriculum units and teaching. This information will then be used to refine or change future units and instruction. Collaborative grade-level teams will use these opportunities to form questions that arise from the data, develop hypotheses around the questions, and pursue different strategies or actions to improve student outcomes. Teachers will meet to review reading, writing, and math assessments after initial assessments are done in the first month of school. CAASPP test data will also be reviewed at this time.

REPORTING TO PARENTS/GUARDIANS

Rocketship places a high value on communication between parents and teachers. We plan to have regular parent/teacher conference periods and progress reports each year.

REPORTING TO THE AUTHORIZER AND OTHER STAKEHOLDERS

Rocketship will promptly meet all reasonable inquiries for data from the County and assure timely scheduled data reporting in compliance with the law. In accordance with Title III, Rocketship will adhere to all mandated reporting guidelines in relation to English learners, including notification to parents regarding CELDT/ELPAC results and reclassification. In

accordance with IDEIA, Rocketship will comply with all state and federal laws regarding reporting requirements for children with IEPs.

ELEMENT D: GOVERNANCE AND PARENTAL INVOLVEMENT

"The governance structure of the school including, but not limited to, the process to be followed by the school to ensure parental involvement."
- California Education Code Section 47605(b)(5)(D)

In accordance with Education Code section 47604, all Rocketship campuses will be operated by Rocketship Education (RSED), a California non-profit public benefit corporation with 501(c)(3) status. All staff will be employees of RSED. RSED will be governed by a Board of Directors ('the Board") pursuant to its corporate bylaws as adopted, and as subsequently amended from time to time, which shall be consistent with this charter. **(**RSED's Articles of Incorporation and Bylaws are attached as Appendix L.)

RSED will operate autonomously from the Franklin-McKinley School District, with the exception of the supervisory oversight as required by statute and other contracted services. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of RSED, or for claims arising from the performance of acts, errors, or omissions by the charter school as long as the District has complied with all oversight responsibilities required by law.

SECTION I: GOVERNANCE STRUCTURE

A. Board Of Directors

The Board is ultimately responsible for the operation and activities of each Rocketship school. Board members have a responsibility to solicit input from, and opinions of, both school staff and students' parents regarding issues of significance and to weigh the input and opinions carefully before taking action.

Rocketship's Bylaws state that the Board must consist of at least three and up to 25 members. Board members serve for staggered terms of two years. This staggering of terms will create a natural flow for future elections and ensure that the Board does not experience full turnover at once. For bios of our current Board members, please see Appendix L.

The Board will be comprised of the following individual officers:
- Chairman of the Board, responsible for presiding over Board meetings and performing various duties as assigned by the Board.
- Secretary, responsible for keeping account of Board minutes, Articles and Bylaws, and notice of Board and committee meetings.
- Treasurer, responsible for overseeing and validating audits, federal and state annual information return filings, and corporate filings.

The Bylaws also authorize the Board to appoint one or more Vice Presidents, one or more assistant secretaries, one or more assistant treasurers, and other officers as deemed necessary.

The Board will meet on a regular basis. Currently, the board meets quarterly and more often as needed. RSED's Board of Directors may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which charter schools are established.

New directors will be elected as defined in the Bylaws. Qualifications of current and future board members include:

- Academic expertise, including subject and professional development knowledge in Literacy and Math
- Significant involvement in the communities served by Rocketship
- Operation of charter schools
- Real estate, legal, and financial expertise
- Fundraising ability

BOARD DUTIES

The Board will be responsible for Rocketship's operation and fiscal affairs, including but not limited to:

- Adopting policies that offer guidance and interpretation of the charter and procedures to assist the staff in facilitating the implementation of such policies.
- Setting Rocketship's enrollment and grade-level configuration;
- Approval of annual school budget, calendar, salary schedules, and fundraising plans;
- Monitor negotiation and approval of a Memorandum of Understanding ("MOU") or other contracts with the District;
- Approval of all financial policies that set the processes and controls for contracts, expenditures, and internal controls;
- Hiring and firing of the CEO and oversight over other personnel actions
- Approval of bylaws, resolutions, and policies and procedures of school operation;
- Oversee material changes to the school charter;
- Participation as necessary in dispute resolution;
- Monitoring overall student performance;
- Evaluation of Rocketship Principals;
- Monitoring Rocketship's performance and taking necessary action to ensure that the school remains true to its mission and charter;
- Monitoring Rocketship's fiscal solvency;
- Participation in Rocketship's annual independent fiscal audit;
- Participation as necessary in student expulsion matters pursuant to Rocketship policy;
- Increasing public awareness of Rocketship.

RSED will update the District on any changes to the RSED Board of Directors.

The Board may execute any powers delegated to it by law and shall discharge any duty imposed on it by law. The Board may delegate to an employee of RSED any of those duties with the exception of those listed in the Bylaws. The Board, however, retains ultimate responsibility for the performance of those powers or duties so delegated. The Board may not delegate approval of the budget, approval of independent fiscal audit, approval of Board policies, hiring or termination of the CEO, expulsion of students, or any other duties prohibited by law. Where the Board has formally taken action to delegate authority to staff, changes must:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of present Board members.

The Board may utilize an Executive Committee and establish other committees as necessary to perform various governance functions. If utilized, the Executive Committee will be composed of no fewer than two members. The Executive Committee shall comply with the Brown Act and the Rocketship Conflict of Interest Code.

BOARD MEETINGS AND TRAININGS

The Board will meet regularly to review and act on its responsibilities. All meetings shall be held in accordance with the Brown Act, and thus be held openly and easily accessible to the public. Rocketship will establish an annual calendar listing the dates of its regular meetings and provide the locations of those meetings. Rocketship will ensure that a teleconference location, which will be manned by a Rocketship staff member, is available within the jurisdictional boundaries of the District for every meeting. The notice and agenda of each meeting will provide for public comment from each physical and teleconference location.

RSED has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 87100, and applicable conflict restrictions required by the Corporations Code.

The Board of Directors meetings will be headed by a Board Chairman. As long as a quorum exists as defined by the Bylaws, measures voted on by the Board may be passed with a simple majority of present members as allowable under state law.

The RSED Board shall participate annually in professional training regarding topics such as board governance, compliance with the Brown Act, strategic planning, and conflicts of interest rules.

B. Advisory Board

We believe it is critical to form strong local partnerships to inform our growth and maximize our impact in each of the communities we serve. To this end, each Rocketship region that is governed by the Rocketship Education Board of Directors will have a regional Advisory Board consisting of a diverse group of parents, teachers, and civic and business leaders committed to closing the achievement gap. In our regions with six or more schools, including the Bay Area, a cross-section of schools will have representatives (i.e. one representative per authorizing district). School representatives will be parents of one or more currently-enrolled students. The remainder of the Advisory Board will be made up of local civic and business leaders.

The primary responsibility of the Advisory Board is to serve as a formal structure giving voice to Rocketship student, family, and community needs. The Advisory Board may provide advice and counsel to Rocketship Education's Regional Director/Vice President; provide meaningful input to the Board of Directors on topics such as plans and strategies for local growth, model improvement, and staff development; build local partnerships to enhance the quality and sustainability of Rocketship schools; and speak at local events, political forums, and site visits.

The Advisory Board will meet regularly, and members will attend certain designated Board meetings each year.

C. RSED Staff

As we have expanded our network and reach over the past five years, Rocketship has focused on building organizational capacity to maintain high-quality schools while also fueling growth. We have worked to develop and consistently apply deep functional expertise in each of the areas that comprise the complexity of school management.

The current support that RSED staff provides includes the following:
- High-quality support via centralized Schools Team and Achievement Team to increase student achievement (i.e. planning and designing instructional materials and resources; creating academic visions and goals; coaching of school leaders and teachers; guiding the data analysis process; facilitating professional development for teachers and school leaders)
- Talent management (i.e. recruitment; teacher and school leader pipeline development)
- Growth/policy (i.e. government relations; supervising community outreach and parent involvement)
- Finance (i.e. financial analysis and monitoring; budgeting; accounting, payroll, billing)
- Strategy (i.e. project management; cross-functional facilitation; devising systems for operational issues; overseeing network expansion)
- Facilities (i.e. site location, design, permitting, entitlements)
- Legal (i.e. compliance; completion of required filings; support with education and governance laws and policies)
- Human Resources (i.e. hiring, infrastructure, employment issues, benefits, compliance)
- Operations (i.e. coordinating with service providers; developing and managing systems)

- Communications (i.e. marketing and public relations)

The staff is overseen by a Senior Leadership Team (SLT), which is a group of department leaders with deep and diverse functional expertise. For bios of our current SLT members, please see Appendix L.

SECTION II: PARENT PARTICIPATION

We understand that a parent is a child's first teacher and lifelong advocate. We strive to partner with parents in a variety of ways so that they can become active participants in the school and the community as they promote their children's educations. As described in Element A above, our teachers and school leaders conduct home visits and conferences and regularly communicate with parents via emails, phone calls, and notes home.

We also provide numerous opportunities for parents to get involved in the operations and governance of the school. Parents can become members of the Advisory Board (further described above) or become involved with the School Site Council or English Language Advisory Committee (further described below).

We also encourage our families to complete at least 30 partnership hours each school year. Partnership activities vary widely and can include assisting in classrooms, translating documents, providing administrative assistance, participating in community and family meetings attending advocacy events, and assisting in special school events.

We also have special processes in place to involve families in the creation of the LCAP. In addition to the regular community meetings and parent meetings, ROMO holds meetings specifically designed to help parents understand the components of the LCAP and to discuss the best ways for the school to use LCFF funds to serve students in alignment with the state priorities. ROMO also has developed a survey, translated into English, Spanish, and Vietnamese, to ask parents about their preferences regarding the allocation of LCFF funds for various services and resources.

   A. **School Site Council**

Each Rocketship school forms a School Site Council (SSC) comprised of the principal, one classified staff member (i.e. the Office Manager), four to six teachers, and four to six parents.[18]

Initially, parents interested in serving on the SSC fill out interest forms, and members are elected at a school-wide community meeting either by ballot or open vote. The Principal also announces the SSC opportunity to teachers and selects interested members. At its first meaning, the SSC develops and approves Bylaws, which specify the means of selecting future

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[18] As of the 2015-16 school year; composition subject to change to remain compliant with any CA laws and regulations.

members and officers from thereon out, terms of office, the notice of elections for each peer group, the responsibilities of the SSC and time commitment involved, and a nondiscrimination policy.[19]

The key functions of the SSC are to provide input on the following areas:

- instructional model, student achievement, and data
- school needs assessment
- attendance
- English Learners and reclassification process
- budget and categorical funding allocation

The SSC also discusses discipline trends, safety, fundraising, school culture, community engagement, school events, and parent empowerment. Additionally, under the CA Ed Code, the SSC is responsible for annually reviewing, updating, and monitoring the implementation of the school's LEA Plan, which incorporates academic instructional programs and all categorical resource expenditures for the school.

The SSC meets at least four times per school year (typically September, November, February, and May). All meetings are conducted in compliance with applicable provisions of the Brown Act and the Green Act, which require that public notice be given before the meeting and that the agenda includes action items and space for public comment. Translators are provided at meetings when necessary. Meeting minutes are kept by the Office Manager and posted on the school's website.

The SSC also provides professional development opportunities for parents through guided exposure to data and analyses and training around budget reviews.

Finally, each SSC will elect a parent representative to serve on Rocketship's Regional Advisory Board, described above.

B. English Learner Advisory Committee

The English Learner Advisory Committee (ELAC) is a committee for parents and other community members who wish to advocate for English Learners. Under CA laws, all schools with more than 21 ELs must have an ELAC. Committee membership must include parents of ELs, but may also include other duly elected family and community members. The percentage of parents who are elected must be equal to the percentage of ELs at the school. (For example, if 50% of students at the school are ELs, at least 50% of the ELAC must be parents.) The remaining percentage of the committee can be comprised of the principal, community

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[19] CA laws do not require a specific means of selecting SSC members, except that members must be chosen by peers. Additionally, the SSC may not impose membership qualifications or reserve seats for a particular group or individual.

members, teachers, instructional aides, parent liaisons, and other staff. However, *only* parents of ELs are empowered to elect additional members to the ELAC.

The ELAC is required by law to be involved in the following tasks:

- Monitoring and evaluating the school's EL program, including the review of the school's plan for English learners.
- Developing the school's LEA Plan.
- Analyzing and reviewing the school's needs assessment.
- Analyzing and reviewing the school's annual language census report (R-30 LC Report)
- Ensuring that other parents are aware of the importance of regular school attendance.
- Developing the Title I Parent Involvement Policy and School-Parent Compact, which will describe how parents, school staff, and students will share responsibility for improved student academic achievement and proficiency on the California content standards.

At Rocketship, we strive to have our ELAC and SSC overlap to the extent possible under the law. The two committees will convene to ensure alignment on the LEA Plan, as they both play development and monitoring roles. (The SSC is actually required under the law to seek feedback from the ELAC prior to finalizing a school's LEA Plan.) Our policy is that at least half of the parent members of the SSC will be ELAC members.

C. Determining Success of Parent Involvement

Parent involvement is critical to the academic success of Rocketship students and the overall success of each Rocketship campus. The Board, along with Rocketship staff and school leaders, will use dashboard metrics to measure the success of parent involvement. The key goals for successful parent involvement are:
- Enlisting parent leaders at each campus: These individuals will help lead various activities at school as well as be key liaisons within the community to help inform other parents about Rocketship and promote grassroots, community efforts to help Rocketship eradicate the achievement gap in the community.
- Achieving at least 70% family attendance at school community events: These events include community meetings, exhibition nights, and other school events. A high percentage of participation demonstrates a deep parent engagement and commitment to ROMO Schools.
- Engaging each ROMO family to complete at least 30 volunteer hours at the school per year: As described above, ROMO parents will be encouraged to volunteer at the schools to help tighten the link between the families and the school as well as assist ROMO teachers and staff with various school operations.

ELEMENT E: EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the school. -- California Education Code Section 47605(b)(5)(E)

Rocketship Education recruits professional, effective and qualified personnel for all administrative, instructional, instructional support, and non-instructional support capacities who believe in the instructional philosophy outlined in its vision statement. In accordance with Education Code 47605(d)(1), Rocketship shall be nonsectarian in its employment practices and all other operations. Rocketship shall not discriminate against any individual (employee or student) on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

All employees should possess the personal characteristics, knowledge base and/or relevant experiences in the responsibilities and qualifications identified in the posted job description as determined by Rocketship. These criteria are further described in the remainder of this section.

All Rocketship teachers will hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. Rocketship will maintain current copies of all teacher credentials, and they will be readily available for inspection and monitoring.

ROMO is a School of Choice and will comply with all applicable state and federal laws regarding background checks, clearance of personnel, maintenance and disclosure of employee records, and NCLB guidelines.

PRINCIPAL

The Principal is responsible for creating a school capable of achieving the Rocketship mission and goals. This will include leading ROMO in all aspects of its day to day operations, working with the RSED Board of Directors, students, parents, and community members and the other governing bodies specified by local and state law.

The Principal is the instructional, cultural, managerial, and community leader of the school. The Principal sets the vision for the school and ensures that the school is a high-achieving college preparatory environment where all students finish the fifth grade at or above grade level. Additionally, the Principal directly manages, supports, and develops the Assistant Principal and the Office Manager. The Principal may serve as the manager and coach of all educators, which includes conducting observation cycles, modeling lessons, and providing support and resources aimed at increasing teacher effectiveness and leadership. The Principal is also responsible for engaging and empowering parents to become lifelong advocates for their children's education.

***Responsibilities*:**
- Foster a rigorous and college preparatory environment that ensures high levels of student achievement annually through the relentless use of data to drive and refine instruction
- Manage, support, and develop other members of the school leadership team including the Assistant Principals and Office Manager
- Manage self and others in a manner that creates a healthy, high-achieving environment where staff feel challenged, supported, and valued and there is open communication about professional growth and future career opportunities
- Foster a school culture and environment of constant reflection and professional growth so that all staff continues to emerge as leaders within Rocketship and quickly assume leadership positions within the organization
- Foster Rocketship school culture where students, educators, and members of the school community demonstrate Rocketship's beliefs, values, and behaviors
- Create a school community that fully involves parents in student achievement through multiple outlets including home visits, regular community meetings and parent/family meetings, and also empowers them to become active advocates for their Rocketeer's education and achievement
- Promote collaborative problem solving and open communication between educators, students, and families
- Develop classroom educator practice and leadership through direct observation, coaching, and training (4+ teachers)
- Design and lead staff meetings
- Oversee and/or contribute to the design and implementation of staff professional development and collaborative planning time
- Lead the execution of community meetings and events
- Lead and/or support other school site and network-wide initiatives as needed to foster strong school culture, academic excellence, and network growth
- Provide leadership toward, creative and positive data driven behavioral innovations and instruction for high risk students, their teachers and their families

***Qualifications*:**
- 2+ years of experience teaching in an urban city classroom and realizing significant gains
- Strong leadership skills and personal drive
- Relentless pursuit of high expectations
- Strong organizational skills
- Passion for urban children and their families
- Ability to build partnerships with community organizations
- Strategic planning experience
- Ability to engage and empower parents and families
- Strong communication skills
- An entrepreneurial spirit and a proven track record

- Experience in building and maintaining outstanding school culture
- Results-oriented and data-driven
- Ability to develop others
- Adaptable and able to thrive in a dynamic, fast-paced environment
- Background check, TB test and fingerprinting required
- BA from accredited university
- Valid Teaching Credential

ASSISTANT PRINCIPAL

ROMO will have at least two Assistant Principals, focused full-time on the implementation of ROMO's academic systems and mentoring teachers to improve their effectiveness.

Reporting directly to the Principal, the Assistant Principal plays a critical role in driving academic achievement for students. The Assistant Principal ensures academic excellence by working closely with the Principal to lead and implement the instructional vision for the school. The Assistant Principal leads two primary streams of work: teacher coaching and professional development (PD). The Assistant Principal directly coaches a number of educators, which includes conducting observation cycles, modeling lessons, co-planning lessons, real-time coaching, and providing support and resources aimed at increasing teacher effectiveness and leadership. The Assistant Principal also leads the design and implementation of group teacher professional development and collaborative planning time. This individual provides staff with the appropriate resources and support to ensure that each Rocketship school's Rocketeers realize over a year's worth of progress annually.

***Responsibilities*:**
- Foster a rigorous and college preparatory environment that ensures high levels of student achievement annually through the relentless use of data to drive and refine instruction
- Ensure over a year's worth of progress for all Rocketeers annually through rigorous coaching and PD
- Drive student achievement results through regular 1:1 coaching sessions with select staff members
- Oversee the implementation of a rigorous and highly personalized curriculum in classrooms of coached educators
- Oversee and supervise the ILSs and the Learning Lab
- Promote collaborative problem solving and open communication among teaching staff members
- Ensure Rocketship school culture where students, educators, and members of the school community demonstrate Rocketship's beliefs, values, and behaviors
- Manage self and others in a manner that creates a healthy, high-achieving environment where staff feel challenged, and also fully supported/valued

- Lead and/or contribute to the design and implementation of weekly staff professional development and collaborative planning time
- Identify, celebrate, codify, and share instructional best practices across the school and network
- Implement and share educator coaching and development best practices with other members of the school leadership team
- Assist in the management of school-based Integrated Service Education (ISE) program
- Collaborate with the Education Specialist at each site to ensure that teachers are receiving the necessary support and professional development to maximize the delivery of instruction in a full-inclusion model
- Manage the BTSA process for eligible staff and support other teachers through the credentialing process, which includes the successful completion of Teacher Performance Assessments
- Have a lasting impact on the design of network professional development resources

Qualifications:
- Have achieved made significant gains with their students for at least the past year or years;
- Espouse ROMO's culture of caring, showing concern not just for the academic, but for the emotional welfare of their students;
- Demonstrated the desire and ability to mentor young teachers. Teaching adults is different from teaching children. Mentoring requires a commitment on the part of an Assistant Principal to their Teachers and an ability to demonstrate and explain verbally their own practices;
- Ability to be a strong team player, helping to make the faculty cohesive in our goals of creating both a safe and supportive environment, and one in which students will make significant academic progress.
- 2+ years' experience teaching in an urban city classroom
- Strong time management and organizational skills
- Result-oriented and data-driven
- Relentless pursuit of high expectations
- Ability to inspire and motivate others
- Adaptable and able to thrive in a dynamic, fast-paced environment
- Ability to develop others
- Passion for urban children and their families
- Strategic planning and project management experience
- Strong verbal and written communication skills
- Deep knowledge of elementary literacy and/or math instruction
- Experience with or interest in the use of technology in promoting teacher development a plus
- Background check, TB test and fingerprinting required
- BA from accredited university
- Valid Teaching Credential

<u>CORE CLASSROOM TEACHERS</u>

Rocketship defines core classes as English Language Arts, Mathematics, Social Studies, and Science. All other classes offered will be considered noncore classes. In passing the Charter Schools Act, it is the intent of the Legislature that charter schools be given flexibility in credentialing with regard to noncore, non-college preparatory courses.

Rocketship's core teachers at all levels shall meet or exceed all "highly qualified requirements" under the No Child Left Behind Act (NCLB).

Accordingly, a teacher of core academic subjects must meet the following qualifications:
- a bachelor's degree;
- California teaching credential: CLAD or BCLAD, clear or in progress
- demonstrated core academic subject matter competence. Demonstrated core academic subject competence for elementary grades is done through CCTC's approved subject matter examination or by completing the California High Objective Uniform State Standard of Education ("HOUSSE").

ROMO shall comply with Education Code Section 47605(l), which states:

> Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by chartering authority.

All core teachers will be CLAD certified or a CCTC recognized equivalent.

Each year, Teachers will be evaluated based on their ability to make significant gains. It is expected that some teachers will be able to make significant gains in a single year, others may take two or three, and still others may not be capable. In addition to significant gains, teachers must show a strong ability to work with and mentor their peers in order to be prepared to take on the role of Assistant Principal.

Responsibilities
- A full day of teaching, primarily within the academic areas in which they focus their teaming;
- Mentoring and instructional advice for their peers, especially other educators, to help them develop the skills needed to progress as educators.

***Qualifications*:**

- Demonstrated mastery of classroom skills including classroom management, planning, assessment and instructional practice;
- Hold a valid teaching credential;
- Demonstrate the potential to make significant gains for students.
- Background check, TB test and fingerprinting required

Teachers receive competitive, merit-based salaries typically averaging 120% of salaries in surrounding districts. A component of teacher pay and the criteria for considering their advancement to Assistant Principal will include the following:
- Personal achievement of significant gains for students which they have directly instructed;
- Parent and Assistant Principal satisfaction with their teaching;
- Peer and Assistant Principal satisfaction with their mentoring and instructional leadership.

We believe it will be possible for teachers to be promoted to Assistant Principal positions within two to three years of becoming teachers.

EDUCATION SPECIALIST

The Education Specialist is a full-time position that reports to the school Principal. The Education Specialist will be responsible for managing the IEP caseload for Rocketship students who require special education services as outlined in their IEPs. The role of the Education Specialist is to improve students' success in the basic academics (reading, language and/or math, etc.) through implementing Rocketship approved curriculum; documenting teaching and student progress/activities/ outcomes; modeling the necessary skills to perform assignments; providing a safe and optimal learning environment and providing feedback to students, classroom teachers, parents and administration regarding student progress, expectations, goals, etc.

Responsibilities
- Ensure that all students realize the academic goals outlined both within their IEPs and by ROMO and realize at least one year's worth of progress
- Collaborate with school personnel, parents, and other service providers for the purpose of improving the quality of student outcomes, developing solutions and planning curriculum
- Coordinate referral and assessment procedures and facilitate the coordination of IEP team meetings and the implementation of special education services (Speech, Occupational therapy, etc.)
- Evaluate students' abilities in basic academics for the purpose of assisting other personnel in the diagnosis of learning disorders, development of remediation plans and/or student progress

- Provide one-to-one or small group instruction, direct services and push in or pull out intervention as required by IEP
- Administer standardized achievement tests, interpreting results to determine learners' strengths and areas of need for initial, annual and triennial assessments
- Provide accommodations and/or modifications to learners with disabilities for assignments and testing as determined by the IEP team
- Draft and write professional and compliant IEPs, as well as finalize the data in SEIS
- Instruct students for the purpose of improving their success in assigned basic academic subject areas of reading, writing and/or math
- Manage student behavior for the purpose of providing a safe and optimal learning environment, develops behavior support plans as needed
- Participates in various meetings (IEP, parent conferences, in service training, staff meetings etc.)
- Provide leadership for assuring full compliance with legal requirements as prescribed by federal law under IDEA (Individuals with Disabilities in Education Act 1997) and IDEIA (Individuals with Disabilities in Education Improvement Act, 2004) and State of California Education Code
- Collaborate with parents as educational partners and provide ability awareness as needed

Qualifications
- Embrace the mission of Rocketship Education
- Thrive in a fast-paced, dynamic work environment
- Knowledge of curriculum, education code and special education law/policies
- Skills in appropriate special subject matter
- Abilities to stand and walk for prolonged periods
- Perform a variety of specialized and responsible tasks: maintain records, establish and maintain cooperative working relationships with students, parents, other school personnel, meet schedule and compliance deadlines
- Possession of a valid California driver's license: willingness to provide own transportation in conduct of work assignments.
- Background check, TB test and fingerprinting required
- Valid Education Specialist Credential or enrolled in an accredited teacher preparation program working towards a credential
- Bachelor's degree required

INDIVIDUALIZED LEARNING SPECIALISTS

Individualized Learning Specialists (ILSs) serve as tutors, working closely with a team of teachers to meet the needs of all students at that grade level.

Responsibilities

- Motivate students to participate in learning activities; create a positive student culture around online learning and small group tutoring; maintain high behavioral expectations for all students
- Ensure that students have access to a positive and productive learning environment by enforcing all campus safety rules and behavior expectations
- Actively "coach" students on all computer programs and ensure that the educational software used in the lab effectively meets the needs of students; perform targeted individual interventions and assist struggling students on computer programs
- Tutor small groups of students on literacy and/or math skills; use Rocketship adopted curricula to deliver lessons which align to students' goals
- Each ILS works directly with students in group, and individual settings to execute highly structured programs or instructional review
- Interpret and manage online student data generated by multiple educational software programs; monitor student progress using Rocketship's data management platform and promote individual and group progress within the curricula
- Communicate and collaborate with the teachers at their grade level, and school administrators; participate actively in staff development opportunities as a member of the Rocketship team
- Maintain computer equipment and accessories

Qualifications
- Commitment to Rocketship's mission, vision, and goals
- Passion for working with children; ability to motivate and support children in reaching high levels of academic success
- Previous experience managing and/or teaching groups of elementary age students is strongly preferred
- Excellent communication and interpersonal skills, with ability to engage and work closely with a wide range of staff members
- Basic computer skills including troubleshooting and an ability to communicate about technical difficulties
- Ability to efficiently interpret, manage, and utilize multiple sets of data in order to best support students' progress
- Ability to learn laws, rules, practices and procedures related to public education and specific to Rocketship Education
- Fluency in English
- Flexibility and a willingness to learn
- Background check, TB test and fingerprinting required

PARAPROFESSIONAL

The Rocketship Special Education Paraprofessional position is a full time position that reports to the ROMO Principal. The Paraprofessional will work under the supervision of a certificated ISE Teacher who will provide weekly oversight, training and direction.

Responsibilities
- Implementation and recording of data for individualized instructional programs and positive behavior support plans
- Providing individual and small group instruction for students with both special and typical learning needs in the general education environment including, but not limited to: the classroom, recess, and the lunch area

Qualifications
- A team player who is detail-oriented, resourceful and able to manage his/her responsibility with confidence and discretion
- Interpersonal skills using tact, patience and courtesy
- Willingness to implement positive behavior support plans
- Passion for working with young children
- Experience working with young children in a school setting
- Experience working with students with disabilities (desired)
- Background check, TB test and fingerprinting required
- Copy of High School Diploma or equivalent
- Provide ONE of the following: transcripts showing at least 2 years of college coursework (48 units) or issuance of an Associate's or Bachelor's degree; copy of Associate's or Bachelor's Degree; copy of Passing Score Report for Rocketship's approved paraprofessional assessment

OFFICE MANAGER

The Office Manager will be responsible for daily operations at ROMO. The Office Manager will report to the Principal.

Responsibilities:
- Recording attendance
- Primary responsibility for input of Free and Reduced Lunch information into the student database
- Managing the office
- Overseeing purchases of materials
- Doing day to day bookkeeping
- Managing the schedules of the Principal
- Serving as first point of contact for Parents contacting ROMO.

Qualifications:
- Strong organizational skills
- Strong time management skill
- Ability to work both independently and with a team
- Fluency in Spanish is highly desirable

- Background check, TB test and fingerprinting required
- A.A. degree or equivalent work experience
- 3 plus years in administrative support position preferable
- Experience in school front office preferable
- Proficient with Microsoft Office

BUSINESS OPERATIONS MANAGER

The primary purpose of the Business Operations Manager (BOM) role is to ensure the school is safe, compliant, efficient, and financially sound. The BOM provides direct services to the school that enables instructional staff to better serve students and families. Ideal candidates will be self-motivated, flexible, and adept at managing change.

Responsibilities
- Manage food service operations, including managing staff, serving as main contact with meal vendor, ensuring compliance, conducting local audits, and ensuring meal program financial health
- Own procurement and purchasing for the school site. Work with school to understand needs, place orders, inventory items received, handle returns/exchanges, etc.
- Hire, manage, and evaluate all hourly school support staff, including those working on lunch and arrival/dismissal
- Support the logistical, compliance, and technology side of administration of selected assessments, including NWEA MAP, CAASPP, CELDT, Physical Fitness, and Hearing & Vision testing
- Serve as main owner of school safety processes and compliance, including administering trainings, running drills, and conducting safety audits. Partner with Principal to respond to emergencies
- Manage facilities-related needs, including scheduling/meeting vendors and handling after-hours facilities emergencies
- Provide support for Principal on finance-related topics, including around budgets, cash collection, and invoice approval
- Serve as on-site HR compliance contact, including completion of new hire and benefits paperwork and collect personnel file items
- Serve as on-site IT contact, including managing IT assets, assisting staff with IT issues as able, and serving as main touch point to central IT staff
- Manage arrival and dismissal
- Manage start-of-year logistics around move-in (most relevant for new schools)
- Own free/reduced-price lunch application process, including validating forms and running income verification process
- Run weekly and monthly attendance reports, serve as main point of contact for PowerSchool administrator for needs related to compliance reporting

Qualifications

- Minimum 2 years of relevant experience, with school-based experience preferred
- Managerial experience preferred but not required
- Strong PC-based computer skills, and ability to quickly adapt to new computer programs and software
- Experience in a fast-paced, highly analytical, entrepreneurial environment – with ability and desire to help shape a new role and flexibly shift responsibilities over time as the role and department evolve
- High tolerance for ambiguity, changing work priorities and deadlines, and a willingness to take on responsibilities and to prioritize work on multiple projects
- Excellent interpersonal communication skills, including on sensitive topics
- Skill at communicating respectfully and empathetically with student families. Spanish language proficiency preferred but not required
- Team-player attitude and strong customer-service orientation
- Demonstrated ability to be detail-oriented, organized, and resourceful
- Ability to proactively manage multiple critical deadlines and quickly and confidently adapt in a fast-paced environment, independently following through on completion of tasks and responsibilities
- Skill at building strong working relationships with people in both senior- and junior-level roles, both within and beyond Rocketship
- Ability to treat sensitive issues with respect and empathy and maintain strict confidentiality where required
- Passion for Rocketship's mission, matched with a strong work ethic
- Belief that all students can achieve academic success
- Background check, TB test and fingerprinting required
- Bachelor's degree required

ENRICHMENT CENTER COORDINATOR

The Enrichment Center Coordinator provides students with the opportunity to engage in physical education, art, and various other enrichment activities. The Enrichment Center Coordinator plays a critical role in strengthening school culture. He or she oversees the effectiveness of the Enrichment Center and interacts with all students on a daily basis.

Responsibilities
- Motivate students to participate in learning activities; create a positive student culture around sports and teamwork; maintain high behavioral expectations for all students
- Develop a year-long scope and sequence map as well as thematic unit plans to teach discrete sports skills (soccer, basketball, kickball etc.), art skills, gardening skills, teamwork, and various other enrichment skills throughout the school year.
- Collaborate with school staff to develop a positive culture focused on Rocketship's core values (respect, responsibility, persistence, empathy) both outdoors and indoors
- Serve as the leader and facilitate large group lessons and games on the topics indicated above

- Communicate and collaborate with teachers and school leaders; participate actively in staff development opportunities as a member of the Rocketship team
- Ensure that students have access to a positive and productive learning environment by enforcing all campus safety rules and behavior expectations; respond to occasional exposure to blood, bodily fluids and tissue and/or occasional interactions with children who require additional support with behavior
- Inventory and maintain Enrichment Center materials and accessories
- Other duties as assigned by the supervisor

Qualifications
- Commitment to Rocketship's mission, vision, and goals
- Passion for working with children; ability to motivate and support children in reaching high levels of academic success
- Belief in the value of enrichment, art, gardening, and physical education for all children
- Previous experience or training building teams with youth
- Previous experience managing and/or teaching groups of elementary-age students is strongly preferred
- Excellent communication and interpersonal skills, with ability to engage and work closely with a wide range of staff members
- Ability to learn laws, rules, practices and procedures related to public education and specific to Rocketship Education
- Fluency in English
- Flexibility and a willingness to learn
- At least 2 years of college or passing score on Rocketship's Paraprofessional Assessment required
- Background check, TB test and fingerprinting required

SUPPORT STAFF

This position is responsible for ensuring that the day-to-day operations of lunch, recess, and arrival/dismissal at the school site run safely and smoothly. Furthermore, support staff members are also responsible for ensuring that students maintain appropriate behavior in all operational activities.

Responsibilities
- Arrange setup and cleanup for food items, supplies, equipment, and food preparation and serving areas
- Maintain cafeteria records and reports as required for the purpose of meeting local, state, and federal guidelines
- Supervise and monitor students during assigned recess and lunch periods
- Implement all site playground rules and safety regulations
- Report any unsafe playground conditions, including equipment, to administrators immediately

- Ensure a safe and effective arrival/dismissal for all students before and after school hours
- Utilize appropriate disciplinary procedures and techniques in accordance with the school site discipline plan
- Attend staff meetings and in-service trainings as deemed necessary for the position

Qualifications
- Commitment to Rocketship's mission, vision, and goals
- Passion for working with children
- Previous experience managing and/or teaching groups of elementary-age students is strongly preferred
- Excellent communication and interpersonal skills, with ability to engage and work closely with a wide range of staff members
- Ability to learn laws, rules, practices and procedures related to public education and specific to Rocketship Education
- Basic fluency in English
- Flexibility and a willingness to learn
- Background check, TB test and fingerprinting required

ELEMENT F: HEALTH AND SAFETY PROCEDURES

"The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a record summary as described in Section 44237."

-California Education Code Section 47605(b)(5)(F)

Please see Appendix M for a detailed description of sample ROMO health and safety policies on Fingerprinting and Background Checks; Tuberculin Examinations; Safe Facilities; Emergency Plans; Immunizations/Physical Exams; Communicable, Contagious, or Infectious Disease Prevention; Administration of Medications; Drug-Free Workplace; Smoke-Free Environment; First Aid CPR, and Health Screening (vision/hearing/scoliosis); and Exposure Control Plan for Blood Borne Pathogens; policies on Sexual Harassment and Complaint Procedures; and policies on the role of staff as Mandated Child Abuse Reporters. Rocketship may revise and create additional policies and procedures as the need occurs and to stay in compliance with changes to local, state and federal laws and regulations. The following provides a brief summary of relevant current Rocketship health and safety policies and procedures.

FINGERPRINTING/BACKGROUND CHECK

Rocketship requires applicants to disclose criminal or other sanctions imposed on them as a consequence of reported child abuse or other action(s) that resulted in harm to children.

It is the policy of RSED to require fingerprinting and background checks (also known as "criminal records summaries") for all its employees as required by state or local law prior to beginning employment at RSED. All prospective employees must abide by all applicable laws and agree to abide by the policies of RSED, including the submission of fingerprints and the approval for RSED or its designee to perform background checks.

The fingerprinting and background checks conducted with the Department of Justice will be required for <u>all</u> new employees before the beginning of each school year. These will also be required of Rocketship employees who leave RSED and are then rehired. This requirement is a condition of employment.

RSED reserves the right to require new fingerprinting and background checks for existing employees at any time. If Rocketship receives information that an employee has at any time engaged in conduct that caused or is likely to cause physical, emotional, or educational harm to children (either through their direct contact with children or otherwise), Rocketship will conduct an investigation and may require another fingerprinting and background check for that employee.

ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws and the procedures described in Rocketship's Mandated Reporter Policy, including new training requirements recently enacted pursuant to CA Ed Code 44691.

TB TESTING

Rocketship will follow the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees.

IMMUNIZATIONS

All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

MEDICATION IN SCHOOL

Rocketship will adhere to Education Code Sections 49423 and 49414 regarding administration of medication in school.

VISION/HEARING/SCOLIOSIS

Rocketship shall adhere to Education Code Section 49450 *et seq*. as applicable to the grade levels served.

EMERGENCY PREPAREDNESS

Rocketship shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site. This handbook shall include but not be limited to the following responses: OSHA policy compliance, fire, flood, earthquake, terrorist threats, and hostage situations and shall be submitted for District receipt and review. This handbook shall include an evacuation plan, and general school safety, injury and illness prevention.

BLOOD-BORNE PATHOGENS

Rocketship shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. The Board has established a written "Blood-borne Pathogens" policy designed to protect employees from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

DRUG-FREE/SMOKE-FREE ENVIRONMENT

Rocketship shall maintain a drug, alcohol, and smoke-free environment.

FACILITY

All facilities utilized by Rocketship must be in compliance with either the Field Act or the California Building Standards Code in accordance with Education Code 47610. All Rocketship facilities will comply with the Americans with Disabilities Act access requirements. Rocketship will maintain accessible records documenting all such compliances. ROMO has received a Certificate of Occupancy prior to the start of school.

Rocketship presently intends to comply with the requirement contained in Education Code Section 47610 by utilizing private facilities that are compliant with the California Building Standards Code. However, Rocketship reserves the right to build a facility in compliance with the Field Act or to request Field Act compliant facilities from the District in the future under Proposition 39 and its implementing regulations. Rocketship agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. Rocketship shall conduct fire drills as required under Education Code Section 32001.

COMPREHENSIVE SEXUAL HARASSMENT POLICIES AND PROCEDURES

Rocketship is committed to providing a harassment-free environment. Furthermore, Rocketship will never discriminate against any individual on the basis of race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability.

ELEMENT G: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

Governing Law: _The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. -- California Education Code Section 47605(b)(5)(G)_

ROMO shall strive, through recruitment and admissions practices, to achieve a racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the District. Over the past five years, ROMO has already accomplished this. For a comparison of demographic data for FMSD and ROMO from the past school year, please see ROMO's Performance Report, attached as Appendix A.

ROMO will implement a strategy that includes, but is not necessarily limited to, printing and distributing materials in English, Spanish, Vietnamese and other languages reflecting the needs of the community, and:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based application process.
- The development and distribution of promotional and informational material that reaches out to all of the various racial and ethnic groups represented in the territorial jurisdiction of the District.
- Continuous outreach activities throughout the community.

Rocketship shall, as part of its programmatic audit, analyze the success and/or weakness of its outreach initiatives. Rocketship shall utilize the data from the programmatic audit to make any necessary revisions to the outreach initiatives in order to correct imbalances.

ELEMENT H: ADMISSIONS REQUIREMENTS

"Admission requirements, if applicable."
        - California Education Code Section 47605(b)(5)(H)

ROMO shall strive to achieve a student population that understands and values ROMO's mission and vision statements and is committed to ROMO instructional and operational philosophy.

ROMO shall be an open enrollment and tuition-free public, charter school and shall admit all pupils who wish to attend. No test or assessment shall be administered to students prior to acceptance and enrollment into ROMO. ROMO will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

The school shall be nonsectarian in its programs, admission policies, employment practices, and all operations, shall not charge tuition, and shall not discriminate against any student on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

APPLICATION AND REGISTRATION PROCESS

The application process begins with the completion of a student interest form, which includes basic student and family identification information for the purposes of entry into public random drawing. Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open application period each year, applications shall be counted. ROMO shall admit all students who wish to attend the Charter School subject only to capacity. In the event that this occurs, ROMO will hold a public random drawing, further described below, to determine enrollment for the impacted grade level, with the exception of existing students (2nd year forward) who are guaranteed enrollment in the following school year.

Upon selection for admission pursuant to public random drawing, the registration process will include the following:
- Student enrollment form which contains student name, address, and other identifying and demographic information;
- Proof of Immunization;
- Home Language Survey;
- Completion of Emergency Medical Information Form;
- Proof of minimum age requirements, e.g. birth certificate.

ROMO feels strongly that success for students requires a commitment from both students and parents to the mission and vision of ROMO as set forth in the Charter. During the registration process, all parents or guardians will be asked to sign a Commitment Letter indicating they understand ROMO philosophy, program, and volunteer policy. Students will not be denied admission or dis-enrolled for failing to sign the Commitment Letter.

LOTTERY POLICIES AND PROCEDURES

As described above, ROMO will implement a public random drawing in the event that applications for enrollment exceed capacity. Enrollment preferences in the case of a public random drawing shall be allowed in the following order of preference:
1. Siblings of currently enrolled ROMO students
2. Children of employees of ROMO (not to exceed 10% of total enrollment)
3. Residents of the District
4. Other California residents

Rocketship and the District mutually agree that the preferences in the public random drawing as listed above are consistent with Education Code Section 47605(d)(2) and applicable federal law and non-regulatory guidance; however, should the preferences require modification in order to meet requirements of the Public Charter Schools Grant Program (PCSGP), such modifications may be made at ROMO discretion as long as such modifications are consistent with the law and written notice is provided by ROMO to the District. Students qualifying for more than one preference group will be considered part of the highest preference for which they qualify.

Public random drawing rules, deadlines, dates and times will be communicated on ROMO's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. ROMO will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

ROMO will likely conduct the lottery in the late winter or early spring for enrollment in fall of that year.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list in the order of their draw in the public random drawing. This wait list will allow students the option of enrollment in the case of an opening during the school year. Students may also apply to Rocketship after the open application period and will be placed on the wait list on a first come-first served basis if all seats are full in a particular grade level.

In no circumstance will a wait list carry over to the following school year. Rocketship will notify all wait list families when the next year's application becomes available. Students who remain on the wait list at the end of a given school year will have to submit a new application for the next school year.

ELEMENT I: FINANCIAL AUDIT

Governing Law: _The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.-- California Education Code Section 47605(b)(5)(I)_

The RSED Board will appoint an Audit Committee, which will select an independent financial auditor and oversee audit requirements.

An annual audit of Rocketship's books and records will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). Rocketship's books and records will be kept in accordance with generally accepted accounting principles, and as required by applicable law. The audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Audit Committee will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The audit committee will review any audit exceptions or deficiencies and report to the Business Committee of the Board with recommendations on how to resolve them. The RSED Business Committee will then approve the audit. By March 15th, The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved along with an anticipated timeline for the same. The Board and Principal of ROMO will work with the District to ensure all audit exceptions and deficiencies are resolved to the satisfaction of the District. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit is public record to be provided to the public upon request.

ELEMENT J: STUDENT SUSPENSION AND EXPULSION PROCEDURES

Governing Law: *The procedures by which pupils can be suspended or expelled. -- California Education Code Section 47605(b)(5)(J)*

Rocketship acknowledges the responsibility of each student, parent, volunteer, faculty, staff and administrator to contribute to the wellbeing of the community by demonstrating responsibility and accountability for individual and group actions. It is Rocketship's goal to enhance the quality of relationships, the quality of learning, and the quality of the community through shared responsibility.

GROUNDS FOR SUSPENSION AND EXPULSION

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at ROMO or at a school sponsored event. A student may also be suspended or expelled for activities considered to be "social media bullying". Section B of Rocketship's Suspension and Expulsion policy, attached here as Appendix N and incorporated by reference herein, enumerates 23 offenses for which students may be suspended or expelled.

SUSPENSION AND EXPULSION PROCEDURES

The procedures by which a student can be suspended from Rocketship are as follows:

Conference: Within three days of the suspension, a conference will be conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. At the conference, the student will be informed of the reason and evidence for the suspension and be given an opportunity to present a defense.

Notice to parent or guardian: At the time of the suspension, the Principal or designee will make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian will be notified in writing of the suspension and the date of return following suspension. This notice will state the specific offense committed by the student. In addition, the notice will also state the date and time when the student may return to school.

Suspension time limits/recommendation for expulsion: Suspensions, when not including a recommendation for expulsion, will not exceed five consecutive school days per suspension. The total number of days for which a pupil may be suspended from school shall not exceed 20 schooldays in any school year. Upon a recommendation of expulsion by the Principal or Principal's designee, the student and the student's guardian will be invited to a conference to determine if the suspension should be extended pending an expulsion hearing.

Students recommended for expulsion are entitled to a hearing within 30 days to determine whether the student should be expelled. In the event an administrative panel hears the case, it will, within 10 days of the hearing, make a recommendation to the Academic Affairs Committee, a committee of the Rocketship Education Board of Directors, for a final decision whether or not to expel. The hearing will be held in closed session unless the student makes a written request for a public hearing three days prior to the hearing. Written notice of the hearing will be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing.

For further details on suspension and expulsion procedures, please see Sections C-E of Rocketship's Suspension and Expulsion Policy, attached as Appendix N.

PROCEDURES AND SPECIAL PROCEDURES FOR THE CONSIDERATION OF SUSPENSION AND EXPULSION OF STUDENTS WITH DISABILITIES

Rocketship shall immediately notify the District and coordinate the procedures for the discipline of any student with a disability who is suspended for more than 10 school days during a school year.

Services During Suspension. Students suspended for more than 10 school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alterative educational setting.

Procedural Safeguards/Manifestation Determination. Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, a manifestation determination shall take place. "Change of Placement" includes a recommendation for expulsion or a cumulative removal of more than 10 school days in a school year.

If Rocketship, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team will (a) conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the school had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement; (b) if a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and (c) return the child to the placement from which the child was removed, unless the parent and the school agree to a change of placement as part of the modification of the behavioral intervention plan.

If the school, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then the school may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals. The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the school believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the school, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45 day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the school agree otherwise.

Special Circumstances. Rocketship personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. ROMO's Principal or designee may remove a student to an interim alternative educational setting for not more than 45 days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student: a)   carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function; (b) knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or (c) has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting. The student's interim alternative educational setting shall be determined by the student's IEP team.

Procedures for Students Not Yet Eligible for Special Education Services. A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated Rocketship's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if Rocketship had knowledge that the student was disabled before the behavior occurred.

For more details, please see Section O of Rocketship's Suspension and Expulsion Policy, attached as Appendix N. Rocketship's Suspension and Expulsion Policy shall serve as ROMO's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal

requirements. ROMO staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

ELEMENT K: STAFF RETIREMENT SYSTEM

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. -- California Education Code Section 47605(b)(5)(K)

All full-time employees of Rocketship will participate in a qualified retirement plan. All full-time employees will be offered a 403(b) program with a 3% match from RSED. Full-time certificated teachers may also participate in the State Teachers' Retirement System ("STRS"), and all part-time employees and full-time non-certificated employees will participate in the federal social security system. Rocketship employees may have access to additional Rocketship-sponsored retirement plans according to policies developed by the board of directors and adopted as Rocketship employee policies. Rocketship Education's Human Resources team, in conjunction with the principal, ensures that appropriate arrangements for coverage have been made.

ELEMENT L: ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the district who choose not to attend charter school. -- Education Code Section 47605(b)(5)(L)

No student may be required to attend ROMO. Students who reside within the Franklin-McKinley School District may attend other district schools or pursue an intra- or inter-district transfer in accordance with existing District enrollment and transfer policies.

Parents and guardians of each student enrolled in ROMO will be informed on admissions forms that the students have no right to admission in a particular school of any local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

ELEMENT M: DESCRIPTION OF EMPLOYEE RIGHTS

Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.-- Education Code Section 47605(b)(5)(M)

No public school district employee shall be required to work at Rocketship. Employees of the school district who choose to leave the employment of school district to work at Rocketship will have no automatic rights of return to the school district after employment by Rocketship unless specifically granted by the school district through a leave of absence or other agreement. Rocketship employees shall have any right upon leaving the school district to work at Rocketship that the school district may specify, any rights of return to employment in a school district after employment at Rocketship that the school district may specify, and any other rights upon leaving employment to work at Rocketship that the school district determines to be reasonable and not in conflict with any law.

All employees of ROMO will be considered the exclusive employees of Rocketship Education and not of the school district, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the school district or any school district will not be transferred to Rocketship Education. Employment by Rocketship Education provides no rights of employment at any other entity, including any rights in the case of closure of ROMO.

ELEMENT N: DISPUTE RESOLUTION PROCESS

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter."

-California Education Code Section 47605(b)(5)(N)

The intent of our dispute resolution process is to (1) resolve disputes within the Charter School pursuant to the Charter School's policies, (2) minimize the oversight burden on the authorizer, and (3) ensure a fair and timely resolution to disputes.

The following process is proposed by ROMO to meet the requirements of Education Code Section 47605(b)(5)(N) with the understanding that ROMO may present revisions for District consideration and approval either as part of the MOU or as a revision to this charter.

The staff and governing board members of RSED and the District agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. All parties shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process unless otherwise required by law.

All internal Rocketship disputes will be handled internally and will be governed by RSED's adopted policies.

In the event of a dispute between ROMO and the authorizer, the staff and Board members of RSED and the authorizer agree to first frame the issue in written format ("dispute statement") and refer the issue to the Superintendent of the School District and the Principal of ROMO or designees. In the event that the authorizer believes that the dispute relates to an issue that could lead to revocation of the charter under Education Code Section 47607, ROMO requests that this be specifically noted in the written dispute statement, but is aware that the authorizer is not legally bound to do so. Nothing in this section is intended to impair the authority or ability of the authorizer to revoke the charter in accordance with the procedures detailed in Education Code Section 47607.

The Principal and Superintendent shall informally meet and confer in a timely fashion (no later than 10 school days from receipt of the dispute statement) to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two members from their respective Boards who shall jointly meet with the Superintendent of the District and the Principal(s) of ROMO or designees and attempt to resolve the dispute. The joint meeting shall be held within 15 school days from the informal meeting.

If this joint meeting fails to resolve the dispute, the Superintendent and Principal(s) or designees shall jointly identify a neutral, third party mediator. The format of the mediation session shall be developed jointly by the Superintendent and the Principal(s) or designees. Mediation shall be held within 30 school days of the joint meeting. All dates or procedures within this section can be amended by written mutual agreement or necessity due to mediator

scheduling. Each party shall bear its own costs of dispute resolution with the cost of the mediator being split equally amongst the Parties. If mediation fails, either Party will have been deemed to have exhausted the administrative remedies within this charter and may pursue any alternative legal options for resolution.

ELEMENT O: LABOR RELATIONS

Governing Law: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code. -- California Education Code Section 47605(b)(5)(O)

RSED shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of Educational Employment Relations Act ("EERA"). RSED will comply with the EERA.

ELEMENT P: CLOSURE OF THE SCHOOL

Governing Law: _A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records. --Education Code Section 47605(b)(5)(P)_

The following procedures shall apply in the event ROMO closes. The following procedures apply regardless of the reason for closure.

Closure of ROMO shall be documented by official action of the RSED Board. The action shall identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The RSED Board will promptly notify parents and students of ROMO, the District, the Santa Clara County Office of Education, ROMO's SELPA, the retirement systems in which ROMO's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the students' school districts of residence; and the manner in which parents (guardians) may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of ROMO of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close ROMO.

The RSED Board will also develop a list of students in each grade level and the classes they have completed, together with information on the students' districts of residence, which they will provide to the entity responsible for closure-related activities. As allowable by the District, ROMO shall transfer all appropriate student records to the District and shall otherwise assist students in transferring to their next school. If the District will not store student records, ROMO will discuss an alternative arrangement with the District and shall provide a copy for parents/guardians of the student record of their child prior to closure. All transfers of student records shall be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as is reasonably practical, RSED shall prepare final financial records. RSED shall also have a State Controller-approved firm complete an independent audit within six months after closure. RSED shall pay for the final audit. The audit shall be prepared by a qualified Certified

Public Accountant selected by ROMO and shall be provided to the District promptly upon completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to ROMO.

RSED will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of ROMO, all net assets of ROMO, including but not limited to all leaseholds, tangible and intangible personal property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of Rocketship and upon dissolution of the corporation, shall be distributed in accordance with the Articles of Incorporation and applicable law upon dissolution. Any district property will be promptly returned upon ROMO closure to the district. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, ROMO shall remain responsible for satisfaction of all liabilities arising from the operation of ROMO. ROMO will utilize reserve funds to undertake any expenses associated with the closure procedures identified above.

BUSINESS OPERATIONS

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. -- Education Code Section 47605(g)

BUDGETS AND CASH FLOW

Attached, as Appendix O, please find the following documents:
- A projected multi-year budget;
- Cash flow and financial projections;
- A narrative describing the above.

These documents are based upon the best data available to the Petitioners at this time. Since this charter is being submitted to the District, the District will owe in-lieu property tax payments to the Charter School pursuant to Education Code 47635, which provides, in relevant part:

> (b) The sponsoring local educational agency shall transfer funding in lieu of property taxes to the charter school in monthly installments, by no later than the 15th of each month.
> (1) For the months of August to February, inclusive, a charter school's funding in lieu of property taxes shall be computed based on the amount of property taxes received by the sponsoring local educational agency during the preceding fiscal year, as reported to the Superintendent for purposes of the second principal apportionment. A sponsoring local educational agency shall transfer to the charter school the charter school's estimated annual entitlement to funding in lieu of property taxes as follows:
> (A) Six percent in August.
> (B) Twelve percent in September.
> (C) Eight percent each month in October, November, December, January, and February.
> (2) For the months of March to June, inclusive, a charter school's funding in lieu of property taxes shall be computed based on the amount of property taxes estimated to be received by the sponsoring local educational agency during the fiscal year, as reported to the Superintendent for purposes of the first principal apportionment. A sponsoring local educational agency shall transfer to each of its charter schools an amount equal to one-sixth of the difference between the school's estimated annual entitlement to funding in lieu of property taxes and the amounts provided pursuant to paragraph (1).

An additional one-sixth of this difference shall be included in the amount transferred in the month of March.

(3) For the month of July, a charter school's funding in lieu of property taxes shall be computed based on the amount of property taxes estimated to be received by the sponsoring local educational agency during the prior fiscal year, as reported to the Superintendent for purposes of the second principal apportionment. A sponsoring local educational agency shall transfer to each of its charter schools an amount equal to the remaining difference between the school's estimated annual entitlement to funding in lieu of property taxes and the amounts provided pursuant to paragraphs (1) and (2).

(4) Final adjustments to the amount of funding in lieu of property taxes allocated to a charter school shall be made in February, in conjunction with the final reconciliation of annual apportionments to schools.

(5) Subdivision (a) and paragraphs (1) to (4), inclusive, do not apply for pupils who reside in, and are otherwise eligible to attend a school in, a basic aid school district, but who attend a charter school in a non-basic aid school district. With regard to these pupils, the sponsoring basic aid school district shall transfer to the charter school an amount of funds equivalent to the local control funding formula grant pursuant to Section 42238.02, as implemented by Section 42238.03, earned through average daily attendance by the charter school for each pupil's attendance, not to exceed the average property tax share per unit of average daily attendance for pupils residing and attending in the basic aid school district. The transfer of funds shall be made in not fewer than two installments at the request of the charter school, the first occurring not later than February 1 and the second not later than June 1 of each school year. Payments shall reflect the average daily attendance certified for the time periods of the first and second principal apportionments, respectively. The Superintendent may not apportion any funds for the attendance of pupils described in this subdivision unless the amount transferred by the basic aid district is less than the local control funding formula grant pursuant to Section 42238.02, as implemented by Section 42238.03, earned by the charter school, in which event the Superintendent shall apportion the difference to the charter school from state funds.

The attached budget assumes that these payments will be made timely by the District as required by Education Code 47635 and 42238.02. The program outlined in the petition is predicated, among other things, on the District meeting its obligation to provide in-lieu

property tax payments in a timely fashion and the State of California maintaining at least the funding rates per pupil contained in the 2013-14 fiscal year budget.

FINANCIAL REPORTING

Rocketship shall provide reports as required by Education Code Section 47604.33 as follows, and shall provide additional fiscal reports as requested by the District:

- By July 1, a preliminary budget for the current fiscal year.
- By July 1, an annual update required pursuant to Education Code Section 47606.5.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, the County Office of Education, State Controller, and State Department of Education.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.
- All attendance reports: 20 day, P-1, P-2 and annual.
- All additional reporting as agreed to, in writing, as part of an MOU between the District and Rocketship.

INSURANCE

Rocketship shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. The District shall be named as an additional insured on all policies of the Charter School.

ADMINISTRATIVE SERVICES
Governing Law: The manner in which administrative services of the school are to be provided. -- Education Code Section 47605(g)

Administrative services will be managed in-house and contracted with appropriately qualified and/or credentialed (as necessary) outside providers to address all administrative services. Please see above Element D for the role of Rocketship Education as the predominate provider of administrative services. We do not anticipate purchasing any services from the District, but we will fairly evaluate any offer of services from the District against any other offers for similar services from third party providers. Administrative services which we have experienced to be required for Rocketship include but are not limited to the following:

- Accounting and payroll management
- Cash flow management
- Contracts with charter authorizers
- Real estate financial management
- Securing and managing loans
- Federal grant writing and reporting
- Creation of the student management system used to keep student's daily, periodic, and annual academic results
- Human Resources
- Provide support on academic data analysis as necessary
- Develop best practices for school safety and other school procedures
- Provide ongoing consulting for the management of the Learning Lab
- Teacher recruiting

The Rocketship Education teams responsible for the above services will be staffed by industry experts who have experience providing services to existing Rocketship schools.

Selection of contractors includes a rigorous screening process. In the case where a contractor is paid for by federal funds, we follow all necessary federal compliance guidelines.

FACILITIES
Governing Law: The governing board shall require that the petitioner or petitioners provide information regarding…the facilities to be utilized by the school. -- California Education Code Section 47605(g).

Location. ROMO is located at 950 Owsley Avenue in San Jose, CA. Constructed in 2011, the building is a 21,000-square foot, two-story structure that includes administrative space, general education classrooms, a staff room, a parent room, special education rooms, and a servery. The schoolhouse sits on a one-acre site that also includes parking space and an outdoor play area.

Projected Cost, Type, and Financing Plan. Rocketship conducts a rigorous facilities acquisition process to open its campuses. Historically, this process has resulted in working with Launchpad Development Company (Launchpad) to acquire the land and build Rocketship's schools. ROMO is owned by Launchpad Development Four LLC. Rocketship Education leases the building from Launchpad.

Each of the facilities housing Rocketship's first nine schools, including ROMO, was completed on-time and on budget, resulted in an average facility cost of ~18% of revenues for the school network for 2013/14 (Bay Area Region), prior to any lease-aid reimbursements available under California Proposition 39.

Rocketship budgets Facility Expenses based on lease payments determined by its real estate development partner based on the cost of each project. The Facility Expense is finalized and

agreed to by both parties prior to project financing, and memorialized by an industry-standard lease document. The Facility Expense is comprised of normal and customary components of market rents including; project costs, property management fees, taxes, insurance, and reserves for replacement of capital items. This methodology results in market based rents for Rocketship.

Launchpad's financing plan for the development of the new schools and sites, absent the desired Prop 39 partnership, is one of three main options listed below. With these financing options, Launchpad has been able to complete all of its projects for Rocketship on time and within the approved project budget.

- New Market Tax Credits
- Tax Exempt Bond financing
- Bridge financing during the development and construction periods that will be taken out by tax exempt bond financing once the project is complete and has opened.

Launchpad successfully financed four of the nine Bay Area Rocketship projects with New Market Tax Credits, four projects by issuing long term tax exempt bonds, and one project through short term private financing. ROMO was financed through the tax exempt bond option in 2011. These transactions have resulted in the increased interest of location and national lenders as well as capital markets investors, providing confidence in the ability to finance the construction of new Rocketship schools moving forward.

Access to local school bond and/or parcel tax proceeds would have a clear financial benefit for charter school operators and we hope collective efforts in the future will produce these results. Currently, we know of no school bond or parcel tax proceeds available for capital projects for charter schools. It is our understanding that Prop 1D and Prop 55 state bond monies set aside for charter school capital projects are currently fully allocated and there are numerous charter schools that have been allocated funds but have yet to identify and implement development and financing plans in order to receive the benefit of the funds allocated. Launchpad and Rocketship periodically and strategically maintain working relationships with CSFA; the entity overseeing the award of and distribution of state bond monies, and the investment bankers that assist CSFA with this distribution and awarding of Prop. 1D and Prop. 55 funds.

Since opening the campus in 2011, Rocketship has responded to requests from the FMSD Board to modify traffic management to mitigate the impact to the community during drop-off and pick-up times for our students. Measures taken by school leadership and Rocketship staff include; rerouting drop-off, operating a double queue through the parking lot, and commitment of additional support staff. Additionally, Rocketship has obtained the approval of the City of San Jose to change short-term parking allowance on both Lucretia Avenue and Owsley Street, and approval for a cross-walk across Lucretia Avenue to ensure the safety of parents who wish to park and walk to the campus (the cross walk to be installed at the expense of the City in 2016).

IMPACT ON THE DISTRICT

Governing Law: *Potential civil liability effects, if any, upon the school, any school district where the charter school may operate and upon the school district -- Education Code Section 47605(g).*

ROMO is operated by RSED, a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d. The specific purposes for which the corporation is organized are for the operation of public charter schools for educational services in accordance with the Education Code Section 47600, *et seq*.

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. The Rocketship Education Articles of Incorporation and Bylaws are attached as Appendix L. Rocketship Education shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other requested protocol to ensure the District shall not be liable for the operation of ROMO.

Further, RSED and the District shall enter into a memorandum of understanding or contract which shall provide for indemnification of the District by RSED. Insurance amounts will be determined by recommendation of the insurance company for schools of similar size, location, and type of program. The District shall be named an additional insured on the general liability insurance of ROMO.

The corporate bylaws of Rocketship Education and each of its schools shall provide for indemnification of the Rocketship Education and Rocketship Education Board of Directors, officers, agents, and employees, and Rocketship Education and Rocketship Board will purchase general liability insurance, Directors and Officers insurance, and fidelity bonding to secure against financial risks.

Rocketship Education and the Rocketship Education Board of Directors will institute appropriate risk management practices, including screening of employees, establishing codes of conduct for students, staff, and participating families, and procedures governing financial transactions and dispute resolution.

CONCLUSION

By approving the renewal of this charter, the Franklin-McKinley School District will be fulfilling the intent of the Charter Schools Act of 1992 to improve student learning; increase learning opportunities for all students, with special emphasis on expanded learning opportunities for all students who are identified as academically low-achieving; create new professional opportunities for teachers; provide parents and students with expanded choices in education; and be following the directive of law to encourage the creation of Charter Schools. The Petitioners are eager to work independently but cooperatively with the District to set the gold standard for charter schools. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal for renewal of a charter for a five-year term to begin July 1, 2016. In order to comply with rigorous District charter approval requirements, the Petitioners have attached a comprehensive series of detailed appendices. These appendices, with the exception of the Budget included as Appendix O and the Suspension and Expulsion Policy included as Appendix N, are not intended to be incorporated by reference into the petition, but are provided to ensure that the District has a full and accurate understanding of the scope of the charter proposal and the means by which the Petitioners intend to achieve the academic results outlined in the charter.

Pursuant to Education Code section 47605(b) the chartering authority should be guided by the intent of the legislature that charter schools are and should become an integral part of the California educational system and that the establishment of charter schools should be encouraged. The governing board of the school district shall grant a charter for the operation of the school if it is satisfied the granting of the charter is consistent with sound educational practice. The governing board of a school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth facts to support a finding that the charter petition's educational program is unsound, or the charter petitioners are unlikely to succeed, or the charter fails to include the appropriate number of signatures or affirmations, or the charter does not include a reasonably comprehensive description of all of the required elements.

Should this petition not be approved for renewal, the Petitioners will file an appeal with the Santa Clara County Board of Education pursuant to Education Code Section 47605(j)(1), which provides that the county board must then "review the petition pursuant to subdivision (b)" of Section 47605.

Rocketship Mosaic Elementary
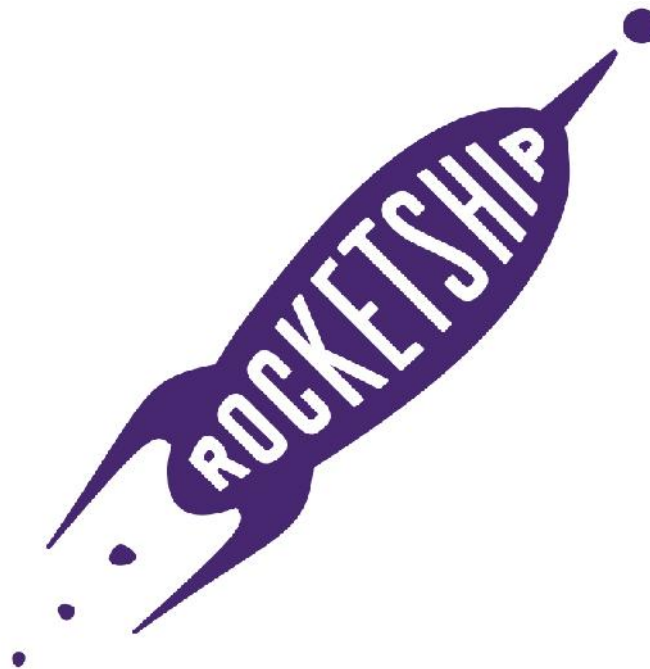
Summary of Major Changes in Renewal Petition

Submitted to Franklin-McKinley School District
January 26, 2016

In 2011, Rocketship Education opened Rocketship Mosaic Elementary (ROMO) as its fifth elementary school campus in San Jose. As a response to outstanding student achievement in our schools and increasingly high demand from families in our communities, Rocketship has continued to grow. Today, we are a national network of charter schools that includes ten campuses in the Bay Area, two campuses in Nashville, and one campus in Milwaukee. For the upcoming school year, we have plans to open two additional schools in the Bay Area, one additional school in Nashville, and one school in our new Washington, D.C. region.

Our expansion over the past five years has not only been quantitative. Rocketship has been, and continues to be, committed to finding ways to maximize student achievement and capitalize on efficiencies across our network as we pursue our vision of rethinking elementary school from the ground up. Naturally, some components of our educational, operational, and financial programming have undergone revisions since ROMO first opened in 2011. We have made adjustments to our model in response to changes in legal landscapes, advances in technology, shifts in statewide and national educational standards, and the growth of our network in the Bay Area and across the country.

The following memo outlines the major changes in our renewal petition as compared to the original petition that we originally submitted in July 2011, with a material revision submitted in May 2013.[1] Pursuant to 5 C.C.R. 119665, this memo also highlights how Rocketship has met all new charter school requirements that have been enacted into law since ROMO's charter was originally granted.

FORMATTING/STRUCTURAL CHANGES

The most immediately obvious change in our renewal petition is the structure and format. In an effort to more closely track California Education Code 47605(b), we have organized our petition into sixteen different sections, titled Elements A-P, which are presented in the order in which they appear in the Code.

INTRODUCTION
Original Petition ("OP") pp. 10-18
Renewal Petition ("RP") pp. 8-12

The introduction to the original petition included a brief history of Rocketship, some highlights of our educational model, bios of our founding team and board members, and achievement data from all existing Rocketship schools and surrounding district and State schools.

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[1] Rocketship filed material revisions in May 2013 for all existing charters, including the then- 20 countywide charters that existed. The major change was adjusting the opening dates for the 20 countywide charters, which did not affect ROMO, as it was already open. At the time, Rocketship also updated the names of board members and other employment positions. Several other specific revisions to the Rocketship model are described in this memo.

Our renewal petition still includes a brief history of Rocketship, updated to describe the expansion that has occurred in the past five years (RP p.8). We have moved all descriptions of our educational model into Element A, further described below, in an effort to make the petition more readable and aligned to the structure of EC 47605(b). The description of Rocketship's current board members and leadership team now appear in our section on governance (RP p. 98). Our Introduction now focuses on ROMO to give our authorizer the chance to become familiar with the school's culture, community involvement, and leadership. Finally, we have moved all achievement data, including local and statewide comparisons, into the Performance Report that accompanies this submission as Appendix A. We understand that, pursuant to Education Code 47606(b), student achievement is one of the primary considerations during a renewal application, and we want to present a robust set of data in a comprehensive and digestible manner.

ELEMENT A: EDUCATIONAL MODEL

Mission and Vision Statements
OP p. 19
RP p. 13

Our mission and vision statements remain the same.

Target Population
OP pp. 19-21
RP pp. 13-15

Our targeted school population remains virtually unchanged. We continue to serve students who are or may be at risk of achieving below basic proficiency on state exams. Most of our students are still Socioeconomically Disadvantaged. We have updated this section to include data on demographic breakdowns at ROMO over the past five years.

We have also updated this section to include ROMO's enrollment figures over the past five years. As stated in our original petition, ROMO continues to enroll students in grades K-5 and continues to reserve the option to add a Transitional Kindergarten (TK) program should community needs or state laws demand it.

Educational Philosophy
OP pp. 21-25
RP pp. 15-17

As described in our original petition (OP p.21), we continue to believe that an educated person in the 21st century should possess a variety of academic and critical life skills that will enable him/her to develop into a self-motivated, competent, lifelong learner (RP p. 15). In our renewal petition, we have organized these skills into a slightly more condensed paragraph form rather

than a long bulleted list, and we have elected to provide more details on such skills in subsections B-I of our revised petition. Nonetheless, our core beliefs remain the same.

We have also updated this section to include our three foundational pillars of excellence (RP pp. 15-16), which we believe are critical to enabling our students to become meaningful participants in the world around them. These pillars were developed over the past two years in an attempt to codify our beliefs as we continue to expand our network.

In our renewal petition, we have also changed the format of our description of how we believe learning best occurs. All of our beliefs now correspond to a subsection contained within Element A. On RP p.16, we "preview" all of these beliefs as a bulleted list.
- Standards-aligned curriculum (Reading/ELA, Mathematics, Science and Social Studies, Arts and Enrichment) (RP Subsections A-E)
- Social Emotional Development (RP Subsection F)
- Personalized Instruction (RP Subsection G)
- Calendar and Instructional Minutes (RP Subsection H)
- Data-Driven Instruction (RP Subsection I)
- Professional Development and Talent Management (RP Section VI)

In contrast, our original petition laid out our beliefs as lengthier descriptions of various components of our educational model. The notes below describe the alignment between the information in the original vs. renewal petitions and any relevant changes.
- *Learning best occurs when there is a school wide expectation of high achievement* (OP p.22): We continue to embrace this belief. Our revised expectations and goals for achievement can be found in our descriptions of goals and measureable outcomes in State Priorities 2, 4, and 8, described in Elements B & C (RP pp. 77-98).
- *Learning best occurs when teachers are subject matter specialists* (OP p. 23): We continue to have our teachers specialize in a core content area (RP p. 35).
- *Learning best occurs when teachers are highly motivated* (OP p. 23): We continue to believe that teachers need a career path that recognizes and rewards their success with more responsibility and greater compensation (RP pp. 62-66).
- *Learning best occurs in a culture of caring* (OP p.23): We continue to believe that teacher specialization will allow for us to care for our students more effectively and help teachers detect academic and emotional problems earlier and more efficiently (RP p. 35).
- *Learning best occurs when the curriculum is individualized* (OP p. 24): We continue to use the Response to Intervention framework, including its tiered support (RP pp. 39-40). We also continue to use the Learning Lab as a space to target individualized interventions. We have, however, evolved our personalized instruction model to ensure that we are meeting the unique needs of all students in real-time. This includes the use of more sophisticated and adaptable online learning technology for all students in the Learning Lab and classrooms (RP pp. 33-34).
- *Learning best occurs when students have extra time to practice* (OP p. 24): We continue to maintain a computer space within the Learning Lab for students to engage in

customized, targeted practice. As described above, many of the programs that students utilize in the Learning Lab space have evolved, as would be expected in the era of rapid advanced in education technology (RP pp. 33-34).

- *Learning best occurs in a well-run school* (OP p. 24). Rocketship Education continues to provide a variety of centralized services to each of our campuses (RP pp. 100-101). We have continued to expand and evolve these services to accommodate a growing number of schools and to incorporate efficiencies that we learn along the way.

Standards-Aligned Curriculum
RP p.17

Our renewal petition contains a description of the general evolution of our instructional model, largely in response to the State's adoption of the CA Common Core State Standards (CCSS). Rocketship has always strived to align our instruction with state standards, but we have made some improvements to our model to ensure that we respond quickly and effectively to the increased rigor of the new CA CCSS. One significant improvement we have made is the creation of a centralized Achievement Team that is tasked with developing an intellectual preparation process for teachers to plan and execute the CA CCSS in their instruction.

ELA/Literacy
OP pp. 29-32
RP pp. 18-21

In our renewal petition, we begin with a description of how we have developed our instruction to align with the various strands contained in the CA CCSS for ELA/Literacy (RP pp. 18-19). The components of our literacy instruction remain largely the same, but we have organized the descriptions in a slightly different way. Our original petition states that we split our literacy blocks into whole-group instruction, small-group guided reading instruction, and writing, with some additional focus on phonics, phonemic awareness, and reading comprehension, depending on the grade level (OP p. 30). In our renewal petition, we explicitly break down our literacy instruction into four concrete components: the building blocks of literacy (i.e. phonics, phonemic awareness), reading comprehension skills, guided reading, and writing (RP pp. 19-21). These revisions were primarily to paint a clearer picture of the instruction that occurs during our literacy block.

We have had some changes to the curricula and assessments that we use for ELA/Literacy. Open Court (OP p.30) is now one of several curricular resources that we use during our Literacy block (rather than the exclusive curriculum). Our Achievement Team compiles and creates additional curriculum resources for teachers to teach the CA CCSS. Our original petition states that we use the DRA to assess reading comprehension (OP p. 30). We now use the STEP Assessment, which is more comprehensive and covers more phonemic awareness and reading comprehension skills to provide teachers with more actionable data. We continue to use the Northwest Regional Educational Laboratories Six Trait Writing Model (OP p. 31), though we no longer use the materials as a standalone curriculum. Rather, we integrate this model into a

broader set of writing instructional materials. We continue to use Lucy Calkins Units of Study (RP p.21).

Our original petition states that our Humanities block will include an Extended Analysis Project for fifth grade students (OP p.30). Some of our fifth grade classrooms continued to do this, but the Extended Analysis Project is no longer a formal component of our ELA/Literacy instruction.

Mathematics
OP pp. 32-33
RP pp. 22-25

In our renewal petition, we begin with a description of how we have developed our instruction to align with the practice and content standards of the CA CCSS for Mathematics (RP pp. 22-23). We have also fleshed out our description of the components of our mathematics instruction to paint a clearer picture of the types of instruction that occurs in our classrooms; for example, the use of "activator" lessons, different mathematical strategies for comprehension and computation, and processing activities (RP pp. 23-24).

Our original petition identifies Harcourt as our formal curriculum (OP p. 32). We currently incorporate Harcourt as one of numerous resources that comprise our instructional planning materials (RP p. 25). We have also added Singapore Math as one of our primary curricular resources, which is more rigorous and aligned to Common Core (RP p.23). Additionally, we no longer isolate "power standards" for focus (OP p. 23). Instead, we tie all instruction to the CCSSM practice and content standards.

Integrated Content Instruction
OP p. 33
RP pp. 25-26

Our original petition describes our use of the Understanding by Design (UbD) approach (OP p. 33), through which we built thematic units integrated with state standards across content areas. We remain committed to integrating our content instruction as a way for students to appreciate the overlap among various topics and develop a more robust and authentic understanding of the world around them. However, we no longer tie ourselves to the UbD approach. Instead, our renewal petition describes how we integrate content instruction through the explicit teaching of skills, general content exposure, explicit vocabulary instruction, and projects and investigations (RP pp. 25-26).

Science and Social Studies
OP pp. 33-36
RP pp. 27-28

In our renewal petition, we describe how our science instruction has evolved as we implement the new Next Generation Science Standards (RP p.27). As described above, our science instruction is no longer centered around UbDs (OP p. 33).

We continue to embed social studies instruction into literacy (OP p.33; RP p. 27). Our renewal petition provides more details on the types of content that we teach during Social Studies and how we align our instruction to state standards (RP p.27).

Arts and Enrichment
OP p.36
RP pp. 28-29

We continue to strive to align our arts curricula to the California Visual Performance Arts framework (OP p.36; RP p.28). The renewal petition provides more details on the specific enrichment programs offered at ROMO, including Physical Education (RP p.28).

Social Emotional Learning
RP pp. 29-31

Our renewal petition includes a new section on social emotional learning initiatives at Rocketship. We have worked to evolve our social emotional programming over the past few years in an effort to further our students' critical life skills.

Personalized Instruction
OP p. 24
RP pp. 31-34

Our renewal petition includes a more detailed section on Rocketship's personalized instruction approach. This section also describes some of the current online technologies that we use today in response to major developments in education technology over the past five years. Although we have always had a Learning Lab in our school, our renewal petition provides more illustration of the learning that occurs in this space.

Calendar and Instructional Minutes
OP pp. 26-26
RP pp. 34-26

We continue to offer extended school hours; a calendar that will match or exceed the number of instructional days required under state law; and the number of instructional minutes required under state law. Our renewal petition includes an updated our chart of instructional minutes to show a more detailed breakdown. Our school day also now includes slightly more instructional minutes. The renewal petition also includes the current ROMO bell schedule rather than generic Rocketship sample. The renewal petition also includes more details on our rotational model.

Data-Driven Instruction
OP pp. 46-47
RP pp. 36-39

We continue to use data to track and monitor student progress and identify those at risk of achieving below grade level. Our renewal petition contains a detailed description of this process, including our practice of quarterly Data Days (RP pp. 36-37). Our renewal petition provides more details on additional data analysis initiatives and tools that we have implemented largely in response to recent and rapid developments in education technology. One significant change is that the Rocketship Achievement Database (OP p. 46) has been replaced with the more advanced data warehouse Schoolzilla (RP p. 38).

Response to Intervention
OP pp. 27-29
RP pp. 39-42

We continue to use Response to Intervention (RtI) as an instructional and intervention model designed to identify and support students at risk of achieving below grade level. Our renewal petition is restructured to clarify the seven components of this RtI model, but the components themselves remain the same. Our renewal petition also identifies some of the current evidence-based interventions that we use through RtI, which were not in use at the time of submission of the original petition, such as SIPPS, HELPS fluency routines, Sound Partner and CICO (RP p. 42). Additionally, as noted above in the ELA/Literacy section, we use assessments other than the DRA (i.e. the STEP reading assessment) to track student growth (OP p. 28).

Academically High-Achieving Students
OP p. 39
RP p. 43

Our renewal petition includes an entire subsection dedicated to providing more details on how we serve academically high-achieving students as a "special population." Our model does not include a gifted/talented program, but we systematically identify and monitor high-achieving students and serve them through differentiated and focused instruction as well as daily enrichment in school and at home.

Integrated Special Education
OP pp. 42-43
RP pp. 44-55

We have changed the format of this section of our petition to make it clearer and more readable. However, the basic structure of our special education program remains similar. We continue to operate under the El Dorado County SELPA Charter Consortium (OP p;. 43; RP oo. 44-45). Our renewal petition includes more details on components of the special education

eligibility determination, such as the student huddle process, the Student Study Team, and the tiered academic interventions (RP p.45). Additionally, our renewal petition provides a more comprehensive description of the special education services that we offer to our students, including our system for contracting with outside providers (RP pp. 51-53).

English Learners
OP p. 39-41
RP pp. 55-62

Our process for identifying and assessing English learners (ELs) remains largely the same, but our renewal petition provides more details on our reclassification policy. Our current policy provides more details on the specific CELDT-based criteria we use for reclassification (RP p.57). We have also adjusted the eligibility requirements for reclassification and identified specific assessments to be used to evaluate student performance (RP pp. 57). We continue to utilize our reclassification policy in compliance with California laws.

We have also adjusted our English language instruction in response to the CA ELD standards. Our original petition describes a program where students are "immersed" in English (OP p. 41). Our renewal petition clarifies that our classrooms will provide both integrated and designated instruction (RP pp. 59-60). Our renewal petition also provides more clarity on the type of instruction, anchored in the various components of the CA ELD standards, that students will receive. Our renewal petition also clarifies some of the instructional strategies (i.e. GLAD, SDAIE) that teachers will employ (RP p. 61).

Teacher Recruitment and Professional Development
OP pp. 36-37
RP pp. 62-66

Our renewal petition provides more details on the recruitment process (RP p. 62). Our renewal petition also provides more details on both summer and yearly professional development (RP p. 63). We no longer have the Academic Dean role (OP p. 34), but our Assistant Principals and Principals have specific academic coaching responsibilities (RP pp. 63-64). Additionally, Rocketship now has a centralized Talent Management team that has created a comprehensive system for performance management and evaluation (RP pp. 64-65). The new system includes a more objective teacher rubric and also several other performance metrics (i.e. parent engagement, exhibition of Rocketship core characteristics) that we use to evaluate teachers. Our renewal petition also includes descriptions for several new leadership opportunities that our Talent Management team has created over the past several years, such as Rising Teachers and Grade Level Leads (RP pp. 63-64). Our renewal petition also includes more details on parent communication and participation (RP pp. 65-66).

ELEMENTS A-C: Annual Goals and Actions in the State Priorities (A); Measurable Student Outcomes (B); and Methods of Assessment (C)
OP pp. 45-48
RP pp. 66-97

We have adjusted our pupil outcome goals and measurable student outcomes to align with the new Local Control Funding Formula (LCFF) requirements created after our original submission. Our goals and outcomes now align to the eight State priorities and ROMO's LCAP. Our renewal petition also includes an updated description of our methods of assessment (RP pp. 94-97). We continue to use state-mandated summative assessments, although some of those have evolved, but we have altered some of our baseline and formative assessment tools. We have shifted from using the DRA, DIBELS, and "power standard" assessments (OP pp. 46-47) to the more comprehensive STEP Literacy assessment as well as CCSS and NGSS-aligned interim assessments (RP pp. 94-97). Our renewal petition also includes a description of how we use the new Schoolzilla technology to manage, analyze, and report data (RP p.96).

ELEMENT D: GOVERNANCE
OP pp. 49-53
RP pp. 98-104

Rocketship Education continues to be governed by a Board of Directors.[2] Our original petition contain a diagram that suggests that our organization structure includes a Board with direct oversight of this one school and no others (OP p. 51). When ROMO first opened five years ago, our network was significantly smaller and this structure was more practical. Today, with ten California schools and counting, we have increased public transparency and accessibility by consolidating all California Rocketship schools into one legal entity -- a Board with direct oversight over Rocketship Education (RSED) and all California Rocketship schools. The composition of the school staff has also changed (OP p. 51; see RP Appendix O for detailed breakdown of current and future ROMO staff positions). RSED provides centralized services to the ten California schools (see RP pp. 101-102), and members of the public are able to attend meetings in person or via teleconference locations, thus participating in the governance process for all California Rocketship schools including ROMO (see RP pp. 98-99). Our renewal petition includes more comprehensive descriptions of the services, which include new roles dedicated to ensuring high-quality instruction and school leadership (RP p. 101). We have also created a Senior Leadership Team to oversee RSED staff (RP p. 102).

The primary qualifications for and responsibilities of board members remain the same. Our renewal petition provides further detail on how our board meetings comply with the Brown Act, including our use of telephonic location options (RP p. 100). Our renewal petition also includes more details on the responsibilities and composition of our Advisory Board (p. 101),

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[2] One of the primary material revisions of May 2013 was that RSED became governed by one national board. Previously, all schools were governed by their own boards.

which has undergone some adjustments in response to Rocketship's expansion throughout the Bay Area and the country.

Our renewal petition also includes a subsection dedicated to describing parent participation. We have included more details on our School Site Council and ELAC (RP pp.102-103).

ELEMENT E: EMPLOYEE QUALIFICATIONS
OP pp. 54-59
RP pp.105-117

Some of our employment positions have changed as our model continues to evolve and our network continues to expand. We no longer have an Academic Dean (OP p.58). Instead, we have created additional Assistant Principal roles to assist in the academic coaching and operations of the school (RP p. 107). Our renewal petition also includes descriptions of the roles of Education Specialist, Individualized Learning Specialist, Paraprofessional, Business Operations Manager, Enrichment Coordinator, and support staff. Most of these roles existed at the time of our original submission, but we wanted to include descriptions of more of our employment positions to paint a more comprehensive picture of school operations.

ELEMENT F: HEALTH AND SAFETY PROCEDURES
OP pp. 60-62
RP pp. 118-120

Several of our health and safety procedures have undergone revisions in response to changes in the relevant legal landscapes.

We have updated our policy on fingerprinting/background checks to include additional requirements for employees who are charged or convicted of crimes to remain in compliance with EC 44939.5.

We have updated our policy on the role of staff as mandated child abuse reporters to include new mandatory trainings pursuant to Assembly Bill 1432, which became effective on January 1, 2015.

We have updated our policy on drug-free workplace to address consequences for employees who have a positive drug test.

We have also updated our medication administration policy to require our schools to stock auto-injector epi pens pursuant to EC 49414.

We have also updated our description of facilities to expand our compliance assurances.

ELEMENT G: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE
OP pp. 65-66
RP p. 121

The only change to this section is structural, as it now appears as its own element rather than part of our section on admissions policies.

ELEMENT H: ADMISSIONS REQUIREMENTS
OP pp. 64-65
RP pp. 122-123

Our admissions requirements and procedures remain the same.

ELEMENT I: FINANCIAL AUDIT
OP p. 70
RP p. 124

The only change to this section is structural, as it now appears as its own element.

ELEMENT J: SUSPENSION AND EXPULSION PROCEDURES
OP p. 66
RP pp. 125-128; Appendix N

To more closely comply with the requirements of EC 47605(b)(5)(1), our renewal petition provides many more details on our suspension and expulsion procedures, including considerations for students with disabilities.

ELEMENT K: STAFF RETIREMENT SYSTEM
OP p. 59
RP p. 129

Our renewal petition clarifies that Rocketship Education will provide up to a 3% match for the 403(b) program. Additionally, our renewal petition clarifies that, participation in the State Teachers' Retirement System is available, but it is permissive.

ELEMENT L: ATTENDANCE ALTERNATIVES
OP p. 66
RP p. 130

The only change to this section is structural, as it now appears as its own element.

ELEMENT M: EMPLOYEE RIGHTS
OP p. 59
RP p. 131

The only change to this section is structural, as it now appears as its own element.

ELEMENT N: DISPUTE RESOLUTION PROCESS
OP ppp. 62-63
RP pp. 132-133

The only change to this section is structural, as it now appears as its own element.

ELEMENT O: LABOR RELATIONS
RP p. 134

Our renewal petition includes this element to provide assurances as mandated by EC 47605(b)(5)(O).

ELEMENT P: CLOSURE OF THE SCHOOL
OP pp. 71-72
RP pp. 135-137

The only change to this section is structural, as it now appears as its own element.

BUSINESS OPERATIONS
OP pp. 68-70
RP pp. 136-141

We have updated our budget and financial projections, which are included as Appendix O. Our renewal petition also includes updated information on the location and financing of ROMO's building (RP p. 141). These details were not known at the time of original submission.

Rocketship Mosaic Elementary

Performance Report

Submitted to Franklin-McKinley School District
January 26, 2016

<u>INTRODUCTION</u>

The Rocketship Mosaic Elementary ("ROMO") community is pleased to submit a petition for renewal of the school's charter.

Pursuant to Education Code § 47607(b), charter schools that wish to be granted a renewal must meet at least one of the following criteria prior to being reauthorized:

- Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years [§ 47607(b)(1)];
- Ranked in deciles 4-10, inclusive, on the API in the prior year or in two of the last three years[§ 47607(b)(2)];
- Ranked in deciles 4-10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years [§ 47607(b)(3)]; or
- The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school [§ 47607(b)(4)(A)].

The Franklin-McKinley School District ("FMSD," or "the District") has indicated that, due to the suspension of API, it will be using the fourth criterion described above for renewal petitions in SY 2015-16. The District has also outlined some additional standards and expectations that will guide its reauthorization decisions. In particular, the District will assess whether the charter school (1) is an Academic Success; (2) is an effective, viable organization; (3) has been faithful to the terms of its charter; and (4) has reasonably comprehensive plans for a future charter term.[1]

The District has indicated that it will consider a charter school an Academic Success if the school achieves or makes substantial progress toward measureable pupil outcomes and consistently performs above the median for comparison schools. For the purposes of analyzing charter school performance, the District has requested a performance report that describes the various measures used to evaluate the effectiveness of the school's educational program, including assessments outlined in the school's charter and all relevant student performance data and CAASPP scores. The performance report should also include reporting of the school's fiscal accountability and public governance systems.

The following Performance Report demonstrates how, since first opening in August 2011, ROMO students, including subpopulations of students, have made substantial progress toward measureable outcomes and achieved at levels not only equal to, but in many cases far exceeding those of, comparison schools in the district. This Performance Report is meant to

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[1] See Franklin-McKinley School District Charter Renewal Application guidelines from the Education Services Division, SY 2015-16.

accompany ROMO's charter petition for renewal, which contains many more details on each of the performance measures described herein.

SECTION I: ACADEMIC PROGRESS

A.   California Assessment of Student Performance and Progress (CAASPP)

In accordance with California laws and regulations, ROMO first administered the Smarter Balanced assessments in English/Language Arts (ELA) and Mathematics in SY 2014-15 pursuant to the CAASPP system.

The Smarter Balanced summative assessments (SBAC) and the Common Core State Standards (CCSS) with which they align are unparalleled in rigor. Students in California are being asked to engage in and articulate complex, higher-order thinking across content areas, often in ways they have never previously encountered on performance assessments. Despite the unfamiliarity and increased complexity of the new assessment regimen, ROMO students in 3rd-5th grades, including ROMO's primary student subpopulations, outperformed students in the District and State in both Mathematics and ELA/Literacy.

As indicated in Ed Code 47607(b)(4)(A), academic performance comparisons should include comparisons to the school district in which the charter school is located and to the district schools that charter school students would otherwise attend. Academic comparisons should also take into account the composition of the pupil population that the charter school serves.

ROMO had a higher percentage of students scoring at or above grade level on SBAC Mathematics and ELA/Literacy than did the entire FMSD and the entire State of California, as shown in the graph below.

ROMO's performance also significantly exceeded that of local FMSD schools with comparable pupil populations. A significant number of ROMO students would otherwise attend Robert F. Kennedy or Santee elementary schools, which are the two FMSD public schools located in closest proximity to ROMO's campus. The composition of ROMO's student body is also similar to that of Robert F. Kennedy and Santee, as shown in the tables below.[2]

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[2] These figures represent students in grades 3-5 who were tested on SBAC Mathematics. Numbers of students who were tested on SBAC ELA/Literacy were reported to the CDE separately. The numbers were all identical or within one percentage point.

Student Demographics, Grades 3-5

	Enrollment	%Socioeconomically Disadvantaged	English Learner	Hispanic
Rocketship Mosaic	282	88	50	77
State of California	1,422,739	60	26	52
FMSD	2,858	82	48	57
Robert F. Kennedy	221	86	53	64
Santee	162	94	65	75
Source: California Department of Education, CAASPP (http://caaspp.cde.ca.gov/).				

The data in the remainder of this section illustrates how ROMO students in 3rd-5th grades outperformed not only Robert F. Kennedy and Santee but also the entire FMSD and the entire state of California on SBAC Mathematics and ELA. ROMO's primary student subpopulations – students who are Socioeconomically Disadvantaged, English learners, and Hispanic – also outperformed Robert F. Kennedy and Santee; FMSD as a whole; and the state of California on SBAC Mathematics and ELA.

As further described in the accompanying petition for renewal, Rocketship is committed to exploring ways to continue to evolve and improve our instructional model to ensure that our students are able to achieve even higher levels of mastery of the rigorous standards called for by the CA CCSS and CAASPP.
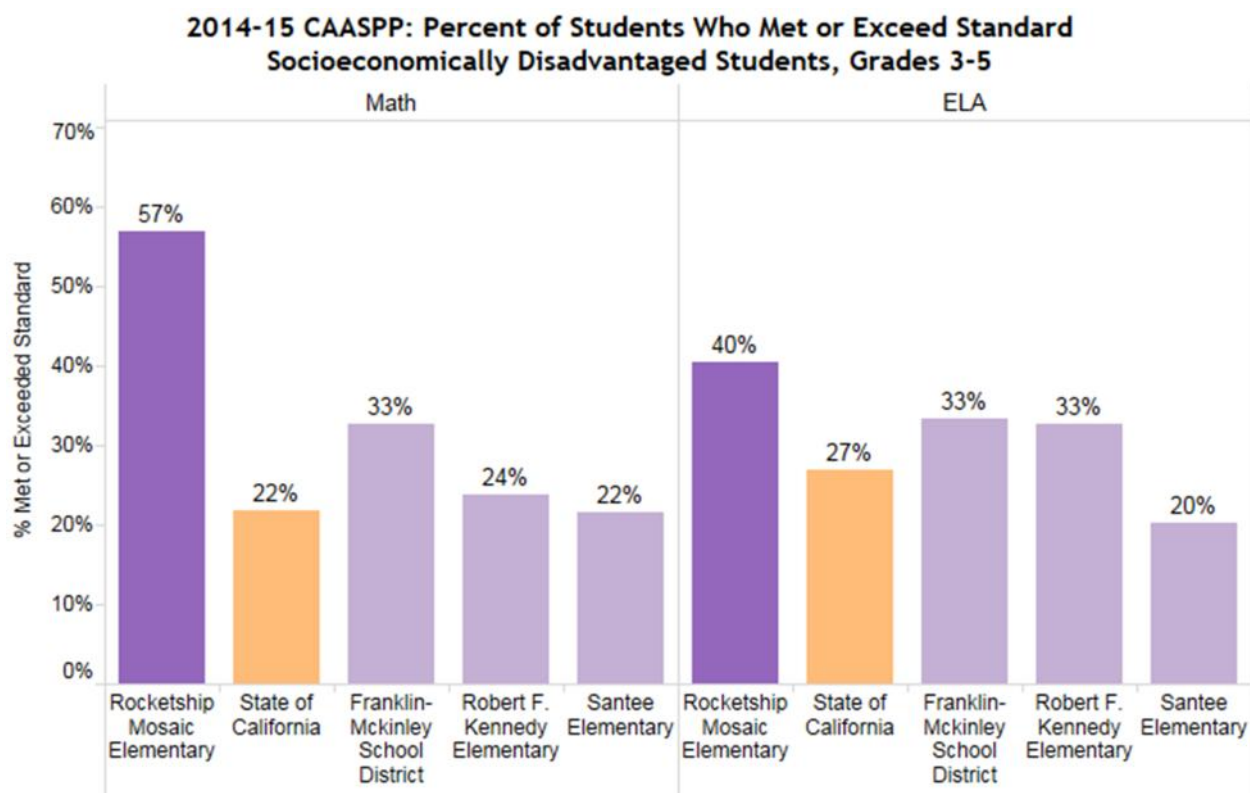
COMPARISON: ALL STUDENTS
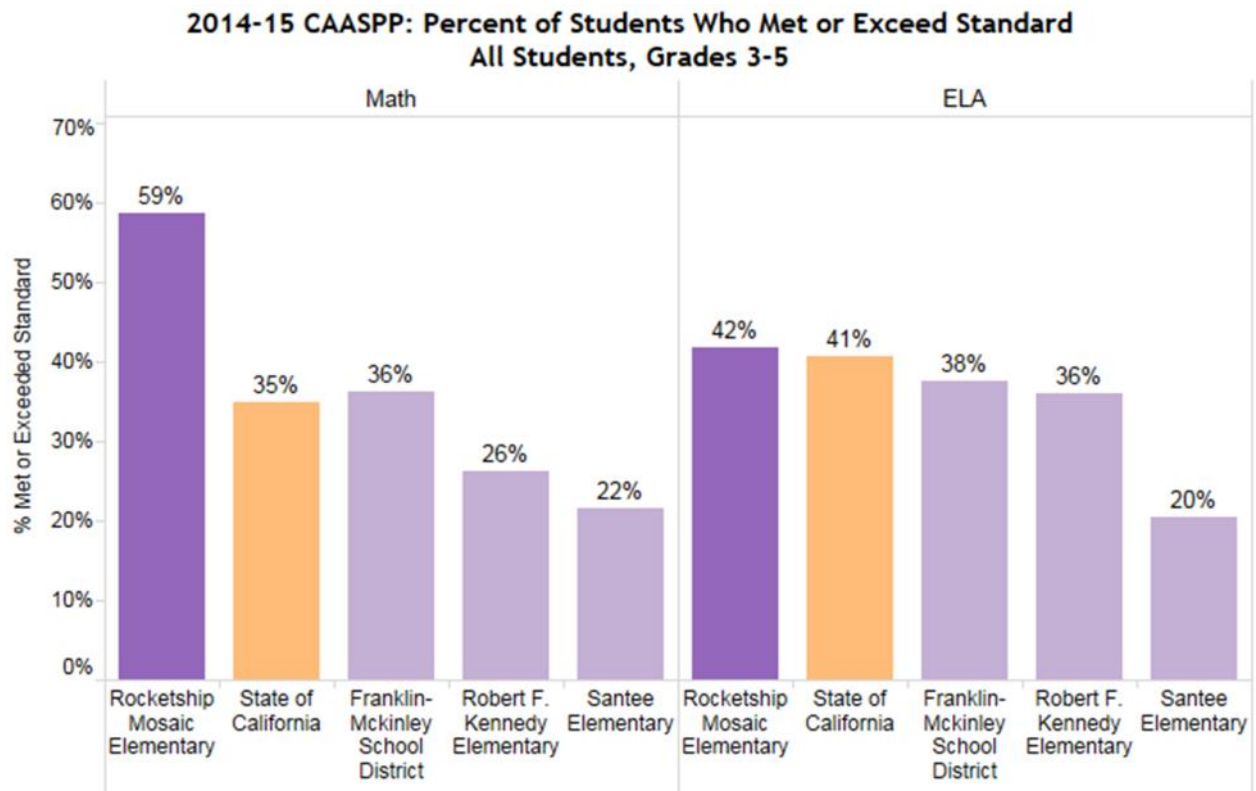
2014-15 CAASPP: Percent of Students Who Met or Exceed Standard
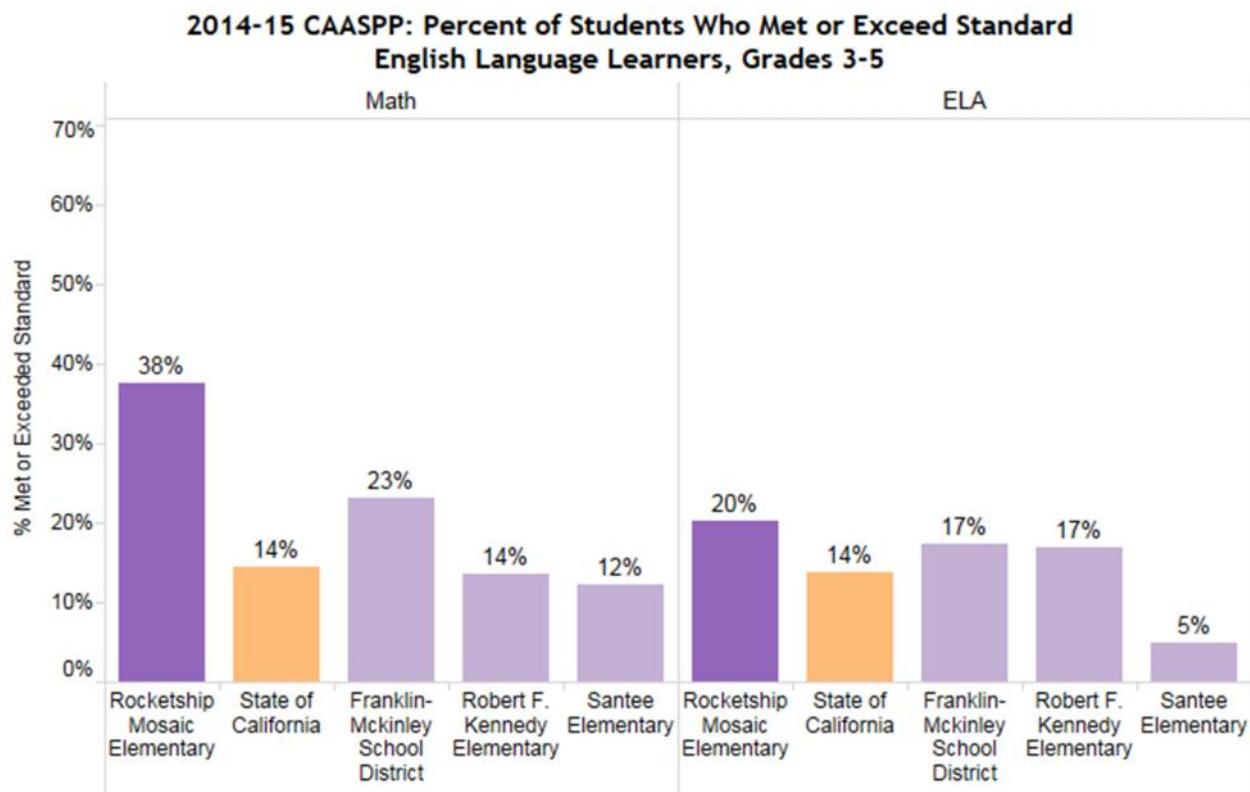### All Students, Grades 3-5

Source: California Department of Education. Grades 3-5 percentages calculated by Rocketship Education from grade-level data in research files downloaded from the CAASPP website (http://caaspp.cde.ca.gov/).

With nearly 60% of students meeting or exceeding grade-level standards, ROMO significantly outperformed both the entire State and the entire District by more than 20 percentage points on SBAC Mathematics. ROMO also outperformed Robert F. Kennedy and Santee by more than double (59% compared to 26% and 22%, respectively). ROMO also outperformed the State, the District, Robert F. Kennedy, and Santee in SBAC ELA; in the lattermost case, by more than double the percentage points (42% compared to 20%).

COMPARISON: SOCIOECONOMICALLY DISADVANTAGED STUDENTS

2014-15 CAASPP: Percent of Students Who Met or Exceed Standard
Socioeconomically Disadvantaged Students, Grades 3-5

	Math					ELA			
Rocketship Mosaic Elementary	57%				Rocketship Mosaic Elementary	40%			
State of California	22%				State of California	27%			
Franklin-Mckinley School District	33%				Franklin-Mckinley School District	33%			
Robert F. Kennedy Elementary	24%				Robert F. Kennedy Elementary	33%			
Santee Elementary	22%				Santee Elementary	20%			

Y-axis: % Met or Exceeded Standard (0% – 70%)

Source: California Department of Education. Grades 3-5 percentages calculated by Rocketship Education from grade-level data in research files downloaded from the CAASPP website (http://caaspp.cde.ca.gov/).

In SY 2014-15, approximately 88% of ROMO 3rd-5th grade students were socioeconomically-disadvantaged (SED). ROMO's SED students outperformed SED students in FMSD elementary schools in both ELA and Mathematics. In the case of the latter, ROMO had 57% of students meeting or exceeding grade-level standards, which was 24% higher than FMSD.

As compared to Robert F. Kennedy and Santee, ROMO had more than double the percentage of students meeting or exceeding state standards in Mathematics (57% compared to 24% and 22%, respectively). ROMO also outperformed these two schools in ELA, again doubling Santee's performance (40% compared to 20%).

COMPARISON: ENGLISH LEARNERS

2014-15 CAASPP: Percent of Students Who Met or Exceed Standard English Language Learners, Grades 3-5

Source: California Department of Education. Grades 3-5 percentages calculated by Rocketship Education from grade-level data in research files downloaded from the CAASPP website (http://caaspp.cde.ca.gov/).

In SY 2014-15, approximately 50% of ROMO 3rd-5th grade students were English learners. ROMO's EL population outperformed FMSD's EL population in both ELA and Mathematics. As compared to Robert F. Kennedy and Santee, ROMO's levels of achievement were even more striking. ROMO had more than three times as many students scoring at or above grade level in Mathematics than did Santee (38% compared to 12%), and nearly three times as many students than Robert F. Kennedy as well (38% compared to 14%). ROMO had more than four times as many students scoring at or above grade level in ELA than did Santee (20% compared to 5%). ROMO also outperformed Robert F. Kennedy in ELA.

COMPARISON: HISPANIC STUDENTS
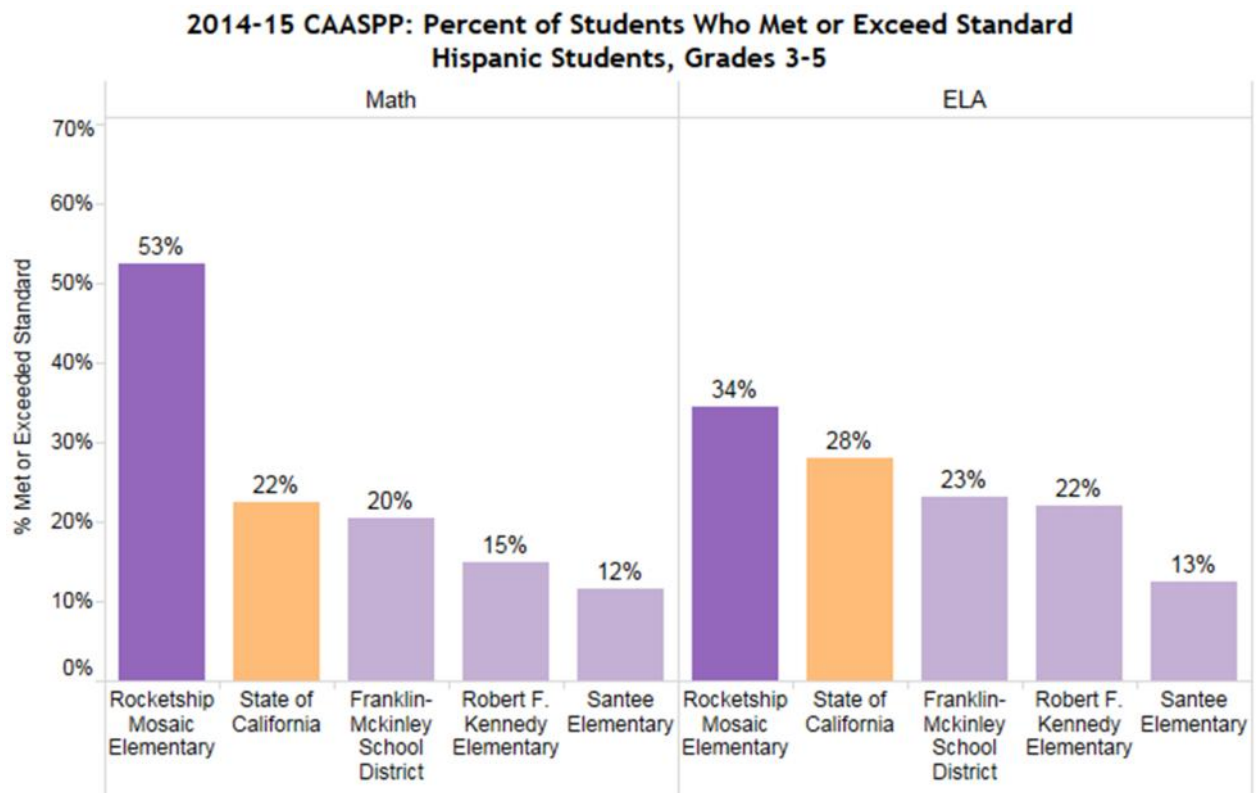
2014-15 CAASPP: Percent of Students Who Met or Exceed Standard
Hispanic Students, Grades 3-5

Source: California Department of Education. Grades 3-5 percentages calculated by Rocketship Education from grade-level data in research files downloaded from the CAASPP website (http://caaspp.cde.ca.gov/).

In SY 2014-15, approximately 77% of ROMO 3rd-5th grade students were Hispanic. ROMO had more than double the percentage of Hispanic students meeting or exceeding grade level standards on SBAC Mathematics than FMSD (53% compared to 20%), and outperformed FMSD in ELA by more than 10 percentage points.

As compared to Robert F. Kennedy and Santee, ROMO had up to four times the percentage of Hispanic students meeting or exceeding grade level standards in Mathematics (53% compared to 15% and 12%, respectively). ROMO's Hispanic students also outperformed Hispanic students in ELA at these comparison schools; in the case of Santee, by nearly double.

B.   California English Language Development Test (CELDT)

<u>CELDT GROWTH</u>

Based on the California Department of Education's criteria, nearly 70% of ROMO's English learners are making progress in learning English under the State's annual measureable achievement objectives (AMAOs).[3] ROMO has also significantly outperformed both FMSD and the State in meeting the AMAO 1 targets over the past several school years.

Comparison of ELs Making Annual Progress Learning English (AMAO 1) by Year

Year	ROMO % Meeting AMAO 1	FMSD Elementary % Meeting AMAO 1	State Target for AMAO 1
SY 12-13	No Report*	56.1%	57.5%
SY 13-14	69.8%	56.8%	59.0%
SY 14-15	66.5%	58.0%	60.5%

* ROMO does not have a Title III Accountability Report with the AMAO data in 2012-13 because they did not apply for Title III funds that year.
Source: California Department of Education, Title III Accountability Reports (http://dq.cde.ca.gov/dataquest/).
Note: Rocketship Education calculated the average for elementary schools in FMSD to provide a similar-student comparison to ROMO.

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[3] The AMAO 1 measures students making annual progress in learning English. Each EL has an annual growth expectation based on their previous CELDT score. The criteria include: ELs at Beginning, Early Intermediate, or Intermediate levels must gain one proficiency level; ELs at Early Advanced and Advanced levels must reach the English proficient level; and ELs at the English proficient level are expected to maintain that level until they are reclassified.

RECLASSIFICATION

ROMO does not consider reclassification a primary measure of academic success at the elementary level. At Rocketship, we instead focus on getting our students to perform at or above grade level in all content areas. Nonetheless, we recognize that students who are designed as "EL" do not, by definition, possess a level of mastery of the English language sufficient to be considered fully proficient. We understand the importance of developing our ELs into lifelong language learners and reclassifying them as English proficient, especially before they graduate and go on to higher levels of education. Thus, although we believe that other metrics contained in this report speak more accurately to ROMO's *academic* performance, we have chosen to include our reclassification data as well.

ELs Redesignated Fluent-English-Proficient (RFEP) Since Prior Year: % of Prior Year's Enrollment	
Year Reported	ROMO
SY 2012-13	1.5%
SY 2013-14	12.9%
SY 2014-15	26.5%
Source: California Department of Education, English Learners Demographics (http://dq.cde.ca.gov/dataquest/).	

For comparison purposes, the table below shows the reclassification rates in the State, District, and among FMSD comparison schools. ROMO's data is within the range of figures publicly reported by these two comparison groups. However, we note that reclassification data is difficult to directly compare. The FMSD and State data includes all students, not just elementary school students. Furthermore, pursuant to Title 5, Section 11303 of the California Code of Regulations, Local Education Agencies (LEAs) establish their own reclassification policies. Though policies must all include the four criteria outlined in the regulations, there may be variations among LEAs throughout the State.

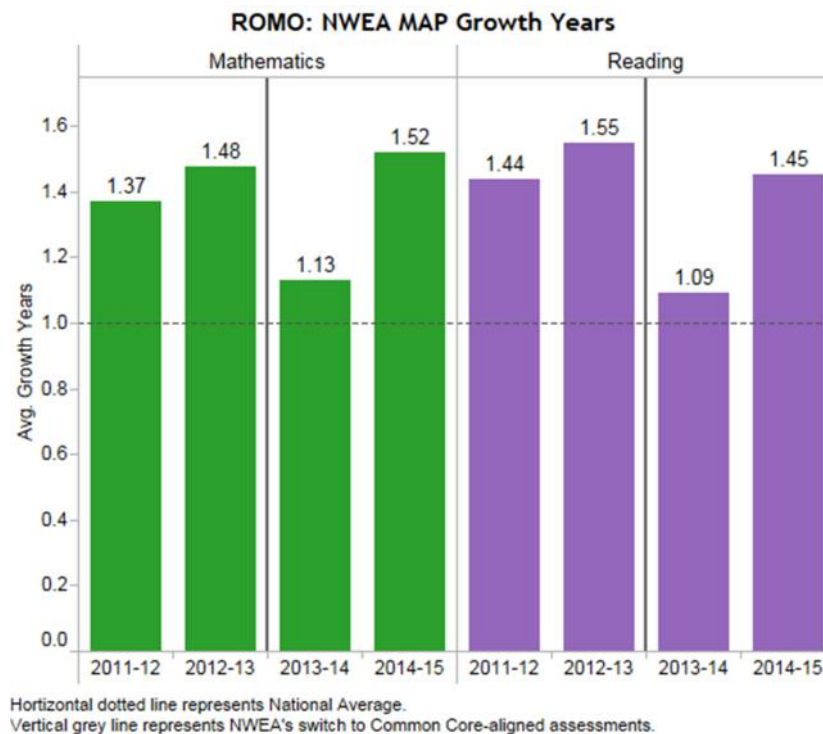| ELs Redesignated Fluent-English-Proficient (RFEP) Since Prior Year: % of Prior Year's Enrollment				
Year Reported	CA	FMSD	Robert F. Kennedy	Santee
SY 12-13	12.2%	14.3%	14.2%	8.8%
SY 13-14	12.0%	15.3%	19.2%	9.7%
SY 14-15	11.0%	16.8%	14.7%	12.4%

C.   Progress Toward Measureable Student Outcomes

As described in our charter petition, Rocketship uses the nationally-normed NWEA MAP assessments to measure growth throughout the school year in Reading and Mathematics. ROMO students have achieved significant growth over the past four years as measured by the NWEA MAP.

In SY 2013-14, Rocketship began implementing the Common Core State Standards (CCSS) and transitioned to CCSS-aligned version of NWEA MAP. As a result, student performance dipped among all students and across all Rocketship campuses. As the data below demonstrates, however, performances immediately began to climb in the following school year as instruction fully transitioned to CCSS and students adjusted to the new standards.

GROWTH OF ALL STUDENTS

Over the last four years, ROMO students grew an average of 1.37 years in Mathematics and 1.38 years in Reading on MAP. Said another way, this means that on average ROMO students have grown about 30% more than their peers nationwide. With the exception of SY 2013-14, over three-quarters of students grew at least one year during each school year (i.e., met or exceeded national growth targets).

ROMO: NWEA MAP Growth Years

Hortizontal dotted line represents National Average.
Vertical grey line represents NWEA's switch to Common Core-aligned assessments.

ROMO: Percent Met 1 Year Growth on NWEA MAP

Hortizontal dotted line represents National Average.
Vertical grey line represents NWEA's switch to Common Core-aligned assessments.
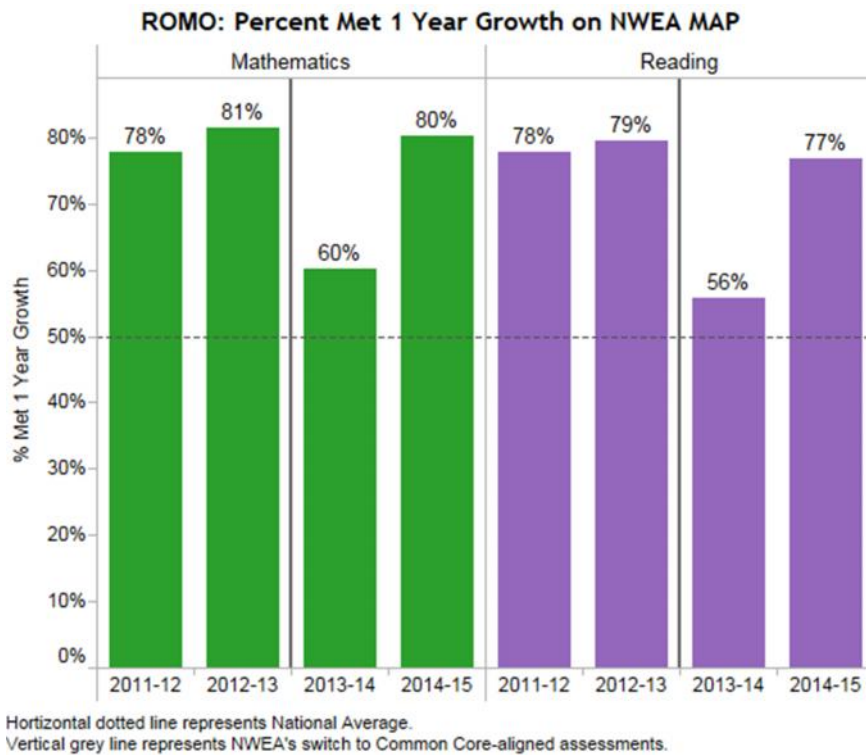
Additionally, we see that students' levels of achievement significantly improve over multiple years at ROMO. In fall of 2011-12, 39% of students were scoring at the national norm (50th percentile rank) in Mathematics. By spring 2014-15, four years later, 75% of these same students were scoring at the national norm, an increase of 36 percentage points. Twenty two percent of students moved above the national norm in Reading during the same time frame. In addition, the number of students scoring below the 25th percentile nationwide was more than cut in half in Mathematics – to less than 10% - and also significantly decreased in Reading during this time frame.
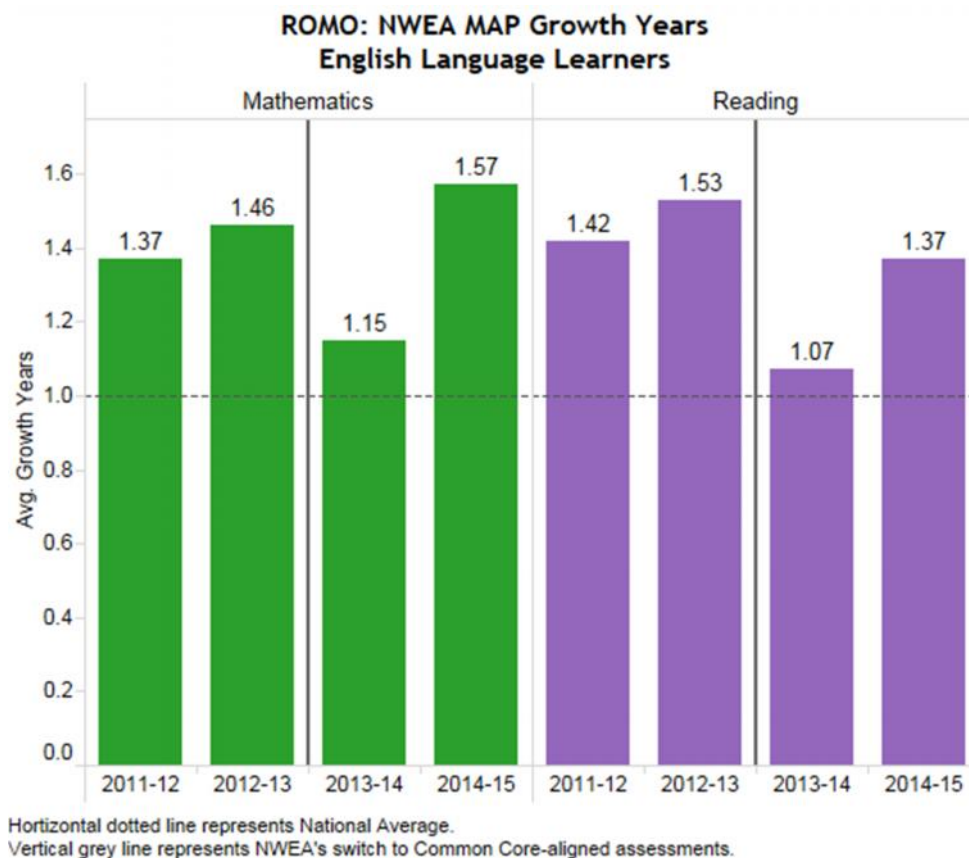

ROMO: NWEA MAP Quartiles
Fall 2011 to Spring 2015
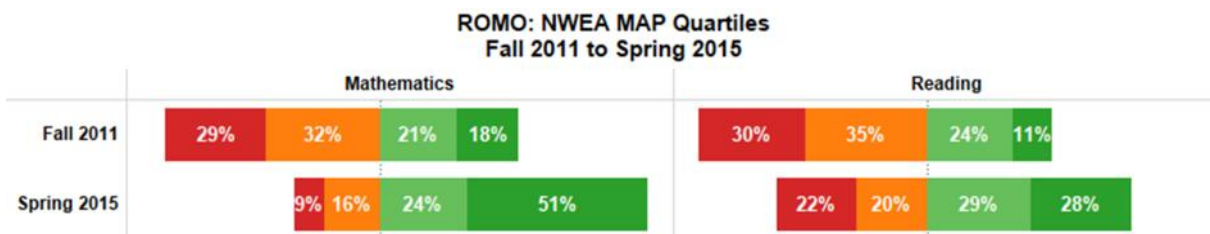
Quartile
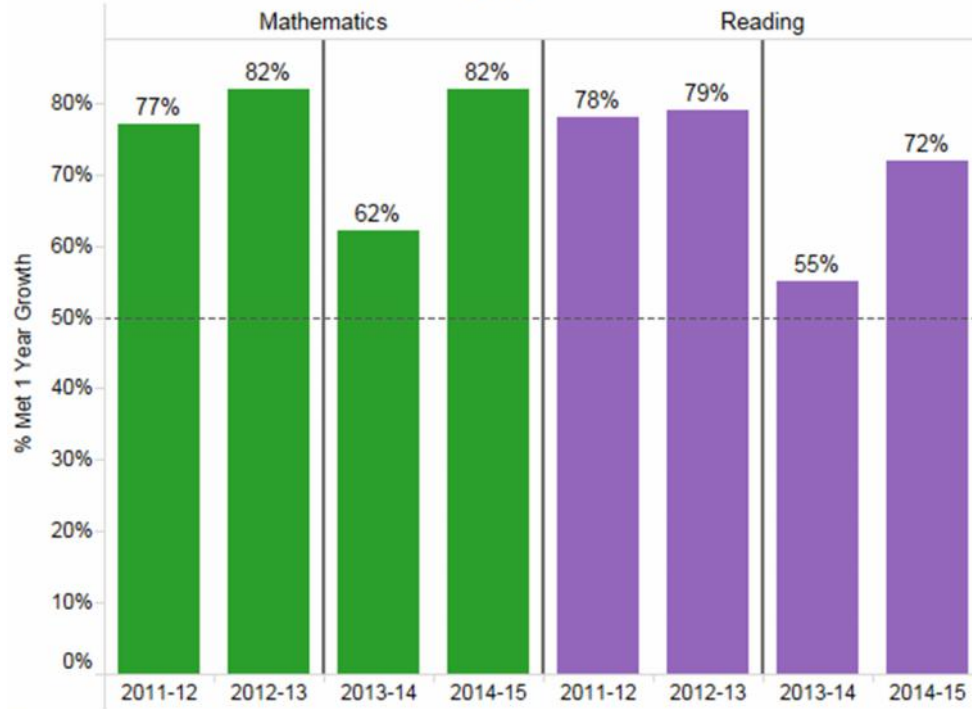- 75th percentile and above
- 50th - 74th percentile
- 25th - 49th percentile
- < 25th percentile

GROWTH AMONG EL STUDENTS

ROMO's EL students have outperformed national growth norms in both Reading and Math over the past four years as measured by the NWEA MAP. ROMO's EL students have averaged at least 1.1 years of growth in both subjects in three out of the past four years. Roughly three-quarters of the school's EL students made more than one year of growth in both Reading and Mathematics in every year except SY 2013-14 on MAP.

ROMO: NWEA MAP Growth Years
English Language Learners

Hortizontal dotted line represents National Average.
Vertical grey line represents NWEA's switch to Common Core-aligned assessments.

ROMO: Percent Met 1 Year Growth on NWEA MAP
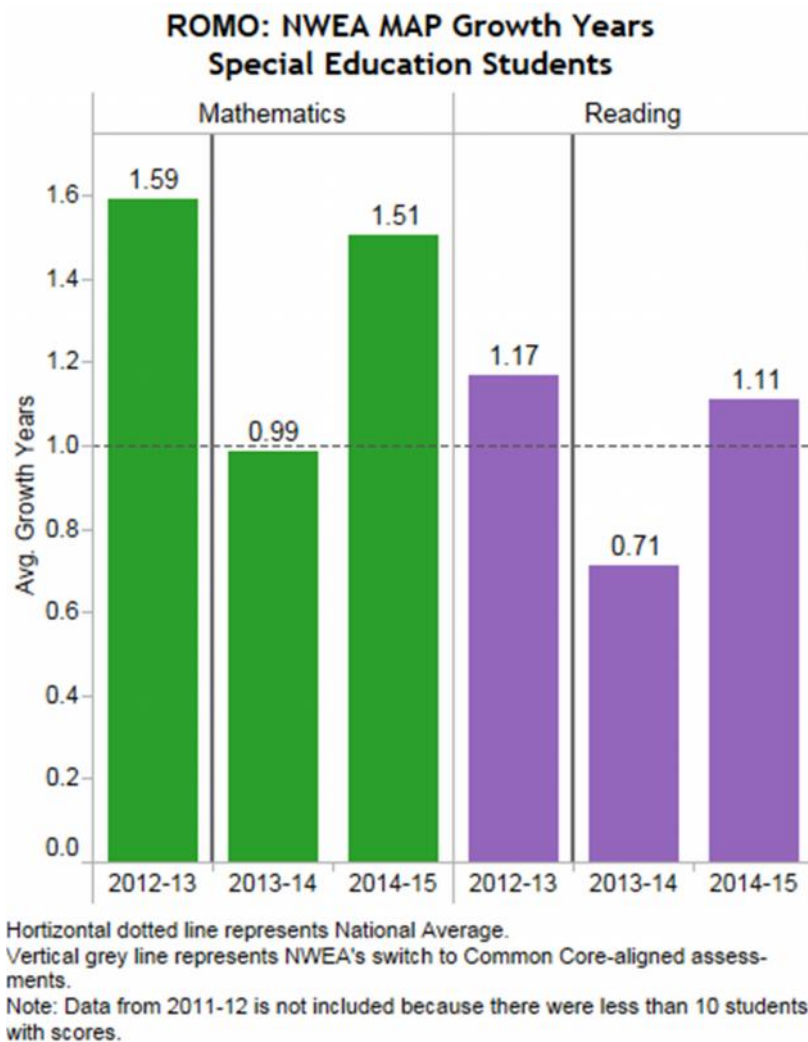**English Language Learners**

Hortizontal dotted line represents National Average.
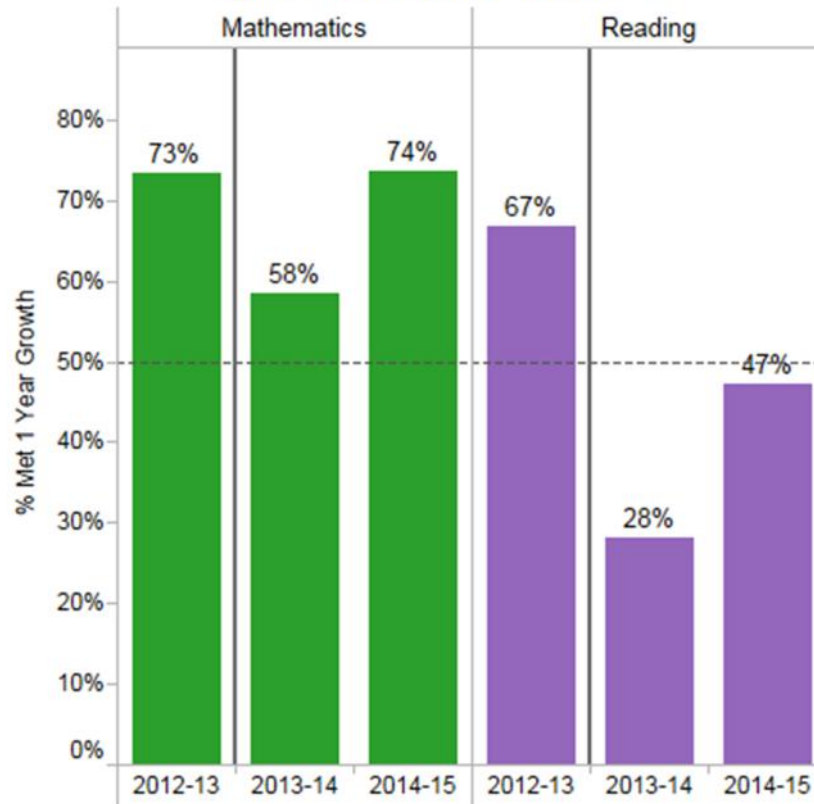Vertical grey line represents NWEA's switch to Common Core-aligned assessments.

D.   Progress of Special Education Population

ROMO's special education population has made tremendous growth in Mathematics. In the past three school years, more than 50 percent—and often close to two-thirds—of ROMO's special education students made at least one year of growth in Mathematics as measured by the MAP. In SY 2014-15, the average growth in Mathematics among ROMO's special education students was 1.51 years on MAP. (For comparison purposes, the average growth in Mathematics among non-special education students for SY 2014-15 was 1.52 years on MAP.)

ROMO's special education population has also made progress in Reading. In the most recent school year, average growth has risen to 1.11 years, which is above the national growth norm of one year for all students.

ROMO: NWEA MAP Growth Years
Special Education Students

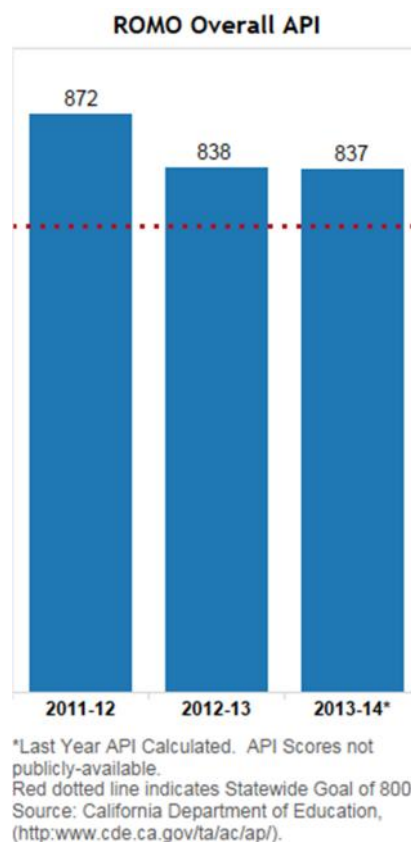Hortizontal dotted line represents National Average.
Vertical grey line represents NWEA's switch to Common Core-aligned assessments.
Note: Data from 2011-12 is not included because there were less than 10 students with scores.

ROMO: Percent Met 1 Year Growth on NWEA MAP Special Education Students

Hortizontal dotted line represents National Average.
Vertical grey line represents NWEA's switch to Common Core-aligned assessments.
Note: Data from 2011-12 is not included because there were less than 10 students with scores.

E. Academic Performance Index (API)

Beginning in SY 2013-14, the State suspended API as a measure of academic performance while it began to implement new standards and assessment regimes. We understand that FMSD has elected to consider alternatives to API when assessing academic performance for charter renewals. Nonetheless, we have included API data in this report for the purposes of assessing our student performance prior to CAASPP.

ROMO's API scores have been well above the state target of 800 during each of the school's reporting years.

ROMO Overall API

872   838   837

2011-12   2012-13   2013-14*

*Last Year API Calculated. API Scores not publicly-available.
Red dotted line indicates Statewide Goal of 800.
Source: California Department of Education,
(http:www.cde.ca.gov/ta/ac/ap/).

The drop that ROMO experienced between 2012 and 2013 was most likely due to ROMO adding an entirely new cohort of fifth grade students for SY 2012-13. And despite the drop, ROMO still outperformed FMSD comparison schools, FMSD as a whole, and the entire state of California in 2013.
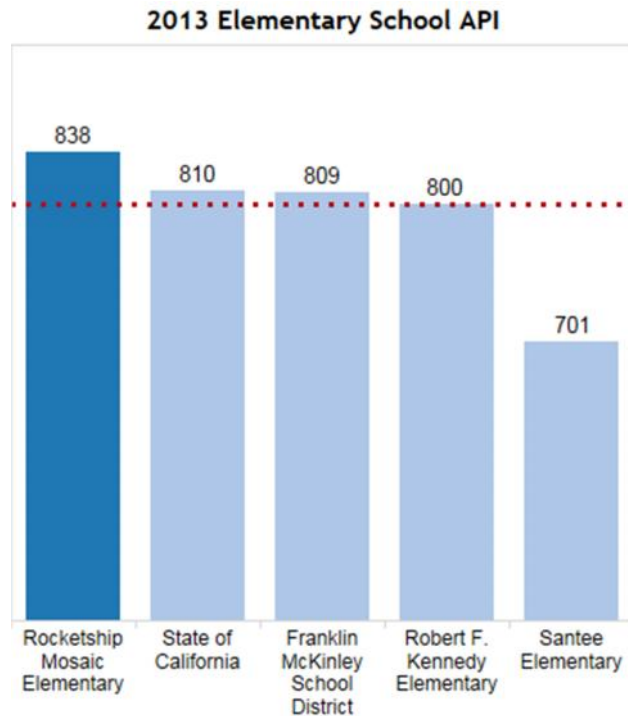
2013 Elementary School API

Red dotted line indicates Statewide Goal of 800.
Source: California Department of Education,
(http:www.cde.ca.gov/ta/ac/ap/).
Note: The California API is for Grades 2-6 and Rocketship Education
calculated the weighted API average for Franklin McKinley School
District based on API for the district's elementary schools.

Furthermore, in 2013, ROMO had a higher API among SED and EL students than did State, District, and comparable FMSD schools. For each of these student subgroups, ROMO exceeded the state API goal of 800.

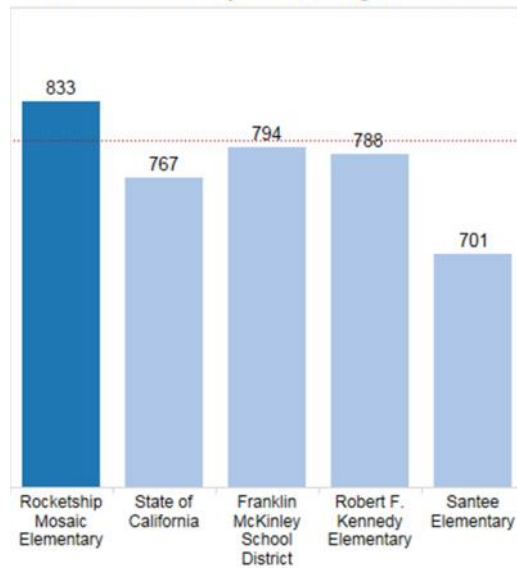## 2013 Elementary School API
English Language Learners
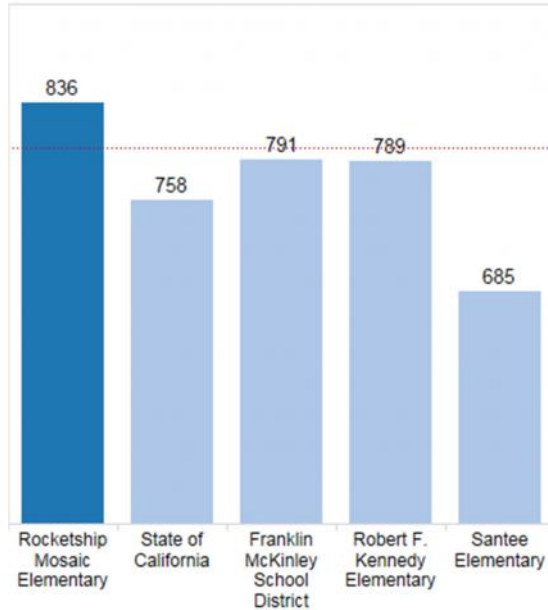
Red dotted line indicates Statewide Goal of 800.
Source: California Department of Education,
(http:www.cde.ca.gov/ta/ac/ap/).
Note: The California API is for Grades 2-6 and Rocketship Education
calculated the weighted API average for Franklin McKinley School
District based on API for the district's elementary schools.

2013 Elementary School API
Socioeconomically Disadvantaged Students

Red dotted line indicates Statewide Goal of 800.
Source: California Department of Education,
(http:www.cde.ca.gov/ta/ac/ap/).
Note: The California API is for Grades 2-6 and Rocketship Education
calculated the weighted API average for Franklin McKinley School
District based on API for the district's elementary schools.

ROMO's API scores have also placed the school in the top deciles. A school's statewide decile rank, measured from one (lowest) to ten (highest), compares that school to other schools of the same school type (elementary, middle, or high) in the entire state. Each decile contains 10 percent of all schools of that type. In SY 2012-13, ROMO had a statewide decile rank of 8.[4]

A school's similar schools rank compares a school to 100 other schools with similar demographic characteristics, educational challenges, and opportunities. The similar schools rank is also measured on a scale of one to ten, with each decile containing 10 percent of all the 100 similar schools in the comparison group. In SY 2012-13, ROMO had a similar schools decile rank of 10.

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[4] SY 2012-2013 is currently the only year when API rankings are available for ROMO. In SY 2011-2012, ROMO was a new school and did not have API base data. In SY 2013-2014 and 2014-2015, there were no API rankings because there was no publicly-available API data.

SECTION II: Fiscal Accountability and Public Governance

A. Fiscal Accountability

In accordance with Element I of our accompanying charter petition, Rocketship's Board of Directors appoints an Audit Committee, which will select an independent financial auditor and oversee audit requirements.

An annual audit of Rocketship's books and records is conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). Rocketship's books and records are kept in accordance with generally accepted accounting principles, and as required by applicable law. The audit employs generally accepted accounting procedures. The audit is conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Audit Committee selects an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The audit committee will review any audit exceptions or deficiencies and report to the Business Committee of the Board with recommendations on how to resolve them. The RSED Business Committee will then approve the audit. By March 15th, the Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved along with an anticipated timeline for the same. The Board and Principal of ROMO will work with the District to ensure all audit exceptions and deficiencies are resolved to the satisfaction of the District. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit is public record to be provided to the public upon request.

Please also see the Business Operations section and Appendix O of our accompanying charter petition for more details on ROMO's finances.

B. Public Governance

Rocketship Education is governed by a Board of Directors, which holds regular board meetings and governs in compliance with the Brown Act. Please see Element D of our accompanying charter petition for details on our board structure, board member responsibilities and qualifications, board meetings and trainings, and role of our regional Advisory Board.