

Rocketship Education

Rocketship Mateo Sheedy Charter Renewal Petition



Rocketship Mateo Sheedy Charter School Renewal Petition *By Rocketship Education*

Submitted to SCCOE: December 17, 2009

Revised: May 15, 2013

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Table of Contents of Legal Requirements:

This charter has been created in the format encouraged by the California State Board of Education in its adopted “Model Application for Charter Schools” and exceeds the legal requirements of Education Code Section 47605. According to the State Board of Education, the Model Application format ensures that charter petitioners cover all of the minimum elements required by law in a systematic way. However, as the Model Application format requires that statutory provisions in the Charter Schools Act be addressed out of the order presented in the Education Code, this “Table of Contents of Legal Requirements” is presented to assist the Reviewer in establishing that all requirements of law have been met.

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Affirmations and Assurances

Rocketship Mateo Sheedy Elementary School (“Rocketship” or the “Charter School”):

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Shall be deemed the exclusive public school employer of the employees of Rocketship Mateo Sheedy for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- Shall admit all students who wish to attend Rocketship Mateo Sheedy, 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 equal 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. Education Code Section 47605(d)(2)(A)-(B)]
- Shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, 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. Education Code Section 47605(d)(1)]
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

- Shall 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 Section 47605(l)]
- Shall at all times maintain all necessary and appropriate insurance coverage.
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- 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)]
- Will follow any and all other federal, state, and local laws and regulations that apply to Rocketship Mateo Sheedy including but not limited to:
 - Rocketship Mateo Sheedy shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
 - Rocketship Mateo Sheedy shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
 - Rocketship Mateo Sheedy shall comply with any jurisdictional limitations to locations of its facilities.
 - Rocketship Mateo Sheedy shall comply with all laws establishing the minimum and maximum age for public school enrollment.
 - Rocketship Mateo Sheedy shall comply with all applicable portions of the No Child Left Behind Act.
 - Rocketship Mateo Sheedy shall comply with the Public Records Act.
 - Rocketship Mateo Sheedy shall comply with the Family Educational Rights and Privacy Act.
 - Rocketship Mateo Sheedy shall comply with the Ralph M. Brown Act.

- Rocketship Mateo Sheedy shall meet or exceed the legally required minimum of school days.

I. INTRODUCTION/FOUNDING GROUP¹

The organizers of Rocketship Education are pleased to submit this charter renewal petition to continue the incredibly successful Rocketship Education school model currently in progress at Rocketship Mateo Sheedy Elementary School.

Background

In 1999, officials from Santa Clara University asked Father Mateo Sheedy, Pastor of Sacred Heart Parish in San Jose, to recommend children from his parish for the Juan Diego Scholarship program. Father Mateo conducted an exhaustive search to find candidates who could attend and succeed at this four-year college, but he was unable to find a single qualified student. He was appalled that, of the hundreds of children in his parish, none had received the education necessary to attend Santa Clara University. Statistics from San Jose's schools demonstrate a significant disparity between the scores of Hispanic and White students. Measured by federal standards, the region's Adequate Yearly Progress ("AYP") indicates that just over 47% of all students are scoring proficient on state tests. However, only 26.5% of Hispanic students are proficient.

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 the parish needed to have an alternative to their neighborhood district school. Father Mateo's vision brought a full K-12 alternative path to downtown San Jose through the following schools: Rocketship Mateo Sheedy Elementary School (K-5), Sacred Heart Nativity School (6-8), and Downtown College Preparatory (9-12).

In its first year of operation, Rocketship Education's first school, Rocketship Mateo Sheedy Elementary School became the highest ranked low-income elementary school in Santa Clara County and the seventh ranked school in California. This caused an enormous demand from parents in other parts of Santa Clara County for Rocketship Education to open additional schools. Based on the success of Rocketship Mateo Sheedy Elementary School, the founders decided to expand its nonprofit public benefit corporation Rocketship Education to serve other schools in the most troubled neighborhoods. Rocketship Education has taken the successful model pioneered at Rocketship Mateo Sheedy Elementary School and translated it into the critical systems necessary for successful replication. Rocketship Education will provide each Rocketship school with critical systems and support for Curriculum, Finance, Legal, Learning Lab, and Human Resources. Rocketship Mateo Sheedy will continue to be the flagship

¹ The State Board of Education suggests that the responses to Items I through IX in the charter application should be limited to approximately 30 pages, not including appendices. We have attempted to follow this recommendation and have exceeded it only where necessary to describe RTES fully. With that said, we believe that to provide a complete description of this school it may be necessary to include more information than 30 pages would allow.

Rocketship school as it progressively grows through the upcoming years and will be a model for the future Rocketship schools.

The Rocketship Education model is fundamentally different from other elementary schools in five important ways:

1. an extended school day,
2. high expectations,
3. teacher specialization,
4. deep community involvement, and
5. individualization for each student.

An Extended School Day & High Expectations

Our typical students will be financially disadvantaged English Learners who arrive at Kindergarten 1.5 years behind their peers (see Appendix J: Rocketship ELL Program) By operating our school from 8 a.m. to 3:30 p.m. each day, and two additional hours for our most struggling students, we will give our students the extra time to catch up academically. In order to catch up, we expect students to make Significant Gains —that is 1.5 years of academic progress for each year at Rocketship. This rate of progress will allow our students to achieve at grade-level by the end of second grade. At graduation, they will leave Rocketship at or above grade level as measured by state STAR testing. Extensive educational research proves that such progress is fully achievable: high-quality teachers are the key. (Sanders and Rivers, 1996; Haycock, 1999)

Teacher Teaming

Rocketship teachers will all hold a multi-subject credential and use a teaming approach with our instructional staff. This teaming approach means that teachers have their own instructional home-room, however, the students move to different teachers throughout the day. The students have a teacher each day that focuses primarily on literacy instruction that is integrated with science and/or social studies instruction and a teacher that is focused primarily on math instruction that is also integrated with science and/or social studies instruction. This teaming approach allows them to develop deep subject matter knowledge and an ability to diagnose and intervene with even the most struggling students.

We also believe that, in order for teaching to be a viable career, there has to be a career path that recognizes a teacher's ability to consistently make Significant Gains with significantly increased pay and responsibilities. Each school will have a full-time Academic Dean, a teacher promoted based on their outstanding classroom success and leadership potential. The Academic Dean will be paid up to \$100,000 per year based on the school's academic performance and focus on developing our teacher's abilities and managing our academic program. By providing a true career ladder, we believe we will be able to attract top college graduates to Rocketship who might otherwise pursue careers in law, medicine, engineering, business and other prestigious professions. Because of the critical importance of compensating talented and dedicated teachers, each school will spend just over 50% of its operating budget on administrative and teaching salaries.

Deep Community Involvement

In order to achieve our extremely high expectations, it is crucial that our families help us to motivate their students to do their homework, come to school alert and prepared, and reinforce the values that students learn as Rocketeers. We accomplish this by reaching out to the community instead of letting the community come to us. Our teachers do home visits with every family during the first-half of the year, we expect 90% attendance at our monthly community meetings, and we have many special events during the year to draw families in. We choose Principals and Office Managers who are bi-lingual in neighborhoods where Spanish is the dominant language in order to make the school a more welcoming place.

Individualization for Each Student

The final distinctive characteristic of Rocketship lies in its focus on each child. Rocketship Education's school model is a full Response to Intervention model, providing three tiers of intervention for students in need of additional assistance. Bi-monthly interim assessment results are analyzed to identify students who are failing to make adequate progress in reaching the school's goal for Significant Gains. For each student in this category, an Individualized Learning Plan ("ILP") is generated which specifies areas of strength and weakness and explicit classroom modifications, areas to target in our Computer curriculum, and specific goals and methods for tutors. The first tier of intervention is in the classroom. Guided Reading groups are used to deliver these more individualized objectives during normal classroom instruction. Rocketship conducts Learning Lab throughout the day in which each class of students rotates through Literacy and Computer centers. In the Computer center, a student's interim assessment results are used to create a specific online intervention program for that student by the Academic Dean and teacher. The second tier of intervention occurs in our After-School program. Students who are failing to make adequate progress towards Significant Gains will receive half and hour to an hour of daily small-group intervention with a group of students with similar needs, focused on goals from each student's ILP. If classroom modifications, Learning Lab and After-School interventions fail to help a student make adequate progress, the student enters the Rocketship Student Services Team Process and if necessary, the Special Education IEP process. This allows the student to receive individualized attention and the services of specialists. Providing these three levels of intervention will allow Rocketship to serve the most struggling readers more effectively than traditional elementary schools.

We imagine a future for the hundreds of children served by Rocketship in which they can enter middle school ahead of their peers, take advantage of advanced classes in middle and high school for which their older brothers and sisters were unprepared, and go on to attain a four-year college education. We hope to see hundreds of qualified applicants for great four year universities by 2020 when our first class of Kindergarteners will graduate from high school. We hope that, twenty years after Father Mateo's fruitless search, it will be the number of scholarships—not the number of qualified students—that will be the primary question of concern for neighborhoods in San Jose.

Founding Group

John Danner, Co-Founder and CEO, Rocketship Education Before starting Rocketship, John served as a teacher in the Nashville public school system for three years, the last two as a second-grade teacher of students with limited English proficiency. In 2000, John co-founded Sacred Heart Nativity School, a private Catholic middle-school for at-risk Latino boys in San Jose. From 2001-2005, John served as the Chairman of the Charter School Resource Center of Tennessee, working for the successful passage of Tennessee's charter school law in 2002 and assisting the subsequent establishment of twelve charter schools in Tennessee. John served as a founding director of KIPP Academy Nashville, a charter middle school in Nashville which had achievement comparable to district magnet schools in its first year of operation. Prior to his work in education, John founded and served as CEO of NetGravity, an Internet advertising software company. John took NetGravity public and sold the company to Doubleclick in October of 1999. John holds a Bachelor's and Master's Degree in Electrical Engineering from Stanford University and a Master's Degree in Education Policy from Vanderbilt University. John is a Henry Crown Fellow at the Aspen Institute.

Preston Smith, Co-Founder and Principal, Rocketship Mateo Sheedy Elementary School Before starting Rocketship Education, Preston was the Principal of L.U.C.H.A. Elementary School, a small school within Alum Rock Unified School District. He founded L.U.C.H.A in collaboration with neighborhood families in 2004 to provide parents with an excellent school focused on high academic achievement and parental involvement. In 2006, after three years of operation, L.U.C.H.A. received an API score of 881 and was the fourth ranked high-poverty (50% free and reduced meals) elementary school in California. Before founding L.U.C.H.A, Preston taught 1st grade for three years at Clyde Arbuckle Elementary School, the first two as a member of Teach for America (TFA). In 2003, Preston was named "Teacher of the Year" at Arbuckle and was also nominated as one of six finalists for TFA's Sue Lehmann Award, given to TFA corps members with the highest classroom academic gains in the nation. Preston graduated Phi Beta Kappa from the University of North Carolina at Chapel Hill.

Rocketship Education Board of Directors

Fred Ferrer Frederick J. Ferrer is the CEO of the HealthTrust, which has invested over \$100M in organizations focused on making Silicon Valley the healthiest region in the country. Before joining the HealthTrust, Ferrer was executive director of Estrella Family Services for nineteen years, overseeing their early education and family services to 300 children from infancy through seventh grade as well as Estrella's Kids to Camp program which sent over 700 low income youth to summer camp. Fred is an adjunct professor at Santa Clara University, a commissioner on the FIRST 5 Commission of Santa Clara County and is involved with many other organizations focused on child development.

Alex Terman Alex Terman was a founding employee and Chief Operating Officer of Leadership Public Schools (LPS), a non-profit charter management organization with five schools in the Bay Area.. Prior to joining LPS, Mr. Terman worked in business and

corporate development roles at America Online and Bain & Company and served as a John Gardner Fellow in the Office of the U.S. Trade Representative.

Alex Hernandez

Alex is partner and Vice President of the Charter School Growth Fund (CSGF). He leads CSGF's "next generation" CMO investments as well as those for portfolio members located on the west coast. Mr. Hernandez is a former Regional Superintendent at Aspire Public Schools and joined CSGF in July 2010. Previous to managing Aspire's largest region, Mr. Hernandez worked with ICEF, a CMO in Los Angeles, and Portland Public Schools as a Broad Resident. Prior to that, Mr. Hernandez worked for several years with JP Morgan and Disney Ventures. He is a graduate of Claremont McKenna and has an MBA and Masters of Education from Stanford University.

Kim Smith

Kim is a co-founder and CEO of Bellwether Education Partners, a non-profit organization working to improve educational outcomes for low-income students. She is widely recognized as an innovative and entrepreneurial leader in education, and was featured in Newsweek's report on the "Women of the 21st Century" as "the kind of woman who will shape America's new century." After serving as a founding team member at Teach For America, she went on to found and lead an AmeriCorps program for community-based leaders in education as well as a business start-up and worked in marketing for online learning. After completing her M.B.A. at Stanford University, she co-founded and led NewSchools Venture Fund, a venture philanthropy firm focused on transforming public education, where she helped to create a new, bipartisan, cross-sector community of entrepreneurial change agents. Ms. Smith has helped to incubate numerous education and social change organizations and has served on a range of boards, which currently include those of Bellwether, NewSchools, Rocketship Education, ROADS Charter School, and ImpactAssets. She has authored a number of publications about the entrepreneurial education landscape, including "What Is Educational Entrepreneurship?" in *Education Entrepreneurship: Realities, Challenges, Possibilities*, "Social Purpose Capital Markets in K-12" in *The Future of Educational Entrepreneurship: Possibilities for School Reform*, "Creating Responsive Supply in Education" in *More Than Just Schools: Rethinking the Demand for Educational Entrepreneurship* and "Innovation in Education: Problems and Opportunities." She is based in the Santa Clara County Bay Area, where she lives with her husband and two daughters.

Marcus Cole

Marcus Cole is the Wm. Benjamin Scott and Luna M. Scott Professor of Law at Stanford University. A scholar of the law of bankruptcy, corporate reorganization, and venture capital, Marcus Cole takes an empirical law and economics approach to research questions such as why corporate bankruptcies increasingly are adjudicated in Delaware and what drives the financial structure of companies backed by venture capital. He has been a national fellow at the Hoover Institution and has scholarly interests that range from classical liberal political theory to natural law and the history of commercial law. In addition to Rocketship Education, Professor Cole serves on the board of directors for the Central Pacific Region of the Anti-Defamation League of B'nai B'rith and on the editorial board of the Cato Supreme Court Review. Before joining the Stanford Law School

faculty in 1997, Professor Cole was an associate in commercial litigation with the Chicago law firm of Mayer, Brown & Platt, and he clerked for Judge Morris Sheppard Arnold of the U.S. Court of Appeals for the Eighth Circuit.

Tim Ranzetta

Tim holds a B.S. in Commerce from the University of Virginia. He received his M.B.A. from the Graduate School of Business at Stanford University. Over fifteen years, he has held leadership roles at high growth companies including U.S. Shred and Equilar and he founded Student Lending Analytics in 2007. He is currently President of Innovate Foundation, which supports innovative educational models focused on closing the achievement gap.

Deborah McGriff

Deborah McGriff leads NewSchools' Academic Systems Initiative, and contributes to investment strategy and management assistance for portfolio ventures, including charter management and school turnaround organizations. Deborah has been committed to transforming the lives of underserved urban school students for almost four decades. In 1993, Deborah became the first public school superintendent to join EdisonLearning (formerly Edison Schools). There, she held numerous positions at the company, including President of Edison Teachers College, Executive Vice President of Charter Schools, and Executive Vice President of several external relations functions. Prior to joining EdisonLearning, Deborah served as the first female General Superintendent of Detroit Public Schools. Crain's Detroit Business named her Newsmaker of the Year for 1992. Before that, she was the first female Assistant Superintendent in Cambridge, Massachusetts and the first female Deputy Superintendent in Milwaukee, Wisconsin. She was a teacher and administrator in the New York City Public Schools for more than a decade. Deborah is former President of the Education Industry Association. She currently serves on the board of the National Alliance for Public Charter Schools, where she also is an executive committee member, as well as founder and national board member of the Black Alliance for Educational Options. She also serves on the advisory boards of the National Council on Teacher Quality and of the Program on Education Policy and Governance at Harvard's John F. Kennedy School of Government, as well as the Technical Working Group for a national evaluation of the Federal Charter Schools Program being led by WestEd. Deborah is also a member of the Review Board for the Broad Prize in Urban Education. Deborah holds a bachelor's degree in education from Norfolk State University, a master's degree in education with a specialization in reading pedagogy from Queens College of the City University of New York, and a doctorate in Administration, Policy and Urban Education from Fordham University.

John Rosenberg John Rosenberg is a general partner with Technology Crossover Ventures (TCV) a private equity and venture capital firm focused on information technology companies where he has worked since 2000. John currently serves on the boards of directors of FX Alliance, Inc and Think Finance, Inc. He was also actively involved in TCV's investments in Automated Trading Desk, Capella Education, Interactive Brokers, kgb, Liquidnet, Penson Financial, Thinkorswim, and Travelport, among others. Prior to joining TCV, John was a Business Development Manager at

WeddingChannel.com where he focused on strategic development and financial reporting activities. John started his career as an Analyst in the technology investment banking group at Robertson Stephens & Company in San Francisco. John received a B.A. in Economics from Princeton University. From 2004-2010, John also served on the board of RISE (Resources for Indispensable Schools and Educators), a non-profit dedicated to attracting and retaining high-potential teachers in low income, urban schools.

Timothy R Sheehy Timothy R. Sheehy is president of the Metropolitan Milwaukee Association of Commerce. Founded in 1861, MMAC advocates for improving the business climate through better public policy, facilitates economic development through the expansion and attraction of capital investment and jobs, and provides the region's best business network helping members grow their companies. MMAC's dues paying membership in greater Milwaukee provides over 300,000 jobs, and supports a strong quality of life. Prior to being named President in 1993, he was responsible for governmental affairs, economic development and other MMAC operations. He serves in leadership positions on two MMAC subsidiaries as a board member of the Milwaukee Development Corporation, and as president of the Regional Center, LLC. Sheehy chairs the American Chamber of Commerce Executives, the Milwaukee Economic Development Corporation, and TechStar Holding, Inc. He serves on the boards of Milwaukee College Preparatory, the Milwaukee Partnership Academy, PAVE, Wisconsin Policy Research Institute, Schools That Can Milwaukee, Milwaukee Charter School Advocates, Milwaukee Succeeds, School Choice Wisconsin, Teach for America, and as the treasurer of Summerfest. Prior to joining MMAC, Sheehy worked as a legislative assistant to F. James Sensenbrenner, Jr. in Washington D.C. He is a recipient of the Lyndon Baines Johnson Congressional internship, a Ford Foundation Fellow on Regional Sustainable Development, a graduate of the Institute of Organization Management, and a Certified Chamber of Commerce Executive. Sheehy graduated from the University of Wisconsin- Madison with a B.S. in political science and was a member of the UW's baseball team.

Alan Crites Alan Crites is a retired business professional with over thirty years of experience spanning a diverse range of business sectors. As CEO of Vendavo, Inc., an enterprise software business, Al led the development of the company from its infancy to over 300 employees and a prestigious list of major customers. As a General Partner at InterWest Partners, a venture capital partnership, he helped to develop a range of successful businesses across the healthcare, information technology and retail sectors. And, as a Division General Manager at General Electric Company, he led a large organization as part of a diversified multinational company. He is a graduate of Michigan State University, and holds an MBA from Harvard Business School.

Jennifer Niles Jennifer Niles founded and leads the award-winning E.L. Haynes Public Charter School. E.L. Haynes is a Center of Excellence, growing to serve 1,200 students from age three through 12th grade with an exceptional college-preparatory program that receives local and national attention for its student achievement. E.L. Haynes is also a Center for Systemic Reform, currently impacting more than 25,000 students in Washington, DC through strategic broader impact projects. These projects range from a

groundbreaking teacher training residency program to a revolutionary new instructional improvement system to policy reform efforts. E.L. Haynes partners with schools nationwide, including engagement in President Obama's Digital Promise initiative and the League of Innovative Schools. Niles' vision for E.L. Haynes stems from her extensive experience in the education sector. Following six years of teaching and completion of her degree from the Yale School of Management in 1998, the Connecticut State Department of Education tapped Niles to head the Charter School Office where she oversaw all aspects of the charter school program and led a multi-disciplinary team to create their accountability system. Niles went on to become the Director of Education Initiatives at The Ball Foundation of Glen Ellyn, IL, an operating foundation that partners with school districts to increase student achievement through systemic reform. From 2002-2003, Niles was a fellow with New Leaders, a prestigious urban principal training program, and in 2003-2004, New American Schools supported her development of the charter for E.L. Haynes. Niles holds a Bachelor of Arts from Brown University, a Masters in Public and Private Management from the Yale School of Management, and a Masters of Science in Public Administration with a focus on Educational Administration from Trinity University in Washington, DC. In 2010, the Aspen Institute and NewSchools Venture Fund awarded Niles the prestigious Entrepreneurial Leaders for Public Education Fellowship. And, in the same year, the Yale School of Management named Niles as a Donaldson Fellow.

Eric Scroggins Eric Scroggins is responsible for ensuring Teach For America fulfills its potential as a force for change by building an ever-expanding and increasingly diverse movement of leaders in the private and public sectors committed to educational excellence and opportunity for all children. Eric joined staff as a program director supporting new teachers in New York City after teaching eighth grade science in the Bronx as a 2001 corps member where he led his students to outperform high school students on the New York State Regents examination. He then served as the executive director of the St. Louis region, before going on to lead the San Francisco Bay Area region. As executive director in the Bay Area, he oversaw a 180% increase in the regional corps size in three years and grew funding from \$2 million to over \$8 million. Most recently, as vice president of growth strategy and now EVP of growth, development, and partnerships Eric has led the implementation of new models connecting growth and development. Under his leadership, Teach For America has opened 16 new sites and grown regional revenue from \$82 million in 2008 to \$228 million in 2012, fueling a 67% increase in the national total corps size to over 10,000 corps members teaching across 46 regions. Eric graduated summa cum laude and Phi Beta Kappa from Washington University in St. Louis.

Louis Jordan Louis Jordan retired from the Starbucks Coffee Company in early 2013 where he held the position of SVP, Corporate Finance since 2009. At Starbucks, Louis was responsible for a number of Finance functions, including: Marketing, Category and Global Pricing, Real Estate and Store Development, Global Supply Chain, Digital Ventures, Global Planning and Reporting and Treasury and Risk Management. Prior to joining Starbucks, Louis spent six years at Nike where he served as Chief Financial Officer of Nike Inc.'s Global Retail and Digital Commerce operations, and had Finance

responsibility for Nike-owned retail first quality stores, factory stores and digital commerce activities worldwide. Before Nike, Louis held Finance management positions at a number of Fortune 500 companies including Gap, Citibank, DuPont, Dun & Bradstreet and Duracell. Louis holds a Bachelor of Arts degree from Westmar College and a Master of Arts degree from Brown University. He received his MBA in Finance from the Kelley School of Business at Indiana University. Louis currently serves as a member of the Board of Directors for the Indiana University Foundation, Causeit.com and Summer Search Seattle. In addition he is a member of the Kelley School of Business Dean's Advisory Council and on the Advisory Board of the Kelley School's Johnson Center for Entrepreneurship and Innovation. A Philadelphia native, Louis resides principally in Seattle, Washington. Since 2006, as co-owner of Tympany vineyards in northern California's Alexander Valley, Louis has produced an estate-grown Bordeaux style wine, offered commercially under the Tympany brand.

Consultants

Rocketship Education receives legal services from Middleton, Young & Minney, LLP ("MYM"). MYM has eleven attorneys who dedicate their practice exclusively to charter school law. The firm's attorneys provide legal counsel to over half of California's charter schools as well as to businesses and organizations providing support services to charter schools within the state. Rocketship's lead counsel, Paul Minney, has been involved in the charter school development process since the adoption of the Charter Schools Act in 1992.

Rocketship works with Gilbert and Associates for audit and financial services. Thom Gilbert, principal of Gilbert and Associates, has 31 years of audit experience, specializing in audits of public sector (school districts, county offices of education, community colleges, joint powers authorities, state agencies, and cities) and private sector clientele.

II. 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.”

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

Mission Statement

Rocketship will eliminate the achievement gap by graduating our students at or above grade level in Literacy and Math.

Goals

- Rocketship will enable financially disadvantaged students with limited English skills to achieve grade-level proficiency in the core subjects by second grade and achieve above grade level by the time they leave Rocketship.
- Rocketship students will become self-motivated, competent and lifelong learners.
- Rocketship students will develop a deep love of reading.
- Rocketship will provide the parents of San Jose 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 to return to San Jose & Santa Clara County to help others achieve their goals.

Vision Statement

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

Targeted School Population – Whom the School is Attempting to Educate

Rocketship is designed to serve students who are or may be at risk of achieving below basic proficiency on state exams. Rocketship will attract children of parents who are seeking an alternative to their current educational system, who desire an innovative educational approach, and who share the vision of Rocketship. Rocketship anticipates that it will enroll primarily students from schools which are undergoing program improvement (“PI”) in conjunction with the Federal No Child Left Behind regulations. Based on an analysis of the 2008-2009 demographics of the PI elementary schools located in San Jose Unified School District (“SJUSD”) shown in the table below, our target population is 73% English Learner (“EL”) and 78% Free and Reduced Lunch (“FRL”). Over 95% of EL students in this area are Spanish speakers. Students in greatest

need of options attend Gardner Elementary, Ernesto Galarza Elementary, Washington Elementary, and Horace Mann Elementary.

School	# EL	# Total Enrollment	% EL	% EL Spanish	% FRL
Gardner	340	548	62%	96%	85%
Ernesto Galarza	294	503	58%	93%	83%
Washington	435	590	74%	99%	91%
Horace Mann	336	640	53%	88%	75%
Total/Averages	1405	2281	62%	94%	85%

Rocketship Enrollment

Students enrolling in Rocketship shall meet the state guidelines for age. To enter kindergarten a child must be 4 years and 9 months of age on or before September 2 of the current school year of attendance (5 by December 2nd) (California Education Code Section 48000).

Rocketship serves students in grades K-5 during the first three years of operation. We currently are enrolled 100% with 15% waitlist. Rocketship may also decide to add a Transitional Kindergarten class. The decision to add Transitional Kindergarten depends on whether there is clear demand from parents in the community, or if it is mandated by the state. We will notify the Santa Clara County Office of Education by May of the prior school year if we choose to add Transitional Kindergarten. At the time of submitting this charter, the petitioners do not intend to exercise this option, but wish to reserve the right.

At full enrollment, Rocketship anticipates a total school enrollment of 600-700 students. To absorb expected attrition, we will continuously enroll vacated spaces to maintain the enrollment numbers. Attrition will be primarily driven by families leaving the area and is similar to existing Rocketship Education and other high-performing charters in the area.

Please see the Bell Schedule in Appendix Z which lists classes in a typical day. Rocketship will provide all classroom instruction in a 20:1 ratio for grades K-3, despite having a school-wide student-teacher ratio higher than 20:1. This is because students have five hours of classroom instruction per day, while teachers typically teach between

six and eight hours per day. Learning Lab is provided as an Intervention program and Learning Lab minutes do not factor into annual instructional minutes calculations.

Teacher Level	Number of Teachers
Academic Dean	1
Literacy / History Teachers	11
Math / Science Teachers	5

What it Means to be an Educated Person in the 21st Century

The goal of Rocketship is to provide an environment in which children will develop into confident, self-motivated, competent, productive and lifelong learners. Vested with these skills, these children will become responsible young adults. Students will possess the habits, skills, and confidence necessary to succeed in school and beyond, as contributing citizens of the 21st century.

Specifically, Rocketship believes that an educated person in the 21st Century should possess the academic and life skills listed below. Each Rocketship Education charter school seeks to impart these skills by the time that a student has completed the Rocketship Education program.

Academic Skills

- Students will read at grade level.
- Students will develop both calculational abilities and a conceptual understanding of math.
- Students will be inspired to be inquisitive and self-motivated life-long learners.
- Students will communicate effectively through excellent listening, speaking, writing, and multi-lingual skills.
- Students will possess creative, logical, and critical thinking skills enhanced through art, science, and technology.
- Students will comprehend and use technology as a tool for learning and communication.
- Students will have confidence in adapting to new situations and be receptive to learning.
- Students will be eager to synthesize and act upon new information.
- Students will find, select, evaluate, organize and use information from various sources and disciplines of thought. They will be able to make logical connections among them.

Life Skills

- Students accept responsibility for personal decisions and actions.
- Students develop self-confidence and a willingness to take risks in a safe learning environment.
- Students learn concentration, perseverance, and independent working skills by setting personal goals and by self-assessment.

- Students develop an appreciation for the richness of shared knowledge that flows from the culturally diverse environment of California.
- Students are inspired to have empathy and courtesy for others.
- Students work both cooperatively and independently.

How Learning Best Occurs

Every child possesses a wide range of learning skills. Rocketship believes that learning best occurs when students are taught a comprehensive curriculum through innovative instructional design that promotes learning in a challenging and exciting way, and most importantly when students are taught to love reading and become proficient readers. (Walberg, 1981).

The unique Rocketship Culture is fostered from the beginning of each school year as a Rocketship staff member makes a home visit to every Rocketship family. These home visits are incredibly powerful and ensure that a positive relationship is created between the families and Rocketship staff. To express his/her level of commitment to the Rocketship mission and support of the Rocketship culture, every parent or guardian of a Rocketeer signs a letter committing to these Rocketship values with the Principal. Once the relationships between teachers and families are established through home visits and parent commitments, the Rocketship staff is able to continue this personal flow of information with each family throughout the year to ensure even higher academic success may be realized throughout the school year.

• ***Learning Best Occurs When There is a School-wide Expectation of High Achievement***

At Rocketship, every teacher will be striving for Significant Gains with each of their students. Significant Gains is defined as 1.5 years of academic progress for every year in school. We believe that many of our at-risk and EL students will come to school 1.5 years behind, because of a lack of English or literacy habits at home (Zill, N. & West, J., 2000; See Appendix M). Our goal is that by making 1.5 years of progress each year as measured by internal measures and state exams, we can bring our students to grade level by second grade and graduate students at or above grade level. Significant Gains will be a fundamental component of the way that teachers at Rocketship will be evaluated and compensated. High expectations are an important part of a school culture and lead to higher student achievement. (Cotton, 1989.)

• ***Learning Best Occurs When Teachers Are Subject Matter Specialists***

Rocketship will be structured differently from a traditional elementary school. Teachers will hold multi-subject credentials and at Rocketship, we use a teaming approach with our instructional staff. This teaming approach means that teachers have their own instructional home-room, however, the students move to different teachers throughout the day. The students have a teacher each day who focuses primarily on literacy instruction who is integrated with science and/or social studies instruction and a teacher that is focused primarily on math instruction that is also integrated with science and/or social

studies instruction. Many researchers have found that an early focus on these core skills have long-term effects on student achievement. (Adams, 1990; Schenk et. al, 1980; McGill-Franzen, 1987) Advantages of elementary schools that follow the teacher teaming focus include deeper content knowledge, a team structure allowing better collaborative focus, improved teacher retention, easier transition to middle school, and more flexibility in student grouping. (Chan and Jarman, 2004; Bowser, 1984; Findley, 1966; NEA, 1965) We believe that specialization will allow teachers to focus deeply on their subject matter and their students, helping them to intervene with struggling students earlier and more effectively.

- ***Learning Best Occurs When Teachers Are Highly Motivated***

Rocketship is constructed to combat the enormous turnover among new teachers that plagues our public schools. It is estimated that 50% of new teachers leave the profession within five years. (Ingersoll, 2001) We believe that teachers need a career path which rewards their success both with more responsibility and significantly greater compensation. Rocketship has created a career ladder for teachers which recognizes student performance as a primary factor in advancement. A career ladder like Rocketship's has several advantages, including employee retention, succession planning, and better career development. (CA State Dept of Employee Development, 2003). The Academic Dean is a highly-trained expert in his or her field, with both outstanding classroom results and leadership abilities. They earn up to \$100,000 per year based both on their own classroom performance and that of their department as a whole. We believe this career ladder will motivate young teachers to make the investment in their teaching and advance to the position of Academic Dean. Please see Appendix B for a description of the day in the life of Rocketship teachers at each level of our career ladder.

- ***Learning Best Occurs In a Culture of Caring***

We believe that specialization will lead to better teachers who will increase the academic progress of our students. We also believe that our implementation of specialization will allow us to care for our students more effectively than a traditional elementary school. Every class will have a homeroom teacher, typically the first classroom teacher of the day. The advantage of this structure is the ability for grade-level and homeroom teachers to collaborate about their students. This collaboration will allow them to detect both academic and emotional problems earlier and divide the work of home visits and other time-intensive interventions with the students that need their help most. Please refer to J.M. McPartland's *Staffing patterns and the social organization of schools*. (McPartland, 1992) for research on ways to increase both academic and emotional well-being of students through teacher specialization.

- ***Learning Best Occurs When the Curriculum is Individualized***

Rocketship believes that individualization should be a core component of all twenty-first century schools. The Rocketship school model is a full Response to Intervention model,

providing three tiers of intervention for students in need of additional assistance. Bi-monthly interim assessment results are analyzed to identify students who are failing to make adequate progress. For each student in this category, an Individualized Learning Plan is generated which specifies areas of strength and weakness and explicit classroom modifications, areas to target in our computer-based curriculum (detailed in Appendix E), and specific goals and methods for tutors. The first tier of intervention is in the classroom. Guided Reading groups will often be used to deliver these more individualized objectives during normal classroom instruction. Students not making OYP will also receive individualized instruction during the Computer Center of Learning Lab. The second tier of intervention will be conducted in our After-School program, where a tutor will work daily in a small-group intervention with a group of students with similar needs, focused on goals from each student's ILP. If classroom modifications and Learning Lab interventions fail to help a student make adequate progress, the student enters the Rocketship Student Services Team Process and if necessary, the Special Education IEP process. Providing these three levels of intervention will allow Rocketship to serve the most struggling students more effectively than traditional elementary schools. Detailed information on these three levels of individualization may be found in Appendix H.

- ***Learning Best Occurs When Students Have Extra Time to Practice***

Rocketship will offer all students the opportunity to participate in our Learning Laboratory for two hours each day. The purpose of the Learning Lab is to provide students with additional practice in Literacy and Math at exactly their current level of instruction.

The Learning Lab is a combination of a library and computer lab. The Learning Lab has a full-set of leveled books where students can read independently at their “just right” level (the top of their independent reading level) as well as at computers running a learning management system that allows students to access instruction at exactly their current level of understanding. Please see Appendix H for a longer explanation of the value of strictly leveled independent reading.

- ***Learning Best Occurs in a Well-Run School***

Rocketship Education provides the Critical Systems (“CS”) and support for Rocketship Mateo Sheedy Elementary School. Rocketship Education trains school staff on how to effectively use the CS that allows for the continued successful practices at Rocketship. CS licensed to the school includes:

- Operations Toolkit for streamlining state reporting and compliance
- Human Capital Development (Recruiting and Training of Teachers and Leaders)
- Budgeting and Financial Management Systems
- Rocketship-negotiated vendor contracts for food service, software, computers, curriculum, special education service providers

- Rocketship Response to Intervention model including curriculum and staffing
- Rocketship UbD Curriculum for Science and Social Studies (explained below)
- Systems for many operational issues including attendance, food service management, assessments and assessment data management
- Learning Lab model including management of centers and staffing methods

Additional systems being brought online during the years of 2009-2013 include:

- Development of the Rocketship Technology plan allowing schools to operate with a minimum of Information Technology support
- Development of Rocketship Online, the curriculum used by students in the Computer Center
- Development of Rocketship University, the program for developing teacher skills through collaboration and training

In addition to CS, Rocketship Education takes the financial risk of developing new schools and provides the following services during the school development process:

- Removing risk from the school by devoting Rocketship Education capital and resources to developing facilities which are leased to the school once developed
- Creation of each school's charter document and collaborating with charter school authorizers to receive approval and develop operating contracts
- Bringing government and philanthropic support to school start-up totaling over \$1M
- Recruiting and training of each school's Principal and Academic Dean (See Principal & Dean in Training Rubric Appendix K)

Once a school is operational, Rocketship Education provides on-going support in the following areas:

- On-going training and mentoring for Principal and Academic Dean
- Operational training for school Office Manager
- Support for real estate, finance, IT, Special Education, and legal issues

Calendar and Attendance

Rocketship's school's academic calendar will generally follow the academic calendar for SJUSD. The school year will contain at least 175 instructional days.

Rocketship parents/guardians will be responsible for sending their children to school and providing an explanation for absences. Rocketship will have attendance policies to encourage regular attendance and to report trancies to appropriate local authorities. Appendix N details the planned attendance policy.

Bell Schedule and Instructional Minutes

Rocketship may offer an extended school day from 8 a.m. to 6 p.m.. The number of instructional minutes offered for all grades will meet or exceed the State's requirements in Education Code Section 47612.5 (a)(1). A sample bell schedule is attached in Appendix Z. This table delineates subject areas and minutes by grade level.

	Literacy (Includes Science & Social Studies)	Math	Total Daily Minutes
K	200	100	300
1	200	100	300
2	200	100	300
3	200	100	300
4	240	100	340
5	240	100	340
6	240	100	340

For purposes of California Class Size Reduction (“CSR”) standards, Rocketship plans to designate the first academic teacher each day as the homeroom teacher for a class. Please see Appendix X for opinions validating the Rocketship approach with respect to CSR from our auditor, Thom Gilbert, and Lynn Piccoli of the California Department of Education.

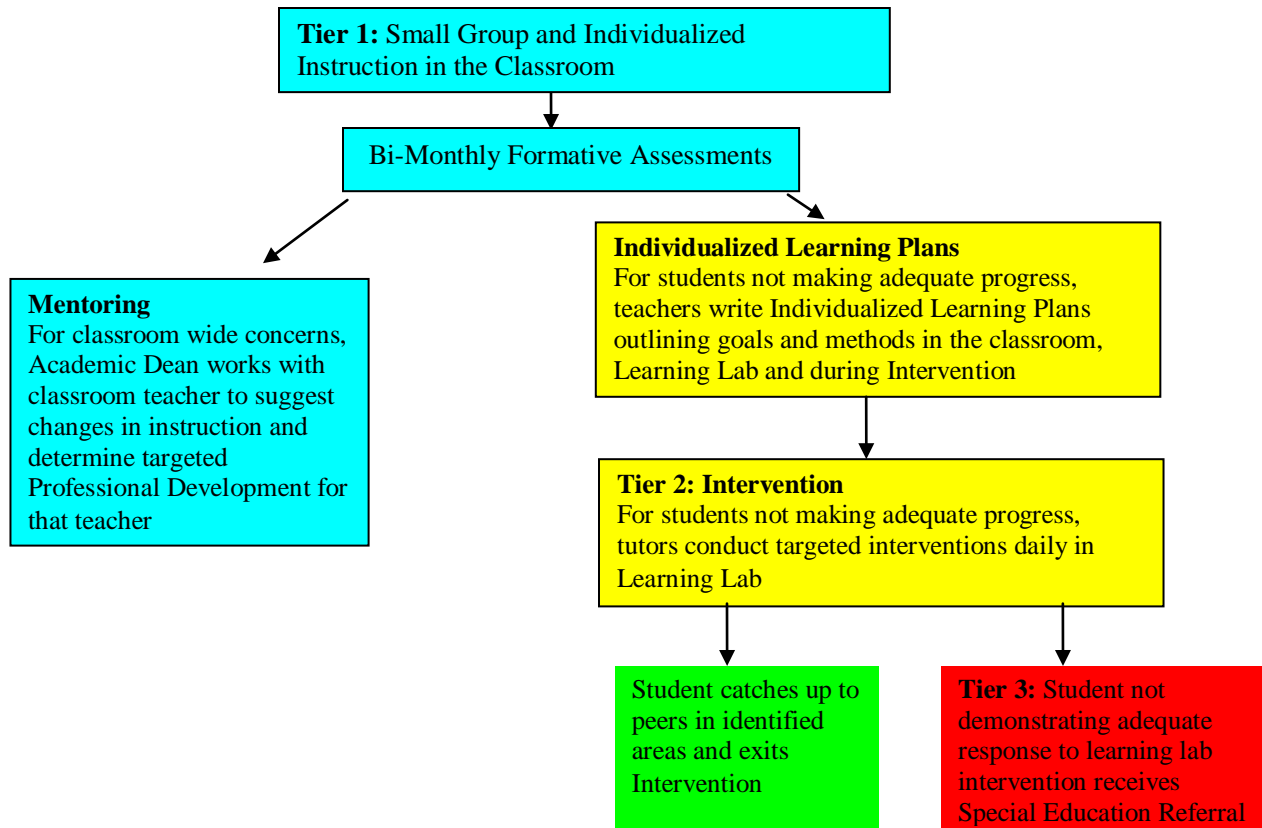
Implementation of Educational Program/Curriculum

The Rocketship curriculum follows state standards for the subject areas of: English Language Development (“ELD”), English/Language Arts (includes Writing), Mathematics, Science, Social Studies, Art and Music. We place most of our emphasis on the subjects of Literacy and Mathematics for our students. Our primary educational goal is to ensure grade-level proficiency in Literacy and Math by second grade and achievement above grade level by the time students leave Rocketship in fifth grade. Students will also take Science, Social Studies, and Arts at all grade levels to broaden their understanding of the world and to create avenues to exercise different facets of their intelligence. The curriculum at Rocketship is aligned with State content standards, such that students will not only achieve the objectives specified in the charter but will also master the academic content standards in core curriculum areas as adopted by the State Board of Education pursuant to Education Code Section 60605. Teachers will be encouraged to assist their students in exceeding minimum standards. Please see Appendix A for a description of a typical day in school for a Second grade student.

The remainder of this section provides an overview of our Response to Intervention (RtI) approach and academic philosophy for each area of study. RtI describes both a service delivery model and eligibility criteria for specific learning disability (IDEA 2004). In a report prepared by the National Joint Committee on Learning Disabilities (2005), the Committee identified three core components of RtI: “(1) Application of scientific, research based interventions; (2) measurement of student’s response to these interventions; and (3) use of RtI data to inform instruction” (pg. 2). The term RtI also describes an eligibility criterion for special education. This criterion is found in IDEA 2004 Sec 614(b)(6)(B). The law states; “In determining whether a child has a specific learning disability, a local education agency may use a process that determines if the child responds to scientific, research based intervention as a part of the evaluation procedures...” Please see detailed ELD objectives in Appendix C and course objectives

for each area in sample long-term plans associated with each subject in Appendix I and a sample Bell Schedule in Appendix Z.

Rocketship's Three-Tier Response to Intervention Approach



Universal Screening

All students are assessed upon entry to determine performance relative to grade level standards. We do this using a number of different measures. In literacy classes, teachers administer the Developmental Reading Assessment (“DRA”), CORE Phonics Inventory, and other assessments that are relevant to their grade level. (i.e. Sight word recognition for 1st grade, Words their Way Spelling Inventory in 4th grade) Additionally, all students are assessed using DIBELS (Dynamic Indicators of Basic Early Literacy Skills) during the first 3 weeks of the school year. Math teachers give grade level math assessments created to measure student progress towards end of the year objectives. All of this data is used to identify our students who fall into the Below Basic or Far Below Basic quintiles.

Progress Monitoring

Every 8 weeks our teachers reassess to show student progress. This is translated visually by the staff into Assessment Walls for each class, showing which students fall into each quintile from Far Below Basic to Advanced. This data is then used to adjust classroom instruction and to identify students in need of more focused support to make adequate progress.

Individualized Learning Plan

Teachers write an Individualized Learning Plan (“ILP”) for all students whose achievement falls below Basic. ILP’s include assessment information, measurable goals that are realistic yet ambitious for an 8 week period, classroom modifications, computer curriculum focus, and explicit goals and their corresponding practices for tutors to accomplish with each student in after school interventions.

Tier 1-Individualized Learning Plan

Teachers implement the ILP in the general education classroom. Teachers assess student progress after 8 weeks of instruction. Students who do not respond adequately to the initial instruction receive additional modifications and support in the general education classroom. These modifications may include adjustments in intensity, duration, and frequency of instruction. Teacher may meet with smaller groups more often for longer periods of time. Teacher may adjust instructional strategies and materials as well.

Tier 2

Students not responding adequately to the goals laid out in the ILP in the general education classroom OR identified as significantly below grade level in the first round of assessments are given a revised ILP directing their work in an additional hour period each day during after school intervention time. During this time, they work directly with a tutor on the specific skills they are lacking. For example: if a student in first grade is stuck at a DRA level 6, they will need practice with sight words, blending long vowel words, chunking multisyllabic words into syllables, describing main characters using adjectives, and making strong connections between the text and their own life. Intervention tutors are provided with a very specific 8 week plan combining suggestions from the classroom teacher and Academic Dean in teams of strategies and approaches to use to get a student to meet their target at the end of 8 weeks. (For our example student that would be a DRA 10). In eight weeks, when we assess again, we measure to see if meaningful progress has been made by the Intervention students. If the student still is not making adequate progress, we may conduct a Student Study Team Process and revise the Individualized Learning Plan.

Tier 3

If the student fails to make progress in both Tier 1 and Tier 2 interventions after 2 cycles (16 weeks), they enter into the Special Education assessment process. Because Rocketship is an LEA for Special Education purposes, all of our special education professionals work directly for Rocketship, giving us more control to ensure that Special Education student’s Individualized Education Plans are aligned with the academic goals of the school. Please see Appendix J for a complete description of Rocketship’s RTI approach.

Professional Development

The process of looking at interim assessment data and formulating a proper ILP takes practice for teachers and is an area we spend time both in formal professional development and in mentorship between the Academic Dean and each teacher. Our

teachers will spend a significant amount of time with the Academic Dean analyzing overall class performance to know in which areas they need to develop their skills. Equally important is the deep knowledge that a teacher builds over time of the specific types of problems that students may have and the best ways to overcome these problems. Teachers will focus on more effective diagnosis of students' problems and development of effective scaffolding for these students while building the Individualized Learning Plans.

Helping our EL students make rapid gains

Our goal is to help our EL students make rapid progress out of levels 1 and 2 and into levels 3 and higher. Our experience and research shows that once a child reaches the intermediate stages of fluency, he or she begins to accelerate his or her progress on all of his or her academic work. In order to help our EL students to master listening, speaking, reading and writing in English by second grade, Rocketship students will be immersed in English; with the Spanish language support they need to learn the language. We believe that the most effective instructional approach for a school with a high EL population is to embed ELD principles in all aspects of the curriculum and to teach explicit ELD during a portion of the day. Pedagogically, we follow the Teachers of English to Speakers of Other Languages ("TESOL") standards for English Language Development. To embed ELD principles across all subjects, we work with Project GLAD (Guided Language Acquisition Design) to teach our teachers methods to provide additional instructional support to EL students. Studies of Project GLAD have shown statistically significant gains in students relative to control groups of ELL students taught by non-GLAD teachers. Our explicit ELD will focus on developing oral language, grammatical constructs and academic vocabulary in English. This period will take place during the Literacy block in Guided Reading, when EL students will be leveled by English fluency and provided with explicit ELD instruction. In our After-School tutoring program, ELs who are not making Significant Gains receive both Literacy and Math instruction as well as ELD as appropriate to accomplish goals in their ILP. Rocketship uses OpenCourt's ELD program in the Literacy classroom. All Rocketship teachers will hold a CLAD certificate or equivalent California Commission on Teacher Credentialing EL certification.

Reading

By individualizing instruction through the Response to Intervention model we help our students make rapid gains in fluency. Reading is central to all parts of the Rocketship curriculum, especially in grades K-2. We will also actively prioritize Reading above other subject areas in the early grades and for students who are still struggling in later grades. This can mean a student is pulled out of a content area class for individualized reading instruction or an ILP for a student which allocates them a double block of reading if necessary.

We are firm believers in the findings of the National Reading Panel ("NRP").² The NRP reviewed all of the available high quality research with measurable results and a study

² This study is available online at <http://www.nationalreadingpanel.org/Publications/summary.htm>

size and student composition indicating that they could be generalized to the entire population of American students. They found five general areas of reading instruction which were crucial for developing excellent readers: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. We expect that even our Academic Deans will spend a significant amount of time building their skills in each of the five areas of Reading. The founders of Rocketship Education have been teachers and students of these areas for the past several years of their own teaching. The California Language Arts standards are likewise organized around these areas for the early grades.

Rocketship uses Open Court for the whole-class portion of our Literacy block. Rocketship uses McGraw Hill's Developmental Reading Assessment ("DRA 2") assessments and the University of Oregon's Dynamic Indicators of Basic Early Literacy Skills ("DIBELS") to diagnose current reading ability with students. DRA 2 contains running record assessments measuring a student's fluency and comprehension which establishes a baseline reading ability. DIBELS includes areas focusing on the NRP's components of reading including phonemic awareness, phonics and fluency. These assessments drive decisions about whether students need additional classroom support or tutoring during Learning Lab.

Instructional Strategies

During our Literacy block, time will be split between whole-class Reading instruction using the Open Court curriculum, Writing as described in the next section, small-group Guided Reading instruction, and in the upper grades an additional focus on chapter books and reading comprehension. During whole-class Reading instruction, textbook-based activities will include Read Alouds, Choral Reading, and Explicit Phonics instruction. During Guided Reading time, the teachers will usually be with four or five students, and the other students will be working on several different literacy centers, practicing skills relevant to their stage of development. From experience, we expect that a significant amount of small group time in K-2 will be spent on oral language acquisition and fluency for our EL students, and on phonemic awareness and phonics skills leading to grade-level reading fluency. In grades 3-5, students who are performing at grade-level will have mastered most aspects of oral language, phonics, and phonemic awareness, and we will be focused more on deep vocabulary investigation and comprehension of fiction and non-fiction texts. Across all grade levels, teachers will work vigorously to develop students' reading fluency, which is a key to their ability to develop more of their concentration to analysis of the text.

In addition, in fifth grade, all Rocketship students will be expected to complete an Extended Analysis Project. The Extended Analysis Project is similar to an honor's thesis, which will require the student to utilize their academic skills of math, reading, writing, and possibly other areas as well. The students will present their projects at the conclusion of the year, which will be their opportunity to demonstrate their overall learning, knowledge, and capacity as independent, life-long learners as well.

Writing

Children will begin writing their first day at Rocketship. Writing is often a difficult task for EL students, because it requires a demonstration of understanding of language rather than the more simple recognition of words and sentence patterns, which are required in Reading. Rocketship has adopted the Northwest Regional Educational Laboratories (“NWREL”) 6 Trait Writing Model. This model identifies 6 qualities seen in outstanding written works. These traits include:

1. Ideas: The content, or main theme. Can be looked at as the heart of the message.
2. Organization: The internal structure of the writing.
3. Voice: The personal voice of author comes through. This gives a sense of a real person speaking.
4. Word Choice: The use of precise, colorful and rich words to communicate.
5. Sentence Fluency: The writing flows together often with a rhythm or cadence.
6. Conventions: Mechanical correctness, including spelling and grammar.

We have adapted a six-traits rubric developed by NWREL to focus student learning and give them specific feedback on their writing. The rubric emphasizes the development of ideas, organization and voice, as opposed to students’ and teachers’ natural tendency to emphasize word choice, sentence fluency, and grammatical conventions.

The NWREL 6 Traits Writing model will give the Rocketship staff a solid foundation of key traits to focus on in their application of writing and also provides the staff with a specific model of instruction. However, teachers often require further support depending upon their experience levels. Consequently, Rocketship will utilize other writing strategies like Step Up to Writing and Lucy Calkins Units of Study. For example, Step Up to Writing provides rather simplistic models and strategies to help students to organize their ideas prior to generating writing. Thus, this model will be especially helpful to use for new teachers on staff at Rocketship who are beginning their writing instruction. Additionally, the color-coded organization system for expository writing has proven quite effective in helping ELs to better prepare for the task of producing organized and effective writing.

More experienced staff at Rocketship will be able to supplement the NWREL 6 Traits writing instruction through the use of Lucy Calkins Units of Study. These units of study focus on very specific strategies and elements of strong writing. They give students a chance to take ownership over idea generation and ultimately lead to writing that is more interesting, unique, reflective of a student’s voice, and higher student engagement in the process of writing. The Lucy Calkins Units of Study will allow the students at Rocketship to further develop their writing skills while also giving our staff at Rocketship the opportunity to grow and develop more as writing instructors.

In addition, each Rocketship school will collaborate with the San Jose Writing Project in the implementation of NWREL 6 Traits, Lucy Calkins Units of Study, Step Up to Writing, and other writing strategies as well. This collaboration and staff professional

development will occur through various measures like co-teaching, modeling, facilitating staff meetings, and giving Rocketship staff the opportunity to observe “master” writing instructors within the San Jose Writing Project and their own classrooms.

Instructional Strategies

Writing will be taught as part of the Literacy block and instructional strategies will vary by grade level. For beginning writers in Kindergarten, shared writing linked to a read-aloud book will be more common. By second grade, we expect to conduct a structured writer’s workshop with students in all stages of development including brainstorming, organizing, drafting, editing, revising, and creating an illustrated final draft. In all grade levels, students will develop the ability to distinguish between expository and narrative writing and the different strategies and purposes behind each style of writing. Each grade level will introduce or extend students’ understanding of various genres of writing including response to literature, summary, personal narrative, informational writing, and letter writing.

Math

Students will master the basic skills and computational fluency required in California’s state standards through lessons aligned with Harcourt Education’s state-adopted mathematics curriculum. Within the context of the State standards, students will constantly be challenged to reason and communicate mathematically, in addition to demonstrating proficiency in all required math standards. Specifically, teachers will focus on developing students’ *number sense* and *algebraic reasoning* abilities. This approach is supported by the recently released “Final Report of the National Mathematics Advisory Panel” (USDE, 2008, p. 17). Even young students can begin to understand numbers conceptually, and can recognize relationships among mathematical concepts (*Building a Foundation for Learning in the Elementary Grades*, NCISLA VOL. 1, NO. 2, Fall 2000). According to research conducted at the University of Texas, Austin, “number sense not only leads to automatic use of math information, but also is a key ingredient in the ability to solve basic arithmetic computations.” (Gersten, 1999) As a result, they are more prepared for the rigors of higher math. Important elements of number sense among young children include linking symbols to quantities, understanding part-to-whole relationships, and being able to make calculations with the same fluency that we stress in reading, so that they can devote more of their thinking to visualizing and tackling difficult word problems.

As students progress, this will be constantly monitored and evaluated by the central organizing theme of preparing them for Algebra, which will drive much of our Math instruction. Some of the main concepts that we will help our students internalize to be ready to perform Algebra include understanding multiple representations of data, functions, working with missing information through the use of variables, and inductive reasoning used to prove equations. We believe that because we are hiring teachers who want to team with a focus in Math, we will be able to find teachers who are generally more fluent and more passionate about the teaching of Math than most elementary school teachers. Additionally, our Academic Deans will find relevant professional development

experiences for our math teachers to improve their practices including observations of highly skilled teachers, conferences and workshops, and exploring professional literature as well.

Instructional Strategies

In order to focus on deeper comprehension of mathematical concepts, we will strike a balance between building computational fluency and using discussion to help students explain why they reached an answer. Students will focus not only on finding the correct answers, but will be expected to articulate *how* the answers were derived. Our methods will include hands-on activities, classroom discussion about mathematical reasoning, and sufficient calculational practice to make arithmetic operations automatic. This conceptual instruction is further made possible through the supplementation of the Harcourt Math curriculum with Math Their Way and Math A Way of Thinking instructional strategies. These supplementary curricula provide our students with a strong conceptual understanding as well as the rote mathematical practice provided within Harcourt.

In addition, math instructors will be focused on developing mathematical units that are backwards planned and focused on the Top 10 standards that are selected as the “power” or primary math standards for a grade level. This will allow Rocketship to focus on creating units that are focused on depth of instruction and conceptual instruction as well.

Science and Social Studies

Science and Social Studies provides an opportunity for students to learn by doing. Using Project GLAD’s method of providing ELD instruction during Science and Social Studies, we intend to accelerate students Cognitive Academic Language Proficiency (“CALP”) development by supporting acquisition of academic vocabulary. Rocketship has a strong Science and Social Studies curriculum which blends hands-on inquiry with leveled readers targeted at a student’s reading level. We use the Association for Supervision and Curriculum Development’s (“ASCD”) Understanding by Design (“UbD”) approach. This approach is a framework for creating a curriculum based on state standards. UbD has been shown to develop students’ reasoning and interest in Science and Social Studies. To develop our curriculum based on the UbD framework, we start by backwards mapping of the state standards to identify the main objectives in Science and Social Studies. We then developed units and lesson plans within each unit to focus on these major objectives. We have been refining these units for two years as more teachers contribute to the richness and learning techniques of each unit and lesson. Examples of these UbD units are included in Appendix F.

Science and Social Studies teach several very important skills on their own. One of the most important skills a student can learn from these classes in the primary grades is how to effectively read non-fiction text in the content areas (Pressley, 2002). Students will be faced with a multitude of classes throughout the rest of their lives where this skill will be central to their understanding of the content and ultimately their enjoyment and performance in the subject. The critical skills of determining the organization of a non-

fiction text, identifying and understanding key vocabulary terms, and actively summarizing are skills that are not easily learned when reading fiction. At Rocketship, we balance our reading in early grades to include both fiction and non-fiction and focus directly on the skills necessary to master non-fiction as they are presented in Science and Social Studies.

Science

Science instruction will be embedded in Literacy and Math instruction through the use of thematically integrated, standards-based UbD units. The integration of science within each of these core subjects is intentional as we believe that students will then have a much deeper investment in both the core subject areas and science lesson as well. Moreover, science naturally integrates into various aspects of both math and literacy. Consequently, this integration of subject matter ensures that students will have greater exposure to skill areas like expository texts, scientific notebooks, graphing, organizing data, and many other math and literacy skills that correlate with science.

The science curriculum at Rocketship has been primarily organized through the implementation of UbD units. At Rocketship, we have done extensive work to group science standards into robust UbD Units that cover science topics in depth (included in Appendix F). We believe in focusing on depth instead of breadth in the teaching of science. Consequently, our units cover standards from various grade levels, grouped together into a manner that allows our students to understand at a very high level the concepts behind the standards and how this information relates to their own lives. By taking this approach our teachers create 8-12 week long units that are relevant and engaging to students as opposed to rushing through many small units on varying topics. This allows students to learn material in a much deeper way, and consequently, they are more able to apply these lessons in future grade levels and later in life. Moreover, each unit reviews science standards from previous units. Thus, as students mature, they are better able to master various concepts through this spiral approach.

For example, our Animal Adaptations & Habitats unit taught in 3rd grade includes standards from kinder, first, second, third and fourth grades. Students review concepts taught in the first grade Food Webs unit and are given a solid foundation that allows for an even greater understanding of the fifth grade Plant and Animal Systems unit. By grouping similar standards together we are giving students a chance to explore a concept in more depth. However, all of our units build upon each other. So, a first grader will receive a strong introduction to states of matter that will be reviewed and added to in the 5th grade unit on Chemistry.

We believe that Science offers a broad array of concepts crucial to student understanding. Students will discover and learn about the natural world by using the methods of science as extensions of their own curiosity and wonder. Students will acquire knowledge of the life, earth and physical sciences from a balanced curriculum, which includes building on their understanding of science concepts to learn about the logic of the scientific method and applications of science to the world around them. Students will develop critical

thinking skills of science: observing, comparing, organizing, inferring, relating, and applying.

All students will be exposed to life, earth, and physical sciences in a curriculum that is based on the State Framework and State Standards. Our desired outcomes from science are an understanding of the process of scientific inquiry, curiosity about the world around them, skills to comprehend informational text, and increased self-esteem from producing a tangible work-product as a result of their understanding. Moreover, we expect our students to demonstrate a strong understanding of scientific concepts in the fifth grade state assessment as well.

Instructional Strategies

Rocketship teachers teach 3 UbD units a year. Depending on the grade level, there may be two science units and one social studies unit, or vice versa. Science is taught 4-5 times a week for roughly 45 minutes a day. During this block of time students are engaged in investigations, reading non-fiction leveled texts related to their topics, writing both narrative and expository pieces relevant to the unit, and learning using a variety of GLAD strategies including pictorial input charts, expert groups, cognitive content dictionaries etc. The culmination of two UbD units a year is an Exhibition Night, where students present their leanings to their parents and community members.

Students primarily work in cooperative groups, and often use hands-on materials to reinforce their understanding of scientific concepts. In order to facilitate a research and inquiry-based instructional model, teachers implement and reinforce clear rules and procedures for laboratory work. These procedures ensure the safety of students, while allowing them to learn and investigate in a dynamic and collaborative environment.

Teachers incorporate fictional and expository text into their science instruction. In addition to the use of leveled readers, students will regularly be required to write both fiction and non-fiction text in relation to their experiments. For example, third grade students studying extinction and evolution (see related course objectives, below) might write fictional stories about an extinct species, and will write lab reports on their investigations with rock layers and fossils. Math will also be integrated into Science through the use of graphs, charts, or drawings to show findings. Students will regularly be required to orally articulate their findings.

In addition, at Rocketship we believe that students need to be exposed to their natural world. There are a plethora of things that can be learned from students spending time in nature, which is often difficult for many of our students as they grow-up in an urban environment. Consequently, a unique and important component of Rocketship science curriculum is exposing our students to overnight camps. These camps occur in 4th and 5th grades and some occur in 3rd grade as well. Through partnerships with several nature organizations, we are able to expose our students to several important scientific standards and help them gain a deeper understanding of these concepts.

Additionally, as the vast majority of students we currently serve at Rocketship are English Language Learners, our teachers employ a wide variety of GLAD strategies to make high level content knowledge both accessible and engaging to all students. Part of the students' homework during these units is to discuss with their families what they have learned in class that day. By drawing a picture, labeling it, and re-teaching the information to some one at home students are getting a chance to practice their academic language outside the boundaries of the normal school day.

Social Studies

Social Studies instruction will be embedded in Literacy instruction through the use of thematically integrated, standards-based UbD units. Social Studies are an opportunity to integrate aspects of our curriculum like Reading, Writing and Math in a context that naturally requires all three. Our use of the UbD framework to design Social Studies curriculum makes the concepts and academic vocabulary accessible to our students regardless of current reading level.

Key content outcomes for Social Studies include knowledge and cultural understanding, democratic principles and civic values, and academic and social skills necessary for effective participation in diverse societies. Key skills we hope students to learn include the integration of multiple skills to solve a project-based problem, the ability to use informational text, mastery of academic vocabulary, and increased reading and writing skills. This curriculum will be aligned with the State Framework.

Instructional Strategies

Teachers will build upon students' curiosity about themselves and their world by presenting history as an exciting and dramatic series of events and issues. Students will engage in problem solving as they acquire, evaluate, and use information in a variety of ways. Frequent opportunities will exist for all students including English Learners to share their language, cultural ideas, customs, and heritage, thereby providing multicultural dimensions to the curriculum. The teachers will provide equal access to the core curriculum for all students through a variety of appropriate strategies. The teachers will facilitate the exploration of values critical to understanding the democratic process.

Arts (Art and Music)

The curriculum will be aligned with the Visual and Performing Arts Framework for California Public Schools and will include dance, drama/theater, music and visual arts. Arts will be integrated into the Literacy block (see Appendix Z: Bell schedule), often as part of Social Studies content. Students will examine the influence of the various arts on history, and examine how art reflects and describes historical periods, cultures, and geographic regions.

This program will be designed to develop aesthetic perception and judgment, and creative expression in the context of our diverse historical and cultural heritages. All students, including EL, Gifted, and Special Education will have equal access to the visual and

performing arts core curriculum, with modifications to meet their individual needs. Integrated instruction will be delivered by the regular classroom teacher, as well as by the enrichment staff. The State has effectively identified key standards for the visual and performing arts. Those standards, listed in Appendix C, will guide the integration of arts into the curriculum. Through a process of unpacking and prioritizing content standards for the four core content areas, teachers will identify opportunities to integrate the arts into those curricular areas, and will build unit clusters that maximize student exposure to and engagement in the arts.

Please see Appendix C for a detailed discussion of learning objectives for ELD, Literacy, Math, Science, and Social Studies and Appendix I for sample long-term plans associated with each subject.

Professional Development

The Academic Dean serves as a mentor for all Rocketship Teachers. Thus, the Academic Dean's professional development will focus on the coaching of teachers and the pedagogy behind our Response to Intervention and teacher development methods. While Academic Deans are by definition masters of their academic area, successfully coaching other teachers is a completely different skill than successfully teaching children. While we believe that our Academic Deans will have already shown a predisposition to coaching based on the positive evaluations they had to receive from peers in order to be promoted, we will provide extensive professional development for new Academic Deans to help them learn our academic systems and the best techniques for mentoring their associated teachers. It is also crucial that Academic Deans stay current in their field both through internal professional development and by being involved in professional organizations like the International Reading Association and National Council of Teachers of Math.

Teachers at Rocketship are focused on developing a deep understanding behind the Charter School's approach to their subject area. Typically, the learning objectives will include:

- a focus on the pedagogy which shapes the curriculum in their department
- an understanding of the instructional techniques used and how to use them
- building an understanding of how to use student data to identify learning challenges
- developing techniques for individualizing their planning and instruction
- observing excellent schools or instructors and learning their techniques/strategies
- investing students and families in the attainment of ambitious academic growth goals

To develop the necessary subject expertise for our Teachers as well as provide ongoing support for our Academic Dean, Rocketship will partner with outside professional development organizations and higher education institutions to conduct in-depth professional development in Literacy and Math. In addition, our Academic Dean will be

the primary onsite point of contact for outside professional development providers and will provide direct mentoring support for Teachers in their department by observing them daily in one of their classes.

We use the summer month of August and various professional development days in the annual calendar to set the stage for new areas of focus for a department (Literacy Teachers form one department, Math Teachers form the other). For example, before the beginning of the school year and for the first few weeks of school, the Literacy focus is on setting up the classroom, classroom management, creating Literacy Centers, and managing Guided Reading groups effectively to get a fast start on building students' literacy. This is a wider range of topics as a more junior teacher may be focused on classroom management initially and in late October will be ready to begin the transition of focus to guided reading. However, a more experienced teacher may already be prepared to manage guided reading as they are already prepared with classroom management and setting up their classroom. In subsequent professional development days, new topics are introduced focusing on issues like using time at the Guided Reading table effectively to achieve goals like reading a new book each day with students. These focus areas differ throughout each year based upon the experience level of teachers and their immediate needs.

The Academic Dean is also responsible for planning on-going professional development on a weekly basis. Every Thursday shall be a minimum day, allowing the staff to come together for 3 hours of professional development and/or collaboration time each week. Deans plan for and facilitate these meetings, including such topics as data reflection, investing families and students in growth targets, improving management strategies, or simply sharing resources and planning for the next Social Studies or Science unit.

We will divide the roles of mentor and evaluator at Rocketship. The Academic Dean will be responsible for daily mentoring of Teachers. In order to create a stronger relationship of trust and teamwork, Deans will follow a set of objectives for guiding Teachers, but evaluation of each Teacher at mid-year and end of year for promotion purposes will be the responsibility of the Principal with significant input from the Academic Dean.

Content Area	Curriculum Resource	Rationale
English Language Arts	Open Court	Rocketship's Literacy begins with standards-based instruction from Open Court's state-adopted Literacy textbook.
	Rigby	Rocketship has a complete library of Rigby leveled readers used during the Guided Reading portion of our Literacy block.
	Writing: <i>Six Traits of Writing</i> Publisher: NWREL	As discussed previously, this outcomes-based program gives teachers a rubric to examine student work and suggests instructional practice to drive student progress.
	Writing: <i>Lucy Calkins Units of Study and Step Up to Writing</i>	Lucy Calkins Units of Study and Step Up to Writing are both writing curriculums and strategies that are used to supplement the writing instruction at Rocketship. They are specifically used to differentiate between teacher's needs and their proficiency level in delivering writing

		instruction.
	Assessment: <i>DRA</i> Publisher: McGraw Hill	DRA is a running record assessment measuring a student's basic fluency and comprehension in leveled texts. This assessment provides us with baseline data of a student's reading proficiency.
	Assessment: DIBELS	DIBELS or (Dynamic Indicators of Basic Early Literacy Skills) is a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills. This assessment provides us with further in-depth information on a student's area of needs in ELA. This allows us to further tailor ILP's to student's individual learning needs.
Math	Harcourt Math	Rocketship's math program begins with the state-adopted, standards-based Math curriculum.
	Math Their Way and Math A Way of Thinking	Math Their Way and Math A Way of Thinking are curricula that are used to supplement that Harcourt Math curriculum. These curricula provide a more hands-on approach and further address the conceptual aspect of various mathematical lessons.
Science and Social Studies	<i>Understanding By Design</i> Association for Supervision and Curriculum Development	UbD defines an approach for backwards-mapping state standards in Science and Social Studies in order to develop units which each cover multiple key standards. Based on UbD, Rocketship has developed a set of thematic units in Science and Social Studies based on state standards. See sample UbD plan in Appendix F for more detail.

At Risk Students – Students Achieving Below Grade Level

As stated above, Rocketship is designed to serve students who are at risk of achieving below basic proficiency on state exams. Thus, the entire school is focused on serving at risk students. Based on the target elementary schools, our target population is 73% English Learner (“EL”) and 78% Free and Reduced Lunch (“FRL”). Over 95% of EL students in the area are Spanish speakers. As discussed in Appendix L, we will identify at-risk students based on standardized tests and those who are operating at least one year below grade level in Reading, Writing, Math and Oral Language as measured through our interim assessments. Please see Section III on Measurable Student Outcomes, “*Measuring Student Progress*” for details on the bi-monthly assessments currently planned. We believe that our students will progress from low-achieving to high-achieving during their time at Rocketship. Through ILPs, we intend to isolate specific challenges for each at-risk student and individualize instruction for each of these students to become, not just proficient, but advanced proficient achievers on state tests. (See Appendix L for a more detailed description of working with at-risk students.)

Students Achieving Above Grade Level

Ultimately, we expect that all students at Rocketship will achieve above grade level. In the earlier grades, this may be more exceptional than the later grades. High-achieving students are those who score at least one grade level above on standardized tests or internal metrics for Reading, Writing, Math, and Oral Language. Please see the section in Student Outcomes on *Measuring Student Progress* for details on the means of monthly assessment currently planned. Advanced students will receive individualization in many of the same ways as at-risk students including small group work done in classrooms with teachers, the group activities planned by teachers, and focused lessons based on their current academic needs in the Learning Lab.

English Learners

Rocketship will follow all applicable laws in serving its EL students 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 requirements. EL students at each Rocketship school will be served by full inclusion in the classroom with small group and individual customization in the classroom and the Learning Lab.

Rocketship will administer the home language survey upon a student's initial enrollment into Rocketship. All students who indicate that their home language is other than English will be CELDT tested within thirty³ days of initial enrollment and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

Rocketship will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

In addition, Rocketship will implement an interim, formative assessment, ADEPT, which will be used to further assess a student's growth in regards to his or her language proficiency. This assessment will be delivered to students in January and at the end of the year. Through the use of this assessment, teachers will gain input on the language development of their students and the assessment will also provide the staff with information regarding specific language skills that they need to address and practice.

The most important aspect of these standards from the CELDT and ADEPT in our opinion is to help the teacher level his or her instruction appropriately for a child at different stages of language acquisition. Although it is difficult to categorize a student into a single English Language Development stage, they are helpful for thinking about the different scaffolding necessary to provide for students who are at Beginning, Early

³ The thirty-day testing timeline is for students entering a public school in California for the first time or who have never been CELDT tested. Students who have already been enrolled in a California public school who have also been CELDT tested will be tested on the annual schedule.

Intermediate, Intermediate, Early Advanced and Advanced stages during lesson planning. These categories require distinct skills and strategies as well. In the Language Arts, we believe that oral language comprehension and production is the critical link allowing EL students to make large gains in Reading and Writing. Thus, much of our Literacy blocks in the early grades will be focused on oral language development and comprehension activities. This is made possible through the individualized or small group instruction that occurs during guided reading. Through this small group, a student is able to receive specific language instruction and they are able to further develop their language proficiency through re-tells, explicit vocabulary lessons, and a small group focus on letters, word patterns, spelling, blends, sounds, etc. In addition, during this guided reading time, the staff at Rocketship will provide an EL center, which will be focused on specific language activities (picture cards, writing, vocabulary development, etc.) that are targeted to specific categories of students based on their progress on ADEPT.

Similarly, in RtI, students that are struggling due to language proficiency will be participating in intervention activities that are specifically focused on language. These activities may include comprehensive activities that explicitly and systematically build English language skills during reading instruction. There are interventions that focus explicitly on English letter/sound correspondences, word patterns, spelling rules, and other skills. By introducing these skills in isolation and practicing them in context, students are better able to move through the language proficiency categories. In addition, during RtI there is an explicit focus on building vocabulary for these students through the usage of graphic organizers, drawings, motions, pictures, and other means. Finally, in class and during RtI, all tutors are instructed to emphasize the relationships between and among words to build oral language skills that includes story retells that target both comprehension and language development.

In Science and Social Studies, we intend to focus on hands-on and project-based curriculum in order to build our students curiosity about these subjects. We then provide leveled readers so that they can build academic vocabulary at their current reading level. Academic vocabulary is much more difficult for EL students to acquire than spoken vocabulary. We believe that curious students who are able to access texts at their instructional level will allow our students to make significant gains in their Science and Social Studies knowledge. Thus, the purposeful focus on the use of guided reading as an instructional strategy and ensuring that all students have access and use leveled texts in learning lab is critical to their success and further acquisition of language.

Structurally, Rocketship runs a full-inclusion program for our EL students. EL students will not be in sheltered or bilingual instruction classes at Rocketship. From the first day of school, EL students will be immersed in English, with the Spanish language support they need to learn the language and develop the grammatical framework and vocabulary needed to begin developing as readers and writers. In our experience, the most crucial aspect of teaching EL students is the professional development that teachers have had in order to understand the steps that their students are going through in order to acquire English. Thus, this is a critical focus at Rocketship through the provision of explicit

professional development focused on EL students. In addition, all Rocketship staff will be fully trained in GLAD strategies.

EL students will be monitored by homeroom teachers using the same ILP process as other students. Much of the data we will be gathering among our younger students will be focused on speech production and listening comprehension. Because Rocketship focuses on the individual student, we are able to accommodate a much wider range of levels in literacy. For example, our Reading classes are broken into multiple groups. ELs will probably be the majority in all groups in Kindergarten and First Grade and are likely to constitute at least one group in subsequent years. That will allow teachers to focus instruction on the language acquisition issues at the current level of the student. In addition, because online curriculum in the Learning Lab can be tailored for each student, ELs will have more time to practice their English in a one on one setting. While we do not normally endorse rote learning exercises, these exercises are effective in areas like initial vocabulary acquisition for ELs and we plan to use programs like *Rosetta Stone* and *Renaissance Learning English in a Flash* for these purposes. (See Appendix J for a complete description of the Rocketship EL Program)

When an EL student demonstrates adequate oral and academic English skills, a recommendation for reclassification can be made. Each former LEP student who has been reclassified to FEP has demonstrated English-language proficiency comparable to that of the average native speakers and can participate equally with average native speakers in the school's regular instructional program. (Education Code 52164.6) The participation of the classroom teacher, parent(s) and site administrator/designee is required in the reclassification process.

Special Education Students and Students With Disabilities

Overview

Rocketship shall comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA").

Rocketship shall be categorized as a Local Educational Agency ("LEA") in accordance with Education Code Section 47641(a).

Rocketship shall comply with all state and federal laws related to the provision of special education instruction and related services and all special education local plan area ("SELPA") policies and procedures; and shall utilize appropriate SELPA for Rocketship.

Rocketship shall be solely responsible for its compliance with the IDEIA, Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

Rocketship school recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Rocketship School. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

A 504 team will be assembled by the Principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, 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 an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may 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 include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent 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 will or will not be identified as a person with a disability is 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 the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider 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 shall describe 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, must have 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 shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Special Education Under the Individual with Disabilities in Education Improvement Act

Rocketship operates as a Local Educational Agency under the El Dorado County Special Education Local Plan Area ("SELPA") Charter Consortium pursuant to Education Code Section 47641(a). As such, Rocketship is solely responsible and liable for providing special education services under the IDEIA (20 U.S.C. 1400, et seq.) with respect to eligible students. Rocketship shall comply with all applicable State and Federal special education laws and the SELPA Local Plan and policies and procedures. As an LEA, Rocketship shall receive its State and Federal special education funds directly from the SELPA in accordance with the SELPA local allocation plan and shall utilize those funds to provide special education instruction and related services to eligible pupils. As an LEA, Rocketship shall be solely responsible for all special education costs which exceed State and Federal special education revenue, and shall participate in the SELPA governance and SELPA-wide benefits in accordance with the Local Plan and SELPA policies and procedures. Rocketship will operate in complete compliance with IDEA requirements including all child find activities as well as providing all necessary supports and services to students as identified in each of their Individualized Education Plan.

III. MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

“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.”

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

“The method by which pupil progress in meeting those pupil outcomes is to be measured.”

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

Assessment Assumptions

Our assessment methods are based on the following beliefs:

- In order to have a complete picture of a student's growth, differentiated assessment methods must be used. Assessments for individual students should focus on individual mastery of specific content standards and learning objectives.
- There should be an appropriate relationship between a desired student outcome and the means used to assess it. Assessments should be aligned to the prioritized standards and student objectives.
- Knowledge Targets (Stiggins, 2004) should be studied and aligned to student assessment. All assessment methods should be based on what we expect students to know and to be able to do with specific information.
- Assessment should promote and support reflection and self-evaluation on the part of students, staff, and parents.

School Outcome Goals

Rocketship is dedicated to documenting student achievement of the state content standards each year through state-mandated pupil assessments. As is required by the California Department of Education Code Section 60605, students will participate in the STAR (CST, CAT6, SABE) and all other mandated accountability programs (CELDT, etc.). Through these assessments, Rocketship shall demonstrate student mastery of state standards. Standardized assessments allow us to compare our students' performance with the rest of the state. In the absence of a State mandated test in any year, Rocketship may administer another nationally standardized test. In addition, the Charter School may provide internal learning performance accountability documentation. This internal documentation may include, but is not limited to: DRA, DIBELS, Individual Education Plan (“IEP”) goals, Accelerated Reader/STAR Reading, Individual Learning Plan (“ILP”) goals, and other methods by which student progress may be assessed.

Measurable School Outcomes	Local Benchmark Instruments	State-level Year-End Assessments
At least 96% student attendance	Daily attendance reporting via Student Management System (“SMS”)	Calculated ADA rate, comparison of attendance rate to other district schools
Meet or exceed AYP targets	Bi-monthly interim assessments	AYP Report

Make at least one level of advancement in language proficiency (Beginning, Early Intermediate, etc.) annually for ELs	ADEPT English Language semi-annual assessments	CELDT Individual Student Score Reports
Meet or exceed State-wide academic performance index (“API”) growth target		API Report.
Meet or exceed the average achievement for the schools in the same geographic area		API results of surrounding schools
Demonstrate student gains of over one grade per year at Rocketship	Northwest Evaluation Association (“NWEA”) assessment administered three times per year	State assessments are not currently as precise in calculating student gains as NWEA, but can be used to show quintile growth. With full implementation of California’s statewide student identifiers, it may be possible to eliminate one administration of the NWEA assessment.

Pupil Outcome Goal	Proposed Assessment Tools/ Methods
All students will demonstrate at least one and a half year of growth towards grade-level proficiency in reading and language arts	<ul style="list-style-type: none"> • Pre-post reading/language Arts diagnostics (e.g. DRA and DIBELS) • Curriculum embedded benchmark assessments • STAR test data • Informal classroom-based assessments
All students will demonstrate at least one year of growth towards grade-level proficiency on standards in the areas of Math, Science, and Social Studies.	<ul style="list-style-type: none"> • Pre-post diagnostic assessments • Curriculum embedded benchmark assessments, aligned to standards (see “Assessment Design”, below, for a description of how assessments will be aligned to standards) • STAR test data • Informal classroom-based assessments
All students will develop a love of reading and will read daily both for information and pleasure.	<ul style="list-style-type: none"> • Accelerated Reader test results showing reading activity. • Student Reading Survey evaluating the importance of reading to students.

Measuring Student Progress

Because of the centrality of data to our RtI model, Rocketship will be a data-driven school. Rocketship has created the Rocketship Achievement Database (“RAD”), which allows us to create a variety of reports on student achievement, including disaggregated data by content strand, student subgroup, grade-level, and classroom. We are currently evaluating advanced systems for performing further data-mining to allow us to perform better analysis of individual objectives which we collect on our Math and DIBELS assessments and believe that successful implementation will allow even better ability to customize ILPs for students.

STAR data will be used at the beginning of the year to help teachers understand the baseline achievement of their students along with specific areas of strength and weakness. To correctly assess whether students are on track to make Significant Gains during the year, we will conduct monthly assessments of each student in Reading, Writing, and Math. Following are the current methods we plan to use to assess students. Our Reading assessment is based on DRA and DIBELS. Our Writing assessment is a rubric at each grade-level based on Six Traits. Our Math assessment is designed internally with a bank of questions derived from our focus on the Top 10 Standards at each grade level. We have correlated these internal assessments with performance on end of year STAR and CELDT testing to correctly measure progress and give teachers detailed data about areas in which each student needs improvement.

The staff will be trained on how to interpret test data, and will be engaged in critical analysis of the data in order to determine how the school can address any performance deficiencies or negative data trends. The data analysis will be tied to professional development on instruction, so that teachers can enhance their understanding of student performance in light of normative data, and modify their instructional designs accordingly. In this way, staff will continuously be challenged to rethink current pedagogical practices to meet the changing needs of students.

Use and Reporting of Data

As discussed further in the professional development section, teachers will spend much of their time developing the expertise to use data to understand student challenges and then to develop the skills they need to individualize instruction and overcome these challenges. As discussed earlier in the sections on At-Risk and High-Performing students, this monthly student data will be used for early identification of students in those two categories.

Student progress towards skill mastery will be documented three times annually in standard-based report cards. In addition to the standards-based report card items, we add summary metrics in Literacy and Math based on our bi-monthly assessments to aid parents in understanding where their children are on the path to reaching or exceeding grade level proficiency. Parent-teacher conferences will be held at least once per school year and more often on an as-needed basis. Teachers will share students' academic, social, emotional, and physical progress with parents. Upper grade students will be given the opportunity to participate in conferences to reinforce their participation in the learning process. Additionally, the school will publish student results annually through the SARC, in compliance with the California Constitution, California Education Code and NCLB.

Student assessments are designed to align to the mission, exit outcomes, and the curriculum described in the charter. Rocketship collects annual data from the assessments listed above and will utilize the data to identify areas of necessary improvements in the educational program.

In addition to the annual SARC, Rocketship will develop an annual performance report based upon the data compiled. The report will also include:

- Summary data showing student progress toward the goals and outcomes from assessment instruments and techniques as described in this section. This data will be displayed on both a school-wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality.
- A summary of major decisions and policies established by the Board during the year.
- Data on the level of parent involvement in Rocketship governance (and other aspects of the school, if applicable) and summary data from an annual parent and student satisfaction survey.
- Data regarding the number of staff working at the Charter School and their qualifications.
- A copy of the Charter School's health and safety policies and/or a summary of any major changes to those policies during the year.
- Information demonstrating whether Rocketship implemented the means listed in the charter to achieve a racially and ethnically balanced student population.
- An overview of Rocketship admissions practices during the year and data regarding the numbers of students enrolled, the number on waiting lists, and the numbers of students expelled and/or suspended.
- Analyses of the effectiveness of Rocketship internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.
- Other information regarding the educational program and the administrative, legal and governance operations of Rocketship relative to compliance with the charter generally.

Rocketship shall comply with Education Code Section 47604.3 and the Public Records Act.

Vasquez v. SJUSD Reporting Requirements

In recognition of the San Jose Unified School District's reporting/accountability requirements under the prior Vasquez v. SJUSD ("Vasquez") court order (settled in 2003) and the District Policy BP 0420.4(b), at the request of the SCCOE, the following reports will be maintained by Rocketship:

Rocketship shall maintain records by grade level, by ethnicity, and by classroom assignment where indicated, in the following areas:

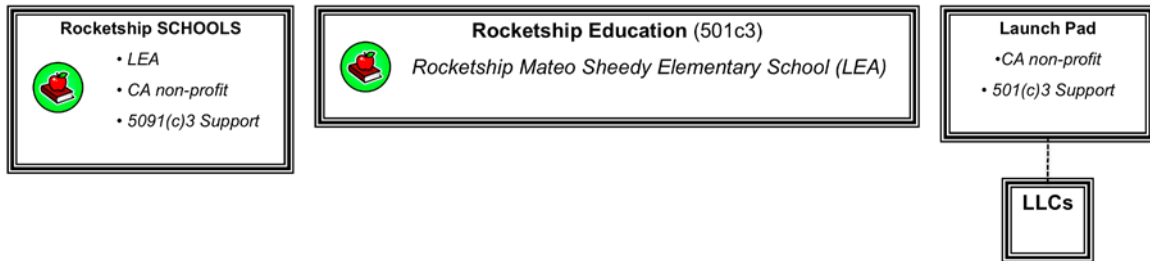
1. Student achievement on standardized tests;
2. Student suspensions, including in-school suspensions;
3. Student expulsions;
4. Student dropouts;
5. School assignment transfer requests and action taken thereon;
6. Student transportation;
7. School safety and security;
8. Student and staff participation in extra-curricular activities;
9. Special education;
10. Faculty and administrative staff assignments;
11. Student school and classroom assignments;
12. School capacity
13. Program locations;
14. Such other information as the District requests to enable him/her to carry out his/her responsibilities under Vasquez.
15. Records showing on a School-wide basis and by ethnicity and grade level all suspensions and expulsions
16. Any other incidents involving the application of significant forms of discipline to correct aberrant student behavior.

At the request of SCCOE, Rocketship will provide the District with reports reflecting such data, and with any other routine reports showing information pertinent to the desegregation of the District. Such reports shall be submitted by Rocketship to the District in a timely fashion, as requested by the SCCOE.

IV. GOVERNANCE STRUCTURE

“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)(E)



Legal Status

In accordance with Education Code Section 47604, Rocketship Mateo Sheedy is a California non-profit public benefit corporation pursuant to California law and is the same 501(c)(3) corporation as Rocketship Education.

Rocketship Mateo Sheedy is governed by the Rocketship Education Board of Directors pursuant to its corporate bylaws as adopted, and as subsequently amended from time to time, which shall be consistent with this charter. Please see the Articles of Incorporation, Bylaws and Conflicts Code for Rocketship in Appendix W.

Rocketship will operate autonomously from SCCOE, with the exception of the supervisory oversight as required by statute and other contracted services. Pursuant to California Education Code Section 47604(c), SCCOE shall not be liable for the debts and obligations of each school, operated as a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the charter school as long as it has complied with all oversight responsibilities required by law. All staff are employees of the Rocketship school.

The Rocketship Education & Rocketship School Management Contract is based on the successful operational infrastructure Rocketship Education has created for Rocketship Mateo Sheedy and has implemented in accordance with Santa Clara County, State and Federal regulations and has been reviewed by legal counsel. A copy of the Management Contract may be found in Appendix AB.

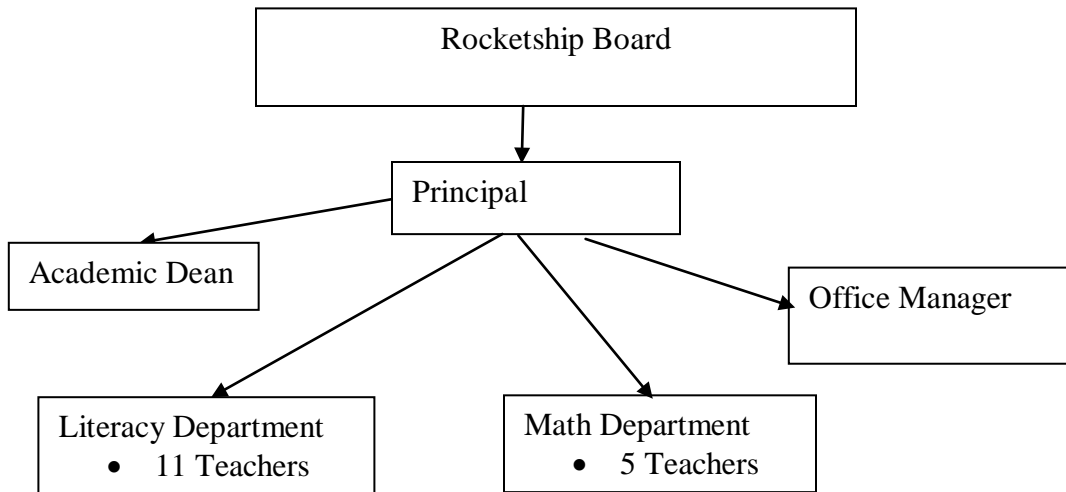
According to the Management Contract, Rocketship Education provides the following services to Rocketship Mateo Sheedy:

- creating the Charter School, including, but not limited to, any and all required legal and financial filings;
- creating, preparing and submitting the charter;
- researching, locating and preparing a suitable facility (the “Facility”) for the operation of the school;
- researching, providing or preparing for any future expansion of the Facility to accommodate growth of the Charter School;

- providing professional development training for certain Charter School employees prior to the commencement of the school year and continuing throughout the school year as necessary;
- providing office services, such as accounting, payroll, human resources and billing;
- supervising the annual budget;
- developing and executing fundraising opportunities;
- working with the Santa Clara County Office of Education and Board of Directors as necessary, including complying with reporting requirements and any other general inquiries received from the SCCOE;
- supervising the parent coordinator and parent involvement generally;
- marketing for student enrollment;
- assisting with public relations;
- writing grants for state and other funding;
- providing guidance relating to the curriculum;
- providing support for information technology;
- providing financial support as needed; provided, however, that such support be agreed to by the parties in a separate writing; and
- providing any other operational or educational needs relating to the school that the school may reasonably request of Rocketship Education.

Board of Directors

Rocketship will be governed by its Board of Directors (“Board”). The Board is ultimately responsible for the operation and activities of the Charter School. Board Members have a responsibility to solicit input from, and opinions of, the parents of students, and the faculty and staff, regarding issues of significance and to weigh the input and opinions carefully before taking action. The primary method for executing their responsibilities is the adoption of policies that offer guidance and interpretation of the charter and procedures to assist the staff in facilitating the implementation of such policies. . The Board consists of at least three and up to twenty five members who will govern Rocketship. 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 Rocketship Education Board does not experience full turnover at once. In addition, each region with Rocketship schools will have at least one advisory board made up of parents as well as community and business leaders. The advisory board will be crucial in conveying the needs of the communities that Rocketship schools serve to the Rocketship Education Board of Directors, and will give parents and community members a voice in the governance of Rocketship.



New directors will be elected by current members of the Board. Qualifications of current and future board members should include:

- Operation of charter schools
- Real estate expertise
- Legal expertise
- Financial expertise
- Fundraising ability
- Significant involvement in the communities served by Rocketship
- Subject and professional development knowledge in Literacy and Math
- The County may appoint a representative to sit on the Rocketship Board pursuant to Education Code Section 47604(b)

All future appointments to the board will follow the nomination and election process outlined in the Bylaws. The Board or its appointed committees will meet on a regular basis (e.g., quarterly or monthly). The Board will adopt policies and procedures regarding self-dealing and conflicts of interest. (See Conflicts of Interest Code, Appendix W.) Rocketship 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.

Board Meetings

The Rocketship Board of Directors will meet regularly to review and act on its responsibilities. All meetings shall be held in accordance with the Brown Act.

The Rocketship Board has adopted a conflicts code which complies with the Political Reform Act, Government Code Section 87100, and applicable conflict restrictions required by the Corporations Code. Rocketship Board meeting will be headed by a Board Chairman. As long as quorum exists as defined by the corporate bylaws, measures

voted on by the Board of Directors may be passed with a simple majority of present members.

Board Training

The Rocketship Board shall participate annually in professional training regarding board governance, Brown Act, strategic planning and conflicts of interest rules.

Board Delegation of Duties

The Rocketship Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of Rocketship any of those duties with the exception of approval of the budget, independent fiscal audit, and Board policy, hiring or termination of employees, expulsion of students, and the evaluation of the Principal. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- 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.

Parent Participation

As Rocketship is established to serve the needs of the students and their families, there are a number of ways that parents may participate in the leadership of the Charter School. Because Rocketship will be its own LEA and projects to have over 21 English Learners enrolled, the parents at Rocketship will form a DELAC committee that complies with all of the California Department of Education English Language Learner Categorical Program requirements as well as a School Site Council as required by state law. Rocketship parents will be encouraged to join the DELAC, School Site Council, and the Regional Advisory Board.

Rocketship will encourage parents to create a Parent/Teacher Council ("PTC") to facilitate communication among parents, teachers and the Board as well as to promote cultural and social activities within the Charter School community. The PTC will:

- a. Serve as a forum for the discussion of matters of interest and concern to the parents of Rocketship students;
- b. Act as a communication channel between the parents and other interested individuals and groups, both within and outside the school community;
- c. Coordinate and sponsor committees, clubs and other activities that enhance the intrinsic value of Rocketship and contribute to the fulfillment of its mission. These committees will work with various bodies within Rocketship, providing support activities as appropriate;
- d. Coordinate PTC fundraising activities and oversee the allocation and disbursement of funds raised by the PTC;

- e. Report as needed to the Rocketship Board of Directors at its regular meetings and provide ongoing advice to the Board as requested by the Board or deemed necessary by the PTC.

Additional Opportunities for Parent Involvement

- Parents, students and teachers meet regularly to plan and assess the student's learning progress and determine goals;
- School and staff evaluations - parents fill out a survey each year evaluating the strengths and weaknesses they identify with the program to be reviewed by staff and faculty for consideration of ongoing improvement of Rocketship;
- Volunteer opportunities – the Principal(s) will maintain a list of various opportunities for parents to volunteer at Rocketship. For example, parents have the opportunity to help in classrooms, lead extracurricular activities, assist in event planning, attend field trips and serve on parent committees;
- Fundraising - parents and community members work with Rocketship to raise additional resources to support students and the school program;
- Advocacy - parents and community members communicate the school design and outcomes to the public, educators and policy makers and advocate for necessary policies and resources.

V. HUMAN RESOURCES

Qualifications Of School Employees

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

Rocketship shall recruit 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 47605.6(e)(1), Rocketship shall be nonsectarian in its employment practices and all other operations. Rocketship shall not discriminate against any individual (employee or pupil) on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, 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.

Principal

The Rocketship Board of Directors intends to hire a Rocketship-trained Principal who will be responsible for creating a school capable of achieving the Rocketship mission and goals. This will include leading the Charter School in all of its aspects of its day to day operations, working with the Rocketship School Board of Directors, the PTC, SCCOE, students, parents, and community members and the other governing bodies specified by local and state law. The Principal's duties shall include, but are not limited to, the following:

Leadership

- Create a culture of safety, discipline, high motivation, and high expectations for every child in the Charter School;
- Create a culture which values achievement of Rocketship's mission to help every child reach grade-level academically as the most important outcome;
- Create a learning community in which teachers focus on working together to make annual yearly progress for every student;
- Create a teacher culture in which the use of data from formative assessments is a primary tool in shaping instruction for students;
- Motivate teachers and students to adopt and thrive in this culture;
- Hire and fire teachers based on their fit with the culture, the Rocketship team, and their own classroom achievement;
- Provide instructional leadership to Rocketship;
- Supervise all employees of Rocketship;

- Provide timely performance evaluations of all Charter School employees at least once annually;
- Oversee parent/student/teacher relations;
- Develop strong community relations;
- Develop a strong culture of parental involvement in Rocketship;
- Establish metrics for the measurement of parent participation, child welfare, teacher satisfaction, and teacher career progress.
- Recruit students & families

Student Performance

- Set school-wide objectives for academic performance;
- Create metrics to measure academic performance on at least a monthly basis;
- Translate the Charter School's mission into concrete metrics which teachers can use to evaluate their own performance and areas for improvement;
- Design and implement curriculum;
- Design and implement professional development programs.

Human Resources

- Participate in hiring and firing of Charter School leaders and staff.

Community

- Coordinate parent involvement efforts;
- Develop outreach methods to include parents in school decision making;
- Establish metrics for the measurement of parent participation, child welfare, teacher satisfaction, and teacher career progress.

District Relationships and Accountability

- Attend County Administrative meetings as requested by the County and stay in direct contact with the County to assist the County in its oversight duties;

Daily Operations

- Participate in the dispute resolution procedure and the complaint procedure when necessary;
- Attend IEP meetings when necessary;
- Attend to student disciplinary matters;
- Coordinate the administration of Standardized Testing;
- Plan and coordinate student orientation;
- Attend all school Board meetings and attend County Board meetings as necessary;
- Ensure site safety;
- Facilitate open house events;
- Develop and implement Charter School policies and procedures.

The above duties may be delegated or contracted as approved by the Rocketship Board to another administrator of the Charter School or other employee, a parent volunteer (only in accordance with student and teacher confidentiality rights) or to an appropriate third party provider as allowed by applicable law.

The primary qualifications for the job include:

- Excellent communication and community-building skills;
- Extensive knowledge of curriculum development;
- A record of success in developing teachers;
- Experience in performance assessment;
- A valid California Elementary Teaching Credential or Administrative Credential;
- Additionally, because Rocketship will serve a largely Hispanic community, fluency in Spanish is preferred.

Objectives for the Principal include

- School as a whole makes Significant Gains;
- Metrics for parent participation, child welfare, teacher satisfaction, and teacher career progress are met;
- Rocketship has finished recruiting students and staff for the following academic year by the close of the previous year (June 30).

Office Manager

The Office Manager will be responsible for daily operations at Rocketship. The Office Manager will report to the Principal. Qualifications include the following.

Required knowledge, skills, and abilities:

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

Required educational level

- A.A. degree or equivalent work experience

Required experience

- 3 plus years in administrative support position preferable;
- Experience in school front office preferable;
- Proficient with Microsoft Office.

Responsibilities of the Office Manager include:

- 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 Learning Lab Staff and Principal
- Serving as first point of contact for Parents contacting Rocketship.

Teachers

Rocketship 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 have:

- (1) a bachelor’s degree;
- (2) a State credential or have an Intern Certificate/Credential for no more than three years while actively working toward completion of their State credential;
- (3) 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”).

Rocketship 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. It is the intent of the Legislature that charter schools be given flexibility with regard to noncore, noncollege preparatory courses.

All teachers will be CLAD certified.

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 Academic Dean. Job requirements for a Teacher:

- Demonstrated mastery of classroom skills including classroom management, planning, assessment and instructional practice either as a Teacher or while teaching outside of Rocketship;
- Hold a multiple-subject teaching credential;
- Demonstrate the potential to make Significant Gains in the subject they will teach as a Teacher.

Job responsibilities of Teachers include:

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

Upon initial hire, teachers will receive 90% to 110% base salary commensurate with that of teachers in the chartering district, plus up to an additional 10% merit bonus. A component of Teacher pay and the criteria for considering their advancement to Academic Dean will include the following:

- Personal achievement of Significant Gains for students which they have directly instructed;
- Parent and Academic Dean satisfaction with their teaching;
- Peer and Academic Dean satisfaction with their mentoring and instructional leadership.

We believe it will be possible for Teachers to be promoted to Academic Dean positions within two to three years of becoming Teachers.

Rocketship personnel progress up a career ladder. Advancement up the ladder is based on the quality of that teacher's instruction, based on: student academic outcomes, his or her ability to work in a team of teachers, and satisfaction of the families served by this teacher. We believe that teachers need a career path which rewards their success both with more responsibility and significantly greater compensation. Rocketship has a two-tiered career ladder for teachers which recognizes student performance as a primary factor in advancement. Creating a career ladder like Rocketship's has several advantages, including employee retention, succession planning, and better career development. (CA State Dept of Employee Development, 2003).

Academic Dean

Rocketship has one Academic Dean, focused full-time on the implementation of Rocketship's academic systems and mentoring teachers to improve their effectiveness. Job qualifications for the Academic Dean include:

- Academic Deans have made Significant Gains with their students for at least the past year; years;
- Academic Deans care deeply about children. Academic Deans, as the senior members of the faculty, must espouse Rocketship's culture of caring, showing concern not just for the academic, but for the emotional welfare of their students;
- Academic Deans must show the desire and ability to mentor young teachers. Teaching adults is different from teaching children. Mentoring requires a commitment on the part of an Academic Dean to their Teachers and an ability to demonstrate and explain verbally their own practices;

- Academic Deans must be strong team players, 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.

Job responsibilities for the Academic Dean includes:

- Mentoring teachers to help them develop excellent instructional practices;
- Helping teachers identify and manage students experiencing academic, behavioral, and emotional difficulties in school.

Objectives for our Academic Deans may include the following:

- Personal achievement of Significant Gains for students whom he or she has directly instructed;
- Achievement of Significant Gains for the department as a whole;
- Parent satisfaction with his or her department;
- Teacher satisfaction with their mentoring and instructional leadership.

Retirement Benefits

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 the Charter School will participate in a qualified retirement plan. Full-time Certified teachers will participate in the State Teachers' Retirement System ("STRS"), and full-time Classified staff will be offered a 403B program. All part-time staff and full-time Classified staff will participate in the federal social security system. Staff at the Charter School may have access to additional Rocketship-sponsored retirement plans according to policies developed by the board of directors and adopted as the Charter School's employee policies.

Employee Representation

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)*

The Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of Educational Employment Relations Act.

Rights of School District Employees

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, of any rights of return to the school district after employment at a charter school. -- Education Code Section 47605(b)(5)(M)*

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

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

Health and Safety

Governing Law: *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 Q for a detailed description of 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. See Appendix S for policies on Sexual Harassment and Complaint Procedures and Appendix T for policies on Role of Staff as Mandated Child Abuse Reporters. Rocketship may 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 Rocketship policies:

Fingerprinting/Background Check

Employees and contractors of Rocketship will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Principal of the school shall monitor compliance with this policy and report to the RSED Director of HR on a semi-annual basis. The Director of HR shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed 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, the same policies and procedures used by the County.

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 Section 49423 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 by Rocketship.

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.

Bloodborne Pathogens

Rocketship shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written “Exposure Control Plan” designed to protect employees from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

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

The facility to be utilized by Rocketship must be in compliance with applicable State and local Building Codes in accordance with Education Code 47610.

Rocketship shall comply with Education Code Section 47610 by utilizing facilities that are compliant with the California Building Standards Code. The School 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. The School shall conduct fire drills monthly and in conjunction with the District (if at District facilities).

DISPUTE RESOLUTION

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)

Intent

The intent of this 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 SCCOE, and (3) ensure a fair and timely resolution to disputes.

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

Public Comments

The staff and governing board members of the Charter School and SCCOE 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.

Disputes Between the Charter School and the Chartering Authority

In the event of a dispute between the Charter School and SCCOE, the staff and Board members of each Rocketship school board and SCCOE agree to first frame the issue in written format (“dispute statement”) and refer the issue to the Superintendent of the SCCOE and the Principal of Rocketship or designees. In the event that SCCOE believes that the dispute relates to an issue that could lead to revocation of the charter under Education Code Section 47607, Rocketship requests that this be specifically noted in the written dispute statement, but is aware that SCCOE is not legally bound to do so. Nothing in this section is intended to impair the authority or ability of SCCOE to revoke the charter in accordance with the procedures detailed in Education Code Section 47607, nor to imply that Rocketship has any legal authority to do so.

The Principal and Superintendent shall informally meet and confer in a timely fashion (not 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 SCCOE and the Principal(s) of the Rocketship School 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. Mediation shall occur before a mutually agreeable mediator who is skilled in the interest-based approach to mediating disputes in the public school setting. 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.

VI. STUDENT ADMISSIONS, ATTENDANCE AND SUSPENSION/EXPULSION POLICIES

“Admission requirements, if applicable.”

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

STUDENT ADMISSIONS POLICIES AND PROCEDURES

Rocketship shall strive to achieve a student population from San Jose which understands and values Rocketship’s mission and vision statements and is committed to Rocketship instructional and operational philosophy

No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School.

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 pupil on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, 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). Admission to the Charter School shall not be determined by the place of residence of the pupil, or of his or her parent or guardian, within the State, except as provided in Education Code Section 47605 (d)(2).

The application process is comprised of the following:

- Completion of a student enrollment application

Upon selection for admission pursuant to public random drawing, the registration process will include the following:

- Proof of Immunization
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements, e.g. birth certificate

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

Rocketship shall admit all pupils who wish to attend the Charter School subject only to capacity. 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 to determine whether any grade level has received more applications than availability. In this event that this occurs, Rocketship will hold a public random drawing 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.

Enrollment preferences in the case of a public random drawing shall be allowed in the following order of preference:

- 1) Siblings of currently enrolled students
- 2) Children of the paid staff of Rocketship Mateo Sheedy Elementary School
- 3) Students on prior year's waitlist
- 3) Residents of areas served by the SJUSD
- 4) Other California residents

Students qualifying for more than one preference group will be considered part of the highest preference for which they qualify. 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.

In no circumstance will a wait list carry over to the following school year.

Non-Discrimination

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)*

Rocketship shall strive, through recruitment and admissions practices, to achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the SJUSD.

Rocketship will implement a strategy that includes, but is not necessarily limited to, the following elements or strategies which focus on achieving and maintaining a racial and ethnic balance among students that is reflective of the general population residing within the territorial jurisdiction of SJUSD. The strategy includes printing and distributing Spanish language materials, 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 SJUSD.
- Outreach activities.

As part of outreach to Spanish speakers, Rocketship provided:

- a. Flyers in both English, Spanish and Vietnamese about upcoming Rocketship meetings
- b. General information sheets, and other key documents, including the school vision and mission statement in Spanish and Vietnamese
- c. Information in Spanish on the Rocketship Education website
- d. Spanish and Vietnamese translators at all general meetings

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.

Public School Attendance Alternatives

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

No student may be required to attend the Charter School. Students who reside within the District, and who opt not to attend Rocketship, may attend school within SJUSD according to SJUSD policy or at another school district or school within SJUSD through SJUSD's intra- and inter-district policies.

Parents and guardians of each student enrolled in the Charter School 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.

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 the Charter School's goal to enhance the quality of relationships, the quality of learning, and the quality of the community through shared responsibility. Attached as Appendix R, please find the procedures by which students can be suspended or expelled.

VII. REPORTING AND ACCOUNTABILITY

BUDGETS AND CASH FLOW

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)

Attached, as Appendix AD 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.

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 County:

1. By July 1, a preliminary budget for the current fiscal year.
2. 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, State Controller, State Department of Education and County Superintendent of Schools.
3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
4. 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.
5. All attendance reports: 20 day, P-1, P-2 and annual.

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 County Board of Education and SCCOE 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 under Governance for the role of Rocketship Education as the predominate provider of administrative services. We do not anticipate purchasing any services from the SCCOE, but we will fairly evaluate any offer of services from the SCCOE 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

Contracted Responsibilities of Rocketship Education

According to the Management Contract, Rocketship Education did or will provide the following services to Rocketship Mateo Sheedy Elementary School:

- created Charter School, including, but not limited to, any and all required legal and financial filings;
- creating, preparing and submitting the Rocketship renewal charter;
- researching, locating and preparing a suitable facility (the "Facility") for the operation of each school;
- researching, providing or preparing for any future expansion of the Facility to accommodate growth of each school;
- providing professional development training for certain employees the Charter School prior to the commencement of the school year and continuing throughout the school year as necessary;
- providing office services, such as accounting, payroll, human resources and billing;
- supervising the annual budget;
- developing and executing fundraising opportunities;

- working with the Santa Clara County Office of Education and Board of Directors as necessary, including complying with reporting requirements and any other general inquiries received from the SCCOE;
- supervising the parent coordinator and parent involvement generally;
- marketing for student enrollment;
- assisting with public relations;
- writing grants for state and other funding;
- providing guidance relating to the curriculum;
- providing support for information technology;
- providing financial support as needed; provided, however, that such support be agreed to by the parties in a separate writing; and
- providing any other operational or educational needs relating to the Charter School that it may reasonably request of Rocketship Education.

Independent Fiscal 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 Board of Rocketship will appoint an Audit Committee, which will select an independent financial auditor and oversee audit requirements.

An annual audit of the books and records of the Charter School will be conducted as required under the Charter Schools Act, Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of Rocketship 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.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the Santa Clara County Superintendent of Schools, the State Controller, and to the CDE by the 15 of December of each year. The audit committee will review any audit exceptions or deficiencies and report to the Board of the Charter School with recommendations on how

to resolve them. The RSED Business Committee will then approve the audit. The Board of the Charter School will submit a report to SCCOE 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 the Charter School will work with the SCCOE to ensure all audit exceptions and deficiencies are resolved to the satisfaction of the SCCOE.

Closure Protocol

Governing Law: *A description of the procedures to be used if the charter school closes.*
--Education Code Section 47605(b)(5)(P)

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

Closure of the Charter School shall be documented by official action of Rocketship 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 Rocketship Board of Directors will promptly notify parents and students of the Charter School, the Santa Clara County Office of Education, the School's SELPA, the retirement systems in which the Charter School'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 pupils' school districts of residence; and the manner in which parents (guardians) may obtain copies of pupil 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 the Charter School 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 the Charter School.

The Rocketship Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities. As allowable by SCCOE, the Charter School shall transfer all appropriate student records to the SCCOE and shall otherwise assist students in transferring to their next school. If SCCOE will not store pupil records, the Charter School will discuss an alternative arrangement with Santa Clara County Office of Education and shall provide a copy for parents/guardians of the pupil 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, the school shall prepare final financial records. The Charter School shall also have an independent audit completed within six months after closure. The Charter School shall pay for the final audit. The audit shall be prepared by a qualified Certified Public Accountant selected by the Charter School and shall be provided to SCCOE 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 the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all net assets of the Charter School, 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 the Charter School and upon dissolution of the corporation, shall be distributed in accordance with the Articles of Incorporation and applicable law upon dissolution. Any assets acquired from a school district or district property will be promptly returned upon Charter School 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, the Charter School shall remain responsible for satisfaction of all liabilities arising from the operation of the Charter School.

As specified by the attached Budget, the school will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

VIII. IMPACT ON THE DISTRICT

Governing Law: Potential civil liability effects, if any, upon the school and upon the District -- Education Code Section 47605(g).

Civil Liability

Rocketship is operated as 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 Articles of Incorporation and bylaws are attached as Appendix W. Rocketship Education shall work diligently to assist the County Board of Education in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other requested protocol to ensure the SCCOE shall not be liable for the operation of Rocketship.

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

The corporate bylaws of Rocketship Education and each of its schools shall provide for indemnification of the Rocketship Education and Rocketship 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.

The Board of Directors of Rocketship and Rocketship 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.

XI. CONCLUSION

By approving this charter, the Santa Clara County Office of Education will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for all pupils who are identified as academically low achieving; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of Charter Schools. The Petitioners are eager to work independently, yet cooperatively with the SCCOE to set the gold standard for charter schools. To this end, the Petitioners pledge to work cooperatively with the SCCOE to answer any concerns over this document and to present the SCCOE with the strongest possible proposal for approval of a charter for a five year term to begin on July 1, 2010. Renewal of the charter shall be governed by the standards and criteria in Education Code Section 47605 and Education Code Section 47607, as applicable.

Appendix A. A Day in the Life of a Second Grade Student at Rocketship

The student we are shadowing, Jose, has a typical schedule for a Rocketship second grader. He arrives at school at 7:30 a.m. for breakfast. Today, two Rocketship Assistants, Ms. Harbor and Mr. Fuentes are watching Breakfast and Recess. If Jose finishes breakfast in time, he can spend a few minutes on the playground.

At 8 a.m., Jose begins his day in Literacy Class with Ms. Winters. Literacy lasts 3 hours and 20 minutes and includes Science and Social Studies. Ms. Winters organizes her Literacy lessons around Science and Social Studies themes. Right now, they are studying the rock cycle. Jose researches various forms of rock and further investigates the rock cycle using books that Ms. Winters provides. Another member of his group is working on writing up the research in a paper. A third is putting together a presentation for the class. Jose loves learning about volcanoes and how they are part of the rock cycle.

After about an hour of research, Ms. Winters gets the whole class together on the carpet to read a book about various types of rocks. She has chosen a book that is a little bit difficult for Jose to understand, but he likes these books because she spends a lot of time making sure that everyone knows what is going on in the book before they start reading and they talk about several big words that they are going to see and what they mean. Each child reads the text to themselves out loud as Ms. Winters walks around the room helping people who get stuck. Ms. Winters writes a few more words on the board that Jose was having a tough time reading. One of the words has an “ou” and Ms. Winters has everyone work on the “ou” sound pronounced “ow”. Then, everyone gets back together on the carpet and Ms. Winters asks a lot of questions about what the story meant.

Even though it was pretty difficult for Jose, the way Ms. Winters helps him makes him feel better. In the final hour of class, Ms. Winters breaks the class of 20 students into three groups. Two groups work on centers and one sits with Ms. Winters in a small group. Jose starts at a center working on reading lots of “ou” words and a concentration game matching “ou” words. Then he moves to a writing center where he works on taking his notes from the mission study into paragraphs and correcting his spelling and grammar. Finally, Jose spends about 20 minutes with Ms. Winters. This is his favorite time, because they read books together that are exactly at his level. There are always a few words in each book that he doesn’t understand, but he can read them almost like he is speaking and when Ms. Winters asks questions about the book, he can answer most of them. Ms. Winters says that his reading is really improving. His reading better be improving, because reading a new book like this with her every day is a lot of reading!

At 11:20 a.m., Jose eats lunch.

At 12:00 p.m., Jose goes to Dr. Carman’s math class. Dr. Carman is really funny. Jose always loves when they do Speed Math to practice their addition and subtraction, but his favorite part is when Dr. Carman writes a word problem on the board and everyone works in groups to try to solve it. Jose is good at Math and his group often gets the right answer.

At 1:40 p.m., Jose goes to the Learning Lab. There are two centers in learning lab: Computers and Literacy. This is Jose's favorite part of the day. He starts in the Computer Center and when he logs on to the Computer, the system puts him into a program called *Riverdeep Learning*. *Riverdeep Learning* is a computer curriculum that provides instructional activities and lessons in both literacy and math. Jose's teachers have helped to select target standards and skills that they would like Jose to practice during this time using the Riverdeep curriculum. Today, Riverdeep is focused on literacy and the curriculum helps him read a passage of text. Jose is able to click on the words and they are read to him as he listens to the passage through his headphones. Then it reads along with him, and finally he reads it again independently. This usually helps him to read the passage faster and better as long as the text isn't too hard. When he finishes this, the system moves him to another program called *English in a Flash* to work on some long words. Jose has a hard time saying these words, but the system helps him divide them up and pronounce each part of the word separately and then put them back together. Some day, Jose wishes he could stay on the computer all day. The bell chimes and he moves to Literacy.

He knows he has to read at least one book a day. Jose goes to the leveled books and selects a book that is at his reading level according to the DRA 2 assessments. Jose selects a book about Lizards and after reading it several times and making sure that he really understands the information in the book; Jose goes to take a test on *Accelerated Reader*. Jose is good at logging in to the system and selecting the test he needs to take. Jose answers a few questions about the book and at the conclusion of the test he receives a score of 100%! Jose is excited that he did so well on the assessment and he is helping himself and his Rocketship team to get closer to their school goal of passing 30,000 Accelerated Reader tests during the year. Jose's book was a chapter book, so he was only able to take one test today, but this is typical for the upper grade students. After he takes his test, he has a few minutes so he traces the lizards from the book and writes their names down to show his friends. Ms. Gray has been very clear with the class about which kinds of activities she thinks are appropriate and which are just play.

At around 3:20 p.m., Jose goes to recess. Jose has about twenty minutes to play outside with his friend. Jose goes to see Coach Jessica, who works for Sports 4 Kids, an organization that collaborates with Rocketship. Coach Jessica is leading a game of basketball today, but she is also coaching on how to dribble the ball. Jose loves recess and also learning how to play so many games.

At 3:40 p.m., it's time for the After-School program. As a second grader who is still learning English, Jose gets an hour to work on Homework with a tutor and an hour of additional Reading, Math or Language help. When Jose came to Rocketship, he had a very hard time reading, but now after half a year at Rocketship with all of the extra attention in class and in tutoring; his teachers say he is almost done with tutoring.

At 5:40 p.m., Jose gets picked up by his mom. These days at Rocketship are long but he loves the teachers and the kids, and there are so many more things going on than his last school.

Appendix B. A Day in the Life of a Teacher at Rocketship

All schedules are based on year two, when school reaches full enrollment and full teacher staff. Bell schedules are shown in Appendix Z.

Teacher

Sally Green is excited to be starting her second month at Rocketship. She still remembers the day when she came to Rocketship to interview after teaching for three years at a local school. She couldn't believe that there was a way to teach and earn a salary that would let her live in the Bay Area. So far, it has been intense, but Sally loves the school's mission. She is also excited to be in the Literacy department, teaching two Literacy classes to Kindergarteners. The Academic Dean, Ms. Springer is a great teacher and really cares about helping her learn the profession.

7 a.m. Sally arrives at school to get ready for the day.

8 a.m. Sally teaches her first Literacy class. It has taken her a while to master Guided Reading, Literacy Centers, and Writer's Workshop, but her students are really starting to make progress. She loves the way she can get data on their fluency every day from the Learning Lab. It helps her make data-driven decisions about how to group and instruct her students to maximize their achievement. She conducts her whole-class reading lesson based on the current theme of plants. Sally finishes her Literacy class with Writer's Workshop and Guided Reading. In Writer's Workshop, Sally does group writing of a paper on plants, specifically the sunflower, and then has the students work independently to create their own illustrations and a couple of sentences about what they have learned in their journals. In the last hour, Sally breaks the class up in the last hour for Guided Reading, using centers and lessons she has created with the other Kindergarten Literacy teacher.

11:20 a.m. Sally eats lunch with all of the teachers.

12:00 p.m. Sally teaches her second Literacy class. She repeats the whole-class lesson from the first class based on the current theme of plants, and the sunflower specifically. Sally conducts the same Writer's Workshop as her first class and then conducts Guided Reading based on the levels of the students in this class. Ms. Springer, the Academic Dean comes to her class during Guided Reading to observe. Sally has gotten her Centers working well and is focused on making the most out of the 20 minutes she has with each group of students. She is trying to be efficient enough to read one book for fluency and a new book for comprehension each day with each group, but it is tough, and Ms. Springer is helping her get there. Being able to plan one lesson each day is really nice because it lets her spend more time working on individual plans for struggling students. Turning the lightbulb on for those students is why Sally loves to teach.

3:40 p.m. Sally is done teaching for the day. It is up to Sally to decide how she uses her time for planning and collaboration. Since she and her Kindergarten Literacy partner are

finished planning for next week, she goes home for the day. She loves that the Principal holds her accountable for her planning and collaboration based on deliverables rather than making sure she is at school during certain hours. Sally likes to work at night and often plans with her partner in the evening after her kids are in bed. Every week, the school has one early release day at 2:00 p.m. which gives the staff three hours to analyze student data and work on professional development in the areas that the staff has agreed they want to focus on.

Academic Dean

Mary Springer is the Academic Dean at Rocketship. Although she has only been teaching five years, she was previously the highest ranked classroom teacher in her school district for student achievement in Literacy. She is a very active member of the International Reading Association and is beginning to work on her PhD in Early Childhood Literacy. When she found out that she could mentor within her specialty all day long, she was sold on Rocketship. Her math scores were among the highest in her district as well. Mary has a passion for teaching EL students and was highly trained in implementing ELD strategies into all curricular areas. She started teaching at a Rocketship school focusing on literacy. Her dramatic results with students continued, and through her informal mentoring of her partner teacher, she was able to influence an additional forty Rocketship students. This caught the eye of her principal who recommended she begin training for a Dean position. Now Mary loves that so much of her time is spent in all the classrooms at Rocketship helping both literacy and math teachers to improve their student achievement. The fact that she can finally afford to live in Santa Clara County and save a little money each month besides has finally made her feel that her move to Rocketship was the right professional choice.

7a Ms. Springer arrives at school and works on some scheduling issues for the RtI (Response to Intervention) program. She is bringing on a new tutor to focus specifically on conversational English with some of her Kinder and First grade students and needs to adjust their schedules to give them time with the new tutor.

8 a.m. Ms. Springer has 16 teachers at Rocketship to develop into outstanding practitioners. She uses Rocketship's Teaching as Leadership ("TAL") Rubric, which they've adopted from the work of Teach for America, an expert on developing classroom practice in teachers. The second month of school, after she had time to see them in action, she sat down with each teacher and made an Individualized Professional Development Plan for each one. She tends to spend a lot of her time in the Fall with the new teachers working on classroom management and planning. That helps get them over the hump and creates real learning in each classroom. Then she starts to focus on instructional techniques and pedagogy as appropriate for each teacher. Because Rocketship does detailed assessments aligned with end of year tests every eight weeks, it gives Ms. Springer a great chance to figure out where each teacher needs to focus. Based on the Rocketship mentoring approach, Ms. Springer does not spend a significant amount of time observing, since teachers rarely change their behavior solely based on observation feedback. Rather, she videotapes, co-teaches, assists teacher in planning, and models

ways to improve their instruction. The job is very rewarding, seeing teachers really “get it” and start to teach as well or better than her makes all of the work in this job worthwhile.

Today, she is focusing on two of her brand new teachers. They have gotten over the hump of effective classroom management and planning, have their Literacy classes running with Literacy Centers and Guided Reading, and are starting to work on making their Guided Reading time as effective as possible. Ms. Springer goes to the first teacher’s class. They have planned the day’s lessons together for the three groups and agreed that Ms. Springer will teach the first group while the teacher observes and then they will switch roles. One of the challenges for this teacher is figuring out how to manage her time in the twenty minute lesson. They have organized the lesson around the book to be read that day. Ms. Springer starts with a mini-lesson on the vocabulary and phonics related to the book, and has the students do some word sorts using words with the specific pattern. She continues through the background building, reading and comprehension section of the lesson, stressing a few of the issues they have agreed on in the plan. Then they switch roles with the next group and she can tell that doing it in this way has made it easier to complete. She will give this teacher a week or so getting this right, and then they will start working on some of the techniques within the lesson that help EL students retain the vocabulary better.

Ms. Springer does the same with another teacher and then spends the rest of the day working on whole-class differentiation with the third grade math teacher. She likes to switch back and forth between Literacy and Math because so many of the effective teaching practices are the same, but switching subjects is a nice change.

3:40 p.m. As teachers finish their teaching day, Ms. Springer has meetings scheduled with them as necessary when they need help or if they are working on a specific goal together. Ms. Springer regards her role as support to help teachers reach their potential. Each teacher has different needs. Some like to work with her before school starts in the morning or right after teaching, both of which are fine with her.

4:30 p.m. Ms. Springer does a half hour of After-School tutoring with two students who have made little progress in previous tutoring sessions. She is the last stop in Rocketship’s Response to Intervention model before a student begins the IEP process, and generally works with students for four weeks to form her own opinions of their learning issues.

5 p.m. Ms. Springer walks around to observe her RtI tutors at work, and make notes on some opportunities to jointly plan and teach with one who is having a hard time with academic vocabulary.

5:30 p.m. Ms. Springer leaves for the day. This job has long hours, but seeing the amazing progress in the students and the teachers who really appreciate her help every day makes this her dream job.

Appendix C. Course Objectives and EL Strategies

All curricula will be based on the California State Frameworks and Academic Content Standards of California Public Schools. Within the context of those standards, the key objectives students are expected to master by the end of their grade levels are listed below. In order to identify the key objectives (also referred to as ‘power standards,’ or ‘big ideas,’) we examined the standards in terms of how heavily they are assessed on State standardized tests (STAR), and we examined the level of Bloom’s Taxonomy required by each standard. This process allows us to determine which standards are most important in the eyes of the State, and which standards are at a high level of cognition, and will therefore require significant time and focus for students to achieve mastery. The intent of the process is not to eliminate standards; rather, all grade-level standards will be addressed in every course. Instead, the intent is to prioritize the focus of instruction, and build units around power standards or the Top 10 Standards as they are referred to at Rocketship, thus incorporating the other standards into this more meaningful, cognitively complex context.

These Top 10 standards are at the core of the academic curriculum and program at Rocketship. During the summer prior to the year, the staff at Rocketship comes together and reviews the Top 10 standards. Through a backwards planning method, the team reviews the standards from fifth grade and adjust them as needed based upon Bloom’s Taxonomy, STAR results, and evaluating which standards will best prepare our Rocketeers for sixth grade and beyond. The Rocketship staff then backwards maps these fifth grade Top 10 standards through to kindergarten. This establishes the foundation of the long-term plans for each grade level throughout the year.

The development of the long-term plans leads to the teachers establishing eight to twelve week units that are focused on the instruction of the Top 10 standards in a meaningful and scaffolded manner. The result of this planning process is illustrated in Appendix I, by the sample long-term plans and lesson plans provided in that section. As described in the body of the petition, under “Professional Development”, Teachers are trained to unpack and prioritize the standards for their courses, and develop standards-based units and lesson plans using that process. Most importantly, these units and long-term plans are developed prior to the start of the school year, which allows the staff to focus completely on their development and the Academic Dean and principal to review and further refine the units prior to the beginning of instruction.

The acquisition and eventual mastery of the English language is demonstrated for each English language domain (listening, speaking, reading, and writing) as well as in the application of these skills in accessing grade level content. Language proficiency levels are identified as *beginning*, *intermediate*, and *advanced*, grouping the five TESOL levels into three for the purpose of displaying basic differentiation of teaching methods for EL students. The curricular expectations of English learners depend more on language proficiency rather than on age or grade.

Literacy

Phonemic Awareness Phonemic awareness is the ability of a student to recognize individual sounds in words. An example of a phoneme in the word “hat” is /h/ (the sound h makes, rather than the letter). Phonemic awareness can start orally well before a student is able to decode words to read. Thus, phonemic awareness is not the same as phonics. Phonemic awareness focuses on sounds, while phonics focuses on the relationship between sounds and their written symbols. Phonemic awareness is a precursor to phonics. Areas we plan on focusing within phonemic awareness include:

- Phoneme isolation – “What is the first sound in hat?”
- Phoneme identification – “What sound is the same in hat, hand, and hair?”
- Phoneme categorization – “Which word doesn’t belong: hat, had, bad?”
- Phoneme blending – “What word is /h/ /a/ /t/ ?”
- Phoneme segmentation – “Break up hat for me into its sounds.”
- Phoneme deletion – “What is hat without the /h/?”
- Phoneme addition – “What word do you get if you add an /s/ to the end of hat?”
- Phoneme substitution – “What word do you get if you start with hat and change the /a/ to an /i/?”

Phonics Phonics is the process of building up pattern-recognition within students to associate sounds with written letters. In the past two decades, phonics developed a poor reputation as it was overused and over-scripted. However, methodologies like the word sorts from Words Their Way or Make-a-Word exercises are engaging, flexible, and have an immediate impact on the types of words that students can decode. For example, most of our EL students will not likely know that the letters “sh” make the sound /sh/ instead of /s/ /h/. If a student simply reads texts over and over again, they will eventually figure out that “sh” makes /sh/. For a group of students who have catching up to do, the direct instruction of this relationship can help them identify this sooner and move on to other unknown sound/symbol relationships or eventually to being able to focus more of their mental energy on comprehension.

We plan on utilizing the curriculum Open Court Reading, and especially the phonics section of this curriculum, in order to reinforce and teach the concepts of phonemic awareness and phonics. Open Court includes various strategies that explicitly focus on this type of “word work,” which provides students a strong phonemic foundation, and, thus, they are more prepared to read. For example, students are usually able to identify initial consonants before any other part of a word. Word work activities like sorts, matching games, and making words exercises, therefore, will be focused on this area before short vowel sounds. In addition to occurring in the middle of the word, short vowels are often confusing to EL students when the sound does not occur in their language. We can expect to spend days helping our students differentiate the short vowel sounds of /a/, /e/, and /i/ which sound almost identical to many ELs. In addition to using Open Court, Rocketship will utilize Words Their Way as well, especially for spelling. Student spelling is highly correlated with their current stage of development in

recognition, so our spelling lists will be leveled based on a child's word work as well. The Words Their Way stages are:

1. Emergent Stage – primarily phonemic awareness focus.
2. Letter-Name Stage – primarily focused on correlating letters, blends and digraphs with the sounds they make.
3. Within Word Pattern Stage – usually focused within a single syllable on patterns which form long vowels, r-controlled vowels, three letter blends, and diphthongs.
4. Syllable-Affix Stage – Examines patterns around syllabication. For example, rules for doubling of the consonant before adding ed or ing. Also begins to study prefixes and suffixes.
5. Derivational Relations Stage – focused primarily on word roots, prefixes and suffixes that can help students build meaning and comprehension.

Fluency Fluency is the ability to read text accurately and quickly. It reflects the readers' ability to automatically recognize words instead of decoding them. Combined with vocabulary development (not just recognizing but understanding the meaning of many words), fluency is a crucial stepping stone to comprehension. If a student is spending most of their mental energy using their phonics skills to decode words, they don't have as much time to comprehend what they are reading and their overall comprehension will suffer. Rocketship plans to organize a portion of our reading block around a combination of small teacher-led reading groups with other students in the classroom working in reading centers. A teacher-led reading group is similar to a Guided Reading group, but also incorporates instruction beyond simply reading of texts. For example, we will level our phonics instruction by reading group and students in each group will receive phonics instruction in their group at their current level. This is one way of individualizing reading instruction. Fluency instruction in our groups will be conducted by selecting a text which is on the independent level for the students in that group. This is a text in which the student can recognize 90% or more of words in a text (not necessarily automatically) and have good comprehension (generally 80% on factual answers and some analysis and inference). Students will repeatedly read the text orally, working on both their speed and their phrasing. The teacher will prompt students to improve phrasing our automaticity with certain words. Four repeated readings are generally sufficient to improve student fluency. Note that this exercise is very different from a guided reading lesson on an instructional-level text where it is expected that most of the student and teacher's energy will go in to decoding unknown words. A fluency lesson is with a different text and focuses on speed and phrasing.

In addition, Rocketship will utilize DIBELs in order to assess a student's progress with their fluency skills. DIBELs incorporates various fluency assessments at various levels, which will give Rocketship staff insight to a student's individual needs and growth as well.

We also believe that memorizing the Dolch word list of 220 sight words is an effective way to jump-start a new reader's fluency. Though we are not strong proponents of rote memorization in general, we have found that the time it takes to commit these words to

memory pays off many times over by allowing students to focus less energy on decoding and more on comprehension in their early reading lessons. Not only does this speed progress, but it decreases their frustration. We want students to love reading, and being able to read something easily (even a word initially) is motivating.

Research has not proven that independent silent reading alone aids in fluency. This is a somewhat counterintuitive finding; given the enormous focus schools have given independent reading. However, we believe there is a crucial aspect to independent reading, which if managed correctly, does contribute greatly to fluency. The most important part of independent reading is book selection. If a student is reading an instructional or frustrational text, they will not improve their fluency by reading it. Likewise, if a student is reading a text that is not at the top of their independent level, it will be too easy, and they won't increase their fluency. Most of the books in today's classrooms and school libraries are not precisely leveled. For beginning readers, this corresponds to a student's current stage of word decoding development. Many books combine decodable words with ones that will lead to student frustration. Luckily, special books are propagating now due to the popularity of Guided Reading. These books are precisely leveled, so that one can choose a book that each student will be able to read fluently within Guided Reading. This same method can be used for independent reading. By using a library of precisely-leveled texts and specifying a narrow range of levels which a student can choose, we can help our students develop fluency through their independent reading. One of the Founders of Rocketship Education practiced this method in his classroom for the last two years and believes that independent practice with independent-level texts were an important component in his student's dramatic reading progress. Rocketship Learning Lab will have a library of leveled texts to aid our students in their independent reading. We also believe that reading great children's books builds a students love of reading, so our library will also include these books for students general enjoyment and they will have time each day to read not only leveled books but fine children's literature.

Vocabulary Vocabulary is the lexicon of words that a student understands. The level of understanding (precision) can vary from word to word. There are two kinds of vocabulary instruction that we plan on conducting at Rocketship. First, direct instruction of key vocabulary words. The most important aspect of this type of instruction is repeated exposure and manipulation of these words. For example, if a teacher has five vocabulary words in a week, these words should occur in one or two of the read-alouds that week, in a teacher-led reading group selection, and students should be given the ability to practice those words through various exercises in reading centers. The Lead Petitioner had success with Vocabulary instruction using a method called word webs. Students were required to write the vocabulary word in one circle and then connect that circle to other circles which had words or short phrases like that word. The point of this exercise was to help students develop a general meaning of the word in relationship to other words they knew, even if they could not precisely define the word. This is very useful in reading a new text because the combination of a general understanding of the word along with context and visual clues can help build a complete understanding. The second method of building vocabulary is giving students the tools they need to accelerate

the building of their vocabulary. Our word work will progress past phonics to focus on word parts like prefixes, suffixes, and roots which can give clues about the meaning of a word. One exciting thing about this for EL students is that if the language they speak is a Latin derivative, they are likely to know roots that English-only students will not, because these words are common in their language, but not in English. Another way that we believe we can build our EL students vocabulary is through the use of cognates. There are 15,000 words that share similar meanings between English and Spanish, though they usually have different pronunciations. Explicitly relating a new English word to its cognate can make the development of vocabulary much easier. In addition, Rocketship staff will all be trained in various GLAD strategies that are especially focused in the area of vocabulary development. One of these strategies is called the CCD (cognitive content dictionary), which is a tool and graphic organizer that the staff will be able to use in order to build their students knowledge, use, and identification of vocabulary words. One of the Founders of Rocketship practiced this method in his classroom and has also seen it applied throughout various classrooms and grade levels. In each of these cases, the students, especially EL students, have been able to rapidly progress in their vocabulary development due to the effective use of the CCD strategy.

Comprehension Comprehension is a student's understanding of the text they have read. Ultimately, all of the other areas in reading are about improving a student's comprehension. Comprehension is also the most difficult area for all students, and in particular can be difficult for EL students who lack the background knowledge to understand some of the concepts. While developing the other areas of literacy will give students the ability to focus on comprehension, they will often choose to focus on fluency instead. Direct Instruction in comprehension helps to build the students ability to focus their mental energy on understanding. Initially, one of the most important parts of comprehension is for the student to identify what they don't understand. Once this realization has happened, the teacher can work with the student on strategies to develop an understanding – reading back in the text for clues, skipping the section and coming back, rephrase what they have read, formulate clarifying questions, etc. In general, comprehension progresses from factual (does the reader understand what was written) to analytical (can they compare and contrast this with another story they've read for example) to inferential (what was the author's purpose in writing this text). Comprehension for fictional works relies on very different skills than non-fiction text and Rocketship plans on teaching techniques for both explicitly.

Rocketship will explicitly focus on the skill of comprehension, especially for EL students, through the use of Direct Instruction with chapter books. This instruction will primarily occur in second grade and up. The utilization of chapter books at an appropriate level will allow the students to further engage with the text and hopefully find the joy in reading a continuous text. In addition, the staff at Rocketship will create and/or utilize packets that include questions for each chapter of a book. These questions will require the students to not only write their answers, but also cite where they found the answer and what reading strategy they used. Through the use of these reading packets and strategies, students in second grade and up will be able to focus on their further development of the skill or reading comprehension.

English Language Development Through Literacy

EL Level	K-2	3-5
Beginning (CELDT 1)	Teachers use chants and songs to introduce basic phonemes. Students receive instruction on survival communication. Teachers use controlled speech rate and variation. Cognates (words with common roots and look or sound similar in related languages) that exist between primary and English language are used to explain simple concepts. Writer's workshop is a time for telling stories orally in the primary language, and then drawing those stories to make them comprehensible in English. The teacher uses those drawings to help students develop new vocabulary. The teacher utilizes various GLAD strategies like input charts, graphic organizers, Teacher "big books," picture file cards, observation charts, inquiry charts, T graphs, and various other strategies.	Teachers present the English alphabet using visuals and songs. Rhythm and repetition are key strategies for getting students accustomed to the sounds of spoken English. Daily rituals (morning meeting, bathroom pass requests, etc.) require students to use simple greetings and other phrases. Students have opportunities to tell and re-tell stories using drawing, mime, and basic words. In writer's workshop, students develop complex stories through pictures, and work with the teacher to put those stories into words. Teachers allow students who are literate in their primary language to write a translated version of their story. The teacher utilizes various GLAD strategies like input charts, graphic organizers, Teacher "big books," picture file cards, observation charts, inquiry charts, T graphs, and various other strategies.
Intermediate (CELDT 2-3)	Students are engaged in real-world activities that require them to communicate basic needs, and describe common objects orally and with basic written language. In writer's workshop, the teacher introduces story boards with pictures and words to help students comprehend stories and to help them develop their own writing. Students practice reading aloud with rhyming poetry and stories, and have opportunities to dramatize fiction to enhance understanding. The teacher utilizes various GLAD strategies like input charts, graphic organizers, Teacher "big books," picture file cards, observation charts, inquiry charts, T graphs, sentence patterns, "Farmer in the Dell," and various other strategies.	Teachers present students with oral and written comprehension activities. In centers, students use audio books and then respond to texts in writing, using simple sentences. Significant time is spent on pre-reading vocabulary development activities. During writer's workshop, students focus on getting their first draft in writing, using invented spelling as needed. The revision process is an opportunity for the teacher to reinforce conventions, and teach new spelling concepts. The teacher utilizes various GLAD strategies like input charts, graphic organizers, Teacher "big books," picture file cards, observation charts, inquiry charts, T graphs, sentence patterns, "Farmer in the Dell," ELD retell, Silent Video, and various other strategies.
Advanced (CELDT 4-5)	Teachers challenge students to find spelling patterns when reading. Students are given literature that is accessible but requires them to decode around 5-10% of the words they encounter. Centers allow students to explore vocabulary through antonyms and synonyms, and to explore how word meanings change in different contexts. Students read and respond to grade-level literature orally and in grade-appropriate writing. Students analyze and	Students respond to texts using specific and appropriate language. The teacher uses many graphic organizers for both reading comprehension and pre-writing activities. Students have opportunities (dramatizations, speeches, circle time) to read aloud with accuracy and expression, from a variety of kinds of texts. Students read and write independently (and are able to self-correct) in literature circles and

EL Level	K-2	3-5
	compare literary devices used in different forms of prose. Students have multiple opportunities to read aloud for authentic purposes. Teachers use recording and feedback to help students reflect on their read-aloud skills. The teacher utilizes various GLAD strategies like input charts, graphic organizers, Teacher “big books,” picture file cards, observation charts, inquiry charts, T graphs, sentence patterns, “Farmer in the Dell,” ELD retell, Silent Video, and various other strategies.	writer’s workshop. The teacher helps students identify topics that are high-interest, and assigns leveled literature that allows students to work in their zone of proximal development (not too easy, not too hard). The teacher utilizes various GLAD strategies like input charts, graphic organizers, Teacher “big books,” picture file cards, observation charts, inquiry charts, T graphs, sentence patterns, “Farmer in the Dell,” ELD retell, Silent Video, and various other strategies.
EL Level	K-2	3-5
Beginning (CELDT 1)	Teachers use chants and songs to introduce basic phonemes. Students receive instruction on survival communication. Teachers use controlled speech rate and variation. Cognates (words with common roots and look or sound similar in related languages) that exist between primary and English language are used to explain simple concepts. Writer’s workshop is a time for telling stories orally in the primary language, and then drawing those stories to make them comprehensible in English. The teacher uses those drawings to help students develop new vocabulary.	Teachers present the English alphabet using visuals and songs. Rhythm and repetition are key strategies for getting students accustomed to the sounds of spoken English. Daily rituals (morning meeting, bathroom pass requests, etc.) require students to use simple greetings and other phrases. Students have opportunities to tell and re-tell stories using drawing, mime, and basic words. In writer’s workshop, students develop complex stories through pictures, and work with the teacher to put those stories into words. Teachers allow students who are literate in their primary language to write a translated version of their story.
Intermediate (CELDT 2-3)	Students are engaged in real-world activities that require them to communicate basic needs, and describe common objects orally and with basic written language. In writer’s workshop, the teacher introduces story boards with pictures and words to help students comprehend stories and to help them develop their own writing. Students practice reading aloud with rhyming poetry and stories, and have opportunities to dramatize fiction to enhance understanding.	Teachers present students with oral and written comprehension activities. In centers, students use audio books and then respond to texts in writing, using simple sentences. Significant time is spent on pre-reading vocabulary development activities. During writer’s workshop, students focus on getting their first draft in writing, using invented spelling as needed. The revision process is an opportunity for the teacher to reinforce conventions, and teach new spelling concepts.

Rocketship Top 10 Content Standards for Language Arts

	Grade Level K	Grade Level 1	Grade Level 2	Grade Level 3	Grade Level 4	Highest Grade Level 5
Word Reasoning	Reading 1.6 Recognize and name all uppercase and lowercase letters of the alphabet	Reading 1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long-and short-vowel patterns (i.e. phonograms) and blend those sounds into recognizable words	Reading 1.9 Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly)	Reading 1.8 Use knowledge of prefixes (e.g., un-, re-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words	Reading 1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases	Reading 1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words
<i>What's the Point of the Book??</i>	Reading 3.2 Identify types of everyday print materials	Reading 1.16 Read aloud with fluency in a manner that sounds like natural speech	Reading 1.6 Read aloud fluently and accurately and with appropriate intonation and expression	Reading 2.4 Recall major points in the text and make and modify predictions about forthcoming information	Reading 2.2 Use appropriate strategies when reading for different purposes (e.g. full comprehension, location of information, personal enjoyment)	Reading 3.4 Understand that theme refers to meaning or moral of a selection and recognize themes (whether it is stated directly) in sample works
<i>Good Readers Dig Deeper!!</i>	Reading 2.4 Retell familiar stories	Reading 2.4 Use context to resolve ambiguities about word and sentence meanings	Reading 2.6 Recognize cause-and-effect relationships in a text	Reading 2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text	Reading 3.2 Identify the main events of the plot, their causes, and the influence of each event on future actions	Reading 2.4 Draw inferences, conclusions, and generalizations about text and support them with textual evidence and knowledge
<i>Understanding the Role of the Author</i>	Reading 1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated	Reading 3.2 Describe the roles of authors and illustrators and their contributions to print materials	Reading 2.4 Ask clarifying questions about essential textual elements of exposition (e.g., why, what if, how)	Reading 3.4 Determine the underlying theme or author's message in fiction and nonfiction text	Reading 2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension	Reading 3.7 Evaluate the author's use of various techniques (e.g., appeal of character, use of language) to influence reader perspectives

<i>Writing CREATIVE Stories</i>	Writing 1.3 (First) Print legibly and space letters, words, and sentences appropriately	Writing 2.1 <i>Write brief narratives</i> describing an experience	Writing 2.1 <i>Write brief narratives</i> based on their experiences that a. Move through a logical sequence of events and b. Describe the characters, setting, objects, and events in detail	Writing 2.1 <i>Write narratives that:</i> a. Provide a context within which an action takes place b. Include well-chosen detail to develop the plot and c. Provide insight into why the incident is memorable	Writing 2.1 <i>Write narratives:</i> a. Relate ideas, observations, or recollections of an event or experience b. Provide a context to enable the reader to imagine the world of the event or experience c. Use concrete sensory details d. Provide insight into why the selected event or experience is memorable	Writing 2.1 <i>Write narratives that establish</i> point of view, setting, and/or b. Show rather than tell the story
<i>Responding to Literature</i>	Reading 3.3 Identify characters, settings, and important events	Reading 2.2 Respond to who, what, when, where, and how questions	Reading 3.3 Compare and contrast different versions of the same stories that reflect different cultures	Reading 3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them	Writing 2.2 <i>Write responses to literature:</i> a. Demonstrate an understanding of the literary work b. Support judgments through references to both the text and prior knowledge	Writing 2.2 <i>Write responses to literature:</i> a. Demonstrate an understanding of literary work b. Support judgments through references both to text and prior knowledge c. Develop interpretations that exhibit critical reading and understanding

Rocketship Top 10 Content Standards for Language Arts

	Grade Level K	Grade Level 1	Grade Level 2	Grade Level 3	Grade Level 4	Highest Grade Level 5
Detailed and Factual Writing	Writing 1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events	Writing 2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details	Writing 1.4 Revise original draft to improve sequence and provide more descriptive detail	Writing 2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences	Writing 2.3 Write information reports: a. Frame a central question about an issue or situation b. Include facts and details for focus c. Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources)	Writing 2.3 Write research reports about ideas, issues, or events that a. Frame questions that direct the investigation b. Establish a controlling idea/topic c. Develop the topic with simple facts, details, examples, and explanations
Writing to Influence and Communicate	Written & Oral Language 1.2 Spell independently by using pre-phonetic knowledge sounds of the alphabet and knowledge of letter names	Written & Oral Language 1.6 Use knowledge of the basic rules of punctuation and capitalization when writing	Writing 2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature	Writing 2.3 Write personal and formal letters, thank-you notes, and invitations: a. Show awareness of the knowledge and interests of the audience and establish a purpose and context b. Include the date, proper salutation, body, closing, and signature	Writing 2.4 Write summaries that contain the main ideas of the reading selection and the most significant details	Writing 2.4 Write persuasive letters or compositions that a. State clear positions in support of proposed positions b. Support position with relevant evidence c. Follow simple organization pattern d. Address reader concerns
Speaking Like a Rocketship Rocketeer	Written & Oral Language 1.1 Recognize and use complete, coherent sentences when speaking	Written & Oral Language 1.1 Write and speak in complete, coherent sentences	Written & Oral Language 1.3 Identify and correctly use various parts of speech including nouns and verbs in writing and speaking	Written & Oral Language 1.2 Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking	Written & Oral Language 1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking	Written & Oral Language 1.3 Identify and correctly use prepositional phrases, appositive and independent and dependent clauses; use transitions and conjunctions to connect ideas

<i>Presenting Like a Rocketship Rocketeer</i>	Listening & Speaking 2.1 Describe people, places, things (e.g., size, color, shape), locations, and actions	Listening & Speaking 2.2 Retell simple narrative or expository passages by using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions	Listening & Speaking 2.2 Report on a topic with facts and details drawing from several sources of information	Listening & Speaking 2.1 <i>Make brief narrative presentations:</i> a. Provide a context for an incident that is the subject of the presentations b. Provide insight into why the selected incident is memorable c. Include well-chosen details to develop character, setting, and plot	Listening & Speaking 2.2 <i>Make informational presentations:</i> a. Frame a key question b. Include facts and details that help listeners to focus c. Incorporate more than one source of information (e.g., speakers, books, newspapers, televisions or radio reports)	Listening & Speaking 2.2 <i>Deliver informative presentations:</i> a. Frame a key question about an important idea, issue, or event by the following means b. Frame questions to direct the investigation b. Establish a controlling idea or topic c. Develop the topic with simple facts, details, examples, and explanations
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English Language Development

The following objectives are aligned to the California English-language development (ELD) standards which demonstrate what English learners should know and be able to do as they move toward full fluency in English. Rocketship's philosophy is to incorporate ELD principles directly into its literacy curriculum and instructional practices, so many of the objectives below have already been discussed in the preceding section.

Rocketship Top 10 Content Standards for English Language Development

Beginning ELD Level

Intermediate ELD Level

Advanced ELD Level

Listening and Speaking	Strategies and Applications Begin to speak with a few words or sentences by using a few standard English grammatical foRocketship and sounds (e.g., single words or phrases)	Strategies and Applications Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information	Strategies and Applications Demonstrate understanding of most idiomatic expressions (e.g., “Give me a hand”) by responding to such expressions and using them appropriately
Listening and Speaking	Strategies and Applications Begin to be understood when speaking, but usage of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns [he or she] may be inconsistent	Strategies and Applications Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules are not followed (e.g., third-person singular, male and female pronouns)	Strategies and Applications Read aloud fluently and accurately and with appropriate intonation and expression
Reading	Word Analysis, Fluency, and Systematic Vocabulary Development Recognize and produce English phonemes that are unlike the phonemes students hear and produce in their primary language	Word Analysis, Fluency, and Systematic Vocabulary Development Apply knowledge of English phonemes in oral and silent reading to derive meaning from literature and texts in content areas	Word Analysis, Fluency, and Systematic Vocabulary Development Apply knowledge of sound/symbol relationships and basic word formation rules to derive meanings from written text (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics)
Reading	Word Analysis, Fluency, and Systematic Vocabulary Development Produce most English phonemes while beginning to read aloud	Word Analysis, Fluency, and Systematic Vocabulary Development Read narrative and expository texts aloud with the correct pacing, intonation, and expression	Word Analysis, Fluency, and Systematic Vocabulary Development Apply knowledge of academic and social vocabulary while reading independently
Reading	Word Analysis, Fluency, and Systematic Vocabulary Development Retell stories by using simple words, phrases, and sentences	Word Analysis, Fluency, and Systematic Vocabulary Development Recognize and understand simple idioms, analogies, and figures of speech in written text	Word Analysis, Fluency, and Systematic Vocabulary Development Understand idioms, analogies, and metaphors in conversation and written text
Reading	Reading Comprehension Respond orally to stories read aloud, giving one-to two-word responses in answer to factual comprehension questions (who, what, when, where, and how)	Reading Comprehension Read text and orally identify the main ideas and draw inferences about the text by using detailed sentences	Reading Comprehension Read and orally and respond to familiar stories and other texts by answering factual comprehension questions about cause-and-effect relationships

Rocketship One Public School Top 10 Content Standards for English Language Development

Reading	Reading Comprehension Identify the basic sequence of events in stories read aloud, using important words or visual representations, such as pictures and story frames	Reading Comprehension Identify, using key words or phrases, the basic sequence of events in stories read	Reading Comprehension Write a brief summary (two or three paragraphs) of a story
<i>Writing</i>	Strategies and Applications Copy the alphabet legibly	Strategies and Applications Follow a model given by the teacher to independently write a short paragraph of at least four sentences	Strategies and Applications Develop a clear thesis and support it by using analogies, quotations, and facts appropriately
<i>Writing</i>	Strategies and Applications Write simple sentences by using key words commonly used in the classroom (e.g., labels, number names, days of the week, and months)	Strategies and Applications Write legible, simple sentences that respond to topics in language arts and other content areas (e.g., math, science, history-social science)	Strategies and Applications Write a multi-paragraph essay with consistent use of standard grammatical forms
<i>Writing</i>	Strategies and Applications Write phrases and simple sentences that follow English syntactical order	Strategies and Applications Create cohesive paragraphs that develop a central idea and consistently use standard English grammatical forms even though some rules may not be followed	Strategies and Applications Produce independent writing with consistent use of capitalization, punctuation, and correct spelling
Beginning ELD Level		Intermediate ELD Level	Advanced ELD Level

In addition, we have broken down these Top 10 ELD standards into key skills. These key skills are outlined below and the grade levels in which we expect them to be achieved.

Grades K-2

Listening and Speaking

- Follow directions
- Listen Attentively
- Speak to be understood
- Vary ways of speaking
- Participate in social conversations
- Retell stories and summarize main idea
- Recite rhymes and stories
- Ask and answer questions

Reading Word Analysis

- Understand concepts about print
- Recognize and produce phonemes
- Understand sound-symbol relationships
- Segment sounds in words
- Track sounds in words
- Read sight words and apply knowledge of word parts
- Read abbreviations
- Read aloud

Reading Fluency and Systematic Vocabulary Development

- Use vocabulary for communication
- Use social and academic vocabulary
- Correct errors
- Read words
- Read sounds and word families
- Apply knowledge of word parts
- Understand synonyms and antonyms
- Understand prefixes and suffixes
- Recognize abbreviations
- Categorize words
- Read aloud

Reading Comprehension

- Follow directions
- Interpret text features
- Identify sequence of events
- Draw and label pictures
- Respond to comprehension questions

- Draw inferences

Literary Response and Analysis

- Describe elements of poetry
- Identify setting and characters
- Respond to comprehension questions

Writing Strategies and Applications

- Write sentences
- Write narratives
- Write in content areas
- Write a letter
- Use the writing process

Writing Conventions

- Use correct mechanics, spelling, and grammar
- Use correct grammar
- Edit writing

Grades 3-5

Listening and Speaking

- Follow directions
- Listen Attentively
- Speak to be understood
- Vary ways of speaking
- Participate in social conversations
- Retell stories and summarize main idea
- Recite rhymes and stories
- Ask and answer questions

Reading Word Analysis

- Understand concepts about print
- Recognize and produce phonemes
- Understand sound-symbol relationships
- Segment sounds in words
- Track sounds in words
- Read sight words and apply knowledge of word parts
- Read abbreviations
- Read aloud

Reading Fluency and Systematic Vocabulary Development

- Use vocabulary for communication
- Use social and academic vocabulary
- Correct errors

- Read words
- Read sounds and word families
- Apply knowledge of word parts
- Understand synonyms and antonyms
- Understand prefixes and suffixes
- Recognize abbreviations
- Categorize words
- Read aloud

Reading Comprehension

- Follow directions
- Interpret text features
- Identify sequence of events
- Draw and label pictures
- Respond to comprehension questions
- Draw inferences

Literary Response and Analysis

- Describe elements of poetry
- Identify setting and characters
- Respond to comprehension questions

Writing Strategies and Applications

- Write sentences
- Write narratives
- Write in content areas
- Write a letter
- Use the writing process

Writing Conventions

- Use correct mechanics, spelling, and grammar
- Use correct grammar
- Edit writing

Mathematics

English Language Development Through Mathematics

EL Level	K-2	3-5
Beginning (CELDT 1)	Beginning students can be placed in small groups to interact with either the teacher or assistant. The silent period need not be a passive time; math and language can be integrated to maximize language acquisition. Songs and chants are excellent ways of supporting concept learning. The teacher uses clear and slower speech rate and limits use of idioms in modeling vocabulary and basic math concepts. Manipulatives, big books, and colorful visual aids are used to introduce and practice number concepts. Calendar activities are oral as well as in writing that is modeled to show writing conventions such as capitalization of the names of the week and month. Word walls reflect academic as well as personal (survival) vocabulary. Students are asked to demonstrate learning in non-verbal ways (drawings and pictures) and through the use of invented spelling.	Students may have an understanding of basic operations from their previous schooling. Teachers need to teach vocabulary explicitly to facilitate students' transition into English. Students need to acquire calendar related words, quantity, comparison, geometrical terms, and ways of telling time. Students can be expected to answer in short phrases and can follow simple directions stated clearly and supported by visuals. At this stage students can benefit from referring to a bilingual dictionary.
Intermediate (CELDT 2-3)	Teacher introduces more abstract concepts with the use of realia and manipulatives. Students can recite and sing rhymes and songs used in class. A greater variety of vocabulary is used to describe objects and their attributes in geometry and measurement. Teacher models the use of ordinal numbers using realia and hand-on activities. Students label simple drawings to show math concepts. Shared writing activities may serve as good scaffolds for students' emergent literacy. Students may also dictate their thinking.	Students can keep math journals to begin and continue using and writing complex vocabulary and sentences. Students can explain math algorithms and discuss their solutions orally. Teachers can support students' use of the text by providing a key vocabulary list with definitions as these appear per chapter. Students can use word maps to make distinctions among vocabulary words. Compare and contrast matrices can be used to support students' learning of more complex concepts.
Advanced (CELDT 4-5)	Teachers understand that students may sound like native speakers of English in most aspect of language yet they continue to need academic vocabulary support. The use of math journals allows students to record their learning at their own pace and abilities. Allow time for students to write and record more independently.	Students will be expected to perform at higher levels in their use of language. While students use complex vocabulary and sentences and write short narratives appropriate to math, teachers can monitor accuracy of vocabulary and expressions.
EL Level	K-2	3-5

EL Level	K-2	3-5
Beginning (CELDT 1)	Beginning students can be placed in small groups to interact with either the teacher or assistant. The silent period need not be a passive time; math and language can be integrated to maximize language acquisition. Songs and chants are excellent ways of supporting concept learning. The teacher uses clear and slower speech rate and limits use of idioms in modeling vocabulary and basic math concepts. Manipulatives, big books, and colorful visual aids are used to introduce and practice number concepts. Calendar activities are oral as well as in writing that is modeled to show writing conventions such as capitalization of the names of the week and month. Word walls reflect academic as well as personal (survival) vocabulary. Students are asked to demonstrate learning in non-verbal ways (drawings and pictures) and through the use of invented spelling.	Students may have an understanding of basic operations from their previous schooling. Teachers need to teach vocabulary explicitly to facilitate students' transition into English. Students need to acquire calendar related words, quantity, comparison, geometrical terms, and ways of telling time. Students can be expected to answer in short phrases and can follow simple directions stated clearly and supported by visuals. At this stage students can benefit from referring to a bilingual dictionary.
Intermediate (CELDT 2-3)	Teacher introduces more abstract concepts with the use of realia and manipulatives. Students can recite and sing rhymes and songs used in class. A greater of variety of vocabulary is used to describe objects and their attributes in geometry and measurement. Teacher models the use of ordinal numbers using realia and hand-on activities. Students label simple drawings to show math concepts. Shared writing activities may serve as good scaffolds for students' emergent literacy. Students may also dictate their thinking.	Students can keep math journals to begin and continue using and writing complex vocabulary and sentences. Students can explain math algorithms and discuss their solutions orally. Teachers can support students' use of the text by providing a key vocabulary list with definitions as these appear per chapter. Students can use word maps to make distinctions among vocabulary words. Compare and contrast matrices can be used to support students' learning of more complex concepts.
Advanced (CELDT 4-5)	Teachers understand that students may sound like native speakers of English in most aspect of language yet they continue to need academic vocabulary support. The use of math journals allows students to record their learning at their own pace and abilities. Allow time for students to write and record more independently.	Students will be expected to perform at higher levels in their use of language. While students use complex vocabulary and sentences and write short narratives appropriate to math, teachers can monitor accuracy of vocabulary and expressions.

As discussed in the *Implementation of Curriculum* section in the body of our petition, our focus with students will be primarily to develop number sense and algebraic thinking with our students. Below we describe the objectives within these key areas.

Number Sense: The instructional emphasis on *number sense* will ensure student mastery of the following mathematical concepts:

- Counting by rote
- One-to-one correspondence
- Conservation of number

- Numeral recognition/ linking symbols to quantities
- Numeral writing
- Thinking in groups
- Part-to-whole
- More/less
- Relationships top 5's and 10's
- Beginning addition and subtraction

These ten foundational components of number sense have been demonstrated to greatly enhance students' ability to succeed with higher level math concepts. Teachers will be provided with diagnostic tools to identify student strengths and weaknesses in these 10 areas. They will then be given an arsenal of instructional resources (within the core text, and supplemental materials) to reinforce student mastery in each area.

Algebraic Thinking: K-5 algebra encompasses six 'big ideas.' Students who develop proficiency in the following 6 conceptual areas will be ready to engage in higher-level algebra work by the time they complete fifth grade:

- Multiple representations (graphs, charts, equivalence)
- Proportional reasoning (numerical relationships)
- Functions (input/output, if given function, then...)
- Variables (missing information)
- Balance (equivalence)
- Proofs (inductive and deductive reasoning)

Within the context of these six big ideas, students at each grade level will work towards mastery of the following specific learning outcomes:

- Solving simple equations
- Manipulating integers
- Manipulating exponents and scientific notation
- Understanding prime and composite numbers
- Factoring
- Understand order of operations
- Understand properties of real numbers

Teachers will be trained to know these big ideas, and to use their existing curriculum and supplemental materials to diagnose and reinforce mastery in those areas. Teachers will collaborate to identify relevant standards and skills at each grade level in relation to the above skills, and to incorporate those skills into their curriculum.

Rocketship Top 10 Content Standards for Math

	Grade Level K	Grade Level 1	Grade Level 2	Grade Level 3	Grade Level 4	Highest Grade Level 5
<i>Understanding Numbers</i>	Number Sense 1.2 Count, recognize, represent, name, and order numbers (to 30) using objects (manipulatives)	Number Sense 1.2 Compare and order whole numbers to 100 by using the symbols $>$, $<$, and $=$	Number Sense 1.2 Use words, models, and expanded forms (example $45=4 \text{ tens} +5$) to represent numbers to 1,000	Number Sense 1.3 Identify the place value for each digit in numbers to 10,000	Number Sense 1.3 Round whole numbers through the millions to the nearest ten, hundred, thousand, ten thousand, or hundred thousand	Number Sense 1.2 Interpret percents as part of a hundred; find decimal and percent equivalents for common fractions and explain why they represent the same value; compute a given percent of a whole number
<i>Math is Patterns</i>	Statistics, Data Analysis, and Probability 1.2 Identify, describe, and extend simple patterns involving shape, size, or color such as circle, triangle, or red, blue	Number Sense 1.3 Represent equivalent forms of the same number through the use of physical models, diagrams, and number expressions	Number Sense 3.1 and 3.2 Use repeated addition, arrays, and counting by multiples to do multiplication Use repeated subtraction, equal sharing, and forming equal groups with remainders to do division	Number Sense 2.3 Use the inverse relationship between multiplication and division to compute and check results	Number Sense 3.2 Demonstrate an understanding of, and the ability to use, standard algorithms for multiplying a multi-digit number by a two-digit number and for dividing a multi-digit number by a one-digit number; use relationships between them to simplify computations and to check results	Algebra and Functions 1.3 Know and use the distributive property in equations and expressions with variables.
<i>Parts of a Whole</i>	Measurement and Geometry 1.4 Identify the time (to the nearest hour or half hour) of everyday events (e.g. lunch time is 12 o'clock)	Measurement and Geometry 1.2 Tell time to the nearest hour, half hour, and quarter hour and relate time to events (e.g., before/after, shorter/longer)	Number Sense 4.2 and 4.3 Recognize fractions of a whole and parts of a group (e.g. one-fourth of a pie, two-thirds of 15 balls) and know that when all fractional parts are included, such as four-fourths, the result is equal to the whole and to one	Number Sense 3.1 Compare fractions represented by drawings or concrete materials to show equivalency and to add and subtract simple fractions in context	Number Sense 1.7 Write the fraction represented by a drawing of parts of a figure; represent a given fraction by using drawings; and relate a fraction to a simple decimal on a number line	Number Sense 2.3 Solve simple problems, including ones arising in concrete situations, involving the addition and subtraction of fractions and mixed numbers (like and unlike denominators of 20 and less), and express answers in the simplest form

<i>Making Numbers Work Together</i>	Number Sense 2.1 Use concrete objects to determine the answers to addition and subtraction problems	Number Sense 2.5 Show the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference)	Number Sense 2.2 Find the sum or difference of two whole numbers up to three digits long	Number Sense 2.4 and 2.5 Solve simple problems involving multiplication of multi-digit numbers by one-digit numbers ($3,671 \times 3 =$) Solve division problems in which a multidigit number is evenly divided by one digit number ($135/5 =$)	Number Sense 4.1 Understand that many whole numbers break down in different ways (e.g. $12 = 4 \times 3 = 2 \times 6 = 2 \times 2 \times 3$)	Number Sense 2.1 Add, subtract, multiply, and divide all decimal and negative numbers; and verify the reasonableness of the results
<i>Understanding Mathematical Relationships</i>	Measurement and Geometry 1.2 Demonstrate an understanding of concepts of time (e.g., morning, afternoon, today, yesterday, tomorrow, week, year) and tools that measure time (clock, calendar)	Algebra and Functions 1.1 Write and solve number sentences from problem situations that express relationships involving addition and subtraction	Number Sense 2.1 Understand and use the inverse relationship between addition and subtraction (e.g., an opposite number sentence for $8 + 6 = 14$ is $14 - 6 = 8$) to solve problems and check solutions	Algebra and Functions 1.1 Represent relationships of quantities in the form of mathematical expressions, equations, or inequalities	Number Sense 1.9 Identify on a number line the relative position of negative numbers, positive fractions, positive mixed numbers, and positive decimals to two decimal places	Algebra and Functions 1.2 Use a letter to represent an unknown; write and evaluate simple algebraic expressions; and verify the reasonableness of the results

Rocketship Top 10 Content Standards for Math

	Grade Level K	Grade Level 1	Grade Level 2	Grade Level 3	Grade Level 4	Highest Grade Level 5
<i>How Numbers Relate to Each Other</i>	Number Sense 1.1 Compare two or more sets (up to 10 objects in each group), and identify which set is equal to, more than, or less than the other	Number Sense 2.2 Use the inverse relationship between addition and subtraction to solve problems	Algebra and Functions 1.1 Use the commutative and associative rules to simplify mental calculations and to check results	Algebra and Functions 2.1 Solve simple problems involving a functional relationship between two quantities (e.g. find the total cost of multiple items given the cost per unit)	Algebra and Functions 1.5 Understand that an equation such as $y = 3x + 5$ is a prescription for determining a second number when a first number is given	Algebra and Functions 1.5 Solve problems involving linear functions with integer values; write the equation; and graph the resulting ordered pairs of integers on a grid
<i>Math in Your Daily Life</i>	Measurement and Geometry 1.1 Compare the length, weight, and capacity of objects by making direct comparisons or using reference objects	Number Sense 1.5 Identify and know the value of coins and show different combinations of coins that equal the same value	Number Sense 5.1 Solve problems using combinations of coins and bills	Measurement and Geometry 1.4 (Fourth) Understand and use formulas to solve problems involving perimeter and area of rectangles and squares. Use those formulas to find the areas of more complex figures by dividing the figure into basic shapes.	Measurement and Geometry 2.1 Draw the points corresponding to linear relationships on a graph paper and understand that the length of a horizontal or vertical line segment equals the difference of the x or y coordinates	Measurement and Geometry 1.4 Differentiate between, and use appropriate units of measures for, two-and three-dimensional objects (i.e., find the perimeter, area, volume).
<i>Shapes and Lines</i>	Algebra and Functions 1.1 Identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group	Measurement and Geometry 2.4 Arrange and describe objects in space by proximity, position, and direction (e.g., near, far, below, above, up, down, behind, in front of, next to, left or right of)	Measurement and Geometry 2.1 Describe and classify plane and solid geometric shapes (e.g., circle, rectangle, sphere, pyramid rectangular prism) according to the number and shape of faces, edges, and vertices	Measurement and Geometry 2.2 & 2.3 Identify attributes of triangles and quadrilaterals (two equal sides for isosceles triangle, three equal sides for the equilateral triangle, parallel sides for a parallelogram, etc)	Measurement and Geometry 3.5 Know the definition of a right angle, an acute angle, and an obtuse angle. Understand that 90 degrees, 180 degrees, 270 degrees, and 360 degrees are associated respectively with $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, and full turns	Measurement and Geometry 2.2 Know that the sum of the angles of any triangle is 180 degrees and the sum of the angles of any quadrilateral is 360 degrees and use this information to solve problems

<i>Collecting and Analyzing Data</i>	Statistics, Data Analysis, and Probability 1.1 Pose information questions, collect data, and record the results using objects, pictures, and picture graphs	Statistics, Data Analysis, and Probability 1.2 Represent and compare data using pictures, bar graphs, tally charts, and picture graphs	Statistics, Data Analysis, and Probability 1.3 Identify features of data sets (range and mode)	Statistics, Data Analysis, and Probability 1.3 Summarize and display the results of probability experiments in a clear and organized way (bar graph, line plot, etc)	Algebra and Functions 1.2 Interpret and evaluate mathematical expressions that now use parentheses	Statistics, Data Analysis, and Probability 1.1 Know the concepts of mean, median, and mode; compute and compare simple examples to show that they may differ
<i>How Did You Get There??</i>	Mathematical Reasoning 2.1 Explain the reasoning used with concrete objects and/or pictorial representations	Mathematical Reasoning 1.2 and 2.1 Use tools, such as manipulatives or sketches, to model problems and explain the reasoning used and justify the procedure selected	Mathematical Reasoning 2.1 Defend the reasoning used and justify the procedures selected	Mathematical Reasoning 2.4 Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work	Mathematical Reasoning 2.4 Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work	Mathematical Reasoning 2.4 Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work

Science

English Language Development Through Science

EL Level	K-2	3-5
Beginning (CELDT 1)	Using an inquiry-based approach, students will discover scientific concepts via investigations (FOSS kits and other hands-on resources). Students are able to use drawings to depict their experiments. As students generate ideas to describe science experiments the teacher will formalize the terms and concepts in a clear and concise manner. Vocabulary can be listed on specific word walls for science. Teachers can record dictated accounts of students' discoveries. The teacher also utilizes various GLAD strategies like input charts, graphic organizers, Teacher "big books," picture file cards, observation charts, inquiry charts, ELD retell, Silent Video, and various other strategies.	Using an inquiry-based approach, students will discover scientific concepts via investigations (FOSS kits and other hands-on resources). Students can keep science journals where they can draw their investigations and label key concepts. They can refer to bilingual dictionaries to support their writing. The teacher also utilizes various GLAD strategies like input charts, graphic organizers, Teacher "big books," picture file cards, observation charts, inquiry charts, ELD retell, Silent Video, and various other strategies.
Intermediate (CELDT 2-3)	Using an inquiry-based approach, students will discover scientific concepts via investigations (FOSS kits and other hands-on resources). The scientific method can be described and students can begin to formulate hypotheses before experiments and investigations. Students begin to ask and answer scientific questions using appropriate academic language. The teacher also utilizes various GLAD strategies like input charts, graphic organizers, Teacher "big books," picture file cards, observation charts, inquiry charts, ELD retell, Silent Video, and various other strategies.	Using an inquiry-based approach, students will discover scientific concepts via investigations (FOSS kits and other hands-on resources). Students begin and continue using and writing complex vocabulary and sentences appropriate to science. Students are able to ask and answer scientific questions (make predictions and formulate conclusions) using appropriate academic language. The teacher also utilizes various GLAD strategies like input charts, graphic organizers, Teacher "big books," picture file cards, observation charts, inquiry charts, ELD retell, Silent Video, and various other strategies.
Advanced (CELDT 4-5)	Using an inquiry-based approach, students will discover scientific concepts via investigations (FOSS kits and other hands-on resources). Students will also use simple (grade-level appropriate) expository text to read for information and learn new concepts. Teachers can expect students to label their journals supported by short sentences that may have grammar and spelling errors. Teachers can monitor students' accurate use of high frequency words, and their integration of concept-specific language into both oral and written products. The teacher also utilizes various GLAD strategies like input charts, graphic organizers, Teacher "big books," picture file cards, observation charts, inquiry	Using an inquiry-based approach, students will discover scientific concepts via investigations (FOSS kits and other hands-on resources). Students will also use expository text to read for information and learn new concepts. Students use complex vocabulary and sentences and write detailed and accurate scientific reports and describe investigations. Teacher explicitly teaches and holds students accountable for the use of Tier 3 (content related) academic language in their scientific reports. The teacher also utilizes various GLAD strategies like input charts, graphic organizers, Teacher "big books," picture file cards, observation charts, inquiry charts, ELD retell, Silent Video, and various other

EL Level	K-2	3-5
	charts, ELD retell, Silent Video, and various other strategies.	strategies.

Science

Investigation and Experimentation Standards should be taught in every grade level.

Kindergarten

*Standards to Cover in the **Plants** Unit*

K:2. Different types of plants and animals inhabit the earth. As a basis for understanding this concept:

- a. Students know how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, and insects).
- b. Students know how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs).

1:2. Plants and animals meet their needs in different ways. As a basis for understanding this concept:

- a. Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.
- b. Students know both plants and animals need water, animals need food, and plants need light.
- c. Students know animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.
- d. Students know roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight.

2:2. Plants and animals have predictable life cycles. As a basis for understanding this concept:

- a. Students know light, gravity, touch, or environmental stress can affect the germination, growth, and development of plants.
- b. Students know flowers and fruits are associated with reproduction in plants.

4:3. Living organisms depend on one another and on their environment for survival. As a basis for understanding this concept:

- a. Students know many plants depend on animals for pollination and seed dispersal, and animals depend on plants for food and shelter.

*Standards to Cover in the **Light** Unit:*

3:2. Light has a source and travels in a direction. As a basis for understanding this concept:

- a. Students know sunlight can be blocked to create shadows.
- b. Students know light is reflected from mirrors and other surfaces.
- c. Students know the color of light striking an object affects the way the object is seen.

- d. Students know an object is seen when light traveling from the object enters the eye.

First Grade

*Standards to Cover in the **Food Webs** Unit:*

1:2. Plants and animals meet their needs in different ways. As a basis for understanding this concept:

- a. Students know animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.

4:2. All organisms need energy and matter to live and grow. As a basis for understanding this concept:

- a. Students know plants are the primary source of matter and energy entering most food chains.
- b. Students know producers and consumers (herbivores, carnivores, omnivores, and decomposers) are related in food chains and food webs and may compete with each other for resources in an ecosystem.
- c. Students know decomposers, including many fungi, insects, and microorganisms, recycle matter from dead plants and animals.

*Standards to Cover in the **Weather** Unit:*

K:3. Earth is composed of land, air, and water. As a basis for understanding this concept:

- a. Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.

1:3. Weather can be observed, measured, and described. As a basis for understanding this concept:

- a. Students know how to use simple tools (e.g., thermometer, wind vane) to measure weather conditions and record changes from day to day and across the seasons.
- b. Students know that the weather changes from day to day but that trends in temperature or of rain (or snow) tend to be predictable during a season.
- c. Students know the sun warms the land, air, and water.

3:1. Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept:

- a. Students know energy comes from the Sun to Earth in the form of light.

*Standards to Cover in the **States of Matter** Unit:*

K:1. Properties of materials can be observed, measured, and predicted. As a basis for understanding this concept:

- a. Students know objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking).
- b. Students know water can be a liquid or a solid and can be made to change back and forth from one form to the other.
- c. Students know water left in an open container evaporates (goes into the air) but water in a closed container does not.

1:1. Materials come in different forms (states), including solids, liquids, and gases. As a basis for understanding this concept:

- a. Students know solids, liquids, and gases have different properties.
- b. Students know the properties of substances can change when the substances are mixed, cooled, or heated.

3:1. Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept:

- a. Students know matter has three forms: solid, liquid, and gas.
- b. Students know evaporation and melting are changes that occur when the objects are heated.
- c. Students know that when two or more substances are combined, a new substance may be formed with properties that are different from those of the original materials.

5:3. Water on Earth moves between the oceans and land through the processes of evaporation and condensation. As a basis for understanding this concept:

- a. Students know when liquid water evaporates, it turns into water vapor in the air and can reappear as a liquid when cooled or as a solid if cooled below the freezing point of water.

Second Grade:

*Standards to Cover in the **Rock Cycle** Unit:*

2:3. Earth is made of materials that have distinct properties and provide resources for human activities. As a basis for understanding this concept:

- a. Students know how to compare the physical properties of different kinds of rocks and know that rock is composed of different combinations of minerals.
- b. Students know smaller rocks come from the breakage and weathering of larger rocks.
- c. Students know that soil is made partly from weathered rock and partly from organic materials and that soils differ in their color, texture, capacity to retain water, and ability to support the growth of many kinds of plants.
- d. Students know that fossils provide evidence about the plants and animals that lived long ago and that scientists learn about the past history of Earth by studying fossils.
- e. Students know rock, water, plants, and soil provide many resources, including food, fuel, and building materials, that humans use.

4:4. The properties of rocks and minerals reflect the processes that formed them. As a basis for understanding this concept:

- a. Students know how to differentiate among igneous, sedimentary, and metamorphic rocks by referring to their properties and methods of formation (the rock cycle).
- b. Students know how to identify common rock-forming minerals (including quartz, calcite, feldspar, mica, and hornblende) and ore minerals by using a table of diagnostic properties.

4:5. Waves, wind, water, and ice shape and reshape Earth's land surface. As a basis for understanding this concept:

- a. Students know some changes in the earth are due to slow processes, such as erosion, and some changes are due to rapid processes, such as landslides, volcanic eruptions, and earthquakes.
- b. Students know natural processes, including freezing and thawing and the growth of roots, cause rocks to break down into smaller pieces.
- c. Students know moving water erodes landforms, reshaping the land by taking it away from some places and depositing it as pebbles, sand, silt, and mud in other places (weathering, transport, and deposition).

*Standards to Cover in the **Motion** Unit:*

2:1. The motion of objects can be observed and measured. As a basis for understanding this concept:

- a. Students know the position of an object can be described by locating it in relation to another object or to the background.
- b. Students know an object's motion can be described by recording the change in position of the object over time.
- c. Students know the way to change how something is moving is by giving it a push or a pull. The size of the change is related to the strength, or the amount of force, of the push or pull.
- d. Students know tools and machines are used to apply pushes and pulls (forces) to make things move.
- e. Students know objects fall to the ground unless something holds them up.
- f. Students know sound is made by vibrating objects and can be described by its pitch and volume.

3:1. Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept:

- a. Students know machines and living things convert stored energy to motion and heat.

Third Grade:

*Standards to be covered in the **Animal Adaptations & Habitats** Unit:*

K:2. Different types of plants and animals inhabit the earth. As a basis for understanding this concept:

- a. Students know stories sometimes give plants and animals attributes they do not really have.

K:3. Earth is composed of land, air, and water. As a basis for understanding this concept:

- a. Students know characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms.

1:2. Plants and animals meet their needs in different ways. As a basis for understanding this concept:

- a. Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.
- b. Students know both plants and animals need water, animals need food, and plants need light.
- c. Students know how to infer what animals eat from the shapes of their teeth (e.g., sharp teeth: eats meat; flat teeth: eats plants).

2:2. Plants and animals have predictable life cycles. As a basis for understanding this concept:

- a. Students know that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another.
- b. Students know the sequential stages of life cycles are different for different animals, such as butterflies, frogs, and mice.
- c. Students know many characteristics of an organism are inherited from the parents. Some characteristics are caused or influenced by the environment.
- d. Students know there is variation among individuals of one kind within a population.

3:3. Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept:

- a. Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.
- b. Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.
- c. Students know that some kinds of organisms that once lived on Earth have completely disappeared and that some of those resembled others that are alive today.

4:3. Living organisms depend on one another and on their environment for survival. As a basis for understanding this concept:

- a. Students know ecosystems can be characterized by their living and nonliving components.
- b. Students know that in any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all.
- c. Students know that most microorganisms do not cause disease and that many are beneficial.

*Standards to Cover in the **Astronomy** Unit:*

3:4. Objects in the sky move in regular and predictable patterns. As a basis for understanding this concept:

- a. Students know the patterns of stars stay the same, although they appear to move across the sky nightly, and different stars can be seen in different seasons.
- b. Students know the way in which the Moon's appearance changes during the four-week lunar cycle.
- c. Students know telescopes magnify the appearance of some distant objects in the sky, including the Moon and the planets. The number of stars that can be seen through telescopes is dramatically greater than the number that can be seen by the unaided eye.
- d. Students know that Earth is one of several planets that orbit the Sun and that the Moon orbits Earth.
- e. Students know the position of the Sun in the sky changes during the course of the day and from season to season.

5:5. The solar system consists of planets and other bodies that orbit the Sun in predictable paths. As a basis for understanding this concept:

- a. Students know the Sun, an average star, is the central and largest body in the solar system and is composed primarily of hydrogen and helium.
- b. Students know the solar system includes the planet Earth, the Moon, the Sun, eight other planets and their satellites, and smaller objects, such as asteroids and comets.
- c. Students know the path of a planet around the Sun is due to the gravitational attraction between the Sun and the planet.

Fourth Grade:

*Standards to cover in the **Electricity & Magnetism** Unit:*

2:1. The motion of objects can be observed and measured. As a basis for understanding this concept:

- a. Students know magnets can be used to make some objects move without being touched.

3:1. Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept:

- a. Students know sources of stored energy take many forms, such as food, fuel, and batteries.

- b. Students know energy can be carried from one place to another by waves, such as water waves and sound waves, by electric current, and by moving objects.

4:1. Electricity and magnetism are related effects that have many useful applications in everyday life. As a basis for understanding this concept:

- a. Students know how to design and build simple series and parallel circuits by using components such as wires, batteries, and bulbs.
- b. Students know how to build a simple compass and use it to detect magnetic effects, including Earth's magnetic field.
- c. Students know electric currents produce magnetic fields and know how to build a simple electromagnet.
- d. Students know the role of electromagnets in the construction of electric motors, electric generators, and simple devices, such as doorbells and earphones.
- e. Students know electrically charged objects attract or repel each other.
- f. Students know that magnets have two poles (north and south) and that like poles repel each other while unlike poles attract each other.
- g. Students know electrical energy can be converted to heat, light, and motion.

Fifth Grade:

*Standards to be covered in the **Plant & Animal Systems Unit:***

(Review Plant Standards and Animal Adaptations in this unit)

3:3. Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept:

- a. Students know plants and animals have structures that serve different functions in growth, survival, and reproduction.

5:2. Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials. As a basis for understanding this concept:

- a. Students know many multicellular organisms have specialized structures to support the transport of materials.
- b. Students know how blood circulates through the heart chambers, lungs, and body and how carbon dioxide (CO₂) and oxygen (O₂) are exchanged in the lungs and tissues.
- c. Students know the sequential steps of digestion and the roles of teeth and the mouth, esophagus, stomach, small intestine, large intestine, and colon in the function of the digestive system.
- d. Students know the role of the kidney in removing cellular waste from blood and converting it into urine, which is stored in the bladder.
- e. Students know how sugar, water, and minerals are transported in a vascular plant.
- f. Students know plants use carbon dioxide (CO₂) and energy from sunlight to build molecules of sugar and release oxygen.

- g. Students know plant and animal cells break down sugar to obtain energy, a process resulting in carbon dioxide (CO₂) and water (respiration).

*Standards to cover in the **Meteorology and Conservation of Resources** unit:*

(Review Weather, Rock Cycle, and Astronomy Concepts in the Unit)

3:3. Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept:

- a. Students know living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial.

5:3. Water on Earth moves between the oceans and land through the processes of evaporation and condensation. As a basis for understanding this concept:

- a. Students know most of Earth's water is present as salt water in the oceans, which cover most of Earth's surface.
- b. Students know when liquid water evaporates, it turns into water vapor in the air and can reappear as a liquid when cooled or as a solid if cooled below the freezing point of water.
- c. Students know water vapor in the air moves from one place to another and can form fog or clouds, which are tiny droplets of water or ice, and can fall to Earth as rain, hail, sleet, or snow.
- d. Students know that the amount of fresh water located in rivers, lakes, underground sources, and glaciers is limited and that its availability can be extended by recycling and decreasing the use of water.
- e. Students know the origin of the water used by their local communities.

5.4. Energy from the Sun heats Earth unevenly, causing air movements that result in changing weather patterns. As a basis for understanding this concept:

- a. Students know uneven heating of Earth causes air movements (convection currents).
- b. Students know the influence that the ocean has on the weather and the role that the water cycle plays in weather patterns.
- c. Students know the causes and effects of different types of severe weather.
- d. Students know how to use weather maps and data to predict local weather and know that weather forecasts depend on many variables.
- e. Students know that the Earth's atmosphere exerts a pressure that decreases with distance above Earth's surface and that at any point it exerts this pressure equally in all directions.

*Standards to cover in the **Chemistry & Experimentation** Unit:*

(Review States of Matter and Experimentation Concepts in this Unit)

3:1. Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept:

- a. Students know that when two or more substances are combined, a new substance may be formed with properties that are different from those of the original materials.
- b. Students know all matter is made of small particles called atoms, too small to see with the naked eye.
- c. Students know people once thought that earth, wind, fire, and water were the basic elements that made up all matter. Science experiments show that there are more than 100 different types of atoms, which are presented on the periodic table of the elements.

5:1. Elements and their combinations account for all the varied types of matter in the world. As a basis for understanding this concept:

- a. Students know that during chemical reactions the atoms in the reactants rearrange to form products with different properties.
- b. Students know all matter is made of atoms, which may combine to form molecules.
- c. Students know metals have properties in common, such as high electrical and thermal conductivity. Some metals, such as aluminum (Al), iron (Fe), nickel (Ni), copper (Cu), silver (Ag), and gold (Au), are pure elements; others, such as steel and brass, are composed of a combination of elemental metals.
- d. Students know that each element is made of one kind of atom and that the elements are organized in the periodic table by their chemical properties.
- e. Students know scientists have developed instruments that can create discrete images of atoms and molecules that show that the atoms and molecules often occur in well-ordered arrays.
- f. Students know differences in chemical and physical properties of substances are used to separate mixtures and identify compounds.
- g. Students know properties of solid, liquid, and gaseous substances, such as sugar (C₆H₁₂O₆), water (H₂O), helium (He), oxygen (O₂), nitrogen (N₂), and carbon dioxide (CO₂).
- h. Students know living organisms and most materials are composed of just a few elements.
- i. Students know the common properties of salts, such as sodium chloride (NaCl).

Science Course Objectives

	K	First	Second	Third	Fourth	Fifth
Life	Plants: K 2.a,c 1 2. a-c, e 2 2. e-f 4 3. c	Food Webs: 1 2. c 4 2. a-c		Animal Adaptations & Habitats: K 2. b K 3. a 1 2. a,c,d 2 2. a-d 3 3. b, d, e 4 3. a, b, d		Plant & Animal Systems: 3 3. a 5 2. a-g

Earth		Weather: K 3. b 1 3. a-c 3 1. a	Rock Cycle: 2 3. a-e 4 4. a-b 4 5. a-c	Astronomy: 3 4. a-e 5 5. a-c		Meteorology & Conserving Resources: 3 3. c 5 3. a-e 5 4. a-e
Physical	Light: 3 2. a-d	States of Matter: K1. a-c 1 1. a-b 3 1. e-g 5 3. b	Motion: 2 1. a-e, g 3 1. c		Electricity & Magnetism: 2 1. f 3 1. b 3 1. d 4 1. a-g	Chemistry & Experimentation 3 1. g-i 5 1. a-i

Social Studies

English Language Development Through Social Studies

EL Level	K-2	3-5
Beginning (CELDT 1)	Teachers can use hands-on activities to discuss content topics such as families and communities. Field trips and guest speakers can contextualize big ideas. Literature based social studies provide opportunities to integrate language skills and history concepts. Large maps and multimedia tools can serve as visuals. Teachers can present key vocabulary and teach questioning stems to prepare students to respond to simple questions. Flash cards can be used to learn about school personnel and the common names of local places. The teacher also utilizes various GLAD strategies like input charts, graphic organizers, Teacher “big books,” picture file cards, observation charts, inquiry charts, ELD retell, Silent Video, and various other strategies.	Students can refer to a bilingual dictionary as needed. Teachers use the textbook and supplementary materials to introduce concepts. Teacher models the use of the textbook through <i>think aloud</i> activities. Graphic organizers can be used to organize information. Non-verbal activities can lower students’ affective filter (anxiety). Making dioramas, picture books, abc books, and reconstructing artifacts are excellent products to demonstrate concept attainment. The teacher also utilizes various GLAD strategies like input charts, graphic organizers, Teacher “big books,” picture file cards, observation charts, inquiry charts, ELD retell, Silent Video, and various other strategies.
Intermediate (CELDT 2-3)	Students can label key concepts presented either in handouts or those created by them. Cooperative learning activities can enhance their initial learning. Students can practice language with peers by having opportunities to think and share before answering whole class questions. The teacher also utilizes various GLAD strategies like input charts, graphic organizers, Teacher “big books,” picture file cards, observation charts, inquiry charts, ELD retell, Silent Video, and various other strategies.	In small groups students can practice learning through role-playing, hot-seat, cloning the author, and other activities that involve moderate speaking opportunities. Cooperative learning can provide less stressful settings to practice new concepts and language skills. The teacher also utilizes various GLAD strategies like input charts, graphic organizers, Teacher “big books,” picture file cards, observation charts, inquiry charts, ELD retell, Silent Video, and various other strategies.
Advanced (CELDT 4-5)	Students can write as appropriate for their grade level. The teacher can explicitly present written conventions for capitalization and using titles and quotes as they appear in written materials.	Students can create brochures to illustrate key ideas about cultures and concepts learned. Teachers can expect students to deliver presentations that have greater detail

	In cooperative settings these students can serve as reporters and editors. The teacher also utilizes various GLAD strategies like input charts, graphic organizers, Teacher “big books,” picture file cards, observation charts, inquiry charts, ELD retell, Silent Video, and various other strategies.	and length. The teacher also utilizes various GLAD strategies like input charts, graphic organizers, Teacher “big books,” picture file cards, observation charts, inquiry charts, ELD retell, Silent Video, and various other strategies.
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Social Studies Course Objectives

	Major Themes	Supplemental Themes	Possible Important People – 2.2.5. & 3.4.6.
Kindergarten	Patriotism, Symbols and Citizenship	American Heroes	
First	Geography	Commerce & Trade	
Second	Heritage & Ancestors	Immigration	
Third	Native American Cultures & Traditions	Local Government and History	Sitting Bull, Cesar Chavez, Sally Ride
Fourth	CA History - Westward Expansion	State Government, Exploration	Lewis & Clarke, Pocahontas
Fifth	Forming a New Nation, The Federal Government	Conflict and Cooperation between settlers and Native Americans	Thomas Jefferson, George Washington, Nelson Mandela

Kindergarten Major Standards:

K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.

1.1.2. Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."

1.3. 1-3. Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.

- Recite the Pledge of Allegiance and sing songs that express American ideals (e.g., "America").
- Understand the significance of our national holidays and the heroism and achievements of the people associated with them.
- Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them.

3.4. 1-2. Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.

- Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.
- Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.

First Grade Major Standards:

K.4. 1-3 Students compare and contrast the locations of people, places, and environments and describe their characteristics. Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.

- a. Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories. Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities).
- b. Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.
- c. Demonstrate familiarity with the school's layout, environs, and the jobs people do there.

1.2.1-4 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/ or human characteristics of places.

- a. Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.
- b. Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location.
- c. Construct a simple map, using cardinal directions and map symbols.
- d. Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.

2.2.1-4 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.

- a. Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school).
- b. Label from memory a simple map of the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges. Identify the essential map elements: title, legend, directional indicator, scale, and date.
- c. Locate on a map where their ancestors live(d), telling when the family moved to the local community and how and why they made the trip.
- d. Compare and contrast basic land use in urban, suburban, and rural environments in California.

Second Grade Major Standards:

K.6. 2-3 Students understand that history relates to events, people, and places of other times.

- a. Identify the purposes of, and the people and events honored in, commemorative Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.

- b. Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).

1.4.1-3 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.

- a. Examine the structure of schools and communities in the past.
- b. Study transportation methods of earlier days.
- c. Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.

1.5.1-3 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.

- a. Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.
- b. Understand the ways in which American Indians and immigrants have helped define Californian and American culture.
- c. Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.

2.1 Students differentiate between things that happened long ago and things that happened yesterday.

- a. Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.
- b. Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians.
- c. Place important events in their lives in the order in which they occurred (e.g., on a time line or storyboard).

Third Grade Major Standards:

3.2. 1-4 Students describe the American Indian nations in their local region long ago and in the recent past.

- a. Describe national identities, religious beliefs, customs, and various folklore traditions.
- b. Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).
- c. Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments.
- d. Discuss the interaction of new settlers with the already established Indians of the region.

4.2.1 Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.

- a. Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources.

5.1.1-3 Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.

- a. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.
- b. Describe their varied customs and folklore traditions.
- c. Explain their varied economies and systems of government.

Fourth Grade Major Standards:

4.3.1-5 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.

- a. Identify the locations of Mexican settlements in California and those of other settlements, including Fort Ross and Sutter's Fort.
- b. Compare how and why people traveled to California and the routes they traveled (e.g., James Beckwourth, John Bidwell, John C. Fremont, Pio Pico).
- c. Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., using biographies of John Sutter, Mariano Guadalupe Vallejo, Louise Clapp).
- d. Study the lives of women who helped build early California (e.g., Biddy Mason).
- e. Discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods.

4.4.1-9 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.

- a. Understand the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, including the contributions of Chinese workers to its construction.
- b. Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people.

- c. Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act).
- d. Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles).
- e. Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.
- f. Describe the development and locations of new industries since the nineteenth century, such as the aerospace industry, electronics industry, large-scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense industries, and important trade links with the Pacific Basin.
- g. Trace the evolution of California's water system into a network of dams, aqueducts, and reservoirs.
- h. Describe the history and development of California's public education system, including universities and community colleges.
- i. Analyze the impact of twentieth-century Californians on the nation's artistic and cultural development, including the rise of the entertainment industry (e.g., Louis B. Meyer, Walt Disney, John Steinbeck, Ansel Adams, Dorothea Lange, John Wayne).

Fifth Grade Major Standards:

5.4. Students understand the political, religious, social, and economic institutions that evolved in the colonial era.

- a. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.
- b. Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts).
- c. Describe the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania).
- d. Identify the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and free exercise of religion.
- e. Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems.
- f. Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.

- g. Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.

5.5 Students explain the causes of the American Revolution.

- a. Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).
- b. Know the significance of the first and second Continental Congresses and of the Committees of Correspondence.
- c. Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.

5.6 Students understand the course and consequences of the American Revolution.

- a. Describe the contributions of France and other nations and of individuals to the out-come of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, the Marquis Marie Joseph de Lafayette, Tadeusz Kościuszko, Baron Friedrich Wilhelm von Steuben).
- b. Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren).
- c. Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.
- d. Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution.
- e. Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.

5.7 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.

- a. List the shortcomings of the Articles of Confederation as set forth by their critics.
- b. Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights.
- c. Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.
- d. Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.

Art

The curriculum will be aligned with the Visual and Performing Arts Framework for California Public Schools and will include dance, drama/theater, music and visual arts. Arts will be integrated into the Literacy block, often through Social Studies (see Appendix Z: Bell schedule), and will also be integrated at times into Learning Lab as well. Students will examine the influence of the various arts on history, and examine how art reflects and describes historical periods, cultures, and geographic regions.

This program will be designed to develop aesthetic perception and judgment, and creative expression in the context of our diverse historical and cultural heritages. All students, including EL, Gifted, and Special Education will have equal access to the visual and performing arts core curriculum, with modifications to meet their individual needs. Integrated instruction will be delivered by the regular classroom teacher, as well as by the enrichment staff. The State has effectively identified key standards for the visual and performing arts. Key standards, listed below, will guide the integration of arts into the curriculum. Through a process of unpacking and prioritizing content standards for the four core content areas, teachers will identify opportunities to integrate the arts into those curricular areas, and will build unit clusters that maximize student exposure to and engagement in the arts.

Rocketship Top 10 Content Standards for the _____ Arts _____

	Grade Level K	Grade Level 1	Grade Level 2	Grade Level 3	Grade Level 4	Grade Level 5
<i>Dance—Aesthetic Value</i>	Dance 4.1 (<i>Aesthetic Valuing</i>) Explain basic features that distinguish one kind of dance from another (e.g., speed, force/energy use, costume, setting, music).	Dance 4.2 (<i>Aesthetic Valuing</i>) Describe the experience of dancing two different dances (e.g., Seven Jumps, La Raspa).	Dance 4.2 (<i>Aesthetic Valuing</i>) Describe how the movement in dances of peers communicates ideas or moods to the viewer (e.g., ocean environment or a sad or joyous dance).	Dance 1.3 (<i>Artistic Perception</i>) Perform short movement problems, emphasizing the element of force/ energy (e.g., swing, melt, explode, quiver).	Dance 1.1 (<i>Artistic Perception</i>) Demonstrate mental concentration and physical control in performing dance skills.	Dance 4.2 (<i>Aesthetic Valuing</i>) Apply specific criteria to analyze and assess the quality of a dance performance by well-known dancers or dance companies (e.g., technical skill, musicality, dynamics, mood).
<i>Dance—Making Connections and Applying</i>	Dance 2.1 (<i>Creative Expression</i>) Create movements that reflect a variety of personal experiences (e.g., recall feeling happy, sad, angry, excited).	Dance 2.3 (<i>Creative Expression</i>) Create a short movement sequence with a beginning, a middle, and an end.	Dance 5.2 (<i>Connections, Relationships, Applications</i>) Demonstrate language arts concepts through dance (e.g., show different punctuation marks through movement).	Dance 3.3 (<i>Historical and Cultural Context</i>) Explain the function of dance in ceremonial and social community events in Native American cultures.	Dance 5.4 (<i>Connections, Relationships, Applications</i>) Analyze the choreographic process and its relation to the writing process (e.g., brainstorming, exploring and developing ideas, putting ideas into a form, sequencing).	Dance 5.1 (<i>Connections, Relationships, Applications</i>) Describe how historical events relate to dance forms (e.g., the rebellion of the 1960s was represented in popular social dances with a move from partners to individual expression).
<i>Music—Artistic Perception</i>	Music 2.2 (<i>Creative Expression</i>) Sing age-appropriate songs from memory.	Music 2.1 (<i>Creative Expression</i>) Sing with accuracy in a developmentally appropriate range.	Music 1.2 (<i>Artistic Perception</i>) Read, write, and perform simple patterns of pitch, using solfège.	Music 1.3 (<i>Artistic Perception</i>) Identify melody, rhythm, harmony, and timbre in selected pieces of music when presented aurally.	Music 2.1 (<i>Creative Expression</i>) Sing a varied repertoire of music from diverse cultures, including rounds, descants, and songs with ostinatos, alone and with others.	Music 1.4 (<i>Artistic Perception</i>) Analyze the use of music elements in aural examples from various genres and cultures.

<i>Music—Creative Expression</i>	Music 1.2 <i>(Artistic Perception)</i> Identify and describe basic elements in music (e.g., high/low, fast/slow, loud/soft, beat).	Music 2.4 <i>(Creative Expression)</i> Improvise simple rhythmic accompaniments, using body percussion or classroom instruments.	Music 2.4 <i>(Creative Expression)</i> Improvise simple rhythmic and melodic accompaniments, using voice and a variety of classroom instruments.	Music 2.2 <i>(Creative Expression)</i> Sing age-appropriate songs from memory, including rounds, partner songs, and ostinatos.	Music 2.2 <i>(Creative Expression)</i> Use classroom instruments to play melodies and accompaniments from a varied repertoire of music from diverse cultures, including rounds, descants, and ostinatos, by oneself and with others.	Music 2.3 <i>(Creative Expression)</i> Compose, improvise, and perform basic rhythmic, melodic, and chordal patterns independently on classroom instruments.
<i>Music—Aesthetic Value</i>	Music 2.3 <i>(Creative Expression)</i> Play instruments and move or verbalize to demonstrate awareness of beat, tempo, dynamics, and melodic direction.	Music 4.1 <i>(Aesthetic Valuing)</i> Create movements to music that reflect focused listening.	Music 4.2 <i>(Aesthetic Valuing)</i> Create developmentally appropriate movements to express pitch, tempo, form, and dynamics in music.	Music 4.3 <i>(Aesthetic Valuing)</i> Describe how specific musical elements communicate particular ideas or moods in music.	Visual Arts 4.2 <i>(Aesthetic Valuing)</i> Identify and describe how a person's own cultural context influences individual responses to works of art.	Music 4.2 <i>(Aesthetic Valuing)</i> Develop and apply appropriate criteria to support personal preferences for specific musical works.

Rocketship Top 10 Content Standards for the _____ Arts _____

	Grade Level K	Grade Level 1	Grade Level 2	Grade Level 3	Grade Level 4	Grade Level 5
<i>Theatre—Artistic Perception</i>	Theatre 1.1 (Artistic Perception) Use the vocabulary of theatre, such as actor, character, cooperation, setting, the five senses, and audience to describe theatrical experiences.	Theatre 1.1 (Artistic Perception) Use the vocabulary of the theatre, such as <i>play</i> , <i>plot</i> (<i>beginning</i> , <i>middle</i> and <i>end</i>), <i>improvisation</i> , <i>pantomime</i> , <i>stage</i> , <i>character</i> , and <i>audience</i> , to describe theatrical experiences.	Theatre 1.1 (Artistic Perception) Use the vocabulary of theatre, such as <i>plot</i> (<i>beginning</i> , <i>middle</i> , and <i>end</i>), <i>scene</i> , <i>sets</i> , <i>conflict</i> , <i>script</i> , and <i>audience</i> , to describe theatrical experiences.	Theatre 1.1 (Artistic Perception) Use the vocabulary z of theatre, such as <i>character</i> , <i>setting</i> , <i>conflict</i> , <i>audience</i> , <i>motivation</i> , <i>stage areas</i> , and <i>blocking</i> , to describe theatrical experiences.	Theatre 2.3 (Creative Expression) Design or create costumes, makeup, or masks to communicate a character in formal or informal performances.	Theatre 1.1 (Artistic Perception) Use the vocabulary of theatre, such as <i>sense memory</i> , <i>script</i> , <i>cue</i> , <i>monologue</i> , <i>dialogue</i> , <i>protagonist</i> , and <i>antagonist</i> , to describe theatrical experiences.
<i>Theatre—History and Culture</i>	Theatre 3.1 (Historical and Cultural Context) Retell or dramatize stories, myths, fables, and fairy tales from various cultures and times.	Theatre 3.1 (Historical and Cultural Context) Identify the cultural and geographic origins of stories.	Dance 3.1 (Historical and Cultural Context) Name and perform social and traditional dances from various cultures.	Theatre 3.1 (Historical and Cultural Context) Dramatize different cultural versions of similar stories from around the world.	Theatre 3.1 (Historical and Cultural Context) Identify theatrical or storytelling traditions in the cultures of ethnic groups throughout the history of CA.	Theatre 3.3 (Historical and Cultural Context) Analyze ways in which theatre, television, and film play a part in our daily lives.
<i>Theatre—Aesthetic Value</i>	Dance 1.2 (Artistic Perception) Perform basic locomotor skills (e.g., walk, run, gallop, jump, hop, and balance).	Theatre 2.1 (Creative Expression) Demonstrate skills in pantomime, tableau, and improvisation.	Theatre 4.1 (Aesthetic Valuing) Critique an actor’s performance as to the use of voice, gesture, facial expression, and movement to create character.	Theatre 4.1 (Aesthetic Valuing) Develop and apply appropriate criteria or rubrics for evaluating a theatrical experience.	Theatre 4.2 (Aesthetic Valuing) Compare and contrast the impact on the audience of theatre, film, television, radio, and other media.	Theatre 4.1 (Aesthetic Valuing) Develop and apply appropriate criteria for critiquing the work of actors, directors, writers, and technical artists in theatre, film, and video.

<i>Visual Arts—Creative Expression</i>	Visual Arts 1.3 <i>(Artistic Perception)</i> Identify the elements of art (line, color, shape/form, texture, value, space) in the environment and in works of art.	Visual Arts 2.1 <i>(Creative Expression)</i> Use texture in two-dimensional and three-dimensional works of art.	Visual Arts 2.1 <i>(Creative Expression)</i> Demonstrate beginning skill in the use of basic tools and art-making processes, such as printing, crayon rubbings, collage, and stencils.	Visual Arts 2.4 <i>(Creative Expression)</i> Create a work of art based on the observation of objects and scenes in daily life, emphasizing value changes.	Visual Arts 2.5 <i>(Creative Expression)</i> Use accurate proportions to create an expressive portrait or a figure drawing or painting	Visual Arts 2.3 <i>(Creative Expression)</i> Demonstrate beginning skill in the manipulation of digital imagery (e.g., computer-generated art, digital photography, or videography).
<i>Visual Arts—History and Culture</i>	Visual Arts 4.2 <i>(Aesthetic Valuing)</i> Describe what is seen (including both literal and expressive content) in selected works of art	Visual Arts 3.2 <i>(Historical and Cultural Context)</i> Identify and describe various subject matter in art (e.g., landscapes, seascapes, portraits, still life).	Visual Arts 3.2 <i>(Historical and Cultural Context)</i> Recognize and use the vocabulary of art to describe art objects from various cultures and time periods.	Visual Arts 3.2 <i>(Historical and Cultural Context)</i> Identify artists from his or her own community, county, or state and discuss local or regional art traditions.	Visual Arts 3.2 <i>(Historical and Cultural Context)</i> Identify and discuss the content of works of art in the past and present, focusing on the different cultures that have contributed to California's history and art heritage.	Visual Arts 3.3 <i>(Historical and Cultural Context)</i> Identify and compare works of art from various regions of the United States.

Appendix D. Strategies and Outcomes for At-Risk Students

Rocketship will screen the following data to identify at-risk students in accordance with the California and SCCOE guidelines:

- Students scoring Basic, Below Basic, or Far Below Basic on the previous year's adopted standardized test in any one subtest score in Reading and Language Arts
- Students who are at least one year below grade level in the areas of Reading, Writing, Math and Oral Language as identified by interim assessments. Please see the section in Student Outcomes titled *Measuring Student Performance* for more information on the assessment methodology to be used.
- Students recommended for academic intervention.

At-Risk Pupil Outcomes

Rocketship anticipates that 70% or more of our students will be eligible for free and reduced lunch and over 50% will be EL students. Because of these hardships, most of our students are at-risk of failing. Our core program is geared to students like this.

Strategies to Improve At-Risk Performance

1. *Early Detection* Rocketship will use the DRA 2 and DIBELs assessments in Reading and similar assessments for Writing and Math to help us identify struggling students within the first six weeks of school, and every two months thereafter.
2. *Individual Learning Plans* Rocketship will use the ILP system to track a student's work over time for students falling below our academic expectations. The ILP will be used with at-risk students to allow teachers to collaborate on best processes and successful past interventions with this student. The ILP will be updated with objectives for students determined to be academically at-risk focused on allowing them to make expected grade-level gains.
3. *Family Communication* We will inform the families as soon as we become concerned. Our parents sign a significant Commitment Letter (Appendix U), committing to help their student get through these times. We will share formal strategies parents can use at home to help their child.
4. *Teacher Collaboration* Teachers will gather regularly 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.
5. *Focused Instruction* The standard Rocketship instructional approach will be for teachers to plan their lessons for at least three groups of students, who are striving for different sub-goals in their development towards meeting the same overall grade-level standards. For example, in Writer's Workshop, there may be a group of second graders still working on the basics of capitalization and punctuation. Others will be focused on more advanced grammatical issues in their writing like subject/verb agreement or plurals. Still others will be working on creating better Story Maps to make it easier for them to write a new story. By focusing on at least three student groups in each lesson, teachers will have to prompt themselves to customize parts of the lesson to each group.

6. *Direct Intervention* Despite the significant amount of individualization built into the Rocketship curriculum, some students may need more. Tutors will provide direct intervention to the bottom quartile of our students during the after-school program each day.
7. *Ongoing Assessment* Data is gathered both through frequent interim assessments performed in the subject areas and daily feedback given teachers from the computers in the Learning Lab. Teachers will have the tools they need to track all of their students and make sure they are not falling behind again in the areas where they received intervention. The ILP will be updated to identify if intervention has been successful or if additional intervention is necessary.
8. *A Commitment to Each Student* With the most struggling students, an effort is sometimes required beyond any normal day to day instruction in order to help a student achieve. Because of the Rocketship mission of bringing all students to grade level by second grade and above grade level by fifth, our staff will find ways to help each student succeed in Math, Reading, and Writing.

Clarification of the Problem: (Given the data and classroom observations, the biggest areas of concern are the following)

DRA: Student knows some sight words and is able to use picture clues, so he passed the Level 1 book. In order to advance he needs practice blending sounds and needs to recognize sight words as words that should *not* be sounded out (“the” vs. /t/h/e/).

HFW: scored 1/20 on a sample list of first grade sight words (class average is currently 7/20); this small sight vocabulary means that he tries to decode words that he ought not to have to think about (words like “the”) and thus has very low reading fluency/is unable to read for meaning. He doesn’t seem to retain sight words, even when practiced daily.

Writing: uses invented spelling with a smattering of sight words; mixes capitals and lowercase and rarely puts spaces between words.

Goal Setting: (set three clear and measurable goals for assessment at the end of the 8 week cycle of RtI)

Student Goals Setting

	Primary Time for Practice (In class, after school)	Assessment
Goal 1: Student will pass the level 3 DRA book (includes sight words like <i>I, can, see, the, go, and, is, look, do, you, like, boy, girl</i> as well as color words and transportation, bath time, nature, fruit, and playground words)	Guided reading (in class); practice with HFW and word recognition (after school)	DRA
Goal 2: Student will earn five stars on the Galaxy Word Wall (includes the following sight words: <i>I, the, a, me, we, and, did, her, his, go, you, not, of, have, so, she, he, eat, come, no, can, had, on, to, will, good, any, about, see, us, from, get, be, who, like, do,</i>	Centers (in class); practice with HFW (after school)	Galaxy Wall

<i>little, with, an, it, boy, in, one, two, three, at, here, are, was, up).</i>		
Goal 3: Student will correctly say letter sounds (including short vowels) for all letters of the alphabet.	Centers (in class); practice with HFW (after school)	Letter sound ID

Action Plan

What kind of interventions will the student receive in class and after school to help them successfully meet their goals?

Tier 1 (Classroom) Interventions:	Method of Practice	Suggested Materials
Intervention 1: Small guided reading group – Student and other level A-1 readers will get 15 min. of small group instruction daily. Focus will be on using picture clues and initial sounds as support when encountering unknown words, as well as distinguishing sight words from decodable words.	<ul style="list-style-type: none"> Highlighting sight words Previewing each page before reading (discuss picture clues) IDing unknown words (cue to use word attack strategies) 	<ul style="list-style-type: none"> Guided reading books OCR/HM decodables
Intervention 2: Pair practice with sight words – Student and a partner will practice his current list of sight words for 2-3 min. twice a day; Ms. Coxon will be his partner at least once every 2-3 days. Current list will be sent home for practice each time Student reads with Ms. Coxon.	<ul style="list-style-type: none"> HFW flashcards “Say it, spell it, write it in the air” HFW games in centers 	<ul style="list-style-type: none"> Decks of Galaxy Words Lists of words in HW folder
Intervention 3: One-on-one letter practice for 2 min. twice a day (once during writer’s workshop and again after school): initial inventory, then one new S-S card every 2 days as possible	<ul style="list-style-type: none"> Run the cards TPR for cards 	<ul style="list-style-type: none"> OCR S-S cards
Tier 2 (After School) Interventions:	Method of Practice	Suggested Materials
Intervention 1: Reading instruction focused on initial sounds and sight words – should include decodable books	<ul style="list-style-type: none"> Daily reading practice targeted for initial sounds or sight words 	<ul style="list-style-type: none"> OCR/HM decodables (see Ms. Coxon and you can make copies) Bag of books (see Ms. Coxon)
Intervention 2: Sight word practice (5 words/week, see below for suggested pacing schedule).	<ul style="list-style-type: none"> Daily practice with the words Card games 	<ul style="list-style-type: none"> Individualized deck of flash cards (index cards/cut paper) <ul style="list-style-type: none"> - Can use for go fish, memory, bingo, etc.
Intervention 3: Daily practice with letter recognition	<ul style="list-style-type: none"> Daily practice running the cards Daily practice on letter recognition in context (reading, games) 	<ul style="list-style-type: none"> OCR sound-spelling cards Lakeshore games (beginning sounds, letter recognition)

Additional Plans

(Schedule for learning sight words, letters, comprehension strategies etc.)

	Specific Objective	Methods of Practice
Week 1 RtI	<i>me, we, did, her, his</i>	* HFW: see above
	<i>you, not, of, have, she</i>	(see above)

Week 2 RtI		
Week 3 RtI	<i>he, eat, come, can, had</i>	(see above)
Week 4 RtI	<i>on, to, will, any, about</i>	(see above)
Week 5 RtI	<i>us, from, get, be, who</i>	(see above)
Week 6 RtI	<i>like, do, little, with, an</i>	(see above)
Week 7 RtI	<i>it, boy, one, two, three</i>	(see above)
Week 8 RtI	<i>at, here, are, was, up</i>	(see above)

Sample 8-Week Cycle RtI Plan

GOALS

Students will be able to:

- Read 40 new Sight Words
 - DRA 24 – 30: Dolch 3rd grade list
- Readily decode long and variant vowel words
 - DRA 24 – 30: Begin Phonics for Reading Level 3 Lesson 1

	Goal for the Week	Activities / Materials
Week 1	<ul style="list-style-type: none"> • Get to know the group & sight word pre-assessment • Lessons 1 • Guided Reading – Main Idea or Author’s Purpose • Sight Words: about, better, bring, carry, clean 	Phonics for Reading Level 3 Lesson 1
Week 2	<ul style="list-style-type: none"> • Lessons 2 • Guided Reading – Main Idea or Author’s Purpose • Sight Words: cut, done, draw, drink, eight 	Phonics for Reading Level 3 Lakeshore games ELD questions game
Week 3	<ul style="list-style-type: none"> • Lessons 3 • Guided Reading – Main Idea or Author’s Purpose • Sight Words: fall, far, full, got, grow 	Phonics for Reading Level 3 Lakeshore games ELD questions game
Week 4	<ul style="list-style-type: none"> • Lessons 4 • Guided Reading – Main Idea or Author’s Purpose • Sight Words: hold, hot, hurt, if, keep 	Phonics for Reading Level 3 Lakeshore games ELD questions game
Week 5	<ul style="list-style-type: none"> • Lessons 5 • Guided Reading – Prove it! Make students go back to the text and find proof for what they are saying • Sight Words: kind, laugh, light, long, much 	Phonics for Reading Level 3 Lakeshore games ELD questions game
Week 6	<ul style="list-style-type: none"> • Lessons 6 • Guided Reading – Prove it! Make students go back to the text and find proof for what they are saying • Sight Words: myself, never, only, own, pick 	Phonics for Reading Level 3 Lakeshore games ELD questions game
Week 7	<ul style="list-style-type: none"> • Lessons 7 • Guided Reading – Prove it! Make students go 	Phonics for Reading Level 3 Lakeshore games

	back to the text and find proof for what they are saying <ul style="list-style-type: none"> • Sight Words: seven, shall, show, six, small 	ELD questions game
Week 8	<ul style="list-style-type: none"> • Lessons 8 • Guided Reading – Prove it! Make students go back to the text and find proof for what they are saying • Sight Words: start, ten, today, together, try, warm • Assessment 	Phonics for Reading Level 3 Lakeshore games ELD questions game

Appendix E: Sample Individualized Learning Plan

Sample Student ILP Within RtI

Individualized Learning Plan						
Name: Student			IEP: N			
Grade: 1			Years at Rocketship: 1		CELDT Level: EO	
Teachers: Coxon, Serrano (Bronco)						
Date of initial ILP: 09/26/08			Area of concern: Reading, writing			
Past Academic Record:						
	K	1	2	3	4	5
DRA	-	1 DRA	-	-	-	-
Sight Words	-	0/20 HFW, STAR ELA	-	-	-	-
Letter Names & Sounds	-	35 DIBELS, STAR Math	-	-	-	-
Writing Rubric Level	-	(not yet graded), Math Assessments	-	-	-	-
Math Assessments	-	?, Writing Rubric Level	-	-	-	-
Current Assessment Results						
Date of Assessment	DRA	DIBELS				
Cycle 1:						
Cycle 2:						
Cycle 3:						

Appendix F: Sample UbD Unit



Unit Plan – Backwards Planning

Understanding by Design

Name: Eve Fabiaschi

Grade Level/Subject: Second Grade Science

Date: 12/11/08

1) Desired Results

Established Goals:

PHYSICAL SCIENCES STANDARDS

2: 1. The motion of objects can be observed and measured. As a basis for understanding this concept:

- a. Students know the position of an object can be described by locating it in relation to another object or to the background.
- b. Students know an object's motion can be described by recording the change in position of the object over time.
- c. Students know the way to change how something is moving is by giving it a push or a pull. The size of the change is related to the strength, or the amount of force, of the push or pull.
- d. Students know tools and machines are used to apply pushes and pulls (forces) to make things move.
- e. Students know objects fall to the ground unless something holds them up.

3: 1. Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept:

- a. students know machines and living things convert stored energy to motion and heat.

ELA STANDARDS

Writing 1.1 Group related ideas and maintain a consistent focus.

Understandings (*Students will understand...*):

Newton's Laws:

1. An object in motion will remain in motion unless a force acts on it to change it. (An object at rest will remain at rest unless a force acts on it to change it)
2. The acceleration (speeding up/slowing down) of an object increases (speeding up/slowing down faster) as the applied force increases.
3. For every action, there is an equal and opposite reaction.

* Gravity: Every object in the universe pulls on every other object.

Essential Questions or Habits of Mind:

How are objects affected by different forces?
How do Newton's Laws affect our lives?
How does writing help us learn?

Understanding by Design
Astronomy: Surfing' Through the Solar System
Designed by Maricela Guerrero
Third Grade

<i>Standard Number</i>	Standard Description
Reading 2.2	Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text
Reading 3.4	Determine the underlying theme or author's message in fiction and nonfiction text
Reading 2.2	Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text
Reading 1.1	Read narrative and expository text aloud with grade appropriate fluency and accuracy, etc.
Reading 2.1	Identify structural patterns found in informational text
Writing	
Writing	
Writing	
Earth Science 4.0	Objectives in the sky move in regular and predictable patterns.
Earth Science 4.0 (a)	The patterns of stars stay the same, although they appear to move across the sky nightly, and different stars can be seen in different seasons.
Earth Science 4.0 (d)	Earth is one of the several planets that orbit the Sun and That the Moon Orbits Earth.
Earth Science 4.0 (e)	The position of the Sun in the sky changes during the course of the day and from season to season.

Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> • Our solar system is formed by attractions between the sun, inner planets, outer planets, moons, asteroids, and comets. • The objects in the sky move in a regular 	<ul style="list-style-type: none"> • What bodies and forces make up and hold together our solar system? • Why don't the planets in our solar system change their orbital order?

Appendix G. High Performing Students

Our gifted students will benefit from the same practices which are helpful to our struggling students. Because our internal systems measure student gains monthly, we will be able to monitor our high-achievers to make sure that their gains continue and do not regress to class averages.

1. *Early Detection* Rocketship will use internal assessment in Reading, Writing, Math, and Oral Language to help us identify high performing students within the first six weeks of school and monthly thereafter. Please see the section in Student Outcomes titled *Measuring Student Performance* for more information on the assessment methodology to be used.
2. *Differentiation* Rocketship will use our interim assessments to track a student's work over time for students achieving significantly above grade level. Differentiation will be used with high-performing students to allow teachers to collaborate on best processes and successful past enrichment activities with this student. This will occur both in whole-class and small-group lessons.
3. *Family Communication* We will inform the families as soon as we are sure of the child's performance. Our parents sign a significant Commitment Letter (Appendix U), committing to help their student. With high-performing students, it will be common for teachers to give students additional books and work to perform at home to increase their understanding of the subject area.
4. *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.
5. *Focused Instruction* The standard Rocketship instructional approach will be 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. For example, in Writer's Workshop, there may be a group of second graders still working on the basics of capitalization and punctuation. Others will be focused on more advanced grammatical issues in their writing like subject/verb agreement or plurals. Still others will be working on creating better Story Maps to make it easier for them to write a new story. By focusing on at least three student groups in each lesson, teachers will have to prompt themselves to customize parts of the lesson to each group.
6. *Daily Enrichment* For high-performing students, the Learning Lab will be a place where they can read a lot of children's literature and use software that challenges them, even if they are far ahead of the class. We anticipate providing other activities to our high-achieving students during Learning Lab which can let them examine the current grade-level themes in more depth.
7. *Ongoing Assessment* Data is gathered both through frequent real-time assessments performed in the subject areas and daily feedback given teachers from the computers 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 falling off. If they do fall off, this data will be used during teacher collaboration time to think of strategies for this student.

Appendix H: Rocketship Education's Response to Intervention Program

Response to Intervention (RtI) describes both a service delivery model and eligibility criteria for specific learning disability (IDEA 2004). In a report prepared by the National Joint Committee on Learning Disabilities (2005), the Committee identified three core components of RtI: “(1) Application of scientific, research based interventions; (2) measurement of student’s response to these interventions; and (3) use of RtI data to inform instruction” (Tom Green). The term RtI also describes an eligibility criterion for special education. This criterion is found in IDEA 2004 Sec 614(b)(6)(B). The law states; “In determining whether a child has a specific learning disability, a local education agency may use a process that determines if the child responds to scientific, research based intervention as a part of the evaluation procedures...”

RtI Rationale

Discontent with the IQ-Achievement model as a means of identifying students with learning disabilities stems from three major deficiencies with this model - the unreliability of discrepancy scores, the inability of IQ scores to predict student potential, and high misidentification rates (Vaughn, Linan-Thompson, and Hickman 2003). Along with these deficits, the the IQ-Achievement model usually identifies student *after* they have experienced academic failure. This remedial approach to intervention stymies more preventative measures and frustrates service providers who are forced to wait for students to fail before intervening. In *Catch Them Before They Fall: Identification and Assessment to Prevent Reading Failure in Young Children*, Torgeson (1998) summarizes the research base that echoes these frustrations, “One of the most compelling findings from recent reading research is that children who get off to a poor start in reading rarely catch up...And the consequences of a slow start in reading become monumental as they accumulate over time” (pg. 1). Instead of a remedial approach to intervention, RtI focuses on the prevention of learning difficulties by providing early intervention *before* students experience academic failure. With mounting evidence from both basic and applied research indicating the effects of a remedial approach to service provision and special education eligibility criteria, the preventative approach employed by RtI seems a more viable alternative.

Core Components of RtI

RtI describes a team-based, systematic process where staff provides early intervention. The efficacy of this instruction is assessed using frequent progress monitoring, which in turn informs decision-making (Vaughn, Linan-Thompson, and Hickman 2003). The most frequently used service delivery model is the three-tiered model. In Tier 1, general educators use a research-based core curriculum. This first level should ideally provide adequate instruction for 80% of students. If a student does not ‘respond’ to this primary intervention, the student receives Tier 2 services. Tier 2 services supplement the core curriculum and provide students with extra practice in letter-sound correspondence, phonological awareness, fluency, vocabulary, and comprehension. Tier 2 interventions can either be provided in a general education or in a pullout setting, supporting 10-15% of students school-wide. If a student receives Tier 2 services and continues to need support, as measured by frequent progress monitoring, the learner moves to Tier 3. When

a student moves to this level of service, a special education evaluation is conducted to determine eligibility for formal special education services (National Joint Committee of Learning Disabilities 2005).

Other Potential Benefits of RtI

RtI has many potential benefits for student from diverse economic, linguistic, and cultural backgrounds. This model promises to provide equitable access to standards based curricula for *all* students and reduce identification of students with learning difficulties. For example, students with diverse backgrounds are often overrepresented in special education (Department of Education 2007), and this model could help ameliorate this longstanding problem. In the article *Cultural Considerations with Response to Intervention Models*, Klinger and Edwards state, 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)

Not only can RtI help increase equity in schools, it may also promote collaboration and shared responsibility between service providers. RtI, when preceded by an equalization of funding, training, and support, may help break down the historical barriers between general education and special education. This approach also offers general educators the ability to use "instructionally relevant" data beyond standardized test scores. Teachers and staff members could utilize a variety of assessments, including curriculum-based measurement, district-wide benchmarks, and teacher created measures to assess student growth (National Joint Committee of Learning Disabilities 2005).

Rocketship Education Response to Intervention Model

Revisions to the Elementary and Secondary Education Act (NCLB) and the Individuals with Disabilities Education Act specifically allow coordination of all general education, categorical and special education services. Although the state of California still uses a traditional, separated categorical and special education organizational structure, federal law and implementing regulations, along with precedent in other districts in the state of California are currently interpreted as allowing coordination of services under Response to Intervention.

The Rocketship Response to Intervention model is intended to systematically coordinate regular and special education assessment and services to below grade level students. The purpose of the model is to provide 3-tiered assessment, intervention, and support to all at risk students as early and effectively as possible, consistent with the Response to Intervention model. The expected outcome is that, over time, more students would progress from at risk status to functioning within a normal range for grade level standard, and far fewer students would ultimately need formal special education assessment and service. This model is also intended to address the achievement gap between below grade level English Language Learners, Learning Disabled students, economically disadvantaged students, and students of color; and white and Asian, English speaking, economically advantaged students. A growing body of research supports the contention

that coordinated, intensive, early intervention promotes advanced, equitable student achievement and saves money over time

The Response to Intervention model is designed to coordinate assessment, instruction, and evaluation and coordinate all available support and instructional services for below grade level students. It is designed to make more efficient use of existing resources- time, money, materials, expertise, and staff –to better address the needs of below grade level students.

All of the individual programs necessary for implementing Response to Intervention exist in current practice. All necessary funding, programs, access to training, and staffing are currently available under existing law. Assessment, instructional strategies and materials, schedules and groupings, and Response to Intervention Team makeup may vary from site to site depending on the instructional needs of the students and the expertise of the staff.

Essential Elements of Response to Intervention

There are, however, several necessary elements of the educational program that are essential to successfully implementing this model, including:

1. **Consensus Building: A professional, institutional commitment to all students meeting or exceeding grade-level standards.** Staff must truly believe and be willing to put into practice the belief that all students are capable of meeting or exceeding grade level standards.
2. **Universal Screening and Progress Monitoring: The use of data-driven decision-making to inform instructional decisions, allocation of resources, and instruction.** Staff must initially assess all students upon entry into school, and assess student progress on an ongoing basis, at a minimum three times per year, collect the data, analyze the results, and design instruction to meet current student need.
3. **Early Intervention: A commitment to systematic early literacy instruction.** Intervention must begin at the earliest possible opportunity, in most cases upon beginning Kindergarten. An extended or full day Kindergarten program is essential for full implementation of the model. Kindergarten and primary grades staff must be trained in and provide highly effective pre-literacy and literacy instruction. Support staff, both remedial and special education, must be trained to provide effective and developmentally appropriate assessment and instruction at the Kindergarten and primary levels.
4. **Extension of the school day.** In addition to an extended or full day Kindergarten program, the use of after school tutoring is necessary to provide extended learning opportunities for at risk students.
5. **Collaboration between all instructional staff.** Regular classroom teachers, remedial and support staff, and special education staff must meet regularly to examine assessment data, determine appropriate instructional strategies based upon that assessment data, develop plans and schedules for instructional groupings, and re-evaluate progress on a regular basis.

6. **Understanding that support and instruction for at risk students must supplement, not supplant regular classroom instruction.** Response to Intervention suggests a 3-tiered model for support. Optimal support and intervention for below grade level students starts in and continues in the regular classroom. Regular classroom teaching staff must commit to differentiating instruction to most effectively address the needs of below grade level students in the regular classroom. If additional support and instruction by support and special education staff is needed, or if special education services are warranted, differentiated instruction must continue in the classroom in coordination with support and special education services. All at risk students should receive basic skills instruction in the regular classroom, by support staff, and in an extended day setting. For greatest impact all of these services should be coordinated.
7. **Commitment to long-term professional development.** Current staff seldom has the professional knowledge to fully implement all aspects of an effective instructional program for below grade level students. The school as an institution must commit to identifying effective instructional strategies and providing the professional development to train staff to use those strategies.

The Response to Intervention Team

The work of the Response to Intervention program is guided by a Response to Intervention Team, an expanded version of a Student Study Team. This team provides coordinated staff work to assess all students upon entry into the school, determines need for all students assessed as below grade level, assigns services and develops schedules, and monitors progress. The Response to Intervention Team consists of the site principal, any and all support staff, general education classroom teachers, and any and all staff providing direct instruction or service to below grade level students.

The Response to Intervention Team must meet regularly to guide the work. The meeting time is essential to train, assess, analyze data, determine instructional needs, obtain materials, and develop schedules and instructional groupings and assignments.

The Response to Intervention Team also functions as the core of the school Student Study Team. The Student Study Team focuses on individual at risk students within the greater context of the whole school Response to Intervention program. This focus fosters collaboration between the regular classroom and all support and special education staff and services. The significant revision of Student Study Team guidelines and procedures must be addressed in the Response to Intervention model.

Student Study Team forms are included in the charter document to provide specific examples of the restructuring of the Student Study Team under the Response to Intervention model.

Assessment-Universal Screening and Progress Monitoring

All students are assessed upon initial enrollment in school. Subsequent assessments are done monthly to monitor progress, inform instructional decisions, and guide grouping and scheduling decisions. Assessment tools include all standard achievement tests:

CELDT, Rocketship math assessments, scored writing samples using a Six Trait rubric, Running Records to establish a Reading Benchmark, DRA, and all STAR test data.

This data collection and analysis process requires the implementation of a schoolwide assessment, collection, and analysis system.

See charter p. 36-40

Eligibility Criteria

All students assessed as currently below grade level standards based upon the data from the multiple assessment tools are eligible for services under the Response to Intervention model. All law and policy guidelines for other eligibilities- special education and English Language Learner –must be adhered to, but are secondary to determination of relation to grade level standards. These legal and policy guidelines are no longer the highest priority for determination of need for service. The Response to Intervention Team uses current assessment data to determine need based upon relation to grade level standard, to develop instructional and support strategies, and as the next priority to determine eligibility for formal special education services.

Provision of Services-Instructional Strategies and Materials

Rocketship school model is a full Response to Intervention model, providing three tiers of intervention for students in need of additional assistance. For students determined upon initial assessment to be below grade level standards, the Response to Intervention Team employs the three-tiered approach and determines appropriate service and staffing. Delivery of service is in the least restrictive, most appropriate setting- general education classroom by the general education classroom teacher, general education classroom supported by additional pullout instruction, both augmented by extended day instruction, or a special day class setting. Instructional strategies will include best practices as determined by the Response to Intervention staff. This approach requires a very high degree of collaboration and coordination between the general education classroom teacher and support staff. Regular grade level planning team meetings, staff meetings, and Response to Intervention team meetings may be used to support the collaboration necessary to plan coordinated instruction. Bi-monthly interim assessment results are analyzed to identify students who are failing to make adequate progress.

For each student in this category, an Individualized Learning Plan (ILP) is generated which specifies areas of strength and weakness and explicit classroom modifications, areas to target in our Computer curriculum, and specific goals and methods for tutors. The first tier of intervention is in the classroom. Guided Reading groups will often be used to deliver these more individualized objectives during normal classroom instruction. Rocketship will conduct an after-school program each day called Learning Lab, providing homework assistance and small-group interventions. The second tier of intervention in Learning Lab will be a daily small-group intervention with a group of students with similar needs, focused on goals from each student's ILP. If classroom modifications and Learning Lab interventions fail to help a student make adequate progress, they enter the IEP process and our IEP's reflect academic goals aligned with the school's goals for that grade level. Providing these three levels of intervention allows

Rocketship to serve the most struggling readers more effectively than traditional elementary schools.

Tier 1 General Education Classroom: Regular classroom reading programs use a balanced literacy approach with guided leveled reading. Regular classroom math programs use Harcourt Math, supplemented by a variety of direct instruction support programs. Tier 1 interventions include increased frequency small group instruction in the regular classroom.

Refer to charter section p. 23-30

Tier 2 Continued General Education Classroom instruction supplemented by support services instruction: Rocketship offers all students the opportunity to participate in our Learning Laboratory for two hours each day. The purpose of the Learning Lab is to provide students with additional practice in Literacy and Math at exactly their current level of instruction.

The Learning Laboratory is a combination of a library, computer lab and homework center. The Learning Lab has a full-set of leveled books where students can read independently at their “just right” level (the top of their independent reading level) as well as at computers running a learning management system that allows students to access instruction at exactly their current level of understanding. Refer to charter section on Learning Lab p. 239-241

Tier 3 The Response to Intervention Model and Special Education:

The Response to Intervention model is consistent with the program requirements of recent revisions to IDEA, Federal Special Education law and policy, and implementing regulations. The state of California has not yet adopted regulations consistent with Federal law, but expert advice in the field counsels us not to wait for these regulations. Districts all over the state are successfully, legally implementing Response to Intervention models. Referral for assessment for eligibility for formal special education services may be made by the Response to Intervention Team meeting as a Student Study Team at whatever point the team determines that failure to respond to intervention warrants such a referral. On the other end of the spectrum, students who make progress towards meeting grade level standards may be moved to less intense instruction. The Response to Intervention model provides a coordinated process for effectively moving students out of special education services to less restrictive settings. Upon meeting or exceeding grade level standard, students are moved to transition support service and monitored by the Response to Intervention Team as they receive instruction solely in the regular classroom. The Response to Intervention Team maintains assessment data on all students served to insure student success and to analyze data to determine effectiveness of the instructional strategies and materials used. The Response to Intervention Team is also responsible for insuring compliance with all special education and English Language Learner legal requirements.

Refer to charter section p. 33-35

Special Education Caseloads and Instructional Settings

Under the Response to Intervention model, special education staff serves all students who are assessed as needing most intensive services, regardless of legal eligibility for special education services. Legal caseload limits for Speech and Language Therapists and Resource Specialists must be respected, but it is expected that special education staff will serve both legally identified special education students and students not legally identified for service. Special Day Class teachers and para educators will still have students assigned to their classroom as their homeroom and are obligated to provide service under IEPs, but may facilitate service to SDC students in regular classrooms or serve non-SDC students in a Special Day Class setting. In all cases, the Response to Intervention Team will determine the most appropriate instructional setting.

Refer to charter p. 33-35

Professional Development and Materials

All instructional staff requires training in highly effective instructional strategies. The Rocketship Response to Intervention model provides for necessary high level professional development.

Refer to charter p. 30

English Language Learners and English Language Development

It is recognized under the Response to Intervention model that the majority of students who are currently functioning below grade level are English Language Learners, whether legally eligible according to CELDT test scores or not. It must be a high priority to accurately identify the educational needs of these students as early as possible and provide appropriate instruction, both in the regular classroom and in pullout, depending upon the necessary intensity of instruction. It is also essential to recognize that below grade level students may very well have both English Language Learner and other instructional needs, and that early provision of service takes precedent over eligibility issues. If the student is below grade level, for whatever reason, the Response to Intervention Team should determine appropriate service.

Refer to charter p. 23 & 31-33

Outcomes

All current research supports long term educational and cost effectiveness of early, coordinated intervention for below grade level students. The model holds great promise for such effect. The expectation is that over time a greater number of students will make adequate progress towards meeting grade level standards, and fewer students will require formal special education referral, assessment, determination of eligibility, and formal special education services. Further, the expectation is that over time fewer students will require most restrictive placements such as Special Day Class services, and that the effect would be compounded over time as students served proceed up through the grades to middle school.

APPENDIX I: Kindergarten Long Term Plan

Long term plan for Kindergarten

Language Arts/Writing 2008-2009

Opening procedures will encompass the following activities and will take place daily.

Morning Message- daily activities, sight word embedded, question of the day (review of previous day's objectives)

Calendar- days of the week, months, date, patterns with the numbers of the calendar, songs (Days of the week, Months of the year).

Number Matrix- counting days of the school year and identifying patterns in the numbers.

Alphabet cheer-daily chant of letters and letter sounds

Quick Drill- Review and drill sight words, letter names and sounds, colors, shapes, numbers, and auditory battery (start week 4)

Word of the Day/Week - using GLAD Strategies introduce new vocabulary word, make predictions and then give definition (weeks 1&2 core values, week 3 start sight words)

Centers- students will be organized into four or five cooperative learning groups and will work in those groups at four or five different stations daily. Centers will be made up of different tasks relating to the concept or standard that they are working on that day. Centers will consist of writing, math, listening, ELL, and puzzles/phonics games. Students will receive guided reading at the teacher's table 4 days a week, the 5th day will be assessment based. (Student choice/rotations first 3 weeks, 4th week guided reading/rotations)

Response to Intervention-will be included with daily guided reading

Open Court Units

SL=sounds and letters workbook

OCR includes exercises for warming up and phonological and phonemic awareness on a daily basis. These are not mentioned, but are being completed in the classroom—green section of open court.

Standards listed are from the Rocketship Kindergarten top ten standards list for 2008-2009.

*PDSA/Data folders—bi-weekly goal setting/assessments set by teacher/student

At the end of every week, we will include our supplemental lessons that will include letters of the week, sight words of the week, and writing exercises. These will be preceded by an asterisk ().

Sight word list included at end of LTP

. Sample Kindergarten Long-Term Plan (excerpt of Weeks 1 – 10)

Week 1

Unit 1 OCR School **Reading Standard 1.6:** Recognize and name all upper and lowercase letters of the alphabet **Written and Oral Language 1.1** recognize and use complete coherent sentences when speaking

Activities and Lessons: ABC song, Name game, starting to write with a pencil, coloring with a variety of materials, scissors and glue. Introduce centers (1 a day) and discover a new center on a daily basis starting with library. Read a new kindergarten book everyday (Chrysanthemum) that focuses on welcoming to K, lessons to include proper care/use of books, and question/answer discussions. Team building activities, building classroom community—including core values and behavior system, gingerbread man tour of school.

Week 2

Reading Standard 1.6: Recognize and name all upper and lowercase letters of the alphabet **Reading Standard 1.8** Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated **Writing Standard 1.1** use letters and phonetically spelled words to write about experiences, stories, people, objects, or events

Activities and Lessons: Introduce letters and numbers, model tracking/read One, Two, Buckle my Shoe, name game, ABC song, Introduce the letters Aa and Bb through writing, kinesthetic use, sound and hand gesture, and ABC big book. Tracing, writing names. Model tracking/read Hickory Dickory Dock. Team building activities, building classroom community— including core values and behavior system

*start assessments

Writing lessons-will focus on line shapes—up, down, slanted, curved, and circles (can be homework if lack of time in classroom)

* Letter Pp, Letter Nn

Week 3

Reading Standard 1.6 Recognize and name all upper and lowercase letters of the alphabet **Reading Standard 1.8** Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated **Reading Standard 3.2** Identify types of everyday print materials **Written and Oral Language 1.1** recognize and use complete coherent sentences when speaking **Science Standard**

Mini lesson—different types of print materials—newspaper, poetry, magazine catalog, and dictionary

Activities and Lessons: Introduce letters of the alphabet and explore the fact that each letter makes a unique sound. Intro letters Cc- Ff, review Aa-Ff, rhyming, rhyming with picture cards. reading Boomer Goes to School, first, middle, and last sounds, sequence read a loud, pre-decodable; The Park, and I Brought a Worm

Journal writing—Introduce journals with story Captain Jack's Journal (drawing basic pictures to convey meaning)

Team building activities, building classroom community—including core values and behavior system

*Letter Aa, letter Ss, sight word “the”, “here”, take home book “In a Pan”

*finish assessments

Week 4

Reading Standard 1.6 Recognize and name all upper and lowercase letters of the alphabet. **Reading Standard 1.8** Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated **Reading Standard 2.2** Use pictures and context to make predictions about story content **Writing Standard 1.1** use letters and phonetically spelled words to write about experiences, stories, people, objects, or events **Listening and Speaking 2.1** Describe people, places, things,(e.g. size, color, shape), locations and actions **Science Standard**

Activities and Lessons: Intro Letters Gg-Jj, review letters Aa-Jj, Read Anabelle Swift and pre-decodable; Lunch, classify and categorize, SL pages 2-4, continue with rhyming and phonemic awareness, focus on following directions

Start guided reading rotations

*Letter Tt, letter Oo, sight words “see” “a”, and “in”, take home book “Tree Sap”

Writing—Journals—introduce heading, name/date, respond to prompts and/or text read

Introduce UbD plant unit

PDSA/Data Folder—teacher/student assessments

Week 5

Reading Standard 1.6 Recognize and name all upper and lowercase letters of the alphabet **Reading Standard 1.8** Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated **Reading Standard 3.2** Identify types of everyday print materials **Reading Standard 3.3** Identify characters, setting, and important events **Writing Standard 1.1** use letters and phonetically spelled words to write about experiences, stories, people, objects, or events **Written and Oral Language 1.1** recognize and use complete coherent sentences when speaking

Activities and Lessons: Letters Kk and Ll review letters Aa-Ll, reading Anabelle Swift, pre-decodable; School, SL pages 5 and 6, Unit wrap-up—catch up as needed

Introduce characters

Writing—all about me theme/page a day

Plant activities/songs

- Letter Rr, letter Dd, sight words “I” and “we”, “an”, take home book “The Rats”

Week 6

Unit 2 OCR Shadows

Reading Standard 1.6 Recognize and name all upper and lowercase letters of the alphabet. **Reading Standard 1.8** Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound

is added, substituted, omitted, shifted, or repeated **Reading Standard 3.3** Identify characters, setting, and important events **Writing Standard 1.1** use letters and phonetically spelled words to write about experiences, stories, people, objects, or events **Listening and Speaking 2.1** Describe people, places, things,(e.g. size, color, shape), locations and actions

Activities and Lessons: Letters Mm-Pp, read What Makes a Shadow, SL workbook pages 6 and 7, read pre-decodable; We See, read Shadows, Who Ate the Cookies From the Cookie Jar, introduce building block sentences

Review characters, introduce setting

Writing—my family/page a day

Plant activities/songs

*Letter Mm, letter Hh, sight word “can”, “he”, “she”, take home book “Matt Will Not Mop”

*review PDSA/Data folders—set new goals (PDSA)

Week 7

Reading Standard 1.6 Recognize and name all upper and lowercase letters of the alphabet **Reading Standard 1.8** Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated **Reading Standard 3.2** Identify types of everyday print materials **Reading Standard 3.3** Identify characters, setting, and important events **Written and Oral Language 1.1** recognize and use complete coherent sentences when speaking

Activities and Lessons: Read pre-decodable; A Trunk, read Bear Shadow, Sequence Bear Shadow, SL workbook pages 8-10

Review characters, setting, introduce important events

Writing—science journal—plant stages

Plant activities/songs

Begin practice for exhibition night

*Review letters Pp, Nn, Aa, Ss, Tt, Oo, Rr, Dd, Nn, Hh, sight word “and”, review previous sight words

Week 8

Reading Standard 1.6 Recognize and name all upper and lowercase letters of the alphabet **Reading Standard 1.8** Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated **Reading Standard 3.3** Identify characters, setting, and important events **Writing Standard 1.1** use letters and phonetically spelled words to write about experiences, stories, people, objects, or events **Listening and Speaking 2.1** Describe people, places, things,(e.g. size, color, shape), locations and actions

Activities and Lessons: Letters Uu-Xx, read The Wolf and His Shadow, SL pages 11-13, read My Shadow, pre-decodable; A Farm

Review characters, setting, and important events
Writing—science journal—parts of a plant
Plant activities/songs
Practice for exhibition night
*Letter Ff, Letter Gg, sight word “have”, “big”, “small”, “mom”, take home book “A fat Hat”,
Journal prompt “I have a...”
*review PDSA/Data folders—set new goals (PDSA)

Week 9

Reading Standard 1.6 Recognize and name all upper and lowercase letters of the alphabet. **Reading Standard 1.8** Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated **Reading Standard 3.2** Identify types of everyday print materials **Reading Standard 3.3** Identify characters, setting, and important events **Writing Standard 1.1** Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events. **Writing Standard 1.3** Print legibly and space letters, words, and sentences appropriately **Written and Oral Language Convention Standard 1.1:** Recognize and use complete, coherent sentences when speaking.

Activities and Lessons: Letters Yy and Zz, vowel song, Apples and Bananas, Read “Nothing Sticks like a Shadow”, SL workbook pg. 14-15 pre-decodable; “This Is”, sequence Nothing Sticks Like a Shadow Review characters, setting, important events
Plant activities/songs
Practice for exhibition night
Introduce writing process/mind map/draft—map main idea/details halloween
*Letter Ii, letter Bb, sight word “it”, “no”, “this”, letter Pp book, journal prompt “I can see my...”

Week 10

Reading Standard 1.6 Recognize and name all upper and lowercase letters of the alphabet. **Reading Standard 1.8** Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated **Writing Standard 1.1** use letters and phonetically spelled words to write about experiences, stories, people, objects, or events **Listening and Speaking 2.1** Describe people, places, things, (e.g. size, color, shape), locations and actions

Activities and Lessons: Review and assessment week/catch up
Writing process—illustrate/publish halloween
Plant activities/songs
Practice for exhibition night
*sight word “dad”, “friend”
* review PDSA/Data folders—set new goals (PDSA)—set month long goal (week 12 have time to practice for exhibition night)

Guided Reading Rotations

Group	Rotation 1	Rotation 2	Rotation 3	Rotation 4
Red	Reading Table	Seatwork	Library	Centers
Blue	Centers	Reading Table	Seatwork	Library
Yellow	Library	Centers	Reading Table	Seatwork
Green	Seatwork	Library	Centers	Reading Table

Kindergarten Sight Words 2008-2009

<u>Week 3</u> The Here	<u>Week 4</u> See A In	<u>Week 5</u> I We An	<u>Week 6</u> Can He She	<u>Week 7</u> And	<u>Week 8</u> Big Have Small Mom
<u>Week 9</u> It No This	<u>Week 10</u> Dad Friend	<u>Week 11</u> Down Go Is	<u>Week 12</u> Up Do Has	<u>Week 13</u> Pretty Jump Play	<u>Week 14</u> Are Red Blue
<u>Week 15</u> Black Green On	<u>Week 16</u> Who What You	<u>Week 17</u> Orange Yellow White	<u>Week 18</u> At Purple Girl	<u>Week 19</u> Like Too Boy	<u>Week 20</u> Not Rain Sun
<u>Week 21</u> Be My Did	<u>Week 22</u> As By If	<u>Week 23</u> So To Was	<u>Week 24</u> Will About All	<u>Week 25</u> Call Come For	<u>Week 26</u> Him Little Now
<u>Week 27</u> His Make One	<u>Week 28</u> Of That With	<u>Week 29</u> One Hot Cold	<u>Week 30</u> From Know May	<u>Week 31</u> Quit Ride Zoo	<u>Week 32</u> Run End Very Eat
<u>Week 33</u> People Two Seven Off	<u>Week 34</u> Pet Three Six Eight Ten	<u>Week 35</u> Four Five Nine Book			

Appendix J. ENGLISH LANGUAGE LEARNERS PROGRAM

Rocketship will follow all applicable laws in serving its ELL students. Rocketship will follow the California Department of Education “ELL OPSET” as a program development tool to ensure that the program operates in absolute compliance with guidelines. Structurally, Rocketship runs a full-inclusion program for our ELL students. ELL students will not be in sheltered or bilingual instruction classes at Rocketship. From the first day of school, ELL students will be immersed in English by full inclusion in the classroom with small group and individual customized language support they need to learn and develop the grammatical framework and vocabulary needed to begin developing as readers and writers. In our experience, the most crucial aspect of teaching ELL students is the professional development that teachers have had in order to understand the steps that their students are going through in order to acquire English. All Rocketship teachers will be CLAD certified or in the process of obtaining CLAD certification.

PROGRAM DESCRIPTION

English Immersion with Appropriate Native Language Support .

English Language Learners (ELL) students will be immersed in English, with the language support they need to learn the language and develop the grammatical framework and vocabulary needed to begin developing as readers and writers. The National Literacy Panel (August & Shanahan, 2006) found that ELL students can acquire English literacy skills in English-only classrooms. The panel found that strategic primary language support can scaffold ELL students’ literacy development in English. To the extent possible, Rocketship will recruit teachers capable of providing strategic primary language use in order to help students acquire advanced levels of English literacy.

English Language Arts with Appropriate EL Accommodations

Rocketship’s literacy approach incorporates current research on teaching children to read in a second language by providing scientifically-based reading instruction, small group interventions based on on-going assessment, and accommodations for ELL students such as those recommended by the National Literacy Panel. This type of leveled grouping and instruction will create an environment that allows ELL students to be much more successful and receive instruction at the appropriate instructional level. In addition, the smaller groups will allow the teacher to meet the individual needs of each student and differentiate instruction according to their academic abilities and needs.

The recent report of the National Literacy Panel (August & Shanahan, 2006) contains the most comprehensive and rigorous synthesis to date of the research on developing literacy in second language learning children and youth. One of the major findings in the report is that instruction that provides substantial coverage in the key components of reading-identified by the National Reading Panel (NICHD, 2000) - phonemic awareness, phonics, fluency, vocabulary, and text comprehension - has clear benefits for language-minority

students. Rocketship's Literacy approach is a scientifically-based reading program that incorporates these five key components.

The panel also found that instruction in the key components of reading is necessary, but not sufficient, for teaching language-minority students to read and write proficiently in English. Recent research (for example, Vaughn, Mathes, Linan-Thompson & Francis, 2005) has demonstrated that to demonstrate significant gains, appropriate accommodations must be made to:

- increase the oral comprehension of ELL students
- provide effective reading interventions that are systematic, explicit and intense (i.e. are provided in small groups or individually)
- provide instruction in the critical elements of beginning reading including phonemic awareness, phonics and word study, fluency, writing and comprehension strategies can have significant results.

This approach is supported by the work of Vaughn et. al (Vaughn et. al, 2005), who designed a rigorous English Language Literacy intervention program adding a set of language support activities appropriate for ELL students. Their language support activities were similar to Rocketship's, explicit vocabulary and grammar instruction, and extensive oral language instruction. Like the Lead Petitioner's own classroom experience, this blended approach yielded significant gains for the study group of ELL students in all five of the core areas of reading instruction.

English Language Development Instruction in Groups Leveled by English fluency

Small literacy groups will be leveled based on literacy assessment results, taking into account ELL students' English linguistic proficiency. English Language Development Instruction (ELD) grouping will be based on ELD assessments. It is important to provide ELL students with both literacy instruction that is based on literacy criteria and second language development instruction that is based on language development criteria. These two areas often overlap, however it is critical to distinguish between them in order to provide ELL students with both a rigorous literacy instructional program and one that builds their developing abilities in both oral and written academic English across the content areas. It is also important to make sure that ELL students are not segregated into linguistically homogenous groups. ELD time will be the only time where ELL students are grouped by language proficiency, with no more than two levels of English linguistic proficiency in each group in order to ensure targeted instruction in ELD. At other times, language proficiency is a factor taken into account for instruction, but not for grouping. Grouping outside of ELD will be heterogeneous in order to provide ELL students with English language models and opportunities to practice using academic English with other students.

August and Shanahan (2006) found a significant correlation between oral language and reading comprehension and writing ability in ELL students and suggested that classrooms with significant ELL populations should focus extensively on using oral language to summarize and analyze stories. Genesee, Lindholm-Leary, Saunders and Christian (2006) concluded that one explanation for the 5-7 years which ELL students often take to

master academic language is that insufficient attention is paid to the oral language development of students, especially in the late elementary school years. We will focus extensively on oral language development, both expressive and receptive, at the same time as focused reading instruction is conducted. We believe that working on oral and literacy skills concurrently will help our ELL students to master listening, speaking, reading and writing in English by second grade.

Because oral language development is so critical to reading comprehension and content area learning, Rocketship's ELD block will incorporate an intensive focus on oral language development. Additionally, we will focus on explicit academic vocabulary instruction and providing students with increased and scaffolded opportunities to talk in the classroom using academic language and provide students with explicit instruction in the linguistic features of academic English. These objectives will also be assessed through formative assessments and during Rocketship's Exhibition Nights when Rocketship students will be responsible for orally presenting their work and learning. These assessments and public demonstrations will provide Rocketship and the students with data to measure their progress. Rocketship will select a specially designed ELD curriculum such as Hampton Brown's Into English!, which addresses the specific second language needs of students at different linguistic proficiency levels and grade spans, based on the state ELD standards.

Content Area Interactive Instruction to Increase Academic Language Proficiency

Genesee et. al found that a combination of direct instruction with interactive instruction is more effective than one or the other. Rocketship's ELD block focuses on direct language instruction in small groups. Our integrated Science and Social Studies content focuses on interactive activities using small cooperative groups, providing a context for extensive discussion of academic language. Stoddard et. al. found high value in integrating content and academic vocabulary. These skills will also be further enhanced through the integration of strategies from Project GLAD, which focus on vocabulary development, graphic organizers, oral language, interactive displays, and several other strategies that have been proven to be highly effective with ELL students. They also developed a rubric for teacher self-evaluation to monitor their balance of hands-on and vocabulary time and the degree of integration. (Stoddard, T. et al., 2002) This rubric will be used by Rocketship teachers in order to assess the efficacy of their instruction.

Technology to Provide Additional EL support.

August found that use of technology for teaching ELL student's vocabulary and aiding oral fluency was effective. While we do not normally endorse rote learning exercises, these exercises are effective in areas like initial vocabulary acquisition for ELLs and we plan on using programs like Renaissance Learning *English in a Flash* for these purposes.

IDENTIFICATION & ASSESSMENT

Home Language Survey (HLS)

Parents or legal guardians of students shall complete the Home Language Survey when they enroll their child at Rocketship. If a student's Home Language Survey shows a response other than English to questions 1, 2, or 3, he/she must be tested within 30 days for English comprehension, speaking, reading and writing and within 90 days for primary language assessment as required by law.

School personnel shall arrange for these assessments and will place the HLS in the student cum.

Comprehension, Speaking, Reading and Writing Assessment (CELDT)

All students with a Home Language other than English will participate in CELDT testing. CELDT testing will occur in English and the LAS test will be used to assess applicable students in their native language.

All students whose primary language is not English must take the California English Language Development Test ("CELDT") within 30 calendar days after they are enrolled in a California public school for the first time. The CELDT also must be given once each year to ELLs until they are reclassified as fluent English proficient. These scores will be placed in the student cum file.

The purpose of the CELDT is: (1) to identify new students who are ELLs, in kindergarten through grade twelve; (2) to determine their level of English proficiency; (3) to monitor their progress in learning English on an annual basis; and (4) to determine when students have met one of the criteria to be reclassified to FEP status.

Initial Identification of Students

Legal guidelines clarify that, an EL is a K-12 student who, based on objective assessment (the "CELDT"), has not developed listening, speaking, reading, and writing proficiencies in English sufficient for participation in the regular school program.

In Rocketship, the determination of whether or not a student is designated as an English Language Learner (ELL) or Fluent English Proficient (FEP) will be based upon the score received on the CELDT and the most recent standardized test score (when available.) Different criteria apply to students in grades K-1 as compared to students in grades 2-5.

Grades K-1

Grades K-1 students who are orally proficient in English based on the CELDT will be assigned the status of fluent English speakers (FEP) and placed in the regular academic instruction program. Students designated as ELL based on the required score on the CELDT shall be placed in the appropriate ELD academic setting.

Grades 2-5

Students enrolled in grades 2-5 will be designated as English Language Learner (ELL) based on their overall scaled score on the CELDT.

Ongoing Assessment

Each English Language Learner will be evaluated every six months via a parent conference process. Each English Language Learner's English proficiency development will be assessed two times during the year using ADEPT California Reading & Literature Project English Proficiency Test. At the conference, the student's English and/or academic needs will be discussed, and individual student achievement and longitudinal growth will be evaluated based on the school's monthly internal assessments. The following multiple measures may be examined:

- CELDT & ADEPT
- Student portfolios
- Bi-monthly interim assessments
- CST
- Teacher observations

An English Language Learner Progress Profile will be developed for each English Language Learner and included in the student's Individualized Learning Plan ("ILP") specifying the ELD standards met and targeted ELD goals towards reclassification.

Criteria, Standards and Procedures for Reclassification

When an ELL student demonstrates adequate oral and academic English skills, a recommendation for reclassification can be made. Each former LEP student who has been reclassified to FEP has demonstrated English-language proficiency comparable to that of the average native speakers and can participate equally with average native speakers in the school's regular instructional program. (Education Code 52164.6) The participation of the classroom teacher, parent(s) and site administrator/designee is required in the reclassification process.

The following criteria and standards for reclassification shall be used to determine when Limited English Proficient (LEP) students have developed the English language skills necessary (oral and academic) to succeed in English-only instruction and may be reclassified as Fluent English Proficient (R-FEP). The Principal will ensure that all English Learners are considered for reclassification at any time and/or on an annual basis via the SST process. Classroom teacher, parent, or principal may also initiate the reclassification process by reviewing applicable assessment data. Using the criteria listed below, the teacher determines whether the student has met all the standards to be reclassified to R-FEP status, and ensures that parent consultation is completed.

1. The student has been enrolled in the School for at least one year.
2. The student can demonstrate oral English language proficiency, both speaking and understanding, based on the State mandated English Language Development

- (ELD) Test (AB 748) or with a score of fluent English speaker on CELDT level 4 or 5.
3. Students in grades 1 – 2 who met criteria 2 shall be considered for reclassification after the successful completion of at least one full semester with grades of “Satisfactory” or better in Reading/Language Arts and Mathematics.
 4. Students in grades 1 – 2 must demonstrate grade level writing skills as measured by passing the School Writing Test.
 5. Students in grades 3 – 5 must score at a minimum at the 60th percentile on the CST Total Reading, Total Language or Total Mathematics sub-tests.
 6. Students in grades 3 – 5 must demonstrate grade level writing skills as measured by passing the School Writing Test.
 7. Students in grades 3 – 5 must demonstrate average classroom performance in the English curriculum as evaluated by the teacher. The student needs to obtain a “C” or better in all core content area classes.
 8. There must be a consultation with the student’s parent or guardian, including an interview or written communication regarding the reclassification process.

Alternate Reclassification Procedures

Some students may not be able to reach the regular criteria due to factors other than language acquisition. The purpose of the following procedure is to ensure the students who have acquired proficiency in English but may not be meet standards in an area unrelated to English language acquisition, such as math, are able to move to R-FEP status. This process will also provide any needed supplementary assistance that will enable them to experience the highest levels of success in the school’s academic program and meet grade level standards. This procedure will be instituted on a student-by-student basis using the following criteria:

1. Dates of enrollment in specific ELL instructional services in the School or elsewhere. Students enrolled three years or more in an EL Program will be considered for alternate reclassification.
2. Verification that the student met regular reclassification criteria 2 and 6.
3. CELDT test score 4 or 5
4. CELDT writing score of 3
5. Students in grades 4 – 5 need to obtain a “C” or better in Language Arts and Mathematics.
6. Parent or guardian has been consulted
7. Date of Reclassification is recorded in the student’s cumulative record.

A plan outlining this procedure must be in place to monitor student progress and provide appropriate interventions.

Follow-up Procedures

The progress of students who have been reclassified will be monitored for two years following the reclassification. Site ELL coordinators will complete an evaluation of student academic progress after the 1st and 2nd grading periods following reclassification. A third follow-up will take place one year after reclassification; a fourth follow-up will

occur two years after reclassification. All reclassified (R-FEP) students CST scores will be evaluated to assess to overall reclassification progress, and interventions will be implemented if the student does not maintain appropriate progress.

STAFF TRAINING & PROFESSIONAL DEVELOPMENT

Good instruction is the foundation of good ELL instruction. (Goldenberg, 2003) Rocketship's intensive professional development model with ongoing mentorship is crucial to high performance. Professional development that is directly related to the curriculum teachers use and that provide sustained and hands-on support is the most effective. For our ELD block, Rocketship is investigating professional development from organizations like the California Reading and Literature Project to help teachers develop methods of teaching ELD effectively. For on-going professional development in integrating ELD strategies into literacy and language development for EL students, Rocketship has chosen Project Guided Language Acquisition Design (GLAD), based on their rigorous hands-on approach and extensive validation studies showing significant gains relative to comparison groups. Each teacher at Rocketship will be thoroughly trained in the usage of SDAIE and GLAD. These strategies have already been demonstrated to be highly effective in regards to ELL students academic achievement. The implementation and usage of these strategies will be expected throughout the campus and each classroom.

Additionally, August and Shanahan found that intensive mentoring and interim assessments were extremely important to creating behavior changes in teacher's instructional practice. (August & Shanahan, 2006) Rocketship's Academic Deans full-time commitment to mentoring help teachers to better determine ways to scaffold and augment their instruction for ELL students. This capacity building model will ensure that the strategies presented in professional development activities provided by both inside and outside experts will be implemented effectively in classrooms and sustained over time.

PARENT / GUARDIAN, STAFF AND COMMUNITY INVOLVEMENT

The School's plans for involving parents, staff, students, and/or community members in developing, implementing, and/or evaluating programs for English learners.

Parent Communication

Communication with the parents of ELL students in their primary language is essential to encourage parent support and involvement. To support this communication, the School will provide translations of major documents, notices, public meetings, and workshops for parents in Spanish.

Parent Notification of Assessment Results and Initial Identification

The parents/guardians of pupils with a primary language other than English shall be notified of the English comprehension and primary language assessment results completed for the initial identification. The notification shall be in English and in any

language which is spoken by 15 percent or more of the students in the School, as determined by the R-30 Language Census. This information shall be communicated orally when a written notice (Parent Notification) letter is not understood or orally translated into another language if needed. If the Parent Notification letter is not returned, site personnel will complete a follow-up phone call.

This written notification will be done on an annual basis and will invite parents to a meeting to do the following:

1. Inform parents that they have chosen to enroll their children in a charter school with an English immersion program.
2. Parents will be provided with a full written description of the structured English immersion program which includes the educational materials to be used.
3. Inform parents that they have a right to visit the program and to withdraw their student from the program through a waiver
4. Inform parents of their rights to participate in the School Meeting.

Once completed, the initial identification process will not be repeated unless the parent/guardian claims there is an error.

Parent Participation

Parents are encouraged to participate in any and all school activities, including but not limited to:

- Parent Teacher Council (PTC)
- Volunteering in classrooms and Learning Lab
- Community Meetings
- Parent/Family Meetings

Parental Rights

Parents concerned with their student's progress or group placement can call for a meeting with teacher and administrators to review the child's IPT.

Community Meetings

Rocketship will have monthly community meetings, which are intended to keep the parents and families of Rocketship informed and empowered. This meeting will be coordinated by the Principal and along with other School information presented to the community, will advise on programs and services for English Learners. During the meetings, the parents will be informed of programmatic and assessment issues that affect ELL students and will also be informed about the programs, funds, and strategies that are being applied to these students. The community will have the opportunity to vote on these issues and ensure that the Rocketship community creates a collective for ELL instruction and interventions.

PROGRAM EFFECTIVENESS

The Rocketship mission of every student on grade level by second grade will be the primary means of determining the effectiveness of our approach with ELL students. This goal will be measured by academic proficiency on CST and assessments. Our interim assessments are correlated to grade-level benchmarks on the CST, and will provide monthly feedback on how our students are progressing towards this goal. Additionally, our oral language assessment will test language proficiency predictive of CELDT year-end outcomes. As described above, these assessments will be used to drive changes in classroom instruction and in individual student interventions. As a school with a large professional development budget and an Academic Dean who is able to mentor other teachers, we have made significant improvement every year in both our general classroom teaching for ELL students and our ability to diagnose and intervene with our most challenged ELL students. In specific areas of weakness for the school, we will seek outside resources such as the Literacy department at the Education schools of nearby universities including San Jose State University, Santa Clara University, and Stanford University.

The most important expectation to set is the way that language proficiency level will affect outcomes on the CST. We intend to use the benchmarks created by the San Diego City Schools.



SAN DIEGO CITY SCHOOLS

Standards, Assessment, and Accountability
Program Studies Department

Individual California Standards Test (CST) Benchmarks for English Learners

English Language Arts (ELA)													
CST	Expected OPL	CST Performance Level											
		FBB			BB			B			P		
		1	2	3	1	2	3	1	2	3	1	2	3
2-5	B				★	★							
	EI				★	★							
	I						★	★					
	EA							★	★	★			
	A								★	★			
	RFEP									★	★	★	

Mathematics													
CST	Expected OPL	CST Performance Level											
		FBB			BB			B			P		
		1	2	3	1	2	3	1	2	3	1	2	3
2-7 Alg 1 Geo	B				★	★							
	EI				★	★							
	I						★	★					
	EA							★	★	★			
	A								★	★			
	RFEP									★	★	★	

Explanatory Notes. These individual CST benchmarks reflect high but reasonable expectations for ELL performance that generally increase with a student's expected Overall Proficiency Level. Each CST performance level was broken down into three sublevels to provide a more incremental record of progress. (These sublevels were determined by dividing the range of scaled scores at each performance level for every CST into thirds.) The development of the CST expectations was based on the assessed performance levels of ELLs who made timely progress in English language development. Using the above benchmarks, a Grade 2 ELL with an expected OPL of "intermediate" is expected to perform between BB-3 and B-1 on both CST ELA and mathematics, i.e., the student's CST scaled score must be in the upper third of "below basic" to the lower third of "basic." A student meets expectations by scoring in the BB-3 to B-1 range, exceeds expectations with a score above B-1, and fails to meet expectations with a score lower than BB-3.

Former ELLs who have been reclassified to fluent English status are expected to perform at the “proficient” level (P-1 to P-3) on the CST—the School expectation for all students. The ultimate goal for all ELLs is English language fluency and a performance level of “proficient” or above on both CST ELA and mathematics.

Clearly, from this chart, in order to meet the Rocketship goal of grade-level proficiency by second grade, we must help our ELL students to move from level 1 to level 5 in language proficiency in three years. Recently, Genesee et. al concluded that one explanation for the 5-7 years which EL students often take to attain English proficiency could be because of poor instructional practices with EL students.¹ We believe that the key to becoming fluent English proficient is the rigorous data-driven cycle used by Rocketship to measure students monthly, modify classroom practices, and provide students with additional instruction. Please see *The Rocketship Assessment-Driven Instruction Model* in Attachment 4 of this document.

REPORTING

ELL students will take the CELDT test annually. CELDT scores for all ELL students will be reported to the authorizer.

¹ Genesee et. al (2006). Educating English Language Learners New York: Cambridge University Press.

Appendix K: Academic Rubrics

Below are examples of Report Cards that are utilized at Rocketship. There is a sample of Kindergarten and Fourth Grade provided, both of which are correlated with the Top 10 standards of the school as well.

Kindergarten Report Card

FIRST TRI-MESTER REPORT CARD (Kindergarten)

Student

Name: _____

Language Arts:

Current DRA Level: _____ **End of Year Level:** 4

Your child knows _____ **letters out of 52 letters**

Your child knows _____ **sounds out of 31 sounds**

Reading 1.6

Recognize and name all uppercase and lowercase letters

1	2	3	4	Effort

Reading 3.2

Identify types of everyday print materials.

1	2	3	4	Effort

Reading 2.4

Retell familiar stories.

1	2	3	4	Effort

Reading 1.8

Track print, change simple words when one sound is added, substituted, omitted, shifted, or repeated

1	2	3	4	Effort

Writing 1.1

Use letters and words to write about experiences, stories, people, objects, or events

1	2	3	4	Effort

Written and Oral Language 1.2

Spell independently by using pre-phonetic knowledge sounds of the alphabet and knowledge of letter names.

1	2	3	4	Effort

Writing 1.3

Print legibly and space letters, words, and sentences appropriately

1	2	3	4	Effort

Reading 3.3

Identify characters, setting, and important events.

1	2	3	4	Effort

Rocketship Marco Sneydy Elementary School Charter

Rocketship Rocketeers: Soaring Towards Excellence! Aspirando Hacia la Excelencia!

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School Year 2008 - 2009

Overall Language Arts Grade

Below Standard	Approaching Standard	Proficient	Advanced	Effort

Proficiency Standards	
4	Advanced
3	Proficient
2	Approaching Standard
1	Below Standard

Written & Oral Language 1.1

Recognize and use complete, coherent sentences when speaking

1	2	3	4	Effort

Listening & Speaking 2.1

Describe people, places, things, locations, and actions

1	2	3	4	Effort

Comments: _____

Teacher Signature: _____

Date: _____



Appendix L: At-Risk Students Entering Kindergarten

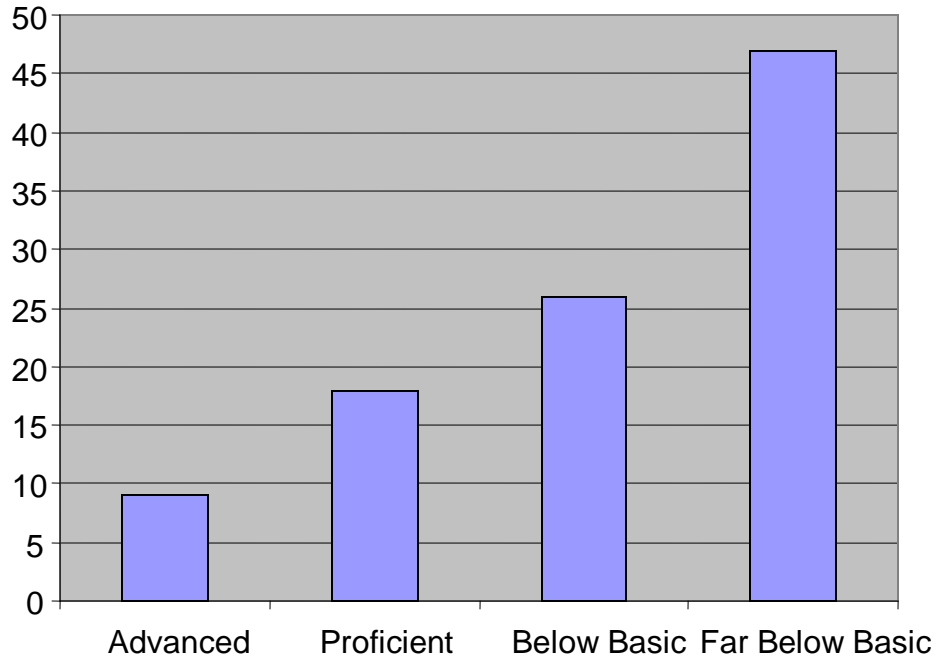
A significant amount of research has been done on the readiness for Kindergarten of at-risk students. Much of the focus on programs like Headstart has been on how to raise the preparedness of our Kindergartners. The U.S. Department of Education's Early Childhood Longitudinal Study, Kindergarten 1998-99 (ECLS-K) examined directly the set of skills that most Kindergartners have upon starting school. It compared these to the skills of children with one or more risk factors. The risk factors considered were:

- Single-parent family
- Mother has less than high-school education
- Family has received welfare or food stamps
- Parents' primary language is other than English

Families in the School neighborhood are 85% qualified for Free and Reduced Lunch, which is highly correlated to factor 3. They are also likely to have a primary language other than English (62%). Inner-city families are also significantly more likely to be single-parent families with less than a high school education. Nationwide, about 16% of Kindergartners have two or more risk factors, which we believe will be the case for the majority of School Kindergartners. As shown in Zill and West's analysis of this dataset, children with two or more risk factors were most likely to fall into the bottom quartile in reading readiness (47%) vs. just 9% in the top quartile. (Zill and West, 2001)

Percentage of Kindergartener Readiness

**Percentage of Kindergartener Readiness for Children
With 2 or More Risk Factors**



We arrive at our conclusion that our average student will be 1.5 years behind the average American student through the following analysis. We believe that students who score proficient on achievement tests are at grade level. Advanced students are one grade ahead, below basic one grade behind, and far below basic are two grades behind. We believe that a focused intervention program like Rocketship can move students up approximately one quartile in achievement each year in school (a 25 percentile point gain). Our average student is between one and two years behind and we use the average of 1.5 years behind as our overall expectation of their achievement upon entry.

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Appendix N: Attendance Policy

Allowed Absences

A pupil shall be excused from school when the absence is: (1) due to his/her illness; (2) due to quarantine under the direction of a county or city health officer; (3) for the purpose of having medical, dental, optometric, or chiropractic services rendered; (4) for the purpose of attending the funeral services of a member of his/her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California; (5) for the purpose of jury duty in the manner provided for by law; (6) due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent; (7) for justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of holiday or ceremony of his/her religion, attendance at religious retreats, or attendance at an employment conference, when the pupil's absence has been requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.

A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of any class from which a pupil is absent shall determine that the tests and assignments be reasonably equivalent to, but not necessarily identical to the tests and assignments that the pupil missed during the absence.

For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.

Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.

Note: Effective July 1, 1998, school districts or charter schools will no longer receive funding from the state for pupils who have excused absences - illness, medical appointment, or attending funeral services for a member of the immediate family.

Appendix O: Section 504 Board Policy

Board Policy for IDENTIFICATION, EVALUATION AND EDUCATION UNDER SECTION 504

The Governing Board of each Rocketship School recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that “no qualified person with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” This policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education (“FAPE”).

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities in Education Improvement Act of 2004 (“IDEA”). The identification, evaluation and education of students eligible for services under the IDEA is addressed under the policies and procedures of the El Dorado County SELPA.

The Principal shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy’s administrative regulation.

A Section 504 Team will be convened to determine the student’s need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student’s individual needs and school history, the meaning of evaluation data, and placement options. The student’s parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law. If the School does not assess a student after a parent has requested an assessment, the School shall provide notice of the parent’s/guardian’s procedural safeguards.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student’s individual

needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. Rocketship shall periodically review the student's progress and placement.

The Rocketship School will implement this policy through its corresponding administrative regulation.

Current Policy Approval Date:

Amended:

Amended:

Original Approval Date:

Appendix P: 504 Administrative Regulation

Board Policies and Procedures for IDENTIFICATION, EVALUATION AND EDUCATION UNDER SECTION 504

A. Definitions

1. **Academic Setting** – the regular, educational environment operated by Rocketship
2. **Individual with a Disability under Section 504** – An individual who:
 - a. has a physical or mental impairment that substantially limits one or more major life activities;
 - b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
3. **Evaluation** – procedures used to determine whether a student has a disability as defined within, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.
4. **504 Plan** – is a plan developed to identify and document the student's needs for regular or special education and related aids and services for participation in educational programs, activities, and school –sponsored events.
5. **Free Appropriate Public Education (“FAPE”)** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.
6. **Major Life Activities** -- Functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.
7. **Physical or Mental Impairment** –
 - a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or

- b. Any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.
- 8. **504 Coordinator** – Principal shall serve as Rocketship Section 504 coordinator. The parents or guardians may request a Section 504 due process hearing from, or direct any questions or concerns to the 504 at 408-286-3330.

B. Referral, Assessment and Evaluation Procedures

- 1. The Rocketship School will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.
- 2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another Rocketship employee will be forwarded to the Section 504 Coordinator.
- 3. The Rocketship School has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who are or may be disabled are referred to the Section 504 Coordinator so that the assessment process is initiated.
- 4. The 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.
- 5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students

requiring assessment shall be provided appropriate assessments administered by qualified assessment professional

6. The 504 Team will consider the following information in its evaluation of the student:
 - a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
 - b. 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; and
 - c. Tests are selected and administered so as to best 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 (except where those skills are the factors that the test purports to measure.)
7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.
8. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.
9. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

C. 504 Plan

1. When a student is identified as disabled within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a free, appropriate public education (“FAPE”).
2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.
3. For each identified disabled student, the 504 Team will develop a 504 Plan describing the student’s disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the disabled student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.
4. The student’s teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student’s cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.
5. The disabled student shall be placed in the regular education environment unless it is demonstrated that the student’s needs cannot be met in the regular education environment with supplementary aids and services. The disabled student shall be educated with students who are not disabled to the maximum extent appropriate to his/her individual needs.
6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed 50 school days in completing this process.
7. The parents/guardians shall be notified in writing of the final decision concerning the student’s identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.
8. If the 504 Team determines that the student is disabled but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a disabled person under Section 504 and

shall state the basis for the decision that no special services are presently needed.

9. The 504 Plan shall include a schedule for annual review of the student's needs, and indicate that this review may occur more frequently at the request of the parent/guardian or School staff.

D. Review of the Student's Progress

1. The 504 Team shall monitor the progress of the disabled student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.
2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:

- Examine relevant records
- Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel.
- Seek review in federal court if the parents/guardians disagree with the hearing decision.

2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to Principal 504 Coordinator c/o Rocketship, 350 Twin Dolphin Dr., Suite 109, Redwood City, CA 94065. Notifications shall advise that reimbursement for attorney's fees is available only as authorized by law.

3. Principal shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with any district within the School's SELPA or the County Office of Education in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.

4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, he/she may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing his/her request for a hearing. A request for hearing should include:
 - The specific decision or action with which the parent/guardian disagrees.
 - The changes to the 504 Plan the parent/guardian seeks.
 - Any other information the parent/guardian believes is pertinent.
5. Within 5 calendar days of receiving the parent/guardian's request for a hearing, the School may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the School. Alternative dispute resolution options include:
 - Mediation by a neutral third party.
 - Review of the 504 Plan by the Principal or the Principal's designee.
6. Within 10 calendar days of receiving the parent/guardian's request, the Principal or designee shall select an impartial hearing officer. This 10 days may be extended for good cause or by mutual agreement of the parent/guardian and the School.
7. Within 35 calendar days of the selection of the hearing officer, the due process hearing shall be conducted. This 35 days may be extended for good cause or by mutual agreement of the parent/guardian and the School.
8. The parent/guardian and the School shall be afforded the rights to:
 - Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as disabled under Section 504.
 - Present written and oral evidence.
 - Question and cross-examine witnesses.

- Receive written findings by the hearing officer.
9. The hearing officer shall issue a written decision within 10 calendar days of the hearing.
 10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.

Appendix Q: Health and Safety Policies

This appendix contains a set of health and safety policies approved by the Rocketship Education Board. The policies attached are as follows:

Policy 1:	Fingerprinting and Background Checks
Policy 2:	Tuberculin Examinations
Policy 3:	Safe Facilities
Policy 4:	Emergency Plans
Policy 5:	Immunizations/Physical Exams
Policy 6:	Communicable, Contagious, or Infectious Disease Prevention Policy
Policy 7:	Administration of Medications
Policy 8:	Drug-Free Workplace
Policy 9:	Smoke-Free Environment
Policy 10:	First Aid, CPR, and Health Screening
Policy 11:	Exposure Control Plan for Blood Borne Pathogens
Policy 12:	Conditions for Classroom and School Visitation and Removal Policy

Fingerprinting and Background Checks

The School shall comply with the applicable provisions of the Education Code, including Sections 44237, 44830.1, and 45125.1.

It is the policy of Rocketship Mateo Sheedy Elementary School to require fingerprinting and background checks for its employees as required by law prior to employment at Rocketship. All prospective employees must abide by all applicable laws and agree to abide by the policies of the School, including the submission of fingerprints and the approval for the School or its designee to perform background checks. The fingerprinting and Criminal Records Summaries will be required annually, at the beginning of each school year. This requirement is a condition of employment.

The School shall also fingerprint and background check each campus volunteer, prior to volunteering at the School. A campus volunteer is defined as an individual working under the direction of a paid School employee to provide a service without compensation on campus while working with or around children. Campus volunteers must abide by all applicable laws and agree to abide by the policies of the School, including the submission of fingerprints and the approval for the School or its designee to perform background checks. The fingerprints will be sent to the Department of Justice for the purpose of obtaining a criminal record summary. Fingerprinting and Criminal Records Summaries will be required annually, at the beginning of each school year. This requirement is a condition of obtaining clearance to volunteer on campus.

Additionally, the School may on a case-by-case basis require an entity providing school site services other than those listed above to require the entity's employees to comply with the requirements for fingerprinting, unless the School determines that the employees of the entity will have limited contact with pupils. In determining whether a contract employee will have limited contact with pupils, the School must consider the totality of the circumstances, including factors such as the length of time the contractors will be on school grounds, whether pupils will be in proximity with the site where the contractors will be working, and whether the contractors will be working by themselves or with others.

Procedures for Background Checks

The Principal(s) of Rocketship Mateo Sheedy Elementary School shall review Department of Justice reports on prospective employees/ contractors; volunteers to determine whether an employee may be employed in accordance with Education Code Section 44237, 44830.1, or 45125.1, except with respect to her or himself, in which case the President of the Board will review. The Principal(s) shall monitor compliance with this policy and report to the Director of HR on a semi-annual basis.

Tuberculin Examinations

1. No person shall be employed by or volunteer at the School unless they have submitted proof of an examination within the last sixty (60) days that they are free of active tuberculosis by a physician licensed under Chapter 5 of Division 2 of the Business and Professions Code.
2. This examination shall consist of an X-ray of the lungs or an approved intradermal tuberculin test, which, if positive, shall be followed by an X-ray of the lungs.
3. All employees/volunteers shall be required to undergo this examination at least once every four (4) years, with the exception of “food handlers” who shall be examined annually.
4. After such examination each employee shall file a certificate with the School from the examining physician showing the employee was examined and found free from active tuberculosis.
5. In the event it becomes necessary for the employee to have an X-ray examination as a follow-up to a skin test, the School will make arrangements with the designated physician for the examination and bear the expense. If the employee chooses to have his or her own physician for this purpose, the School will pay toward the cost of the examination an amount equal to the rate charged by the designated physician.
6. This policy shall also include student teachers serving under the supervision of a designated teacher and all substitute employees.

Safe Facilities

Rocketship Mateo Sheedy Elementary School will be housed in a facility that meets California Building Code requirements (Part 2 (commencing with Section 101) of Title 24 of the California Code of Regulations), as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the charter school is located. Surveys and management plans will be maintained and updated for all hazardous building materials (lead, asbestos, etc.) and all hazardous materials used and stored in and around the School will be handled and dispensed properly. Additionally, appropriate training for staff working with hazardous materials (i.e., pesticides, cleaning chemicals, etc.) will be provided. A comprehensive indoor air quality program modeled on the EPA's "Tools for Schools" program will be implemented and maintained.

Inspections will be performed to ensure that daily operations do not compromise facility safety and health in any manner. This will include maintaining safe access / egress paths (both routine and emergency), access to emergency equipment, eliminating obstructions to airflow, etc.

Emergency Plans**Disaster Plan**

Rocketship Mateo Sheedy Elementary School shall (1) develop and adopt a plan to ensure the School's preparation to meet disasters, a plan based on the Standardized Emergency Management System (SEMS) which confirms with the emergency and disaster plans of the local civil defense agency; and (2) provide for all members of the certificated and classified staff of the School and all pupils enrolled in the School the instruction they need to be fully informed regarding all phases of the plan and the responsibilities they are to assume should either a man-made or natural disaster occur in Rocketship Mateo Sheedy Elementary School or in the area in which the School is located.

SEMS (State Emergency Management System) is a system developed to help all state, government, hospitals, school districts, fire departments, police departments and businesses to organize their personnel in such a way that is common among all and to streamline the response system.

Incident Command Job Action Sheets Defined

Positions:

Incident Commander (IC) – Organizes and directs the operations of the Incident Command Center. Gives overall direction for School operations and, if needed, authorizes evacuation. Works cooperatively with external agencies.

Command Center Recorder - Records incident-related activities/problems and any other documentation necessary as directed by the Incident Commander. Records and maintains documentation on disaster status board.

Public Information Officer (PIO) - Provides information to the news media. Acts as liaison with on-site childcare programs (Kidzone) emergency incident efforts.

Operations Section Leader – Organizes and directs aspects relating to the operations section. Carries out directives of the IC. Coordinates and directs teams to carry out tasks required to secure a safe environment.

Search & Rescue – Leads and directs search and rescue operations in a safe manner so as to prevent further injury or loss. Reports and coordinates efforts with fire department.

Safety & Security Officer – Monitors and has authority over safety of search and rescue operations and hazardous conditions. Organizes and enforces scene/facility protection and traffic control. Erects barriers as needed to provide a safe and secure site for various operations.

Student Tracking/Discharge Leader – Works with Student Tracking Officer to coordinate: time of removal, name and signature of person making removal, source of identification from persons making removal, cross checks of this information with the emergency release forms. It should also have notation as to where the student will be

going (i.e., home, relatives, work, neighbor, telephone number where they can be contacted).

First Aid/Triage – Sets up first aid station. Sorts casualties according to priority of injuries and assures their disposition to the proper treatment area.

Damage Assessment & Control Officer – Provides sufficient information regarding the operational status of the facility for the purpose of decision/policy making, including those regarding full or partial evacuation. Identifies safe areas where students and staff can be moved if needed. Manages fire suppression, search and rescue and damage mitigation activities.

Logistics Section Leader – Organizes and directs those operations associated with maintenance of the physical environment and adequate levels of food, shelter, and supplies to support the School objectives.

Communications Leader – Organizes and coordinates internal and external communications: acts as custodian for all incoming communications. Logs/documents and distributes communications to IC. Works with Ham operators, walkie-talkies, organizes the placement of ground-air communication signals.

Manpower Pool Leader – Collects and inventories available staff and volunteers at a central point. Receives requests and assigns available staff as needed. Maintains adequate numbers of staff to assist as needs arise. Assists in the maintenance of staff morale. Sees that staff gets breaks or relief as needed.

Resource Manager – Works with Manpower Pool Leader to organize, assess, and assign all community volunteers according to their skills and training to areas of need. Organizes and distributes donations from the community.

Supplies & Distribution Leader – Organizes and dispenses food and water stores for consumption. Rations supplies as needed, depending on duration of incident.

Sanitation & Shelter – Evaluates and monitors the patency of existing sewage and sanitation systems. Enacts pre-established alternate methods of waste disposal if necessary. Sets up shelter as needed.

Transportation Unit Leader – Organizes and coordinates the transportation of human and material resources to and from the School. Secures School personnel to travel with students that need to be transported to a medical facility. Secures routes for entrance and exit of emergency vehicles.

Psychological Support Unit Leader – Provides psychological, spiritual, and emotional support to School staff, students, and families. Initiates and organizes the Critical Stress Debriefing process.

Planning Section Chief - Organizes and directs all aspects of Planning Section operations. Ensures the distribution of critical information/data. Complies scenario/resource projections from all section chiefs and effects long-range planning. Documents and distributes facility action plan.

School Site Evacuation – Plans and organizes the evacuation of students from school site to sister school. Prepares site for accepting students from sister school.

Finance Leader – Monitors the utilization of financial assets. Maintains documentation of personnel time records. Supervises the documentation of expenditures relevant to the emergency incident.

Immunizations/Physical Exams**Applicability**

This policy applies to all applicants to each Rocketship Mateo Sheedy Elementary School and the administration of the School in charge of admissions.

Immunizations

The School will adhere to all law related to legally required immunizations for entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

California law requires that an immunization record be presented to the School staff before a child can be enrolled in school. The School requires written verification from a doctor or immunization clinic of the following immunizations:

- a) Diphtheria.
- b) Measles.
- c) Mumps, except for children who have reached the age of seven years.
- d) Pertussis (whooping cough), except for children who have reached the age of seven years.
- e) Poliomyelitis.
- f) Rubella.
- g) Tetanus.
- h) Hepatitis B.
- i) Varicella (chickenpox), (persons already admitted into California public or private schools at the Kindergarten level or above before July 1, 2001, shall be exempt from the Varicella immunization requirement for school entry).

School verification of immunizations is to be by written medical records from your doctor or immunization clinic.

Exceptions are allowed under the following conditions:

- a) The parent provides a signed doctor's statement verifying that the child is to be exempted from immunizations for medical reasons. This statement must contain a statement identifying the specific nature and probable duration of the medical condition.
- b) A parent may request exemption of their child from immunization for personal beliefs.

- c) Pupils who fail to complete the series of required immunizations within the specified time allowed under the law will be denied enrollment until the series has been completed.

Physical Examinations

All pupils are to have completed a health screening examination on or before the 90th day after the pupil's entrance into first grade or such pupils must have obtained a waiver pursuant to Health and Safety Code Section 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to pupils enrolled in kindergarten.

Failure to obtain an examination for your child or a waiver will result in your child being denied enrollment.

If your child's medical status changes, please provide the teacher with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

Adopted:

Amended:

Communicable, Contagious, or Infectious Disease Prevention Policy

Rocketship Mateo Sheedy Elementary School recognizes its shared responsibility with the home and the community to promote appropriate disease prevention procedures in the handling and the cleaning up of blood and body fluids.

The School Board desires to protect the entire school community without segregation, discrimination or stigma. Accordingly, infectious disease prevention shall be taught regardless of whether a student or adult is known to have an identified infectious disease.

All students and employees shall be provided appropriate periodic instruction in basic procedures recommended by the State Department of Education and other public health agencies and associations.

Incidence and transmission of communicable diseases will be further limited through a rigorous program of immunization and health screening required of all students, faculty, and staff. (See “Immunizations / Physical Exams”, Policy # 5) Students found to have communicable diseases will be included in all activities deemed by a physician to present no hazard of infection to other students.

Science Laboratory Instruction

Students involved in science laboratory experiences shall be protected from contamination from body fluids of other persons and from contaminated instruments. Whenever possible, laboratory experiences involving body fluids will be conducted by way of teacher demonstration rather than by student participation.

Injuries and Accidents

Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures. (See “Bloodborne Pathogen Exposure Control Program”, Policy #11)

Administration of Medications

The Rocketship Mateo Sheedy Elementary School staff is responsible for the administration of medication to students attending school during regular school hours. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees. The School, upon request from the parent/guardian and verification from a physician, will endeavor to provide for the administration of prescribed medication to allow the student to attend School, if the student is unable to take the medication without assistance or supervision.

Any pupil who is required to take, during the regular schoolday, medication prescribed for him or her by a physician or surgeon, may be assisted by designated school personnel or may carry and self-administer prescription auto-injectable epinephrine if the Charter School receives the appropriate written statements

In order for a pupil to carry and self-administer prescription auto-injectable epinephrine, the School shall obtain both a written statement from the physician or surgeon detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the pupil is able to self-administer auto-injectable epinephrine, and a written statement from the parent, foster parent, or guardian of the pupil consenting to the self-administration, providing a release for the designated school personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication, and releasing the School and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication.

In order for a pupil to be assisted by designated school personnel, the School shall obtain both a written statement from the physician detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken and a written statement from the parent, foster parent, or guardian of the pupil indicating the desire that the School assist the pupil in the matters set forth in the statement of the physician.

Guidelines:

- The primary responsibility for the administration of medication rests with the parent/guardian, student and medical profession.
- Medication shall be administered only during school hours if determined by a physician to be absolutely necessary on an ongoing basis.
- The parent/guardian shall sign a release/consent form, which is to be kept on file at the school.
- Designated staff shall keep records of medication administered at the school.

- All medication will be kept in a secure and appropriate storage location and administered per physician's instructions by the School nurse or by designated staff.
- Designated staff shall return all surplus medication to the parent/guardian upon completion of the regimen or prior to summer holidays.
- Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, diabetes).
- The written statements specified in this policy shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.
- A pupil may be subject to disciplinary action if that pupil uses auto-injectable epinephrine in a manner other than as prescribed.
-

Adopted:

Amended:

Drug-Free Workplace

Rocketship Mateo Sheedy Elementary School is committed to providing a drug- and alcohol-free workplace and to promoting safety in the workplace, employee health and well-being and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace is extremely harmful to workers.

Accordingly, consistent with this commitment, the school has developed a drug and alcohol policy that applies to all employees.

Bringing to the workplace, possessing or using, or being under the influence of intoxicating beverages or drugs on any School premises or at any school-sanctioned activity or function is prohibited and will result in disciplinary action up to and including termination.

The School reserves the right to use appropriate means to provide a safe work environment for its employees. These means may consist of but are not limited to:

- Post-offer, pre-employment drug/alcohol testing;
- Referral to local authorities;
- Referral to employee assistance program;
- Full investigation of accident causes, which includes drug and alcohol testing;
- “For cause” drug testing (reasonable suspicion testing);
- Search of School property;
- Search of employee property, including employee handbags and vehicles, brought onto School property.

Refusal to submit to a “for cause” drug test or a drug test in connection with an on-the-job injury or accident is cause for immediate termination.

Smoke-Free Environment

Rocketship Mateo Sheedy Elementary School is a smoke-free environment.

Smoking is not allowed anywhere on the School campus. It is the responsibility of each staff member to adhere to this rule, and to inform his or her guests of our non-smoking policy.

First Aid, CPR, And Health Screening

Rocketship Mateo Sheedy Elementary school recognizes the importance of taking appropriate preventive or remedial measures to minimize accidents or illness at school or during school-sponsored activities. To this end, Rocketship Mateo Sheedy Elementary School expects parents/guardians to provide emergency information and keep such information current in order to facilitate immediate contact with parents/guardians if an accident or illness occurs.

Every classroom shall have a First Aid Kit containing appropriate supplies. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

All teachers are to be certified in adult and pediatric CPR and First Aid and be recertified prior to expiration of certificates. Opportunities for adult and pediatric CPR and First Aid training will be offered to all support staff and volunteers.

Resuscitation Orders

School employees are trained and expected to respond to emergency situations without discrimination. If any student needs resuscitation, staff shall make every effort to resuscitate him/her. Staff members are prohibited from accepting or following any parental or medical "do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed, and such Advance Directives shall not be communicated to staff. The Principal, or designee, shall ensure that all parents/guardians are informed of this policy.

Vision, Hearing and Scoliosis Screening

The School shall screen for vision, hearing and scoliosis as required by Education Code Section 49450, et seq., and District Board policy per appropriate grade levels.

Head Lice

To prevent the spread of head lice infestations, School employees shall report all suspected cases of head lice to the school nurse or designee as soon as possible. The nurse, or designee, shall examine the student and any siblings of affected students or members of the same household. If nits or lice are found, the student shall be excluded from attendance and parents/guardians informed about recommended treatment procedures and sources of further information.

The Principal, or designee, shall send home the notification required by law for excluded students.

If there are two or more students affected in any class, an exposure notice with information about head lice shall be sent home to all parents/guardians of those students. Staff shall maintain the privacy of students identified as having head lice and excluded from attendance.

Excluded students may return to school when reexamination by the nurse, or designee, shows that all nits and lice have been removed.

Exposure Control Plan For Bloodborne Pathogens

The Principal, or designee, shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Principal, or designee, shall establish a written “Exposure Control Plan” designed to protect employees from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

The Board shall determine which employees have occupational exposure to bloodborne pathogens and other potentially infectious materials. In accordance with Rocketship Mateo Sheedy Elementary School “Exposure Control Plan,” employees having occupational exposure shall be trained in accordance with applicable state regulations (8 CCR 5193) and offered the hepatitis B vaccination.

The Principal, or designee, may exempt designated first-aid providers from pre-exposure hepatitis B vaccination under the conditions specified by state regulations.

Any employee not identified as having occupational exposure in Rocketship Mateo Sheedy Elementary School exposure determination may petition to be included in Rocketship Mateo Sheedy employee in-service training and hepatitis B vaccination program. Any such petition should be submitted to the Principal, or designee, who shall evaluate the request and notify the petitioners of his/her decision. The Principal, or designee, may deny a request when there is no reasonable anticipation of contact with infectious material.

Conditions for Classroom and School Visitation and Removal Policy

While the School encourages parents/guardians and interested members of the community to visit the School and view the educational program, the School also endeavors to create a safe environment for students and staff.

To ensure the safety of students and staff as well as to minimize interruption of the instructional program, the School has established the following procedures, pursuant to California Penal Code Sections 627, et. seq., to facilitate visits during regular school days:

1. Visits during school hours should first be arranged with the teacher and Principal or designee, at least three days in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least three days in advance. Parents seeking to visit a classroom during school hours must first obtain the written approval of the classroom teacher and the Principal or designee.
2. All visitors shall register with the front office immediately upon entering any school building or grounds when during regular school hours. When registering, the visitor is required to provide his/her name, address, occupation, age (if under 21), his/her purpose for entering school grounds, and proof of identity. For purposes of school safety and security, the Principal or designee may design a visible means of identification for visitors while on school premises.
3. The Principal, or designee, may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substances.
4. The Principal or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.
5. The Principal may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.

6. Any visitor that is denied registration or has his/her registration revoked may request a hearing before the Principal or the Board on the propriety of the denial or revocation. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of hearing is to be sent, and shall be delivered to either the Principal or the Board President within five days after the denial or revocation. The Principal or Board President shall promptly mail a written notice of the date, time, and place of the hearing to the person who requested the hearing. A hearing before the Principal shall be held within seven days after the Principal receives the request. A hearing before the Board shall be held at the next regularly scheduled Board meeting after the President receives the request.
7. The Principal or designee shall seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.
8. At each entrance to the School grounds of, signs shall be posted specifying the hours during which registration is required, stating where the office of the Principal or designee is located and what route to take to that office, and setting forth the penalties for violation of this policy.
9. No electronic listening or recording device may be used by students or visitors in a classroom without the teacher's and Principal's written permission.

Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to \$500.00 or imprisonment in the County jail for a period of up to six (6) months or both.
2. Further conduct of this nature by the visitor may lead to the School's pursuit of a restraining order against such visitor which would prohibit him/her from coming onto school grounds or attending School activities for any purpose for a period of three (3) years.

Appendix R. Suspension and Expulsion Procedures

SUSPENSION AND EXPULSION PROCEDURES

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

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at Rocketship school. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the School'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.

School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The school will follow Section 504, the IDEIA, and all applicable federal and state laws including but not limited to the special education provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the school has a basis of knowledge of a

suspected disability or who is otherwise qualified for such services or protections in according due process to such students. While the School remains a public school of the district for purposes of special education under Education Code Section 47641(b), the School shall notify the District of the suspension of any student identified under the IDEA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504 and shall coordinate with the District the manifestation determination process prior to the expulsion of any such student as well.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the school or at any other school or a School sponsored event at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal/Administrator or designee's concurrence.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.

6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in or attempted to engage in hazing of another. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

18. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1) above.
19. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
20. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
22. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
23. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f)

and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference 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. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within three (3) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

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

to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

The full authority of the Board of Directors to hear and conduct expulsions shall be granted to the Discipline Committee, a committee of the RSED Board of Directors. The Discipline Committee shall consist of three board directors of the RSED Board. The Discipline Committee may expel any student found to have committed an expellable offense.

Instead of conducting the hearing itself, the Discipline Committee may appoint an impartial administrative panel of three or more certificated persons, none of whom is a member of the board or employed on the staff of the school in which the pupil is enrolled. The Discipline Committee will pre-appoint a panel of at least five certificated persons, each from different Rocketship school sites. Should any of the persons appointed to the panel be employed by the staff of the school in which the pupil is enrolled, he/she will recuse him/herself from the proceedings.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense, unless the pupil requests, in writing, that the hearing be postponed.

In the event an administrative panel hears the case, it will make a recommendation to the Discipline Committee for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the School disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to Three (2) adult support persons of his/her choosing present

in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the

complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel and decision by the School Board to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a

complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the School Board who will make a final determination regarding the expulsion. The final decision by the School Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the School Board is final.

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Principal or designee following a decision of the School Board to expel shall send written notice of the decision to expel, including the School Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Rocketship.

The Principal or designee shall send a copy of the written notice of the decision to expel to the District.

This notice shall include the following:

- a) The student's name
- b) The specific expellable offense committed by the student

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, 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.

J. Disciplinary Records

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to the District upon request.

K. Right to Appeal

The pupil/family shall have the right to appeal the decision to expel the student from the Charter School directly to the Discipline Committee. The request to appeal must be made in writing and shall be submitted to the Discipline Committee within fifteen business days of being made aware of the decision to expel the student. The appeal shall be heard by the Discipline Committee within thirty days of receipt of the appeal.

If decision to expel is upheld and the pupil/family is still dissatisfied with the decision, they may request one final appeal to the RSED Executive Committee. The request to appeal must be made in writing and shall be submitted to the Executive Committee within fifteen business days of being made aware of the decision to uphold the expulsion of the student. The appeal shall be heard by the Executive Committee within thirty days of receipt of the appeal.

L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

M. Rehabilitation Plans

Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the School Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school, school district or charter school shall be in the sole discretion of the School Board following a meeting with the Principal and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon Rocketship capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

i. Notification of District

The School shall immediately notify the District and coordinate the procedures in this policy with the District for the discipline of any student with a disability or student who the School or District would be deemed to have knowledge that the student had a disability who is suspended for more than ten (10) school days during a school year.

ii. Services During Suspension

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

iii. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the School, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If the School, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the School, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

- 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.

iv. Due Process Appeals

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

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

v. Special Circumstances

School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (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.

vi. Interim Alternative Educational Setting

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

vii. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the School had knowledge that the student was disabled before the behavior occurred.

The School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent has requested an evaluation of the child.
- c) The child's teacher, or other School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other School supervisory personnel.

If the School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the School pending the results of the evaluation.

The School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Appendix S: Sexual Harassment Policy

Rocketship Education, Inc. Policy on Sexual Harassment

Statement against Sexual Harassment

- **No toleration policy** - Sexual harassment of or by any faculty, staff or student is illegal and will not be tolerated. The School Governing Board prohibits sexual harassment, and harassment based on pregnancy, childbirth or related medical conditions, race, religious creed, color, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state or local law or ordinance or regulation.
- **To whom the policy applies** - This policy applies to all persons involved in the operation of the School and prohibits unlawful harassment by faculty, staff, and students.
- **Discipline** - The School Governing Board considers sexual harassment to be a major offense and any individuals who violate this policy are subject to discipline up to and including dismissal, expulsion or other appropriate sanction.
- **Prompt and Thorough Investigation** - All claims of harassment will be taken seriously and will be investigated promptly and thoroughly.
- **Confidentiality** - Sexual harassment advisers and others responsible to implement this policy will respect the confidentiality and privacy of individuals reporting or accused of sexual harassment.
- **No Retaliation** - Retaliation against any employee or student who in good faith reports or provides information related to harassment in violation of this policy is against the law and will not be tolerated. Intentionally providing false information, however, is grounds for discipline.

Sexual Harassment Defined

Unwelcome sexual advances, requests for sexual favors, and other visual, verbal or physical conduct of a sexual nature constitute sexual harassment when:

- Submission to such conduct is made implicitly or explicitly a term or condition of employment or educational development;
- Submission or rejection of such conduct is used as a basis for employment or education decisions affecting individuals; or
- Such conduct has a purpose or effect of unreasonably interfering an individual's work or educational performance, or creating an intimidating, hostile or offensive

working or educational environment.

- Sexual harassment in California also includes:
 - Verbal harassment, such as epithets, derogatory comments or slurs;
 - Physical harassment such as assault or physical interference with movement or work; and
 - Visual harassment, such as derogatory cartoons, drawings or posters.

Unwelcome sexual advances of an employer towards an employee or student of the same sex and harassment on the basis of pregnancy disability are unlawful sexual harassment. Employees and students in California are protected from discrimination based on their actual or perceived sexual orientation. Sexual orientation is defined as “heterosexuality, homosexuality, and bisexuality.”

- Specifically, sexual harassment may occur as a pattern of degrading sexual speech or actions and may include, but is not limited to the following examples:
 - Vulgar remarks;
 - Sexually derogatory comments regarding a person’s appearance;
 - Physical touching, pinching, patting, or blocking free movement;
 - Sexual propositions or advances (with or without threats to a person’s job or promotion if that person does not submit);
 - Sexually suggestive or degrading posters, cartoons, pictures or drawings;
 - Offensive sexual jokes, slurs, insults, innuendos or comments; or
 - Physical assault.

Notification

- A copy of the Policy Information Sheet shall be provided to all School students and employees at the beginning of the first semester of each school year with the disbursement of the first paycheck, noting whether any amendments have been made.
- A copy of the Policy Information Sheet and School Board Sexual Harassment Policy # will be provided as part of new student orientation and at the beginning of each new school term.

- New employees to the School will receive a copy of the Information Sheet and Board Sexual Harassment Policy # upon acceptance of employment.
- The School Board Sexual Harassment Policy will be displayed in a prominent location at the School.
- A copy of the School Board Sexual Harassment Policy # shall appear in any publication of the School that sets forth the comprehensive rules, regulations, procedures and standards of conduct from the School.

Employees or students who have questions concerning this Board Policy # are encouraged to contact the Principal.

Complaint Procedure

Complaint Filing Procedure

- **Informal Resolution** - The School Board encourages communication among its employees and students. If you feel that you are being harassed by another student, if reasonably possible, we suggest informing the party directly that his or her conduct is unwelcome or offensive and it must stop. If this is not possible, or if the alleged harasser is an employee of the School, or if the behavior continues, follow the complaint filing procedure.
- **Written Complaint** – Complaints should be submitted within one (1) year of the alleged incident to ensure a prompt, thorough investigation.
- Any student who believes he or she has been harassed, or believes he or she has witnessed harassment by a peer, or agent of the School should promptly report in writing, using the attached form, incident(s) to the his or her supervisor and / or the Principal.
- A complaint form is attached to this Policy. It is important to fill in as much information as accurately as possible. A copy of this form can be obtained from the Principal.
- The Principal, or designee, will investigate all reported incidents within 10 days of receiving a written complaint form, unless the Principal, or designee, is the subject of the investigation, in which case the School Governing Board shall appoint an investigator. The individual responsible for the investigation will hereinafter be referred to as the “Investigator.” If the Investigator deems it necessary, he or she will convene a Team of trained investigators to proceed in the investigation.

Investigation

Investigation Policies

- Complaints will be treated seriously and investigated immediately.
- Complaints will be handled confidentially.
- Complainants will be promptly and fully informed of their rights pursuant to this policy.
- All witnesses and the accused will be properly and fully informed of their rights and remedies pursuant to this policy.
- All interviews of the accused, witnesses and the complainant shall be conducted in a private area.
- The Investigator will be properly trained to listen to the allegations, make complete notes, attempt to identify all persons involved, as well as all possible witnesses, and interview the accused.
- No complainant, witness, or party who assists in the investigation will be retaliated against.
- The School will take steps to prevent the recurrence of any harassment and will correct any discriminatory effects on the complainant and others.

Investigation Procedure

The Investigator will initiate an investigation to determine whether there is reasonable cause to believe that a violation of the School Board's sexual harassment policy has occurred. "Reasonable cause" is shown if a person of ordinary caution or prudence would be led to believe and conscientiously entertain a strong suspicion of a violation of the sexual harassment policy.

- All individuals involved in the investigation including the complainant, witnesses and the accused shall be fully informed of their rights under this policy.
- The accused shall be provided with a copy of the complaint form and an opportunity to respond to the allegations within seven (7) days of receipt of the request for a formal inquiry. The investigation will include interviews with the complainant and other witnesses as determined by the circumstances.

- The Investigator shall fully and effectively conduct an investigation that includes interviewing:
 - 1) The complainant;
 - 2) The accused;
 - 3) Any witnesses to the conduct; and
 - 4) Any other person who may be mentioned during the course of the investigation as possibly having relevant information.
- When appropriate, interim protections or remedies for the complainant, such as limitations on contact, alternative course schedules, and the like, may be recommended to the appropriate School administrator at any time during the process. The complainant will be kept informed of the status of the complaint, consistent with the School Board's policy and regulation and applicable law.
- The formal investigation shall typically be completed within sixty (60) days of the date of the filing of the request.
- The final determination of the Investigator's investigation shall result in a report which shall contain, at the minimum:
 - 1) a statement of the allegations and issues;
 - 2) the positions of the parties;
 - 3) a summary of the evidence received from the parties and the witnesses;
 - 4) any response the accused wishes to add to the report; and
 - 5) all findings of fact.
- The final determination report shall state a conclusion that the Investigation Team:
 - 1) Found reasonable cause that the accused violated the sexual harassment policy; or
 - 2) Did not find sufficient evidence to find reasonable cause that the accused violated the sexual harassment policy. Where the Investigator did not find reasonable cause but believes the behavior complained of may constitute misconduct, the Investigator may state such a conclusion and refer the matter to the appropriate School administrator.

- The report shall be submitted to the appropriate School administrator(s) for action, within thirty (30) days of the completion of the investigation or as soon thereafter as is feasible. The Investigator will inform the complainant and the accused that the report has been forwarded and to whom. The appropriate administrator(s) will ensure that the complainant and the accused are timely notified in writing of the disciplinary action taken.
- Within fifteen (15) days of disciplinary action being taken against the accused, or as required by applicable Board procedures, the appropriate administrator(s) shall provide written notification to the complainant indicating:
 - 1) individual remedies available to the complainant; and
 - 2) all sanctions against the accused of which the complainant needs to be aware in order for the sanctions to be fully effective
- Within fifteen (15) days of taking disciplinary action against the accused, the appropriate administrator(s) shall provide written notification to the Investigator indicating
 - 1) the results of any disciplinary actions and the initiation of any appeals; and
 - 2) all further individual remedies available to the complainant.
- If the final determination is that sexual harassment has occurred, a prompt, relevant and effective remedy shall be provided to the complainant and appropriate disciplinary action taken against the harasser.

Appeal

Appeal of Sexual Harassment Investigation Finding of No Reasonable Cause - There are different ways to appeal a finding of no reasonable cause depending on whether the complainant is a student, faculty, or staff. In most cases, existing School complaint procedures provide a mechanism for such an appeal, and where available, such procedures must be utilized.

Notice to the Complainant

Where the Investigator concludes that there is no reasonable cause to believe that a violation of the School Board's sexual harassment policy has occurred and the complaint is to be dismissed, a copy of the report will be sent to the complainant and the accused in accordance with the School Board policies/regulations applying to the disclosure of information from School records.

Written Appeal

A written appeal must be directed to the appropriate administrator, as designated by the Principal, within thirty (30) days of notification to the complainant of the dismissal of the complaint.

Basis for Appeal - The appeal may be based only on one of the following grounds:

- 1) There is newly discovered important evidence not known at the time of the report;
- 2) Bias on the part of an Investigator member; or
- 3) The Investigator failed to follow appropriate procedures.

Decision

The Principal or his or her designee will consider the appeal and will provide a written decision to the complainant and the Investigator within thirty (30) days of receipt of the appeal.

Extensions of Deadlines

Extensions of all deadlines contained in these procedures may be granted at the discretion of the Investigator for good cause. The Principal shall be consulted before a decision is made on requests for extensions involving faculty and staff.

Adopted:

Amended:

Appendix T: Role of Staff as Mandated Child Abuse Reporters

All classified and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the County.

Appendix U: Rocketship Parent Commitment Letter

Parents'/Guardians' Commitment

We fully commit to Rocketship Mateo Sheedy Elementary School (Rocketship) in the following ways:

- We will always help our child in the best way we know how, and we will do whatever it takes for him/her to learn and prepare for college and life by supporting him/her and encouraging him/her to adhere to his/her “commitment to excellence.”
- We will make sure our child arrives at Rocketship on-time everyday by 7:00 A.M. if they intend to eat Breakfast or 8:00 A.M. if they do not (Monday – Friday).
- We will make arrangements so our child can remain at Rocketship until 6:00 P.M. (Monday – Friday).
- We will make sure our child follows the Rocketship dress code.
- We will support the teachers and staff of Rocketship to help our child excel in school, both academically and behaviorally.
- We will ensure that our child is reading or being read to every night.
- We will check our child’s homework every night, sign his/her agenda, and we will read carefully and sign (if requested) all the papers the school sends home to us.
- We will meet regularly with teachers to discuss our child’s progress, including home visits, sites off campus, and parent conferences.
- We will allow our child to go on all Rocketship field trips.
- We will participate in all school activities including parent/family meetings, exhibition nights, community meetings, open house nights, conferences, etc.
- We will volunteer at least 15 hours per semester for the Rocketship community
- We, not the school, are responsible for the behavior of our child.

X _____

Rocketship Commitment

We fully commit to our families and students in the following ways:

- We will create a safe place to learn.
- We will respect the background, culture, and individuality of each child.
- We will communicate regularly with you about your child's progress and special needs.
- We will hold high expectations for all students.
- We will work hard to help your child feel successful and increase their sense of self-worth.
- We will provide your child with the academic base and moral compass they need to be successful through college and the rest of their lives.
- We will provide support to you and your child as you determine the best educational path upon graduating from Rocketship.

X _____

Appendix V: Resumes of Rocketship Founders, Board of Directors and Consultants

John Danner
550 Kingsley Ave.
Palo Alto, CA 94301
(650) 815-5122

June 2005 to Present	Rocketship Education Founder and CEO	Palo Alto, California
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Founded this non-profit Charter Management Organization to create high-performing literacy-focused elementary schools serving inner-city students. Performed all fund-raising, created banking relationships, built board of directors, established curriculum. Rocketship intends to open its first elementary school in August, 2007.

July 2005 to Present	KIPP Academy Nashville Director	Nashville, Tennessee
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John introduced KIPP to Nashville and after two years of local political resistance, was able to establish KIPP Academy Nashville with principal Randy Dowell. John recruited KAN'S first teacher and a Reading Master Teacher. John oversaw the first year's budgeting and accounting processes to help KAN achieve a solid financial position during its first year of operation. KAN's teachers and students were named "Nashvillians of the Year" by the Nashville Scene newspaper in December, 2005 for showing Nashville that high expectations can be achieved by fully committed teachers and students.

August 2002 To May 2005	Nashville Metro School District Teacher	Nashville, Tennessee
------------------------------------	--	-----------------------------

Taught fifth grade in a high-risk middle school in 2002. Moved to second grade in 2003 and taught 2nd grade English Language Learners (ELL) in 03-05 at Glengarry Elementary in South Nashville and served as ELL Coordinator for the school. Achieved 2.5 years of reading progress for students during his two years at Glengarry. Instituted a data-driven model for assessing students' current reading skills and basing instruction on student need. Instituted a leveled classroom library for independent reading resulting in high correlations between independent reading and progress in reading development. Purchased curriculum software for his classroom allowing ELs to focus on vocabulary acquisition, phonemic awareness, and phonics.

August 2001 To May 2005	Tennessee Charter School Association Director (01-03), Chairman (03-05)	Nashville, Tennessee
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John became a director of the TCSEA and helped to pass the first charter school law in the state in 2002. Subsequently, the TCSEA helped twelve charter schools to begin operations over the next four years. John was involved in state and local political advocacy and assisted schools in operating in compliance with Tennessee education and charter school law.

March 2000	Sacred Heart Nativity School	San Jose, California
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To August 2001 Co-Founder, Chief Financial Officer

Member of the founding team of this tuition-free Jesuit middle school. Focused on budgeting, fund-raising, building renovation, recruitment of staff, and educational partnerships. The school's goal is to create the next generation of leaders for this Latino community. Sacred Heart Nativity targets students achieving below grade level, brings them to above grade level by end of eighth grade, and achieves admission for the students into college preparatory schools. School approach includes low student-teacher ratio, extended school hours, extensive extracurricular.

September 1995 NetGravity Corporation San Mateo, California
To October 1999 Chairman and Chief Executive Officer

Founder and Chief Executive of this Internet advertising technology company. Took the company public in June of 1998. Built company to 150 employees and \$30M annual revenue. Raised \$180M in three private rounds and two public rounds of financing. Sold company in October 1999 for \$750M to DoubleClick (DCLK).

1988-1995 Software Engineer/Manager Silicon Graphics, Inc. Mountain View, California
Oracle Corp. Redwood Shores, California
Tandem Computers Cupertino, California

Education: Bachelor of Science, Electrical Engineering, Stanford University, 1988.
Master of Science, Electrical Engineering, Stanford University, 1992.
Master of Education, Education Policy, Vanderbilt University, 2003.

Affiliations: Fellow, Aspen Institute Crown Fellowship Program
Director, The Learning Center pre-school in Palo Alto.
Entrepreneur in Residence, New Schools Venture Fund.

Preston Smith

preston@rsed.org
4163 Partridge Drive
San Jose, CA 95121
(408) 528-6891

PROFESSIONAL COMPETENCIES CONT:

Teach for America, San Jose, CA August 2003-January 2003
Learning Team Leader K-2
Mentored new teachers for Teach for America and provided teaching tips, strategies, resources, and reflected on student performance in their classes.

EDUCATION:

San Jose State University August 2004—May 2006
Master of Arts—Education (Administration and Supervision)
Professional Preliminary Administrative Services Credential, May 2006

University of North Carolina at Chapel Hill August 1997-May 2001
Bachelor of Arts—Latin American Studies
Graduated with Honors

San Jose State University August 2001-June 2002
Graduate Student—Teaching Credential
Teaching Professional Clear Credential 4/4/03 – 5/01/08

HONORS & SCHOLASTIC ACHIEVEMENT:

--Founded a new school Rocketship One Public School in the 07/08 school year
--Founded a new school L.U.C.H.A. (Learning in an Urban Community with High Achievement) in the 04/05 school year
--Recruited by a Community Organization (P.A.C.T.) and asked to lead in the creation of a New, Small Autonomous School in San Jose, CA
--Teacher of the Year at Clyde Arbuckle Elementary School (2002/2003)
--During the 2004/2005 school year, 18 of the 20 students in my class passed the district writing assessment with a score of 3 or higher
--Finalist for the Sue Lehmann Award for excellence in Teaching (only six are awarded to over 1,000 Teach for America corps members)
--Member of the Phi Beta Kappa Fraternity

PROFESSIONAL DEVELOPMENT:

--*Association for Supervision and Curriculum Development*
--*California Charter School Association*
--*CES: Coalition of Essential Schools*
--*Association of California School Administrators*
--*Small Schools Network*
--*School Redesign Network*
--*New Schools Center of Silicon Valley*
--*San Jose Writing Project*

LANGUAGE:

Spanish (Proficient)

***Don Shalvey, Ed.D.,
Chief Executive Officer and Co-Founder, Aspire Public Schools***

Don Shalvey has over thirty-five years of experience in public education, serving as superintendent, assistant superintendent, principal, classroom teacher, and counselor in all levels—primary, elementary, middle, and high schools, college and adult education. He previously served as the Superintendent of San Carlos School District, a district of 2,600 students and 6 elementary schools. Don has also worked in Merced, a rural district of 11,000 diverse students and in Lodi, a district of 28,000 students that includes urban Stockton and 11 other smaller communities.

Under Dr. Shalvey's leadership, the San Carlos District sponsored the first charter school in California and began participation in the Bay Area School Reform Collaborative, the Hewlett-Annenberg Project and a federal Technology Challenge Grant. Dr. Shalvey also co-founded Californians for Public School Excellence, an organization that sponsored California's Charter School Initiative that led to the passage of AB544, the Charter Schools Act of 1998. He is a member of State Superintendent Delaine Eastin's Charter School Committee as well as an advisor to the California Network of Educational Charters.

For the 26 years prior to his work in San Carlos, Dr. Shalvey served as Assistant Superintendent, Director of Staff Development, Principal and Teacher Counselor in school districts throughout the state of California. He has also served as a speaker and consultant to educational programs, school-to-career initiatives, community organizations and businesses throughout the western United States.

Dr. Shalvey earned a Doctorate of Education in Educational Leadership from the University of Southern California, a Masters of Education in Counseling and Guidance from Gonzaga University and a B.A. from LaSalle College.

FREDERICK J. FERRER

Education

Master of Science, Psychology, Counseling: San Jose State University

Bachelor of Science, Psychology, (Developmental), University of Santa Clara

Strategic Perspectives in Nonprofit Management: Harvard Business School, Cambridge, Massachusetts

Employment

The Health Trust: Chief Executive Officer of \$150 million health trust, annual budget \$15 million, staff of 120, focused on prevention and wellness initiatives 2007- present

DeAnza College: Child Development and Education Department Adjunct INSTRUCTOR: Includes instruction, course development, overseas teaching: 1990 – presently on leave

Santa Clara University, Graduate School of Counseling Psychology and Education: LECTURER adjunct 2000 – present

Manzanita Solutions: President: Consultant, Keynote Speaker & trainer: 1998 – present, Non-profit consulting, Training and presentations in leadership, family support, early childhood education, non-profit management and advocacy.

Parent Services Project. Inc. San Rafael, CA NATIONAL TRAINER, Contracted to develop and implement Parent Leadership Institute for the Marguerite Casey Foundation in Atlanta and Kansas City. The PLI develops parents' leadership capacity and is infused by family support principles. 2005-2007

**Estrella Family Services, San Jose, CA
EXECUTIVE DIRECTOR,** 1986 – 2005

Directed non-profit agency providing comprehensive child development and family services to 300 children and sent 700 Kids to Camp. \$1.5 million budget, staff of 30, Successfully completed \$1.6 million dollar new building and capital campaign.

**Economic and Social Opportunities, Inc.
CHILD DEVELOPMENT SPECIALIST,** 1984-86

Santa Clara County of Education: TEACHER, 1979-1984: Head Start, Migrant, State Preschool and General Child Care.

Membership

John S. and James L. Knight Foundation San Jose Advisory Committee member: **2004 - present**

Santa Clara University: The Ignatian Center for Jesuit Education Advisory Board member; Member Autism Advisory Board in Graduate School of Education: 2005- present

Board member: American Leadership Forum: Silicon Valley, Co-chair of Selection committee 2001-2003, Chair of Board Development Committee 2003– present, Senior fellow: 1999-present.

Commissioner, FIRST 5 Santa Clara County Commission: **oversight and direction of the \$23 million annual Prop 10 allocation, Past Chair and Chair of Personnel and Finance; 2001 - 2007**

Community Advisor: San Jose Junior League 2004 - 2007

Advisory Board member United Way Silicon Valley Success by Six, 2003- 2005

State President, California Child Development Administrators Association, (CCDAA): 1992- 1993, Member 1984 – 2005

President, Board of Directors, Parent Services Project, Inc. (PSP) National Board, 1995 – 1998

Founding President, Child Development Policy Institute (CDPI) 1993- 1995

Awards

John W. Gardner Leadership Award from the American Leadership Forum Silicon Valley, 2004

Kindred Spirit Award: Children’s Discovery Museum, 2004

Bay Area Child Caring Man of the Year: Bay Area Male Involvement Network, San Francisco, 1998.

IGNATIAN AWARD: Santa Clara University Alumni Association in Recognition for Distinguished Service to Humanity, 1992

EXPERIENCE

- 2008 **STUPSKI FOUNDATION** Mill Valley, CA
Chief Business Officer
Leads all business functions for a private operating foundation focused on urban education reform.
Responsible for all finance and operations functions, including planning and budgeting, finance and accounting, human resources, information technology, facilities, and legal compliance.
Supervise staff of six and serve as a member of the foundation's Executive Team.
- 2002-2007 **LEADERSHIP PUBLIC SCHOOLS** San Francisco, CA
Chief Operating Officer
Served as chief operational manager of a non-profit network of charter high schools focused on ethnically and economically diverse students in less advantaged California neighborhoods.
- Responsible for entire operations (five schools and \$12 million annual budget). Areas of responsibility included finance, accounting, human resources, technology, facilities and compliance.
 - Supervised operations team and acted as staff liaison to Board Operations Committee.
 - Served as Development Director from 2002-2003 and Director of Operations from 2003-2004.
 - *Finance and Accounting:* Designed and completed a sophisticated financial model, enabling long-term sustainability planning under various scenarios, with related budgeting process.
 - *Human Resources:* Developed an innovative teacher compensation plan incorporating skills-based pay and group performance incentives.
 - *Facilities:* Secured low-interest financing and managed on-time completion of construction for a new high school facility. Negotiated Proposition 39 facilities arrangements with school districts.
- 1995-1999 **AMERICA ONLINE** Dulles, VA
Director, E-Commerce Business Development
Managed team of five business development managers focused on electronic commerce partnerships.
- Evaluated and structured revenue-generating relationships with online business partners.
 - Developed company strategies and business plans in categories such as classified advertising and online yellow pages, including assessments of technology platform Rocketship.
 - Created business and financial plans for content joint ventures with major media companies.
 - Served as Business Development Manager, AOL Studios from 1996-1998, and as Senior Business Analyst, Corporate Development from 1995-1996.
- 1994-1995 **BAIN & COMPANY** San Francisco, CA
Associate Consultant
Participated in management consulting projects, including due diligence for an investment in a start-up restaurant chain, and a cost-benefit study of a \$100 million investment in information technology.

EDUCATION

- | | |
|---|--------------|
| STANFORD UNIVERSITY GRADUATE SCHOOL OF BUSINESS
M.B.A., 2001 Concentration in non-profit management | Stanford, CA |
| UNIVERSITY OF CALIFORNIA AT BERKELEY
B.A., 1993 History with concentrations in Political Science and Economics | Berkeley, CA |

- *Saint Louis University in Spain* study abroad program; coursework in Spanish.
- *John Gardner Fellow, Office of the United States Trade Representative*: One year post-graduation fellowship focused on international trade relations with Europe and the Middle East.

OTHER

- Completed the Broad Residency in Urban Education, a two-year management development program that trains emerging leaders for senior management positions in public education.
- Board Treasurer, Rocketship Education.
- Board Member, Leadership Public Schools.

Jennifer Andaluz

SUMMARY

Jennifer Andaluz is co-founder and Executive Director of Downtown College Preparatory (DCP), Silicon Valley's first charter high school dedicated to preparing low-income, underachieving minority youth to thrive at four-year colleges and universities. Since opening in 2000, DCP has earned local, state, and national recognition for its student achievement. Ms. Andaluz began her career as a history and English teacher in large urban public schools, and worked closely with administrators and teachers alike in school-wide initiatives designed to improve the academic performance of underachieving students. As Executive Director, Ms. Andaluz is responsible for organizational leadership and management, resource development and financial management, and community outreach and collaboration.

ACCOMPLISHMENTS

- ❖ Co-founded first charter high school in Silicon Valley targeting underachieving students
- ❖ Successfully fundraised \$8M for operational support and \$500K for scholarships
- ❖ 2008 San Jose Business Journal Woman of Influence Award recipient
- ❖ 2006 San Jose Business Journal Diversity Award recipient
- ❖ 2004 YWCA Tribute to Women and Industry Award recipient
- ❖ 2004 Woman of Achievement Award recipient, Women's Fund of Santa Clara County
- ❖ Fortune Magazine Brainstorm 2001 Education Panel participant
- ❖ 1995 Teacher of the Year, San Jose Unified School District

PROFESSIONAL EXPERIENCE

Downtown College Preparatory 1999-current

Co-founder and Executive Director responsible for organizational leadership and management, strategic planning, resource development, community partnerships, and meeting the mission.

Gunderson High School, San Jose Unified School District 1995-1999

BASRC (Bay Area School Reform Collaborative) Reform Coordinator responsible for developing and implementing school reform plan focused on reducing the achievement gap. Procured \$600K Hewlett-Annenberg grant to support school reform.

American Studies Teacher responsible for developing first school-wide, standards-based interdisciplinary program.

Education

1994 University of California Santa Cruz

Bachelor of Arts, American Studies

1995 San Jose State University

Single Subject Credential, English and Social Studies

Community

Board of Directors, *Rocketship Education*, 2007-current; *MACLA*, 2006-current

Member, *American Leadership Forum*, Class XV

Appendix W: Articles of Incorporation, Bylaws, and Conflict Code

NOTE: To view the full versions of the Articles of Incorporation and Bylaws attached in this section, please double click each item.

EXECUTION VERSION

FIRST AMENDED AND RESTATED ARTICLES OF INCORPORATION
OF
ROCKETSHIP EDUCATION

(A California Nonprofit Public Benefit Corporation)

I.

The name of the Corporation shall be Rocketship Education.

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more public charter schools.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

The name and address in the State of California of this Corporation's agent for service of process is:

Rocketship Education
Josh Mukhopadhyay
350 Twin Dolphin Drive, Suite 109
Redwood City, CA 94065

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.



EXECUTION VERSION

**FIRST AMENDED AND RESTATED BYLAWS
OF
ROCKETSHIP EDUCATION**

(A California Nonprofit Public Benefit Corporation)

**ARTICLE I
NAME**

Section 1. **NAME.** The name of this corporation is Rocketship Education.

**ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. **PRINCIPAL OFFICE OF THE CORPORATION.** The principal office for the transaction of the activities and affairs of this corporation is 350 Twin Dolphin Drive, Suite 109, Redwood City, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. **OTHER OFFICES OF THE CORPORATION.** The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

**ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. **GENERAL AND SPECIFIC PURPOSES.** The purpose of this corporation is to manage, operate, guide, direct and promote one or more public charter schools. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV
CONSTRUCTION AND DEFINITIONS**

Section 1. **CONSTRUCTION AND DEFINITIONS.** Unless the context indicates

FIRST AMENDED AND RESTATED BYLAWS OF ROCKETSHIP EDUCATION, INC.

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EXHIBIT A

Designated Positions

- I. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in “Exhibit B” (i.e. categories 1, 2, and 3).
 - A. Members of the Governing Board
 - B. Candidates for Member of the Governing Board
 - C. Corporate Officers (e.g., CEO, Secretary, CFO, etc.)
 - D. Executive Director
 - E. Principal
 - F. Assistant Principals
 - G. Chief Business Officer
 - H. Director Personnel Services
 - I. Assistant Director of Personnel Services
 - J. Consultants²
 - K. Other Employees³

- II. Persons occupying the following positions are designated employees and must disclose financial interests defined in Category 1 of “Exhibit B.”
 - A. Purchasing Manager
 - B. Assistant Business Officer
 - C. Other Employees⁴

² The Chief Executive Officer may determine, in writing, that a particular consultant, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s duties and, based upon that description, a statement of the extent of disclosure requirements. The Chief Executive Officer’s determination is a public record and shall be retained for public inspection in the same manner and location of interest code.

³ “Other Employees” include any employee occupying a position that requires the employee to make a governmental decision that foreseeably and materially affects a personal financial interest, source of income, or a business position in a business entity.

⁴ “Other Employees” include any employee with authority to make purchases that may foreseeably and materially affect an investment and/or business position in business entities or who are in a position to influence a governmental decision that may foreseeably and materially affect an investment and/or business position in a business entity.

III. Persons occupying the following positions are designated employees and must disclose financial interests defined in Categories 2 and 3 of “Exhibit B.”

- A. Information Systems Technician
- B. Contractor
- C. Other Employees⁵

EXHIBIT B

Disclosure Categories

Category 1 Reporting:

- A. Interest in real property which is located in whole or in part either (1) within the boundaries of the District, or (2) within two miles of the boundaries of the District, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property, if the fair market value of the interest is greater than \$1,000.

(Interests in real property of an individual include a business entity’s share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a ten percent interest or greater.)

- B. Investments in or income from persons or business entities which are contractors or sub-contractors which are or have been within the previous two-year period engaged in the performance of building construction or design within the District.
- C. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the jurisdiction.

(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)

⁵ “Other Employees” include employees with authority to make purchases that may foreseeably and materially effect investments and business positions in business entities which provide services, supplies, materials, or equipment in which the employee has authority to purchase.

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

(No investment or interest in real property is reportable unless its fair market value exceeds \$1,000. No source of income is reportable unless the income received by or promised to the public official aggregates \$250 or more in value or \$50 or more in value if the income was a gift during the preceding 12-month reporting period.

Category 2 Reporting:

- A. Investments in or income from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is Manager or Director. Investments include interests described in Category 1.

Category 3 Reporting:

- A. Investments in or income from business entities which are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is Manager or Director. Investments include the interests described in Category 1.

Appendix X: Class Size Reduction Review Letters



LAW OFFICES OF SPECTOR, MIDDLETON, YOUNG & MINNEY, LLP

APRIL 14, 2008

VIA E-MAIL AND U.S. MAIL
catx.alexander@gmail.com

PAUL C. MINNEY
JAMES E. YOUNG
MICHAEL S. MIDDLETON
DANIEL I. SPECTOR
LISA A. CORR
AMANDA J. McKECHNIE
TIMOTHY M. WEIR

Cat Alexander
Rocketship One Public School
405 S. 10th Street
Suite #2
San Jose CA 95112

Re: Class Size Reduction Funding for 2008-09

Dear Cat:

JESSICA ADAMS ROBBIN
JERRY W. SIMMONS
CHARSTON H. PIERMAN
JULIE D. ROBBINS
JAMES L. SHEA
KIMBERLY RODRIGUEZ
ANDREA C. SEXTON
SARAH J. KOLLMAN
JANELLE A. RILEY
AMY L. ROBERTS

You asked our office to look into the laws pertaining to Class Size Reduction ("CSR") for grades K-3 because Rocketship Education ("Rocketship" or the "Charter School") intends to apply to the California Department of Education ("CDE") for Option 1 CSR funding for 2008-09. Specifically, your questions were about Rocketship's Learning Lab, an intervention and supplemental hourly instruction program. You asked: (1) whether the way Learning Lab is scheduled impermissibly breaks up a student's entire day of classroom instruction; and (2) whether a credentialed teacher must be present in Learning Lab.

It is our understanding that Learning Lab sessions last for one hour and forty minutes and are neither taught nor supervised by credentialed teachers. Students are assigned to be in Learning Lab at various points during their school day, and no more than eighty students are there at one time. Within the group of approximately eighty students, there are subgroups consisting of about 20 students; these subgroups rotate through the various stations in Learning Lab, including but not limited to supplemental instruction through computer software programs, and time for reading at grade-level. None of the time that any student spends in Learning Lab is counted in Rocketship's instructional minutes calculation.

The Class Size Reduction Program is found at California Education Code Section 52120, *et seq.* Charter schools are eligible for funding under the CSR program. In order to receive CSR funding under Option 1 of the Program, a charter school shall provide a reduced class size for all pupils in each classroom for the full regular schoolday in each grade level for which the funding is claimed. The Education Code defines "full regular schoolday" as: "a substantial majority of the instructional minutes per day, but shall permit limited periods of time during which pupils are brought together for a particular phase of education in

7 PARK CENTER DRIVE ■ SACRAMENTO, CA 95825 ■ T 916 646 1400 ■ F 916 646 1300

WWW.SMYMCHARTERLAW.COM



Gilbert Associates, Inc.
CPAs and Advisors

March 20, 2006

John Danner
Rocketship Education
550 Kingsley Avenue
Palo Alto, CA 94301

Dear John:

The audit requirements for Class Size Reduction (in the proposed 2006/07 Audit Guide, which are unchanged from the 2005/06 Audit Guide) are as follows:

- 1) Verify the mathematical accuracy of the Class Size Reduction Program claim form submitted to the California Department of Education (CDE).
- 2) For Option One Classes:
 - a. Select a sample of classes from those that were certified as eligible for Option One Class Size Reduction Program funding, using the following procedures:
 - i. The number of classes to be reviewed shall be based on auditor judgment, but the selection of classes shall be made randomly.
 - ii. For each class selected, the sample shall include at least 15 days randomly selected from all instructional days that occurred between the first day of instruction and April 15, inclusive, of the year audited.
 - iii. If the class size for the sampled classes was more than 20.4 when averaged over a period from the first day of instruction to April 15, inclusive, the auditor shall conduct a more in-depth review. The in-depth review shall be either of the following:
 1. A review of all instructional days for all classes for which a district or charter school has requested funding pursuant to the provisions of Education Code Section 52126.

2880 Gateway Oaks Dr. • Suite 100 • Sacramento, CA 95833

101 Parkshore Dr. • Suite 100 • Folsom, CA 95630

Phone 916.646.6464 • Fax 916.641.2727

<http://www.gilbertcpa.com>

John Danner
Rocketship Education
March 20, 2006
Page 2 of 2

2. A randomly selected sample of all classes and instructional days, of sufficient size and designed in such a manner that the auditor can conclude, with a 95 percent degree of confidence, that the average daily class size for each class, when averaged over the period from the first day of instruction to April 15, did not exceed 20.4
- b. For sampled classes, review the data used to prepare the list of Option One classes reported to the CDE, to verify that the report is supported by contemporaneous records.
 - c. For sampled classes, review teacher assignments and other available pupil and teacher assignment data to verify that the number of students reported as being under the immediate supervision of each assigned teacher for each class reported was the actual class size for a substantial majority of the full regular school day.

Based on our review of Rocketship Education's proposed classroom model, it appears that we will be able perform the above audit procedures as stated in the proposed 2006-07 audit guide without compliance exceptions as to form.

Very truly yours,

GILBERT ASSOCIATES, INC.
CPAs AND ADVISORS



Thomas M. Gilbert, CPA
Shareholder

Appendix Y: Learning Lab Components

The Learning Lab is a productive way for students to practice and learn the skills which they need most,. Learning Lab consists of a Reading/Literacy Center and a Computer Center. In addition, it is during this time that some interventions may be provided (most are provided at the After-School program) for students who have Individualized Learning Plans that stipulate additional instruction and intervention in particular areas. The instructional methodology in every center of Learning Lab revolves around the critical components of the Rocketship Response to Intervention strategies as described in great detail earlier in this document. The operating methodology behind Learning Lab time is to ensure that students are on-task for as much time as possible. We believe the key to this is a strict set of procedures for students and a group leader who is actively working to ensure on-task time. The components of the Learning Lab are as follows:

- A leveled library of books

We anticipate using the same books used in Guided Reading in our leveled library. Books are leveled A-Z according to the Rigby leveling system. Students primarily read these books for practice with fluency.

- A library of unlevelled works of great children's literature for enjoyment reading

We will build our literature collection over time. Students who have completed the day's assignments will have a chance to do additional pleasure reading from this collection. We anticipate that these books will be the ones available for checkout from the Learning Lab.

- Renaissance Learning's *Accelerated Reader*

Accelerated Reader will be used to test basic fluency and comprehension, despite its known limitations in deeper comprehension measurement. For ELL students and early readers, screen-based tests will be replaced with computerized oral tests available from Renaissance.

- Curriculum software.

The Learning Lab will have curriculum software focused on building skills in Math and Literacy. Curriculum software in the Learning Lab will allow students to progress along a developmentally appropriate path during the time they have on computers. Each software package chosen will allow students to demonstrate mastery of a skill that has been specified online by their teacher, and progress to a new skill if they have time. Software scheduled to be used at Rocketship includes:

Math

Destination Success - Riverdeep Software

A+ Anywhere – American Education Corporation

Literacy

Destination Success – Riverdeep Software

A+ Anywhere – American Education Corporation

Oral Language

English in a Flash – Renaissance Learning

- Intervention in Learning Lab

The final component of Learning Lab, which will occur on a limited occasion as interventions are primarily scheduled for after-school, is one on one and small group intervention time. Depending on each student's Individualized Learning Plan (ILP), Rocketship students will receive one on one and/or small group supplemental instruction during a portion of his/her Learning Lab time. A student's ILP serves as the intersection between daily student performance and formative assessment data and the identification of critical skills that any student may need assistance in developing. Implementing the Rocketship Response to Intervention model throughout Learning Lab and training staff to facilitate supplemental instruction to students ensures that there will be a systematic connection between a student's classroom instruction and his or her intervention. Teachers and the intervention staff will use the ILP to track student progress in the classroom and in the Learning Lab and plan lessons for them.

A typical Lab period for the Learning Lab Director might look like the following:

Ms. Garcia gets to the lab a short time before her 8:00a class. She will have the first grade students for the next hour and forty minutes. Ms. Garcia participates in Rocketship Launch outside with her class. Following launch, she brings her class into learning lab. Her group begins in the reading center, so she brings them in quietly and each student selects a book that is at their own level. The students know the levels of their books because the library is leveled according to the DRA 2 assessment, which they all completed earlier. In addition, Ms. Garcia knows the level of each student, so she can ensure that they really are reading at their level. After she has helped get all of the students started on their reading work, Ms. Garcia logs on to the system to see where these students stand. She accesses Accelerate Reader and is able to monitor her students progress. She monitors their progress on independent reading as measured by *Accelerated Reader* (AR) scores. Ms. Garcia believes that although AR tests the most basic level of comprehension, it is a useful check for understanding in independent reading. She notices that two students, Jose and Claude, have not kept up with the goal of a book each day. She looks at their tests and their ILP and realizes they have been trying to read books above their "just right" level and are probably frustrated. Ms. Garcia goes to talk to the boys and helps them find the proper books. The library is completely leveled with letters assigned to each level. The computer system reminds them of their current level if they forget, and if they pass several tests in a row at a given level, their Literacy teacher is alerted that they may be ready to advance. Often, the teacher will

conduct a Running Record at that level before allowing them to progress. At the beginning, students thought that if they just took a lot of tests, they would move up the most levels. Now they are realizing that passing tests is what counts.

After about 40 minutes, Ms. Garcia lines up her class again, they clean-up the reading center, and she takes her group to the computer center. Each student has their own assigned computer, and they begin to log onto the system. Upon logging on, each student is able to access the curriculum that has been assigned to their specific needs and skills. The students access math 50% of the time and reading for the other 50% of the time. Thus, some of the students in her class are on reading and others are on math. After looking at the Reading results and helping students get back on-track, Ms. Garcia looks at the Dashboard to see how students are progressing on their online Literacy and Math lessons. Ms. Garcia didn't realize how much kids love computers until she came to Rocketship. Luckily, the system monitors the amount of time that a student has spent on the system and helps Ms. Garcia rotate them off the system and allow new students to start their lessons. There are 60 computers in the Learning Lab, including 10 dedicated to AR and FR. After about 40 minutes, Ms. Garcia's class is ready to go to recess for 20 minutes. Following recess, Ms. Garcia will pick-up a new group of students and help them learn in the reading and computer center as well.

Appendix Z: Sample Bell Schedule

Below is a sample schedule for our third grade class. The top row of the schedule lists the classes of students in the school. For example, A is the Kindergarten A class, a class of 20 Kindergarten students. The column underneath KA shows the class schedule those students will have every day of the school year. Along the left side of the schedule are the times that a given period begins. Within the blocks that make up a class period is an indicator of which subject is being taught – Literacy or Math - and which teacher will be teaching that class. For example, at 8 a.m., the Kindergarten A class will be in Math class with the Kindergarten Math Teacher

Science, Social Studies, and the Arts are integrated into the Literacy block through UbD-designed lessons that connect standards thematically across disciplines.

Key:

M – Math

LL – Learning Lab (computers, small group work, tutoring)

L – Literacy (includes integrated Science and Social Studies standards)

	Kindergarten			
	KA	KB	KC	KD
8:00a	M - MK	Recess	L - LKA	L - LKB
9:40a		LL - Comp		
9:40a	Recess	M - MK	L - LKA	L - LKB
10:40a	teacher lunch			
11:20a	LL	M - MK	L - LKA	L - LKB
12:00p			M - MK	Recess
1:40p				LL - Comp
1:40p	L - LKA	L - LKB	Recess	M - MK
3:40p			LL - Comp	

Appendix AA: Leadership Training

At Rocketship, the staff is not only invested and focused upon academic gains and skills for their students, but is also highly invested in their own professional growth. In fact, at Rocketship, we believe that it is the mission of the organization to not only realize these academic goals, but to also help develop additional leaders within the organization that can develop the capabilities to become future founding or take-over principals or Academic Deans.

Consequently, Rocketship implements the Teaching as Leadership (TAL) Rubric. This rubric is focused on scaffolding various skills that will allow a teacher to gradually develop in their capabilities and instruction. Consequently, the rubric focuses on initial skills like planning or classroom management and gradually begins to focus on more difficult skills like differentiation, leading staff, and prioritizing resources and time within the classroom and school. At Rocketship, this is viewed as the founding cornerstones of creating a strong classroom and academic environment, which is a fundamental component of future leaders, Deans, and Principals within the organization.

This rubric has been developed and will be used at Rocketship in order to assist with the professional development of teachers.

The TAL Rubric may be found at the following Link: <https://rsed.box.net/shared/ak8cofh3zb>

Thus, the TAL rubric attempts to address these specific skills, especially the skills that apply to the classroom. In addition to using the TAL rubric as an organization, Rocketship will develop an Individualized Professional Development Plan for each teacher. This plan will be developed in collaboration between the Academic Dean and teacher primarily, and eventually approved by the Principal. The Individualized Professional Development Plan will use the TAL rubric as one of the primary means for measuring a teacher's success and also to select objectives for the teacher to focus on as well. These objectives will be explicitly chosen in accordance with the experience of the teacher and developmental level. In addition, they will be tightly correlated with the evaluation and performance bonus that the teacher is eligible to receive as well. The following is an example of an Individualized Professional Development Plan that could possibly be utilized amongst a teacher, academic dean, and principal.

Teacher: Cynthia O'Leary

Strengths:

Cynthia is a very dynamic young teacher. Her passion for her class and teaching is evident. She welcomes feedback and is excited to implement new strategies to improve her students' performance.

Growth Areas:

(2 to be chosen by the teacher, 1 to be chosen by the Principal/Academic Dean)

Sample Growth Plan Areas

	Current Practices	Goals for Improvement	Target Completion Date
--	-------------------	-----------------------	------------------------

Growth Area 1: Improving Guided Reading Instruction	Cynthia currently meets with 2-3 groups a day and spends 15 -30 minutes on guided reading with each group.	Lessons need a more clear objective, previewing of the text should serve as an aid for student decoding and comprehension	End of December
Growth Area 2: Providing meaningful work in literacy centers	Cynthia currently has at least 5 different centers functioning on a weekly basis. Most of them include work sheets and review of phonics and spelling. Many of the students finish their center activity before it is time to move.	Centers should be reasonable given the amount of time students will be working on the activity. Activities should be relevant (tied to what is being practiced in class) and manageable for students working on their own or in groups.	End of March
Growth Area 3: Planning for instruction while anticipating students needs	Cynthia currently writes bullet pointed lesson plans focusing on the topic to be covered.	Lesson plans should include some thought towards implementation and execution of a differentiated lesson that has a measurable outcome.	End of April (on going process)

Sample Growth Plan Implementation

	Students will...	Teacher will...	Academic Dean will...	Principal will...
Growth Area 1 Meaningful Guided Reading	Target students will attain a DRA of either 6 by the end of Dec. Highlanders: Juan (4) Itzta (3) Gabriel (4) Spartans: Yesenia (4) Carlos (4) Iztel (4)	Meet with target groups for GR 5 times/week Turn in lesson plans GR for target group to AD weekly on Friday Share at least one phonics or reading at home strategy with parents during conferences	Observe Cynthia bi-weekly doing GR (Wed. at 9:00am) to provide targeted feedback Model GR lessons biweekly on Fridays 9:00 am Co-teach GR groups once a month & debrief with Cynthia Provide weekly feedback on targeted GR lessons (Mondays)	Observe Cynthia bimonthly doing GR and provide feedback to AD and Cynthia Meet biweekly with Cynthia to provide support & feedback and to look at student data Meet weekly with AD to provide feedback and support on her management of Cynthia

<p>Growth Area 2</p> <p>Literacy Centers</p>	<p>Be engaged in activities that reinforce skills taught in class</p> <p>Be able to complete an activity within the time frame provided</p>	<p>Change centers on a regular basis (once every 2 weeks) to reflect new skills</p> <p>Model new centers whole class to give students a chance to learn how to use the center</p> <p>Review selected student work to provide feedback about quality to students</p>	<p>Observe Cynthia's centers every other Thursday at 9:30am</p> <p>Analyze student work with Cynthia to decide if students are meeting expectations (once every 2 weeks at one on one's)</p> <p>Suggest new centers and model introducing the center to the class</p>	<p>Observe Cynthia's centers bimonthly to provide feedback on appropriateness to both Cynthia & the AD</p> <p>Meet biweekly with Cynthia to provide support & feedback and to look at student data</p> <p>Meet weekly with AD to provide feedback and support on her management of Cynthia</p>
<p>Growth Area 3</p> <p>Proactive Lesson Planning</p>	<p>Be challenged and engaged during whole class lessons</p>	<p>Think about SPED, GATE, ELL's and students with difficult behavioral challenges when planning lessons</p> <p>Devise strategies to accommodate all students within the confines of a typical lesson</p> <p>Create checks for understanding and a way to measure outcomes in most lessons</p>	<p>Meet with Cynthia twice a month (or more as needed) to model lesson planning, and support Cynthia in the process of writing her own proactive lesson plans</p> <p>Cynthia will turn in LPs to the AD on Fridays and will receive feedback on the following Monday (Feb. – April)</p> <p>Observe specific lessons to provide feedback on implementation of differentiation strategies at least 2 times a month.</p>	<p>Review lesson plans for Cynthia once a month and provide feedback for AD</p> <p>Observe Cynthia once a month (with lesson plans in hand) to provide feedback on implementation</p> <p>Meet biweekly with Cynthia to provide support & feedback and to look at student data</p> <p>Meet weekly with AD to provide feedback and support on her management of Cynthia</p>

The Individualized Professional Development Plan provides specific focus areas that correlate with the Teaching as Leadership Rubric. The process of instructional development is consequently much more transparent for a teacher and the explicit objectives allow the Academic Dean to become a much greater resource for the teacher. In addition, it gives the Principal a more specific focus area for staff members as well.

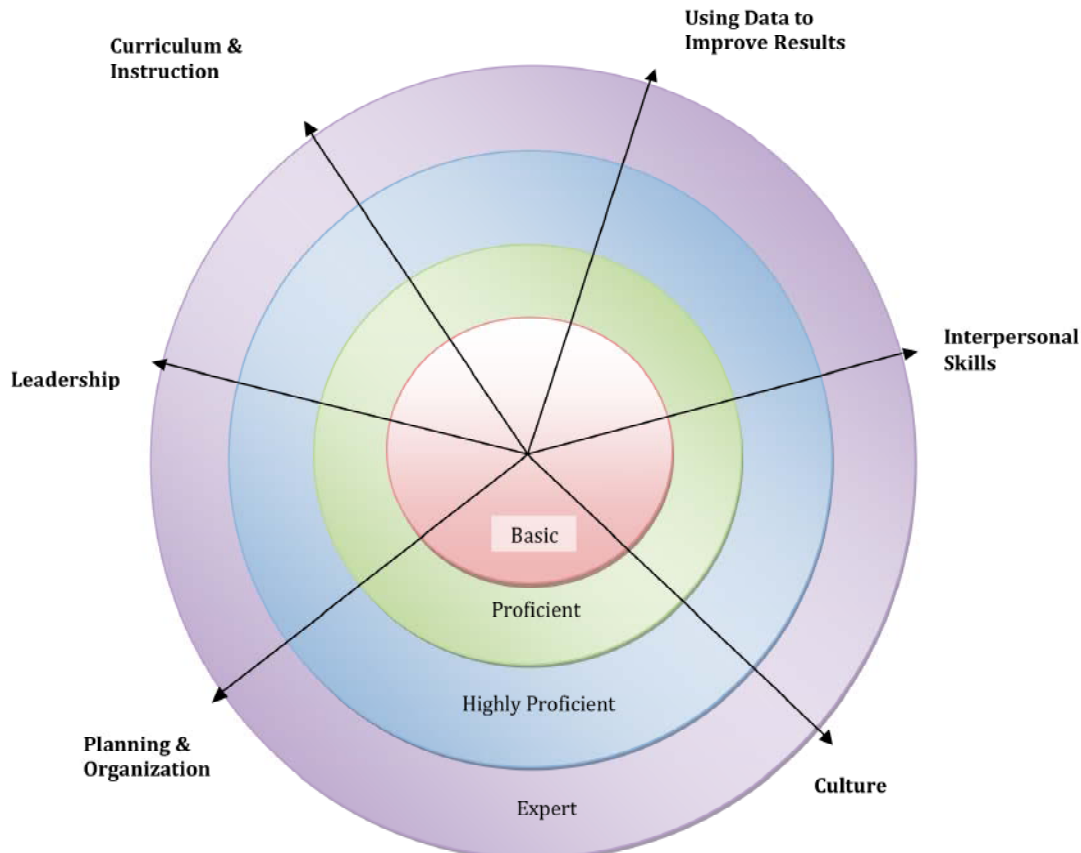
This Individualized Professional Development Plan can then be modified to focus on different skill areas depending on the professional track that a staff member at Rocketship selects. For example, some staff members may want to remain in the classroom and continue to focus on different teaching skills and further enhance their repertoire of instruction. Other staff members

may be interested in becoming a Dean in Training and eventually applying for a position as an Academic Dean. Consequently, the IPDP would begin to focus more on specific skills like RtI (Response to Intervention), interpersonal skills, coaching peers, and various other skills that would be much more critical to their success as an Academic Dean. Likewise, if a staff member is interested in becoming a Principal in Training or future principal, the IPDP would become much more focused on leadership skills, managing adults, budget, and various other skills that would be critical to their success. It is this type of focused and differentiate professional development that will allow Rocketship staff to be successful at various career tracks within the organization.

Leadership Professional Development

In addition, at Rocketship, we have developed a “bulls eye” that illustrates the key components that the organization values and believes will prepare individuals within the organization for future success. These core areas include curriculum and instruction, using data to improve results, interpersonal skills, leadership, planning and organization, and culture. This bulls eye has been developed in order to assist in the identification of strong educators within the organization and then further identify specific skills or areas that they need to professionally develop in order to grow as leaders within the organization and assume greater leadership roles like those of an Academic Dean or Principal.

Organizational Values “Bulls eye”



Dean in Training (Training Plan)				
Job Responsibility:	Competency/Skill Needed:	Training Goal:	Phase	Trainer
Prioritization/Calendar Management	Time Management Prioritization	Percentage based goals of time dedication Planned Calendar Organizational System	November – of year prior to opening (follow-up throughout the year)	Current Principal/PIT
RtI	Managing and creation of student groups Instruction Curriculum Prioritization	Planning Grouping of students Hiring of tutors Observations Performance Management	November of year prior to opening	Academic Deans
SST, SPED, RtI Integration	Understand how RtI, SST, and SPED are integrated at Rocketship	Review the overall process mapping of how RtI→SST→SPED flow into one another as well as the referral process and the delicacy of parental relationships/principal's awareness of this to prevent issues	November of year prior to opening	SPED Coordinator, Current Principals, Academic Deans, Regional Manager
Learn About and Reinforce Rocketship Culture	Model Rocketship principles	Discipline/Culture <ul style="list-style-type: none"> Self Management, Parents, Culture 	November – May of year prior to opening (continued regularly throughout the rest of the year)	PIT and Current Principal
Observe and sit in on 1:1's in the establishing of teacher career & development goals	Goal Setting Measuring & Monitoring individual goals Evaluate & Reward achievement 1:1's	Performance Management <ul style="list-style-type: none"> Goal Setting, Measuring & Monitoring, Evaluating Perf., Self management, Employee Recognition 	January – May of year prior to opening	Academic Deans
1:1's, Coaching	1:1's Influencing and Motivating Coaching	Personnel Management HR Interpersonal Relations Managing Adults	January – ongoing	Academic Deans, PIT
Work with Dean to develop staff (assume responsibility for at least one staff member)	Delegation Coach Performance Management	Performance Management <ul style="list-style-type: none"> Delegation, Inspiring, Coaching, Goal Setting, Measuring & Monitoring, Evaluating Perf., Self management, Employee Recognition. 	January – May of year prior to opening	Current Academic Deans, Current Principals, and PIT
Use data from assessments as tool in shaping coaching.	Obtain data Use data to set instructional/coaching goals	Goal Setting, Measuring & Monitoring	January of year prior to opening	PIT and Academic Dean

Monitor and guide teachers work to achieve 1.5 years of growth	Managing change Inspiring Coaching Employee Recognition	Performance Management <ul style="list-style-type: none"> Coaching, Goal Setting, Measuring & Monitoring, Evaluating Perf., Self Management, Employee Recognition, Managing Change 	January – (January to May) limit number of teachers, but make responsible for coaching towards API)	Academic Dean and PIT
Hire Staff	Interviewing Hiring	Staffing <ul style="list-style-type: none"> Interviewing, Hiring. 	Jan. (January) – June of year prior to opening	PIT
API Push	API, AYP Data Balancing of students RtI Interventions Strategic Plan	Planning, Performance Management Data Management RtI API	February – May of year prior to opening	PIT, Current Principal
Co-facilitate a community meeting and attend multiple parent/family meetings	Parent/Family Meetings Parental Involvement Community Meetings Interpersonal/Relational skills Influencing/Motivating Foresight Planning	Planning Parent management Agenda building	March of year prior to opening	Current Principals, Academic Deans, and PIT
Assist with Recruiting & Marketing Plan and implementation	Application Review Enrollment Forms, Lottery Process Salesmanship (students & teachers) Community Engagement Parent Connection Teacher Recruiting	Weekly recruiting plan (students & staff) Accurate enrollment paperwork Enrollment targets met	April/May of year prior to opening	PIT
Assessment	CELDT and STAR	Basic understanding of audit requirements	May	Academic Dean
Participate in creation of summer planning and translation of school objectives into concrete metrics that can be used to evaluate teacher performance	Goal Setting Measuring & Monitoring goals Evaluate & reward achievement	Performance Management <ul style="list-style-type: none"> Goal Setting, Measuring & Monitoring, Evaluating Perf., Self management, Employee Recognition 	June – Aug. of summer prior to opening	PIT
Budget & Attendance	Excel Basics Revenue Streams, Expense Categories, Restricted Funding P&L (YTD, Variance,	Ability to understand school operating budget Ability to understand monthly updates	June summer before opening of school	PIT

	Forecasting) Fixed vs. Un-fixed Costs Powerschool			
Operations Toolkit & Share Drive User Training	Login to the Operations Toolkit & Rocketship document share drive	Understand where/how documents & operational deliverables/checklists, etc. are stored so that they may be accessed as necessary	July summer before opening of school	Ops & IT
Introduction to Learning Lab	Introduction to Learning Lab—why we have it, what we do in each center, & how the Dean actually facilitates the LL	Understand the concept behind Learning Lab (each center) and how much flexibility the Dean will have over centers	August summer before opening of school	PIT, Regional Manager

Principal in Training (Training Plan)				
Job Responsibility:	Competency/Skill Needed:	Training Goal:	Phase	Trainer
Drafting School Plan	Goal Setting	Annual school plan that describes how Principal will use the Rocketship model to achieve Rocketship & personal goals	June – Aug. of year prior to opening	Regional Manager, Ops, Principal sharing previous plan
Building a Schedule (Bell Schedule)	Unique Rocketship bell schedule reqs.	In depth understanding of Rocketship bell schedule & ability to implement it	June – completed in tandem with plan	Regional Manager
Participate in creation of summer planning and translation of school objectives into concrete metrics that can be used to evaluate teacher performance	Goal Setting Measuring & Monitoring goals Evaluate & reward achievement	Performance Management <ul style="list-style-type: none"> Goal Setting, Measuring & Monitoring, Evaluating Perf., Self management, Employee Recognition 	June – Aug. of year prior to opening	Regional Manager and Current Principals
Prioritization/Calendar Management	Time Management Prioritization	Percentage based goals of time dedication Planned Calendar Organizational System	July – of year prior to opening (follow-up throughout the year)	Regional Manager
Board Governance	Roles & Responsibility of Board Brown Act	Basic understanding of Brown Act & required operations of school board	July –Aug. of year prior to opening	COO, Current Principals, Regional Manager
Create Recruiting & Marketing Plan and implement effectively	Application Review Enrollment Forms, Lottery Process Salesmanship (students & teachers) Community Engagement Parent Connection Teacher Recruiting	Weekly recruiting plan (students & staff) Accurate enrollment paperwork Enrollment targets met	(July) Oct. – July of year prior to opening	Regional Manager, Current Principals
Budget & Attendance	Excel Basics Revenue Streams, Expense Categories, Restricted Funding P&L (YTD, Variance, Forecasting) Fixed vs. Un-fixed Costs Powerschool	Ability to build school operating budget Ability to understand monthly updates	July –Aug. Summer before PIT year REVIEW and implement Feb. – June of year prior to openin	Regional Manager, CFO
Learn About and Reinforce Rocketship Culture	Model Rocketship principles	Discipline/Culture <ul style="list-style-type: none"> Self Management, Parents, Culture 	June – (September) Dec. of year prior to opening school (continued regularly throughout the rest of the year, but less of a focus)	Regional Manager and Current Principals

Observe and sit in on 1:1's in the establishing of teacher career & development goals	Goal Setting Measuring & Monitoring individual goals Evaluate & Reward achievement 1:1's	Performance Management <ul style="list-style-type: none"> Goal Setting, Measuring & Monitoring, Evaluating Perf., Self management, Employee Recognition 	Aug. – (September) Sept. of year prior to opening	Current Principals, Regional Manager, and Academic Deans
Work with Dean to develop staff	Delegation Coach Performance Management	Performance Management <ul style="list-style-type: none"> Delegation, Inspiring, Coaching, Goal Setting, Measuring & Monitoring, Evaluating Perf., Self management, Employee Recognition. 	July – (September to November) Dec. of year prior opening	Regional Manager, Current Academic Deans, Current Principals, and DIT (future dean at this PIT's site)
Monitor and guide teachers work to achieve 1.5 years of growth	Managing change Inspiring Coaching Employee Recognition	Performance Management <ul style="list-style-type: none"> Coaching, Goal Setting, Measuring & Monitoring, Evaluating Perf., Self Management, Employee Recognition, Managing Change 	Sept. – (September to March) June of year prior to opening school (limit number of teachers, but make responsible for coaching towards API)	Regional Manager and Current Principals (some input from Academic Deans)
Students	Enrollment/Removal Procedures Suspension/Expulsion Community/Student/Parent Complaint Procedure Student Health/Immunization Discipline	Basic understanding of student policies/procedures & how these will be incorporated into school operations as well as ongoing reporting requirements	October in year prior to opening of school –Aug. before actual opening of school	Current Principals (shadowing), Regional Manager
Use data from assessments as tool in shaping coaching.	Obtain data Use data to set instructional/coaching goals	Goal Setting, Measuring & Monitoring	July – (October) Dec. of year prior to opening	Regional Manager, Current Academic Deans, and Current Principals
Co-facilitate a community meeting and attend multiple parent/family meetings	Parent/Family Meetings Parental Involvement Community Meetings Interpersonal/Relational skills Influencing/Motivating Foresight Planning	Planning Parent management Agenda building	October of year prior to opening	Current Principals, Academic Deans, Teachers
Evaluate Teaching Staff	Goal Setting Measuring & Monitoring goals Evaluate performance Performance management – addressing problems Termination process	Performance Management Termination Process <ul style="list-style-type: none"> Measuring & Monitoring, Addressing Performance Issues, Employee Recognition 	Nov. (November) – Dec. of year prior to opening	Regional Manager, Current Academic Deans, and Current Principals

	Employee Recognition			
RtI	Managing and creation of student groups Instruction Curriculum Prioritization	Planning Grouping of students Hiring of tutors Observations Performance Management	November of year prior to opening	Academic Deans
Hire Staff	Interviewing Hiring	Staffing • Interviewing, Hiring.	Jan. (January) – June of year prior to opening	Regional Manager and Current Principals
API Push	API, AYP Data Balancing of students RtI Interventions Strategic Plan	Planning, Performance Management Data Management RtI API	January – March of year prior to opening	Regional Manager, Current Principals, Academic Deans
LEA, Categorical Programs, Assessment	LEA, SWP, Charter Title I, Title III/ELL, SPED CELDT, LEA, STAR, DRA, DIBELS, etc.	Basic understanding of audit requirements	Training will occur throughout the year (CELDT in September, DIBELS/DRA in September, STAR in March/May) Other programs like Title I, Title III, LEA, SWP in (March)	Academic Deans, Regional Manager, Ops
Safety (Employees, Students, etc.)	School Site Safety Plan OSHA/IIPP Workers Comp Field Trips, etc.	Basic understanding of safety policies/procedures & how these will be incorporated into school operations as well as ongoing reporting requirements	(April)	Ops

Appendix AB:

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Appendix AC: Rocketship Approach to Academic Instruction

At Rocketship, we believe that students benefit from having core subjects integrated throughout the day. This allows subject areas to not be isolated areas of learning, rather, they are integrated throughout all subject areas and students are able to learn that all skill areas (reading, writing, math, science, social studies, etc.) rely upon one another in order for true learning and academic achievement to be accomplished. Consequently, we approach our instructional assignments for teachers and students in the same manner.

At Rocketship, we use a teaming approach with our instructional staff. This teaming approach means that teachers have their own instructional home-room, however, the students move to different teachers throughout the day. The students have a teacher each day that focuses primarily on literacy instruction that is integrated with science and/or social studies instruction and a teacher that is focused primarily on math instruction that is also integrated with science and/or social studies instruction. Each day a student at Rocketship receives at least three hundred minutes of instruction, of which, at least sixty to one hundred are dedicated to these science and/or social studies objectives each day.

The science & social studies instruction at Rocketship is based on the Association for Supervision and Curriculum Development's ("ASCD") Understanding by Design ("UbD") approach. This approach is a framework for creating a curriculum based on state standards. UbD has been shown to develop students' reasoning and interest in Science and Social Studies. To develop our curriculum based on the UbD framework, we started by backwards mapping of the state standards to identify the main objectives in Science and Social Studies. We then developed units and lesson plans within each unit to focus on these major objectives. As we develop these units, we focus on correlating these unit objectives with literacy and math objectives that are relevant to the core unit as well. We have been refining these units for two years and continue to do so as more teachers contribute to the richness and learning techniques of each unit and lesson.

Each classroom teacher further supplements their instruction through the use of Project GLAD's method of providing ELD instruction during all subject areas, including Science and Social Studies. The use of these strategies allows us to accelerate students Cognitive Academic Language Proficiency ("CALP") development by supporting acquisition of academic vocabulary.

Each classroom teacher is also responsible for various objectives that depending on their homeroom may include literacy objectives combined with science and social studies objectives or math objectives combined with science and social studies objectives. This accountability to multiple subjects ensures that teachers are instructing various subjects throughout the day.

The integration of science and social studies in the core literacy and math subject areas and the teaming of teachers allow students to make connections across multiple subject areas. For example, one of the most important skills a student can learn from these classes in the primary grades is how to effectively read non-fiction text in the content areas (Pressley, 2002). The integration of literacy and science and/or social studies allows students to further develop these skills. Students will be faced with a multitude of classes throughout the rest of their lives where

this skill will be central to their understanding of the content and ultimately their enjoyment and performance in the subject. The critical skills of determining the organization of a non-fiction text, identifying and understanding key vocabulary terms, and actively summarizing are skills that are not easily learned when reading fiction. Likewise, another important skill that students can learn from the integration of math and science and/or social studies is the application of mathematical concepts and equations. Students are able to translate a static equation into a meaningful real time experience, which allows them to better retain and apply this knowledge in future real life situations. This ability to apply mathematical concepts outside of a controlled classroom environment is a crucial life-skill for the success of students as they mature and grow.

Appendix AD: Rocketship Budget Narrative, Budget and Cash Flow Statement

The Rocketship Mateo Sheedy financial statements include a six year pro-forma annual budget (current year and five years of operations) and four year (current year and three additional years) monthly cash flow statement.

Students: Enrollment, Demographics and Average Daily Attendance

Revenues for the school depend on the number of students enrolled and their demographics. This budget assumes 70% English Learners (EL), 47% at Federal Poverty level and 70% Free and Reduced Lunch (FRL) students. We plan to over-enroll students by 5–10% above projected enrollments at the beginning of each year to manage start-of-year attrition. The Average Daily Attendance (ADA) is the aggregate attendance of a school during a reporting period divided by the number of days school is in session during this period. Rocketship Mateo Sheedy will assume a 96% attendance rate for our students, which is consistent with historical results at Rocketship Mateo Sheedy. For 2009-10, we also included a 2% reduction in ADA to hedge against potential mid-year state funding reductions. ADA is used to calculate many of the revenue sources. A 96% attendance rate would yield an ADA of 425 in 2010, 459 in 2011, 506 in 2012, 514 in 2013, 512 in 2014, and 507 in 2015.

The following table shows our projected demographics as well as projections for enrollment and ADA:

	Year 0 2009-10 Current Budget	Year 1 2010-11 Projected Budget	Year 2 2011-12 Projected Budget	Year 3 2012-13 Projected Budget	Year 4 2013-14 Projected Budget	Year 5 2014-15 Projected Budget
Projected Total Enrollment by Grade Level Group						
Grades K-3	360	348	398	396	390	397
Grades 4-6	92	130	129	139	144	131
Total Projected Enrollment	452	478	527	535	534	528
ADA %	94.1%	96.0%	96.0%	96.0%	96.0%	96.0%
Total ADA						
Grades K-3	339	334	382	381	374	382
Grades 4-6	87	125	124	133	138	125
Total ADA	425	459	506	514	512	507
Projected Student Demographics						
English Language Learner	70%	70%	68%	64%	60%	58%
Free/Reduced Meal Eligible	70%	70%	70%	70%	70%	70%
Federal Poverty Level	47%	47%	47%	47%	47%	47%

Revenues

Revenue sources for charter schools come from federal and state governments and local private funding sources. State block grants provide the largest source of funding, constituting over 90% of charter school funding in California.⁹ Because of Rocketship Mateo Sheedy's reliance on this single revenue source, we will constantly monitor all components associated with state revenue throughout the year as the funding estimates are refined and recalculated.

A Summary of the projected revenues for this year and the five projected years along with the percentage components of all revenues is shown on the following two charts.

⁹ This statistic assumes that in lieu tax payments are considered a source of state funds.

Projected Revenues, By Source

	2009-10 Current Budget	2010-11 Projected Budget	2011-12 Projected Budget	2012-13 Projected Budget	2013-14 Projected Budget	2014-15 Projected Budget
Summary of Revenue Programs						
State Sources	2,918,099	3,127,833	3,420,005	3,490,762	3,478,930	3,435,602
Federal Programs	313,556	300,954	331,537	338,348	339,668	338,937
Local Programs	8,543	43,948	48,419	49,201	49,082	48,554
Total Revenues	3,240,199	3,472,735	3,799,960	3,878,311	3,867,680	3,823,092

Projected Revenue Component Percentages

	2009-10 Current Budget	2010-11 Projected Budget	2011-12 Projected Budget	2012-13 Projected Budget	2013-14 Projected Budget	2014-15 Projected Budget
Percentage of Revenue						
State Sources	90%	90%	90%	90%	90%	90%
Federal Programs	10%	9%	9%	9%	9%	9%
Local Programs	0%	1%	1%	1%	1%	1%
Total Revenues	100%	100%	100%	100%	100%	100%

State Revenues

State Revenues are estimated based on specific program variables as identified below, with the majority of this funding dependent upon the annual state budget and the school's student population.

Projected State Revenues

	Year 0 2009-10 Current Budget	Year 1 2010-11 Projected Budget	Year 2 2011-12 Projected Budget	Year 3 2012-13 Projected Budget	Year 4 2013-14 Projected Budget	Year 5 2014-15 Projected Budget
State Programs						
Charter School General Purpose Block Grant Allocation	2,038,469	2,202,138	2,425,056	2,464,817	2,459,248	2,431,940
Charter School Categorical Block Grant Allocation	170,522	184,011	202,728	206,003	205,504	203,294
Economic Impact Aid	150,128	199,200	216,300	233,100	227,100	216,900
California Lottery	52,836	52,858	57,039	62,841	63,856	63,701
Class Size Reduction	198,000	198,000	198,000	198,000	198,000	198,000
Supplemental Hourly Instruction	-	-	-	-	-	-
Facilities Reimbursement (SB 740)	292,515	275,328	303,333	308,234	307,487	304,180
Art & Music Block Grant	4,000	4,000	4,000	4,000	4,000	4,000
State Nutrition	11,629	12,298	13,549	13,768	13,735	13,587
Total State Programs	2,918,099	3,127,833	3,420,005	3,490,762	3,478,930	3,435,602

General Purpose Block Grant

The General Purpose Block Grant (GPBG) is the largest source of revenue for RMS. The GPBG is calculated based on student ADA and provides a set amount, per pupil, per grade level grouping. GPBG provides different funding levels for different blocks of grade levels. Rocketship Mateo Sheedy students fall into two grouping for purposes of GPBG: K-3 and 4-6.

The majority of charter schools in California receive the same amount of funds for each student, as expressed in terms of ADA, based on the grade level of the student. These block grant funding amounts, as well as other state revenues for charter schools, are set annually by the State during the legislative process and are incorporated in the State budget each summer. Funding amounts are typically changed annually based on a Cost of Living Adjustment (COLA). Given the state of California's economy, we have adopted a conservative scenario for our revenue calculations, using a -7.95% COLA for 2009-10. Since there is no assurance that out-year COLAs will be funded we have adopted a zero (0%) COLA for all future years presented.

Based on the conservative COLAs adopted by RMS, our projection for the General Purpose Block Grant is necessarily flat at \$4778/ADA for Grades K–3 and \$4855/ADA for Grades 4–6.

Charter School Categorical Block Grant

Categorical funding per ADA is additional block grant funding based upon an annual State Budget funding allocation. The categorical block grant funding is in addition to the GPBG funding and is an accumulation of funding for each charter school student from multiple special purpose funds combined into one allocation. For the 2009–10 fiscal year, funding for Categorical programs experienced a 19.2% cut from the original 2008–09 budgeted rate of \$500 and a 4.5% cut from the current 2008–09 rate of \$423 given in the state budget for 2009–10 adopted in February 2009 to the projected 2009–10 rate of \$401/ADA. As with the GPBG, we project no growth in funding for the next five years.

Economic Impact Aid

Economic Impact Aid Funding (EIA) is based on the poverty counts of pupils enrolled and minimum funding floors. RMS’s eligible pupil count is projected to generate revenues well above the minimum funding floor. As over 50% of RMS’s students are projected to be eligible for this funding, Rocketship Mateo Sheedy is also eligible for an EIA concentration bonus. The bonus calculation weights eligibility over 50% of enrollment by an additional 50%. For fiscal year 2010, Rocketship Mateo Sheedy will have a sum of 471 student equivalents for EIA because of our high ELL and Federal Poverty populations. This includes 147 Federal poverty students, 220 ELL students and 104 ‘bonus’ students.

	Year 0 2009-10 Current Budget	Year 1 2010-11 Projected Budget	Year 2 2011-12 Projected Budget	Year 3 2012-13 Projected Budget	Year 4 2013-14 Projected Budget	Year 5 2014-15 Projected Budget
Economic Impact Aid, Pupil Counts						
PY Enrollment (A)	320	452	478	527	535	534
PY Economically Disadvantaged Pupils (ED)	147	208	225	248	252	251
PY English Language Learners (ELL)	220	310	335	358	342	320
Bonus Concentration Factor[(ED + ELL - A/2) / 2	104	146	161	171	163	152
Total EIA Pupil Count	471	664	721	777	757	723

Lottery

Lottery funding is based upon recent estimates provided by School Services of California. We project a total per student allocation of approximately \$121 per year. Funding is based on annual ADA. This estimate will be updated at the First, Second, and Third Interim Reporting periods. Lottery funds are mainly allocated for general purpose use (Unrestricted Funds) with slightly over 10% of the funds restricted for instructional materials. Based on current economic conditions, we are budgeting for flat funding over the next five years, with the unrestricted portion amounting to \$111/ADA and the Prop-20 portion amounting to \$13.25/ADA.

Class Size Reduction

Class Size Reduction (CSR) funds are available to schools which conduct instruction at a student-teacher ratio of 20:1 in Grades K–3. This budget assumes a full year program, and class size reduction at all four eligible grade levels, with full day participation funded at \$900 per child. Please see letters from Rocketship Mateo Sheedy’s audit firm and from the California

Department of Education (CDE) CSR expert in Appendix Y validating the approach we have taken to ensure we comply with CSR regulations.

Facilities Reimbursement (SB 740)

The Charter School Facility Grant Program provides assistance with facilities rent and lease expenditures for charter schools that meet certain eligibility criteria. Eligible charter schools may receive reimbursement for facilities rent and lease costs in an amount of up to \$750 per unit of classroom-based average daily attendance (ADA), not to exceed 75 percent of their total annual facilities rent and lease costs. If there are insufficient funds to reimburse all eligible charter schools at the maximum level, the funding provided to each school will be reduced on a pro-rata basis.

To be eligible for reimbursement, a charter school site must be geographically located within the attendance area of a public elementary school in which at least 70 percent of the pupil enrollment is eligible for free or reduced-price meals, or serving a pupil population that meets or exceeds 70 percent eligibility for free and reduced-price meals.

Rocketship Mateo Sheedy has recognized Charter School Facilities Grant revenue, (SB 740) using a per pupil amount of \$600 which is conservative in light of the upward range of \$750 per ADA and in relation to previous awards it has received.

Federal Revenues

As a direct-funded charter school, Rocketship Mateo Sheedy will apply for federal funds directly through the Consolidated Application process. Federal revenues will be updated when a Federal entitlement notification is received. Rocketship Mateo Sheedy is aware that there are significant compliance features associated with federal funding. All federal program funding rates are conservatively projected to increase at the following rates:

	Year 0 2009-10 Current Budget	Year 1 2010-11 Projected Budget	Year 2 2011-12 Projected Budget	Year 3 2012-13 Projected Budget	Year 4 2013-14 Projected Budget	Year 5 2014-15 Projected Budget
Annual Federal Revenue Increases	0%	0%	0%	1%	2%	2%

Title I

Title I funding is based upon a formula for students qualifying for free and/or reduced meals. The amount per student is typically \$400–\$1,000 base. We conservatively project \$400 per identified pupil in 2010, with modest increases associated with the federal revenue increases listed above.

Free and Reduced-Price Meal Eligibility

The federally funded National School Lunch Program provides free and reduced-price meals for lunch (and breakfast) to eligible students, based on parent/guardian income levels. For this budget, we assume that 70%, of our students will be eligible to receive federal funding per meal per day for free and reduced-price meals. For operational purposes, we project that 80% of all students receive lunch and only 6% breakfast, based on historical percentages. RMS does not offer afternoon snack service. Additional receipts from paid student meals is included in the

budget as local revenue. Food expenses for this program are shown under Books and Supplies; serving expenses are included in Classified Salaries and Benefits.

Other Federal Programs

Title II –Teacher Quality.

Participation: Yes ___ or No ___ or TBA based on further review ☒

Title IV – Safe and Drug Free Schools – based upon eligibility criteria of Title I.

Participation: Yes ___ or No ☒ or TBA based on further review ___

Title V – Innovative Programs – based upon eligibility criteria of Title I.

Participation: Yes ___ or No ☒ or TBA based on further review ___

Summary Revenues per Enrollee

For the six year period through 2014-15, the projected Revenues per student enrolled at Rocketship Mateo Sheedy is shown below.

	Year 0 2009-10 Current Budget	Year 1 2010-11 Projected Budget	Year 2 2011-12 Projected Budget	Year 3 2012-13 Projected Budget	Year 4 2013-14 Projected Budget	Year 5 2014-15 Projected Budget
Summary of Revenue per Enrollee						
State per Enrollee	6,456	6,544	6,494	6,523	6,517	6,506
Federal per Enrollee	694	630	630	632	636	642
Local per Enrollee	19	92	92	92	92	92
Total Revenue per Enrollee	7,169	7,265	7,216	7,247	7,245	7,239

Expenditures

Summary of Projected Expenditures

The projected expenditures through 2014–15 are shown below and are followed by the percentage distribution of costs by major expenditure item.

	Year 0 2009-10 Current Budget	Year 1 2010-11 Projected Budget	Year 2 2011-12 Projected Budget	Year 3 2012-13 Projected Budget	Year 4 2013-14 Projected Budget	Year 5 2014-15 Projected Budget
Summary of Expenditures						
Certificated Salaries	1,035,298	1,165,403	1,188,611	1,212,388	1,236,667	1,261,442
Classified Salaries	150,689	158,086	169,524	172,485	173,393	173,382
Employee Benefits	290,872	324,596	333,093	339,651	345,828	351,902
Books & Supplies	398,074	345,594	377,353	378,713	376,915	372,845
Services & Operational Expenses	1,300,327	1,386,560	1,502,524	1,530,343	1,526,532	1,510,165
Capital Outlay	-	-	-	-	-	-
Other Outgoing	9,000	9,000	9,000	9,000	-	-
Direct Support/Indirect Costs	-	-	-	-	-	-
TOTAL EXPENDITURES	3,184,260	3,389,239	3,580,104	3,642,580	3,659,334	3,669,736

Summary of All Expenditures by Relative Percentage

	Year 0 2009-10 Current Budget	Year 1 2010-11 Projected Budget	Year 2 2011-12 Projected Budget	Year 3 2012-13 Projected Budget	Year 4 2013-14 Projected Budget	Year 5 2014-15 Projected Budget
Percentage of Expenditures						
Certificated Salaries	33%	34%	33%	33%	34%	34%
Classified Salaries	5%	5%	5%	5%	5%	5%
Employee Benefits	9%	10%	9%	9%	9%	10%
Subtotal Compensation	46%	49%	47%	47%	48%	49%
Books & Supplies	13%	10%	11%	10%	10%	10%
Services & Operational Expenses	41%	41%	42%	42%	42%	41%
Capital Outlay	0%	0%	0%	0%	0%	0%
Other Outgoing	0%	0%	0%	0%	0%	0%
Direct Support/Indirect Costs	0%	0%	0%	0%	0%	0%
TOTAL EXPENDITURES	100%	100%	100%	100%	100%	100%

Salaries and Employee Benefits

Total personnel costs (salary and benefits) remain relatively constant at roughly 47% of total expenditures during the continued development of the school to 16 teachers at full enrollment. RMS conducts classes in grades K through 3 at 20:1 student-to-teacher ratios and grades 4 and 5 at or below state maximum class sizes of 33:1. Rocketship staffing is more efficient than traditional elementary schools while maintaining these ratios, resulting in significant savings in salaries and benefits. This is because students have five hours of classroom instruction per day, while teachers typically teach between six and eight hours per day. Learning Lab is provided as an Intervention program and Learning Lab minutes do not factor into annual instructional minutes calculations.

“Compensation” includes the salary costs of all staff, including those who work full-time and part-time. Compensation also incorporates all staff benefits including Social Security, state teachers’ retirement, unemployment insurance, Medicare, and workers’ compensation.

All staff salaries are based upon projected salary schedules and individual employment contract terms and conditions. Annual anniversary increments are included for budget projection purposes. Salary data is based on full-time equivalent (FTE) work for each position. Positions less than full time will receive an equivalent salary payment for the pro-rated share of the annual salary factor. Vacant and growth positions are estimated at an average cost factor per applicable employee group.

Teacher Staffing

Rocketship Mateo Sheedy teacher staffing levels are based upon enrollment projections. Students in grades Kindergarten through Grade Three will be in classes of 20 students, students in Grade Four will be in classes with an average of 25 students, and students in Grade 5 will be in classes with up to 33 students.

In a traditional elementary school, if a teacher’s homeroom class is receiving services from another teacher, the homeroom teacher does not instruct another class of students. Because Rocketship Mateo Sheedy teachers are specialized in a subject area, they are able to teach more than one class of students each day, similar to middle and high school teachers. With four Kindergarten classes, one class will be in Learning Lab, two in Literacy and one in Math at any

given time of the day. This allows Rocketship to hire three Kindergarten teachers whereas traditional elementary schools must hire four. The Bell Schedule in Appendix AC details the Rocketship Mateo Sheedy daily schedule.

Projected Classroom Teacher Compensation

Teachers will be paid according to the Rocketship Mateo Sheedy pay scale, as developed by Rocketship Mateo Sheedy's Leadership Team, and approved by the Governing Board. Pay for teachers is based on the surrounding district teacher pay scale for teachers with similar years of experience. The weighted average Teacher Compensation costs for the six year period are shown below along with the annual salary COLA:

	Year 0 2009-10 Current Budget	Year 1 2010-11 Projected Budget	Year 2 2011-12 Projected Budget	Year 3 2012-13 Projected Budget	Year 4 2013-14 Projected Budget	Year 5 2014-15 Projected Budget
Compensation Statistics						
Average Teacher Salary	\$55,376	\$57,304	\$58,450	\$59,619	\$60,811	\$62,027
Salary COLA	2%	2%	2%	2%	2%	2%

Substitute Teacher Costs

Teacher Substitute Provisions are included for both projected sick and personal leave as well as for professional staff development leave. Ten days per year per teacher FTE are projected for sick and personal leave.

School Administrator Salary Costs

Certificated Management Staff include the School's Principal and Academic Dean. These individuals will be active mentors to the staff. Each position is 1 FTE.

The projected annual salaries integrating the projected FTE and the annual salaries for the six year period follow.

Total Certificated Annual Salary Projection

	Year 0 2009-10 Current Budget	Year 1 2010-11 Projected Budget	Year 2 2011-12 Projected Budget	Year 3 2012-13 Projected Budget	Year 4 2013-14 Projected Budget	Year 5 2014-15 Projected Budget
CERTIFICATED SALARIES						
Certificated Salaries						
Certificated Teacher Salaries						
Teachers	755,127	833,507	850,177	867,181	884,524	902,215
Substitute Teachers	30,000	32,640	33,293	33,959	34,638	35,331
Bonuses	82,248	95,611	97,441	99,394	101,407	103,470
Total Certificated Teacher Salaries	867,375	961,758	980,910	1,000,533	1,020,569	1,041,015
Other Certificated Salaries						
School Administrator Salary Costs						
Academic Dean	67,000	83,400	85,068	86,769	88,505	90,275
Principal	85,000	100,000	102,000	104,040	106,121	108,243
Bonuses	15,923	20,245	20,632	21,046	21,472	21,909
Total Other Certificated Salaries	167,923	203,645	207,700	211,855	216,098	220,427
TOTAL CERTIFICATED SALARIES	1,035,298	1,165,403	1,188,611	1,212,388	1,236,667	1,261,442

Classified Salary Costs

Classified (non-certificated) employees include the Office Manager, Food Service Workers and Instructional Aids. The Classified Salary costs are as follows.

	Year 0 2009-10 Current Budget	Year 1 2010-11 Projected Budget	Year 2 2011-12 Projected Budget	Year 3 2012-13 Projected Budget	Year 4 2013-14 Projected Budget	Year 5 2014-15 Projected Budget
Classified Salaries						
Clerical & Other Office Employee Salary						
Office Manager	50,000	51,000	52,020	53,060	54,122	55,204
Other Classified Staff	86,400	91,370	100,664	102,290	102,042	100,945
Bonuses	14,289	15,716	16,840	17,135	17,229	17,233
Total Classified Salaries	150,689	158,086	169,524	172,485	173,393	173,382

Employee Benefits

	Year 0 2009-10 Current Budget	Year 1 2010-11 Projected Budget	Year 2 2011-12 Projected Budget	Year 3 2012-13 Projected Budget	Year 4 2013-14 Projected Budget	Year 5 2014-15 Projected Budget
Retirement Options						
State Teachers Retirement (STRS)	80,573	89,915	92,268	94,085	95,796	97,478
Social Security	9,343	9,801	10,510	10,694	10,750	10,750
Other Classified Retirement	825	921	945	963	981	998
Total Retirement Costs	90,741	100,636	103,723	105,742	107,527	109,226
Other Mandatory Benefits						
Medicare	23,854	27,245	27,505	28,070	28,719	29,413
State Unemployment	6,967	7,774	7,978	8,135	8,283	8,428
Worker's Compensation (WC)	18,016	20,105	20,631	21,037	21,420	21,796
Total Mandatory Benefit Costs	48,837	55,124	56,114	57,242	58,421	59,637
Health Benefits						
Health/Dental/Vision Combined	151,295	168,836	173,255	176,667	179,880	183,039
Life Insurance	-	-	-	-	-	-
Disability Insurance	-	-	-	-	-	-
Total Health Benefit Costs	151,295	168,836	173,255	176,667	179,880	183,039
Total Benefit Costs	290,872	324,596	333,093	339,651	345,828	351,902

The above table lists the total projected annual employer costs for all employee benefits, on a year-by-year basis. Within employee benefits, most benefits are statutory and are determined by either state or federal mandate and are based on current rate factors. Statutory benefits are cost factors applied to the salary factor. These benefits differ by type of employee: certificated and classified and by the period of time they work: full-time, part-time and hourly. Rocketship Mateo Sheedy's employees participate in State Teachers' Retirement, Social Security, Medicare, State Unemployment, Workers' Compensation, Disability, and Life Insurance programs. For a full-time certificated employee, the State Teachers' Retirement System¹⁰ employer contribution factor is 8.25%¹¹. Other Employee Benefits include health care insurance to employees who work at least 0.75 FTE.

Books and Supplies

	Year 0 2009-10 Current Budget	Year 1 2010-11 Projected Budget	Year 2 2011-12 Projected Budget	Year 3 2012-13 Projected Budget	Year 4 2013-14 Projected Budget	Year 5 2014-15 Projected Budget
Books and Supplies Summary						
Total Approved Textbooks & Core Curricula	-	-	-	-	-	-
Total Books & Other Reference Materials	57,571	28,890	33,826	30,283	29,231	28,471
Total Materials & Supplies	69,899	74,242	80,268	81,322	81,161	80,450
Total Non-Capitalized Equipment	62,015	26,200	25,000	25,000	25,000	25,000
Total Food	208,588	216,262	238,259	242,108	241,522	238,924
Total Books and Supplies	398,074	345,594	377,353	378,713	376,915	372,845

¹⁰ Teachers in STRS do not traditionally participate in Social Security.

¹¹ In 2005, the Governor attempted to raise the cost factor to 10.25%; this effort was unsuccessful and thus the current 8.25% rate is maintained throughout the five year period.

Rocketship Mateo Sheedy will pay for Books and Supplies from the Block Grant funds that will be allocated to Rocketship Mateo Sheedy annually. Many of the cost projections are based upon a per pupil allotment, such as Textbooks and Instructional Supplies. Given RMS's purchases during its first three years of operations, ongoing textbook purchases will be limited. All categories of books and supplies carry forward with small annual increases pegged to the student enrollment count.

Approximately \$2.50 per student per day is budgeted for food service costs from a third party vendor with an estimated annual cost ranging from \$208,000 in 2009–10 to over \$235,000 in 2014–15. After 2011, our furniture and equipment projection assumes \$25,000 will be devoted to replacing obsolete computer equipment and worn-out furniture.

Services and Operational Expenses

	Year 0 2009-10 Current Budget	Year 1 2010-11 Projected Budget	Year 2 2011-12 Projected Budget	Year 3 2012-13 Projected Budget	Year 4 2013-14 Projected Budget	Year 5 2014-15 Projected Budget
Services and Operational Expenses						
Travel & Conferences						
Conferences	-	-	-	-	-	-
Field Trips	7,760	8,206	9,041	9,187	9,165	9,066
Other Travel	-	1,200	1,200	1,200	1,200	1,200
Total Travel & Conferences	7,760	9,406	10,241	10,387	10,365	10,266
Dues and Memberships	1,200	1,269	1,398	1,421	1,417	1,402
Insurance	20,000	21,150	23,302	23,678	23,621	23,367
Operation and Housekeeping Services						
Custodial Services	20,000	20,400	20,808	21,224	21,649	22,082
Security Alarm Monitoring Service	795	-	-	-	-	-
Total Operation and Housekeeping Services	20,795	20,400	20,808	21,224	21,649	22,082
Rentals, Leases, Repairs and Noncapitalized						
Equipment (lease/rental/repairs)	30,000	30,000	30,000	30,000	30,000	30,000
Property/Building (lease/rental)	608,557	651,295	712,340	727,240	725,232	716,834
Total Rentals, Leases, Repairs and Noncapitalized	638,557	681,295	742,340	757,240	755,232	746,834
Professional/Consulting Services and Operational						
Accounting & Audit Services	20,000	20,000	20,000	20,000	20,000	20,000
Bank & Credit Card Fees	400	400	400	400	400	400
Board Development	-	300	300	300	300	300
District Financial Oversight Fee	23,591	25,853	28,441	29,039	28,919	28,521
Fingerprinting / TB Testing	1,050	2,390	2,633	2,676	2,669	2,640
Legal Services	2,500	2,500	2,500	2,500	2,500	2,500
Marketing / Development	-	2,000	2,000	2,000	2,000	2,000
Nurse Evaluation	1,500	1,586	1,748	1,776	1,772	1,753
Physical Education Program	23,500	24,852	27,380	27,822	27,755	27,456
Postage & Shipping (nonacademic)	1,159	1,226	1,350	1,372	1,369	1,354
Printing and Reproduction (nonacademic)	3,477	3,677	4,051	4,116	4,106	4,062
Professional Development	12,200	16,000	16,000	16,000	16,000	16,000
Rocketship Education Licensing Fee	152,854	162,824	178,085	181,810	181,308	179,208
Rocketship Education Management Fee	305,708	325,647	356,170	363,620	362,616	358,417
Staff Recruitment	25,264	25,500	25,500	25,500	25,500	25,000
Technology Consultants	5,000	4,000	4,000	4,000	4,000	4,000
Total Professional/Consulting Services and Operational	578,204	618,755	670,558	682,931	681,213	673,612
Utilities	29,126	29,600	29,192	28,776	28,351	27,918
Communications (Internet and Telephone)	4,685	4,685	4,685	4,685	4,685	4,685
Total Services & Operational Expenses	1,300,327	1,386,560	1,502,524	1,530,343	1,526,532	1,510,165

Expenses in this section are primarily based on preliminary negotiations with prospective service providers although Rocketship Mateo Sheedy will provide its own business services. Many of these items are self-explanatory. We make note of items below as needed to explain our budgeting assumptions.

Insurance

Comprehensive insurance based on initial indications from the California Charter School Association insurance program.

Equipment

This line item primarily covers lease of the School's copy machine.

Professional Development

Professional development includes both certification costs and costs for other professional development of administrators, teachers, and staff. It has been budgeted on a per new staff member basis of approximately \$4,000 per year with an annual COLA adjustment.

District Financial Oversight Fee

This oversight fee, paid to the school district or other authorizer is set by law at actual costs of the oversight up to 1% of the general purpose entitlement and categorical block grant revenues of Rocketship Mateo Sheedy.

Staff Recruitment

Fees paid primarily to Teach for America, RISE and Edjoin.

Student Information Services

This category includes annual fees for Powerschool, Mealttime and other per-school software systems.

Technology Consultant

We have budgeted approximately \$4,000 in year to assist in assembly and ongoing support of the Learning Lab and other office technology.

Other Outgo and Transfers

This budget is based on having received a low-interest rate working capital loan of \$250,000 from the CDE Charter School Revolving Loan fund.

Ending Fund Balance

No state authoritative body has determined how recommended reserve levels should be set for charter schools. Rocketship Mateo Sheedy's goal will be to maintain a minimum of 4% of current expenditures, each year as its Fund Balance Reserve for Economic Uncertainty. The projected reserves will be monitored constantly and adjusted and refined as decisions and updates are provided relative to state funding amounts as well as when refinements or updates are made to the projected spending plan for the School. As can be seen, Rocketship Mateo Sheedy maintains a net Ending Fund Balance Reserve above its goal of 4% for all years.

	Year 0 2009-10 Current Budget	Year 1 2010-11 Projected Budget	Year 2 2011-12 Projected Budget	Year 3 2012-13 Projected Budget	Year 4 2013-14 Projected Budget	Year 5 2014-15 Projected Budget
Revenues						
State Sources	2,918,099	3,127,833	3,420,005	3,490,762	3,478,930	3,435,602
Federal Programs	313,556	300,954	331,537	338,348	339,668	338,937
Local Programs	8,543	43,948	48,419	49,201	49,082	48,554
Total Revenues	3,240,199	3,472,735	3,799,960	3,878,311	3,867,680	3,823,092
Expenditures						
Certificated Salaries	1,035,298	1,165,403	1,188,611	1,212,388	1,236,667	1,261,442
Classified Salaries	150,689	158,086	169,524	172,485	173,393	173,382
Employee Benefits	290,872	324,596	333,093	339,651	345,828	351,902
Books & Supplies	398,074	345,594	377,353	378,713	376,915	372,845
Services & Operational Expenses	1,300,327	1,386,560	1,502,524	1,530,343	1,526,532	1,510,165
Capital Outlay	0	0	0	0	0	0
Other Outgo	9,000	9,000	9,000	9,000	0	0
Total Expenditures	3,184,260	3,389,239	3,580,104	3,642,580	3,659,334	3,669,736
Net Income	55,938	83,496	219,857	235,730	208,346	153,357
 Beginning Fund Balance	 150,163	 206,101	 289,597	 509,454	 745,184	 953,530
Net Income	55,938	83,496	219,857	235,730	208,346	153,357
Ending Fund Balance	206,101	289,597	509,454	745,184	953,530	1,106,887
Ending Reserves (% of Expenses)	6%	9%	14%	20%	26%	30%

Cash Flow

Revenues

Because revenues are lumpy and primarily from a single source, correctly projecting cash flow is far more important than the budget for a charter school's financial health. The greatest cash flow challenge is correctly predicting the flow of federal and state revenue sources. California law identifies the percentage of a School's Block Grant funds to be paid at specified dates. This schedule is subject to legislative and regulatory change. Receipts of revenue per month were assumed to take place according to the following schedule:

Current Year Schedule	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
State Aid NEW Schedule - 2010+	1.24%	0.00%	9.00%	14.00%	5.24%	12.76%	12.76%	1.47%	9.00%	6.45%	5.24%	0.00%	16.53%	6.32%
ILPT	0.00%	6.00%	12.00%	8.00%	8.00%	8.00%	8.00%	8.00%	33.33%	16.67%	16.67%	16.67%	100.00%	0.00%
Lottery	0.00%	0.00%	0.00%	0.00%	0.00%	25.00%	0.00%	0.00%	25.00%	0.00%	0.00%	25.00%	25.00%	0.00%
CSR	0.00%	0.00%	0.00%	0.00%	0.00%	75.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
SB 740	0.00%	0.00%	0.00%	0.00%	0.00%	50.00%	0.00%	0.00%	25.00%	0.00%	0.00%	25.00%	0.00%	0.00%
Fed Titles	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	40.00%	0.00%	0.00%	40.00%	0.00%	0.00%	20.00%	0.00%

General Purpose Block Grant

A Charter School's Block Grant funding comes from a combination of two sources: In Lieu Property Taxes and State Aid. Amounts from these two sources flow to the Charter School monthly throughout the school year. The district where the school is located pays the Charter School an In Lieu Property Tax amount per (ADA) on or before the 15th of each month. State Aid is due from the state on or before the end of the month. In Lieu Property Taxes are paid over a twelve month period from August through July. State aid is paid monthly from July to June, except that a number of payments are deferred until the next fiscal year because of state funding constraints.

Categorical Block Grant and Economic Impact Aid

A Charter School's Categorical Block Grant Funds and its Economic Impact Aid funding schedule follow the schedule for the General Purpose Block Grant. However, funding is made solely based on the State Aid schedule, because no property taxes contribute to these programs.

Changes are happening on categorical funding outside of the funding cycle based on the current state budget revisions. We have captured the current projections and will continue to monitor the changes and apply them to the Rocketship Mateo Sheedy budget & cash flow projections.

California Lottery

State Lottery Revenues are paid according to the prior year's ADA, paid quarterly beginning in December.

Class Size Reduction

Class Size Reduction for Primary Students payments are made in September and December. The September payment is 25% of the total projected funding and December makes up the remaining balance. If necessary, a correction is made the following July based on actual student population.

Title I Funding

We project that Title I payments will be made in January (40% of total), April (40%), and July (20%).

Free and Reduced Meals Program

We project that free and reduced meals funding will begin in December and continue monthly. Payments are made after Rocketship Mateo Sheedy files a reimbursement claim. Claims are generally filed monthly and the payment schedule is generally within 45 to 60 days after the claim is filed. This means that revenue for Free and Reduced Meals generally lag expenses by two months.

Loan Proceeds and Repayment of Debt Principal

Rocketship Mateo Sheedy will pay down its \$200,000 remaining balance on its loan from the California Department of Education ("CDE") Charter School Revolving Loan program over the next four years.

Expenditures

Rocketship Mateo Sheedy is a labor intensive organization and its Expenditure Cash Flow projections are fairly straightforward calculations based upon the pay profile elected by our teachers. Certain employer related cost factors, such as retirement and tax contributions must be paid when earned regardless of when the salary is actually paid to the employee. For other expenses, Rocketship Mateo Sheedy generally has proportionally greater expenses in the first several months of the school year. The State Revolving Loan will have annual debt service payments. This debt service is deducted from the School's State Aid Apportionment for those months.

2009 – 2010 Cash Flow

	Jul 2009	Aug 2009	Sep 2009	Oct 2009	Nov 2009	Dec 2009	Jan 2010	Feb 2010	Mar 2010	Apr 2010	May 2010	Jun 2010	Total 2009-10	Receivables
Beginning Cash Balance	111,279	121,527	72,919	128,909	88,564	108,595	417,693	525,291	439,655	586,799	550,777	465,157	111,279	
REVENUES														
State Programs														
Charter School General Purpose Block Grant Allocation														
State Aid														
In Lieu of Property Taxes	-	122,308	244,616	163,078	163,078	163,078	163,078	163,078	285,386	142,693	142,693	142,693	1,895,776	142,693
Charter School Categorical Block Grant A	2,109	-	15,347	23,873	8,929	21,764	21,764	2,512	15,347	10,992	8,929	-	131,567	38,955
Economic Impact Aid	1,856	-	13,512	21,018	7,862	19,162	19,162	2,212	13,512	9,677	7,862	-	115,832	34,296
California Lottery	-	-	-	-	-	13,209	-	-	13,209	-	-	13,209	39,627	13,209
Total State Programs	3,965	122,308	273,475	207,968	179,868	217,213	204,004	167,801	327,453	163,362	159,484	155,902	2,182,803	229,152
Other State Programs														
Special Education	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Class Size Reduction	-	-	-	-	-	148,500	-	-	-	-	-	-	148,500	49,500
Supplemental Hourly Instruction	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Facilities Reimbursement (SB 740)	-	-	-	-	-	146,258	-	-	73,129	-	-	73,129	292,515	-
Art & Music Block Grant	-	-	-	-	-	4,000	-	-	-	-	-	-	4,000	-
State Nutrition	-	-	-	1,292	1,292	1,292	1,292	1,292	1,292	1,292	1,292	1,292	11,629	-
Total Other State Programs	-	-	-	1,292	1,292	300,050	1,292	1,292	74,421	1,292	1,292	74,421	456,644	49,500
Federal Programs														
Title I - Compensatory Education	-	-	-	-	-	-	45,719	-	-	45,719	-	-	91,438	22,860
Free and Reduced Meal Program	-	-	-	18,105	18,105	18,105	18,105	18,105	18,105	18,105	18,105	18,105	162,941	-
Other Federal Grants (Identify)	-	-	-	-	-	-	-	-	-	-	-	-	-	36,317
Other Federal Programs (Identify)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Federal Programs	-	-	-	18,105	18,105	18,105	63,824	18,105	18,105	63,824	18,105	18,105	254,379	59,177
Local Programs														
PCSGP (Title Vb Start-up / Implementation)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Local Revenue	-	-	854	854	854	854	854	854	854	854	854	854	8,543	-
Other Local Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Local Programs	-	-	854	854	854	854	854	854	854	854	854	854	8,543	-
PY Receivables	271,638	94,439	47,016	5,124	93,600	46,565	111,312	-	-	-	-	-	669,694	
TOTAL REVENUES	275,603	216,747	321,345	233,344	293,720	582,787	381,286	188,052	420,833	229,332	179,735	249,282	2,902,370	337,829
EXPENSES														
Certificated Salaries	86,275	86,275	86,275	86,275	86,275	86,275	86,275	86,275	86,275	86,275	86,275	86,275	1,035,298	
Classified Salaries	12,557	12,557	12,557	12,557	12,557	12,557	12,557	12,557	12,557	12,557	12,557	12,557	150,689	
Employee Benefits	24,239	24,239	24,239	24,239	24,239	24,239	24,239	24,239	24,239	24,239	24,239	24,239	290,872	
Books & Supplies	33,173	33,173	33,173	33,173	33,173	33,173	33,173	33,173	33,173	33,173	33,173	33,173	398,074	
Services & Operational Expenses	108,361	108,361	108,361	108,361	108,361	108,361	108,361	108,361	108,361	108,361	108,361	108,361	1,300,327	
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Outgo	750	750	750	750	750	750	750	750	750	750	750	750	9,000	
TOTAL EXPENSES	265,355	265,355	265,355	265,355	265,355	265,355	265,355	265,355	265,355	265,355	265,355	265,355	3,184,260	
OTHER FINANCING SOURCES/USES														
Transfers In	-	-	-	-	-	-	-	-	-	-	-	-	-	
Transfers Out	-	-	-	-	-	-	-	-	-	-	-	-	-	
Loan Proceeds	-	-	-	-	-	-	-	-	-	-	-	-	-	
Repayment of Debt Principal	-	-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	-	-	(50,000)	
Net Cash Position	-	-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	-	-	(50,000)	
Cumulative Cash Position	121,527	72,919	128,909	88,564	108,595	417,693	525,291	439,655	586,799	550,777	465,157	449,083		

2010 – 2011 Cash Flow

	Jul 2010	Aug 2010	Sep 2010	Oct 2010	Nov 2010	Dec 2010	Jan 2011	Feb 2011	Mar 2011	Apr 2011	May 2011	Jun 2011	Total 2010-11	Receivables
Beginning Cash Balance	449,083	308,413	205,745	250,166	216,709	194,301	480,389	547,216	463,170	622,142	594,920	511,607	-	
REVENUES														
State Programs														
Charter School General Purpose Block Grant Allocation														
State Aid														
In Lieu of Property Taxes	-	132,128	264,257	176,171	176,171	176,171	176,171	176,171	308,299	154,150	154,150	154,150	2,047,989	154,150
Charter School Categorical Block Grant Allocation	2,275	-	16,561	25,762	9,636	23,486	23,486	2,711	16,561	11,861	9,636	-	141,975	42,036
Economic Impact Aid	2,463	-	17,928	27,888	10,431	25,425	25,425	2,934	17,928	12,841	10,431	-	153,694	45,506
California Lottery	-	-	-	-	-	13,214	-	-	13,214	-	-	13,214	39,643	13,214
Total State Programs	4,739	132,128	298,746	229,821	196,238	238,296	225,082	181,816	356,003	178,852	174,217	167,364	2,383,301	254,906
Other State Programs														
Special Education	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Class Size Reduction	-	-	-	-	-	148,500	-	-	-	-	-	-	148,500	49,500
Supplemental Hourly Instruction	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Facilities Reimbursement (SB 740)	-	-	-	-	-	137,664	-	-	68,832	-	-	68,832	275,328	-
Art & Music Block Grant	-	-	-	-	-	4,000	-	-	-	-	-	-	4,000	-
State Nutrition	-	-	-	1,366	1,366	1,366	1,366	1,366	1,366	1,366	1,366	1,366	12,298	-
Total Other State Programs	-	-	-	1,366	1,366	291,530	1,366	1,366	70,198	1,366	1,366	70,198	440,126	49,500
Federal Programs														
Title I - Compensatory Education	-	-	-	-	-	-	51,456	-	-	51,456	-	-	102,912	25,728
Free and Reduced Meal Program	-	-	-	19,146	19,146	19,146	19,146	19,146	19,146	19,146	19,146	19,146	172,314	-
Other Federal Grants (Identify)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Federal Programs (Identify)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Federal Programs	-	-	-	19,146	19,146	19,146	70,602	19,146	19,146	70,602	19,146	19,146	275,226	25,728
Local Programs														
PCSGP (Title Vb Start-up / Implementation Funding)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Local Revenue	-	-	4,395	4,395	4,395	4,395	4,395	4,395	4,395	4,395	4,395	4,395	43,948	-
Other Local Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Local Programs	-	-	4,395	4,395	4,395	4,395	4,395	4,395	4,395	4,395	4,395	4,395	43,948	-
PY Receivables	137,028	47,640	23,717	2,585	47,217	23,490	56,152	-	-	-	-	-	337,829	
TOTAL REVENUES	141,767	179,768	326,858	257,313	268,362	576,858	357,597	206,723	449,742	255,215	199,124	261,103	3,142,601	330,134
EXPENSES														
Certificated Salaries	97,117	97,117	97,117	97,117	97,117	97,117	97,117	97,117	97,117	97,117	97,117	97,117	1,165,403	
Classified Salaries	13,174	13,174	13,174	13,174	13,174	13,174	13,174	13,174	13,174	13,174	13,174	13,174	158,086	
Employee Benefits	27,050	27,050	27,050	27,050	27,050	27,050	27,050	27,050	27,050	27,050	27,050	27,050	324,596	
Books & Supplies	28,799	28,799	28,799	28,799	28,799	28,799	28,799	28,799	28,799	28,799	28,799	28,799	345,594	
Services & Operational Expenses	115,547	115,547	115,547	115,547	115,547	115,547	115,547	115,547	115,547	115,547	115,547	115,547	1,386,560	
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outgo	750	750	750	750	750	750	750	750	750	750	750	750	9,000	
TOTAL EXPENSES	282,437	282,437	282,437	282,437	282,437	282,437	282,437	282,437	282,437	282,437	282,437	282,437	3,389,239	
OTHER FINANCING SOURCES/USES														
Transfers In	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transfers Out	-	-	-	-	-	-	-	-	-	-	-	-	-	-
RSED Loan	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Repayment of Debt Principal	-	-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	-	-	(50,000)	
Net Cash Position	-	-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	-	-	(50,000)	
Cumulative Cash Position	308,413	205,745	250,166	216,709	194,301	480,389	547,216	463,170	622,142	594,920	511,607	490,274		

2011 – 2012 Cash Flow

	Jul 2011	Aug 2011	Sep 2011	Oct 2011	Nov 2011	Dec 2011	Jan 2012	Feb 2012	Mar 2012	Apr 2012	May 2012	Jun 2012	Total 2011-12	Receivables
Beginning Cash Balance	490,274	331,021	224,737	283,133	259,093	241,947	551,580	631,384	552,326	740,405	722,947	643,742	-	
REVENUES														
State Programs														
Charter School General Purpose Block Grant Allocation														
State Aid														
In Lieu of Property Taxes	-	145,503	291,007	194,004	194,004	194,004	194,004	194,004	339,508	169,754	169,754	169,754	2,255,302	169,754
Charter School Categorical Block Grant Allocation	2,507	-	18,245	28,382	10,616	25,875	25,875	2,986	18,245	13,068	10,616	-	156,416	46,312
Economic Impact Aid	2,675	-	19,467	30,282	11,327	27,607	27,607	3,186	19,467	13,943	11,327	-	166,888	49,412
California Lottery	-	-	-	-	-	14,260	-	-	14,260	-	-	14,260	42,779	14,260
Total State Programs	5,181	145,503	328,719	252,668	215,947	261,747	247,487	200,177	391,480	196,765	191,696	184,014	2,621,385	279,738
Other State Programs														
Special Education	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Class Size Reduction	-	-	-	-	-	148,500	-	-	-	-	-	-	148,500	49,500
Supplemental Hourly Instruction	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Facilities Reimbursement (SB 740)	-	-	-	-	-	151,667	-	-	75,833	-	-	75,833	303,333	-
Art & Music Block Grant	-	-	-	-	-	4,000	-	-	-	-	-	-	4,000	-
State Nutrition	-	-	-	1,505	1,505	1,505	1,505	1,505	1,505	1,505	1,505	1,505	13,549	-
Total Other State Programs	-	-	-	1,505	1,505	305,672	1,505	1,505	77,339	1,505	1,505	77,339	469,382	49,500
Federal Programs														
Title I - Compensatory Education	-	-	-	-	-	-	56,678	-	-	56,678	-	-	113,357	28,339
Free and Reduced Meal Program	-	-	-	21,093	21,093	21,093	21,093	21,093	21,093	21,093	21,093	21,093	189,841	-
Other Federal Grants (Identify)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Federal Programs (Identify)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Federal Programs	-	-	-	21,093	21,093	21,093	77,772	21,093	21,093	77,772	21,093	21,093	303,197	28,339
Local Programs														
PCSGP (Title Vb Start-up / Implementation Funding)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Local Revenue	-	-	4,842	4,842	4,842	4,842	4,842	4,842	4,842	4,842	4,842	4,842	48,419	-
Other Local Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Local Programs	-	-	4,842	4,842	4,842	4,842	4,842	4,842	4,842	4,842	4,842	4,842	48,419	-
PY Receivables	133,907	46,555	23,177	2,526	46,141	22,955	54,873	-	-	-	-	-	330,134	
TOTAL REVENUES	139,088	192,058	356,738	282,635	289,529	616,309	386,479	227,618	494,754	280,884	219,137	287,288	3,442,383	357,577
EXPENSES														
Certificated Salaries	99,051	99,051	99,051	99,051	99,051	99,051	99,051	99,051	99,051	99,051	99,051	99,051	1,188,611	
Classified Salaries	14,127	14,127	14,127	14,127	14,127	14,127	14,127	14,127	14,127	14,127	14,127	14,127	169,524	
Employee Benefits	27,758	27,758	27,758	27,758	27,758	27,758	27,758	27,758	27,758	27,758	27,758	27,758	333,093	
Books & Supplies	31,446	31,446	31,446	31,446	31,446	31,446	31,446	31,446	31,446	31,446	31,446	31,446	377,353	
Services & Operational Expenses	125,210	125,210	125,210	125,210	125,210	125,210	125,210	125,210	125,210	125,210	125,210	125,210	1,502,524	
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outgo	750	750	750	750	750	750	750	750	750	750	750	750	9,000	
TOTAL EXPENSES	298,342	298,342	298,342	298,342	298,342	298,342	298,342	298,342	298,342	298,342	298,342	298,342	3,580,104	
OTHER FINANCING SOURCES/USES														
Transfers In	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transfers Out	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loan Proceeds	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Repayment of Debt Principal	-	-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	-	-	(50,000)	
Net Cash Position	-	-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	-	-	(50,000)	
Cumulative Cash Position	331,021	224,737	283,133	259,093	241,947	551,580	631,384	552,326	740,405	722,947	643,742	632,688		

2012 – 2013 Cash Flow

	Jul 2012	Aug 2012	Sep 2012	Oct 2012	Nov 2012	Dec 2012	Jan 2013	Feb 2013	Mar 2013	Apr 2013	May 2013	Jun 2013	Total 2012-13	Receivables
Beginning Cash Balance	632,688	479,608	374,373	436,146	413,544	399,702	716,125	802,967	722,623	915,988	899,342	819,208	-	
REVENUES														
State Programs														
Charter School General Purpose Block Grant Allocation														
State Aid														
In Lieu of Property Taxes	-	147,889	295,778	197,185	197,185	197,185	197,185	197,185	345,074	172,537	172,537	172,537	2,292,280	172,537
Charter School Categorical Block Grant Allocation	2,547	-	18,540	28,840	10,787	26,293	26,293	3,035	18,540	13,279	10,787	-	158,943	47,060
Economic Impact Aid	2,882	-	20,979	32,634	12,206	29,752	29,752	3,434	20,979	15,026	12,206	-	179,850	53,250
California Lottery	-	-	-	-	-	15,710	-	-	15,710	-	-	15,710	47,130	15,710
Total State Programs	5,430	147,889	335,297	258,660	220,179	268,940	253,230	203,654	400,304	200,842	195,531	188,247	2,678,203	288,557
Other State Programs														
Special Education	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Class Size Reduction	-	-	-	-	-	148,500	-	-	-	-	-	-	148,500	49,500
Supplemental Hourly Instruction	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Facilities Reimbursement (SB 740)	-	-	-	-	-	154,117	-	-	77,058	-	-	77,058	308,234	-
Art & Music Block Grant	-	-	-	-	-	4,000	-	-	-	-	-	-	4,000	-
State Nutrition	-	-	-	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	13,768	-
Total Other State Programs	-	-	-	1,530	1,530	308,147	1,530	1,530	78,588	1,530	1,530	78,588	474,502	49,500
Federal Programs														
Title I - Compensatory Education	-	-	-	-	-	-	58,176	-	-	58,176	-	-	116,352	29,088
Free and Reduced Meal Program	-	-	-	21,434	21,434	21,434	21,434	21,434	21,434	21,434	21,434	21,434	192,908	-
Other Federal Grants (Identify)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Federal Programs (Identify)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Federal Programs	-	-	-	21,434	21,434	21,434	79,610	21,434	21,434	79,610	21,434	21,434	309,260	29,088
Local Programs														
PCSGP (Title Vb Start-up / Implementation Funding)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Local Revenue	-	-	4,920	4,920	4,920	4,920	4,920	4,920	4,920	4,920	4,920	4,920	49,201	-
Other Local Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Local Programs	-	-	4,920	4,920	4,920	4,920	4,920	4,920	4,920	4,920	4,920	4,920	49,201	-
PY Receivables	145,038	50,425	25,104	2,736	49,977	24,863	59,434	-	-	-	-	-	357,577	
TOTAL REVENUES	150,468	198,314	365,321	289,280	298,040	628,304	398,724	231,538	505,246	286,902	223,415	293,190	3,511,165	367,145
EXPENSES														
Certificated Salaries	101,032	101,032	101,032	101,032	101,032	101,032	101,032	101,032	101,032	101,032	101,032	101,032	1,212,388	
Classified Salaries	14,374	14,374	14,374	14,374	14,374	14,374	14,374	14,374	14,374	14,374	14,374	14,374	172,485	
Employee Benefits	28,304	28,304	28,304	28,304	28,304	28,304	28,304	28,304	28,304	28,304	28,304	28,304	339,651	
Books & Supplies	31,559	31,559	31,559	31,559	31,559	31,559	31,559	31,559	31,559	31,559	31,559	31,559	378,713	
Services & Operational Expenses	127,529	127,529	127,529	127,529	127,529	127,529	127,529	127,529	127,529	127,529	127,529	127,529	1,530,343	
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Outgo	750	750	750	750	750	750	750	750	750	750	750	750	9,000	
TOTAL EXPENSES	303,548	303,548	303,548	303,548	303,548	303,548	303,548	303,548	303,548	303,548	303,548	303,548	3,642,580	
OTHER FINANCING SOURCES/USES														
Transfers In	-	-	-	-	-	-	-	-	-	-	-	-	-	
Transfers Out	-	-	-	-	-	-	-	-	-	-	-	-	-	
Loan Proceeds	-	-	-	-	-	-	-	-	-	-	-	-	-	
Repayment of Debt Principal	-	-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	-	-	(50,000)	
Net Cash Position	-	-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	-	-	(50,000)	
Cumulative Cash Position	479,608	374,373	436,146	413,544	399,702	716,125	802,967	722,623	915,988	899,342	819,208	808,850		

