

# **Rocketship Education**

## *Rocketship Discovery Prep Countywide Charter Petition*



Submitted to Santa Clara County Office of Education:

July 27, 2011

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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 47605.6. 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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## **Charter School Intent and Charter Requirements**

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The Charter Schools Act (“Act”) of 1992, codified as California Education Code Section 47600 *et seq.*, requires each charter school to have a “charter” that sets forth a reasonably comprehensive description of the seventeen (17) required elements of charter petitions (California Education Code Section 47605.6).

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

- (a) Improve student learning.
- (b) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as academically low achieving.
- (c) Encourage the use of different and innovative teaching methods.
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- (e) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.
- (f) Hold the schools established under this part accountable for meeting measurable student outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

The following sections of this charter explain how RDP fulfills the requirements of Section 47605.6 of the Act.

## **Affirmations and Assurances**

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As the authorized lead petitioner, I, Preston Smith, hereby certify that the information submitted in this petition for a California public charter school to be named RDP (the “Charter School”), submitted to the Santa Clara County Board of Education (“SCCBOE”) and the Santa Clara County Office of Education (“SCCOE”) (collectively, the “County”) and to be located within Santa Clara County is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. California Education Code §47605.6(d)(1)]
- The Charter School will be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act. [Ref. California Education Code §47605.6(b)(5)(M)]
- The Charter School will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code §47605.6(e)(1)]
- The Charter School will not charge tuition. [Ref. California Education Code §47605.6(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605.6(e)(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 47605.6(e)(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 47605.6(e)(2)(C). [Ref. California Education Code §47605.6(e)(2)(B)]
- The Charter School shall not discriminate on the basis of the characteristics listed in 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 47605.6(e)(1)]

- The Charter School will adhere to all applicable provisions of federal law relating to students with disabilities, including, but not limited to, the Individuals with Disabilities in Education Improvement Act of 2007, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.
- The Charter School will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Criteria for Review, §11967.5.1(f)(5)]
- The Charter School will ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. [Ref. California Education Code §47605.6(1)]
- The Charter School will at all times maintain all necessary and appropriate insurance coverage.
- The Charter School 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)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605.6(d)]
- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605.1]



- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b), 47610]
- The Charter School shall comply with all applicable portions of the No Child Left Behind Act.
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]



July 27, 2011

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**Lead Petitioner**

**Date**

## **I. INTRODUCTION/FOUNDING GROUP<sup>1</sup>**

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The organizers of RDP are pleased to submit this charter school petition to replicate the incredibly successful Rocketship Education schools. Rocketship Education currently operates three schools in San Jose, Rocketship Mateo Sheedy Elementary School, Rocketship Sí Se Puede Academy and Rocketship Los Sueños Elementary School. In the process of developing this charter petition, the petitioners held meetings with local families and community leaders in Santa Clara County, conducted research around the need for a charter school program like RDP, and collected signatures from parents “meaningfully interested” in enrolling their children in the proposed 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.

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 systems and support for Curriculum, Finance, Legal, Learning Lab, and Human Resources. By capturing the best practices from Rocketship Mateo Sheedy Elementary School, Rocketship Education will allow each Rocketship Education school to avoid many of the startup hurdles faced by most charters and quickly produce strong academic results and a solid school culture by focusing on the key levers which drive student achievement.

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 teaming,
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: RocketshipRDP EL Program). By operating our school from 8 a.m. to 4 p.m. each day, we 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 Education. 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 Education 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 Education 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 social studies instruction and a teacher that is focused primarily on math instruction that is integrated with science 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 focus on developing our teacher's abilities and managing our academic program. Additionally, each school will have an Assistant Principal, who will be responsible for overseeing Learning Lab, developing and maintaining a supportive college preparatory environment, and supporting in teacher coaching. Both of these leadership positions, as well as the principal role, provide added support for students and families, drive robust professional support for teachers, and provide an attractive career path for teachers. With this pathway available, we believe we will be able to attract top college graduates to Rocketship Education who might otherwise pursue careers in law, medicine, engineering, business and other prestigious professions. Because of the critical importance of rewarding talented and dedicated teachers, each school will spend approximately 50% of its operating budget on administrative and instructional staff compensation.

### *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 waiting for 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 engage families. 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 Education lies in its focus on each child. We assume that every child in the neighborhoods we serve will have special learning needs to be addressed individually. 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 Education 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 is comprised of supplemental, small-group tutoring sessions. Tutoring sessions occur in Learning Lab. Students who are failing to make adequate progress towards Significant Gains will receive half an hour to forty minutes 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 Education 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 Education to serve the most struggling readers more effectively than traditional elementary schools.

We imagine a future for the hundreds of children served by each Rocketship Education school 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, Santa Clara County, and beyond.

### ***Founding Group***

#### **John Danner, Co-Founder and CEO, Rocketship Education**

Before starting Rocketship Education, 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 an Ashoka Fellow, and a Henry Crown Fellow at the Aspen Institute, where he won the Institute's McNulty Prize in 2010.

**Preston Smith, Co-Founder and Chief Achievement Officer, Rocketship Education**

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 Teach for America (TFA) corps member. 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 J. Ferrer**

Frederick 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 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***

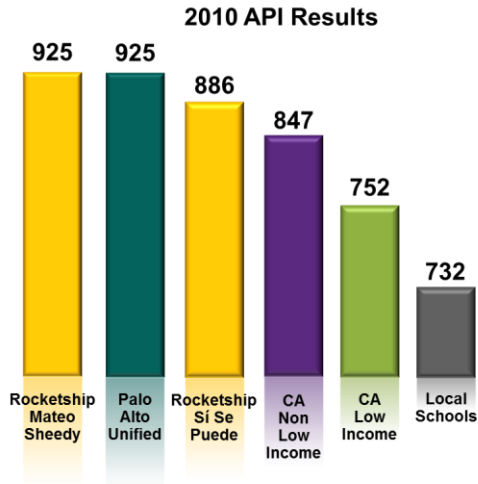
Rocketship Education \ receives legal services from Middleton, Young & Minney, LLP (“MYM”). MYM has thirteen attorneys who dedicate their practice exclusively to charter school law. The firm’s attorneys provide legal counsel to over half of California’s charter schools as well as to businesses and organizations providing support services to charter schools within the state. Rocketship Education’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 Education works with Vincenti, Lloyd and Stutzman LLP for audit and financial services. Since 1953, Vincenti, Lloyd & Stutzman has been a respected authority and proven partner with hundreds of California education agencies – K-12 school districts, county offices of education, private and public colleges and universities, and other nonprofit schools. For more than 15 years, since charter schools were first authorized in California, the VLS Charter School Audit Team has maintained successful, long-term relationships with clients in the California charter school industry. Its dedicated team of CPAs and accounting professionals is knowledgeable, capable, and consistently meets and exceeds client expectations.

### ***Current Rocketship Schools***

Rocketship’s first school, Rocketship Mateo Sheedy Elementary School (RMS), opened in August 2007 in downtown San Jose. Its second school, Rocketship Sí Se Puede Academy opened in the fall of 2009, and a third school, Rocketship Los Sueños Academy, opened in the fall of 2010. Rocketship plans to open two additional San Jose schools in the fall of 2011. Academic performance at Rocketship schools has been exceptional, especially in comparison to overall school district performance, and to neighboring and regional schools. For the 2009-2010 school year:

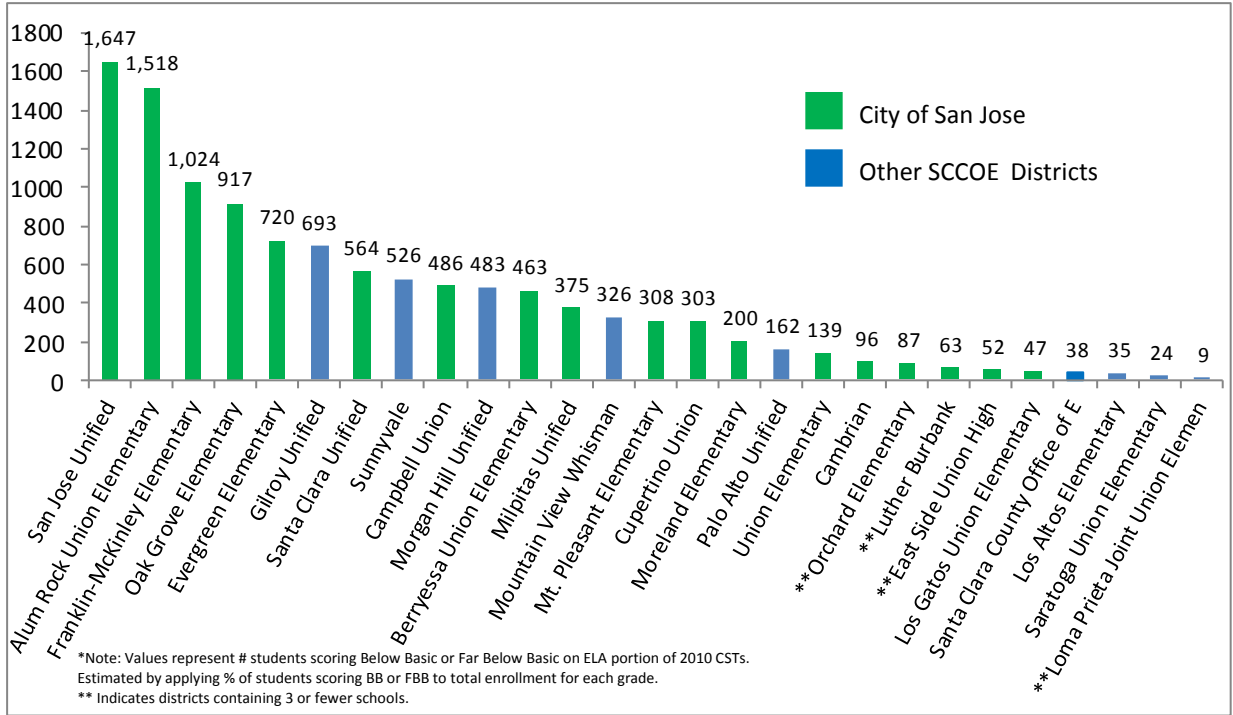
- Rocketship Mateo Sheedy Elementary (RMS) earned an API score of 925 for the second consecutive year, the same score earned by the far more affluent Palo Alto School District.
- Rocketship Sí Se Puede Academy (RSSP) earned an API score of 886 in its first year of operation
- Both Rocketship schools placed in the #5 and #15 positions, respectively, for all California schools with similar low-income populations of students (e.g., >70% qualify for free/reduced meals).
- Sí Se Puede Academy (RSSP) was the top school in this category, for all new elementary schools which opened in the fall of 2009.



***RDP Countywide Charter School and its Benefits***

Currently in San José, it is estimated that over 40,000 students are not proficient in their grade level skills. This is a stunning statistic in that it represents almost half of all public school students testing in San José. Santa Clara County has thousands more who qualify as far below basic and below basic.

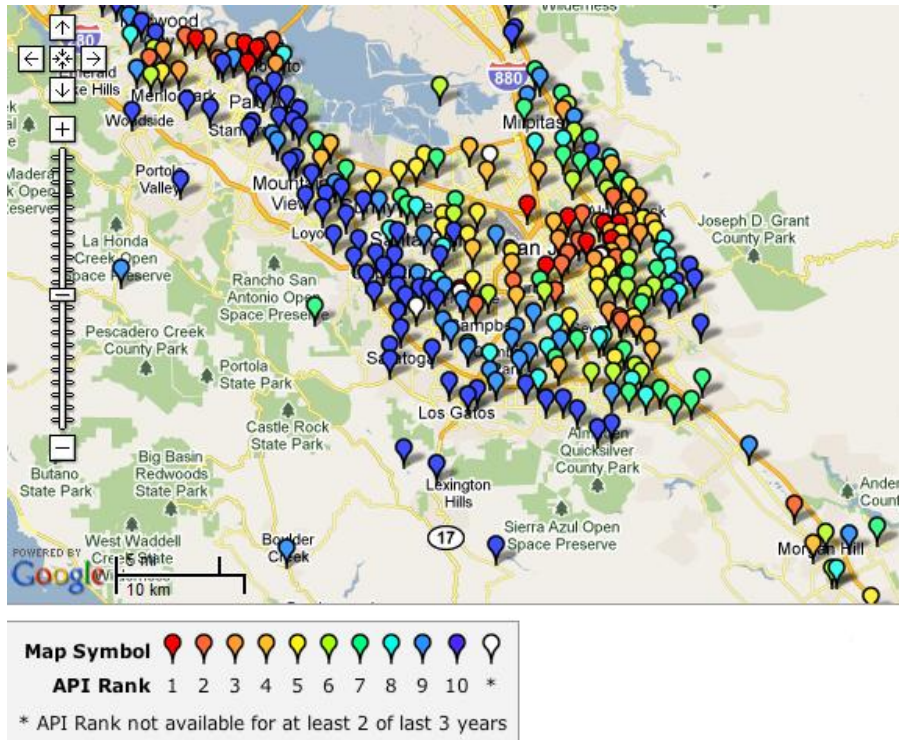
**11,305 Total Students Grades 2-5 in Santa Clara County Below Basic and Far Below Basic**



The effects of this data are drastic and far-reaching, not only in the immediacy of student achievement at schools, but also in the long-term effects of developing an educated citizenry and the financial sustainability of the city of San José, County of Santa Clara, State of California, and our nation as a whole. A McKinsey study reports, “Avoidable shortfalls in academic achievement impose heavy and often tragic consequences, via lower earnings, poorer health, and higher rates of incarceration.” More immediately, within San José, it was determined that the achievement gap is generating economic losses of almost \$400 million over the lifetimes of students who are victims of the achievement gap.

In response to this reality, the City of San José and Santa Clara County Office of Education recently sponsored a “call to action” for all districts, charter schools, institutions of higher education, and the business and nonprofit communities to rally together in an effort to eliminate the achievement gap by 2020. This movement was titled SJ2020 and the compact was formally realized in 2010. Moreover, a SJ/SV2020 compact, under the direction of the SCCOE, is also beginning work to eliminate the achievement gap throughout the county.

The compact of SJ/SV2020 directly states the challenge that we all face: *“Do we stand by as 40,000 students fail to succeed in our schools and in our community, or do we declare that we will no longer stand for this and will instead work to fix the problem? There can be only one choice: We must focus our efforts on eliminating the achievement gap.”*



At Rocketship Education, we agree that no one can afford to idly stand by in the face of these realities and conditions. Rocketship is committed to ensuring that its schools are widely available to underserved students who are victims of the achievement gap. Consequently, Rocketship is submitting this petition to open RDP along with several other individual petitions to open Rocketship countywide charter schools. Approval of RDP and other Rocketship countywide charter schools would allow Rocketship to further partner with the SCCOE in the work to realize the goals of SJ/SV2020 and serve over 15,000 students countywide in efforts to eradicate the achievement gap within these neighborhoods and communities.

SJ/SV2020 clearly states the need for dramatic, countywide change: *“We know what works; strategies are already being deployed in San José that are successfully closing the achievement gap in isolated areas. We need to take these strategies to scale, city-wide. Together, we will work strategically and be accountable to each other to align our efforts to eliminate the achievement gap.”* This petition is part of an effort for Rocketship to actively collaborate with the County to realize the work to bring these strategies to scale, city-wide and countywide.

It is clear from these numbers that the achievement gap is pervasive throughout Santa Clara County and is not isolated to a single district or location. While we would wish that all districts would be equally enthusiastic about using high-performing charters as a strategic tool for eliminating the achievement gap, we have had mixed results in our discussions. Superintendents like John Porter in Franklin-McKinley School District have been strong supporters, using Rocketship to improve education in two of the district’s most disadvantaged neighborhoods. Other superintendents and school boards have worked against collaboration and partnership. While as adults it would be more comfortable to wait for everyone to get aligned, the reality is that thousands of students per year are losing their future. We cannot wait. To realize the goals of

SJ/SV2020 and eliminate the achievement gap by 2020, the best mechanism continues to be additional Rocketship countywide charter schools like RDP.

Requiring Rocketship to petition each district in Santa Clara County in which it intends to locate would both take time away from working to achieve SJ/SV2020 and ultimately nullify the purpose of California's Countywide Charter Statute. Rocketship was pleased to have the County confirm this countywide need for Rocketship schools when it approved Rocketship's countywide charter in 2009, and will look forward to an even closer partnership with the County through approval of this petition.

Rocketship Education respectfully submits this petition for a countywide charter school in accordance with Education Code Section 47605.6, for the creation of RDP serving grades Kindergarten – 5<sup>th</sup> Grade. Rocketship Education seeks to begin instruction at RDP countywide charter school in the fall of 2012.

Through this countywide charter, Rocketship proposes a unique educational program that will provide instructional services of countywide benefit that cannot be provided by a charter school operating in only one school district:

#### 1) Enrollment Preferences

Rocketship seeks to serve a cross-section of the entire County and not concentrate its enrollment in one school district. A charter school approved by a school district must give a preference for enrollment to the students residing in that school district (Education Code Section 47605(d)), while a countywide charter allows equal footing for admission to all students in the County. (Education Code Section 47605.6(d)(2)(B)). Rocketship sees the achievement gap as a countywide problem, and thus seeks to serve students across Santa Clara County.

#### 2) Consistency in Accountability and Operations; Ease of Facilities Acquisitions

In the case of a charter authorized by a school district, the charter school is subject to the unique requirements of its authorizing school district. These unique requirements may substantively affect the operations of the charter school. A countywide charter will assure the consistency in programming necessary to ensure the accomplishment of the countywide benefits described above.

Rocketship has a unique model that allows each school to pursue the option of acquiring land and constructing a new facility. As this process is subject to a number of market factors, the ability to manage facilities acquisition throughout the county will allow Rocketship to be selective about the locations that it considers rather than be subject to isolated fluctuations or "bubbles" in local real estate markets. This flexibility will allow Rocketship to minimize its facilities expenses and ensure the maximum amounts of resources are directed to student achievement.

Approval of RDP as a countywide charter school would also ensure a more rigorous level of academic accountability than if approved individually by a district. Over the past years of

collaboration with the County and through a Rocketship-County Contract that outlines student achievement expectations for Rocketship schools, the county has become the best charter authorizer and monitor in Santa Clara County. The County has been able to dictate high levels of academic accountability for each Rocketship countywide charter school location, which will be critical in our work to realize the goals of SJ/SV2020. Through these results, it is clear that the County has great expertise in closing the achievement gap with these countywide schools. This expertise and focus on having a system of schools in multiple school districts across the county to address a countywide problem as pervasive as the achievement gap that is highlighted in SJ/SV2020 illustrates the need for additional countywide charter schools like RDP.

### 3) Access to Educational Investment and Collaborative Innovation

Rocketship Education has formed a strong network of private and public collaborators interested in the educational well-being of students throughout Santa Clara County. This network with organizations like City Year, AmeriCorps, Teach for America, Sports for Kids, Revolution Foods, Vision Literacy, Children's Health Council, MACSA and many more will result in an increased awareness, involvement and investment in Santa Clara County education.

### 4) A Unique, Comprehensive, Results-Driven and High-Quality Education

Through rigorous instruction, Response to Intervention, extended day programming and incredibly high parent and family involvement, Rocketship is able to provide a comprehensive, results-driven and high-quality education to minority and socioeconomically disadvantaged students which benefits the students, their families, the community and Santa Clara County. This results-driven and high-quality education is made evident by Rocketship's current academic results.

At Rocketship, students spend a percentage of each day in a highly individualized learning space with online curricula, small group tutors, and leveled reading. This allows classroom instruction to build on foundational skills to achieve mastery at higher levels of cognition. This unique blend of classroom instruction with individualized instruction in Rocketship's Learning Lab has required massive investments of money and intellectual capital. Thus, it is very unlikely that a similar model will be duplicated by school districts in the coming several years and there are currently no other Rocketship Model hybrid schools in Santa Clara County. Over the past few months, Rocketship has raised another \$3 million to invest in making Learning Lab and the individualized academic model meet the needs of students more efficiently and effectively. Rocketship expects its student outcomes to be consistently as strong as its first schools as it increases the personalization of the student learning experience to make outstanding performance achievable every day.

To conclude, this unique approach to educating low-income students to the highest level of academic achievement cannot be accomplished as well through district-approved charters and thus provides reasonable justification as to why this charter school could not be established by petition to a school district.





## **II. EDUCATIONAL PROGRAM**

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*“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 47605.6(b)(5)(A)(i)*

### ***Mission Statement***

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

### ***Goals***

- RDP will enable financially disadvantaged students to achieve grade-level proficiency in the core subjects by second grade and achieve above grade level by the time they leave RDP.
- RDP students will become self-motivated, competent and lifelong learners.
- RDP students will develop a deep love of reading.
- RDP will provide parents of Santa Clara County with a path for their children to take in order to have the best chance to attend a four-year college.
- RDP will encourage our alumni both to become leaders in their community and help others achieve their goals.

### ***Vision Statement***

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

### ***Targeted School Population – Whom the School is Attempting to Educate***

RDP is designed to serve students who are or may be at risk of achieving below basic proficiency on state exams. RDP 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 RDP. RDP 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 2009-2010 demographics of the PI elementary schools located in SJUSD shown below, our target population is approximately 70% English Learner (“EL”) and at least 70% Free and Reduced Lunch (“FRL”).

SJUSD elementary schools in Program Improvement:

- Anne Darling Elementary, Year 5
- Canoas Elementary, Year 2
- Empire Gardens Elementary, Year 5
- Ernesto Galarza Elementary, Year 5
- Gardner Elementary, Year 5
- Grant Elementary, Year 1
- Horace Mann Elementary, Year 2
- Merritt Trace Elementary, Year 2
- River Glen, Year 1
- Selma Olinder Elementary, Year 5
- Walter L. Bachrodt Elementary, Year 5
- Washington Elementary, Year 2
- Willow Glen Elementary, Year 2

***RDP Enrollment***

Students enrolling in RDP shall meet the state guidelines for minimum age. To enter Kindergarten during the 2013-2014 school year, a child must be 5 years of age by October 1. To enter Kindergarten during the 2014-2015 school year and thereafter, a child must be 5 years of age by September 1 (California Education Code Section 48000).

RS5 will serve students in grades K-5. During its first year of operation, RS5 may serve K-3, K-4, or K-5 students. RS5 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, RS5 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. RDP 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 RDP 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 21<sup>st</sup> century.

Specifically, RDP believes that an educated person in the 21<sup>st</sup> 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*

- Critical Thinking: the set of skills required to succeed at higher levels of Bloom’s taxonomy, including the analysis of data, synthesis of information and evaluation of arguments
- Problem Solving: building on a foundation of strong critical thinking, problem solving involves using insight and creativity to solve complex problems such as applying familiar strategies in multiple or unfamiliar contexts
- Meta-Cognition: the ability and disposition to explore the thinking and learning process, explain how and why a particular strategy was chosen, and to explain the rationale behind a particular viewpoint, including supporting one’s claims with evidence

Specifically:

- Students will read at grade level.
- Students will develop both calculation 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*

- **Sense of Self:** an understanding of one's own strengths, abilities, emotions, and identity that contribute to positive self-esteem and a sense of purpose; this might look like a student self-regulating an emotional response in order to facilitate rather than interfere with a particular task at hand
- **Relationship and Social Skills:** understanding and appreciating the emotions and perspectives of others and developing positive relationships diverse groups including peers and adults; developing the ability to cooperate effectively, resist social pressure, resolve conflicts and seek help appropriately.
- **Commitment to Learning:** pursuing goals and taking responsibility for self-development academically, socially, and emotionally; having a sense of curiosity, interest and involvement in learning and advocating for one's own learning at Rocketship and beyond

### Specifically:

- 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 courDPy for others.
- Students work both cooperatively and independently.

### ***How Learning Best Occurs***

Every child possesses a wide range of learning skills. RDP 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 RDP Culture is fostered from the beginning of each school year as a RDP staff member makes a home visit to every RDP family. These home visits are incredibly powerful and ensure that a positive relationship is created between the families and RDP staff. To express his/her level of commitment to the RDP mission and support of the RDP culture, every parent or guardian of a Rocketeer signs a letter committing to these RDP values with the Principal. Once the relationships between teachers and families are established through home visits and parent commitments, the RDP 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 RDP, 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 RDP 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***

RDP will be structured differently from a traditional elementary school. Teachers will hold multi-subject credentials and at RDP, 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 social studies instruction and a teacher that is focused primarily on math instruction that is integrated with science 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***

RDP 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. RDP has created a career ladder for teachers, which recognizes student performance as a primary factor in advancement. A career ladder like RDP's has several advantages, including employee retention, succession planning, and better career development (CA State Dept of Employee Development, 2003). The teacher career path consists of both opportunities to advance in compensation and level of responsibility in the classroom and opportunities to move into leadership positions within the network. The Academic Dean is a highly-trained expert in teacher coaching and elementary instructional content, with both outstanding classroom results and leadership abilities. Additionally, the Assistant Principal is responsible for cultivating a strong college preparatory environment of high expectations and for driving a high-performing academic experience in Learning Lab. In addition to the added level of support and capacity these roles bring to the school as a whole, for the individuals, these positions provide an attractive career path as well as impactful leadership experience. 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 RDP 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***

RDP believes that individualization should be a core component of all twenty-first century schools. The RDP 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 significant gains will also receive individualized instruction during the Computer Center of Learning Lab. At current Rocketship Education schools, the second tier of intervention is conducted in Learning Lab, 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 RDP Student Services Team Process and if necessary, the Special Education IEP process. Providing these three levels of intervention will allow RDP 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***

RDP 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 computer lab and tutoring 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 online programs 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 RDP. Rocketship Education trains school staff on how to effectively use the CS that allows for the continued successful practices at RDP. CS licensed to the school includes:

- Operations Toolkit for streamlining state reporting and compliance
- Teacher Recruiting
- Teacher Development Framework
- Leadership Development Program (See Principal & Dean in Training Rubric Appendix AA)
- Budgeting and Financial Management Systems
- Centralized Operations Management including Attendance, Facilities and Maintenance
- Rocketship Education-negotiated vendor contracts for food service, software, computers, curriculum, special education service providers
- Rocketship Education Response to Intervention model including curriculum and staffing
- Full Scope and Sequence for core subject areas
- Rocketship Education UbD Units 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

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 the challenge and risk of securing adequate and affordable facilities by negotiating with real estate development organizations to acquire leased facilities
- 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

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***

RDP’s academic calendar will generally follow the academic calendar for the County. The school year will contain at least 180 instructional days.

RDP parents/guardians will be responsible for sending their children to school and providing an explanation for absences. RDP will have attendance policies to encourage regular attendance

and to report truancies to appropriate local authorities. Appendix N details the planned attendance policy.

***Bell Schedule and Instructional Minutes***

RDP school days will run from 8 a.m. to 4 p.m. For students enrolled in the Response to Intervention Program, RDP may offer a school day from 8 a.m. to 4:45 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.

	<b>Literacy (Includes Social Studies)</b>	<b>Math (Includes Science)</b>	<b>Total Daily Minutes</b>
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, RDP plans to designate the first academic teacher each day as the homeroom teacher for a class. Please see Appendix X for opinions validating the RDP approach with respect to CSR from our auditor, Thom Gilbert, and Lynn Piccoli of the California Department of Education. The Charter School recognizes that CSR funds are not currently available for new charter schools, but will keep this option open, as the RDP educational program meets CSR requirements.

***Implementation of Educational Program/Curriculum***

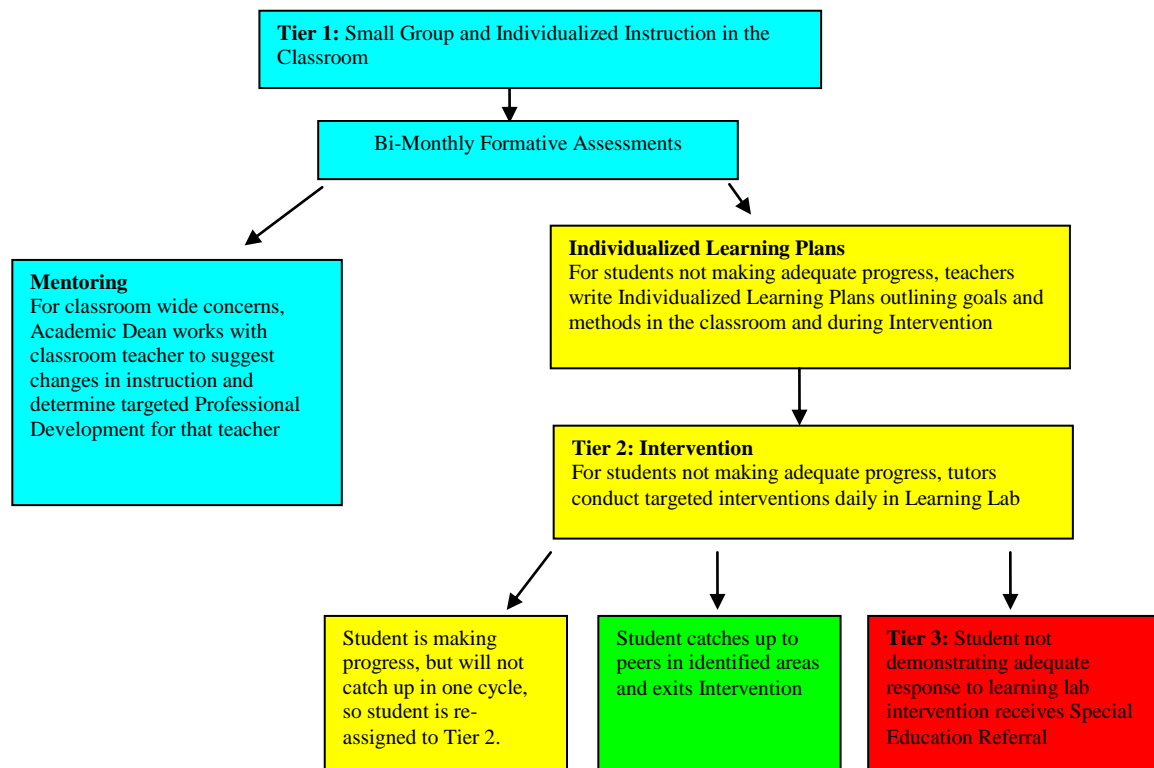
The RDP curriculum follows state standards for the subject areas of: English Language Development (“ELD”), English/Language Arts (includes Writing), Mathematics, Science, Social Studies, Art and Music. We place most of our emphasis on the subjects of Literacy and Mathematics for our students. Our primary 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 RDP 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 RDP 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.

### RDP’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”), the NWEA MAP assessment for Reading, the CORE Phonics Inventory, and other assessments that are relevant to their grade level (i.e. Sight word recognition for 1<sup>st</sup> grade. Math teachers give grade level math assessments created to measure student progress towards end-of-the-year objectives as well as the NWEA MAP assessment for Math. All of this data is used to identify our students who fall into the Below Basic or Far Below Basic quintiles.

The Teacher Dashboard (see Appendix AK) will facilitate communications between teachers and tutors, by providing more timely status updates of a student’s progress, and by enabling teachers

to easily specify remediating content and activities during RTI that are targeted to meet the student’s specific learning needs. As the diagram below indicates, the Teacher Dashboard enables teachers to further individualize instruction during a student’s Response to Intervention (RTI) sessions with tutors. Figure 5 illustrates the status of each RTI student, by grade and by DRA. At the end of RTI sessions, tutors can leave notes regarding a student’s progress, in order to provide teachers with more timely updates. Both tutors and teachers are then able to make better use of RTI sessions, to assist each child with his / her specific learning needs. More timely, targeted interventions help to accelerate each student’s progress and increase the likelihood of successful remediation. Content from the RTI tab is automatically linked and integrated with the student’s Individualized Learning Plan.

**Progress Monitoring**

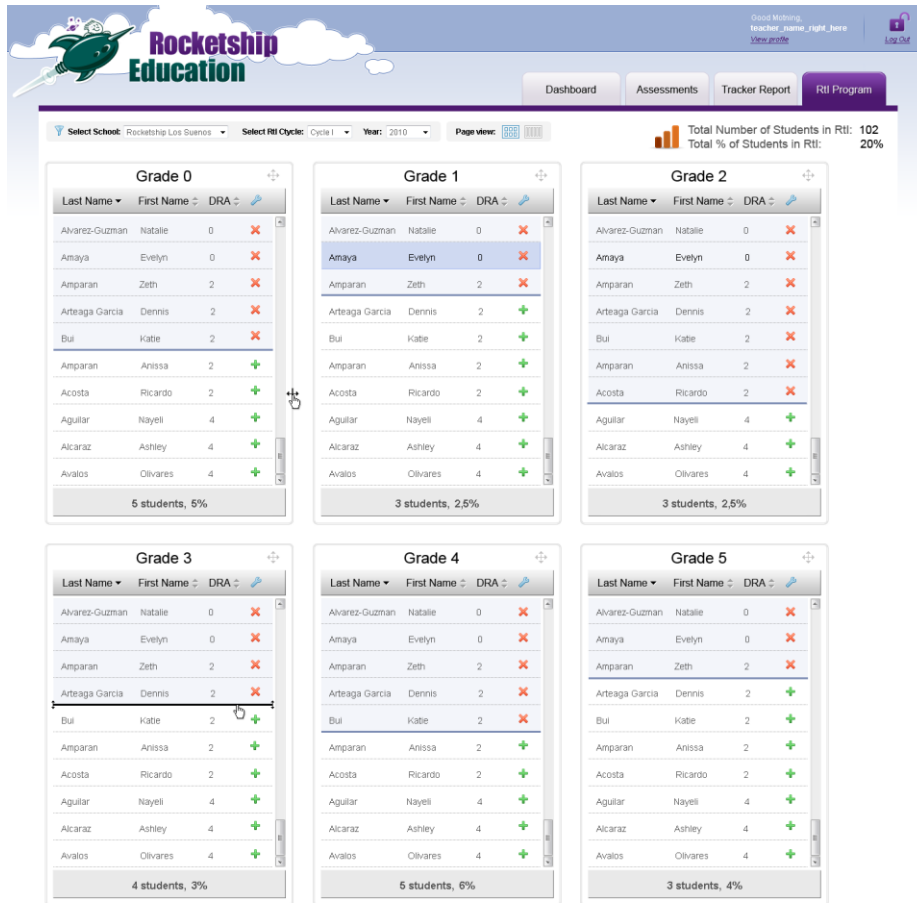
Every 8 weeks our teachers reassess to show student progress. This is translated visually by the staff into Assessment Walls for each class, showing which students fall into each quintile from Far Below Basic to Advanced. This data is then used to adjust classroom instruction and to identify students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

Teachers will also collect data from the Teacher Dashboard (see below and Appendix AK). The Teacher Dashboard will enable educators to sort and place students into different small groups, by using different criteria. At present, small group assignments are done manually, which is time-consuming and requires duplication of content (and potential errors in the placements). A benefit of the Teacher Dashboard will be to assign student groupings based on real-time achievement data.

The screenshot shows the 'RTI Program - Small Group Selection' interface. At the top, there are navigation tabs for 'Dashboard', 'Assessments', 'Tracker Report', and 'RTI Program'. Below the tabs, there are filters for 'Select School: Rocketship Los Suenos', 'Select RTI Cycle: Cycle 1', and 'Year: 2010'. A summary box on the right indicates 'Total Number of Students in RTI: 102' and 'Total % of Students in RTI: 20%'. The main table is titled 'Small Group Selection' and has the following data:

Groups	Last Name	First Name	Available	Grade	DRA	Core%
1	Alvarez-Guzman	Natalie	<input checked="" type="checkbox"/>	5	6	20
	Amaya	Evelyn	<input checked="" type="checkbox"/>	5	4	23
	Amparan	Zeth	<input checked="" type="checkbox"/>	5	4	16
	Arteaga Garcia	Dennis	<input checked="" type="checkbox"/>	4	6	5
2	Bul	Katie	<input type="checkbox"/>	4	1	14
	Amparan	Anissa	<input type="checkbox"/>	4	4	6
	Acosta	Ricardo	<input type="checkbox"/>	4	4	8
	Aguilar	Nayeli	<input type="checkbox"/>	5	6	1
3	Alcaraz	Ashley	<input type="checkbox"/>	2	2	1
	Avalos	Olivares	<input type="checkbox"/>	2	2	18
	Almazan	David	<input type="checkbox"/>	2	1	3
	Alvarado	Bryan	<input type="checkbox"/>	3	4	4
4	Alcala	Leonardo	<input type="checkbox"/>	4	4	10
	Flores	Maximiliano	<input type="checkbox"/>	3	6	4
	Aguirre	Nestor	<input type="checkbox"/>	1	8	7

Below the table is a 'Notification message example' box with a 'Submit' button.



### Individualized Learning Plan

Teachers write an Individualized Learning Plan 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 Learning Lab or after school interventions.

Assessment data, RTI content and the integration of results from online learning programs are important inputs into the student's Individualized Learning Plan (see below). Automating the Individual Learning Plan and incorporating it into the Teacher Dashboard will enable teachers to use the ILP as an interactive, 'living' tool which reflects the student's progress throughout the school period. Using an online ILP, teachers, tutors and Learning Lab staff can adjust in real-time to alter and refine the student's learning objectives with the most useful, targeted content and activities. As the figure below illustrates, the ILP is organized by Common Core Standards, and is automatically populated with relevant learning content associated with each of these standards. Teachers can then add and subtract learning objectives, as appropriate, based on assessments of the student's achievement in each of these areas.

Good Morning, teacher\_name\_right\_here  
View profile Log Out

Dashboard Assessments Tracker Report **RTI Program**

RTI Program > Student ID: 123456 Name: Cecelia Jose School: Rocketship Mateo Sheedy Baseline DR: 2 Goal DRA: 6 Participation in RTI: 2009-2010

Current Academic Record: 2009-2010					
	September	October	January	March	May
DRA	4	8	12		
Math	6%	34%	60%		
Other					

Standards Objectives Goals

Code	Description	Activities
✗ 1.N.S.1.0	Drilling sound-spelling	<ul style="list-style-type: none"> <li>✗ OCR sound-spelling cards</li> <li>✗ Flashcards for new sound-spelling (ex: ar, _le)</li> <li>✗ OCR decodables</li> <li>✗ Reading A-Z decodables</li> <li>✗ Read alouds: highlight target sound/words before, during and after reading</li> <li>✗ Lakeshore games/centers focused on vowel sounds</li> <li>+ Add activity</li> </ul>
✗ 1.N.S.1.1	Decoding contractions	<ul style="list-style-type: none"> <li>✗ OCR decodables</li> <li>✗ Reading books</li> <li>✗ Reading A-Z decodables</li> <li>+ Add activity</li> </ul>

+ Add Standart Submit

### 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. Teachers may meet with smaller groups more often for longer periods of time. Teachers 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 period each day during small group tutoring (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 Assistant Principal 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 RDP will be an LEA for Special Education purposes, a majority of our special education professionals work directly for Rocketship Education, including paraprofessionals and resource specialists, giving us more control to ensure that Special Education students' Individualized Education Plans are aligned with the academic goals of the school. Rocketship Education also hires consultants for students with specialized needs. Please see Appendix H for a complete description of Rocketship Education'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/Assistant Principal 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 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, RDP students will be immersed in English. 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, our program is modeled off of 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 the RtI tutoring program, ELs who are not making Significant Gains receive Literacy instruction as well as ELD as appropriate to accomplish goals in their ILP. RDP uses Open Court's ELD program in the Literacy classroom. All RDP 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 RDP 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”).<sup>2</sup> The NRP reviewed all of the available high quality research with measurable results and a study 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 several years of their own teaching. The California Language Arts standards are likewise organized around these areas for the early grades.

RDP uses Open Court for the whole-class portion of our Literacy block. RDP uses Pearson’s Developmental Reading Assessment (“DRA 2”) assessments Unit Assessments 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. 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.

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

In addition, in fifth grade, all RDP 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 RDP. 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. RDP 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-trait 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 RDP 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, RDP 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 RDP 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 RDP 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 RDP to further develop their writing skills while also giving our staff at RDP the opportunity to grow and develop more as writing instructors.

### *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, John Van de Valle's Elementary and Middle School Mathematics, Math Their Way, Math a Way of Thinking, and the work of Marilyn Burns and Cathy Fosnot. 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 calculation 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, Math A Way of Thinking and Van de Walle instructional strategies. These supplementary resources aim to 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 RDP 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. RDP 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 McTighe and Wiggins 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. Every new teacher at Rocketship has a set of UbD units they can use which cover the Top 10 standards, or they can create new ones to add to our library. 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 RDP, 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 Math instruction through the use of thematically integrated, standards-based UbD units. Integrating Math and Science gives students the context through which to understand how mathematics relates to the physical world. Moreover, science naturally integrates into various aspects of math. 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 RDP has been primarily organized through the implementation of UbD units. At Rocketship Education, 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 3<sup>rd</sup> grade includes standards from kindergarten, 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 5<sup>th</sup> 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*

RDP teachers teach three 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 science units. 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 RDP 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 RDP science curriculum is exposing our students to overnight camps. These camps occur in 4<sup>th</sup> and 5<sup>th</sup> grades and some occur in 3<sup>rd</sup> 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 RDP 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 someone 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 and Writing in a context that naturally requires them. 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.

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. Below please find a summary chart setting forth the curriculum choices by content area, and the rationale for same.

<b>Content Area</b>	<b>Curriculum Resource</b>	<b>Rationale</b>
English Language Arts	Open Court	RDP’s Literacy begins with standards-based instruction from Open Court’s state-adopted Literacy textbook.
	Scholastic	RDP has a complete library of Scholastic 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 RDP. 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.
Math	Harcourt Math	RDP’s math program begins with the state-adopted, standards-based Math curriculum.
	Math Their Way, Math A Way of Thinking and work by John Van de Valle	Math Their Way, Math A Way of Thinking and work by John Van De Walle are resources 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, RDP 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.

### ***Professional Development***

At RDP, we believe that professional development is a critical component to the success of our teachers and staff, but more importantly, it is a critical element to student achievement. Rocketship Education’s professional development model involves multiple resources, which are detailed below.

Teachers at RDP will be 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 instructional focus area (literacy/social studies and/or math/science)
- a focus on the organizational culture and values and leadership skills necessary to lead students and families to significant gains (Rocketeer Core Values)
- an understanding of the instructional techniques used and how to use them, especially through the Professional Growth Plan (“PGP”)
- building an understanding of how to use student data to identify learning challenges, especially during Data Analysis Days
- developing techniques for individualizing their planning and instruction (PGP)
- observing excellent schools or instructors and learning their techniques/strategies

- investing students and families in the attainment of ambitious academic growth goals (PGP)

To develop the necessary subject expertise for our teachers as well as provide ongoing support for Academic Deans, Rocketship Education partners with several outside professional development organizations and higher education institutions to conduct in-depth professional development in Literacy and Math. Currently, these organizations include Project GLAD, Guided Reading, Santa Clara County Office of Education, Doug Lemov with Uncommon Schools, Formative Teaching, Real Time Coaching with Lee Canter, Lucy Calkins, Project Cornerstone, and various other organizations as well. Rocketship Education is constantly reflecting on student achievement data and teacher instructional needs in order to further develop the professional development program and coordination of resources in order to ensure that all student, teacher, and school needs are addressed in order to realize significant gains in student achievement.

### **Summer Professional Development**

Professional development at Rocketship Education begins four weeks prior to the start of school, typically in August. During this time, the schools focus on various items, including school culture, classroom management, planning (daily lesson plans, unit planning, and year-long planning), building culture within the school team, home visits and parent investment/empowerment, instructional techniques, and data. These first few weeks in the summer create a critical foundation for the staff at a school to build a collaborative culture of trust, but to also focus in-depth on creating a strong school culture and aligning on school and grade level goals for the year. A sample professional development calendar for August 2010 is attached in Appendix AB. Moreover, this additional time in the summer grants the Academic Dean and Principal the opportunity to better on-board new Rocketship Education staff or new teachers in general. Thus, better equipping them with an understanding of the cultural expectations of the school, classroom management techniques, how to properly assess their student achievement and progress, and granting them additional time to familiarize themselves with the curricula and scope and sequence of instructional objectives for the year. This additional month of time solely reserved for professional development ensures that Rocketship Education schools are able to commence with a cohesive, collaborative team of educators that have already begun to invest parents and families in this work, while also being much more thoroughly prepared instructionally to ensure that the academic year is successful from day one.

### **Yearly Professional Development**

In addition, Rocketship Education's commitment to teacher professional development is further evidenced in the amount of time that is set aside throughout the year for teacher development. There are several days set aside during the calendar year that are solely focused on professional development, which also include an annual staff retreat, and moreover, each Friday from 2 to 5pm is reserved for professional development as well. This means that more than 150 hours of time is set aside throughout the calendar year for staff professional development as an entire team or school or almost three weeks. The professional development that occurs on Friday's is facilitated and organized primarily by the Academic Dean at each school site. The Academic Dean has access to a professional development scope and sequence (see Appendix AB) that provides each school with a suggested timeline for introducing, learning, and practicing key

components of the PGP and the Rocketship Education professional development program. This scope and sequence is also differentiated by teacher experience level. However, the Academic Dean and school site retain the ability to deviate from the scope and sequence map in order to address more immediate or local needs of the school site. These may include items like preparing for a WASC (Western Association of School Accreditation) visit, addressing a school culture item, reviewing local school data and addressing any local instructional needs, and various other items that may arise.

The summer month of August and various professional development days throughout the annual calendar set the stage for new areas of focus for teachers (Literacy/Social Studies or Math/Science). 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.

### **Professional Growth Plan**

The core of Rocketship Education's professional development is the Professional Growth Plan (also see Appendix AD). The PGP is a tool that includes various components of instruction that are critical to student achievement. The first component of the PGP is the school goals, grade level goals, and data from interim assessments. Data is the driver of the PGP in that it ensures that the teacher, Principal, and Academic Dean are able to remain focused on the annual goal and current progress towards these academic goals, thus, making professional development decisions that will have the greatest positive impact on ensuring that students realize these annual academic goals. The next component of the PGP is the Rocketeer Core Values. These are the nine core values (Mission Driven, High Achiever, Adaptable, Collaborative, Planner, Innovative, Mature, Internal Locus of Control, and Eternally Positive) that are at the foundation of the culture of RDP. These core values are an important part of the PGP as RDP is focused on developing great teachers, which requires not only instructional knowledge and development, but also further development and alignment with the core values of what makes a teacher successful at RDP. The core values are then followed by specific instructional components that are critical to student achievement. These major components are Planning (lesson planning, long-term planning, etc.), Execution (classroom management, collaborating with families, etc.), Differentiation (Guided Reading, teaching English Learners, etc.), and Leadership (time management, giving and receiving feedback, etc.). Each of these components has been strategically decided upon and created based upon other teacher development rubrics, including the California Teaching Professional Standards, Teaching as Leadership rubric developed by Teach for America, Charlotte Danielson Framework for Teaching, and others as well. In addition, the sub-components of each section have been decided upon and based upon successful professional development resources like Lemov Taxonomy, Project GLAD, Guided Reading,

Lee Canter, and various other resources. The PGP includes all of these items and attempts to introduce them in a manner that is scaffolded. Consequently, Planning is the first section of the PGP as setting goals, creating a long term plan, and creating a daily lesson plan are typically the first items that are challenging for a new teacher. Similarly, after a teacher has mastered planning, classroom management, and differentiation, they are then more able to focus on the leadership skills that will be required of them to emerge as a lead teacher or other position like an Academic Dean or Principal. Thus, Leadership is the final section of the PGP.

Every teacher at RDP has a Professional Growth Plan (PGP) that is focused on their professional growth and development as a teacher and is individualized to their needs. The creation of the PGP begins by a Principal and Academic Dean observing a teacher multiple times in the beginning of the year and gathering their student data, which then begins to indicate the focus areas for this teacher. The Principal then meets with the teacher in a one to one (1:1) meeting, which occurs every other week. During this meeting, the Principal collaboratively selects up to three sub-components of the PGP with the teacher to focus on for the next 8 weeks. The sub components are specific rows within the larger components of Planning, Execution, Differentiation, or Leadership and are not the entire section. Thus, the teacher, Principal, and Academic Dean have a much more discrete skill to focus on in developing, observing for, and coaching. Following the subsequent interim assessments (occur every 8 weeks) the sub-components focus may change based upon student data and Principal/Academic Dean observations of the teacher's instruction.

### **Academic Dean**

In order to fully be able to implement the Professional Growth Plan and professional development of teachers, Rocketship Education has an Academic Dean at each school. The Academic Dean is a former teacher who serves as a mentor for all RDP teachers and their focuses are professional development of staff members and the Response to Intervention program. Thus, a majority of the Academic Dean's time is spent on professional development and focuses on the coaching of teachers 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 (please see Appendix AA for Leadership Training). It is also crucial that Academic Deans stay current in their field both through internal professional development, external professional development opportunities, and by being involved in professional organizations like the International Reading Association and National Council of Teachers of Math.

The Academic Dean invests in the professional development of teachers through the execution of their PGP through multiple methods. These methods include pre-conferences prior to a lesson, observing lessons, videotaping lessons, post-conferences after a lesson, regular one to ones with teachers to reflect on their practice, modeling lessons, co-teaching, and various other techniques as well. Another method of professional development that Academic Deans have access to is called Real Time Coaching. This method of coaching involves a teacher placing an 'ear-bud' or



microphone in their ear. An Academic Dean (or Principal) then coaches the teacher during instruction by giving directions to the teacher through a walkie-talkie while sitting in the back of the classroom and observing the class. This form of professional development has been a great resource to both Academic Deans and teachers in that it provides real time information and instructions to teachers that allows them to instantly modify their instruction and learn beneficial instructional techniques, rather than having to wait for a post conference or follow-up meeting. Lastly, for teachers who have been assigned to an Academic Dean, they are expected to meet with the Academic Dean at least once every two weeks for at least an hour after-school. However, these meetings often occur more regularly and they allow the Academic Dean to invest additional time in the teacher's mentorship

The Academic Dean is also responsible for planning on-going professional development on a weekly basis. Every Friday 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.

Although the Academic Dean plays a significant role in the development of staff, he or she does not act as the evaluator of any staff members. At Rocketship Education, we have divided the roles of mentor and evaluator. The Academic Dean is responsible for daily mentoring of teachers. In order to create a stronger relationship of trust and teamwork, Deans follow the objectives of the PGP 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.

### **Data Analysis Professional Development**

Another key component of professional development at Rocketship Education involves Data Analysis. At Rocketship Education, interim assessments are given every eight weeks. Following these assessments, the teachers, Academic Dean, and Principal at Rocketship Education have a full day of professional development that is focused on the analysis of the interim assessment data. The teachers are able to review their assessment data in multiple manners, which include the Teacher Dashboard, Assessment Walls, and the Data Analysis Form.

### **Data Analysis Professional Development: Teacher Dashboard**

The Teacher Dashboard provides a unified "view" into each student's academic performance, and consists of a dashboard of student progress for each student. The dashboard tracks progress based on Common Core State Standards, and allows educators to:

- Identify a student's specific learning challenge early, by assessing the student's mastery relative to predefined goals
- Quickly drill down to identify the underlying skills deficits which are preventing mastery
- Review and coordinate the student's progress in mastering basic skills in Learning Lab

- Facilitate communications and updates between teachers, Learning Lab staff and tutors, on the student’s progress – in the classroom, in Learning Lab and in tutorials.
- Provide more data-rich ways to evaluate and improve teacher effectiveness

By using the Teacher Dashboard, teachers can augment their important classroom work – instruction, guided practice, and critical thinking skills enhancement – with targeted and individualized independent practice, assessment and remediation that occurs in Learning Lab, with homework and with tutors (as needed).

Both educators and students benefit in multiple ways from the Teacher Dashboard. First, since all educators are using the same consistent interface to assess, prioritize, monitor and manage student learning, teachers can make collaborative, more fully informed decisions about each student’s individual learning needs. In addition, use of the Teacher Dashboard as the repository for a student’s Individual Learning Plan ensures that each student’s out-of-class time is maximized to address his / her own individual learning needs. Finally, the students benefit from having the perspective and collaboration from multiple educators to boost their academic progress.

Key benefits of the Dashboard include:

- Real-time feedback on student progress. Real-time assessments – from tutors, Learning Lab, from online curricula and external online assessments – are available for teachers to track and prioritize each student’s progress.
- More effective lesson planning. Dashboard information gives teachers useful content and context for planning lessons based on students’ current levels, enabling teachers to re-allocate instruction time for key topics, and regroup students based on mastery, as appropriate.
- More targeted, individualized instruction. Teachers have a larger, deeper “basket” of resources to deploy for individualized instruction and student achievement. Having more resources at hand (without adding complexity) gives teachers more options to help students succeed.
- Data-driven assessments of teacher effectiveness. Teachers and administrators have access to more assessment data. With more ways to assess students, teachers gain more insights into the effectiveness of their teaching methods and practices.

Using the Teacher Dashboard on Data Analysis professional development days, teachers at Rocketship Education are able to fully analyze their student achievement data and progress. Moreover, following this analysis, they are quickly able to find solutions and next steps involving the multiple resources (tutors, online curricula, in-class objectives/interventions, focusing on a particular instructional objective with the Academic Dean, etc.).

### **Data Analysis Professional Development: Assessment Wall**

Teachers at Rocketship Education also complete assessment walls on Data Analysis professional development days. The Assessment Wall is a school based process that highlights the review of

each student's academic growth while charting grade level strengths and weaknesses as well as schoolwide learning trends. It is a quick method for generating visual information that triggers grade level and schoolwide conversations of curriculum and instruction.

The primary purpose of creating grade level Assessment Walls is to use data to track the success of each student in the school and track group grade level performance. A second purpose is to create collaborative grade level teams which identify curriculum and instruction challenges and propose interventions to increase student success. A third purpose is to provide the opportunity for teachers to examine the performance levels of their students in order to modify the curriculum and instruction. And lastly, the Assessment Wall process provides a vehicle for yearlong and/or year to year grade level monitoring of student progress.

The critical component of the assessment wall is the act of actually moving the student post-it notes. The assessment wall makes the student achievement data within the Teacher Dashboard much more tangible and 'real' for the teacher as they are physically moving students through the quintiles and thus visually and physically becoming more aware of any academic disparities within the classroom. In addition, the additional information on the post-it notes (CELDT level, ethnicity, gender, etc.) more clearly indicates any other disparities that are occurring within the classroom, which may not have been as visible in analyzing the information within the Teacher Dashboard.

The development of the Assessment Wall begins in September/October of each year. A colored paper post-it (or other material) represents each student for each grade level. Each post-it will be placed by grade level proficiency levels on white butcher paper, on project display boards, pocket charts or white boards. Current grade level teachers compile student information and academic data from identified formal and informal assessments from the previous year and from September assessments for kindergarteners.

Prior to data compilation teachers and administrators must agree on the student ethnic post-it color key, the supporting information colored dot key, and the data information needed for each student. The complexity/amount of the information will vary depending on the experience of the staff with the concepts and applications for student performance analysis. It is better to start with less student information the first year using the Assessment Wall than more information.

*Instructions for the Assessment Wall:*

“Make sure placement of student information has a designated position on each paper post-it or information label. If you have a large wall area such as a classroom dedicated to teacher use only use a 70"x 36" sheet of white butcher paper with 3"x 3" post-its. If your assessment walls need to be more portable (no place to leave them on display) make a smaller display using white butcher paper (56" x 34") and attach it to the card board used to package easel pads (27"x 34") or science project display boards. Use 3"x 3" or smaller post-its for the student information. Some schools use magnetic white boards with magnetic post-its (magnetic post-its are cut from magnetic sheets).”

Suggestions for the student information are as follows:

- Student name (First name and beginning initial of last name can be used.)

- California Standards Test (CST) vocabulary, comprehension, literacy response or total English Language Arts scale score for grades 2-5
- RESULTS, DRA 2, Core Phonics, Summative Math Assessments
- First enrolled in school date (very powerful information)
- CELDT scale and/or level score recorded on English Language Learner (ELL) colored dot
- Date of entrance into the United States (for ELLs only)
- Retained (use R plus the year)

This information is in the student data base and can be generated and put on stickers so teachers do not have to comb through cumulative records and other data.

<p>Juan Garcia (If EL, blue dot Date Enrolled here) Other important school info: Teacher, grade level goal, etc.</p> <p>Place corresponding dots here with other assessments. Have them go across with each date and include percentage and place on appropriate color.</p> <p>Red=Far Below Basic (0-50%) Orange=Below Basic (51-70%) Yellow=Basic (71-80%) Green=Proficient (81-90%) Purple=Advanced (91-100%)</p> <p>○ ○ ○ ○ ○</p>
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**Color Dot Key:** Colored dot stickers are added to the post-its. Schools with a high percentage of ELLs may want to use the colored dots only for ELLs. On this EL dot, it is wise to include the CELDT score as well.

An example of a key:  
 CELDT Level 1 (Beginning), CELDT Level 2 (Early Intermediate), CELDT Level 3 (Intermediate), CELDT Level 4 (Early Advanced), CELDT Level 5(Advanced)

A colored dot should be placed at the bottom following each assessment. It is wise to put the corresponding score on the front of this dot. Complete this same process after each assessment so that the dots correspond horizontally across. This will allow you to track student progress and growth.

After teachers create these post-its for each student (you can help separate classes and grade levels by assigning different colored post-its), then the teacher places the students on the assessment wall according to their quintile. Thus, a red (far below basic) student would be

placed in this area of the assessment wall. Following each formative assessment in the year (recommended dates of assessments: September, November, February, April, June), then the teacher moves students to their appropriate quintile. This physical movement helps teachers create a stronger connection to their student’s academic progress and also helps to make trends, successes, and problems across the class, grade levels, and school much clearer.

When placing the post-it notes, it is easiest to have the assessment walls created on the tri-fold science boards. This allows the boards to be highly mobile, while also being more confidential. Have the board labeled according to the different quintiles and then you can place the post-it notes. Following each assessment, move the post-its according to the level of the students.

### ASSESSMENT WALL

<b>Far Below Basic</b> 0-50% (or any appropriate level according to assessment)	<b>Below Basic</b> 50-70% (or any appropriate level according to assessment)	<b>Basic</b> 71-80% (or any appropriate level according to assessment)	<b>Proficient</b> 81-89% (or any appropriate level according to assessment)	<b>Advanced</b> 91-100% (or any appropriate level according to assessment)
Post-It Notes according to students that were in this level following the assessment.	Post-It Notes according to students that were in this level following the assessment.	Post-It Notes according to students that were in this level following the assessment.	Post-It Notes according to students that were in this level following the assessment.	Post-It Notes according to students that were in this level following the assessment.

For literacy/social studies teachers the focus of the assessment wall is the DRA2 results and for Kindergarten focus initially on the results of the Core Phonics assessment. For math/science teachers the focus of the assessment wall is the Math End-of-Year assessment.

During the Data Analysis professional development day, following the teacher’s presentations of their assessment walls, the Academic Dean and Principal begin to develop a consensus with the teachers regarding what they see as the trends, strengths and concerns. The assessment walls also are able to begin to generate conversations amongst the teachers so that they can better share their challenges, successes, and collaborate in their planning of next steps in regards to modifying instructional techniques and strategies for individual students and classes.

**Data Analysis Professional Development: Data Analysis Form (“DAF”)**

The Data Analysis Form is the final and possibly most critical component of the Data Analysis Professional Development days. Following a teacher entering their data into the Teacher Dashboard and completing their Assessment Wall and initial analysis, the staff then individually begins to work on their DAF.

The Data Analysis Form requires a teacher to track the student data from their interim assessments initially. Following this, the teacher then identifies overall positive trends of the entire class and challenges as well. This exercise then leads the teacher to begin to identify specific ‘focus’ students that are within these challenge groups. After identifying three to five students, the teacher begins to dig deeper and identify specific instructional areas that have been challenging for these students. The teacher then sets academic goals for these students that they are intended to accomplish within the next four weeks and eight weeks (these goals are also entered into the PGP). The teacher then begins to develop an instructional plan for these specific students, which is intended to be applicable to all students that are facing similar challenges. However, this specific plan is intended to ensure that the student will realize the goals that have been set for them in the next four weeks and eight weeks. Thus, by focusing in-depth on one student within the challenge group, the modified instruction should be able to positively impact the student achievement of all students within this group. A sample DAF form has been included, which provides further details and information (Appendix AC).

### **Other Professional Development Activities**

Rocketship Education offers additional professional development activities for staff as well. These activities include providing teachers with a substitute and thus, the opportunity to observe other teachers within the Rocketship Education network or even at another school. In addition, outside professional development providers are brought to schools depending on the needs and resources of a school. In addition, teachers are given the opportunity to apply to the Leadership Development program, which provides additional professional development in the area of leadership, but also allows teachers to grow in other areas as well. Moreover, through the leadership development program, teachers are assigned Embedded Leadership Opportunities that are focused on a multitude of tasks like coaching a teacher, helping to facilitate professional development days, organizing parent involvement, and many, many more activities. The Leadership Development program is further outlined in Appendix AA.

### ***At Risk Students – Students Achieving Below Grade Level***

As stated above, RDP 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. The student population in the County is 91% Free and Reduced Meals and 68% English Learner Learner. RDP intends to enroll a reflective student body. 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 RDP. 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 RDP 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***

### **Overview**

RDP 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. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. EL students at each Rocketship Education school will be served by full inclusion in the classroom with small group and individual customization in the classroom and the Learning Lab.

### **Home Language Survey**

RDP will administer the home language survey upon a student's initial enrollment into RDP (on enrollment forms).

### **CELDT Testing**

All students who indicate that their home language is other than English will be CELDT tested within thirty days of initial enrollment<sup>3</sup> and at least annually thereafter between July 1 and October 31<sup>st</sup> until re-designated as fluent English proficient.

RDP 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.

### **Formative Testing**

In addition, RDP 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 school 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.

### **Strategies for English Learner Instruction and Intervention**

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

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<sup>3</sup> The thirty-day requirement applies to students who are entering a public school in California for the first time or who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

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 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 RDP 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 decoding and comprehension. 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 vocabulary instruction 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, RDP runs a full-inclusion program for our EL students. EL students will not be in sheltered or bilingual instruction classes at RDP. From the first day of school, EL students will be immersed in English, with the 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 RDP through the provision of explicit



professional development focused on EL students. In addition, all RDP 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 RDP 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* for these purposes. (See Appendix J for a complete description of the Rocketship Education EL Program.)

### **Reclassification Procedures**

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 Section 52164.6.) The participation of the classroom teacher, parent(s) and site administrator/designee is required in the reclassification process.

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the California English Language Development Test or CELDT.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

### *Serving Students with Disabilities*

#### **SPECIAL EDUCATION (INTEGRATED SERVICES DELIVERY)**

##### **OVERVIEW:**

Each Rocketship school intends to operate as a Local Educational Agency (LEA) under the El Dorado County Charter Special Education Local Plan Area (SELPA) pursuant to Education code Section 47641 (a). In unique cases, where participation is not practical or is geographically unfeasible, a Rocketship school may operate as a Local Educational Agency (LEA) under another local SELPA upon approval of membership. Each consideration will be reviewed and in all cases will be in conformity with Education Code. Rocketship schools will operate in complete compliance with IDEA and SELPA policies and procedures. As LEAs, each will be solely responsible and liable, the same as a district, for providing Special Education.

As an LEA, each school shall receive its AB 602 and Federal revenue allocation through the Charter SELPA and shall utilize those special education funds to provide instruction and related service to eligible pupils in accordance with IDEA, State law, and Rocketship's mission. Funding to the school will be first based on ALL students in attendance, including those students with disabilities, then additional resources will be provided as needed to offset the cost of students with disabilities. In this way, the perception that students with disabilities deny the school additional dollars becomes moot and all students receive the services and the support they need. Each Rocketship LEA shall be solely responsible for all special education costs which exceed State and Federal special education revenue.

Rocketship schools will be accountable for compliance monitoring and reporting through the Charter SELPA, and will comply with any internal requirements of its authorizer related to IDEA.

##### **INTEGRATED SERVICES DELIVERY:**

Rocketship schools will organize special education program and services to provide an *integrated service delivery* in each school. An integrated service delivery approach requires schools to align educational services for students with special education needs within existing

structures (grade levels, groupings, looping , Learning Lab, etc.) rather than through special and segregated programs. Specialized staff is organized by the needs of each learner rather than by clustering learners according to label. In this model, staff is not assigned to a “program” and placed in a separate classroom. Instead, special and general education teachers work in collaborative arrangements designed to bring appropriate instructional supports to each child in the general school environment. Support is built on culturally relevant differentiation and instruction through universal access of content-driven curriculum.

Rocketship students are placed in the classrooms they would attend if without disabilities and then provided flexible instructional opportunities that include large group, small group, and one-to-one instructions for those students with more significant needs in the Learning Lab. In Rocketship schools, a variety of curricular and pedagogical options are employed to maximize student learning in an array of teaching arrangements in environments that can be accessed by all learners, not just those with specific disabilities. In the Rocketship model, all teachers are responsible for all learners. On-going support develops the capacity of all teachers to teach to a diverse range of students’ learning needs. A system of general and special education teachers proactively supporting students are better able to put into place effective interventions prior to student failure.

With integrated services, all student learning takes place in heterogeneous environments. This means that students are, for the most part, not grouped by similar characteristics in the same way all the time. There are ‘seats’ in every classroom for every potential learner ensuring FAPE-Free Appropriate Public Education, for all eligible students.

In a Rocketship school, Response to Intervention (RTI) supports an Integrated service Model, aligns with NCLB and IDEA 2004, and meets the spirit and the regulations of IDEA. All students have a system of supports readily available at the beginning of a student’s difficulties to provide preventive academic and behavioral instruction within the general education environment. In this way, students-many of who are typically misrepresented and over-identified, receive appropriate integrated services, and it becomes unnecessary for Rocketship schools to refer and excessively determine eligible students who are often those students of color and poverty.

#### ENROLLMENT OF ALL STUDENTS REGARDLESS OF DISABILITY:

Our schools strive to achieve a student population from the community in which we are serving. Whether a child is eligible under IDEA, or is provided a plan under Section 504, he or she is considered with all others for enrollment at every Rocketship charter school. Disability or non-disability status is not a factor for enrollment or acceptance. Admission is based solely on availability of student enrollment space in a “general education” classroom. Following the

public random drawing, students who were not awarded one of the open enrollment spaces are placed on a wait list, in the order in which they are picked at the drawing, for midterm acceptance during the school year

Rocketship recognizes the need to provide all students, with or without a disability, with a free, appropriate public education and recognizes its legal responsibility to ensure that “no qualified person with a disability shall, solely by reason of her and his disability, be excluded from the participation in, by denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” We provide access to education for all Rocketship students and provide appropriate supports and services to eligible students to ensure access to learning within general education.

### ENROLLMENT OF STUDENTS WITH IEPS

When a special education student transfers from one SELPA to another, and there is evidence of an existing disability, an Interim Program Placement determination is made. The student’s existing IEP , to the extent possible, will be immediately implemented. An Interim Placement form will be completed immediately upon enrollment and parent signature will be obtained. Assessment Information as well as records and reports from the prior district may be utilized to make program recommendations. Upon receipt of the signed IAP, the team will conduct any additional assessment needed to determine educational needs and make program recommendations. Within 30 days, of the student’s enrollment, the IEP team will meet to review the placement, review any new completed assessments, and develop new goals and objectives as needed.

### CHILD FIND ACTIVITIES:

Rocketship conducts a continuous and proactive effort to identify students with special needs and meet all requirements under IDEA. Each school receives training special education referral process during the summer professional development sessions. Referrals may be received from teachers, parents, service agencies and other qualified professionals are responded to in writing to ensure timely access to our Special Education services. An information sheet describing ways to access services is available for parents in the Student handbook.

A referral for special education and related services initiates the assessment process and shall be documented. When a verbal referral is made, the charter representative shall assist the individual in making a written request for assessment for special education. We will respond in writing and with follow-up meetings to referrals or requests for assessments from teachers, parents, service agencies and other qualified professionals to ensure timely access to our Special Education programs.

Upon receipt of the referral, the administrator will either contact the referral source and request additional information in order to process the referral in a timely manner, or, will notify parents of the developed Individual Assessment Plan (IAP). The delivery of the completed plan to the parents will occur within 15 calendar days of the referral. Parents will be provided a copy of the Parent Procedural Rights with the signed assessment plan.

If the referral was determined to be inappropriate, a meeting will be scheduled with the parents and the referring party to address their educational concerns and review the purpose and scope of Special Education. Even if the parents do not wish to meet, we will respond with a Prior Written Notice explaining why the request for assessment is not being accepted and processed.

### OTHER PRE-REFERRAL INFORMATION

Current law requires that all options in the general program be tried before referral to special education. These options may include, but are not limited to the following:

- \*Accommodations within the general education program, including instruction, environment or curricular supports
- \*Research-based instructional strategies and intervention, including universal screening,
- \*“Tiered” interventions and progress monitoring,
- \*Problem -solving teams within the general education program (RTI model), and consultation with appropriate staff.

All pre-referral options are considered the responsibility of general education staff .

### REFERRAL OF PRE-SCHOOL STUDENTS

Because Rocketship is a K-5 charter program, when a student who is referred is not of school age, the child will be referred to his/ her district of residence.

### RESPONSE TO INTERVENTION ( RTI)

Rocketship’s RTI system identifies those students who are struggling, regardless of the causation, and provides identified students dedicated targeted, supplemental instruction in their areas of need following their school day. The goal of these specific early interventions is to reduce eventual referrals for special education services by providing the academic support services students need before they fail.

Additionally, the Rocketship RTI program provides supplemental instructional support to students eligible under IDEA when that would complement their specialized services. Rocketship's model for RTI intervention starts with In-class Daily Intervention - consisting of Small Group, Guided Reading, Centers, and Writer's Workshop. Monthly Formative Assessments and progress monitoring may lead to:

- \*Teacher analysis with specialist consultation and support
- \*Changes in classroom practice
- \*Small group and individual intervention
- \*Learning Lab Intervention strategies, which may include changes in methodology, design or delivery of learning activities, and smaller student groupings.

### STUDENT STUDY TEAM

When classroom and RTI interventions have been implemented and documented and a student is still not successful, the next step is a referral to the academic dean for a Student Study Team Meeting. The family and school team then meet to develop a more comprehensive intervention plan, or consider other factors that may interfere with learning. To ensure school site understanding of the SST process, training is provided to teachers and school staff as part of the summer training.

### GENERAL EDUCATION ACCOMMODATION OR MODIFICATION:

Rocketship's mission is to ensure students reach grade-level proficiency in Literacy and Math. We employ a variety of General Education Modification strategies to make this goal reachable for all of our students, including: low student-teacher ratio (23:1 in K-3), extended day (8a-5p), small teacher-led instructional groups for Literacy, instruction driven by formative assessment results, and two hours of daily individualization/intervention in our Learning Laboratory. To ensure teacher effectiveness, four hours per month set aside for the senior teacher in each instructional area to actively mentor newer or more inexperienced teachers in their classrooms

All Rocketship students receive a variety of services in a number of settings, with the goal being access and success in the general education curriculum with designated support from special education (integrated service delivery) staff. We believe in organizing our professional staff by the needs of each learner instead of clustering learners by label. Rocketship staff is not assigned to a "program" and students are not "placed" in separate classrooms. Our school and community environment is one in which general education and special education work collaboratively to meet the diverse learning needs of our students, encompassing a continuum of services.

Integrated services ensures the integration of resources as well. Our ISD (special education) team works with everyone - an integrated services approach involves parents, general educators, and school administrators. We believe that our approach ensures the quality and effectiveness of services for students with disabilities under IDEA, ADA, as well as Section 504. Rocketship's successful Response to Intervention approach, which is tightly coordinated between General and Special Education, ensures thinking about addressing each student's unique learning needs across a system of supports and services. Rocketship has successfully implemented the RTI program in collaboration with Special Education and continues to improve on this model. Additionally, we continue to integrate the benefits of on-line learning opportunities for our students with disabilities- the materials and delivery platforms, through full access to the hybrid instructional model of RSED, which we believe will improve the educational outcomes for ALL of our students.

General education modifications may involve:

- \*homework reductions
- \*positive behavior support
- \*in classroom physical environment adaptations
- \*instructional or testing accommodation
- \*other integrated resources or technology tools available for all students.

The special education staff is available for monthly consultation with school site administrative teams and we are therefore able to identify students who may be struggling to make expected progress or be at risk for a referral to special education.

### SPECIAL EDUCATION ELIGIBILITY DETERMINATION

Eligibility determination begins with the Assessment Plan and receipt of the signed assessment plan begins the special education timeline. An assessment plan will be developed and the family contacted within ten (10) days. The parent/guardian has fifteen (15) calendar days from the date of receiving the Assessment Plan to consent to the plan and return it to the school staff.

A copy of the Notice of Parent Rights is provided to parent with the assessment plan. An Individual Assessment Plan will also be developed for students currently eligible for IEP services whenever a reassessment is required, such as for the Annual Review or Triennial Re-Evaluation and Notice of Parents Rights will be provided.

Written parent consent is required before the assessment may be conducted. . Parents have at least 15 days from receipt of the assessment plan to make a decision. Assessment may begin immediately upon receipt of consent.

Within 60 calendar days of receipt of the signed IAP, the assessment must be completed and a team meeting is to be held to determine a student's eligibility, as well as to develop the individualized education plan. Parents are to be provided no less than ten day's prior written notice of meetings regarding the educational program for their child.

Program placement is an IEP team decision and written parent consent must be obtained prior to placement. The recommended program placement and services should begin as soon as possible from the date of the parent's written approval of the IEP.

A review of each student's IEP must be reviewed conducted at least once annually, including a summary of progress. Re-evaluation must occur every three years to determine a student's continued eligibility or need. Prior to the three year review, the IEP team shall review existing progress towards goals and determine what additional data is needed.

#### ASSESSMENT:

The special education evaluation has three major purposes:

- \*To assess needs and gather information about the student.
- \*To determine eligibility for special education programs and services.
- \*To recommend the appropriate special education programs and/or related services for the student.

Prior to the assessment, a member of the ISD will contact the parent to review the reason for assessment and to describe the materials and procedures that will be used to obtain information about the child. The rights of the parent/guardian and the Charter School related to assessment are explained to ensure parent is fully informed.

A parent's written consent for release of confidential information may also be part of the assessment meeting, as well as making arrangements to have the child's needs evaluated through testing and conferences held among others who have worked with the child's, such as counselors, therapists, psychologists, or social services. Written consent for participation in assessment will be needed, and evaluation results will be shared with parents.

Assessments are conducted in primary language and materials when determined necessary to ensure that they measure the extent of disability rather than English language skills. Ecological assessments are conducted for students with moderate-severe disabilities. Assessments are student centered and will meet all federal timelines. All children who transfer into a Rocketship school are placed on a 30-day interim IEP and are assessed as needed within the 30-day period.



Assessment must address all areas related to the suspected disability and be conducted by a multidisciplinary team, including the parent. The assessment plan considers each of the following when appropriate: vision, motor abilities, general ability - self-help, career and vocational abilities and interests, developmental history, hearing, language function, academic performance, orientation and mobility, social and emotional status, health and development. For pupils with suspected disabilities or a behavior disorder, at least one member of the assessment team, other than the child's general education teacher, shall observe the child's performance in the general classroom setting and document the observation.

For initial evaluations and re-evaluations, students will be assessed in hearing and vision, unless parent consent is not provided. All pupils not meeting threshold hearing test requirements will be appropriately referred for trained personnel for hearing tests. A student's health provider may also provide information if a student has been medically diagnosed with a chronic illness or relevant medical issue that may interfere with learning. In short, no single procedure will be used as the sole criterion for determining an appropriate educational program for an individual with exceptional needs. Under certain conditions, parents have the right to obtain an independent assessment at public expense.

The Individual Assessment Plan will be individualized and will reflect the unique concerns and strengths of each student. It will be provided in the primary language of the parent or another mode of communication used by the parent, unless to do so, is clearly not feasible. It will provide an explanation of each type of assessment. It will state that no educational placement will result from the assessment without the consent of the parent. We will have a copy of the Parental Rights and Procedures attached to IAP. The assessment will be completed and an IEP meeting will be held within 60 calendar days from the date of receipt of the parent's written consent for assessment.

All assessment reports will then possibly include the following, though not limited to the following: the student's present level of educational performance, the relevant behavior noted during the observation of the student in an appropriate setting, the relationship of that behavior to the student's academic and social functioning, the educationally relevant medical findings if any, whether there is a discrepancy between achievement and ability that cannot be corrected with special education and services, a determination concerning the effect of environmental, cultural, or economic disadvantage, where appropriate, how the student's disability affects involvement and progress in the general curriculum, what is the student's historical and current functioning in the general education curriculum regardless of the setting, what deficits in the student's cognitive functioning, communicative functioning, social and emotional functioning and physical functioning might serve as a barrier to their successful involvement in the general education

curriculum, and what has been the impact of the student's attendance on his/her achievement. Assessment reports will be provided to parents in their primary language whenever indicated.

The IEP team will then meet with the parent, who are also designated specifically as members of the team, to reach an eligibility determination in consideration of all of the data, observations, and assessment results.

#### 504 PLANS:

As not all children will qualify for SPED services, Rocketship follows Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act (ADA), where discrimination is prohibited based on a disability. Under Section 504 and Title II of the ADA, it is illegal for schools to deny a student to participate in services, provide a service that is not as effective as provided by others, and provide lower quality services. Also, students with disabilities, like other children in the general education setting, must be provided with courses and instruction that teach the curriculum. 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 school.

A 504 team will be assembled by the Academic Dean 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 option, and accommodations, The 540 team will review the student's existing records; including academic, social, and behavioral records, and is responsible for making a determination as to whether a recommendation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under IDEIA, those evaluations can be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities.

#### CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS (ELLs):

Because the majority of current Rocketship students are considered ELL (83%), Rocketship carefully considers the cultural and instructional needs of students with English as a second language. Verbal and written translation of all materials, notices, documents, reports and communications is offered to parents when indicated or provided at parent's request. Assessments may be conducted in a student's native language, or with translation as appropriate, whenever a student's English language development level may require such assessment in order to better understand a student's learning needs. Rocketship follows all applicable laws in

providing general education instruction and special education services to eligible ELL students, as well as ensuring parent procedural safeguards. Teachers providing core content instruction, as well as special education services, have appropriate training and CLAD certification. Training is provided to specialists to ensure that IEP goals are written to support the unique learning needs of ELL students with disabilities. Progress monitoring and program evaluation will ensure appropriate practices for re-classification to fluent English proficient status. ELL students at each Rocketship school will be served fully in the general education classroom with appropriate small group instruction and individualization in the classroom or the Learning Lab to support learning and developing English proficiency.

The results of the Home Language Survey, CELDT results and ADEPT, ADEPT are considered when developing a student's IEP. Testing accommodations described on the child's IEP, are considered for CELDT testing.

#### DEVELOPMENT OF AN APPROPRIATE IEP:

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

#### FUNCTIONAL ANALYSIS ASSESSMENTS AND BEHAVIOR INTERVENTION PLANS:

Rocketship has a trained Behavior Intervention Case Manager (BICM) and conducts a functional analysis assessment (FAA) if an IEP team determines that a student with a disability exhibits serious behavioral problems. Assessment includes parent interviews, file review, direct observation and review of health and medical records.

#### THE CONTINUUM OF SERVICES:

##### SPECIALIZED ACADEMIC INSTRUCTION, MILD TO MODERATE:

We provide mild/moderate services to qualified ISD students. These pull out and push in

services range in amount of time and intensity based on the needs of the students. All services are described in the IEP with agreed to, and fully executed by the ISD staff with the assistance of the general education staff and administration. Students receiving mild/moderate services typically require less than 40% of the day in direct services.

Based on our model, a qualified Education Specialist and a qualified paraprofessional work together to provide services. The Paraprofessional works under the direction of the Education Specialist to provide additional instructional support and services to identified students. The Education Specialist will provide monitoring of students' progress; information, materials and assistance to individuals with exceptional needs and their parents; consultation with general education staff on methods for accommodating students with special needs, coordination of special education services, and direct instruction to students with IEPs.

Rocketship's general education approach is built on a system for differentiating instruction according to student need and implementing and monitoring interventions for all students who are not meeting standards. This design supports the goals of a collaborative model with the Education Specialist, who will be responsible for extending these services to students with special needs to meet IEP goals. We believe this close collaboration between general and special education professionals to serve any student who is experiencing learning challenges will help Rocketship meet its goal of helping every student to reach 1.5 years of achievement in each grade. The Education Specialist will be responsible for implementing an IEP such that the student is able to make adequate progress towards grade level standards. Rocketship monitors progress on a regular basis and the Education Specialist will collect IEP specific data for to determine if adequate progress is being made.

#### DESIGNED INSTRUCTIONAL SERVICES – SPEECH AND LANGUAGE THERAPY, OCCUPATIONAL THERAPY, COUNSELING, VISION AND HEARING THERAPY, ETC:

We provide speech and language services, occupational therapy services, vision services, as needed to meet eligible students' IEP needs. The services are provided by certified or licensed professional staff. Service delivery ranges in time and intensity based on the needs of the students identified in the IEP. All services are written up in the IEP, agreed to, and fully executed by the ISD staff with the assistance of the general education staff and administration with only qualified, trained and knowledgeable personnel all based on the needs of the student population.

#### SPECIALIZED ACADEMIC INSTRUCTION, MODERATE TO SEVERE:

We provide more intensive and specialized services for students inclusively that would normally require this type of setting. Our flexible and supportive Integrated Services Delivery model is

able to provide all children both the assistance and independence that they need. We do not anticipate the need for a non-severe SDC “placement setting”. To the maximum extent possible, students with disabilities will be educated with non-disabled students. Every enrolled student who receives RTI instruction has an Individual Learning Plan (“ILP”) that includes areas for growth. Because of Rocketship’s structure, particularly small class sizes, small reading groups, individualized instruction in the Learning Lab and time for daily teacher interventions, we believe that Rocketship can serve students with disabilities within the general education program, in the Least Restrictive environment by providing the supports each student needs. To ensure access to appropriate learning in very specialized cases, if needed, Rocketship will establish a relationship with another area LEA to ensure an appropriate placement for a student.

#### SEVERE SPECIAL DAY CLASS:

Because of Rocketship’s structure, particularly small class sizes, small reading groups, individualized instruction in the learning lab, and time for daily teacher interventions, we believe that Rocketship can serve students with severe disabilities within the general education program and provide intensive specialized instruction or structure as needed. It is Rocketship’s goal to serve all students in the Least Restrictive Environment, with their age-group peers.

To ensure access to appropriate learning, RSED employs individuals with the Specialist, Moderate/Severe Credential. Removal of students from the general education environment would only be considered if the student is not meeting goals and objectives with the provision of supplemental aids and services in that setting. This determination would be reached only through the IEP process with appropriate designated personnel, parent in attendance and written agreement of all members of the IEP team.

#### INCLUSIVE SERVICES:

To the maximum extent appropriate, students with disabilities will be educated with general education students including non-academic and extracurricular services. Currently all students at all Rocketship schools are served in general education with pull out or push in services to meet intensive need.

#### PLACEMENT IN A NONPUBLIC SCHOOL/AGENCY:

In some exceptional cases, when a student may require a placement in a more restrictive setting, Rocketship will consider a referral to NPS or NPA. Rocketship will not make referrals for placement at non-public schools, private schools, or agencies without consultation with the SELPA. If a parent places students at a non-public school, private school or residential facility,

Rocketship will immediately inform the SELPA. We currently do not have any students enrolled in NPS or residential facility at any of the Rocketship schools.

#### Mental Health as a Related Service

Whenever necessary, as evidenced by student need, assessment, or recommendation of emergency mental health provider, a referral for assessment of eligibility for mental health as a related service will be made to address a student's mental health needs and potentially access other supports or services for a student and his/her family

#### TRANSPORTATION FOR STUDENTS WITH SPECIAL NEEDS IN ORDER TO ACCESS SPECIAL EDUCATION SERVICES:

Rocketship will provide transport to any student if required by a written statement in the student's IEP, and only with the written consensus of the IEP team as needed, for any eligible child to and from school and all school related activities. Rocketship will locate a local LEA or a contract service provider to fulfill these portions of the IEP. A transportation assessment will guide the determination.

#### EXTRA-CURRICULAR ACTIVITIES:

Although Rocketship's primary goal is to help our students achieve academic success in Literacy and Mathematics, we do believe in educating the whole child. We offer day field trips for all ages, visits to National Parks, Family Picnics and Movie Nights, and other school community-based activities. All students are encouraged to participate in activities outside of the academic setting and there are no restrictions on attendance. All accommodations are provided so that there is equal access to these non-academic-based activities.

#### STAFFING:

Our ISD team is comprised of a Program Director, a Business/Compliance Manager, School Psychologist, Special Education Teachers – mild to moderate and moderate to severe, Instructional Assistants/Paraprofessionals, Speech Therapists, Speech and Language Pathologist Assistants, Occupational Therapist, Vision Specialist, and other specialists as might be required by a student's Individualized Education Plan.

All roles are crucial to provide the appropriate amount of services individualized for the student. All service providers will have the appropriate credentialing and/or licensing to meet all of the NCLB requirements. In order for use to build teacher capacity, Rocketship will utilize the Charter SELPA BTSA Induction Program to help education specialist teachers to expand and

deepen their teaching knowledge and skills and complete the requirements for a California Clear Credential.

ISD/Special Education Paraprofessional will be responsible for providing individual and small group instruction for students with special needs, students with typical learning needs, students with behavioral needs, and students with emotional needs in the general education environment including, but not limited to: the classroom, recess, the lunch area, and learning lab during Response to Intervention or in the classroom setting. This role will be responsible for implementation and recording of data for individualized instructional programs and positive behavior support plans. The Paraprofessional will work under the supervision of Education Specialists and the School Psychologist who will provide weekly oversight, training and direction.

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

#### STAFF TRAINING:

Rocketship staff participates in ongoing staff training prior to school commencement and throughout the school year. Our department provides constant Professional Development opportunities internally as well as through our SELPA, and we also cross-train school staff in many areas. Areas of cross training include: Crisis Prevention Intervention (CPI) training, sensory integration and service delivery training, speech services and screening process, SAT-SST-SPED referral process, etc.

ISD Professional Development is provided to all members of the IEP Team. Training for Paraprofessionals includes, but is not limited to, Behavior and Positive Behavior Support systems, Foundations of SPED, Special Health Care Issues, Cultural Awareness/ELL, Intro to Low Incidence Disabilities, etc. Training for Education Specialists includes, but is not limited to, Technology in SPED, Advanced Behavior Analysis, Language Development for all Students, Data collection and decision making, Compliance with SPED law, Autism Spectrum Disorders, Independence building, writing IEP goals to address literacy, interpretation of assessments, Handwriting without Tears, ALERT program implementation in general education classrooms, Writing IEP goals aligned with standards, SEIS data entry and special education compliance, etc.

## **PARENT INVOLVEMENT:**

### Parent Participation and Training:

All Rocketship parents participate in the school community through volunteer hours and monthly community meetings. Parents of students with IEP's are full members of the parent/school community. Rocketship employs a full time Compliance Officer/Parent Coordinator to ensure IEP compliance and full participation of Parents in the IEP process. Parents are invited to participate in Community Advisory Committee (CAC) meetings through EDCOE via online connection to learn more about topics related to special education needs. All meetings requiring translation are translated. These meetings provide additional training to parents in collaboration with our Charter SELPA. Parents are also encouraged to join Parents Helping Parents who meet on campus. Lastly, we combine additional parental trainings on numerous subjects for all parents – those with IEPs and those without, with our monthly school community meetings.

### Progress Updates:

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

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

### Translation:

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

### Alternative Dispute Resolution:

Our Charter SELPA offers mediation as an Alternative Dispute Resolution method. In the event that the issue cannot be resolved through the standard IEP process, we attempt all means of mediation as a way to meaningful settlement of issues.



### DUE PROCESS:

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

### FACILITY COMPLIANCE WITH ADA:

All of RSED facilities were built completely ADA compliant - all buildings, rooms, and auxiliary areas were constructed 100% up to ADA codes. All areas are fully accessible by individuals with any disability.

### COMPLIANCE MONITORING:

The California Special Education Management Information System (CASEMIS) information will be reviewed by Rocketship's Special Education Business Manager biweekly to ensure compliance with state and federal statutes, reporting requirements, and timelines. In addition, Rocketship will be accountable for all compliance monitoring and reporting required through the SELPA.

### TESTS AND OTHER EVALUATION MATERIALS:

Tests and other evaluation materials are validated for the specific purpose for which they are used and are administered by training 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 intelligence quotient. Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student 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 this student in their primary language along with 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 disability under the Section 5094, 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 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.

### **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 47605.6(b)(5)(B)*

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

*- California Education Code Section 47605.6(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***

RDP is dedicated to documenting student achievement of the state content standards each year through state-mandated student 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, RDP 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, RDP 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, Individual Education Plan (“IEP”) goals, Accelerated Reader/STAR Reading, Individual Learning Plan (“ILP”) goals, and other methods by which student progress may be assessed.

<b>Measurable School Outcomes</b>	<b>Local Benchmark Instruments</b>	<b>State-level Year-End Assessments</b>
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	ADEPT English Language semi-annual assessments	CELDT Individual Student Score Reports

(Beginning, Early Intermediate, etc.) annually for ELs		
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 one grade per year or more at RDP	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.

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

***Measuring Student Progress***

Because of the importance of data to our RtI model, RDP will be a data-driven school. RDP uses the Teacher Dashboard, Assessment Walls, and the Data Analysis Form as outlined in the Professional Development section.

STAR data and data from the NWEA MAP assessment 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 administer the NWEA assessment in September, January, and June of each year, as well as conducting bi-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. 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 the NWEA assessment and 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 standards-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. RDP 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, RDP 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 RDP 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 RDP implemented the means listed in the charter to achieve a racially and ethnically balanced student population.
- An overview of RDP 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 RDP 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 RDP relative to compliance with the charter generally.

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

#### 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 47605.6(b)(5)(E)*

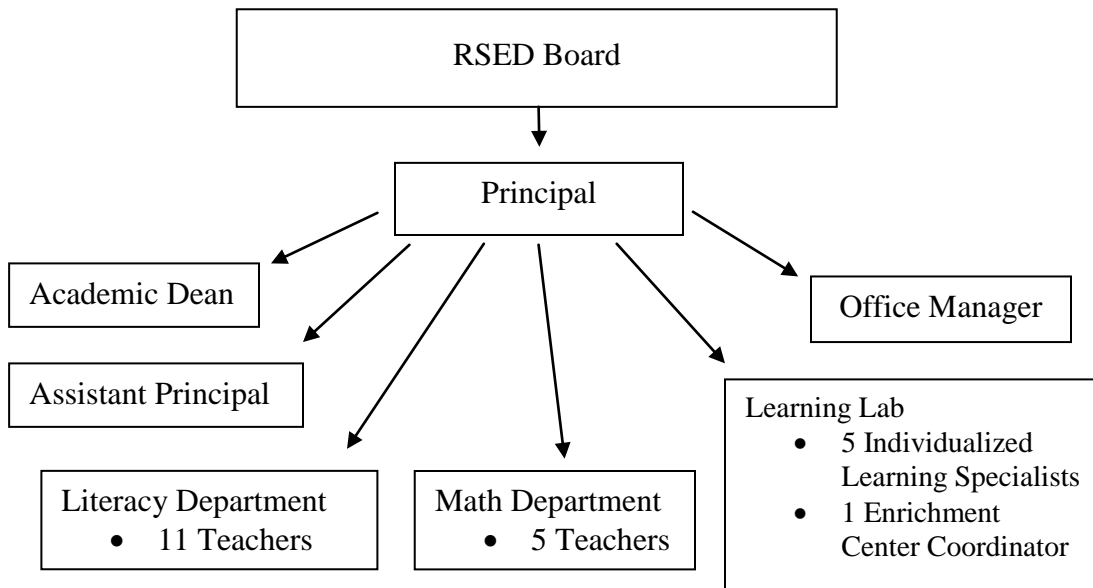
##### *Legal Status*

In accordance with Education Code section 47604, RDP shall be operated by Rocketship Education (RSED), a California non-profit public benefit corporation pursuant to California law. RDP will be governed by the RSED 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.

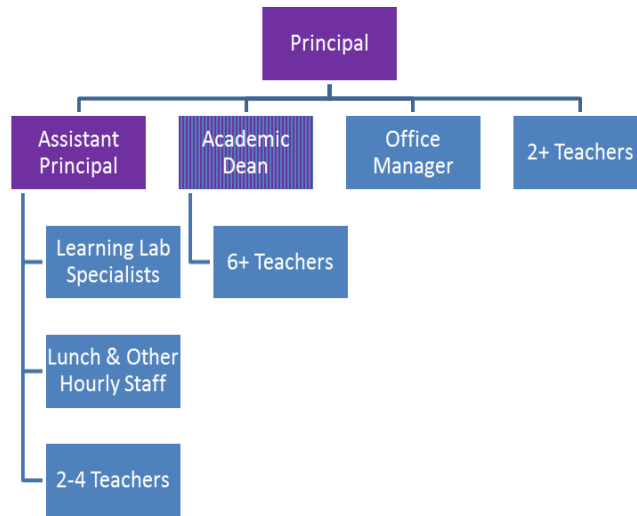
Please see draft Articles of Incorporation, Bylaws and Conflicts Code in Appendix W.

RSED will operate autonomously from the County, with the exception of the supervisory oversight as required by statute and other contracted services. Pursuant to California Education Code Section 47604(c), the County shall not be liable for the debts and obligations of RSED, 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 the County has complied with all oversight responsibilities required by law. All staff will be employees of RSED.

##### *Organizational Structure*



The chart below highlights the coaching relationships between the Principal, Assistant Principal, Academic Dean and teachers.



RDP will be governed by the RSED Board of Directors (“Board”). The Board is ultimately responsible for the operation and activities of RDP. 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 RS5. 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 RS5.

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

New directors will be elected as defined in the Bylaws. Board members should live, work, or participate in a community within two miles of the Charter School. 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 RDP
- Subject and professional development knowledge in Literacy and Math
- The County may appoint a representative to sit on the RDP Board pursuant to Education Code Section 47604(b)

The Board has adopted policies and procedures regarding self-dealing and conflicts of interest (See Conflicts of Interest Code, Appendix W). The RSED 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.

### ***RSED Board Duties***

The RSED Board of Directors will be responsible for the operation and fiscal affairs of the Charter School including but not limited to:

- Setting the enrollment and grade-level configuration for the Charter School including increasing enrollment to maximum levels or extending the Charter School to sixth grade, subject to authorization from SCCBOE;
- Approval of annual school budget, calendar, salary schedules, major fundraising events, and grant writing;
- Negotiation and approval of a Memorandum of Understanding (“MOU”) or other contracts with the County;
- Approval of all financial policies that set the processes and controls for contracts, expenditures, and internal controls
- Oversight of personnel actions (e.g. hiring, discipline, dismissal) (subject to the disclosure and recusal of the employee Board member) All personnel actions other than those relating to the Principal shall be preceded by recommendation by the Principal;
- Approval of bylaws, resolutions, and policies and procedures of school operation;
- Approval of all changes to the school charter to be submitted as necessary in accordance with applicable law;
- Participation as necessary in dispute resolution;
- Monitoring overall student performance;
- Evaluation of RDP Principal(s) (subject to the disclosure and recusal of an employee Board member);

- Monitoring the performance of the Charter School and taking necessary action to ensure that the school remains true to its mission and charter;
- Monitoring the fiscal solvency of the Charter School;
- Participation in RDP annual independent fiscal audit;
- Participation as necessary in student expulsion matters pursuant to RDP policy;
- Increasing public awareness of the Charter School

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

### ***Board Meetings***

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

RSED 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. (Please see the Conflicts of Interest Code for RSED in Appendix W.)<sup>4</sup>

The Board of Directors meetings will be headed by a Board Chairman.

As long as a 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, unless a supermajority is required by state law.

### ***Board Training***

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

### ***Board Delegation of Duties***

The RSED 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 RSED 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:

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<sup>4</sup> To be updated as necessary to meet updates to applicable conflicts of interest laws.

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

The Board may utilize an Executive Committee as needed to perform various governance functions. If utilized, the Executive Committee will be composed of no fewer than 2 members. The Executive Committee shall comply with the Brown Act and the Conflicts Code of the Charter School.

### ***Rocketship Education***

The staff of Rocketship Education shall provide the following services to RDP:

- (a) creating the School, including, but not limited to, any and all required legal and financial filings;
- (b) creating, preparing and submitting the School’s charter;
- (c) researching, locating and preparing a suitable facility (the “Facility”) for the operation of the School;
- (d) researching, providing or preparing for any future expansion of the Facility to accommodate growth of the School;
- (e) providing professional development training for certain employees of the Company prior to the commencement of the school year and continuing throughout the school year as necessary;
- (f) providing office services, such as accounting, payroll, human resources and billing;
- (g) supervising the annual budget;
- (h) developing and executing fundraising opportunities;
- (i) working with the Charter Authorizer, CDE and other agencies as necessary, including complying with reporting requirements and any other general inquiries received from these agencies;
- (j) supervising the parent coordinator and parent involvement generally;
- (k) marketing for student enrollment;
- (l) assisting with public relations;
- (m) writing grants for state and other funding;
- (n) providing guidance relating to the curriculum;
- (o) providing support for information technology;
- (p) securing working capital financing for the school
- (q) providing financial support as needed; provided, however, that such support be agreed to by the parties in a separate writing; and
- (r) providing any other operational or educational needs relating to the School that the Company may reasonably request of Manager.
- (s) collecting Special Education funds and managing the Special Education program budget on behalf of all Rocketship Education schools that are part of the El Dorado County SELPA and therefore having the authority to determine the allocation of Special Education dollars based on Special Education needs at each site

### ***Parent Participation***

As RDP is being 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 school. Because RDP will be its own LEA and projects to have over 21 English Learners enrolled, the parents of RDP 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. RS5 parents will be encouraged to join the DELAC, School Site Council, and the Regional Advisory Board.

RDP 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 school community. The PTC will:

- Serve as a forum for the discussion of matters of interest and concern to the parents of RDP students;
- Act as a communication channel between the parents and other interested individuals and groups, both within and outside the school community;
- Coordinate and sponsor committees, clubs and other activities that enhance the intrinsic value of RDP and contribute to the fulfillment of its mission. These committees will work with various bodies within RDP , providing support activities as appropriate;
- Coordinate PTC fundraising activities and oversee the allocation and disbursement of funds raised by the PTC;
- Report as needed to the RSED 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 RDP;
- Volunteer opportunities – the Principal(s) will maintain a list of various opportunities for parents to volunteer at RDP. 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 RDP 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

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### *Qualifications of School Employees*

Governing Law: *The qualifications to be met by individuals to be employed by the school. -- California Education Code Section 47605.6(b)(5)(F)*

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

### *Principal*

The RSED Board of Directors intends to hire a Rocketship Education-trained Principal who will be responsible for creating a school capable of achieving the RDP mission and goals. This will include leading the Charter School in all aspects of its day to day operations, working with the RSED Board of Directors, the PTC, the County, students, parents, and community members and the other governing bodies specified by local and state law.

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

### Key Responsibilities:

- Foster a rigorous and college preparatory environment that ensures high levels of student achievement annually through the relentless use of data to drive and refine instruction
- Manage, support, and develop other members of the school leadership team including the Assistant Principal, Academic Dean, and Office Manager
- Manage self and others in a manner that creates a healthy, high-achieving environment where staff feel challenged, supported, and valued and there is open communication about professional growth and future career opportunities

- Foster a school culture and environment of constant reflection and professional growth so that all staff continues to emerge as leaders within Rocketship and quickly assume leadership positions within the organization
- Foster Rocketship school culture where students, educators, and members of the school community demonstrate Rocketship's beliefs, values, and behaviors
- Create a school community that fully involves parents in student achievement through multiple outlets including home visits, regular community meetings, and parent/family meetings and also empowers them to become active advocates for their Rocketeer's education and achievement
- Promote collaborative problem solving and open communication between teachers, learning lab staff, students, and families
- Develop classroom teacher practice and leadership through direct observation, coaching, and training (4+ teachers)
- Design and lead staff meetings
- Oversee and/or contribute to the design and implementation of staff professional development and collaborative planning time
- Lead the execution of community meetings and events
- Lead and/or support other school site and network-wide initiatives as needed to foster strong school culture, academic excellence, and network growth
- Provide leadership toward, creative and positive data driven behavioral innovations and instruction for high risk students, their teachers and their families

**Required Skills and Experience:**

- 2+ years of experience teaching in an urban city classroom and realizing significant gains
- Strong leadership skills and personal drive
- Relentless pursuit of high expectations
- Organized
- Passion for urban children and their families
- Ability to build partnerships with community organizations
- Strategic planning experience
- Ability to engage and empower parents and families
- Strong communication skills
- An entrepreneurial spirit and a proven track record
- Experience in building and maintaining outstanding school culture
- Results-oriented and data-driven
- Ability to develop others
- Adaptable and able to thrive in a dynamic, fast-paced environment

**Education Requirements:**

- BA from accredited university
- Valid Teaching Credential

***Office Manager***

The Office Manager will be responsible for daily operations at RDP. 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 RDP.

***Teachers***

RDP core teachers at all levels shall meet or exceed all “highly qualified requirements” under the No Child Left Behind Act (“NCLB”).

Accordingly, a teacher of core academic subjects must meet the following qualifications:

- (1) a bachelor’s degree;
- (2) a 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”).

RDP shall comply with Education Code Section 47605.6(1), which states:

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



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

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

RDP personnel progress up a career ladder. Advancement up the ladder is based on the quality of that teacher's instruction: 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. RDP has a two-tiered career ladder for teachers, which recognizes student performance as a primary factor in advancement. Creating a career ladder like RDP's has several advantages, including employee retention, succession planning, and better career development (CA State Dept. of Employee Development, 2003).

### ***Assistant Principal***

Reporting directly to the principal, the Assistant Principal plays a critical role in fostering a college-preparatory school culture focused on high levels of academic achievement. In the realm of ensuring academic excellence, the Assistant Principal manages Learning Lab staff towards student outcomes achieved through a highly individualized set of instructional methods including

online curriculum, reading center, and Response to Intervention. The Assistant Principal also directly coaches a few classroom teachers directly, which includes conducting observation cycles, modeling lessons, and providing support and resources aimed at increasing teacher effectiveness and leadership. Additionally, the Assistant Principal will manage key components of school culture including arrival and/or dismissal, some transitions, lunch and/or recess, and will be ready to lead Rocketship Launch (a school-wide morning meeting) when the principal is not available. The Assistant Principal role is designed to provide an experiential preparatory experience for becoming a principal; as such the Assistant Principal will engage in leadership training and should be prepared to step seamlessly into the principal role when the principal is not on campus or as a part of the leadership development program.

#### Key Responsibilities:

- Foster a rigorous and college preparatory environment that ensures high levels of student achievement annually through the relentless use of data to drive and refine instruction
- Manage Learning Lab student outcomes through direct management of hourly learning lab staff
- Develop classroom teacher practice and leadership through direct observation, coaching, and training (2-4 teachers)
- Promote collaborative problem solving and open communication between teachers, learning lab staff, students, and families.
- Foster Rocketship school culture where students, educators, and members of the school community demonstrate Rocketship's beliefs, values, and behaviors
- Create a school community that fully involves parents in student achievement through multiple outlets including home visits, regular community meetings, and parent/family meetings
- Lead and/or support the execution of community meetings and events
- Manage self and others in a manner that creates a healthy, high-achieving environment where staff feel challenged, and also fully supported/valued
- Lead and/or support other school site and network-wide initiatives as needed to foster strong school culture, academic excellence, and network growth
- Provide leadership toward, creative and positive data driven behavioral innovations in Learning Lab individualization and instruction for high risk students, their teachers and their families
- Develop and maintain outstanding school culture through the direct management of all hourly staff members (in addition to Learning Lab staff, this includes staff associated with lunch, arrival, or dismissal)

#### Required Skills and Experience:

- 2+ years of experience teaching in an urban city classroom and realizing significant gains
- Strong leadership skills and personal drive
- Relentless pursuit of high expectations
- Organized
- Passion for urban children and their families
- Ability to build partnerships with community organizations
- Strategic planning experience

- Ability to engage and empower parents and families
- Strong communication skills
- An entrepreneurial spirit and a proven track record
- Experience in building and maintaining outstanding school culture
- Results-oriented and data-driven
- Ability to develop others
- Adaptable and able to thrive in a dynamic, fast-paced environment

Education Requirements:

- BA from accredited university
- Valid Teaching Credential

***Academic Dean***

RDP has one Academic Dean, focused full-time on the implementation of RDP’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 or years;
- Academic Deans care deeply about children. Academic Deans, as the senior members of the faculty, must espouse RDP’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.

Reporting directly to the principal, the Academic Dean plays a critical role in driving academic achievement for students. The Dean ensures academic excellence by working closely with the principal to lead and implement the instructional vision for the school. The Academic Dean leads two primary streams of work: teacher coaching and professional development (PD). The Academic Dean directly coaches a number of classroom teachers, which includes conducting observation cycles, modeling lessons, co-planning lessons, real-time coaching, and providing support and resources aimed at increasing teacher effectiveness and leadership. The Academic Dean also leads the design and implementation of group teacher professional development and collaborative planning time. This individual provides staff with the appropriate resources and support to ensure that each Rocketship school’s Rocketeers realize 1.5 years of progress annually.

Key Responsibilities:

- Foster a rigorous and college preparatory environment that ensures high levels of student achievement annually through the relentless use of data to drive and refine instruction

- Ensure at least 1.5 years of progress for all Rocketeers annually through rigorous teacher coaching and PD
- Drive student achievement results through regular 1:1 coaching sessions with select staff members (6+ teachers)
- Oversee the implementation of a rigorous and highly individualized curriculum in classrooms of coached teachers
- Promote collaborative problem solving and open communication among teaching staff members
- Ensure Rocketship school culture where students, educators, and members of the school community demonstrate Rocketship's beliefs, values, and behaviors
- Manage self and others in a manner that creates a healthy, high-achieving environment where staff feel challenged, and also fully supported/valued
- Lead and/or contribute to the design and implementation of weekly staff professional development and collaborative planning time
- Identify, celebrate, codify, and share instructional best practices across the school and network
- Implement and share teacher coaching and development best practices with other members of the school leadership team
- Assist in the management of school-based Integrated Service Delivery (ISD) program through coordination of SST and SAT processes
- Collaborate with the ISD Specialist at each site to ensure that teachers are receiving the necessary support and professional development to maximize the delivery of instruction in a full-inclusion model
- Manage the BTSA process for eligible staff and support other teachers through the credentialing process, which includes the successful completion of Teacher Performance Assessments
- Have a lasting impact on the design of network professional development resources

#### Required Skills and Experience:

- 2+ years experience teaching in an urban city classroom and realizing significant gains
- Strong time management and organizational skills
- Result-oriented and data-driven
- Relentless pursuit of high expectations
- Ability to inspire and motivate others
- Adaptable and able to thrive in a dynamic, fast-paced environment
- Ability to develop others
- Passion for urban children and their families
- Strategic planning and project management experience
- Strong verbal and written communication skills
- Deep knowledge of elementary literacy and/or math instruction
- Experience with or interest in the use of technology in promoting teacher development a plus

#### Education Requirements:

- BA from accredited university
- Valid Teaching Credential

***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 47605.6(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 RDP-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 47605.6(b)(5)(M)*

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 (“EERA”). The Charter School will comply with the EERA.

***Rights of County and School District Employees***

*Governing Law: A description of the rights of an employee of the county office of education, upon leaving the employment of the county office of education, to be employed by the charter school, and a description of any rights of return to the county office of education that an employee may have upon leaving the employ of the charter school.-- Education Code Section 47605(b)(5)(M)*

No public school district or County employee shall be required to work at the Charter School. Employees of the County or a school district who choose to leave the employment of the County or a school district to work at the Charter School will have no automatic rights of return to the County or a school district after employment by the Charter School unless specifically granted by the County or a school district through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the County or a school district to work in the Charter School that the County or a school district may specify, any rights of return to employment in County or a school district after employment in the Charter School that the County or a school district may specify, and any other rights upon leaving employment to work in the Charter School that the County or a school district 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 or a school district, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the County or a school district 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 47605.6(b)(5)(G)*

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. RDP 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 RDP policies:

### ***Fingerprinting/Background Check***

Employees and contractors of RDP 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 Charter 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***

RDP 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

RDP will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision/Hearing/Scoliosis

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

Emergency Preparedness

RDP 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 County receipt and review. This handbook shall include an evacuation plan, and general school safety, injury and illness prevention.

Bloodborne Pathogens

RDP 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

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

Facility

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

RDP 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 as required under Education Code Section 32001.

**DISPUTE RESOLUTION**

*Governing Law: The procedures to be followed by the charter school and the county board of education to resolve disputes relating to provisions of the charter.-- California Education Code Section 47605.6(b)(5)(L)*

### **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 County, and (3) ensure a fair and timely resolution to disputes.

The following process is proposed by RDP to meet the requirements of Education Code Section 47605.6(b)(5)(L) with the understanding that SCCOE may present revisions for RDP 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 the County 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 the County, the staff and Board members of RSED and the County agree to first frame the issue in written format ("dispute statement") and refer the issue to the Superintendent of the County and the Principal of RDP or designees. In the event that the County believes that the dispute relates to an issue that could lead to revocation of the charter under Education Code Section 47607, RDP requests that this be specifically noted in the written dispute statement, but is aware that the County is not legally bound to do so. Nothing in this section is intended to impair the authority or ability of the County to revoke the charter in accordance with the procedures detailed in Education Code Section 47607, nor to imply that RDP has any legal authority to do so.

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

If this joint meeting fails to resolve the dispute, the Superintendent and Principal(s) or designees shall jointly identify a neutral, third party mediator. The format of the mediation session shall be developed jointly by the Superintendent and the Principal(s) or designees. Mediation shall be held within 30 school days of the joint meeting. All dates or procedures within this section can be amended by written mutual agreement or necessity due to mediator scheduling. Each party shall bear its own costs of dispute resolution with the cost of the mediator being split equally amongst the Parties. If mediation fails, either Party will have been deemed to have exhausted the



administrative remedies within this charter and may pursue any alternative legal options for resolution.

## **VI. STUDENT ADMISSIONS, ATTENDANCE AND SUSPENSION/EXPULSION POLICIES**

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*“Admission requirements, of the charter school, if applicable.”*

*- California Education Code Section 47605.6(b)(5)(N)*

### **STUDENT ADMISSIONS POLICIES AND PROCEDURES**

RDP shall strive to achieve a student population from Santa Clara County which understands and values RDP’s mission and vision statements and is committed to RDP 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 student 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 student, or of his or her parent or guardian, within the State, except as provided in Education Code Section 47605.6 (e)(2).

The application process is comprised of the following:

- Completion of a student interest form, which includes basic student and family identification information for the purposes of entry into public random drawing

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

- Student enrollment form which contains student name, address, and other identifying and demographic information
- Proof of Immunization
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements, e.g. birth certificate

RDP feels strongly that success for students requires a commitment from both students and parents to the mission and vision of RDP 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 RDP 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 RDP Commitment Letter).

RDP shall admit all students 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 the event that this occurs, RDP will hold a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students (2<sup>nd</sup> year forward) who are guaranteed enrollment in the following school year.<sup>5</sup>

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<sup>6</sup>
- 2) Children of the paid staff of RDP<sup>7</sup>
- 3) Residents of the County
- 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.

### ***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 47605.6(b)(5)(H)*

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

RDP 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 the County. The strategy includes printing and distributing materials in English, Spanish and other languages reflecting the needs of the community, and:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based application process.

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<sup>5</sup> During any period of Public Charter School's Grant Program ("PCSGP") funding, the public random drawing shall be handled as a single weighted drawing.

<sup>6</sup> During any PCSGP funding, siblings will be considered an "exception" to the single weighted drawing.

<sup>7</sup> During any period of PCSGP funding, this preference will be limited to children of faculty and shall not exceed 10% of total enrollment.

- 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 County.
- Outreach activities.

As part of outreach to Spanish speakers, RDP provides:

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

RDP shall, as part of its programmatic audit, analyze the success and/or weakness of its outreach initiatives. RDP 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 county who choose not to attend charter school. -- Education Code Section 47605.6(b)(5)(O)*

No student may be required to attend the Charter School. Students who reside within the County, and who opt not to attend RDP, may attend school within the County according to County policy or at another school district or school within the County through the County’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 47605.6(b)(5)(J)*

RDP 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**

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### **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 47605.6(h)

Attached, as Appendix AG 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**

RDP 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 County, State Controller, and State Department of Education.
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 County 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**

RDP 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 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(h)*

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 County, but we will fairly evaluate any offer of services from the County against any other offers for similar services from third party providers. Administrative services which we have experienced to be required for RDP 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

#### **FACILITIES**

*Governing Law: The location of each charter school facility that the petitioner proposes to operate. -- California Education Code Section 47605.6(b)(5)(D)*

*The county board of education shall require that the petitioner or petitioners provide information regarding...the facilities to be utilized by the school. -- California Education Code Section 47605.6(h).*

RDP will be located at 370 Wooster Ave., San Jose, which is within the boundaries of San Jose Unified School District. A district notification was sent to Superintendent Vince Matthews on July 19, 2011.

The Rocketship school facility includes the following:

- 16 full-size classrooms
- A 2,300 to 2,700 sq. ft. multi-purpose
- A servery, including a warming oven, refrigerator, and milk cooler for food service
- A foyer
- 3 to 4 staff offices and administrative spaces

- A flexi-space that will likely serve as a parent volunteer room, with the possibility of converting into an ISD (integrated services delivery) room, another staff office, or other such use
- A staff room
- Parking to accommodate all staff and a few visitors, usually 24 to 27 spaces
- A play area with recycled rubber surfacing and a play structure
- An outdoor area for community Launch, structured physical education, and recess
- An outdoor lunch shelter

The total building footprint will be a 2-story building of approximately 11,000 sq. ft., with approximately 21,500 sq. ft. of built usable space. This is a building model that Rocketship Education has successfully used for multiple locations in San Jose with different land configurations. The campus footprint will be between 1 and 1.7 acres, depending on available sites that can be developed on time and within the project budget amount. Current site location possibilities are still under negotiation and review, but will ultimately accommodate the aforementioned facilities.

### **INDEPENDENT FISCAL AUDIT**

*Governing Law: The manner in which annual, independent, financial audits shall be conducted, in accordance with regulations established by the State Board of Education, and the manner in which audit exceptions and deficiencies shall be resolved.-- California Education Code Section 47605.6(b)(5)(I)*

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

An annual audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605.6(b)(5)(I) and 47605.6(m). The books and records of RDP will be kept in accordance with generally accepted accounting principles, and as required by applicable law. The audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

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

The annual audit will be completed and forwarded to the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The audit committee will review any audit exceptions or deficiencies and report to the Business Committee of the Board 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 the County 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 County to ensure all audit exceptions and deficiencies are resolved to the satisfaction of the County along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

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

### **CLOSURE PROTOCOL**

*Governing Law: A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records. --Education Code Section 47605.6(b)(5)(Q)*

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

The RSED Board 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 students’ school districts of residence; and the manner in which parents (guardians) may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of 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 RSED Board will also develop a list of students in each grade level and the classes they have completed, together with information on the students’ districts of residence, which they will provide to the entity responsible for closure-related activities. As allowable by the County, the Charter School shall transfer all appropriate student records to the County and shall otherwise assist students in transferring to their next school. If the County will not store student records,



the Charter School will discuss an alternative arrangement with the County and shall provide a copy for parents/guardians of the student record of their child prior to closure. All transfers of student records shall be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g.

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

As soon as is reasonably practical, the Charter 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 the County 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 Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

## VIII. IMPACT ON THE COUNTY

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*Governing Law: Potential civil liability effects, if any, upon the school, any school district where the charter school may operate and upon the county board of education -- Education Code Section 47605.6(h).*

### **Civil Liability**

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

Further, RDP and the County shall enter into a memorandum of understanding or contract which shall provide for indemnification of the County by RDP. 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 RDP.

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

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

## **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 student learning; increase learning opportunities for all students with special emphasis on expanded learning opportunities for all students who are identified as academically low-achieving; create new professional opportunities for teachers; provide parents and students with expanded choices in education; and be following the directive of law to encourage the creation of Charter Schools. The Petitioners are eager to work independently, yet cooperatively with the County to set the gold standard for charter schools. To this end, the Petitioners pledge to work cooperatively with the County to answer any concerns over this document and to present the County with the strongest possible proposal for approval of a charter for a five-year term to begin in 2011.

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

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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 staff, Ms. Harbor and Mr. Fuentes are watching Breakfast and Arrivals. 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 and goes to Recess.

At 12:00 p.m., Jose goes to Mr. 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. He focuses on two subjects in Learning Lab: Literacy and Math. This is Jose's favorite part of the day. He starts with a Math block and when he logs on to the computer, the system puts him into a program called Reasoning Mind. Reasoning Mind is an online program that provides instructional activities and lessons in math. Jose's teachers have helped him by selecting target standards and skills that they would like Jose to practice during this time using the Reasoning Mind curriculum. Today, Reasoning Mind is focused on measurement and the curriculum helps him compare centimeters to inches. Jose is able to click on the words and they are read to him as he listens to the passage through his headphones. This usually helps him to read the passage faster and better as long as the text isn't too hard. Some days, Jose wishes he could stay on the computer all day.

When he finishes his work in Math, it's time for Jose to go with his Literacy tutor, Ms. Gonzalez. Most of Jose's classmates stay on the computer doing Literacy programs during this time. Ms. Gonzalez is one of the school's Individualized Learning Specialists, which means that she spends part of her time coaching students who are working on computer programs as well as spending part of her time tutoring small RtI groups. When Jose works with her, he also gets to work with three other classmates: together, they practice sound-spellings that the group is having trouble with and then read a story and retell the important events. This is a skill that Jose needs to master in order to move up on the DRA and he knows that his teacher wants him to be practicing it -- getting the extra time with Ms. Gonzalez makes it a little bit easier every day. 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 3:20 p.m., Jose goes to Enrichment Center. Jose has forty minutes to play outside with his friends. Jose also goes to see Coach Jessica, who teaches P.E. Coach Jessica is leading a game of basketball today, and she is also coaching on how to dribble the ball. Jose loves recess and also learning how to play so many games.

At 4:00 p.m., it's time for the after school program. As a second grader who qualifies for the RtI tutoring program and is still learning English, Jose needs some extra practice after school. When he went for his tutoring session with Ms. Gonzalez, his classmates were focused on Literacy programs -- after school is Jose's chance to make up that work. 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. On days when he finishes his book early, he is able to log in to an online program called Headsprout. Headsprout also focuses on reading, but when he's playing it feels more like a game.

At 4:45 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**

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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. 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 light bulb 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 postgraduate studies 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.

7 a.m. Ms. Springer arrives at school and works on some scheduling issues for the RtI (Response to Intervention) program. She is coaching an Individualized Learning Specialist 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 8 teachers at Rocketship to develop into outstanding practitioners. She uses Rocketship's Professional Growth Plan (PGP), 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 a Professional Growth 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. Departmentalization accelerates teacher development in this scenario, since Ms. Springer can check back on what a teacher learned with his/her first group of students by observing that teacher's lesson with the second group of students later in the day, speeding up the teach-feedback-improve cycle. 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 walks around to observe students at work in the computer lab, and make notes on some opportunities to jointly plan and teach with an Individualized Learning Specialist whose students are having a hard time with academic vocabulary.

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.

### **Assistant Principal**

1. Helps with arrival – greets students, ensures strong culture, dressed for success, etc.
2. Observes Learning Lab
3. Assigns RtI groups (data analysis) for LL small group tutoring
4. Coaching meeting with ILS (LL staff member)
5. In charge of recess staff – monitors (Principals oversees lunch in this example) – teaches hourly learning staff to run healthy, safe, joyful recess
6. Teacher observation and coaching cycle (coaching, model lesson) – includes 1 afternoon meeting

7. Oversees hallway transitions – reminds students of college going culture
8. Meets with principal to discuss professional pathway and day-to-day school work
9. Oversees dismissal staff – maintains high culture
10. Meets with teacher afterschool

## Appendix C. Course Objectives and EL Strategies

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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. We compared California’s Academic Content Standards with the Common Core standards for each grade level, and made a comprehensive list of all standards for each grade level: from this list, we selected the most rigorous standards as those which are the most important markers of student success. 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. These standards have gone through a rigorous review process: the staff at Rocketship refined them over the course of several years using a backwards planning method. The team began by examining the standards from fifth grade and adjusted them as needed based upon Bloom’s Taxonomy, STAR results, and an evaluation of which standards would best prepare our Rocketeers for sixth grade and beyond. The Rocketship staff then backwards mapped these fifth grade Top 10 standards through to kindergarten. This established the foundation of the long-term plans for each grade level throughout the year. Rocketship Education now provides all its schools with a rigorous, standards-based long-term plan to aid with planning for instruction in each grade level.

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 summer professional development, which allows the staff to focus completely on refining them based upon the data they have for their incoming students and allows 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 pre-cursor 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 provides direct instruction in 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. Words Their Way categorizes spelling stages as:

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 the DRA2 assessment in order to assess a student's progress with their fluency skills. The DRA2 is a reading comprehension assessment which also assesses fluency, scoring students on reading rate (number of words read accurately per minute) in addition to expression. Using this assessment 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 student's 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. Rocketship teachers have 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.

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*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 are not as powerful in building comprehension as Direct Instruction in reading strategies and skills. . Direct Instruction in comprehension helps students name and practice the strategies that proficient adult readers are able to use unconsciously (for example, visualizing and creating mental images while reading, or using the headings of a nonfiction text to gather clues about the topic). 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 teachers provide Direct Instruction in reading strategies during small-group Guided Reading lessons in which students are grouped according to reading level. Teachers model appropriate strategies for each group and give students an opportunity to practice independently with texts that are at their level (ones which they are able to decode fluently). This type of leveled practice is powerful because it requires that students constantly work within their zone of proximal development: with the teacher's assistance, students are led to comprehend increasingly advanced texts. When done by a skilled teacher, Guided Reading can be a powerful tool for accelerating student learning. Groups are formed flexibly at

Rocketship, and students are re-grouped every eight weeks (and often more frequently) based upon assessment results.

Rocketship will also 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 of 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. 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. 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	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

EL Level	K-2	3-5
	<p>books,” picture file cards, observation charts, inquiry charts, T graphs, sentence patterns, “Farmer in the Dell,” and various other strategies. Students at this level have acquired basic conversational skills, so the focus is on helping them acquire the academic language and syntax which they need in order to become more proficient speakers, readers, and writers of English.</p>	<p>graphs, sentence patterns, “Farmer in the Dell,” ELD retell, and various other strategies. Students at this level have acquired basic conversational skills, so the focus is on helping them acquire the academic language and syntax which they need in order to become more proficient speakers, readers, and writers of English.</p>
<p>Advanced (CELDT 4-5)</p>	<p>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 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, and various other strategies.</p>	<p>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 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, and various other strategies.</p>

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
<b>Word Reasoning</b>	<b>Reading 1.6</b> Recognize and name all uppercase and lowercase letters of the alphabet	<b>Reading 1.10</b> 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	<b>Reading 1.9</b> Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly)	<b>Reading 1.8</b> Use knowledge of prefixes (e.g., un-, re-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words	<b>Reading 1.2</b> Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases	<b>Reading 1.4</b> 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>	<b>Reading 3.2</b> Identify types of everyday print materials	<b>Reading 1.16</b> Read aloud with fluency in a manner that sounds like natural speech	<b>Reading 1.6</b> Read aloud fluently and accurately and with appropriate intonation and expression	<b>Reading 2.4</b> Recall major points in the text and make and modify predictions about forthcoming information	<b>Reading 2.2</b> Use appropriate strategies when reading for different purposes (e.g. full comprehension, location of information, personal enjoyment)	<b>Reading 3.4</b> Understand that theme refers to the meaning or moral of a selections and recognize themes (whether implied or stated directly) in sample works
<i>Good Readers Dig Deeper!!</i>	<b>Reading 2.4</b> Retell familiar stories	<b>Reading 2.4</b> Use context to resolve ambiguities about word and sentence meanings	<b>Reading 2.6</b> Recognize cause-and-effect relationships in a text	<b>Reading 2.2</b> Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text	<b>Reading 3.2</b> Identify the main events of the plot, their causes, and the influence of each event on future actions	<b>Reading 2.4</b> Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge
<i>Understanding the Role of the Author</i>	<b>Reading 1.8</b> 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	<b>Reading 3.2</b> Describe the roles of authors and illustrators and their contributions to print materials	<b>Reading 2.4</b> Ask clarifying questions about essential textual elements of exposition (e.g., why, what if, how)	<b>Reading 3.4</b> Determine the underlying theme or author's message in fiction and nonfiction text	<b>Reading 2.1</b> 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	<b>Reading 3.7</b> Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives

<i>Writing CREATIVE Stories</i>	<p><b>Writing 1.3 (First)</b> Print legibly and space letters, words, and sentences appropriately</p>	<p><b>Writing 2.1</b> <i>Write brief narratives</i> describing an experience</p>	<p><b>Writing 2.1</b> <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</p>	<p><b>Writing 2.1</b> <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</p>	<p><b>Writing 2.1</b> <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</p>	<p><b>Writing 2.1</b> <i>Write narratives that establish</i> a. Plot, point of view, setting, and/or conflict b. Show rather than tell the events of the story</p>
<i>Responding to Literature</i>	<p><b>Reading 3.3</b> Identify characters, settings, and important events</p>	<p><b>Reading 2.2</b> Respond to who, what, when, where, and how questions</p>	<p><b>Reading 3.3</b> Compare and contrast different versions of the same stories that reflect different cultures</p>	<p><b>Reading 3.3</b> Determine what characters are like by what they say or do and by how the author or illustrator portrays them</p>	<p><b>Writing 2.2</b> <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</p>	<p><b>Writing 2.2</b> <i>Write responses to literature that</i> a. Demonstrate an understanding of a literary work b. Support judgments through references both to texts and to prior knowledge c. Develop interpretations that exhibit careful reading and understanding</p>

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
<b>Detailed and Factual Writing</b>	<b>Writing 1.1</b> Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events	<b>Writing 2.2</b> Write brief expository descriptions of a real object, person, place, or event, using sensory details	<b>Writing 1.4</b> Revise original draft to improve sequence and provide more descriptive detail	<b>Writing 2.2</b> Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences	<b>Writing 2.3</b> 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)	<b>Writing 2.3</b> Write research reports about key 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
<i>Writing to Influence and Communicate</i>	<b>Written &amp; Oral Language 1.2</b> Spell independently by using pre-phonetic knowledge sounds of the alphabet and knowledge of letter names	<b>Written &amp; Oral Language 1.6</b> Use knowledge of the basic rules of punctuation and capitalization when writing	<b>Writing 2.2</b> Write a friendly letter complete with the date, salutation, body, closing, and signature	<b>Writing 2.3</b> 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	<b>Writing 2.4</b> Write summaries that contain the main ideas of the reading selection and the most significant details	<b>Writing 2.4</b> Write persuasive letters or compositions that a. State clear positions in support of proposal b. Support position with relevant evidence c. Follow simple organization pattern d. Address reader concerns
<i>Speaking Like a Rocketship Rocketeer</i>	<b>Written &amp; Oral Language 1.1</b> Recognize and use complete, coherent sentences when speaking	<b>Written &amp; Oral Language 1.1</b> Write and speak in complete, coherent sentences	<b>Written &amp; Oral Language 1.3</b> Identify and correctly use various parts of speech including nouns and verbs in writing and speaking	<b>Written &amp; Oral Language 1.2</b> Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking	<b>Written &amp; Oral Language 1.3</b> Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking	<b>Written &amp; Oral Language 1.1</b> Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas

<p style="text-align: center;"><i>Presenting Like a Rocketship Rocketeer</i></p>	<p><b>Listening &amp; Speaking 2.1</b> Describe people, places, things (e.g., size, color, shape), locations, and actions</p>	<p><b>Listening &amp; Speaking 2.2</b> 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</p>	<p><b>Listening &amp; Speaking 2.2</b> Report on a topic with facts and details drawing from several sources of information</p>	<p><b>Listening &amp; Speaking 2.1</b> <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</p>	<p><b>Listening &amp; Speaking 2.2</b> <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)</p>	<p><b>Listening &amp; Speaking 2.2</b> <i>Deliver informative presentations</i> about an important idea, issue, or event by the following means a. Frame questions to direct the investigation b. Establish a controlling idea or topic c. Develop the topic with simple facts, details, examples, and explanations</p>
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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**

<b>Listening and Speaking</b>	<b>Strategies and Applications</b> 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)	<b>Strategies and Applications</b> Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information	<b>Strategies and Applications</b> Demonstrate understanding of most idiomatic expressions (e.g., “Give me a hand”) by responding to such expressions and using them appropriately
<b>Listening and Speaking</b>	<b>Strategies and Applications</b> 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	<b>Strategies and Applications</b> 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)	<b>Strategies and Applications</b> Read aloud fluently and accurately and with appropriate intonation and expression
<i>Reading</i>	<b>Word Analysis, Fluency, and Systematic Vocabulary Development</b> Recognize and produce English phonemes that are unlike the phonemes students hear and produce in their primary language	<b>Word Analysis, Fluency, and Systematic Vocabulary Development</b> Apply knowledge of English phonemes in oral and silent reading to derive meaning from literature and texts in content areas	<b>Word Analysis, Fluency, and Systematic Vocabulary Development</b> 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)
<i>Reading</i>	<b>Word Analysis, Fluency, and Systematic Vocabulary Development</b> Produce most English phonemes while beginning to read aloud	<b>Word Analysis, Fluency, and Systematic Vocabulary Development</b> Read narrative and expository texts aloud with the correct pacing, intonation, and expression	<b>Word Analysis, Fluency, and Systematic Vocabulary Development</b> Apply knowledge of academic and social vocabulary while reading independently
<i>Reading</i>	<b>Word Analysis, Fluency, and Systematic Vocabulary Development</b> Retell stories by using simple words, phrases, and sentences	<b>Word Analysis, Fluency, and Systematic Vocabulary Development</b> Recognize and understand simple idioms, analogies, and figures of speech in written text	<b>Word Analysis, Fluency, and Systematic Vocabulary Development</b> Understand idioms, analogies, and metaphors in conversation and written text
<i>Reading</i>	<b>Reading Comprehension</b> Respond orally to stories read aloud, giving one-to two-word responses in answer to factual comprehension questions (who, what, when, where, and how)	<b>Reading Comprehension</b> Read text and orally identify the main ideas and draw inferences about the text by using detailed sentences	<b>Reading Comprehension</b> Read and orally respond to familiar stories and other texts by answering factual comprehension questions about cause-and-effect relationships

Rocketship Top 10 Content Standards for English Language Development

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

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 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 to 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>	<b>Number Sense 1.2</b> Count, recognize, represent, name, and order numbers (to 30) using objects (manipulatives)	<b>Number Sense 1.2</b> Compare and order whole numbers to 100 by using the symbols $>$ , $<$ , and $=$	<b>Number Sense 1.2</b> Use words, models, and expanded forms (example $45=4 \text{ tens} +5$ ) to represent numbers to 1,000	<b>Number Sense 1.3</b> Identify the place value for each digit in numbers to 10,000	<b>Number Sense 1.3</b> Round whole numbers through the millions to the nearest ten, hundred, thousand, ten thousand, or hundred thousand	<b>Number Sense 1.2</b> 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>	<b>Statistics, Data Analysis, and Probability 1.2</b> Identify, describe, and extend simple patterns involving shape, size, or color such as circle, triangle, or red, blue	<b>Number Sense 1.3</b> Represent equivalent forms of the same number through the use of physical models, diagrams, and number expressions	<b>Number Sense 3.1 and 3.2</b> 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	<b>Number Sense 2.3</b> Use the inverse relationship between multiplication and division to compute and check results	<b>Number Sense 3.2</b> 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	<b>Algebra and Functions 1.3</b> Know and use the distributive property in equations and expressions with variables.
<i>Parts of a Whole</i>	<b>Measurement and Geometry 1.4</b> Identify the time (to the nearest hour or half hour) of everyday events (e.g. lunch time is 12 o'clock)	<b>Measurement and Geometry 1.2</b> Tell time to the nearest hour, half hour, and quarter hour and relate time to events (e.g., before/after, shorter/longer)	<b>Number Sense 4.2 and 4.3</b> 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	<b>Number Sense 3.1</b> Compare fractions represented by drawings or concrete materials to show equivalency and to add and subtract simple fractions in context	<b>Number Sense 1.7</b> 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	<b>Number Sense 2.3</b> 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>	<b>Number Sense 2.1</b> Use concrete objects to determine the answers to addition and subtraction problems	<b>Number Sense 2.5</b> Show the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference)	<b>Number Sense 2.2</b> Find the sum or difference of two whole numbers up to three digits long	<b>Number Sense 2.4 and 2.5</b> 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 ( $135/5 =$ )	<b>Number Sense 4.1</b> Understand that many whole numbers break down in different ways (e.g. $12 = 4 \times 3 = 2 \times 6 = 2 \times 2 \times 3$ )	<b>Number Sense 2.1</b> Add, subtract, multiply, and divide all decimal and negative numbers; and verify the reasonableness of the results
<i>Understanding Mathematical Relationships</i>	<b>Measurement and Geometry 1.2</b> Demonstrate an understanding of concepts of time (e.g., morning, afternoon, today, yesterday, tomorrow, week, year) and tools that measure time (clock, calendar)	<b>Algebra and Functions 1.1</b> Write and solve number sentences from problem situations that express relationships involving addition and subtraction	<b>Number Sense 2.1</b> 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	<b>Algebra and Functions 1.1</b> Represent relationships of quantities in the form of mathematical expressions, equations, or inequalities	<b>Number Sense 1.9</b> Identify on a number line the relative position of negative numbers, positive fractions, positive mixed numbers, and positive decimals to two decimal places	<b>Algebra and Functions 1.2</b> 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>	<b>Number Sense 1.1</b> 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	<b>Number Sense 2.2</b> Use the inverse relationship between addition and subtraction to solve problems	<b>Algebra and Functions 1.1</b> Use the commutative and associative rules to simplify mental calculations and to check results	<b>Algebra and Functions 2.1</b> Solve simple problems involving a functional relationship between two quantities (e.g. find the total cost of multiple items given the cost per unit)	<b>Algebra and Functions 1.5</b> Understand that an equation such as $y = 3x + 5$ is a prescription for determining a second number when a first number is given	<b>Algebra and Functions 1.5</b> 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>	<b>Measurement and Geometry 1.1</b> Compare the length, weight, and capacity of objects by making direct comparisons or using reference objects	<b>Number Sense 1.5</b> Identify and know the value of coins and show different combinations of coins that equal the same value	<b>Number Sense 5.1</b> Solve problems using combinations of coins and bills	<b>Measurement and Geometry 1.4 (Fourth)</b> 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.	<b>Measurement and Geometry 2.1</b> 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	<b>Measurement and Geometry 1.4</b> 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>	<b>Algebra and Functions 1.1</b> Identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group	<b>Measurement and Geometry 2.4</b> 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)	<b>Measurement and Geometry 2.1</b> 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	<b>Measurement and Geometry 2.2 &amp; 2.3</b> 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)	<b>Measurement and Geometry 3.5</b> 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	<b>Measurement and Geometry 2.2</b> 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

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

## 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 interactive investigations. 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 interactive investigations. 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	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

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

## *Science*

Investigation and Experimentation Standards should be taught in every grade level. Rocketship schools teach Science content within Literacy and Math classes. We believe that focusing on a smaller number of topics each year allows students to learn material in greater depth, so several topics are chosen as a focus in each grade level. Students are expected to master standards related to that topic from a variety of grade levels: for example, a third grade student who is studying Animal Adaptations may review material that is part of the first grade Science standards as well as beginning to learn information that would typically be covered in a fifth grade classroom.

### **Kindergarten Science Units**

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

**Kindergarten standards: 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<sup>st</sup> grade standards: 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<sup>nd</sup> grade standards: 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<sup>th</sup> grade standards: 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<sup>rd</sup> grade standards:** 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 Science Units**

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

**1<sup>st</sup> grade standards:** 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<sup>th</sup> grade standards:** 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:*

**Kindergarten standards:** 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<sup>st</sup> grade standards:** 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<sup>rd</sup> grade standards:** 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:*

**Kindergarten standards:** 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<sup>st</sup> grade standards:** 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<sup>rd</sup> grade standards:** 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<sup>th</sup> grade standards:** 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 Science Units:**

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

**2<sup>nd</sup> grade standards:** 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<sup>th</sup> grade standards:** 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<sup>th</sup> grade standards:** 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<sup>nd</sup> grade standards:** 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<sup>rd</sup> grade standards:** 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 Science Units:**

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

**Kindergarten standards:** 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.

**Kindergarten standards:** 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<sup>st</sup> grade standards:** 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<sup>nd</sup> grade standards:** 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<sup>rd</sup> grade standards:** 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<sup>th</sup> grade standards:** 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<sup>rd</sup> grade standards:** 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<sup>th</sup> grade standards:** 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 Science Units:**

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

**2<sup>nd</sup> grade standards:** 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<sup>rd</sup> grade standards:** 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<sup>th</sup> grade standards:** 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 Science Units:**

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

(Review Plant Standards and Animal Adaptations in this unit)

**3<sup>rd</sup> grade standards:** 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<sup>th</sup> grade standards:** 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 (CO<sub>2</sub>) and oxygen (O<sub>2</sub>) 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 (CO<sub>2</sub>) 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 (CO<sub>2</sub>) 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<sup>rd</sup> grade standards:** 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<sup>th</sup> grade standards:** 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<sup>rd</sup> grade standards:** 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<sup>th</sup> grade standards:** 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 (C<sub>6</sub>H<sub>12</sub>O<sub>6</sub>), water (H<sub>2</sub>O), helium (He), oxygen (O<sub>2</sub>), nitrogen (N<sub>2</sub>), and carbon dioxide (CO<sub>2</sub>).
- 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

The chart below gives a comprehensive look at which Science standards are addressed at each grade level within Rocketship.

	<b>K</b>	<b>First</b>	<b>Second</b>	<b>Third</b>	<b>Fourth</b>	<b>Fifth</b>
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<b>Life Science</b>	<b>Plants:</b> K 2.a,c 1 2. a-c, e 2 2. e-f 4 3. c	<b>Food Webs:</b> 1 2. c 4 2. a-c		<b>Animal Adaptations &amp; Habitats:</b> 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		<b>Plant &amp; Animal Systems:</b> 3 3. a 5 2. a-g
<b>Earth Science</b>		<b>Weather:</b> K 3. b 1 3. a-c 3 1. a	<b>Rock Cycle:</b> 2 3. a-e 4 4. a-b 4 5. a-c	<b>Astronomy:</b> 3 4. a-e 5 5. a-c		<b>Meteorology &amp; Conserving Resources:</b> 3 3. c 5 3. a-e 5 4. a-e
<b>Physical Science</b>	<b>Light:</b> 3 2. a-d	<b>States of Matter:</b> K1. a-c 1 1. a-b 3 1. e-g 5 3. b	<b>Motion:</b> 2 1. a-e, g 3 1. c		<b>Electricity &amp; Magnetism:</b> 2 1. f 3 1. b 3 1. d 4 1. a-g	<b>Chemistry &amp; Experimentation</b> 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. Literature based social studies units 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	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.

	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. 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.	Students can create brochures to illustrate key ideas about cultures and concepts learned. Teachers can expect students to deliver presentations that have greater detail 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.



## Social Studies Course Objectives

As with Science, Rocketship has chosen to focus on a smaller number of Social Studies units at each grade level in order to allow students to master concepts at a greater level of depth. The chart below gives a comprehensive look at which Social Studies units are taught at each grade level within Rocketship.

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

### Kindergarten Social Studies Units:

#### *Patriotism, Symbols, and Citizenship*

Kindergarten standards. 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<sup>st</sup> grade standards. 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<sup>st</sup> grade standards. 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.

- a. Recite the Pledge of Allegiance and sing songs that express American ideals (e.g., "America").
- b. Understand the significance of our national holidays and the heroism and achievements of the people associated with them.

- c. 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<sup>rd</sup> grade standards. 4. 1-2. Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.

- a. 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.
- b. 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 Social Studies Units:**

#### ***Geography***

Kindergarten standards. 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<sup>st</sup> grade standards. 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<sup>nd</sup> grade standards. 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 Social Studies Units:**

### ***Heritage & Ancestors***

Kindergarten standards. 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<sup>st</sup> grade standards. 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<sup>st</sup> grade standards. 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<sup>nd</sup> grade standards. 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 Social Studies Units:**

#### ***Native American Cultures & Traditions***

3<sup>rd</sup> grade standards. 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<sup>th</sup> grade standards. 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<sup>th</sup> grade standards. 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 Social Studies Units:**

#### ***California History & Westward Expansion***

4<sup>th</sup> grade standards. 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<sup>th</sup> grade standards. 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, Santa Clara County), 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 Social Studies Units:**

#### **Forming a New Nation, The Federal Government**

5<sup>th</sup> grade standards. 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<sup>th</sup> grade standards. 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<sup>th</sup> grade standards. 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<sup>th</sup> grade standards. 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>	<b>Dance 4.1</b> <i>(Aesthetic Valuing)</i> Explain basic features that distinguish one kind of dance from another (e.g., speed, force/energy use, costume, setting, music).	<b>Dance 4.2</b> <i>(Aesthetic Valuing)</i> Describe the experience of dancing two different dances (e.g., Seven Jumps, La Raspa).	<b>Dance 4.2</b> <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).	<b>Dance 1.3</b> <i>(Artistic Perception)</i> Perform short movement problems, emphasizing the element of force/ energy (e.g., swing, melt, explode, quiver).	<b>Dance 1.1</b> <i>(Artistic Perception)</i> Demonstrate mental concentration and physical control in performing dance skills.	<b>Dance 4.2</b> <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>	<b>Dance 2.1</b> <i>(Creative Expression)</i> Create movements that reflect a variety of personal experiences (e.g., recall feeling happy, sad, angry, excited).	<b>Dance 2.3</b> <i>(Creative Expression)</i> Create a short movement sequence with a beginning, a middle, and an end.	<b>Dance 5.2</b> <i>(Connections, Relationships, Applications)</i> Demonstrate language arts concepts through dance (e.g., show different punctuation marks through movement).	<b>Dance 3.3</b> <i>(Historical and Cultural Context)</i> Explain the function of dance in ceremonial and social community events in Native American cultures.	<b>Dance 5.4</b> <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).	<b>Dance 5.1</b> <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>	<b>Music 2.2</b> <i>(Creative Expression)</i> Sing age-appropriate songs from memory.	<b>Music 2.1</b> <i>(Creative Expression)</i> Sing with accuracy in a developmentally appropriate range.	<b>Music 1.2</b> <i>(Artistic Perception)</i> Read, write, and perform simple patterns of pitch, using solfège.	<b>Music 1.3</b> <i>(Artistic Perception)</i> Identify melody, rhythm, harmony, and timbre in selected pieces of music when presented aurally.	<b>Music 2.1</b> <i>(Creative Expression)</i> Sing a varied repertoire of music from diverse cultures, including rounds, descants, and songs with ostinatos, alone and with others.	<b>Music 1.4</b> <i>(Artistic Perception)</i> Analyze the use of music elements in aural examples from various genres and cultures.

<i>Music—Creative Expression</i>	<b>Music 1.2</b> <i>(Artistic Perception)</i> Identify and describe basic elements in music (e.g., high/low, fast/slow, loud/soft, beat).	<b>Music 2.4</b> <i>(Creative Expression)</i> Improvise simple rhythmic accompaniments, using body percussion or classroom instruments.	<b>Music 2.4</b> <i>(Creative Expression)</i> Improvise simple rhythmic and melodic accompaniments, using voice and a variety of classroom instruments.	<b>Music 2.2</b> <i>(Creative Expression)</i> Sing age-appropriate songs from memory, including rounds, partner songs, and ostinatos.	<b>Music 2.2</b> <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.	<b>Music 2.3</b> <i>(Creative Expression)</i> Compose, improvise, and perform basic rhythmic, melodic, and chordal patterns independently on classroom instruments.
<i>Music—Aesthetic Value</i>	<b>Music 2.3</b> <i>(Creative Expression)</i> Play instruments and move or verbalize to demonstrate awareness of beat, tempo, dynamics, and melodic direction.	<b>Music 4.1</b> <i>(Aesthetic Valuing)</i> Create movements to music that reflect focused listening.	<b>Music 4.2</b> <i>(Aesthetic Valuing)</i> Create developmentally appropriate movements to express pitch, tempo, form, and dynamics in music.	<b>Music 4.3</b> <i>(Aesthetic Valuing)</i> Describe how specific musical elements communicate particular ideas or moods in music.	<b>Visual Arts 4.2</b> <i>(Aesthetic Valuing)</i> Identify and describe how a person’s own cultural context influences individual responses to works of art.	<b>Music 4.2</b> <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>	<p><b>Theatre 1.1</b> <i>(Artistic Perception)</i> Use the vocabulary of theatre, such as actor, character, cooperation, setting, the five senses, and audience to describe theatrical experiences.</p>	<p><b>Theatre 1.1</b> <i>(Artistic Perception)</i> Use the vocabulary of the theatre, such as <i>play, plot (beginning, middle and end), improvisation, pantomime, stage, character, and audience</i>, to describe theatrical experiences.</p>	<p><b>Theatre 1.1</b> <i>(Artistic Perception)</i> Use the vocabulary of theatre, such as <i>plot (beginning, middle, and end), scene, sets, conflict, script, and audience</i>, to describe theatrical experiences.</p>	<p><b>Theatre 1.1</b> <i>(Artistic Perception)</i> Use the vocabulary z of theatre, such as <i>character, setting, conflict, audience, motivation, stage areas, and blocking</i>, to describe theatrical experiences.</p>	<p><b>Theatre 2.3</b> <i>(Creative Expression)</i> Design or create costumes, makeup, or masks to communicate a character in formal or informal performances.</p>	<p><b>Theatre 1.1</b> <i>(Artistic Perception)</i> Use the vocabulary of theatre, such as <i>sense memory, script, cue, monologue, dialogue, protagonist, and antagonist</i>, to describe theatrical experiences.</p>
<i>Theatre—History and Culture</i>	<p><b>Theatre 3.1</b> <i>(Historical and Cultural Context)</i> Retell or dramatize stories, myths, fables, and fairy tales from various cultures and times.</p>	<p><b>Theatre 3.1</b> <i>(Historical and Cultural Context)</i> Identify the cultural and geographic origins of stories.</p>	<p><b>Dance 3.1</b> <i>(Historical and Cultural Context)</i> Name and perform social and traditional dances from various cultures.</p>	<p><b>Theatre 3.1</b> <i>(Historical and Cultural Context)</i> Dramatize different cultural versions of similar stories from around the world.</p>	<p><b>Theatre 3.1</b> <i>(Historical and Cultural Context)</i> Identify theatrical or storytelling traditions in the cultures of ethnic groups throughout the history of CA.</p>	<p><b>Theatre 3.3</b> <i>(Historical and Cultural Context)</i> Analyze ways in which theatre, television, and film play a part in our daily lives.</p>
<i>Theatre—Aesthetic Value</i>	<p><b>Dance 1.2</b> <i>(Artistic Perception)</i> Perform basic locomotor skills (e.g., walk, run, gallop, jump, hop, and balance).</p>	<p><b>Theatre 2.1</b> <i>(Creative Expression)</i> Demonstrate skills in pantomime, tableau, and improvisation.</p>	<p><b>Theatre 4.1</b> <i>(Aesthetic Valuing)</i> Critique an actor’s performance as to the use of voice, gesture, facial expression, and movement to create character.</p>	<p><b>Theatre 4.1</b> <i>(Aesthetic Valuing)</i> Develop and apply appropriate criteria or rubrics for evaluating a theatrical experience.</p>	<p><b>Theatre 4.2</b> <i>(Aesthetic Valuing)</i> Compare and contrast the impact on the audience of theatre, film, television, radio, and other media.</p>	<p><b>Theatre 4.1</b> <i>(Aesthetic Valuing)</i> Develop and apply appropriate criteria for critiquing the work of actors, directors, writers, and technical artists in theatre, film, and video.</p>

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

## **Appendix D. Strategies and Outcomes for At-Risk Students**

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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 Student Outcomes***

Rocketship anticipates that 70% or more of our students will be eligible for free and reduced meals and over 60% will be ELL students. Because of these hardships, most of our students are at-risk of failing. Our core program is geared toward students like this.

### ***Strategies to Improve At-Risk Performance***

1. *Early Detection* Rocketship will use the DRA 2 assessment and CORE Phonics Survey 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.

**Appendix E: Sample Individualized Learning Plan and Corresponding 8-week RtI Plan**

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**INDIVIDUALIZED LEARNING PLAN**

**STUDENT NAME: David B.**

<b>Prefers to be called:</b>	<b>Grade:</b> 3	<b>Teachers:</b> Fromoltz/Netter
<b>Years at Rocketship:</b> 1	<b>IEP?</b> No	<b>CELDT level:</b> 3
<b>Date of initial ILP:</b> November 18, 2010	<b>Area(s) of concern:</b> Reading Comprehension: Summary lacks detail, author's message, predictions don't reflect critical thought, does not describe characters using character traits. WPM: Slower than necessary.	

**CURRENT ACADEMIC RECORD: 2009-2010**

	September	October	January	March	May
<b>DRA</b>	<b>DRA:</b> N/A	<b>DRA:</b> 20 <b>DRA Fluency:</b> 68 WPM			
<b>Math assessments</b>					
<b>Additional assessments</b> (letter names, sight words, fact tests, etc.: please specify)					

**PARTICIPATION IN RTI: 2009-2010**

	Mini-cycle	Cycle I	Cycle II	Cycle III	Cycle IV
Yes/No	X	X	✓		

**PREVIOUS ACADEMIC RECORD (end-of-year results, as known)**

	Kinder	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
<b>DRA</b>				
<b>Letter names &amp; sounds</b>				
<b>Sight words</b>				
<b>Writing rubric level</b>				
<b>Math assessments</b>				
<b>STAR ELA</b>				
<b>STAR Math</b>				
<b>Additional assessments</b> (letter names, sight words, fact tests, etc.: please specify)				

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**CLARIFICATION OF THE PROBLEM**

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Given the data and classroom observations, the biggest areas of concern are the following:

- **Reading behaviors** (please note strengths *and* weaknesses):

**Fluency:**

- 👍 David reads with strong expression most of the time.
- 👎 David’s reading rate is much slower than necessary. He needs more practice reading out loud to increase the pace at which he reads.

**Comprehension:**

- 👍 Oral retell skills are very strong.
- 👍 Summary contains events from beginning, middle, and end.
- 👎 David struggles to identify author’s messages when they are less clear.



- 👉 Makes obvious predictions that make sense. But once the obvious predictions are made, he struggles to make less obvious predictions.
- 👉 David needs to provide proof for his predictions. (...because)
- 👉 Lacks relevant detail inside the summary.
- 👉 Lacks character names or vocabulary in summary.
- 👉 Needs to describe characters using adjectives and providing proof for the adjective selection. He can list character actions, but doesn't use adjectives.

- **Writing** (please note strengths and weakness):

- 👉 David often lacks detail when writing. As he moves on to written summary, it will be important for her to incorporate detail in her writing (eg: describing the characters, the setting, and the events).

- **ELD/oral language** (please note strengths *and* weaknesses):

**Oral Communication:**

- 👉 David can communicate in English.

**Following Directions:**

- 👉 Most of the time David can understand verbal directions.

**Vocabulary:**

- 👉 David struggles to find appropriate vocabulary, both academic and otherwise.

**Focus/motivation issues** (please note strengths *and* weaknesses):

- 👉 David can be easily distracted by students craving negative attention.

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**GOAL SETTING**

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Set three clear, measurable goals that will be assessed at the beginning and end of the Rtl cycle:

Goal	Primary time for practice (in class, Learning Lab/after school)	Assessment(s)
<b>Goal 1:</b> By the end	In class <i>and</i> after school	DRA (will be reassessed)

of this cycle, Angel should be at a DRA 30*.		after 4 weeks)
<b>Goal 3:</b> Davidl’s fluency rate will increase to 120 WPM	In class <i>and</i> after school <i>and</i> at home	DRA Fluency

**ACTION PLAN**

What kinds of interventions will the student receive in class and in tutoring to help them successfully meet their goals?

<b>Tier I (Classroom) Interventions</b>	<b>Method of Practice</b>	<b>Suggested Materials</b>
<b>Intervention 1:</b> DRA	<ul style="list-style-type: none"> <li>• Angel will have guided reading twice weekly. During this time:               <ul style="list-style-type: none"> <li>○ <b>Summary Writing:</b></li> </ul> </li> </ul> <p><i>Identifying Events to Write About</i> David will practice identifying five important events in the story based on plot structure (which event causes the problem in the story, which events make the problem worse, when does the problem start to go away, what events help lead to a solution, how is the problem finally solved.</p> <p><i>Summarizing each Event</i> David will be summarizing individual events. When he summarizes an event, he will work to include characters, setting, what happens, and how the characters feel.</p> <p><i>Summarizing All Together</i> David will tie together summaries of individual events to make a cohesive summary</p>	<p>Guided reading texts both fiction and nonfiction at levels 14, 16, 18, 20, and 24.</p> <p>Sentence frames for MIE.</p> <p>List of common themes/messages.</p> <p>Sentence frame for author’s message.</p> <p>Sentence frame for making connections.</p>

	<p>for an entire text.</p> <ul style="list-style-type: none"> <li>○ <b>Character Traits:</b> David will describe what a character is like based on their actions or appearance. He will use a character trait, then prove it by explaining “because.”</li> <li>○ <b>Making Predictions:</b> David will practice justifying her predictions. We will use a graphic organizer with specific types of “proof”.</li> <li>○ <b>Author’s Message:</b> We will read texts with clear author’s messages, and build his exposure to common messages and themes. The more he is exposed to this type of question, the more he will improve.</li> <li>○ <b>Predictions:</b> Practice making predictions/proving it.</li> </ul>	
<b>Intervention 3:</b> WPM	<ul style="list-style-type: none"> <li>• Before starting centers each day, David and his reading partner will need to time each other on reading a fluency passage. They will revisit the passage each day and time themselves. They will track their progress. Each time they will also fill out a coaching form regarding their partner’s expression specifically.</li> <li>• David have a leveled fluency passage to read at home each week.</li> <li>• David will read aloud during guided reading and receive immediate feedback.</li> </ul>	Fluency passages, timers
<b>Tier II (RtI) Interventions</b>	<b>Method of Practice</b>	<b>Suggested Materials</b>
<b>Intervention 1:</b> DRA	<i>See 8-Week Plan</i>	<i>See 8-Week Plan</i>
<b>Intervention 2:</b> Letter names/sounds	<i>See 8-Week Plan</i>	<i>See 8-Week Plan</i>

or sight words		
<b>Intervention 3:</b> WPM	Timed oral reading practice	

### Corresponding 8-week RtI Plan

**8-Week Plan: Group** \_\_\_\_, \_\_\_\_\_

**Monday-Thursday, Time**

Name	DRA	Teacher	Class	Pickup

**DRA goal for the group:** Students will pass the DRA level 24-28 in **January**.

**Additional goals on ILPs:**

- \_\_\_\_\_ will
- \_\_\_\_\_ will
- \_\_\_\_\_ will
- \_\_\_\_\_ will

Week #	Sessions	Objectives / Lessons	Materials
<b>Week 1</b> (Nov. 29- Dec. 2)	Mon - Thurs  (4 days)	<p style="text-align: center;"><b>FICTION</b></p> <p style="text-align: center;"><b>(NOTE: Students will experience written tests for the first time at level 28.)</b></p> <p>Beginning of session stuff (name games/nametags, read aloud, write a paragraph about yourself, etc.) <i>As needed – should be no more than 30 min. during first session with the group.</i></p> <p><b>Sight Words:</b> Use Rocketship High Frequency Words indicated by teachers OR if no words are indicated, use HFW list 28 (1<sup>st</sup> half)</p> <p><b>Word ladders:</b> one daily, _____ 2<sup>nd</sup>-3<sup>rd</sup> grade book</p> <p><b>Decoding/Comprehension Mini-Lessons:</b> for each GR lesson, choose one decoding goal and one comprehension goal. Present these goals to students before reading, reinforce during reading, and evaluate progress toward goals after reading. Note:</p>	<p><b>GR books:</b> DRA level 24 (or Reading A-Z level M)</p> <p><b>K-3 DRA2 Teacher Guide:</b></p> <ul style="list-style-type: none"> <li>• “Storyboard” p. 131</li> <li>• “Prediction” p. 134-135</li> <li>• “My Book Log” p. 139</li> </ul> <p><b>Games:</b></p> <ul style="list-style-type: none"> <li>• (Create-your-own) sight word Bingo</li> <li>• vocab-building games with affixes and –ed endings</li> <li>• fiction comprehension games</li> <li>• retelling games</li> <li>• main idea games</li> </ul> <p>* Note: students should <i>always</i> read the word cards and give</p>

		<p>it's ok to read the same book over the course of 2-3 days so that you can practice multiple decoding/comprehension skills!</p> <p><i>Decoding:</i></p> <ul style="list-style-type: none"> <li>• Read and identify words with <b>r-controlled</b> patterns.</li> <li>• Reread passages explicitly for <b>fluency</b> practice (one-minute timed readings, goal = 75 wpm)</li> <li>• <b>Monitor and clarify</b> while reading independently (“Does that sound right? Does that make sense?”)</li> <li>• Identify unknown vocabulary words and use <b>context clues</b> to predict the meaning</li> <li>• Read with <b>expression</b>. Tutor and students use the expression checklist. With a fiction book, expression should sound like talking.</li> </ul> <p><i>Comprehension:</i></p> <ul style="list-style-type: none"> <li>• Record books read on a <b>reading log</b>. Tutor will model each time the group begins a new book.</li> <li>• Define <b>fiction books</b> as stories that are made up and may teach us a lesson. (fiction = fake).</li> <li>• Orally list three traits that describe the main character after reading 2-3 pages of text (<b>characterization</b>).</li> <li>• Use the title, and known information about the characters after reading 2-3 pages to make reasonable <b>predictions</b>. Tutor models the first one, and then supports students. Student responses should push beyond what was read aloud and include evidence from the text. “What made you think so?”</li> <li>• Orally retell the text. Use a five finger retell.</li> </ul>	<p>reasons why they chose a given answer if the game has cards with multiple choice answers.</p>
<p><b>Week 2</b> (Dec. 6-9)</p>	<p>Mon - Thurs  (4 days)</p>	<p style="text-align: center;"><b>FICTION</b></p> <p><b>Sight Words:</b> Use Rocketship High Frequency Words indicated by teachers OR if no words are indicated, use HFW list 28 (2nd half)</p> <p><b>Word ladders:</b> one daily, _____ 2<sup>nd</sup>-3<sup>rd</sup> grade book</p> <p><b>Decoding/Comprehension Mini-Lessons:</b> for each GR lesson, choose one decoding goal and one comprehension goal. Present these goals to students before reading, reinforce during reading, and evaluate progress toward goals after reading. Note: it's ok to read the same book over the course of 2-3 days so that you can practice multiple</p>	<p><b>GR books:</b> DRA level 24 (or Reading A-Z level M)</p> <p><b>K-3 DRA2 Teacher Guide:</b></p> <ul style="list-style-type: none"> <li>• “Storyboard” p. 131</li> <li>• “Prediction” p. 134-135</li> <li>• “Reflection” (Interpretation) p. 137</li> <li>• “My Book Log” p. 139</li> </ul> <p><b>Games:</b></p> <ul style="list-style-type: none"> <li>• (Create-your-own) sight word Bingo</li> <li>• vocab-building games with affixes</li> <li>• fiction comprehension</li> </ul>

		<p>decoding/comprehension skills!</p> <p><i>Decoding:</i></p> <ul style="list-style-type: none"> <li>• Read and identify words with inflectional endings, <b>-s, -es, -ing</b>.</li> <li>• Reread passages explicitly for <b>fluency</b> practice (one-minute timed readings, goal = 75 wpm)</li> <li>• <b>Monitor and clarify</b> while reading independently (“Does that sound right? Does that make sense?”)</li> <li>• Identify unknown vocabulary words and use <b>context clues</b> to predict the meaning</li> <li>• Read with <b>expression</b>. Tutor and students use the expression checklist. With a fiction book, expression should sound like talking.</li> </ul> <p><i>Literal Comprehension (2/week):</i></p> <ul style="list-style-type: none"> <li>• Orally list three traits that describe the main character after reading 2-3 pages of text (<b>characterization</b>).</li> <li>• Use a graphic organizer to capture all <b>events, details, and key vocabulary in sequence</b>. (sequencing map, storyboard, etc.)</li> <li>• Orally retell the text. Students must include all important events from the beginning, middle, and end, some specific details, key vocabulary, and all important characters’ names. Tutor may prompt using the following phrases only: <ul style="list-style-type: none"> <li>- Tell me more.</li> <li>- What happened at the beginning?</li> <li>- What happened before/after _____?</li> <li>- Who else was in the story?</li> <li>- How did the story end?</li> </ul> </li> </ul> <p><i>Higher-Order Thinking Skills (2/week):</i></p> <ul style="list-style-type: none"> <li>• Use the title, and known information about the characters after reading 2-3 pages to make reasonable <b>predictions</b>. Tutor models the first one, and then supports students. Student responses should push beyond what was read aloud and include evidence from the text. “What made you think so?”</li> <li>• Determine the lesson that the character learned in the story. “How do you know? Why is this lesson important?”</li> </ul>	<p>games</p> <ul style="list-style-type: none"> <li>• retelling games</li> <li>• main idea games</li> </ul> <p>* Note: students should <i>always</i> read the word cards and give reasons why they chose a given answer if the game has cards with multiple choice answers.</p>
<p><b>Week 3</b> (Dec. 13-</p>	<p>Mon - Thurs</p>	<p align="center"><b>FICTION</b></p> <p><b>Sight Words:</b> Use Rocketship High</p>	<p><b>GR books:</b> DRA level 24 (or Reading A-Z level M)</p>

16)	(4 days)	<p>Frequency Words indicated by teachers OR if no words are indicated, use HFW list 29 (1st half)</p> <p><b>Word ladders:</b> one daily, _____ 2<sup>nd</sup>-3<sup>rd</sup> grade book</p> <p><b>Decoding/Comprehension Mini-Lessons:</b> for each GR lesson, choose one decoding goal and one comprehension goal. Present these goals to students before reading, reinforce during reading, and evaluate progress toward goals after reading. Note: it's ok to read the same book over the course of 2-3 days so that you can practice multiple decoding/comprehension skills!</p> <p><i>Decoding:</i></p> <ul style="list-style-type: none"> <li>• Read and indentify <b>contractions</b>.</li> <li>• Reread passages explicitly for <b>fluency</b> practice (one-minute timed readings, goal = 75 wpm)</li> <li>• <b>Monitor and clarify</b> while reading independently (“Does that sound right? Does that make sense?”)</li> <li>• Identify unknown vocabulary words and use <b>context clues</b> to predict the meaning</li> <li>• Read with <b>expression</b>. Tutor and students use the expression checklist. With a fiction book, expression should sound like talking.</li> </ul> <p><i>Literal Comprehension (2/week):</i></p> <ul style="list-style-type: none"> <li>• Orally list three traits that describe the main character after reading 2-3 pages of text (<b>characterization</b>).</li> <li>• Use a graphic organizer to capture all <b>events, details, and key vocabulary in sequence</b>. (sequencing map, storyboard, etc.)</li> <li>• Orally retell the text. Students must include all important events from the beginning, middle, and end, some specific details, key vocabulary, and all important characters’ names. Tutor may prompt using <b>1-2</b> of the following phrases only: <ul style="list-style-type: none"> <li>- Tell me more.</li> <li>- What happened at the beginning?</li> <li>- What happened before/after _____?</li> <li>- Who else was in the story?</li> <li>- How did the story end?</li> </ul> </li> <li>• Write <b>retells</b> (or tutor scribes for group). <b>Revise</b> as a group for events, details, key vocab, and sequence. Students add details or</li> </ul>	<p><b>K-3 DRA2 Teacher Guide:</b></p> <ul style="list-style-type: none"> <li>• “Storyboard” p. 131</li> <li>• “Prediction” p. 134-135</li> <li>• “Reflection” p. 36</li> <li>• “Reflection” (Interpretation) p. 137</li> <li>• “My Book Log” p. 139</li> </ul> <p><b>Games:</b></p> <ul style="list-style-type: none"> <li>• (Create-your-own) sight word Bingo</li> <li>• vocab-building games with affixes</li> <li>• fiction comprehension games</li> <li>• retelling games</li> <li>• main idea games</li> </ul> <p>* Note: students should <i>always</i> read the word cards and give reasons why they chose a given answer if the game has cards with multiple choice answers.</p>
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		<p>change information with another color (colored pencil).</p> <p><i>Higher-Order Thinking Skills (2/week):</i></p> <ul style="list-style-type: none"> <li>• Determine the <b>lesson</b> that the character learned in the story. “How do you know? Why is this lesson important?”</li> <li>• Determine the <b>lesson</b> that the reader can learn from the story (this might be more general). The frame “You should/shouldn’t ___ because ___” often works. Examples include: <ul style="list-style-type: none"> <li>- You should listen to your parents because they know what’s best to keep you safe.</li> <li>- You should be happy with yourself no matter what you like because there is something special about everyone.</li> <li>- You shouldn’t give up if you have a problem because there is always someone who can help.</li> </ul> </li> <li>• Identify the <b>most important</b> event in the story. The response should address the author’s message. The response to <i>why</i> might contain demonstration of higher-order thinking. “What do you think is the most important event in this story? Tell why you think it is important.”</li> </ul>	
<p><b>Week 4</b> (Jan. 3-6)</p>	<p>Mon - Thurs  (4 days)</p>	<p style="text-align: center;"><b>FICTION</b></p> <p><b>Sight Words:</b> Use Rocketship High Frequency Words indicated by teachers OR if no words are indicated, use HFW list 29 (2<sup>nd</sup> half)</p> <p><b>Word ladders:</b> one daily, _____ 2<sup>nd</sup>-3<sup>rd</sup> grade book</p> <p><b>Decoding/Comprehension Mini-Lessons:</b> for each GR lesson, choose one decoding goal and one comprehension goal. Present these goals to students before reading, reinforce during reading, and evaluate progress toward goals after reading. Note: it’s ok to read the same book over the course of 2-3 days so that you can practice multiple decoding/comprehension skills!</p> <p><i>Decoding:</i></p> <ul style="list-style-type: none"> <li>• Sort words with <b>-ed</b> inflectional endings into the sounds -d, -t, and -id/-ed.</li> <li>• Reread passages explicitly for <b>fluency</b> practice (one-minute timed readings, goal = 75 wpm)</li> </ul>	<p><b>GR books:</b> DRA level 28 (or Reading A-Z level N)</p> <p><b>K-3 DRA2 Teacher Guide:</b></p> <ul style="list-style-type: none"> <li>• “Storyboard” p. 131</li> <li>• “Prediction” p. 134-135</li> <li>• “Reflection” p. 36</li> <li>• “Reflection” (Interpretation) p. 137</li> <li>• “My Book Log” p. 139</li> </ul> <p><b>Games:</b></p> <ul style="list-style-type: none"> <li>• (Create-your-own) sight word Bingo</li> <li>• vocab-building games with affixes</li> <li>• fiction comprehension games</li> <li>• retelling games</li> <li>• main idea games</li> </ul> <p>* Note: students should <i>always</i> read the word cards and give reasons why they chose a given answer if the game has cards with</p>



		<ul style="list-style-type: none"> <li>• <b>Monitor and clarify</b> while reading independently (“Does that sound right? Does that make sense?”)</li> <li>• Identify unknown vocabulary words and use <b>context clues</b> to predict the meaning</li> <li>• Read with <b>expression</b>. Tutor and students use the expression checklist. With a fiction book, expression should sound like talking.</li> </ul> <p><i>Literal Comprehension (2/week):</i></p> <ul style="list-style-type: none"> <li>• Orally list three traits that describe the main character after reading 2-3 pages of text (<b>characterization</b>).</li> <li>• Use a graphic organizer to capture all <b>events, details, and key vocabulary in sequence</b>. (sequencing map, storyboard, etc.)</li> <li>• Orally retell the text. Students must include all important events from the beginning, middle, and end, some specific details, key vocabulary, and all important characters’ names. Tutor may prompt using <b>1-2</b> of the following phrases only: <ul style="list-style-type: none"> <li>- Tell me more.</li> <li>- What happened at the beginning?</li> <li>- What happened before/after _____?</li> <li>- Who else was in the story?</li> <li>- How did the story end?</li> </ul> </li> <li>• Write <b>retells</b> (or tutor scribes for group). <b>Revise</b> as a group for events, details, key vocab, and sequence. Students add details or change information with another color (colored pencil).</li> </ul> <p><i>Higher-Order Thinking Skills (2/week):</i></p> <ul style="list-style-type: none"> <li>• Use the title, and known information about the characters after reading 2-3 pages to make reasonable <b>predictions</b>. Tutor models the first one, and then supports students. Student responses should push beyond what was read aloud and include evidence from the text. “What made you think so?”</li> <li>• Determine the lesson that the character learned in the story. “How do you know? Why is this lesson important?”</li> <li>• Determine the lesson that the reader can learn from the story (this might be more general). The frame “You should/shouldn’t _____”</li> </ul>	multiple choice answers.
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		<p>because _____” often works. Examples include:</p> <ul style="list-style-type: none"> <li>- You should listen to your parents because they know what’s best to keep you safe.</li> <li>- You should be happy with yourself no matter what you like because there is something special about everyone.</li> <li>- You shouldn’t give up if you have a problem because there is always someone who can help.</li> </ul> <ul style="list-style-type: none"> <li>• Orally isolate the <b>most important</b> event in the story. The response should address the author’s message. The response to <i>why</i> might contain demonstration of higher-order thinking. “What do you think is the most important event in this story? Tell why you think it is important.””</li> </ul>	
<p><b>Week 5</b> (Jan. 10-13)</p>	<p>Mon - Thurs  (4 days)</p>	<p style="text-align: center;"><b>NONFICTION</b></p> <p><b>Sight Words:</b> Use Rocketship High Frequency Words indicated by teachers OR if no words are indicated, use HFW list 30 (1<sup>st</sup> half)</p> <p><b>Word ladders:</b> one daily, _____ 2<sup>nd</sup>-3<sup>rd</sup> grade book</p> <p><b>Decoding/Comprehension Mini-Lessons:</b> for each GR lesson, choose one decoding goal AND one literal comprehension OR one higher-order-thinking goal. Each week you should have 2 lessons with literal comprehension goals and 2 lessons with higher-order thinking goals. Present these goals to students before reading, reinforce during reading, and evaluate progress toward goals after reading. Note: it’s ok to read the same book over the course of 2-3 days so that you can practice multiple decoding/comprehension skills!</p> <p><i>Decoding:</i></p> <ul style="list-style-type: none"> <li>• Chunk <b>multisyllabic words</b> (including identifying and counting/markings the vowel sounds).</li> <li>• Chunk multisyllabic words with <b>affixes</b>.</li> <li>• Sort words with –ed inflectional endings into the sounds –d, -t, and –id/-ed.</li> <li>• Reread passages explicitly for <b>fluency</b> practice (one-minute timed readings, goal = 75 wpm)</li> <li>• <b>Monitor and clarify</b> while reading independently (“Does that sound</li> </ul>	<p><b>GR books:</b> DRA level 28(or Reading A-Z level N)</p> <p><b>K-3 DRA2 Teacher Guide:</b></p> <ul style="list-style-type: none"> <li>• “Prediction” p. 135</li> <li>• “Reflection” p. 136</li> <li>• “My Book Log” p. 139</li> </ul> <p><b>Games:</b></p> <ul style="list-style-type: none"> <li>• (Create-your-own) sight word Bingo</li> <li>• vocab-building games with affixes</li> <li>• nonfiction games</li> <li>• retelling games</li> <li>• main idea games</li> </ul> <p>* Note: students should <i>always</i> read the word cards and give reasons why they chose a given answer if the game has cards with multiple choice answers.</p>

		<p>right? Does that make sense?")</p> <ul style="list-style-type: none"> <li>Identify unknown vocabulary words and use <b>context clues</b> to predict the meaning</li> <li>Read with <b>expression</b>. Tutor and students use the expression checklist. With a nonfiction book, expression should sound like teaching.</li> </ul> <p><i>Comprehension:</i></p> <ul style="list-style-type: none"> <li>Define <b>nonfiction books</b> as books with facts about a topic (<b>nonfiction = not fake</b>).</li> <li>Use <b>nonfiction text features</b> to gather information and answer questions (table of contents, headings, labeled diagrams, maps, captions, timelines, flow charts, glossary). Tutor teaches the purpose and how to use various text features from the book. Tutor uses prepared questions based on the text features in the book. "Read the map. What does it show you?"</li> <li>Students use the title, table of contents and information read in the first few pages to orally <b>ask questions</b> about what they think will be answered in the text. Student responses should push beyond what was read aloud. "Why, how, what if?"</li> <li>Use the title, table of contents, and information read in first few pages to <b>make predictions</b> about what will be learned in the text. Tutor models the first one, and then supports students. Student responses should push beyond what was read aloud.</li> </ul>	
<p><b>Week 6</b> (Jan. 18-20)</p>	<p>Mon - Wed (3 days)</p>	<p><b>Sight Words:</b> Use Rocketship High Frequency Words indicated by teachers OR if no words are indicated, use HFW list 30 (2<sup>nd</sup> half)</p> <p><b>Word ladders:</b> one daily, _____ 2<sup>nd</sup>-3<sup>rd</sup> grade book</p> <p><b>Decoding/Comprehension Mini-Lessons:</b> for each GR lesson, choose one decoding goal and one comprehension goal. Present these goals to students before reading, reinforce during reading, and evaluate progress toward goals after reading. Note: it's ok to read the same book over the course of 2-3 days so that you can practice multiple decoding/comprehension skills!</p> <p><i>Decoding:</i></p> <ul style="list-style-type: none"> <li>Chunk <b>multisyllabic words</b></li> </ul>	<p><b>GR books:</b> DRA level 28 (or Reading A-Z level O)</p> <p><b>K-3 DRA2 Teacher Guide:</b></p> <ul style="list-style-type: none"> <li>"Prediction" p. 135</li> <li>"Reflection" p. 136</li> <li>"My Book Log" p. 139</li> </ul> <p><b>Games:</b></p> <ul style="list-style-type: none"> <li>(Create-your-own) sight word Bingo</li> <li>vocab-building games with affixes</li> <li>nonfiction games</li> <li>retelling games</li> <li>main idea games</li> </ul> <p>* Note: students should <i>always</i> read the word cards and give</p>

		<p>(including identifying and counting/marketing the vowel sounds).</p> <ul style="list-style-type: none"> <li>• Chunk multisyllabic words with <b>affixes</b>.</li> <li>• Sort words with –ed inflectional endings into the sounds –d, -t, and –id/-ed.</li> <li>• Reread passages explicitly for <b>fluency</b> practice (one-minute timed readings, goal = 75 wpm)</li> <li>• <b>Monitor and clarify</b> while reading independently (“Does that sound right? Does that make sense?”)</li> <li>• Identify unknown vocabulary words and use <b>context clues</b> to predict the meaning</li> <li>• Read with <b>expression</b>. Tutor and students use the expression checklist. With a nonfiction book, expression should sound like teaching.</li> </ul> <p><i>Literal Comprehension(2/week):</i></p> <ul style="list-style-type: none"> <li>• Use <b>nonfiction text features</b> to gather information and answer questions (table of contents, headings, labeled diagrams, maps, captions, timelines, flow charts, glossary). Tutor teaches the purpose and how to use various text features from the book. Tutor uses prepared questions based on the text features in the book. “Read the map. What does it show you?”</li> <li>• Students use the title, table of contents and information read in the first few pages to orally <b>ask questions</b> about what they think will be answered in the text. Student responses should push beyond what was read aloud. “Why, how, what if?”</li> <li>• Use a graphic organizer (web) to list <b>important facts</b> from each heading. Fill in the title and headings and then students search for facts. Students can write facts in their own words on post-its and place them where they were discovered in the text.</li> <li>• Write a <b>summary (retell)</b> of the text by heading. The students should include two significant facts from each section in their own words and demonstrate an understanding of key vocabulary.</li> <li>• <b>Revise summary</b> as a group for important facts and key vocab. Students add details or change</li> </ul>	<p>reasons why they chose a given answer if the game has cards with multiple choice answers.</p>
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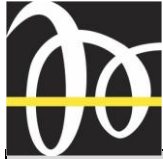
		<p>information with another color (colored pencil).</p> <p><i>Higher-Order Thinking:</i></p> <ul style="list-style-type: none"> <li>Use the title, table of contents, and information read in first few pages to <b>make predictions</b> about what will be learned in the text. Tutor models the first one, and then supports students. Student responses should push beyond what was read aloud.</li> </ul>	
<p><b>Week 7</b> (Jan 24 - 27)</p>	<p>Mon - Tues (4 days)</p>	<p style="text-align: center;"><b>NONFICTION</b></p> <p><b>Sight Words:</b> Use Rocketship High Frequency Words indicated by teachers OR if no words are indicated, use HFW list 31 (1<sup>st</sup> half)</p> <p><b>Word ladders:</b> one daily, _____ 2<sup>nd</sup>-3<sup>rd</sup> grade book</p> <p><b>Decoding/Comprehension Mini-Lessons:</b> for each GR lesson, choose one decoding goal and one comprehension goal. Present these goals to students before reading, reinforce during reading, and evaluate progress toward goals after reading. Note: it's ok to read the same book over the course of 2-3 days so that you can practice multiple decoding/comprehension skills!</p> <p><i>Decoding:</i></p> <ul style="list-style-type: none"> <li>Chunk <b>multisyllabic words</b> (including identifying and counting/markings the vowel sounds).</li> <li>Chunk multisyllabic words with <b>affixes</b>.</li> <li>Sort words with -ed inflectional endings into the sounds -d, -t, and -id/-ed.</li> <li>Reread passages explicitly for <b>fluency</b> practice (one-minute timed readings, goal = 75 wpm)</li> <li><b>Monitor and clarify</b> while reading independently (“Does that sound right? Does that make sense?”)</li> <li>Identify unknown vocabulary words and use <b>context clues</b> to predict the meaning</li> <li>Read with <b>expression</b>. Tutor and students use the expression checklist. With a nonfiction book, expression should sound like teaching.</li> </ul> <p><i>Literal Comprehension(2/week):</i></p> <ul style="list-style-type: none"> <li>Use a graphic organizer (web) to list <b>important facts</b> from each heading. Fill in the title and headings and then students search</li> </ul>	<p><b>GR books:</b> DRA level 28(or Reading A-Z level O)</p> <p><b>K-3 DRA2 Teacher Guide:</b></p> <ul style="list-style-type: none"> <li>“Prediction” p. 135</li> <li>“Reflection” p. 136</li> <li>“My Book Log” p. 139</li> </ul> <p><b>Games:</b></p> <ul style="list-style-type: none"> <li>(Create-your-own) sight word Bingo</li> <li>vocab-building games with affixes</li> <li>nonfiction games</li> <li>retelling games</li> <li>main idea games</li> </ul> <p>* Note: students should <i>always</i> read the word cards and give reasons why they chose a given answer if the game has cards with multiple choice answers.</p>

		<p>for facts. Students can write facts in their own words on post-its and place them where they were discovered in the text.</p> <ul style="list-style-type: none"> <li>• Write a <b>summary (retell)</b> of the text by heading. The students should include two significant facts from each section in their own words and demonstrate an understanding of key vocabulary.</li> <li>• <b>Revise summary</b> as a group for important facts and key vocab. Students add details or change information with another color (colored pencil).</li> <li>• Write accurate responses to open-ended, <b>literal comprehension</b> questions. Tutor uses self-prepared questions (oral and written). Students mark where they found the answer. “List two reasons that most peanuts are grown in the southern part of the United States.”</li> </ul> <p><i>Higher-Order Thinking (2/week):</i></p> <ul style="list-style-type: none"> <li>• Write reasonable responses to <b>interpretation</b> questions. Students must support their thinking with evidence from the text. Tutor uses self-prepared questions and models answering in complete sentences. “Why do you think people use machines to gather peanuts and make peanut butter?”</li> <li>• Write reasonable responses to <b>reflection</b> questions. Students must support their thinking with evidence from the text. Tutor models answering in complete sentences. “What is the most important thing you learned about _____ (topic)? Why is that important?” Tutor should have a clear idea of what the answer to this question is and hold students accountable. Example: “Service animals help people in many different ways. This is important because service animals allow people to do things they would otherwise be unable to do.”</li> </ul>	
<p><b>NO Week 8</b></p>		<p align="center"><b>NONFICTION</b></p> <p><b>Sight Words:</b> Use Rocketship High Frequency Words indicated by teachers OR if no words are indicated, use HFW list 31 (2<sup>nd</sup> half)</p> <p><b>Word ladders:</b> one daily, _____ 2<sup>nd</sup>-3<sup>rd</sup> grade book</p> <p><b>Decoding/Comprehension Mini-Lessons:</b></p>	<p><b>GR books:</b> DRA level 28 (or Reading A-Z level P)</p> <p><b>K-3 DRA2 Teacher Guide:</b></p> <ul style="list-style-type: none"> <li>• “Prediction” p. 135</li> <li>• “Reflection” p. 136</li> <li>• “My Book Log” p. 139</li> </ul> <p><b>Games:</b></p>

		<p>for each GR lesson, choose one decoding goal and one comprehension goal. Present these goals to students before reading, reinforce during reading, and evaluate progress toward goals after reading. Note: it's ok to read the same book over the course of 2-3 days so that you can practice multiple decoding/comprehension skills!</p> <p><i>Decoding:</i></p> <ul style="list-style-type: none"> <li>• Chunk <b>multisyllabic words</b> (including identifying and counting/markings the vowel sounds).</li> <li>• Chunk multisyllabic words with <b>affixes</b>.</li> <li>• Sort words with –ed inflectional endings into the sounds –d, -t, and –id/-ed.</li> <li>• Reread passages explicitly for <b>fluency</b> practice (one-minute timed readings, goal = 75 wpm)</li> <li>• <b>Monitor and clarify</b> while reading independently (“Does that sound right? Does that make sense?”)</li> <li>• Identify unknown vocabulary words and use <b>context clues</b> to predict the meaning</li> <li>• Read with <b>expression</b>. Tutor and students use the expression checklist. With a nonfiction book, expression should sound like teaching.</li> </ul> <p><i>Literal Comprehension(2/week):</i></p> <ul style="list-style-type: none"> <li>• Use <b>nonfiction text features</b> to gather information and answer questions (table of contents, headings, labeled diagrams, maps, captions, timelines, flow charts, glossary). Tutor teaches the purpose and how to use various text features from the book. Tutor uses prepared questions based on the text features in the book. “Read the map. What does it show you?”</li> <li>• Students use the title, table of contents and information read in the first few pages to orally <b>ask questions</b> about what they think will be answered in the text. Student responses should push beyond what was read aloud. “Why, how, what if?”</li> <li>• Use a graphic organizer (web) to list <b>important facts</b> from each heading. Fill in the title and headings and then students search for facts. Students can write facts in their own words on post-its and</li> </ul>	<ul style="list-style-type: none"> <li>• (Create-your-own) sight word Bingo</li> <li>• vocab-building games with affixes</li> <li>• nonfiction games</li> <li>• retelling games</li> <li>• main idea games</li> </ul> <p>* Note: students should <i>always</i> read the word cards and give reasons why they chose a given answer if the game has cards with multiple choice answers.</p>
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		<p>place them where they were discovered in the text.</p> <ul style="list-style-type: none"> <li>• Write a <b>summary (retell)</b> of the text by heading. The students should include two significant facts from each section in their own words and demonstrate an understanding of key vocabulary.</li> <li>• <b>Revise summary</b> as a group for important facts and key vocab. Students add details or change information with another color (colored pencil).</li> <li>• Write accurate responses to open-ended, <b>literal comprehension</b> questions. Tutor uses self-prepared questions (oral and written). Students mark where they found the answer. “List three things that Mae learned to do in the astronaut training program.”</li> </ul> <p><i>Higher-Order Thinking (2/week):</i></p> <ul style="list-style-type: none"> <li>• Use the title, table of contents, and information read in first few pages to <b>make predictions</b> about what will be learned in the text. Tutor models the first one, and then supports students. Student responses should push beyond what was read aloud.</li> <li>• Write reasonable responses to <b>interpretation</b> questions. Students must support their thinking with evidence from the text. Tutor uses self-prepared questions and models answering in complete sentences. “Why do you think people use machines to gather peanuts and make peanut butter?”</li> <li>• Write reasonable responses to <b>reflection</b> questions. Students must support their thinking with evidence from the text. Tutor models answering in complete sentences. “What is the most important thing you learned about _____ (topic)? Why is that important?” Tutor should have a clear idea of what the answer to this question is and hold students accountable. Example: “Service animals help people in many different ways. This is important because service animals allow people to do things they would otherwise be unable to do.”</li> </ul>	
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Unit Plan – Backwards Planning  
Formative Assessment

Water Makes the World Go Round

**1) Desired Results**

**Established Goals:**

**Science Standards**

**5<sup>th</sup> Grade:** 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, under-ground 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.

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

09

plays in weather patterns.

*Students know* the causes and effects of different types of severe weather

***Science Review Strands:***

**2<sup>nd</sup> Grade Rock Cycle Unit:** Steps in the rock cycle, focus on weathering and erosion and the role of wind and waves specifically (2<sup>nd</sup> Grade 3.a-e, 4<sup>th</sup> Grade 4.a,b, 5.a-c)

**3<sup>rd</sup> Grade Astronomy Unit:** Tilt of the earth + rotation = seasons, focus on different hemispheres and direct v. indirect light from the sun (3<sup>rd</sup> Grade 4.a-e, 5<sup>th</sup> Grade 5.a-c)

***ELA Standards:***

**Reading 2.3:** Discern main ideas and concepts presented in texts identifying and assessing evidence that supports those ideas.

**Reading 2.1:** Understand how text features (e.g. format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.

**Literary Criticism 3.7:** Evaluate the author’s use of various techniques (e.g. appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language, **point of view**) to influence readers’ perspectives.

**Writing 2.1:** Write narratives that establish a. plot, point of view, setting, and/or conflict b. Show rather than tell the events of the story

**Listening & Speaking 2.2:** Deliver informative presentations about an important idea, issue, or event by the following means a. Frame questions to direct the investigation b. Establish a controlling idea or topic c. Develop the topic with simple facts, details, examples, and explanations

**Understandings:**

*Students will understand that...*

Water is a dynamic force.

The interaction between water, wind, and temperature change has many effects for both living and non-living things.

Human actions effect the environment.

U

**Essential Questions:**

How does water on earth affect my life?

How do I affect the earth’s water supply?

How does water change the all living and non-living things?

Q

**Knowledge:**

*Students will know...*

K

**Skills:**

*Students will be able to....*

S

that the presence of water on earth is one of the reasons for life on the planet.	1	compare the earth to other planets in our solar system and describe what our world would look like without water.
how very little fresh water there is on earth compared to salt water, and how water is in constant motion.	2	locate on maps where the earth's water supply is stored, describe how it moves, and how much of it is counted as "fresh water."
how water moves through phases and locations in the water cycle.	3	describe the path of a water droplet through the water cycle and across the world.
where their drinking water comes from and how it cleaned.	4	trace the path of their water from Yosemite to their faucets.
how changes in temperature, wind currents, ocean currents, and air pressure combine to create different forms of weather.	5	predict the resulting form of weather given a description of various conditions.
the significance of symbols on a weather map.	6	use a weather map in a local newspaper to describe the weather in various locations nation and world-wide.
how wind and water erosion shapes the landscape over time.	7	identify geographical examples of erosion (i.e. the Grand Canyon), and explain the process of erosion and deposition over time.
how differences in weather can effect living and non-living things.	8	describe the after-effects of prominent weather events (i.e. Hurricane Katrina) on people and the environment, and predict the outcome for a given environment of a specific weather event
how human actions (driving, building factories, polluting water etc.) can change the environment.	9	explain the cause and effect relationship of various human actions and environmental change.
how important a force water is in creating the lives we know.	10	Respond to the essential questions of the unit orally, and in writing to demonstrate a strong understanding of all key ideas.

**2) Assessment Evidence**

<b>Performance Tasks &amp; Summative Assessments:</b>	<b>SA</b>	<b>Pre-Assessment &amp; Formative Assessments:</b>	<b>FA</b>
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1) Learning Logs (informal) Group Conclusions from Venn Diagram Activity (The earth is unique in these ways....)	1) Review Activity for Astronomy – Venn Diagram between the Earth and various planets
2) Learning Logs (informal) Homework (mark freshwater, share with a parent) <b>Performance Task:</b> using a map describe where we can find freshwater, how it travels	2) Prior to world map input chart, ask students to predict: -Where freshwater is located -What % of water on earth is drinkable -Where we get our drinkable water from
3) Word Card Review Final <b>Narrative</b> about the path of a water droplet	3) Observation charts in class
4) <b>Performance Task:</b> tracing the pathway of freshwater from Yosemite to their faucet Expert Group presentation on Exhibition Night	4) Prior to input chart, ask students to predict: -Where their freshwater comes from -How it reaches their faucet -Where it goes after they flush it, wash it down the drain...
5) <b>Final Assessment</b> Questions Learning Log (informal) Exit Slips	5) Group Work (centers)– what conditions lead to various types of weather, gather and discuss prior to that week’s teaching
6) <b>Final Assessment</b> Questions Exhibition Night Presentation	6) Homework – bring in a weather map, explain to parents what you <i>think</i> it says KWL chart Bellworks questions prior to this unit...
7) Learning Lobs (informal) <b>Final Assessment</b> – Case Study	7) Observation Charts (canyons, etc.)
8) <b>Final Assessment</b> - essay question Sections of the <b>Narrative</b>	8) Observation Charts (Hurricanes etc.) Group Work (in centers) – what happens after...
9) <b>Final Assessment</b> - essay question Exhibition Night Presentation Final Learning Log entry: (what was the most	9) Observation Charts CCD predictions (climate change, global warming)

important thing you learned, what will you do with this information?)	
<b>10) Exhibition Night presentation</b> <b>Final Assessment</b> - essay questions (EQ's)	<b>10) Introduce EQ's and have students respond in Learning Logs</b>
<p><b>Exhibition Night Plan:</b>  <i>"H2O for America"- students will establish the "platform" for H2O, as he/she runs for president. What has he/she done, and what can he/she do for you? Expert groups will present compelling evidence for why you should care about and support, this candidate.</i></p> <p>Expert Groups:</p> <ul style="list-style-type: none"> <li>• Water's Impact: covers erosion, life giving qualities, weather impact (and how weather comes to be)</li> <li>• Freshwater's history: traces the watershed, review water cycle, the importance of conserving freshwater</li> <li>• Weather: What you need to know about how water interacts with his/her friends (currents, climate etc.)</li> <li>• Protect H2O and the Planet: how human actions can impact the weather, water cycle etc.</li> </ul> <p><i>Student created ending piece (voting, parents, write down how the most impt. thing they learned, etc.)</i></p>	

**Example Weekly UbD Integration Plan**

Monday – 3h, 40 m	Tuesday - 3h, 40 m	Wednesday - 3h,40m	Thursday - 3h, 40 m	Friday – 2h, 40m
<ul style="list-style-type: none"> <li>• Revisit UbD content in Word Study</li> <li>• Center(s) during GR</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit content in RW mini-lesson</li> <li>• Center(s) during GR</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit content in WW mini-lesson</li> <li>• Center(s) during GR</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit UbD content in Word Study</li> <li>• Center(s) during GR</li> </ul>	<ul style="list-style-type: none"> <li>• Homework check/bellwork (20)</li> <li>• Spelling Test (15)</li> <li>• GR (30)</li> <li>• GWG (20)</li> <li>• <b>UbD Content</b></li> </ul>

<b>20 – 40 min. per day</b>				<b>(60)</b> <ul style="list-style-type: none"><li>• Community Circle (15)</li></ul>
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### 3) Learning Activities

LA

Lesson (Number, Title, # of Class Periods)	Whole-Class Components	Differentiated Components
<p><b>D1W1 (Friday)</b> <i>Water's Importance</i></p> <p><b>1 hour whole group with group work</b></p>	<ul style="list-style-type: none"> <li>-Previously, students have done Venn Diagrams to compare and contrast the earth to other planets (<i>during Centers</i>)</li> <li>-Have students in groups share their work in draw a conclusion about 1-2 main points about how the earth is different from a given planet</li> <li>-Have each group share their conclusion (record on sentence strips)</li> <li>-Provide a note taking graphic organizer and set context for the video/unit</li> <li>-Watch Discovery Streaming video “The Blue Planet” (10 min.)</li> <li>-Have each group share their notes, and complete the sentence – The earth is unique amongst the planets in our solar system because.... To share with the whole class</li> <li>-Create class conclusion – water is a life giving element that makes the earth unique (amongst other factors – Mars!)</li> </ul>	
<p><b>D2W1 (Monday)</b> <i>Water's Importance</i></p> <p><b>20 min, whole group 20 min. center time in groups</b></p>	<p><b>Centers:</b></p> <ul style="list-style-type: none"> <li>-Copy the EQ’s into your learning log, answer the questions with knowledge you currently have</li> <li>-Make predictions about what you will be learning in the unit, or any questions you have</li> </ul> <p><b>Word Study:</b></p> <ul style="list-style-type: none"> <li>-CCD: hydrology (focus on the ending –ology, create a list of other –ology words to help define)</li> <li>-Review our group conclusions about how the earth compares to other planets for subject/verb agreement (if no issues, create examples that groups can edit)</li> </ul>	<ul style="list-style-type: none"> <li>-Illustrate the EQ’s for ELLs</li> <li>-Underline key words (have a group leader for each group that can lead this process in centers)</li> <li>-Pull students who need more processing time as they come in to discuss –ology words...</li> </ul>
<p><b>D3W1 (Tuesday)</b> <i>Water's Importance</i></p> <p><b>20 min, whole group</b></p>	<p><b>Centers:</b></p> <ul style="list-style-type: none"> <li>-Share one of your responses to EQ’s with a partner, underline any sections you had BOTH written, add any new information you learn, or questions you have after speaking with you partner</li> <li>-Observation Charts with the pictures from “Don’t Drink the Water”</li> <li>-Complete the g.o. on the shared reading</li> </ul>	<ul style="list-style-type: none"> <li>-Have select vocab words already illustrated and defined, for sharing while reading (this is not the main purpose of the lesson, so we want students to understand quickly...)</li> </ul>



<p><i>20 min. center time in groups</i></p>	<p><b>Reader’s Workshop ML:</b>          -Set purpose for reading: Identifying cause and effect in order to understand the author’s message          -Shared Reading of “Don’t Drink the Water”          -Have students begin graphic organizer of cause and effect, and citing details to prove the author’s message</p>	
<p><b>D4W1</b>          (Wednesday)  <i>Water’s Importance</i></p> <p><i>20 min, whole group</i>  <i>20 min. center time in groups</i></p>	<p><b>Centers:</b>          -Complete the g.o. from yesterday’s shared reading “Don’t Drink the Water”          -Summarize key points – if you were going to teach the main idea of this piece to 1<sup>st</sup> graders, what would you say were the 3 most important details?  <b>Writer’s Workshop ML:</b>          -Creating examples of problem/solution based on the premise of “Don’t Drink the Water” – what could a character do if they did not access to freshwater?</p>	
<p><b>D5W1</b>          (Thursday)  <i>Water’s Importance</i></p> <p><i>20 min, whole group</i>  <i>20 min. center time in groups</i></p>	<p><b>Centers:</b>          -Choose one of your seed ideas for problem/solution from yesterday’s writing and begin to draft the story  <b>-Scaffolded:</b> students supply the problem for given solutions or vice versa, and choose one to begin drafting          -Pre-assessment for input chart: where is freshwater located, what % of the water on earth is drinkable, where does the water in our taps come from?  <b>Word Study:</b>          CCD - precipitation          Define the suffix –tion, create a list of examples          Classify (-tion = what part of speech?)</p>	<p>-See scaffolded section of centers time</p>
<p><b>D1W2</b> (Friday)  <i>The Water Cycle &amp; Freshwater</i></p> <p><i>1hour</i></p>	<p>-Review the pre-assessment for freshwater          -Begin world map input chart (main oceans, difference between freshwater and ocean water, where freshwater can be found, percentage of drinkable water on earth)          -Focus the students on 2 locations – Northern California, and Okavango Delta in Botswana, add the main rivers and water sources to the input chart          -Introduce OHECK – the scientific method</p>	<p>-Provide pictures, short narratives about how people gather water in different parts of the world – to build schema          -Illustrated version of “The Precipitation Dance”          -TPR when teaching the dance</p>

	<ul style="list-style-type: none"> <li>-Pose a question to students – “What about people who do not live near rivers, lakes –w here do they get their water from?”</li> <li>-Start with observations, and have groups form a hypothesis...</li> <li>-Collaboratively decide upon how we could experiment to find out if our hypotheses are correct</li> <li>-Teach “The Precipitation Dance”</li> <li>-CCD follow up define precipitation, add condensation</li> </ul>	
<p><b>D2W2 (Monday)</b> <i>The Water Cycle</i></p> <p><i>20 min, whole group</i> <i>20 min. center time</i> <i>in groups</i></p>	<p><b>Centers:</b></p> <ul style="list-style-type: none"> <li>-Students copy the input chart into their Learning Log, adding their 2 big take-aways, and 3 questions for further research</li> <li>-In groups, write a list of potential experiments to validate our hypothesis about how people get freshwater</li> </ul> <p><b>Word Study:</b></p> <ul style="list-style-type: none"> <li>-Finish up “condensation” in the CCD</li> <li>-Generate possible inflectional endings for the base word – condense</li> <li>-Have students write/fill in the correct word for various sentences and PROVE how they know their ending is correct</li> </ul>	<ul style="list-style-type: none"> <li>-Create a g.o. for students to plan a potential experiment</li> <li>-Add a list of guiding questions for students who are struggling</li> <li>-Differentiated word study worksheet – either students create the sentence or just choose the correct word to fill in, in pre-made sentences</li> </ul>
<p><b>D3W2 (Tuesday)</b> <i>The Water Cycle</i></p> <p><i>20 min, whole group</i> <i>20 min. center time</i> <i>in groups</i></p>	<p><b>Centers:</b></p> <ul style="list-style-type: none"> <li>-Students illustrate the “Precipitation Dance” lyrics in their Learning Logs, using the dictionary when necessary</li> <li>-Continue “monitoring my reading” activity from ML</li> </ul> <p><b>Reader’s Workshop ML:</b></p> <ul style="list-style-type: none"> <li>-Monitoring our Comp. when reading for information</li> <li>-Model reading through the first 2-3 paragraphs of an article on “The Water Cycle” – using sticky notes to stop and ask questions as they come up, or highlight unknown words, or make connections</li> <li>-Have students begin to do the same in the next paragraph (they will continue during Centers time)</li> </ul>	<ul style="list-style-type: none"> <li>-Could use different passages for different reading levels or have students partner read depending upon levels of students</li> </ul>
<p><b>D4W2 (Wednesday)</b> <i>The Water Cycle</i></p> <p><i>20 min, whole group</i> <i>20 min. center time</i> <i>in groups</i></p>	<p><b>Centers:</b></p> <ul style="list-style-type: none"> <li>-Have students finalize their experiments to test their hypotheses about how freshwater travels</li> <li>-Give students CA water cycle input map (scaled down) and have them make predictions about what they will be learning on Friday about the pathway water takes within our state (students paste in their learning Log)</li> </ul> <p><b>Reader’s Workshop ML:</b></p> <ul style="list-style-type: none"> <li>-Review the post-it’s from yesterday’s reading – how does this help us</li> </ul>	<ul style="list-style-type: none"> <li>-Differentiated CA input chart – guiding questions for some students</li> </ul>

	<p>understand our reading better?</p> <ul style="list-style-type: none"> <li>-Review some of the student generated thoughts/questions etc.</li> <li>-Add “Thinking about reading while reading helps us understand what we are reading more deeply” to the Good Readers.... chart</li> </ul>	
<p><b>D5W2</b> (Thursday)</p> <p><i>The Water Cycle</i></p> <p><i>20 min, whole group</i> <i>20 min. center time</i> <i>in groups</i></p>	<p><b>Centers:</b></p> <ul style="list-style-type: none"> <li>-Based on their reading this week, have students fill out a “Water Cycle” chart, and write a paragraph to explain how water moves through the water cycle</li> <li>-Extension: have students compare the water cycle to the rock cycle that they studied in 2<sup>nd</sup> grade in a Venn Diagram</li> </ul> <p><b>Writer’s Workshop ML:</b></p> <ul style="list-style-type: none"> <li>-Adding important details: model from the perspective of a water droplet – would add what I see below me as I rise up as a cloud, the temperature etc., would not add the color of everything</li> <li>-Informal assessment of the stages of the water cycle opportunity</li> <li>-Have students think of details for various stages that the droplet would be moving through</li> </ul>	<p>-Rock cycle books on hand to reference</p>
	<p><b>Jump ahead approx. 7 weeks...</b></p>	
<p><b>D1W9</b> (Friday)</p> <p><i>Tying it All Together</i></p> <p><i>1 hour 15 min.</i></p>	<ul style="list-style-type: none"> <li>-Prior to today, students have reviewed their EQ predictions that were written in the Learning Logs at the beginning of the unit</li> <li>-What were misperceptions we had? Students work in groups to discuss what they wrote 2 months ago, and what new information they have about their EQ’s now, each group captures their best answer on a sentence strip</li> <li>-Present group responses to EQ’s</li> <li>-Vote with dots – what are the most important ideas to convey to our parents on exhibition night?</li> <li>-Students “apply” to be part of various expert groups for exhibition night</li> <li>-Brainstorm for the closing activity with our parents – what do we want them to walk away with on EN?</li> <li>-Finish input chart on human impact causes &amp; effects for the environment</li> </ul>	

<p><b>D2W9 (Monday)</b> <i>Tying it All Together</i></p> <p><i>20 min, whole group</i> <i>20 min. center time</i> <i>in groups</i></p>	<p><b>Centers:</b> -Students receive “expert group assignment,” and begin to write out their Big 5 key points -EN planning form – what experiment will demonstrate this idea, what visuals etc.</p> <p><b>Writer’s Workshop ML:</b> -Choosing impt. details to support the assertion -Share a statement about climate change, and review a familiar article on the topic -Have students suggest details to underline for citing in the Response to Literature</p>	<p>-G.o.’s for planning for EN -Use an article students have read before (esp. something lower readers are familiar with, something from GR?)</p>
<p><b>D3W9 (Tuesday)</b> <i>Tying it All Together</i></p> <p><i>20 min, whole group</i> <i>20 min. center time</i> <i>in groups</i></p>	<p><b>Centers:</b> -Students each write up their key points into a presentation for EN (at least 3 paragraphs) -Share writing with a partner, and edit</p> <p><b>Word Study:</b> -Review Weather Bugaloo – searching for prepositions -Farmer in the Dells for hurricane, tornado and blizzard</p>	<p>-Editing checklist (with pictures) -Illustrated word cards for hurricane, tornado and blizzard</p>
<p><b>D4W9 (Wednesday)</b> <i>Tying it All Together</i></p> <p><i>20 min, whole group</i> <i>20 min. center time</i> <i>in groups</i></p>	<p><b>Centers:</b> -Expert Groups meet to share their presentation write ups, and make sure they do not overlap -Share EN planning form and make decisions about which experiments, visuals etc. to use and divide responsibilities</p> <p><b>Reader’s Workshop:</b> -Figurative language (specifically metaphors) -Use poetry about various weather types to illustrate metaphors -Have small groups read their poem and explain the metaphor employed by the poet</p>	
<p><b>D5W9 (Thursday)</b> <i>Tying it All Together</i></p>	<p><b>Centers:</b> -Have students use their “study guide g.o.” to go back through their Learning Logs and review for their final assessment -Students needing more time, rewrite their section of the presentation for EN</p> <p><b>Word Study:</b></p>	

<p><b>20 min, whole group</b>  <b>20 min. center time</b>  <b>in groups</b></p>	<p>- Alliteration hunt (model) then have students work in pairs to find as many examples of alliteration from UbD posters/chants as they can, bonus – students together write a sentence about freshwater with as many alliterative phrases as possible          -Share out</p>	
<p><b>D1W10</b>  <b>(Friday)</b></p> <p><i>Tying it All Together</i></p> <p><b>1 h. 15 min.</b></p>	<p>Final Assessment          Pull students for performance task #1, and #2 if time allows</p>	
<p><i>*Key Lesson/Activity: Using Reach FAS Lesson Plan &amp; Observation Protocols</i></p>		

*Practicum for Seminar Series in:*

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> How People Learn                           | <input type="checkbox"/> Teaching for English Learners        | <input type="checkbox"/> Technology for Learning          |
| <input type="checkbox"/> Teaching as Leadership                     | <input type="checkbox"/> Teaching for Literacy                | <input type="checkbox"/> Teaching for Special Populations |
| <input type="checkbox"/> Curriculum, Instruction, and Assessment    | <input type="checkbox"/> Beyond Discipline                    | <input type="checkbox"/> Teaching for Equity & Diversity  |
| <input type="checkbox"/> Healthy Environments & Classroom Community | <input type="checkbox"/> Supporting Healthy Youth Development | <input type="checkbox"/> TPA Preparation                  |

*Check all that apply:*

- | <b>MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS</b>                                    | <b>ASSESSING STUDENT LEARNING</b>   | <b>ENGAGING AND SUPPORTING STUDENTS IN LEARNING</b>  | <b>PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS</b>                                       | <b>CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING</b>                                | <b>DEVELOPING AS A PROFESSIONAL EDUCATOR</b>  |
|--|---|--|---|--|---|
| <input type="checkbox"/> TPE 1: Specific Pedagogical Skills for Subject Matter Instruction | <input type="checkbox"/> TPE 2: Monitoring Student Learning During Instruction<br><input type="checkbox"/> TPE 3: Interpretation and Use of Assessments | <input type="checkbox"/> TPE 4: Making Content Accessible<br><input type="checkbox"/> TPE 5: Student Engagement<br><input type="checkbox"/> TPE 6: Developmentally Appropriate Teaching Practices<br><input type="checkbox"/> TPE 7: Teaching English Learners | <input type="checkbox"/> TPE 8: Learning about Students<br><input type="checkbox"/> TPE 9: Instructional Planning | <input type="checkbox"/> TPE 10: Instructional Time<br><input type="checkbox"/> TPE 11: Social Environment | <input type="checkbox"/> TPE 12: Professional, Legal, and Ethical Obligations<br><input type="checkbox"/> TPE 13: Professional Growth |

**Reflection:**

**1) To what extent does the design focus on the big ideas of targeted content?**

**2) To what extent do the assessments provide fair, valid, reliable, and sufficient measures of the desired results?**

- 3) To what extent is the learning plan effective and engaging? Do the key Lesson Plans demonstrate quality differentiated instruction and formative assessments?**
- 4) Overall Design: To what extent is the entire unit coherent, with the elements of all three stages aligned?**

## Appendix G. High-Performing Students

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Our gifted students will benefit from the same practices that 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**

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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. 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.
- 5. 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.

- 6. 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. 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 is led by the Principal and Assistant Principal, and also includes the Academic Dean, Individual Learning Specialists, general education classroom teachers, and any and all staff providing direct instruction or service to below grade level students.

Members of the Response to Intervention Team 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 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, DRA 2 reading assessment, CORE Phonics Survey, and all STAR test data.

This data collection and analysis process requires the implementation of a school-wide assessment, collection, and analysis system.

### **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. 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.

**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. Rocketship will also begin to offer small-group tutoring during Learning Lab in the upcoming school year.

**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.

**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.

### **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.

### **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.

### **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: Sample Kindergarten Long-Term Plan**

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**Language Arts/Writing** 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 5<sup>th</sup> day will be assessment based. (Student choice/rotations first 3 weeks, 4<sup>th</sup> 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

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

## **Appendix J. ENGLISH LANGUAGE LEARNERS PROGRAM**

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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 60<sup>th</sup> 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 1<sup>st</sup> and 2<sup>nd</sup> 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 students 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.

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.

Individual California Standards Test (CST) Benchmarks for English Learners

English Language Arts (ELA)													Mathematics																			
CST	Expected OPL	CST Performance Level															CST Performance Level															
		FBB			BB			B			P			A			FBB			BB			B			P			A			
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3				
2-5	B				★	★																										
	EI					★	★																									
	I						★	★																								
	EA							★	★	★																						
	A										★	★																				
	RFEP												★	★	★																	
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.<sup>8</sup> 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.

<sup>8</sup> 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 provided, which is correlated with the Top 10 standards of the school as well.

### Kindergarten Report Card

#### FIRST TRI-MESTER REPORT CARD (Kindergarten)

--	--	--	--	--

**Student**

**School Year 2008 - 2009**

**Name:** \_\_\_\_\_

**Language Arts:**

#### Overall Language Arts Grade

**Current DRA Level:** \_\_\_\_\_ **End of Year Level: 4**

Below Standard	Approaching Standard	Proficient	Advanced	Effort

**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

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

**Reading 3.2**

Identify types of everyday print materials.

1	2	3	4	Effort

**Written & Oral Language 1.1**

Recognize and use complete, coherent sentences when speaking

1	2	3	4	Effort

**Reading 2.4**

Retell familiar stories.

1	2	3	4	Effort

**Listening & Speaking 2.1**

Describe people, places, things, locations, and actions

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

**Comments:** \_\_\_\_\_

**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

**Teacher Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Reading 3.3**

Identify characters, setting, and important events.

1	2	3	4	Effort

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



## **Appendix L: At-Risk Students Entering Kindergarten**

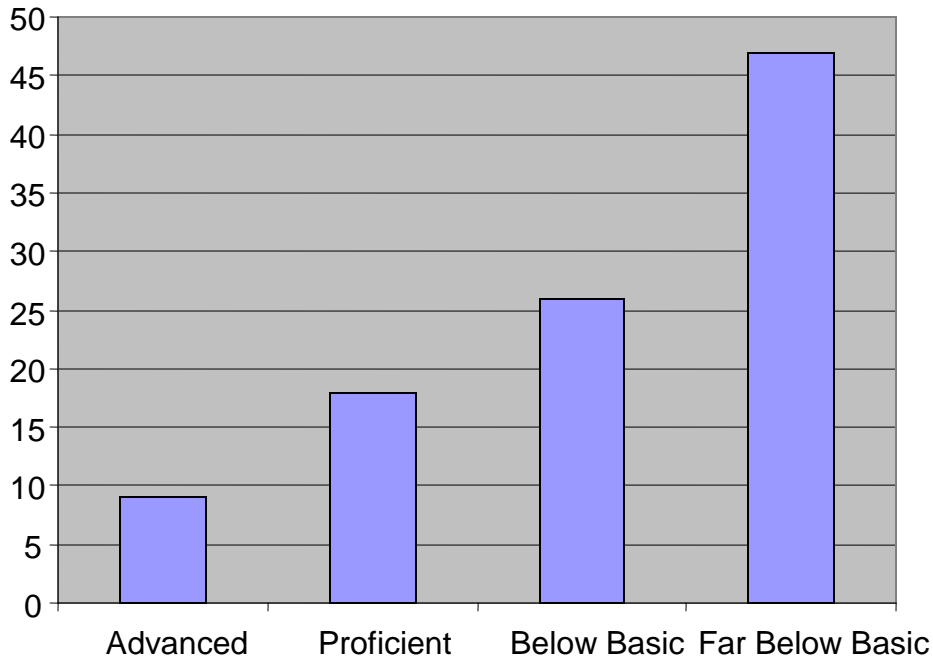
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A significant amount of research has been done on the readiness for Kindergarten of at-risk students. Much of the focus on programs like Headstart has been on how to raise the preparedness of our Kindergartners. The U.S. Department of Education's Early 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 PI schools are approximately 69% qualified for Free and Reduced Meals, which is highly correlated to factor 3. They also may have a primary language other than English (approximately 26%). 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 RDP 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 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**

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### Allowed Absences

A student 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 student 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 student'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 student 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 student is absent shall determine that the tests and assignments be reasonably equivalent to, but not necessarily identical to the tests and assignments that the student 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 students who have excused absences - illness, medical appointment, or attending funeral services for a member of the immediate family.

## **Appendix O: Section 504 Board Policy**

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### 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

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#### 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**

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This appendix contains a set of sample health and safety policies to be approved by the Rocketship School 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 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, other than parents and guardians of students within the school, working under the direction of a paid School employee to provide a service without compensation on campus while working with or around children. No campus volunteer or any non-Rocketship staff will be permitted to supervise or interact with students without direct supervision from Rocketship staff. 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 students. In determining whether a contract employee will have limited contact with students, 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 students 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 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 Director of HR 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 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 shall (1) develop and adopt a plan to ensure the School's preparation to meet disasters; and (2) provide for all members of the certificated and classified staff of the School and all students 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 or in the area in which the School is located.

Rocketship's emergency plans are consistent with best practices common to many school districts.

School personnel are usually first on the scene of an emergency situation within the school. They will normally take charge and remain in charge of the emergency until it is resolved and will transfer command and incident management to the appropriate emergency responder agency with legal authority to assume responsibility. They will seek guidance and direction from local officials and seek technical assistance from state and federal agencies and industry where appropriate. **However, at no time will school officials transfer responsibility for student care.**

When an emergency situation occurs, school personnel must quickly determine what initial response actions are required. Determining the appropriate actions to take is a three-step process: 1) identify the type of emergency; 2) identify the level of emergency; and 3) determine immediate action(s) that may be required. Each of these steps is discussed in the following sections. Procedures for specific response actions are provided in the "Emergency Response Plan".

### **Identify Type of Emergency**

The first step in responding to an emergency is to determine the *type* of emergency that has occurred. Emergency procedures for the types of emergencies listed below are provided in the "Emergency Response Plan".

- Medical Emergency, Illness, Injury
- Fire in Surrounding Area
- Fire on School Grounds
- Earthquake
- Bomb Threat
- Intruder, Hostage Taking, Lockdown
- Severe Weather
- Extended Power Loss
- Poisoning, Chemical Spills, Hazardous Materials
- Severe Allergic Reaction

Biological or Chemical Attack  
Radiation Threat  
Armed Assault on Campus  
Drive-by Shooting  
Air Pollution / Smog  
Fallen Aircraft  
Explosion  
First Aid, CPR and Health Screening  
Unlawful Demonstration/Walkout

### **Identify Level of Emergency**

The second step in responding to an emergency is to determine the *level* of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, a three-tiered rating system is described below.

Level 1 Emergency: A *minor* emergency that is handled by school personnel without assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury in the play yard.

Level 2 Emergency: A *moderate* emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving the dispersion of a potentially hazardous material, e.g., “unknown white powder”.

Level 3 Emergency: A *major* emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

### **Notification Procedures**

1. In case of an emergency at any school facility, the flow of information after calling 911, shall be from the school Principal to the Rocketship Education main office. Information should include the nature of the incident and the impact, on the facility, students and staff.
2. In the event of a fire, any one discovering the fire shall activate the building fire alarm system. Unless there is a lock down incident or a shelter in place incident in progress, the building shall be evacuated. In the event that a lock down or shelter-in-place incident is in progress, the evacuation shall be limited to the area immediately in danger from the fire.
3. In the event the Rocketship main office is in receipt of information, such as a weather warning that may affect a school within Rocketship Education, the information shall be provided to the school Principal.

### **Determine Immediate Response Actions**

Once the type and extent of an emergency have been identified, school personnel can determine if an *immediate response action* is required. The Principal will be responsible for activating the school emergency operations plan and the initial response. The most common immediate response actions initiated during school emergencies are:

Duck and Cover  
Shelter-In-Place  
Lockdown  
Evacuate Building  
Off-Site Evacuation  
All Clear

Procedures for each of these are included in the “Emergency Response Plan”.

### **Immediate Response Actions**

#### **Duck and Cover**

This action is taken to protect students and staff from flying or falling debris.

#### **Description of Action**

1. This action is to be taken immediately in case of an earthquake once shaking is perceived by the teachers and staff, even without the initial announcement by the Principal.
2. If possible, the Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. AS YOU ARE AWARE, WE ARE EXPERIENCING SOME SEISMIC ACTIVITY. FOR EVERYONE’S PROTECTION, ALL STUDENTS SHOULD FOLLOW STAFF DUCK AND COVER PROCEDURES, WHICH MEANS YOU SHOULD BE IN A PROTECTED POSITION UNDER A TABLE OR DESK, AWAY FROM WINDOWS AND ANYTHING THAT COULD FALL AND HURT YOU. HOLD THIS POSITION UNTIL THE SHAKE STOPS OR GIVEN FURTHER INSTRUCTIONS.”

3. If inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.
4. If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.
5. Teachers and students should move away from windows.

#### **Shelter-in-Place**

This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air. Shelter-in-Place is implemented when there is a need to isolate students and staff from the outdoor environment, and includes the shut down of classroom and/or building HVAC systems. During Shelter-in-Place, no one should be exposed to the outside air.

The difference between Shelter-in-Place and Lockdown is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building. However, classes in bungalows and buildings with exterior passageways will have to remain in the classroom.

### **Description of Action**

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. BECAUSE WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY, WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. REMEMBER, THIS MEANS STUDENTS AND STAFF ARE TO REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. AS SOON AS WE HAVE FURTHER INFORMATION, WE WILL SHARE IT WITH YOU.”

2. If inside, teachers will keep students in the classroom until further instructions are given.
3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location.
4. Teachers are responsible to secure individual classrooms whereas the Security/Utilities Team will assist in completing the procedures as needed: shut down the classroom / building(s) HVAC system; turn off local fans in the area; close and lock doors and windows; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

### **Lockdown**

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During Lockdown, students are to remain in the classrooms or designated locations at all time.

The difference between Shelter-in-Place and Lockdown is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building.

### **Description of Action**

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION AND NEED TO IMPLEMENT LOCKDOWN PROCEDURES. TEACHERS ARE TO LOCK CLASSROOM DOORS AND KEEP ALL STUDENTS INSIDE THE CLASSROOM UNTIL FURTHER NOTICE. DO NOT OPEN THE DOOR UNTIL NOTIFIED BY AN ADMINISTRATOR OR LAW ENFORCEMENT. IF OUTSIDE, STUDENTS AND STAFF ARE TO PROCEED INSIDE THE NEAREST BUILDING OR CLASSROOM.”

2. If inside, teachers will instruct students to lie on the floor, lock the doors, and close any shades or blinds if it appears safe to do so.
3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium).
4. Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal or law enforcement.
5. The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel, have to be allowed on campus.

### **Evacuate Building**

This action is taken after the decision is made that it is unsafe to remain in the building.

#### **Description of Action**

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principle will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN EVACUATION OF ALL BUILDINGS. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLLBOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM.”

2. The Principal will initiate a fire alarm.
3. Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned *Assembly Area*.
4. Teachers will take the student roster when leaving the building and take attendance once the class is assembled in a safe location.
5. Once assembled, teachers and students will stay in place until further instructions are given.

### **Off-Site Evacuation**

This action is taken after a decision is made that it is unsafe to remain on the campus, and evacuation to an off-site assembly area is required.

## Description of Action

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principle will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN OFF-SITE EVACUATION. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE OFF-SITE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLLBOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM.”

2. The Principal will determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location. The off-site assembly areas are indicated on the Evacuation Map.
3. Teachers will secure the student roster when leaving the building and take attendance once the class is assembled in a pre-designated safe location.
4. Once assembled off-site, teachers and students will stay in place until further instructions are given.
5. In the event clearance is received from appropriate agencies, the Principal may authorize students and staff to return to the classrooms.

## Staff Responsibilities:

- **Principal**
  - Orders evacuation via all-call system and with bell system.
  - Takes student accounting as classes leave school site.
  - Does final check of buildings and leaves for evacuation site.
  - Communicates with Designee as needed
- **Principal’s Designee**
  - Takes student accounting as classes leave school building.
  - Does final check of buildings and leaves for evacuation site.
  - Communicates with Principal as needed.
- **Teachers**
  - Teachers prepare to evacuate by:
    - Getting **Emergency Pack**.
    - Turning **off** air/heating.
    - Taking student count before exiting room.
    - Students **take** jackets, but **leave** backpacks, etc.
    - Walk class in an orderly and quiet manner to assigned evacuation point.

## All Clear



This action is taken to notify teachers that normal school operations can resume.

### **Description of Action**

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions.

“YOUR ATTENTION PLEASE. IT IS NOW OK TOO RETURN TO YOUR CLASSROOM AND RESUME NORMAL OPERATIONS. I WOULD LIKE TO THANK AND COMMEND STUDENTS AND STAFF FOR THEIR COOPERATION.”

2. This action signifies the emergency is over.
3. If appropriate, teachers should immediately begin discussions and activities to address students’ fears, anxieties, and other concerns.

### **Training and Exercise**

Rocketship understands the importance of training, drills, and exercises in the overall emergency management program. To ensure that district personnel and community first responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill and exercise actions will occur.

1. Training and refresher training sessions shall be conducted for all school personnel. In case of academic staff, training should coincide with the first in-service day of the school year. Training for the remainder of the support staff shall be held at a time during the school year that will allow for maximum attendance. Records of the training provided including date(s), type of training and participant roster will be maintained.
2. Information addressed in these sessions will include updated information on plans and/or procedures and changes in the duties and responsibilities of plan participants. Discussions will also center on any revisions to additional materials such as annexes and appendices. Input from all employees is encouraged.
3. Rocketship will plan for 1) Earthquake, 2) Fire, 3) Evacuation, 4) Lockdown and 5) Severe Weather/Shelter-in place drills.
4. Rocketship will participate in any external drills or exercises sponsored by local emergency responders or state agencies, such as The Great California Shake Out drill. Availability of school personnel and the nature of the drill or exercise shall govern the degree to which the school will participate as it relates to improving the school's ability to respond to and deal with emergencies.

## **Activities by Phases of Emergency Management**

This plan addresses emergency actions that are conducted during all four phases of emergency management.

### **Mitigation/Prevention**

Rocketship will conduct mitigation/prevention activities as an integral part of the emergency management program. Mitigation/prevention is intended to eliminate hazards and vulnerabilities, reduce the probability of hazards and vulnerabilities causing an emergency situation, or lessen the consequences of unavoidable hazards and vulnerabilities. Mitigation/prevention should be a pre-disaster activity, although mitigation/prevention may also occur in the aftermath of an emergency situation with the intent of avoiding repetition of the situation. Among the mitigation/prevention activities included in the emergency operations program are:

1. Hazard Analysis
2. Identifying hazards
3. Recording hazards
4. Analyzing hazards
5. Mitigating/preventing hazards
6. Monitoring hazards
7. Security Audit

### **Preparedness**

Preparedness activities will be conducted to develop the response capabilities needed in the event an emergency. Among the preparedness activities included in the emergency operations program are:

1. Providing emergency equipment and facilities.
2. Emergency planning, including maintaining this plan, its annexes, and appendices.
3. Involving emergency responders, emergency management personnel, other local officials, and volunteer groups who assist this school during emergencies in training opportunities.
4. Conducting periodic drills and exercises to test emergency plans and training.
5. Completing an After Action Review after drills, exercises and actual emergencies.
6. Revise plan as necessary.

### **Response**

Rocketship will respond to emergency situations effectively and efficiently. The focus of most of this plan and its annexes is on planning for the response to emergencies. Response operations are intended to resolve an emergency situation quickly, while minimizing casualties and property

damage. Response activities include warning, first aid, light fire suppression, law enforcement operations, evacuation, shelter and mass care, light search and rescue, as well as other associated functions.

## **Recovery**

If a disaster occurs, Rocketship will carry out a recovery program that involves both short-term and long-term efforts. Short-term operations seek to restore vital services to the school and provide for the basic needs of the staff and students. Long-term recovery focuses on restoring the school to its normal state. The federal government, pursuant to the Stafford Act, provides the vast majority of disaster recovery assistance. The recovery process includes assistance to students, families and staff. Examples of recovery programs include temporary relocation of classes, restoration of school services, debris removal, restoration of utilities, disaster mental health services, and reconstruction of damaged stadiums and athletic facilities.

- **Emergencies Occurring During Summer or Other School Breaks**
  - If a school administrator or other emergency response team member is notified of an emergency during the summer (or when affected students are off-track if they attend year-round schools), the response usually will be one of limited school involvement. In that case, the following steps should be taken:
    - a) Disseminate information to Emergency Response Team members and request a meeting of all available members.
    - b) Identify close friends/staff most likely to be affected by the emergency. Keep the list and recheck it when school reconvenes.
    - c) Notify staff or families of students most likely to be affected by the emergency and recommend community resources for support.
    - d) Notify general faculty/staff by letter or telephone with appropriate information.
    - e) Schedule faculty meeting for an update the week before students return to school.
    - f) Be alert for repercussions among students and staff.

When school reconvenes, check core group of friends and other at-risk students and staff, and institute appropriate support mechanisms and referral procedure.

***Immunizations/Physical Exams***Applicability

This policy applies to all applicants to each Rocketship 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 a 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) StudentStudents 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 students are to have completed a health screening examination on or before the 90<sup>th</sup> day after the student's entrance into first grade or such students must have obtained a waiver pursuant to Health and Safety Code Section 124085. Information and forms are distributed to students enrolled in kindergarten.

Failure by parents or guardians to obtain an examination for a student or a waiver will result in that student being denied enrollment.

Changes in a student's medical status must be provided to the School along with a physician's written verification of the medical issue, especially if changes impact in any way the students' ability to perform schoolwork.

Adopted:

Amended:

***Communicable, Contagious, or Infectious Disease Prevention Policy***

Rocketship 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.

**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 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 student who is required to take, during the regular school-day, 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 student to carry and self-administer prescription auto-injectable epinephrine, the parents and guardians shall provide to the school 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 student is able to self-administer auto-injectable epinephrine, and a written statement from the parent, foster parent, or guardian of the student consenting to the self-administration, providing a release for the designated school personnel to consult with the health care provider of the student regarding any questions that may arise with regard to the medication, and releasing the School and school personnel from civil liability if the self-administering student suffers an adverse reaction as a result of self-administering medication.

In order for a student 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 student indicating the desire that the School assist the student 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 student may be subject to disciplinary action if that student uses auto-injectable epinephrine in a manner other than as prescribed.



***Drug-Free Workplace***

Rocketship 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 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 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 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 Administrators and School Office Personnel 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 teachers and teachers will be strongly encouraged to become certified in adult and pediatric CPR and First Aid and be recertified prior to expiration of certificates. Adult and pediatric CPR and First Aid training will also be provided 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.

Adopted:

School Safety

Board Policy #11

### ***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 “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 exposure determination may petition to be included in Rocketship 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**

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### **SUSPENSION AND EXPULSION PROCEDURES**

*Governing Law: The procedures by which pupils can be suspended or expelled  
—California Education Code Section 47605.6(b)(5)(J)*

This Student 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 any time 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 student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
2. Possessed, sold, or otherwise furnished any 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 pre-initiation into a student 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 student. 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 student 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 students 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 students 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 students 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 student 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 student 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 student 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 student for failure of the student's parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

#### 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 student and the student's guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following determinations: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

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 appoint 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 Student 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 student 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 student. 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 student.

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 student 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 student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a

complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

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 student 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 student's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the student, 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 Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the District or their school district of residence.

N. Readmission

The decision to readmit a student or to admit a previously expelled student 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 student and guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student 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 student'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

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### **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. Employees or students who feel that they are being harassed by another student or employee, if reasonably possible, should inform 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, employees and parents / guardians can 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.

## **Appendix T: Role of Staff as Mandated Child Abuse Reporters**

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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 District.

## **Appendix U: Sample Rocketship Parent Commitment Letter**

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### ***Parents’/Guardians’ Commitment***

We fully commit to RDP 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 RDP on-time every day by 7:15 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 RDP until 3:20pm (K) or 3:50pm (1st-2nd) or 4:00pm (3rd – 5th) Monday thru Thursday.
- We will make arrangements so our child will be picked up from RDP at 1:50pm (K-2nd) or 2:10pm (3rd – 5th) every Friday.
- We will follow all arrival and dismissal regulations and parking procedures.
- We will make sure our child follows the RDP dress code.
- 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 and support their work to help our child excel.
- 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 30 hours per year for the RDP 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 RDP.

X \_\_\_\_\_

## **Appendix V: Resumes of Rocketship Founders**

---

**John Danner**  
**420 Florence Street, Suite 300**  
**Palo Alto, CA 94301**  
**(877) 806-0920 extension 101**

**June 2005 to Present**                      **Rocketship Education**                      **Palo Alto, California**  
**Founder and CEO**

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**                      **Nashville, Tennessee**  
**Director**

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**                      **Nashville, Tennessee**  
**Teacher**

Taught fifth grade in a high-risk middle school in 2002. Moved to second grade in 2003 and taught 2<sup>nd</sup> 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**                      **Nashville, Tennessee**  
**Director (01-03), Chairman (03-05)**

John became a director of the TCSA and helped to pass the first charter school law in the state in 2002. Subsequently, the TCSA 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 To August 2001**                      **Sacred Heart Nativity School**                      **San Jose, California**  
**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

4163 Partridge Drive, San Jose, CA 95121

(408) 313-0265

preston@rsed.org

## HIGHLIGHTS

- Over 10 years' experience public education (traditional school districts and charters)
- Co-Founder of Rocketship Education, an organization dedicated to eliminating the achievement gap and serving 1 million students across the United States by 2040.
- Founding Principal of Rocketship Mateo Sheedy Elementary School. In 2008, after two years of operation, Rocketship received an API score of 925 and was the third ranked high poverty (50% free and reduced meals) school in California.
- Founding Principal of L.U.C.H.A. Elementary School, a small-autonomous school in the Alum Rock Union Elementary School District. 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) school in California.

## PROFESSIONAL EXPERIENCE

### *Chief Achievement Officer, Rocketship Education (May 2009 – Present)*

- Responsible for building and supporting the Rocketship academic team in their efforts to create college preparatory elementary schools.
- Responsible for the academic progress and accomplishments of students (teachers are effective in their ability to ensure 1.5 years of significant gains for each student, each year).
- Responsible for professional development of staff, various achievement related projects and the continued expansion of schools.
- Developing merit based evaluation measures and compensation structures for staff.
- Developing Leadership Development Program at Rocketship intended to ensure that internal leaders are developed (Principals, Academic Deans, etc.) to make the continued expansion and replication of Rocketship successful.
- Assisting with the academic and curricular design with the hybrid model of Rocketship Education.

### *Founding Principal, Rocketship Mateo Sheedy Elementary School (July 2007 – May 2009)*

- Rocketship Mateo served 160 students in the founding year and 323 students in the following year.
- Student population was 78% English Language Learners and 87% of the students were eligible for Free and Reduced Meals.
- In its second year of operation, Rocketship Mateo received a 926 API, based on the California state assessment, which was the top ranked elementary school in San Jose and Santa Clara County for low-income students and the third best ranked school in the state for low-income students, better than 99% of schools.

### *Principal, L.U.C.H.A. Elementary School (July 2004 – June 2007)*

- Founded L.U.C.H.A., a small school, with a team of parents and teachers
- Oversaw the growth of L.U.C.H.A. Elementary School from 120 students to over 250 students and subsequently, a budget that increased from \$1 million to almost \$3 million.

- Led L.U.C.H.A. to successive increases in API scores according to the California State Exam from an initial API of 753 to 881 in the final year. This API score was the fourth highest in the state for low-income elementary schools in California.
- Helped to create a consortium of small schools within San Jose, which led to collaboration efforts on professional development and mentoring of other principals.

*Founding Design Team Leader, L.U.C.H.A. Elementary School (October 2003– April 2004)*

- Recruited the team of parents and teachers that helped to design L.U.C.H.A. Elementary school.
- Oversaw the development of the various autonomies that were put in place for curriculum, budget, and evaluation processes within the school.
- Organized parents and community members in various activities in order to ensure that the small schools were created and established within a low-performing district.

*First Grade Teacher, Arbuckle Elementary School (August 2001 – June 2004)*

- Served as a Teach for America teacher at Arbuckle Elementary School and selected as a Sue Lehmann Award finalist, a national competition for Teach for America teachers with the strongest academic results.
- Selected from amongst the staff as Teacher of the Year during the 2002/2003 school year.
- Oversaw the development of the first grade team and served as the team leader from 2002 to 2004.
- Led 18 out of 20 students to receiving proficient scores on their writing exams during the 2002/2003 and 2003/2004 school years.
- Organized parents and families of students in weekend and week-night activities, which led to greater parent involvement and student achievement.

*Second Grade Teacher, Teach for America Institute (July 2001 – August 2001)*

- Selected from over 4,000 applicants to be able to join Teach for America.
- Participated in a five-week summer institute that was an intense professional development “boot-camp” for teachers.

## **EDUCATION**

- **San Jose State University**, Master of Arts—Education (Administration and Supervision), 2006
- **University of North Carolina at Chapel Hill**, Bachelor of Arts, Latin American Studies, 2001, graduated with Honors, *Phi Beta Kappa*.
- **San Jose State University**, Graduate Student—Teaching Credential, 2002, Teaching Professional Clear Credential

## **HONORS & SCHOLASTIC ACHIEVEMENT**

- Aspen New-Schools Fellow
- Finalist for the Sue Lehmann Award for excellence in Teaching (only six are awarded to over 1,000 Teach for America corps members)
- 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)
- Member of the Phi Beta Kappa Fraternity

**GROUPS AND ASSOCIATIONS**

- Association for Supervision and Curriculum Development
- California Charter School Association
- Charter School Growth Fund
- CES: Coalition of Essential Schools
- Association of California School Administrators
- WASC—Western Association of Schools and Colleges
- San Jose Writing Project

**LANGUAGES:**

- Spanish (Proficient)

## **Appendix W: Articles of Incorporation, Bylaws, and Conflict Code**

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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

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FIRST AMENDED AND RESTATED BYLAWS OF ROCKETSHIP EDUCATION, INC.

Page 1 of 14



**Sample:**

**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. Consultants<sup>1</sup>
  - K. Other Employees<sup>2</sup>
  
- 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 Employees<sup>3</sup>

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<sup>1</sup> 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.

<sup>2</sup> “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.

<sup>3</sup> “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



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 Employees<sup>4</sup>

## **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.)

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influence a governmental decision that may foreseeably and materially affect an investment and/or business position in a business entity.

<sup>4</sup> “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.

(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.)

(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

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LAW OFFICES OF SPECTOR, MIDDLETON, YOUNG & MINNEY, LLP

APRIL 14, 2008

VIA E-MAIL AND U.S. MAIL  
[catx.alexander@gmail.com](mailto: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

JESSICA ADAMS ROBBISON  
JERRY W. SIMMONS  
CHRISTIN H. PIERMAN  
JULIE D. ROBBINS  
JAMES L. SHEA  
KIMBERLY RODRIGUEZ  
ANDREA C. SEXTON  
SARAH J. KOLLMAN  
JANELLE A. RILEY  
AMY L. ROBERTS

Dear Cat:

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](http://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>

## **Appendix Y: Learning Lab Components**

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The Learning Lab is a productive way for students to practice and learn skills which they need most. Learning Lab consists of three parts: Reading/Literacy Center, a Computer Center, and an Enrichment 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:

### **Reading Center:**

- 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 unleveled 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.

### **Computer Center:**

- Online Curricula

The Computer Center will have online curricula focused on building skills in Math and Literacy. Online programs in the Learning Lab will allow students to progress along a developmentally appropriate path during the time they have on computers to best individualize their practice. Most online programs will be adaptive, meaning that the system will adjust the difficulty of material to a level most appropriate for the individual student, focusing on the particular skills on which the student needs the most practice. Each program allows for student progress to be tracked by teachers according to mastery of a skill. Teachers can specify particular content focus, and thus, outline a learning path for individual students through the online curricula. Online programs scheduled to be used at Rocketship include:

### *Math*

DreamBox Learning  
Reasoning Mind  
ST Math/MIND Research  
TenMarks  
Equatia

### *Literacy*

Headsprout Early Reading  
Headsprout Reading Comprehension  
Compass Learning

### *Oral Language*

Rosetta Stone

- Intervention in Learning Lab

The final component of Learning Lab is one-on-one and small group intervention time. Interventions occur in both Reading and Computer Centers. 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.

### **Enrichment Center:**

- Physical Education

Rocketship students will be led by the Enrichment Center Coordinator who will teach them exercises and activities important to the students' physical development. Additionally, the coordinator will teach them group activities and games to promote teamwork. In all activities a culture of self-discipline, persistence, and working together will be promoted.

- Nutrition Class

In addition to the physical activity portion of the Enrichment Center, Rocketship students will also receive a nutrition class once a week. In this class the Enrichment Center Coordinator will teach lessons about nutrition, personal health, environmental sustainability, and other topics relevant to educating students about how to live healthy lives.

A typical Lab period for a Learning Lab Coordinator might look like the following:

Ms. Garcia, the Individualized Learning Specialist, gets to the Learning Lab a short time before her 8:00am class. She will have a class of first grade students for the next forty minutes. Ms. Garcia participates in Rocketship Launch outside with her class. Following launch, she brings her class into the 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, the class puts away their books and begins their math programs. Mr. Otello, has just finished up with his own class of first graders. Mr. Otello's class goes outside for Enrichment Center, and Ms. Garcia's class remains with him for Computer Center. Ms. Garcia receives a 2<sup>nd</sup> grade class from a Rocketship Math Teacher.

In the Learning Lab, 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 online program that has been assigned to their specific needs and skills. The students access math about 50% of the time and reading for the other 50% of the time, depending on their needs. Thus, some of the students in Mr. Otello's class are on reading programs and others are on math programs. Mr. Otello spent time before his first class examining the dashboard, which lists the lessons the students have completed in the various online programs, as well as their accuracy and time on task. This helps him see how students are progressing on their online Literacy and Math lessons, as well as informs him of which students could benefit from a 1-1 intervention. Mr. Otello spends the 40 minute class period answering students' questions, checking the dashboard, motivating students to complete more lessons, and conducting a few 1-1 interventions with students who are struggling. For example, Mr. Otello's has noticed that Ramon has been struggling with his "Two-Digit Addition" lesson, so he helps Ramon understand his DreamBox lesson on that topic. After 40 minutes, Mr. Otello's class is ready to go to Enrichment Center. The Enrichment Center Coordinator, Coach Robin, arrives to collect the class and Mr. Otello gets a new class of students from Ms Garcia.

Depending on the day, Coach Robin will either take the class outside for Physical Education or inside a classroom for Nutrition class. On a P.E. day, the students will walk out to the playground area and line up for stretching and calisthenics. Coach Robin will lead the students through the warm-up making sure the students are stretching together and counting the exercises as a class. After warm-up, the class will work on "Core Sports Readiness". This could be running, lunging, jumping, or a sports skill such as kicking a soccer ball or shooting a basketball. With the remainder of the class, the students will play a group game. Some examples include soccer, basketball, volleyball, group tag, and other team building games. On a nutrition day, Coach Robin would take the class inside where she will take them through a General Wellness lesson. The lesson may cover nutrition, personal health, hygiene, and environmental sustainability. The activities are often hands-on and interactive. After about 40 minutes, when Enrichment Center is complete, Coach Robin will return the class (which has now completed Reading Center, Computer Center, and Enrichment Center) to their math or literacy teacher and then gather a new class from Mr. Otello in the Computer Center.



## 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.

<b>Key:</b>
M – Math
LL – Learning Lab (computers, small group work, tutoring)
L – Literacy (includes integrated Science and Social Studies standards)

	Kindergarten			
	KA	KB	KC	KD
<b>8:00a</b>	M - MK	Recess	L - LKA	L - LKB
<b>9:40a</b>		LL - Comp		
<b>9:40a</b>	Recess	M - MK	L - LKA	L - LKB
<b>10:40a</b>	teacher lunch			
<b>11:20a</b>	LL	M - MK	L - LKA	L - LKB
<b>12:00p</b>	L - LKA	L - LKB	M - MK	Recess
<b>1:40p</b>			LL - Comp	
<b>1:40p</b>	L - LKA	L - LKB	Recess	M - MK
<b>3:40p</b>			LL - Comp	

## **Appendix AA: Rocketship Leadership Development**

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Rocketship is not only invested in academic gains and skills for its students, but is also highly invested in its 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 who can eventually become Principals, Assistant Principals, and Academic Deans both to provide compelling career opportunities for our employees and also to meet the demand for more Rocketship schools within the community and in other communities. With this in mind, we have created a multi-year leadership development program, the Rocketship Network Leadership Program, which supports teachers in developing their craft in the classroom and in preparing for possible school leadership roles in the future.

### **School Leadership Positions**

Rocketship school leadership teams are made up of, first and foremost, the principal. Principals at Rocketship are responsible for the success of the school and their role is defined by the following primary responsibilities:

- Attaining API results (closing the achievement gap)
- Instilling Rocketship culture in students, teachers, and parents
- Developing other leaders to support Rocketship’s growth and scale.
- Coaching teachers to that they attain 1.5 years or more of growth with 100% of their students

Every school also has an Academic Dean, who serves as an instructional leader at the school with primary responsibilities in the following areas:

- Coaching teachers so that they attain 1.5 years or more of growth with 100% of their students
- Managing staff professional development

Finally, every school also has an assistant principal whose major responsibilities include the following:

- Developing strong culture of high expectations and college prep
- Managing Learning Lab and all associated staff
- Coaching teachers so that they attain 1.5 years of growth or more with 100% of their students

Together, these three roles make up the leadership team of Rocketship schools. Because Deans, Principals, and Assistant Principals are responsible for the success of the school (and thus Rocketship’s ability to close the achievement gap) and because we believe that many assistant principals and deans will eventually take over established schools, we see the qualities and skills necessary in these roles as very similar and have designed the Rocketship Network Leadership program to build these critical skills and experiences.

### **The Rocketship Network Leadership Program**

The Rocketship Network Leadership program is based on the belief that leadership potential, coupled with intense ground-level experience in our schools, is the best preparation to become a Rocketship leader. Just as the best preparation for teaching is being a teacher, the best preparation for school leadership is being a school leader. With this in mind, program participants will fill real leadership roles in our network including academic dean positions and assistant principal positions. Program participants first work as teacher leaders, academic deans, or assistant principals under the direction of current Rocketship principals. Additionally, Rocketship Network Fellows participate in a comprehensive, rigorous training curriculum that includes 1:1 coaching and workshops from third-party experts in management as well as instructional and personal leadership. For example, program participants will attend specialized leadership workshops on topics such as effective communication, performance management, and data-driven instruction and make visits to observe high-performing schools throughout the country. Throughout the entire program, Network Fellows learn through sustained collaboration with other program participants as part of a selective cohort.

In evaluating program candidates, we prioritize leadership potential and ability to drive results over all other characteristics. Consequently, some program participants with two to three years of teaching experience may be ready to become Rocketship principals after a single year in the Network Leadership Program. In contrast, others with leadership experience in other schools may spend two years (or more) to become a Rocketship school leader. Whether you are just beginning your leadership pathway or you are an experienced senior manager looking to make the transition to Rocketship, our program is designed to provide you with the specific experience and coaching you need to run a successful Rocketship school.

Given the emphasis we place on potential over years of experience, applicants are asked to apply to the Rocketship Network Leadership program and as part of the application process Rocketship's Leadership Development team will work with each applicant to identify the most appropriate Network Leadership track. These tracks are:

### **Emerging Leaders: A 2+ Year Pathway to School Leadership**

Rocketship Emerging Leaders are outstanding teachers interested in becoming school and network leaders. These classroom leaders have a track record of student achievement and demonstrated leadership potential. Emerging Leaders come to Rocketship as teachers to become immersed in the innovative Rocketship model and also participate in additional leadership experiences and workshops as outlined above. They take on specialized projects at their school sites that may include teacher coaching, event planning, or community outreach and meet regularly with other teachers in the Emerging Leaders program (approximately once a month). Emerging Leaders are also mentored by their school-based leadership team (Principal and/or Dean and/or Assistant Principal). Rocketship Emerging Leaders will be among the first considered for Rocketship Rising Fellow and Rocketship Principal Fellow positions (see descriptions below) as well as any open Academic Dean Positions and serve as important leadership team members on their campuses. Teachers may participate in Emerging Leaders for 1-2 years before moving into a leadership role or bringing their increased leadership skills back to their classrooms and schools as experienced teacher leaders.

## **Rising Fellows: A Two-Year Pathway to Becoming a Principal**

The Rising Fellows Program is intended to prepare program candidates to become Principal Fellows in their second year of program participation, with the objective of opening or taking over an existing school after completion of two years in the Network Leadership program. Rocketship Rising Fellows may serve as assistant principals or academic deans, depending on their own professional development needs. In these roles, they hone their management and instructional skills and become immersed in the Rocketship model. If placed as assistant principals, Rising Fellows are responsible for managing all non-teaching staff (including staff of Learning Lab), coaching a small group of teachers, and building school culture by sharing in the supervision of transitions, arrival, dismissal, and lunch. If placed as Academic Deans, they are responsible for intensively coaching new and experienced teachers as well as planning and executing professional development. In addition to the experiential learning gained from these roles, Rising Fellows also benefit from collaborating with a select group of Rocketship school leaders through training workshops, individual coaching, and hands-on opportunities such as external school visits, 360 feedback surveys, and several weeks each year serving as the full principal. Rocketship Rising Fellows may also have the opportunity to found a new region and advance into regional and national leadership roles within the network.

## **Principal Fellows: A One-Year Pathway to Becoming a Principal**

Rocketship Principal Fellows train intensively for a year, in preparation to run or take over an existing Rocketship school upon program completion. In this year, Principal Fellows are based at a single school site, serving as Assistant Principal and becoming immersed in the Rocketship school model. Principal Fellows are responsible for managing all non-teaching staff (including Learning Lab tutors), coaching a group of teachers, and reinforcing school culture by supervising classroom transitions, school arrival and dismissal, and lunch. Additionally, they prepare to open and run a new Rocketship school, or take over an existing Rocketship school in the next year, by building community relationships, hiring staff, and creating a plan for their school. Principal Fellows participate in many Rocketship Network Leadership events and also spend several weeks each year serving as the full principal. Principal Fellows pursue an accelerated career track that may include the opportunity to found the first Rocketship school in a new region; they may also move quickly into a Regional Director role or other senior management role.

Because we believe that experience is so critical in developing leadership skill and capacity, the Network Leadership program aligns explicit trainings with authentic leadership and management work during both the Rising Fellow and Principal Fellow year. The different types of development activities include:

<b>Leadership Experience (Rising Fellows and Principal Fellows)</b>	<b>Training &amp; Coaching (Rising Fellows and Principal Fellows)</b>	<b>Start-Up School Activities (for start-up Principal Fellows only)</b>
<ul style="list-style-type: none"><li>• Authentic management experiences including serving as the manager of Learning Lab and RtI staff</li></ul>	<ul style="list-style-type: none"><li>• Trainings address the following functional areas: personal leadership, performance management,</li></ul>	<ul style="list-style-type: none"><li>• Community and family engagement activities (community meetings, home visits)</li></ul>

<p>as well as some additional support staff (lunch and/or dismissal) (If placed as an Assistant Principal)</p> <ul style="list-style-type: none"> <li>• Coaching and support of at least two teachers on staff, representing different levels of experience and in subject areas where Fellow may not be experienced (Academic Dean or Assistant Principal)</li> <li>• 3-5 “Takeover” Weeks per year where Fellow serves as principal (Assistant Principal)</li> <li>• Fellow Projects that address network needs and development areas (e.g. planning college trips, planning PD, running Saturday CST prep)</li> </ul>	<p>organizational development, instructional leadership, and operations</p> <ul style="list-style-type: none"> <li>• 360 feedback protocols to assess personal development areas</li> <li>• Small group trainings with LD staff, regional director, or external facilitators</li> <li>• 1:1 coaching from principal at school site, regional director, and leadership development staff as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff hiring and engagement (Dean, Assistant Principal, OM, teachers, ILS)</li> <li>• Drafting school plan that incorporates additional core value and principal’s own touch on RSED mission as well as day-to-day systems and procedures</li> </ul>
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Other possible Rising Fellow and Principal Fellow activities include:

- Shadowing current Principals
- Mentoring at least one staff member at each site
- Teaching Model Lessons for coached staff members
- Helping to facilitate and plan staff meetings
- Managing special projects within Achievement (i.e. teacher professional development, student recruiting handbook, etc.)
- Observing Learning Lab
- Observing Response to Intervention
- Monthly and at-times bi-weekly trainings
- 1:1/Coaching with CAO
- Coaching one rising Academic Dean (who will be assigned to their school)
- Building the Parent Leadership team for their start-up school

### **Key Characteristics and Leadership Competencies**

In all tracks of the Rocketship Network Leadership Program, cohort members are working to develop a core set of competencies essential for success in a school leadership role at Rocketship. These competencies may be divided into our key characteristics, which we believe should define all Rocketship employees (for our leaders, we place even higher expectations on demonstration of these characteristics) and then additional leadership competences.

<b>Key Characteristics</b>	<b>Additional Leadership Competencies</b>
<ul style="list-style-type: none"> <li>• Perseverance</li> <li>• Rocketship Student Achievement</li> <li>• Self-Awareness</li> <li>• Judgment</li> <li>• Internal Locus of Control</li> <li>• Planner</li> <li>• Adaptable</li> <li>• Mission Driven</li> <li>• Collaborative</li> <li>• Innovative</li> <li>• Eternally Positive</li> <li>• Quick Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Effective Written and Oral Communication Skills</li> <li>• Math Curriculum and Instruction</li> <li>• ELA Curriculum and Instruction</li> <li>• Effective at Using Data to Drive Decisions</li> <li>• Ability to Give Feedback</li> <li>• Ability to Receive Feedback</li> <li>• Investment In and Use of Rocketship Parent Involvement Model</li> <li>• Ability to Inspire and Motivate Others</li> </ul>

## **Cultivating Leadership from Day One**

In addition to the Network Leadership Program, Rocketship also recognizes the importance of developing leadership inside and outside of the classroom for *all* teachers. Our interview and selection process includes authentic tasks that screen for our key characteristics *and* leadership competencies (listed above). Rocketship maintains a strong partnership with Teach for America, attracting both high-performing corps members and alumni to our network.

While formal school leadership training begins in the Network Leadership Program, we believe that all of our teachers can be and must be classroom leaders. Additionally, we seek to build their leadership skillset from their first days with our organization, both because we know this will make them better teachers and because we want to provide them with exciting opportunities to move into school leadership in the future. With this in mind, all Rocketship teachers receive leadership development support in the following ways:

- Integration of leadership competencies into the Professional Growth Plan. As with goals for instruction, all teachers will have one identified leadership goal or focus area.
- Regular coaching, feedback, and evaluation for teachers from the immediate supervisor (often the Principal) on this leadership goal, in addition to the Instructional leadership goals. (Academic Deans and Assistant Principals may also be coaching teachers, but will be primarily focused on the instructional goals).
- Selection by principals of certain high-potential candidates to participate in campus-based projects and receive feedback on these assignments. For example, a teacher might be asked to run the homework program for his or her grade level and then be coached and evaluated on their work. In these roles, the teachers will be responsible for leadership tasks with specific objectives and expectations.
- Identification or recommendation by principals of individuals to participate in later phases of the Leadership Development Program based on their progress in the classroom (attaining 1.5+ years of growth for all Rocketeers), performance on leadership tasks (if applicable), and progress in their selected leadership goals on their Professional Growth Plans (PGPs).

## **Ongoing Leadership Development**

Finally, it is important to note that leadership development does not stop once a Principal Fellow becomes a principal. The Leadership Development programming involves the ongoing professional development and support of principal and deans once they move into their roles. To date, most professional development opportunities for Principals and Academic Deans occur in 1:1 meetings with their immediate supervisors and a trained leadership coach. In addition, the Principals receive professional development during weekly Achievement Team Meetings (ATMs) and through opportunities with external providers such as GLAD, and Real Time Coaching.

## **Summary**

Rocketship Education's plans for growth and scale depend on having a talented and prepared pipeline of leaders ready to serve as principals and academic deans. Therefore, it is critical that the organization establish a high-quality and comprehensive system for identifying, cultivating, developing, training, evaluating, and supporting talent from within its schools. Rocketship strongly believes that this investment in building leadership capacity in staff will foster not only a ready pipeline of future leaders, but most importantly, the highest quality leaders for all existing schools.

RSSP Summer PD Calendar August 2010

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Big Picture, Expectations, Curriculum, Parent Involvement</b>					
<p><b>2 At RMS</b></p> <p><b>8:00 – 10:00am</b> RSED Big Picture &amp; Team Building <b>10:00 – 12:00pm</b> RSSP Team Building &amp; Context (goals and vision) <b>12:00 – 1:00pm</b> Lunch &amp; <b>INTEL MATH</b> teachers leave <b>1:00 – 4:00pm</b> RSSP Team Building, Expectations for the year, Resource Binders etc.</p>	<p><b>3 At RMS</b></p> <p><b>INTEL MATH</b></p> <p><b>8:00 – 12:00pm</b> RSSP Team – Core Values and School Culture <b>LUNCH</b> <b>1:00 – 2:00pm</b> RSED Curriculum background (Top Ten Standards etc.) <b>2:00 – 4:00pm</b> Content Area Teams - SSM and LTP roll outs and Resources</p>	<p><b>4 At RMS</b></p> <p><b>INTEL MATH</b></p> <p><b>8:00 – 9:00am</b> Lesson Planning Overview &amp; Expectations <b>9:00 – 11:00am</b> K-1<sup>st</sup> Lit: Maximizing Read Alouds 2<sup>nd</sup> – 5<sup>th</sup> Lit.: Shared Reading Math: Top Ten Assessments <b>LUNCH</b> <b>12:00 – 4:00pm</b> New to RSED Lit.: Intro. to Literacy Session Math: Math Block Overview &amp; Small Group Instruction Exp. Lit.: SSM synthesizing and planning time</p>	<p><b>5 At RSSP</b></p> <p><b>INTEL MATH – TFA 1<sup>st</sup> Year CMS</b></p> <p><b>8:00-11:00am</b> Literacy Assessments / DRA Overview (DIBEL, Core) <b>LUNCH</b> <b>12:00 – 4:00pm</b> Digging Deeper with Guided Reading &amp; Writer's Workshop</p>	<p><b>6 at RSSP</b></p> <p><b>REACH CREDENTIALING</b></p> <p><b>8:00-11:00am</b> Math – Scope and Sequence Maps Literacy – Grade level Planning time <b>LUNCH</b> <b>12:00 – 4:00pm</b> Rocketship Parental Involvement Model</p>	<p><b>7</b></p> <p><b>REACH CREDENTIALING</b></p>



<b>Digging Deeper – Rocketeer Reasoning, UbD, English Language Learners</b>					
<b>9</b> <b>At RSSP</b> <b>INTEL</b> <b>MATH</b> <b>REACH</b> <b>CREDENTI</b> <b>ALING</b> <b>8:00 –</b> <b>11:00am</b> Writing Rubrics, Assessment s & Progress Monitoring <b>LUNCH</b> <b>12:00 –</b> <b>4:00pm</b> Rocketship Reasoning Planning Time: first few weeks & months of school	<b>10</b> <b>At RSSP</b> <b>INTEL MATH</b> <b>REACH</b> <b>CREDENTIALI</b> <b>NG</b> <b>8:00 –</b> <b>11:00am</b> UbD Overview Tools & Planning Model Unit presentation <b>LUNCH</b> <b>12:00 –</b> <b>4:00pm</b> Exhibition Night Overview Planning	<b>11</b> <b>At RMS</b> <b>GLAD</b> <b>INTEL MATH</b>  <b>8:00am –</b> <b>11:00am</b> GLAD refresher/ Classroom Instruction that Works for ELLs Discussion <b>LUNCH</b> <b>12:00 –</b> <b>2:30pm</b> UbD Planning Time <b>2:30pm</b> UbD Protocol	<b>12</b> <b>At RMS</b> <b>GLAD</b> <b>INTEL MATH</b>  <b>8:00 –</b> <b>11:00am</b> Building class and school culture <b>LUNCH</b> <b>12:00-</b> <b>4:00pm</b> Planning Time – how to best share with grade level partners next week?	<b>13</b> <b>WHOLE</b> <b>RSSP</b> <b>Team!!!</b> <b>8:00 –</b> <b>11:00am</b> Team Building 100 Culture Items <b>Team</b> <b>LUNCH</b> <b>12:00 –</b> <b>4:00pm</b> 100 Culture Items Community Scavenger Hunt	<b>14</b> <b>Back to</b> <b>School BBQ</b> <b>&amp; Homevisit</b> <b>Sign Ups!</b>
<b>16</b> <b>8:00 –</b> <b>12:00pm</b> Real Time Coaching Training (ALL RSED) <b>12:00 –</b> <b>4:00pm</b> <b>½ Day for</b>	<b>17</b> <b>8:00 –</b> <b>11:00am</b> ISD Presentation Rtl, SST, SAT – serving all students <b>LUNCH</b> <b>12:00 –</b> <b>12:00 –</b>	<b>18</b> <b>8:00 –</b> <b>11:00am</b> 100 Culture Items Grade Level Goals <b>LUNCH</b> <b>12:00 –</b> <b>4:00pm</b>	<b>19</b> <b>HOME</b> <b>VISITS</b>	<b>20</b> <b>HOME</b> <b>VISITS</b>	<b>21</b>

<b>Homevisits!</b>	<b>4:00pm</b> RSSP Team: PGP, Bonus, Expectations & Behavior Management	Best Practices Review Grade Level Planning Time <b>1<sup>st</sup> &amp; 2<sup>nd</sup> Grade Orientation Meeting at 5:30pm</b>	<b>3<sup>rd</sup> &amp; 4<sup>th</sup> Grade Orientation Meeting at 5:30pm</b>		
<b>23</b> <b>8:00 –</b> <b>11:00am</b> School Site Safety  <b>Kinder Orientation Meeting at 5:30pm</b>	<b>24</b> <b>Classroom Set Up &amp; Planning</b>	<b>25</b> <b>First Day of School!!!!</b>	<b>26</b>	<b>27</b>	<b>28</b>

	<b>Topic</b> (Topics in <i>Italics</i> are Suggested for that date but may be covered anytime in the month)	<b>Description</b>	<b>Owner</b>	<b>Teacher Leader Facilitators</b>	<b>Notes/Quest ions</b>
<b>August</b>					
<b>27-Aug</b>	<b>Content PD (math, reading, writing) @ RLS</b>	ELA: Review DRA by grade level. First years with Kate  Math- Planning time for unit 1 and top 10 assessments	<b>Deans/Kate</b>  <b>National</b>		
<b>September</b>					
<b>2-Sep</b>	<b>Real Time Coaching Training -Deans at RMS</b>	learning to use technology			
<b>3-Sep</b>	<b>Grade Level Collaboration</b>	Share info on students, home visits, summer homework, UBD	<b>School</b>		

		planning time, BTSN			
10-Sep	Differentiated Staff PD (1st year and experienced)	1st Yr: Lemov Sweat the Details ** REACH TPA 2 orientation	Peggy/National		
		Experienced: ELOs 1:1 w/ Meg, planning time (guided reading, ubd), Collaborate with LL Staff, Strong Voice, Sweat the Details	Deans, Meg		
17-Sep	Assessment Wall Meeting/Review 100 Culture Items/No School	Remember to Review DRA now that they've been administered to close the loop on norming, ILPs	School		
		1st Yr: REACH with Peggy Backwards Planning (all together)	Peggy/National		
23-Sep	Guaranteach (with Intel Math teachers)	Learn how to make videos. Each teacher makes 10 videos on Top Ten Standards incorporating Intel ** Prepare ideas/materials beforehand**	Michelle/National		location TBD
24-Sep	Content PD (math, reading, writing) @ RSSP	Math: review a teachers' video lesson on using manipulatives to teach conceptual lessons from Guaranteach	Kacie/National		EKG in Sacramento
		Reading: Guided Reading time to plan and see model lesson	Adrian/National	* Claire Wernecke RMS	
		Writing: TBD/OR guided reading planning	Eve/National	Becky Owens (RMS)	*Kristin and Melissa gone

<b>October</b>					
<b>1-Oct</b>	<b>Writing Assessment Review @ RMS</b>	Set norms for feedback on content vs. conventions, prepare anchor papers, math teachers are here	<b>School/National</b>	* RtI Collaboration: Andrea Chrisman and Rebecca Buchanan (RLS)	? Are teachers already trained on rubrics?
<b>8-Oct</b>	<b>Home Visits Meeting</b>		<b>School</b>		(Workshop/PLC surveys sent out)
<b>15-Oct</b>	<b>Content PD (Math, Reading, Writing)/RTI Collaboration (new date) @ RMS</b>	Math: DI and center ideas esp. ELL	<b>Kacie/National</b>	Myong (RMS)	
		Reading: execution of GR strategies and planning	<b>Adrian/National</b>	*Tayna Nees RMS, * Rebecca Buchanan (RLS)	
		Writing: conferencing-timing, procedures, tiered questioning	<b>Eve/National</b>	* Alyssa Sigala (K, RLS), Becky Owens (RMS)	
<b>22-Oct</b>	<b>Differentiated Staff PD (1st year and experienced) - Lemov Format Matters, Pacing</b>	1st Yr: ** ELL REACH Session (EKG runs), review pacing	<b>National</b>		
		Experienced: Time Management, ELL differentiation for centers and lesson planning, begin PLCs??	<b>School</b>		
<b>29-Oct</b>	<b>Grade Level Collaboration/GLAD (CCD and Sentence Patterning) Focus on: 1. the flow of how to use the GLAD strategies linearly in a unit 2. Determine which strategies go where in the unit (beginning, middle, end)</b>	Time for grade level teams to determine HOW to use GLAD strategies in all parts of the day, UBD planning, Time to Write Donors Choose Grants	<b>School</b>	* Claire Wernecke (RMS), * Jason Fromoltz (RSSP)	teachers can plan off-site :)
<b>November</b>					

Nov. 4-5	Guaranteach Session 2 (1st Yr. Math Teachers)	Day 1: Learning to make videos Day 2: Video Factory	Michelle/National		
5-Nov	Report Card Conf. Planning Time/Assessment Grading Time/Lemov Review Format Matters		School		
12-Nov	Parent Conferences/No School		School		
19-Nov	Assessment Wall Meeting/No School/GLAD-Expert Groups, Process Grids, Mind Map	Lemov- Precise Praise, planning for exhibition night	School	Becky Owens (RMS) for Lemov	
		1st Years: TPA 2 Practice (2nd years invited)- Lemov- Precise Praise (Cancelled)	National		
December					
3-Dec	Grade Level Collaboration/ RTI collaboration/GLAD-songs and chants, Paragraph		School		
10-Dec	Differentiated Staff PD- Workshops!!- Lemov- Pepper @ RSSP	LD and PITs help to plan differentiated workshops	National/PITs/LD		
January					
7-Jan	Differentiated Staff PD (1st year and experienced)/ Lemov Review- Precise Praise	1st Yr: Lemov-Pacing (review), Break it Down, REACH TPA 3 Orientation with Peggy	Peggy/National		
		Experienced: ELO work time, ELO-1:1 Feedback, planning time	Meg, Deans		
14-Jan	Content PD (Math, Reading, Writing) @ RLS	Math: Student Talk/Reaching Consensus, DI	Kacie/National		
		Reading: Conferencing	Adrian/National		
		Writing: Conferencing	Eve/National	Becky Owens (RMS)	

21-Jan	Assessment Wall Meeting/Review 100 Culture Items/No School/ GLAD - Input Charts		School		
28-Jan	Grade Level Collaboration/Report Card Planning Time/Lemov-Joy Factor		School		teachers can plan off-site :)
February					
4-Feb	Parent Conferences/No School		School		
11-Feb	Staff Appreciation/ RTI collaboration @ RMS		National/School		
18-Feb	Writing Assessment Review/Scoring/Lemov Review- Format Matters @ RMS		School/National		
25-Feb	Differentiated Staff PD (1st year and experienced)	1st Yr: TPA 4 Orientation, Lemov Review: Precise Praise, 100%	National		
		Experienced: Lemov 100% Investing Families/ Closing the Achievement Gap, Race, and Poverty?, PLCs	Deans		
March					
4-Mar	Content Meetings- CST Prep (math, reading, writing) @ RSSP	Math:CST Prep	Kacie/National		
		Reading: CST Prep	Adrian/National	*Jackie Vargas RMS	
		Writing: CST Prep	Eve/National		
11-Mar	Differentiated Staff PD (1st year and experienced)	1st Yr: Lemov-Joy Factor (review), TPA work	National		
		Experienced: ELOs, Levels of Questioning	Deans		
17-19 Mar	Staff Retreat/Assessment Wall Meeting/No School (3.19 at RSSP)	Day 1: Team Building (off-site), Review Lemov J-	School		

		Factor			
		Day 2: School Site PD (off-site)	School		
		Day 3: Workshops (@ schools) to be cont. in May	National		
25-Mar	Grade Level Collaboration/CST Prep/Lemov Review- Break it Down	5th Grade (Science CST Prep)	School		teachers can plan off-site :)
April					
1-Apr	Grade Level Collaboration/ RTI collaboration		School		
8-Apr	Content PD--Supporting ELLs (math, reading, writing) @ RLS	Math: Critical Thinking/Questioning	Kacie/National		
		Reading: Supporting ELLs	Adrian/National		
		Writing: Supporting ELLs	Eve/National		
15-Apr	Differentiated Staff PD (1st year and experienced)	1st Yr: CST culture setting, TPA 1 Orientation	Peggy/National		
		Experienced: Giving/Receiving Feedback, ELOs 1:1 feedback with Meg, PLCs	Schools/Meg		
29-Apr	Grade Level Collaboration/Lemov Review- Precise Praise		School		
May					
6-May	Differentiated Staff PD- Workshops cont. @ RMS		DITs/LD/National		
13-May	Grade Level Collaboration/Lemov Review- Pepper	1st yr: TPA 1 work	National		
		experienced: TBD	School		
20-May	Content PD (math, reading, writing) @ RMS	Math: Wishes for next grade level/ EOY assessments	Kacie/National		
		Reading: TBD	Adrian/National		
		Writing: TBD	Eve/National		

<b>27-May</b>	<b>Staff Appreciation?? @ RMS</b>		<b>National</b>		
<b>June</b>					
<b>3-Jun</b>	<b>Writing Assessment Review/Scoring @ RSSP</b>		<b>National/School</b>		
<b>10-Jun</b>	<b>Assessment Wall Meeting/Report Card Planning</b>		<b>School</b>		teachers can plan off site :)
<b>17-Jun</b>	<b>Parent Conferences</b>		<b>School</b>		
	PLC Topics	Workshop Topics:			
	1. Differentiation	1. Differentiation			
	3. Cooperative Learning	3. Cooperative Learning			
	4. ELA comprehension strategies	4. ELA comprehension strategies			
	5. Math strategy alignment	5. Math strategy alignment			
	6. National Board Certification	6. National Board Certification			
	how to integrate writing and ubd	how to integrate writing and ubd			
	how to integrate ell centers into guided reading time	how to integrate ell centers into guided reading time			



**Appendix AC: Sample Data Analysis Forms**

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*Math Data Analysis Form – Whole Class*

**DRA DATA ANALYSIS FORM**

<b>Focus Concepts/Skills:</b>			
<p>* Use your assessment data to find trends for class weaknesses                      * Quantify how many students need to focus on this area, and which assessments gave you this information</p>			
<p><b>Area of Focus:</b>  <b>Place Value – Tens and Ones and Expanded Form</b></p>	<p><b>Area of Focus:</b>  <b>Skip Counting</b>                      -By 5s                      -By 2s                      -By 10s</p>	<p><b>Area of Focus:</b>  <b>Test Taking Skills</b>                      - Solving the problem first                      -Finding the exact answer</p>	<p><b>Area of Focus:</b></p>
<p><b>Number of Students Served:</b> (which classes)</p> <p>In all of my classes, <b>every</b> student needs to work on expanded form. (from the N.S. 1.2 pretest)</p> <p>Tens and ones: 60 % of students do not understand the difference between 5 tens and 50 tens (the concept of GROUP)</p>	<p><b>Number of Students Served:</b> (which classes)</p> <p>55% of students need to learn counting by 2s</p> <p>65% need to learn counting by 5s</p> <p>35% need to learn counting by 10s</p>	<p><b>Number of Students Served:</b> (which classes)</p> <p>All students.</p>	<p><b>Number of Students Served:</b> (which classes)</p>

<p><b>Assessment Specifics:</b> (kinds of wrong answers) <b>Students don't know expanded form.</b> <b>Students say that 5 tens is 50 tens.</b></p>	<p><b>Assessment Specifics:</b> (kinds of wrong answers) <b>Blank boxes</b> <b>Students counting odd numbers (2,4,6,7,9,11, etc)</b> <b>Counting by tens (13,14,15, instead of 30,40,50 → ELD)</b></p>	<p><b>Assessment Specifics:</b> (kinds of wrong answers) <b>Students circle an answer without solving first.</b> <b>Students solve the problem but then don't circle or recognize the correct answer</b></p>	<p><b>Assessment Specifics:</b> (kinds of wrong answers)</p>

## Correlating California Standards

- List any top ten standards at your grade level that correlate with the target skills. This will help us see the bigger picture beyond the assessments.

N.S. 1.2 : I can compare and put in order numbers to 100. I can use these symbols:  $>$   $<$   $=$

Complementary Standards:

N.S. 1.1: Count, read, and write whole numbers to 100.

N.S. 1.4: Count and group objects in tens and ones

<b>Skill Goals</b>	<b>Targeted Assessments</b>
<p>* <b>SKILLS:</b> Based on pinpointed problems and your top ten standards, what should your focus students be able to do by the time of the next DRA?</p> <p>* <b>SUB-SKILLS:</b> What sub-skills need to be taught for mastery of each skill?</p>	<p>* For each skill or sub-skill, list an assessment you will use to monitor student progress during this cycle.</p> <p>* What is the structure of the assessment? When will it be implemented?</p>
<p><b>Skill:</b>            SWBAT: break down a number into tens and ones            SWBAT: write a 2 digit number in expanded form            SWBAT: skip count by 2s, 5s, and 10s, (to 40, 100, and 100 respectively)            SWBAT: eliminate incorrect answers on a multiple choice test</p>	<p><b>Interim Assessment:</b>            I will use weekly whole class quizzes to test place value concepts such as breaking a number into tens and ones and expanded form. I will also use math meeting as an informal assessment of student's learning by calling on individual students to solve problems and count by 2s, 5s, and 10s. Students will be assessed on test taking skills with the weekly assessments.</p>
<p><b>Sub-Skills:</b>            SWBAT: Count to 100            SWBAT: Write numbers to 100            SWBAT: Read a 2 digit number            SWBAT: visually represent a number using tens and ones blocks</p>	<p><b>Interim Assessment:</b>            Counting to 100 will be assessed in math meeting as well as with a quiz on writing #s to 100.            Reading 2 digit numbers and making them with 10s and 1s will be assessed during math meeting.</p>

	I will call on students each day to read a number and then make it using groups of tens and ones.
<p><b>Instructional Plan</b></p> <p>* Include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> new / re-teaching activities</li> <li><input type="checkbox"/> at least one GLAD strategy</li> <li><input type="checkbox"/> timing (when during the day, or how many times per week etc.)</li> <li><input type="checkbox"/> group structure (CENTERS, individual, partner, small group, whole class) <ul style="list-style-type: none"> <li>• BE SPECIFIC</li> </ul> </li> </ul>	
<p><b>Week 1: Sept. 20<sup>th</sup> – 24<sup>th</sup> Focus on: Skip counting by 10s and 5s. Breaking numbers into 10s and 1s.</b></p> <p>Math Meeting (daily)</p> <ul style="list-style-type: none"> <li>- counting to 100</li> <li>- counting by 10s – specifically noting the difference between the tricky numbers (like 18 and 80)</li> <li>- counting by 5s</li> <li>- place value cups → days in school broken into 10s and 1s.</li> </ul> <p>Lesson (over multiple days with increasing numbers)</p> <ul style="list-style-type: none"> <li>- students given a cup of cubes and need to show a given number by making a group of 10 and adding 1s. E.g. show me 13 cubes (students count). Now show me 13 cubes using groups of tens and ones. Students make 1 group of 10 and 3 ones. Discuss how both ways showed 13, but that in our number system we group things into 10s to make it easier for us.</li> </ul> <p>Quiz on Thurs or Fri about 10s and 1s</p>	
<p><b>Week 2: Sept. 27<sup>th</sup> – Oct. 1<sup>st</sup> Focus on: Skip counting by 10s and 5s. Breaking numbers into 10s and 1s. Introduce expanded form</b></p> <p>Math Meeting (daily)</p> <ul style="list-style-type: none"> <li>- counting to 100</li> <li>- counting by 10s – specifically noting the difference between the tricky numbers (like 18 and 80)</li> </ul>	

- counting by 5s
- place value cups → days in school broken into 10s and 1s. Explain that we need a way to show how many straws there are all together if we add the cups up. → Expanded form

Lesson (over multiple days with increasing numbers)

- First review tens and ones. (a ten is a GROUP of ten ones)
- Explain that expanded form is how we write a number sentence to show how many cubes there all altogether. We can't say  $1+2 = 12$  for 1 ten + 2 ones = 12 because tens and ones aren't the same thing, we can't add them. So we have to figure out how many ones there are in 1 ten. (Count them)
- \*adjective-noun theme from Intel
- practice writing Expanded Form

**Week 3: Oct. 4<sup>th</sup> – 8<sup>th</sup> Focus on: Skip counting by 5s and 10s. Expanded form in math meeting.**

Math Meeting (daily)

- counting to 100
- counting by 10s – specifically noting the difference between the tricky numbers (like 18 and 80)
- counting by 5s
- counting by 2s
- place value cups → days in school broken into 10s and 1s. Explain that we need a way to show how many straws there are all together if we add the cups up. → Expanded form.
- number of the day: students will have to label the tens and ones and write it in expanded form.

Lesson: Race to 100 (over multiple days)

- Students will become fluent in counting tens and ones by playing race to 100 with a partner
- Student rolls a die and takes that many beans. When he/she has 10 beans he/she trades for a 10 bean stick.
- After every round the child has to say how many he/she has by counting 10s and 1s.

I will do this in small groups with students who are struggling as well.

-

**Administer Unit Assessment**

**Week 4: Oct. 11<sup>th</sup> – 15<sup>th</sup>**

Math Meeting (daily)

- counting to 100
- counting by 10s – specifically noting the difference between the tricky numbers (like 18 and 80)
- counting by 5s
- counting by 2s
- place value cups → days in school broken into 10s and 1s. Explain that we need a way to show how many straws there are all together if we add the cups up. → Expanded form.
- number of the day: students will have to label the tens and ones and write it in expanded form.

The next 3 weeks I will pull small groups of students who did not perform well on the Unit test. Our whole class lessons will be about comparing numbers, not expanded form, unless so many students perform poorly that we need to reteach.

Small group:

- Ask students how many beans are in my cup. They will guess or say they don't know. Start counting but mess up and have to keep starting over as the numbers get too big. Suggest counting by 10s. Count out 10 beans and put them in a smaller cup. Have students do this, making lots of groups of 10s. When all the beans are gone, ask them how we should count them.
- count by 10s, then by 1s for the last few beans.

**Week 5: Oct. 18<sup>th</sup> – 22<sup>nd</sup>**

Math Meeting (daily)

- counting to 100
- counting by 10s – specifically noting the difference between the tricky numbers (like 18 and 80)
- counting by 5s
- counting by 2s
- place value cups → days in school broken into 10s and 1s. Explain that we need a way to show how many straws there are all together if we add the cups up. → Expanded form.
- number of the day: students will have to label the tens and ones and write it in expanded form.

Small group:

Play race to 100. Play on a white board so I (and the student) can write how many tens and ones there are. Emphasize counting by 10s to figure out the expanded form (and write that on the board too)

**Week 6: Oct. 25<sup>th</sup> – 29<sup>th</sup>**

**Math Meeting (daily)**

- counting to 100
- counting by 10s – specifically noting the difference between the tricky numbers (like 18 and 80)
- counting by 5s
- counting by 2s.
- place value cups → days in school broken into 10s and 1s. Explain that we need a way to show how many straws there are all together if we add the cups up. → Expanded form.
- number of the day: students will have to label the tens and ones and write it in expanded form.

**Lesson – test taking**

- Discuss how test makers try to trick us by choosing the wrong answers really carefully. They know what mistakes we will make and we have to be careful and trust our brains.
- Teach students to always solve the problem first.
- Start with multiple choice pages with only 2 answers and have students explain why one of them is right, and why the other one is wrong.
- Work up to 4 answers.
- Discuss the post-it strategy of covering up the answers to solve it using what we know first.

*Literacy Data Analysis Form – Focus Students*

**DRA DATA ANALYSIS FORM**

<b>Focus Concepts/Skills:</b>			
* Use the students’ files to determine what is causing them to be “stuck” in this range.			
* Circle/highlight all that apply (or write in) and provide specifics.			
<b>Student Name:</b> Jennifer Montes	<b>Student Name:</b> Carlos Perez	<b>Student Name:</b> Paola Ramirez	<b>Student Name:</b> Alice Lee
<b>Current DRA Level:</b> 38 <b>DRA Level Goal:</b>	<b>Current DRA Level:</b> 34 <b>DRA Level Goal:</b>	<b>Current DRA Level:</b> 38 <b>DRA Level Goal:</b>	<b>Current DRA Level:</b> 38 <b>DRA Level Goal:</b>

40	40	40	40
<u>ORAL READING FLUENCY</u> high frequency words decoding book-handling skills expression phrasing accuracy fluency rate pacing use of cues monitoring and clarifying  <u>COMPREHENSION</u> literal comprehension making predictions retelling sequence of events retelling characters retelling vocabulary writing a summary making connections interpretation / author's message identifying important information support of answers / relevant reasons metacognitive awareness	<u>ORAL READING FLUENCY</u> high frequency words decoding book-handling skills expression phrasing accuracy fluency rate use of cues monitoring and clarifying  <u>COMPREHENSION</u> literal comprehension making predictions retelling sequence of events retelling characters retelling vocabulary writing a summary making connections interpretation / author's message identifying important information support of answers / relevant reasons metacognitive awareness	<u>ORAL READING FLUENCY</u> high frequency words decoding book-handling skills expression phrasing accuracy fluency rate use of cues monitoring and clarifying  <u>COMPREHENSION</u> literal comprehension making predictions retelling sequence of events retelling characters retelling vocabulary writing a summary making connections interpretation / author's message identifying important information support of answers / relevant reasons metacognitive awareness	<u>ORAL READING FLUENCY</u> high frequency words decoding book-handling skills expression phrasing accuracy fluency rate use of cues monitoring and clarifying  <u>COMPREHENSION</u> literal comprehension making predictions retelling sequence of events retelling characters retelling vocabulary writing a summary: Alice over loads her summaries with unnecessary details. making connections interpretation / author's message identifying important information support of answers / relevant reasons metacognitive awareness

### **Correlating California Standards**

\* List any top ten standards at your grade level that correlate with the target skills. This will help us see the bigger picture beyond the DRA.

**Reading 2.4:** Rocketeers choose the most important points to share when they retell a story.



<p style="text-align: center;"><b>Skill Goals</b></p> <p>* <b>SKILLS:</b> Based on pinpointed problems and your top ten standards, what should your focus students be able to do by the time of the next DRA?            * <b>SUB-SKILLS:</b> What sub-skills need to be taught for mastery of each skill?</p>	<p style="text-align: center;"><b>Targeted Assessments</b></p> <p>* For each skill or sub-skill, list an assessment you will use to monitor student progress during this cycle.            * What is the structure of the assessment? When will it be implemented?</p>
<p>Write a strong, unscaffolded summary that includes important events from the story</p> <ul style="list-style-type: none"> <li>• Identify events in a story</li> <li>• Identify the main problem that fuels the plot in a narrative text</li> <li>• Distinguish important events from unimportant events through an understanding of plot</li> <li>• Recall relevant details from important events</li> <li>• Create a strong topic sentence that guides the summary</li> <li>• Appropriately use transition words to break up events in a summary</li> </ul>	<p>Collect guided reading work/reading packets</p>
<p>Identify the <b>MOST</b> important event in the story and justify rationale</p> <ul style="list-style-type: none"> <li>• identify the problem, solution and climax of a plot</li> <li>• understand cause and effect relationships of events in the text</li> <li>• identify the author’s message</li> </ul>	<p>Collect guided reading work/assess through discussion.</p>
<p>Infer a character’s motives</p> <ul style="list-style-type: none"> <li>• identify a character’s personality traits</li> <li>• recall background information about a character</li> <li>• locate clues in the text that relate to the question</li> <li>• access schema about particular events related to the question</li> <li>• make meaningful text-to-self connections</li> </ul>	<p>Collect guided reading work/assess through discussion.</p>
<p><b>Instructional Plan</b></p> <p>* Include:            ✓ new / re-teaching activities</p>	

- ✓ at least one GLAD strategy
- ✓ timing
- ✓ group structure (CENTERS, individual, partner, Guided Reading, whole class)

\* BE SPECIFIC

### Week of April 12, 2010

#### WHOLE CLASS:

- Squeeze small group/guided content for target students within the whole class objectives:
  - This week, review what an event is whole class. Identify events in a whole class read aloud by asking, “what event just happened?”
  - Review that narrative texts have a problem that drive the story whole class. In a read aloud, call on target students to identify the problem in the text read.

#### GUIDED READING:

- Meet in guided reading **twice** in this week (Monday and Tuesday).

Day One:

- Comprehension Objective: SWBAT identify the events that occur in a text
  - Mini-Lesson: Explain to students that events are things that happen in a story. Relate a story to things that happen during our day. What that have happened so far in our day? Make a list (on the list, show students how to compile smaller events that go together, eg: brush my teeth, get dressed, eat breakfast getting reading for school). Then show students a partially complete list of events in a familiar read aloud text. Using to the familiar read aloud text, model how to identify an event as you read (eg: *Jacob sits down and turns to his mother. “Mom, I’m nervous about the first day of school,” he sobs.* The event is here is that Jacob is talking to his mother. This is all one event -> the event is not Jacob sat down or that he turned to his mother, those are smaller things that happened within this event).
  - Guided Practice/Discussion: Students will be assigned a particular amount of pages to read. We will come together and discuss what events took place. When we identify an event we will record it on a list of events (attached).

Day 2:

- Comprehension Objective: SWBAT identify the problem in a text
  - Mini-Lesson: Review with students that narrative texts have a problem/conflict that drive the story. Provide examples/a list of common problems (character has a fear,

character does not get along with another character, character, etc). Using a graphic organizer and a few examples off a list of familiar read aloud texts, model identifying the problem.

- Guided Practice/Discussion: Using the rest of the list of familiar read aloud texts and the graphic organizer, have students write what they believe the problem is in each story then have a guided discussion where students discuss.

### **Centers**

Day One:

All students go to a reading response center where they will finish reading the text individually and will identify all other events in the text and record those events on their list.

Day Two:

All students go to a reading response center where they will finish review the text individually and determine the problem in the text.

### **Progress Monitoring:**

Students turn in guided reading work, notes taken during fluency observations, reading packets collected.

## **Week of April 19, 2010**

### **WHOLE CLASS:**

- Squeeze small group/guided content for target students within the whole class objectives:
  - This week, review what an event is whole class. Identify events in a whole class read aloud by asking, “what event just happened?”
  - Review that narrative texts have a problem that drive the story whole class. In a read aloud, call on target students to identify the problem in the text read.

### **GUIDED READING:**

- Meet in guided reading **twice** in this week (Monday and Tuesday).

Day One:

- Comprehension Objective: SWBAT distinguish between which events are important and unimportant
  - Mini-Lesson: Explain to students that when we writing a summary, we only want to include events that are important. Tell students to think about if they were telling a story about the day they went to Great America and had the most fun ever! Are they going to want to tell person listening about all the minor events that happened that day: I brushed my teeth in the morning, I had to go to the bathroom at 2:00? Or are you only going to want to tell about the important stuff? We rode on survivor and then got soaking wet on the log ride! ... Summaries are the same way, you only want to tell what is important. So how do we find important events? Provide students with a list of guiding questions (linked to the elements of plot) to help them identify which events in the text are important. Model how to use the guiding questions by working through the process of selecting important events from my list of events from a realoud text used in Day 1 of the week of April 12<sup>th</sup>. As I do this, I will mark the events are important with a check and scratch out unimportant events.
  - Guided Practice/Discussion: Have students use the guiding questions identify two important events on their list from Day One, Week of April 12<sup>th</sup> about the story they read in guided reading. Have the students discuss the events they've selected and why.

Day 2:

- Comprehension Objective: SWBAT fill out Plot Mountain with Previously Selected Important Events
  - Mini-Lesson: Using the read aloud example, model for students how to take selected events and fill out the plot mountain organizer. Explain that students are required to have an exposition, climax, and resolution box filled in but must select no more than four events to go in the middle (either rising action or falling action events). The guiding questions from the previously day are tied to elements from plot, so it should be an easy transfer. (The graphic organizer for plot mountain has particular questions the students must answer, this will help guided them in writing their summaries and I will drill them to memorize these questions through the practice time).
  - Guided Practice/Discussion: Work with students to fill in a few boxes on the new plot mountain.

**Centers**

Day One:

All students go to a reading response center where they will finish identifying all important events from the text.

Day Two:

All students go to a reading response center where they will complete their plot mountain.

**Progress Monitoring:**

Students turn in guided reading work, notes taken during fluency observations, reading packets collected.

**Week of April 26, 2010**

**WHOLE CLASS:**

- None

**GUIDED READING:**

- Meet in guided reading **twice** in this week

Day One:

- Comprehension Objective: SWBAT transfer plot mountain information into a well written summary that incorporates transition words
  - Mini-Lesson: Provide students with list of transition words. Using list from my own plot mountain from realoud, model how to transfer into summary and select appropriate transition words.
  - Guided Practice/Discussion: Have students begin their summaries at guided reading table. Stop students at particular points to offer direct and immediate feedback.

Day 2:

Comprehension Objective: Students will be able to identify the most important event using a graphic organize with essentially predetermined justifications.

- Mini-Lesson: Explain to students, “on the DRA you will have to determine the MOST

important event in the story. There is no correct answers. You can choose any event that you want, so long as you justify why that event is important and your justification makes sense.” Model to students how many different events could be the most important and provide justifications tied to plot (eg: choose an event in the rising action, this event is the most important because it causes the problem to occur, choose the climax, this event is the most important because it is the turning point where the character learns \_\_\_\_\_ and the problem starts to go away.) Then provide student with a list generic justifications that can be adapted for specific texts (If you choose the climax, then your justification is \_\_\_\_\_. If you an event from the rising action, your justification is \_\_\_\_\_. If you choose the resolution, etc. etc.)

- Guided Practice/Discussion: Students choose the most important event in the story and discuss rationales.

**Centers**

Day One:

All students go to a reading response center where they complete their summaries individually.

Day Two: None.

**Progress Monitoring:**

Students turn in guided reading work, notes taken during fluency observations, reading packets collected.

**Week of May 3, 2010**

**WHOLE CLASS:**

None

**GUIDED READING:**

- Meet in guided reading **twice** in this week

Day One:

- Give students new book. Provide them with materials to run through the past three weeks on their own with a new book.

Day Two:

- Check in with students on progress. Provide direct feedback and send students back to complete/revise summaries on new book.

### **Centers**

Day One:

All students go to a reading response center where read text, and complete work.

Day Two:

All students go to a reading response center where they complete remaining work, finish summaries.

### **Progress Monitoring:**

Students turn in guided reading work, notes taken during fluency observations, reading packets collected.

## **Week of May 10, 2010**

### **WHOLE CLASS:**

Ask case study students targeted questions about why a character does something during readalouds.

### **GUIDED READING:**

- Meet in guided reading **twice** in this week

Day One:

Comprehension Objectives: Students will be able to use a characters feelings to infer a character's motives for a particular action

- Mini-Lesson: Explain to students that many strong readers think about WHY characters do and say things as they read. Most time the author doesn't tell us why and we have to infer. One way to infer is by figuring out what the characters feel. Characters act on their emotions. If character bullies another character, it might be because they are angry, or lonely. If a character refuses to do something, it could be because they feel afraid.
- Guided Practice: Give an action of a particular character from the book and ask a question about their motives, have students discuss the character's feelings as a motive

-

Day Two:

Comprehension Objective: Students will be able to use a text-to-self connection to infer a character's motives for a particular action

- Mini-Lesson: Another way to infer is by making text-to-self connections. Have you ever done something similar to what the character has done? Think about why YOU did it, and it might help you understand the character better. Model with an example from a read aloud.
- Guided Practice: Give an action of a particular character from the book and ask a question about their motives, have students discuss text to self connections about why the character may have acted the way

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**Centers:**

Day One and Day Two:

Provide students with interpretation questions about character's motives. Have students answer using the strategies from guided reading.

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**Progress Monitoring:**



Students turn in guided reading work, notes taken during fluency observations, reading packets collected.

**Week of May 17, 2010**

Reassess all students on DRA 40

**Appendix AD: Teacher Professional Growth Plan**

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**STRENGTHS**

Overall Teacher Key Strengths	Next Steps to build this strength and to leverage this strength for the school
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

**SMART GOALS**

**Grade Level SMART Goals for the Year:**

- 1.
- 2.
- 3.
- 4.
- 5.

Goal Content Area	September	November	January	March	June
<ul style="list-style-type: none"> <li>• DRA</li> </ul>					
<ul style="list-style-type: none"> <li>• Sight Words</li> </ul>					
<ul style="list-style-type: none"> <li>•</li> </ul>					

**SMART Goal(s) for 8 week cycle:**

Example: *At the end of the 8 week cycle, all classes will have an average of 72% or higher (meaning a 15% or more growth for all classes).*

- 1.
- 2.

**SMART Goals for Focus students:**

Example: *Cesar will improve from 67% on his EOY exam to 80% or higher upon being reassessed in 4 weeks and will conclude the year at 90% or higher.*

- 1.
- 2.
- 3.

#### 4.

##### **Rocketeer Characteristics**

*This section is a discretionary decision by the manager. They may select to highlight a Rocketeer characteristic due to it being exemplified during the previous eight weeks, as a focal point for growth in the next eight weeks, or even as a key lever to accomplishing other areas of the PGP in the next eight weeks. (Managers, please do not focus on all characteristics, but focus on a maximum of two to three.)*

<b>Rocketeer Characteristics</b>	<b>Evidence</b>	<b>Strengths and/or Challenges Feedback</b>
<p><b>Mission Driven</b> Rocketeers believe that every child should go to college, and that requires both outstanding schools and thousands of them. Their language and actions with parents, educators, students and co-workers reflect their passion about closing the achievement gap through Rocketship's unique model.</p>	•	
<p><b>High Achiever</b> High achieving Rocketeers continuously overcome obstacles to find better ways to build schools and support a child's education while consistently working to improve and accomplish significant results.</p>	•	
<p><b>Adaptable</b> When the ground suddenly shifts Rocketeers don't panic, they calmly assess, quickly regroup and move forward believing something better can be realized ahead. Rocketeers are open-minded, proactive, self-aware and demonstrate a positive attitude in addressing change.</p>	•	
<p><b>Collaborative</b> Rocketship is all about teams and Rocketeer's trust that the collective efforts of the team will move us much faster and further than going it alone. Rocketeers value working relationships, understand how important working relationships are for the organization, and work at making their relationships function well.</p>	•	
<p><b>Planner</b> Rocketeers have strong organizational skills (pre-crastinator) and demonstrate them in their timeliness and focus by prioritizing effectively, managing their time, making strategic decisions, and thoroughly planning for events in the present and future.</p>	•	
<p><b>Innovative</b> Rocketeers bring diverse experiences, new ideas and new viewpoints to their jobs in order to question existing assumptions and push conversations in new directions.</p>	•	
<p><b>Mature</b> Rocketeers demonstrate maturity by keeping their eye on the Rocketship vision and conducting themselves with the bigger picture in mind. Their behaviors demonstrate the ability to</p>	•	

<p>access the entire situation, the ability to make good decisions, keep an optimistic attitude despite any challenges, and understand the need to take care of one's mind and body.</p>		
<p><b>Internal Locus of Control</b>  Rocketeers don't blame others, they chart their own paths and they go after them with the belief that there is no failure, only feedback. They take responsibility for their actions and find ways to directly or indirectly affect outcomes to move the organization forward.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	
<p><b>Eternally Positive</b>  Rocketeers take their work seriously, but not so much themselves. They display a persistent, positive attitude to problem solving and recognize that goals are achievable, even with obstacles. They constantly make positive assumptions and have a generosity of spirit.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	

Section I. Planning

Planning Focus Areas	Indicators	Specific Evidence/Student Data to Support Rating	M (4)	P (3)	IP (2)	DNM (1)
TAL—Set Big Goals	Regularly makes Rocketeers aware of their progress towards these SMART goals (public data wall in classroom, etc.) and invests them in these class and individual goals <a href="#">(Objective)</a> .	•				
		Next Steps:	Completion Date:			
	Consistently uses rigorous, bite-sized, measurable, standards-based objectives to drive instruction; writes objectives/agenda on the board and reviews them with Rocketeers daily. <a href="#">(Objective)</a>	•				
		Next Steps:	Completion Date:			
TAL—Plan Purpose-fully	Designs daily, quality, rigorous (clear objectives), standards-based lesson plans that result in students being able to articulate the connections between prior and new knowledge as well as how the concepts relate to their own life experiences and cultural backgrounds. <a href="#">(Objective)</a>	•				
		Next Steps:	Completion Date:			
	Engages in a constant cycle of modifying practice based on findings from assessing performance data, implementing strategic improvements, reassessing, analyzing, and implementing additional improvements (Data Analysis). <a href="#">(Objective)</a>	•				
		Next Steps:	Completion Date:			
	Designs innovative, student-centered activities that align with the principles of effective lesson planning (e.g., activates prior knowledge, articulates key ideas, anticipates misunderstandings, infuses <b>scaffolded student practice</b> , (assesses understanding) and effectively and efficiently leads to student mastery. <a href="#">(Objective)</a>	•				
		Next Steps:	Completion Date:			

Section II. Execution

Execution Focus Areas	Indicators	Specific Evidence/Student Data to Support Rating	M (4)	P (3)	IP (2)	DNM (1)
Rocketship Top 100	Effectively implements <b>all</b> of the Rocketship Top 100 culture items and ensures students internalize the Rocketeer culture. <a href="#">(Objective)</a>	•				
		Next Steps:	Completion Date:			
Lemov—Sweat the Details	Pays attention to even the smallest details to ensure smooth, predictable, and effective outcomes in everything that is done. <a href="#">(Objective)</a>	•				
		Next Steps:	Completion Date:			
Lemov—Strong Voice	Consistently implements all components of Strong Voice (economy of language, do not talk over, do not engage, square up/stand still, quiet power, self-interrupt, and “register”) as necessary and maintains effective control of the classroom. <a href="#">(Objective)</a>	•				
		Next Steps:	Completion Date:			
Lemov—100%	Ensures that all students (100%) meet 100% of the goals of the lesson, follow 100% of the directions, 100% of the way, 100% of the time, and 100% and create the expected product. <a href="#">(Objective)</a>	•				
		Next Steps:	Completion Date:			
Lemov—Precise Praise	Uses positive reinforcement strategically (Acknowledgment v. Praise). <a href="#">(Objective)</a>	•				
		Next Steps:	Completion Date:			
Lemov—Pacing	Ensures that every minute in class is effectively used and transitions/procedures are <b>highly</b> effective. (Change the Pace, Brighten Lines, All Hands, Every Minute Matters, Look Forward, and Work the Clock) <a href="#">(Objective)</a>	•				
		Next Steps:	Completion Date:			
Lemov—Format Matters/	Ensures that student’s responses <b>fully</b> address the question. Do they ‘stretch-it’ and use whole	•				

<b>Stretch-It/ Right is Right</b>	sentences and prove their answers? Do they use the correct format and answer with appropriate units, grammar, etc.? Is their answer fully right, not partway? <a href="#">(Objective)</a>	<b>Next Steps:</b>	<b>Completion Date:</b>				
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Section II. Execution (cont.)

Execution Focus Areas	Indicators	Specific Evidence/Student Data to Support Rating	M (4)	P (3)	IP (2)	DNM (1)
TAL—Execute Effectively	Varies instructional strategies, adapts materials and resources, and utilizes multiple sources of technology to increase active participation and facilitate learning for all students. <a href="#">(Objective)</a>	•				
		Next Steps:	Completion Date:			
	Assessments probe for evidence of higher-order understanding (analyzing, synthesizing, and evaluating information), the ability to connect and process various forms of knowledge, and an awareness of the complexities of the world. <a href="#">(Objective)</a>	•				
		Next Steps:	Completion Date:			
TAL—Invest Students and Families	Creates a welcoming physical and emotional environment through rational persuasion, role models, and constant reinforcement and marketing to instill Rocketship core values (respect, responsibility, empathy, and persistence) so that students feel comfortable and supported enough to take the risks of striving for the SMART goals. <a href="#">(Objective)</a>	•				
		Next Steps:	Completion Date:			
	Builds trusting relationships with students' parents/families and devotes time and energy to continuously developing those relationships throughout the year while regularly connecting with the greater community (100% home visits completed by end of first semester). <a href="#">(Objective)</a>	•				
		Next Steps:	Completion Date:			

Section III. Differentiation

Differentiation Focus Areas	Indicators	Specific Evidence/Student Data to Support Rating	M (4)	P (3)	IP (2)	DNM (1)
TAL— Continuously Increase Effectiveness	Conducts effective differentiated instruction that significantly affects student achievement, such as guided reading and math workshop, in the classroom on a daily basis and group students according to their intervention level. <a href="#">(Objective)</a>	•				
		Next Steps:	Completion Date:			
	Plans lessons to include necessary review or differentiation for Tier 1 & 2 students. <a href="#">(Objective)</a>	•				
		Next Steps:	Completion Date:			
	Analyzes, adapts, and creates a wide range of relevant instructional materials, resources (behavior contracts, etc), and technologies to extend special needs students' understanding and provide equal access. <a href="#">(Objective)</a>	•				
		Next Steps:	Completion Date:			
Lemov— No Opt Out	Ensures that a sequence that begins with a student unable to answer a question should end with the student answering that question as often as possible (scaffolding). <a href="#">(Objective)</a>	•				
		Next Steps:	Completion Date:			
ELL Instruction	Seamlessly integrates a wide variety of strategies to address the varied needs of all ELLs in the classroom at all times and offers a daily center with differentiated ELL activities and Academic Language instruction during guided reading time. <a href="#">(Objective)</a>	•				
		Next Steps:	Completion Date:			

Section III. Differentiation (cont.)

Differentiation Focus Areas	Indicators	Specific Evidence/Student Data to Support Rating	M (4)	P (3)	IP (2)	DNM (1)
GLAD— CCD (Cognitive Content Dictionary)	Consistently uses this strategy and graphic organizer in introducing vocabulary and teaching word analysis skills while correctly implementing the strategy. <a href="#">(Objective)</a>	•				
		Next Steps:	Completion Date:			
GLAD— Sentence Patterning Chart	Consistently uses this GLAD strategy and graphic organizer in introducing sentence structure and teaching syntax while correctly implementing the strategy. <a href="#">(Objective)</a>	•				
		Next Steps:	Completion Date:			
GLAD— Input Charts	Consistently uses this GLAD strategy and includes various input charts in teaching concepts and academic vocabulary. Strategy is also correctly implemented. <a href="#">(Objective)</a>	•				
		Next Steps:	Completion Date:			
GLAD— Expert Groups	Consistently uses this strategy during instruction to teach vocabulary and reading standards and it is correctly implemented. <a href="#">(Objective)</a>	•				
		Next Steps:	Completion Date:			
GLAD— Songs and Chants	Consistently uses this GLAD strategy throughout the day and year to assist student's learning in a meaningful manner. <a href="#">(Objective)</a>	•				
		Next Steps:	Completion Date:			
GLAD— Process Grid/Mind Map	Consistently uses this GLAD strategy to teach advanced organizing techniques for reading and it is correctly implemented.	•				
		Next Steps:	Completion Date:			
GLAD— Paragraphs	Consistently uses this GLAD strategy to teach the writing process and in introducing writing checklists. Strategy is correctly implemented.	•				
		Next Steps:	Completion Date:			

Section IV. Leadership

Leadership Focus Areas	Indicators	Specific Evidence/Student Data to Support Rating	Met Objectives/Outcomes?		M (4)	P (3)	IP (2)	DNM (1)
			Yes	No				
<b>Embedded Leadership Opportunities</b>	Manages responsibilities of embedded leadership opportunities and meets outcomes in a timely manner that positively affects the grade level, school, students, and families. <a href="#">(Objective)</a>	•	Yes	No				
		<b>Next Steps:</b>	<b>Completion Date:</b>	Yes	No			
<b>Effective Time Management/Planning</b>	Consistently demonstrates the ability to plan, prioritize effectively, manage multiple tasks, and meet deadlines. <a href="#">(Objective)</a>	•						
		<b>Next Steps:</b>	<b>Completion Date:</b>					
<b>Flexibility</b>	Fluidly adjusts to the constantly changing start-up environment. <a href="#">(Objective)</a>	•						
		<b>Next Steps:</b>	<b>Completion Date:</b>					
<b>Effective Oral and Written Communication</b>	Communicates effectively with diverse audiences. Written and oral communication is clear, accurate and influential. <a href="#">(Objective)</a>	•						
		<b>Next Steps:</b>	<b>Completion Date:</b>					
<b>Ability to Give Feedback</b>	Delivers feedback in an effective manner that influences others to implement the feedback. <a href="#">(Objective)</a>	•						
		<b>Next Steps:</b>	<b>Completion Date:</b>					
<b>Ability to Receive Feedback</b>	Seeks out feedback from others on ways to improve. He/She hears the feedback without becoming defensive and appropriately acts on it. <a href="#">(Objective)</a>	•						
		<b>Next Steps:</b>	<b>Completion Date:</b>					

## **Teacher PGP Objectives:**

*These objectives are based on 4 - Mastery: Teacher consistently exceeds expectations and is an exemplar for this standard.*

## **PLANNING:**

### **TAL Set Big Goals:**

- Following each assessment section the teacher shares data with all Rocketeers, sets SMART class and individual goals based on this data, and has a public in-class system to track their Rocketeer's progress.
- Has Agenda and Standards Driven Objectives on the board daily and ensures that 100% of lessons are driven by standards, rigorous objectives, and SMART goals.

### **TAL Plan Purposefully**

- 100% of daily lessons are standards-based and include rigorous objectives that the teacher can ensure have been realized within the lesson. All lessons are also scaffolded based on student's prior knowledge from previous lessons.
- Teacher completes a data analysis form by the appropriate deadline and uses a thorough analysis of data to establish SMART goals for the class and focus students that provide the Principal/Dean with a thorough understanding of next steps and how progress will be assessed.
- 100% of student activities each day (centers or whole class) are scaffolded and differentiated for each group of students, but also include some type of formal or informal assessment of student learning from the lesson and assume misunderstandings within the lesson in order to address them prior to any confusion/obstacles in the lesson.

## **EXECUTION:**

### **Rocketship Top 100**

- 100% of culture items within Rocketship Top 100 are implemented 100% of the time and 100% of students realize these expectations.

### **Lemov—Sweat the Details**

- Teacher notices small, minor details (un-tucked shirt, student off-task, student sitting crooked, etc.) and immediately addresses them prior to the culture of the class being affected.

### **Lemov—Strong Voice**

- Teacher maintains effective control of the classroom 100% of the time through a calm presence that initiates all seven components of Strong Voice (economy of language, do not talk over, do not engage, square up/stand still, quiet power, self-interrupt, and 'register').

### **Lemov—100%**

- 100% of the time students meet the goal of the lesson, follow 100% of the directions, and 100% of the students create the expected product.

### **Lemov—Precise Praise**

- 100% of the time, teacher strategically uses positive recognition and effectively differentiates between acknowledgment and praise.

#### **Lemov—Pacing**

- All minutes in class are used effectively and all six components of Pacing are effectively implemented (change the pace, brighten lines, all hands, every minute matters, look forward, and work the clock).

#### **Lemov—Format Matters...**

- When responding to a question, students always use complete sentences, stretch their answers, and prove their work/responses.

#### **TAL Execute Effectively**

- During each lesson during the day, the teacher has a teaching strategy that is purposefully embedded (different learning styles, technology, etc.) to increase participation and facilitate better learning for all students.
- All assessments included higher order thinking questions and a majority of students are successful in responding to these questions in their entirety.

#### **TAL Invest Students and Families**

- Classroom environment embodies all of the Rocketeer core values and inside of the class, all four of these values can be visibly seen and are constantly demonstrated by the students.
- All home visits completed in a timely manner, 100% of parent/family meetings realized in a timely manner and have 80% attendance or higher, and teacher has some type of systems to keep parents regularly (at least monthly) informed of student progress.

### **DIFFERENTIATION:**

#### **TAL Continuously Increase Effectiveness**

- Guided reading/differentiation occurs for at least 60 minutes daily and is effective, which is demonstrated by a majority of students realizing significant gains.
- All lessons include explicit, standards based differentiation plans for Tier 1 and Tier II students.
- During each lesson during the day, the teacher has a teaching strategy that is purposefully embedded (different learning styles, technology, etc.) to increase participation and facilitate better learning for specifically students in integrated services.

#### **Lemov—No Opt Out**

- 100% of the time that a question is asked of a student, the sequence ends with that same student responding to the question through whatever scaffolding is necessary.

#### **ELL Instruction**

- On a daily basis, teacher purposefully interweaves ELL instruction into guided reading, other sections of the day, and daily ensures that there is an ELL center provided during guided reading as well.

#### **GLAD CCD**

- This strategy is used on a consistent basis, when it is most relevant, and is executed in an incredibly effective manner that ensures all students master the vocabulary and word analysis skills.

#### **GLAD Farmer in the Dell**

- This strategy is used on a consistent basis, when it is most relevant, and is executed in an incredibly effective manner that ensures all students master sentence patterns and structures with the application of taught vocabulary.

### **GLAD Input Charts**

- This strategy is used on a consistent basis, when it is most relevant, and is executed in an incredibly effective manner that ensures all students master the content (vocabulary and concepts) of the lesson and includes active student participation.

### **GLAD Expert Groups**

- This strategy is used on a consistent basis, when it is most relevant, and is executed in an incredibly effective manner that ensures all students master the content by applying note taking skills through reading material while also working in a positive, collaborative group experience.

### **GLAD Songs and Chants**

- This strategy is used on a consistent basis, when it is most relevant, in thoughtful ways with purposeful chants and songs, and is executed in an incredibly effective manner that ensures all students master the vocabulary, content, and language art skills of a lesson.

### **GLAD Process Grid and Mind Map**

- This strategy is used on a consistent basis, when it is most relevant, and is executed in an incredibly effective manner that ensures all students master the ability to utilize advanced organizers with reading material for content and academic vocabulary.

### **GLAD Cooperative Strip Paragraph or Group Frame**

- This strategy is used on a consistent basis, when it is most relevant, and is executed in an incredibly effective manner that ensures all students master the writing process.

## **LEADERSHIP:**

### **Embedded Leadership Opportunities**

- 100% of expected outcomes of ELO are realized in a timely manner that meets all deadlines.

### **Effective Time Management/Planning**

- Meets 100% of deadlines
- Always gives appropriate advanced notice in requests from others (at least 48 hours)
- Manages schedule so that personal needs do not negatively affect professional responsibilities

### **Flexibility**

- Always maintains a positive and proactive attitude even in the face of great change (i.e. mid-year schedule or curriculum changes)
- Moves at a fast to adopt and implement new practices
- Admits to and learns from mistakes, moves on quickly

### **Oral and Written Communication**

- Always and connects point of view, ideas, and rationale and in a clear, concise and compelling manner

- Always demonstrates appropriate speech, tone, and visual cues (in oral communication) that convey professionalism (i.e. in communications to families and staff)
- Tailors message to the audience

### **Giving Feedback**

- Builds strong professional relationships with others so that they are receptive and responsive to feedback
- Gives feedback consistently, directly, and in a way that motivates
- Follows through on feedback given (i.e. checks that feedback is being implemented)

### **Receiving Feedback**

- Always listens attentively to feedback, asks questions to clarify, and seeks to understand (i.e. in 1:1s with principal or dean)
- Seeks out feedback from people in different roles within the organization and from diverse backgrounds and perspectives
- Always implements constructive appropriate feedback from manager(s) and peers.



**Appendix AE:**

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## **Appendix AF: Rocketship Approach to Academic Instruction**

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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 AG: Outreach Initiatives

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Rocketship Education and the leaders of RDP intend to collaborate with a variety of organizations in Santa Clara County, both for student enrollment purposes and in other capacities. RDP will put forth best efforts to ensure neighborhood families know about the school and have the opportunity to submit enrollment forms. Because Rocketship Education schools' mission is to close the achievement gap, school leaders look for ways to contact local families during the enrollment process who are in greatest need and may be least likely to hear about new educational opportunities.

Rocketship Education and local volunteers engaged in the below outreach initiatives prior to submission of this charter petition. Best efforts were put forth to translate presentations and materials, and will continue to be put forth for recruitment purposes. Rocketship values these relationships and will look to partner with these parents, leaders and organizations long-term for recruitment purposes. Such recruitment activities will include presenting at community centers and meetings, having parent ambassadors go door-to-door to speak individually with families, and advertising open enrollment in neighborhood publications.

What	Where
Spanish and English language Parent Information Sheets Distributed before and after Mass	St. John Vianey Parish
Spanish and English language Parent Information Sheets Distributed before and after Mass	Most Holy Trinity Parish
Spanish and English language Parent Information Sheets Distributed before and after Mass	Our Lady Guadalupe Parish
Met with leaders of PACT to discuss RDP plans and recruit parents from a wider socio-economic background	PACT Offices
Left Spanish and English school descriptions with Executive Director	Mexican Heritage Plaza
Discussed RDP with Catechism class	Our Lady Guadalupe Parish
Discussed RDP with Director of Education Services	Catholic Charities
Discussed RDP with Director	Hillview Branch Library
Met with pastor of St. Patrick's Church, a 90% Vietnamese parish in San Jose and left	St. Patrick's Parish

school materials for parents	
Spanish and English language Parent Information Sheets Distributed during Flea Market	Capitol Flea Market
Discussed RDP with San Juan Bautista Executive Director and team of site directors	San Juan Bautista
Spanish and English language Parent Information Sheets Distributed at Capitol Park Community Center	Capitol Park Community Center
Spanish and English language Parent Information Sheets Distributed at SOMOS Mayfair/Met with executive director and team	SOMOS Mayfair
Discussed RDP with staff at Vision Literacy	Vision Literacy
Discussed RDP with Executive Director and staff at Grail Family Services	Grail Family Services
Spanish and English language Parent Information Sheets Distributed at MACSA/Met with Executive Director	MACSA
Discussed RDP with team of site directors at HeadStart	HeadStart
Spanish and English language Parent Information Sheets Distributed at Hank Lopez Community Center	Hank Lopez Community Center
Spanish and English language Parent Information Sheets Distributed at Gardner Community Center	Gardner Community Center
Spanish and English language Parent Information Sheets Distributed at Estrella Family Services	Estrella Family Services
Spanish and English language Parent Information Sheets Distributed at Futsall Program	MACSA Futsall Program

**Appendix AH: Letter from El Dorado County SELPA**

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**EL DORADO COUNTY CHARTER  
SPECIAL EDUCATION LOCAL PLAN AREA**

VICKI L. BARBER, Ed.D., Superintendent  
TAMMY WATSON, SELPA Director

July 22, 2011

John Danner  
420 Florence St, Ste 300  
Palo Alto, CA 94301

Dear John,

I have enjoyed working with you as an LEA member of the El Dorado County Charter SELPA. We would welcome applications from Rocketship schools planning to operate as a countywide charter schools under the Santa Clara County Office of Education. I look forward to reviewing your future applications.

Please feel free to contact me if you have any additional questions.

Sincerely,

A handwritten signature in black ink that reads "Tammy Watson". The signature is written in a cursive, flowing style.

Tammy Watson  
SELPA Director

TW/pg

6767 Green Valley Road/Placerville, CA 95667-9357  
Phone (530) 295-2236/FAX (530) 295-9137

## Appendix AI: Financial Support Letters

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### Hastings/Quillin Fund

SILICON VALLEY | community foundation  
SERVING SAN MATEO AND SANTA CLARA COUNTIES

June 18, 2010

Mr. John Danner, Co-Founder and CEO  
Rocketship Education  
550 Kingsley Avenue  
Palo Alto, CA 94301-3224

Dear Mr. Danner,

At the recommendation of Reed Hastings and Patty Quillin, we are pleased to enclose a check in the amount of \$230,000.00 to Rocketship Education from the Hastings/Quillin Fund, an advised fund of Silicon Valley Community Foundation. This payment represents the first two of nine installments toward the \$1,105,000.00 grant awarded on June 15, 2010. Please see the reporting and payment plan attached for further explanation.

This grant is to support opening and operating new schools. Please note that by accepting the enclosed check, your organization confirms that:

- all grant funds, and income earned on those funds, may be spent only for charitable, religious, scientific, literary or educational purposes;
- individuals connected with this grant recommendation will receive no benefits, goods or services in exchange for this grant;
- this grant will not be used to satisfy the payment of a pre-existing pledge or other financial obligation;
- this grant will be used solely for the purpose specified in this letter and is not for the personal benefit of an individual. If the fund advisor has recommended support for an individual, your organization retains discretion over the funds, including the right to use the gift to support a different person;
- any funds not used for the purposes specified in this letter will be returned to Silicon Valley Community Foundation.

For multi-payment grants **only**, any additional payments are contingent upon satisfactory financial market performance and available assets in the Hastings/Quillin Fund, an advised fund at Silicon Valley Community Foundation.

For information on how to recognize this grant, please refer to the guidelines on the back of this letter. We appreciate the work of your organization and are pleased to support your efforts.

Sincerely,



Kia Sullivan  
Senior Director of Grants, Gifts and Compliance

Grant #: 2010-05080 (3975)

P.S. For information on how to recognize this grant, please refer to the guidelines on the back of this letter.

2440 West El Camino Real, Suite 300 | Mountain View, California 94040-1498 | tel: 650.450.5400 | fax: 650.450.5401 | www.siliconvalleycf.org



## Charter School Growth Fund

Helping public education thrive

July 8, 2009

John Danner  
Rocketship Education  
788 Locust Street  
San Jose, CA 95110

Dear John,

On behalf of the Charter School Growth Fund (the "Fund"), I am pleased to inform you that your organization has been awarded a Walton Family Foundation ("WFF") School Startup Grant of \$1,500,000 based on your recent funding applications. Enclosed please find the Grant Award Agreement (the "Grant Agreement"), Grant Expenditure Reporting Template, Loan Agreement, and Promissory Note.

The Grant Agreement establishes the grantor/grantee relationship between your organization and the Fund. The Grant Agreement outlines the responsibilities of the grantee pertaining to use of funds, expenditure reporting, and student data submission. Reporting is required on an annual basis, as detailed in the Grant Agreement. To help facilitate this process, we have attached the Grant Expenditure Reporting Template (also available at [www.charterschoolgrowthfund.org/memberlogin.php](http://www.charterschoolgrowthfund.org/memberlogin.php)). The completed template should be submitted to the Fund (i) with your year-end milestone report and (ii) when all funds provided under this grant have been expended. The Grant Expenditure Reporting Template must delineate all incurred and forecasted grant expenses. Any funds remaining 24 months after the school opens must be returned to the Fund along with a completed expenditure report.

As part of your current grant agreement with the Fund and as a WFF Startup Grant recipient, you are required to provide student achievement data as defined in section V(F) of the Grant Agreement. You may use or implement the SIS of your choice to facilitate these reporting requirements and can find more information about how to choose a SIS in the attached SIS Selection Guide (also available at [www.charterschoolgrowthfund.org/memberlogin.php](http://www.charterschoolgrowthfund.org/memberlogin.php)).

Please have two qualified officers of your organization sign four copies of the Grant Agreement, *initial all pages*, and return to the Fund. Upon receipt, the Fund will initiate the school startup grant disbursement process as well as notify WFF. If you have any questions, please contact Stephen Hinson at (303) 217-8345.

We are excited to be able to provide you this additional resource as you expand and appreciate your efforts in helping public education thrive.

Sincerely,

Stephen Hinson  
Director, Quality Assessment and Data Analysis

350 Interlocken Boulevard • Suite 385 • Broomfield • Colorado • 80021 • phone 303.217.8090 • fax 303.531.7344 • [www.chartergrowthfund.org](http://www.chartergrowthfund.org)



## Appendix AJ: Budget Narrative & Cash Flow Statement

The Rocketship Discovery Prep (RDP) financial statements include a six year pro-forma annual budget (start-up year and five years of operations) and four year (start-up 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), 50% at Federal Poverty level and 70% Free and Reduced Lunch (FRL) students. Prior to each school year, we plan to have waitlists in place of at least 10% of each class size 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. RDP will assume a 96% attendance rate for our students, which is consistent with historical results at existing Rocketship Schools. ADA is used to calculate many of the revenue sources.

The following table shows our projected demographics as well as projections for enrollment and ADA:

	Year 0 2010-11 Startup Budget	Year 1 2011-12 Projected Budget	Year 2 2012-13 Projected Budget	Year 3 2013-14 Projected Budget	Year 4 2014-15 Projected Budget	Year 5 2015-16 Projecte Budget
<b>Projected Total Enrollment by Grade Level Group</b>						
Grades K-3	0	416	430	430	430	430
Grades 4-6	0	0	83	125	125	125
<b>Total Projected Enrollment</b>	<b>0</b>	<b>416</b>	<b>513</b>	<b>555</b>	<b>555</b>	<b>555</b>
<b>ADA %</b>	<b>0.0%</b>	<b>96.0%</b>	<b>96.0%</b>	<b>96.0%</b>	<b>96.0%</b>	<b>96.0%</b>
<b>Total ADA</b>						
Grades K-3	0	399	413	413	413	413
Grades 4-6	0	0	80	120	120	120
<b>Total ADA</b>	<b>0</b>	<b>399</b>	<b>492</b>	<b>533</b>	<b>533</b>	<b>533</b>
<b>Projected Student Demographics</b>						
English Language Learner	0%	70%	69%	67%	66%	65%
Free/Reduced Meal Eligible	0%	70%	70%	70%	70%	70%
Federal Poverty Level	0%	50%	50%	50%	50%	50%

## 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.<sup>13</sup> Because of RDP'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.

### *Projected Revenues, By Source*

	Year 0 2010-11 Startup Budget	Year 1 2011-12 Projected Budget	Year 2 2012-13 Projected Budget	Year 3 2013-14 Projected Budget	Year 4 2014-15 Projected Budget	Year 5 2015-16 Projected Budget
<b>Summary of Revenue Programs</b>						
State Sources	-	2,471,523	3,079,288	3,349,430	3,472,178	3,468,362
Federal Programs	150,000	546,164	447,014	321,826	323,380	324,950
Local Programs	-	436,835	74,478	85,800	85,800	85,800
<b>Total Revenues</b>	<b>150,000</b>	<b>3,454,523</b>	<b>3,600,781</b>	<b>3,757,056</b>	<b>3,881,359</b>	<b>3,879,112</b>

### *Projected Revenue Component Percentages*

	Year 0 2010-11 Startup Budget	Year 1 2011-12 Projected Budget	Year 2 2012-13 Projected Budget	Year 3 2013-14 Projected Budget	Year 4 2014-15 Projected Budget	Year 5 2015-16 Projected Budget
<b>Summary of Revenue Programs</b>						
State Sources	0%	72%	86%	89%	89%	89%
Federal Programs	100%	16%	12%	9%	8%	8%
Local Programs	0%	13%	2%	2%	2%	2%
<b>Total Revenues</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

<sup>13</sup> This statistic assumes that in lieu tax payments are considered a source of state funds.

**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*

	<b>Year 0 2010-11 Startup Budget</b>	<b>Year 1 2011-12 Projected Budget</b>	<b>Year 2 2012-13 Projected Budget</b>	<b>Year 3 2013-14 Projected Budget</b>	<b>Year 4 2014-15 Projected Budget</b>	<b>Year 5 2015-16 Projected Budget</b>
<b>State Programs</b>						
Charter School General Purpose Block Grant Allocation	-	1,863,813	2,305,257	2,496,898	2,496,898	2,496,898
Charter School Categorical Block Grant Allocation	-	208,865	257,567	278,654	278,654	278,654
Economic Impact Aid	-	125,928	125,928	151,368	274,116	270,300
California Lottery	-	47,124	58,113	62,870	62,870	62,870
Special Education	-	-	-	-	-	-
Class Size Reduction	-	-	-	-	-	-
Supplemental Hourly Instruction	-	-	-	-	-	-
Facilities Reimbursement (SB 740)	-	225,792	332,424	359,640	359,640	359,640
Art & Music Block Grant	-	-	-	-	-	-
State Nutrition	-	-	-	-	-	-
<b>Total State Programs</b>	<b>-</b>	<b>2,471,523</b>	<b>3,079,288</b>	<b>3,349,430</b>	<b>3,472,178</b>	<b>3,468,302</b>

**General Purpose Block Grant**

The General Purpose Block Grant (GPBG) is the largest source of revenue for RDP. 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. RDP 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 0% for all years.

Based on the conservative COLAs adopted by RDP, our projection for the General Purpose Block Grant is \$4667/ADA for Grades K–3 and \$4753/ADA for Grades 4–6 for all years.

## 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. As with the GPBG, we project zero (0%) 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. RDP's eligible pupil count is projected to generate revenues well above the minimum funding floor. As over 50% of RDP's students are projected to be eligible for this funding, RDP is also eligible for an EIA concentration bonus. The bonus calculation weights eligibility over 50% of enrollment by an additional 50%. For fiscal year 2012, RDP will have a sum of 396 student equivalents for EIA because of our 70% ELL population and High Federal Poverty populations.

	2010-11 Startup Budget	2011-12 Projected Budget	2012-13 Projected Budget	2013-14 Projected Budget	2014-15 Projected Budget	2015-16 Projected Budget
<b>Economic Impact Aid Student Counts</b>						
PY Enrollment (A) (CY in year 1)		416	416	513	555	555
PY Economically Disadvantaged (EDD) (CY in year 1)		208	208	257	278	278
PY English Language Learners (ELL) (CY in year 1)		125	125	146	389	381
Bonus Concentration Factor (ED + ELL - A/2)/2		63	63	73	195	191
<b>Total EIA Pupil Count</b>		<b>396</b>	<b>396</b>	<b>476</b>	<b>862</b>	<b>850</b>

## Lottery

Lottery funding is based upon recent estimates provided by School Services of California. We project a total per student allocation of approximately \$118 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 \$103/ADA and the Prop-20 portion amounting to \$15/ADA.

## Class Size Reduction and Additional Categorical Funding for New Schools

Based on the uncertainty with the eligibility of new charter schools for Class Size Reduction (CSR) funding, we have conservatively assumed zero CSR funding for RDP. Additionally, we did not budget for the \$120/ADA "additional" categorical funding rate allocated to new schools as part of the most recent budget proposal.

## 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.

RDP has recognized Charter School Facilities Grant revenue, (SB 740) using a per pupil amount of \$675 which is conservative in light of the upward range of \$750 per ADA.

## Federal Revenues

As a direct-funded charter school, RDP will apply for federal funds directly through the Consolidated Application process. Federal revenues will be updated when a Federal entitlement notification is received. RDP 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

	2010-11 Startup Budget	2011-12 Projected Budget	2012-13 Projected Budget	2013-14 Projected Budget	2014-15 Projected Budget
Annual Federal Funding Increases	0.0%	0.0%	1.0%	1.0%	1.0%

## 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 \$408 per identified pupil in 2013, with increases based on the funding schedule 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. RDP does not offer afternoon snack service. Additional receipts from paid student meals are 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

**Summary Revenues per Enrollee**

For the six year period through 2016-17, the projected Revenues per student enrolled at RDP is shown below.

Summary of Revenue Programs						
State Sources Per Enrollee	N/A	5,941	6,003	6,035	6,256	6,249
Federal Programs Per Enrollee	N/A	1,313	871	580	583	585
Local Programs Per Enrollee	N/A	1,050	145	155	155	155
<b>Total Revenues Per Enrollee</b>	<b>N/A</b>	<b>8,304</b>	<b>7,019</b>	<b>6,769</b>	<b>6,993</b>	<b>6,989</b>

**Expenditures**

**Summary of Projected Expenditures**

The projected expenditures through 2016-2017 are shown below and are followed by the percentage distribution of costs by major expenditure item.

	Year 0 2010-11 Startup Budget	Year 1 2011-12 Projected Budget	Year 2 2012-13 Projected Budget	Year 3 2013-14 Projected Budget	Year 4 2014-15 Projected Budget	Year 5 2015-16 Projected Budget
<b>Summary of Expenditures</b>						
Certificated Salaries	-	1,018,200	1,202,200	1,266,000	1,266,000	1,266,000
Classified Salaries	29,040	206,380	206,380	257,680	257,680	257,680
Employee Benefits	7,349	282,706	325,424	346,551	346,551	346,551
Books & Supplies	3,950	510,673	342,404	356,750	344,700	344,700
Services & Operational Expenses	37,780	1,320,211	1,343,842	1,389,603	1,392,808	1,390,061
Capital Outlay	-	-	-	-	-	-
Other Outgo	1,771	54,787	53,774	53,656	51,582	49,505
<b>Total Expenditures</b>	<b>79,890</b>	<b>3,392,958</b>	<b>3,474,023</b>	<b>3,670,239</b>	<b>3,659,321</b>	<b>3,654,496</b>

*Summary of All Expenditures by Relative Percentage*

	Year 0 2010-11 Startup Budget	Year 1 2011-12 Projected Budget	Year 2 2012-13 Projected Budget	Year 3 2013-14 Projected Budget	Year 4 2014-15 Projected Budget	Year 5 2015-16 Projecter Budget
<b>Percentage of Expenditures</b>						
Certificated Salaries	0%	30%	35%	34%	35%	35%
Classified Salaries	36%	6%	6%	7%	7%	7%
Employee Benefits	9%	8%	9%	9%	9%	9%
<b>Subtotal, Compensation</b>	<b>46%</b>	<b>44%</b>	<b>50%</b>	<b>51%</b>	<b>51%</b>	<b>51%</b>
Books & Supplies	5%	15%	10%	10%	9%	9%
Services & Operational Expenses	47%	39%	39%	38%	38%	38%
Capital Outlay	0%	0%	0%	0%	0%	0%
Other Outgo	2%	2%	2%	1%	1%	1%
<b>Total Expenditures</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

***Salaries and Employee Benefits***

Total personnel costs (salary and benefits) remain relatively constant at roughly half of total expenditures after the continued development of the school to 16 teachers at full enrollment. RDP conducts classes in grades K through 3 at 30:1 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.

***Teacher Staffing***

RDP teacher staffing levels are based upon enrollment projections. At full enrollment, Students in grades Kindergarten and Grade One will be in classes of 30 and 28, respectively. Grades Two through Five will have class sizes of 23. 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 RDP 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.



*Projected Classroom Teacher Compensation*

Teachers will be paid according to the RDP pay scale, as developed by RDP’s Leadership Team, and approved by the Governing Board. Teacher pay 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:

	Year 0 2010-11 Startup Budget	Year 1 2011-12 Projected Budget	Year 2 2012-13 Projected Budget	Year 3 2013-14 Projected Budget	Year 4 2014-15 Projected Budget	Year 5 2015-16 Projected Budget
<b>Teacher Compensation</b>						
Weighted Average Teacher Salaries	N/A	59,767	58,080	58,438	58,438	58,438

*School Administrator Salary Cost*

Certificated Management Staff include the School’s Principal, Assistant 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 2010-11 Startup Budget	Year 1 2011-12 Projected Budget	Year 2 2012-13 Projected Budget	Year 3 2013-14 Projected Budget	Year 4 2014-15 Projected Budget	Year 5 2015-16 Projected Budget
Weighted Average Teacher Salaries	N/A	59,767	58,080	58,438	58,438	58,438
<b>CERTIFICATED SALARIES</b>						
<b>Certificated Teacher Salaries</b>						
Teachers	0	652,000	792,000	850,000	850,000	850,000
Bonuses	0	65,200	79,200	85,000	85,000	85,000
<b>Total Teacher Salaries</b>	<b>0</b>	<b>717,200</b>	<b>871,200</b>	<b>935,000</b>	<b>935,000</b>	<b>935,000</b>
<b>Other Certificated Salaries</b>						
Academic Dean	0	80,000	85,000	85,000	85,000	85,000
Principal	0	100,000	120,000	120,000	120,000	120,000
Assistant Principal	0	85,000	85,000	85,000	85,000	85,000
Bonuses	0	36,000	41,000	41,000	41,000	41,000
<b>Total Other Certificated Salaries</b>	<b>0</b>	<b>301,000</b>	<b>331,000</b>	<b>331,000</b>	<b>331,000</b>	<b>331,000</b>
<b>Total Certificated Salaries</b>	<b>0</b>	<b>1,018,200</b>	<b>1,202,200</b>	<b>1,266,000</b>	<b>1,266,000</b>	<b>1,266,000</b>



### *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 2010-11 Startup Budget	Year 1 2011-12 Projected Budget	Year 2 2012-13 Projected Budget	Year 3 2013-14 Projected Budget	Year 4 2014-15 Projected Budget	Year 5 2015-16 Projected Budget
<b>CLASSIFIED SALARIES</b>						
Office Manager	26,400	52,800	52,800	52,800	52,800	52,800
Other (Lunch Staff, Instructional Aids, etc)	0	139,800	139,800	191,100	191,100	191,100
Bonuses	2,640	13,780	13,780	13,780	13,780	13,780
<b>Total Classified Salaries</b>	<b>29,040</b>	<b>206,380</b>	<b>206,380</b>	<b>257,680</b>	<b>257,680</b>	<b>257,680</b>

### *Employee Benefits*

	Year 0 2010-11 Startup Budget	Year 1 2011-12 Projected Budget	Year 2 2012-13 Projected Budget	Year 3 2013-14 Projected Budget	Year 4 2014-15 Projected Budget	Year 5 2015-16 Projected Budget
<b>Retirement Options</b>						
State Teachers Retirement (STRS)	-	75,653	89,265	94,050	94,050	94,050
Social Security	1,800	12,796	12,796	15,976	15,976	15,976
Other Classified Retirement	871	6,377	6,385	8,056	8,056	8,056
<b>Total Retirement Costs</b>	<b>2,672</b>	<b>94,825</b>	<b>108,446</b>	<b>118,082</b>	<b>118,082</b>	<b>118,082</b>
<b>Other Mandatory Benefits</b>						
Medicare	363	19,738	22,791	24,740	24,740	24,740
State Unemployment	250	11,750	13,250	13,750	13,750	13,750
Worker's Compensation (WC)	465	19,593	22,537	24,379	24,379	24,379
<b>Total Mandatory Benefit Costs</b>	<b>1,078</b>	<b>51,082</b>	<b>58,578</b>	<b>62,868</b>	<b>62,868</b>	<b>62,868</b>
<b>Health Benefits</b>						
Health/Dental/Vision Combined	3,600	136,800	158,400	165,600	165,600	165,600
Life Insurance	-	-	-	-	-	-
Disability Insurance	-	-	-	-	-	-
<b>Total Health Benefit Costs</b>	<b>3,600</b>	<b>136,800</b>	<b>158,400</b>	<b>165,600</b>	<b>165,600</b>	<b>165,600</b>
<b>Total Benefit Costs</b>	<b>7,349</b>	<b>282,706</b>	<b>325,424</b>	<b>346,551</b>	<b>346,551</b>	<b>346,551</b>

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. RDP'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 System<sup>14</sup> employer contribution factor is 8.25%<sup>15</sup>.

<sup>14</sup> Teachers in STRS do not traditionally participate in Social Security.

<sup>15</sup> 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.

Other Employee Benefits include health care insurance to employees who work at least 0.75 FTE.

***Books and Supplies***

	<b>Year 0 2010-11 Startup Budget</b>	<b>Year 1 2011-12 Projected Budget</b>	<b>Year 2 2012-13 Projected Budget</b>	<b>Year 3 2013-14 Projected Budget</b>	<b>Year 4 2014-15 Projected Budget</b>	<b>Year 5 2015-16 Projected Budget</b>
Approved Textbooks and Core Curricula	1,950	124,813	12,250	10,750	10,000	10,000
Books and Other Reference Materials	-	123,800	30,800	25,400	15,000	15,000
Materials and Supplies	2,000	47,280	46,960	49,400	48,500	48,500
Non-Capitalized Equipment	-	49,200	56,400	60,000	60,000	60,000
Food	-	165,581	195,994	211,200	211,200	211,200
<b>Total Books and Supplies</b>	<b>3,950</b>	<b>510,673</b>	<b>342,404</b>	<b>356,750</b>	<b>344,700</b>	<b>344,700</b>

RDP will pay for Books and Supplies from the Block Grant funds that will be allocated to RDP annually. Many of the cost projections are based upon a per pupil allotment, such as Textbooks and Instructional Supplies. Given RDP'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 \$165,000 in 2012-13 to over \$210,000 in 2017-18.

*Services and Operational Expenses*

	Year 0 2010-11 Startup Budget	Year 1 2011-12 Projected Budget	Year 2 2012-13 Projected Budget	Year 3 2013-14 Projected Budget	Year 4 2014-15 Projected Budget	Year 5 2015-16 Projected Budget
Travel & Conferences	3,280	3,280	600	600	600	600
Dues and Memberships	0	1,499	1,775	1,913	1,913	1,913
Insurance	0	20,384	24,128	26,000	26,000	26,000
<b>Professional/Consulting Services and Operational</b>						
Accounting & Audit Services	0	8,000	8,000	8,000	8,000	8,000
Board Development	0	1,500	1,500	1,500	1,500	1,500
District Financial Oversight Fee	0	21,420	25,053	27,172	27,261	27,185
Fingerprinting / TB Testing	0	1,960	2,320	2,500	2,500	2,500
Legal Services	2,500	1,000	1,000	1,000	1,000	1,000
Substitutes	0	24,000	30,000	32,000	32,000	32,000
Assessment Team	0	20,000	20,000	20,000	20,000	20,000
Student Recruitment	2,000	0	0	0	0	0
Field Trips	0	6,000	6,000	6,000	6,000	6,000
Physical Education Program	0	0	0	0	0	0
Postage & Shipping (nonacademic)	0	1,250	1,479	1,594	1,594	1,594
Printing and Reproduction (nonacademic)	0	3,749	4,437	4,781	4,781	4,781
Professional Development	0	8,400	10,500	11,200	11,200	11,200
Rocketship Education Licensing Fee	6,000	126,111	124,429	128,805	96,871	96,642
Rocketship Education Management Fee	24,000	346,805	342,179	354,214	387,483	386,567
Staff Recruitment	0	14,000	28,000	28,000	28,000	28,000
Technology Consultants	0	5,000	5,000	5,000	5,000	5,000
<b>Total Professional/Consulting Services and Operatio</b>	<b>34,500</b>	<b>589,194</b>	<b>609,896</b>	<b>631,766</b>	<b>633,190</b>	<b>631,969</b>
<b>Communications (Internet and Telephone)</b>	<b>0</b>	<b>300</b>	<b>300</b>	<b>300</b>	<b>300</b>	<b>300</b>
<b>Total Services &amp; Operational Expenses</b>	<b>37,780</b>	<b>1,320,211</b>	<b>1,343,842</b>	<b>1,389,603</b>	<b>1,392,808</b>	<b>1,390,061</b>

Expenses in this section are primarily based on preliminary negotiations with prospective service providers although RDP 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 historical amounts from Rocketship’s operational schools.

**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 \$1,500 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 RDP.

## **Staff Recruitment**

Fees paid primarily to Teach for America, RISE and Edjoin.

## **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.

## ***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 in year 1. It also includes interest payments associated with a line of credit negotiated with a regional bank to provide liquidity in the face of state payment deferrals. Finally, it also includes a contingency line-item that represents 1% of revenues. The contingency is an additional conservative assumption to ensure that RDP will have the resources necessary to ensure the strong academic performance of its students.

## ***Starting Fund Balance***

RDP's 2012-13 starting fund balance includes a startup grant for \$125,000 from a private foundation.

## ***Ending Fund Balance***

No state authoritative body has determined how recommended reserve levels should be set for charter schools. RDP's goal will be to maintain a minimum of 5% 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, RDP maintains a positive net Ending Fund Balance Reserve.

	Year 0 2010-11 Startup Budget	Year 1 2011-12 Projected Budget	Year 2 2012-13 Projected Budget	Year 3 2013-14 Projected Budget	Year 4 2014-15 Projected Budget	Year 5 2015-16 Projected Budget
<b>A. Revenues</b>						
State Sources	-	2,471,523	3,079,288	3,349,430	3,472,178	3,468,362
Federal Programs	150,000	546,164	447,014	321,826	323,380	324,950
Local Programs	-	436,835	74,478	85,800	85,800	85,800
<b>Total Revenues</b>	<b>150,000</b>	<b>3,454,523</b>	<b>3,600,781</b>	<b>3,757,056</b>	<b>3,881,359</b>	<b>3,879,112</b>
<b>B. Expenditures</b>						
Certificated Salaries	-	1,018,200	1,202,200	1,266,000	1,266,000	1,266,000
Classified Salaries	29,040	206,380	206,380	257,680	257,680	257,680
Employee Benefits	7,349	282,706	325,424	346,551	346,551	346,551
Books & Supplies	3,950	510,673	342,404	356,750	344,700	344,700
Services & Operational Expenses	37,780	1,320,211	1,343,842	1,389,603	1,392,808	1,390,061
Capital Outlay	-	-	-	-	-	-
Other Outgo	1,771	54,787	53,774	53,656	51,582	49,505
<b>Total Expenditures</b>	<b>79,890</b>	<b>3,392,958</b>	<b>3,474,023</b>	<b>3,670,239</b>	<b>3,659,321</b>	<b>3,654,496</b>
<b>Net Operations</b>	<b>70,110</b>	<b>61,565</b>	<b>126,758</b>	<b>86,817</b>	<b>222,038</b>	<b>224,616</b>
<b>Beginning Balance</b>	<b>125,000</b>	<b>195,110</b>	<b>256,674</b>	<b>383,432</b>	<b>470,249</b>	<b>692,287</b>
<b>Ending Balance</b>	<b>195,110</b>	<b>256,674</b>	<b>383,432</b>	<b>470,249</b>	<b>692,287</b>	<b>916,903</b>
<b>Reserve Balance (% of Expenditures)</b>	<b>244%</b>	<b>8%</b>	<b>11%</b>	<b>13%</b>	<b>19%</b>	<b>25%</b>

## Cash Flow

### *Starting Cash Balance*

RDP's starting cash balance consists of the net income from the \$125,000 grant in FY10 and a \$250,000 startup loan from Rocketship Education.

### *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:

### *First Year of Operations*

	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%
State Aid NEW Schedule (Expansion)- 201	0.00%	0.00%	0.00%	37.00%	0.00%	18.00%	0.00%	1.47%	9.00%	6.45%	5.24%	0.00%	16.53%	6.32%
LPT	0.00%	0.00%	0.00%	26.00%	8.00%	8.00%	8.00%	8.00%	14.00%	7.00%	7.00%	7.00%	7.00%	0.00%
Lobby	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	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%	25.00%
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%

### *Second Year of Operation & Thereafter*

	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%
State Aid NEW Schedule (Expansion)- 20'	0.00%	0.00%	0.00%	37.00%	0.00%	18.00%	0.00%	1.47%	9.00%	6.45%	5.24%	0.00%	16.53%	6.32%
LPT	0.00%	6.00%	12.00%	8.00%	8.00%	8.00%	8.00%	8.00%	14.00%	7.00%	7.00%	7.00%	7.00%	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%	25.00%
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 15<sup>th</sup> 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 RDP 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 August 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 RDP 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

RDP will pay down its \$250,000 balance on its loan from the California Department of Education ("CDE") Charter School Revolving Loan program over the next five years.

***Expenditures***

RDP's cost structure is primarily staff compensation and facilities related expenses which are generally paid evenly throughout the year, with the exception of staff bonuses which are paid out in June. For other expenses, RDP 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.

## Cash Flow Summary

2010-11	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
<b>Beginning Cash Balance</b>	<b>375,000</b>	<b>371,523</b>	<b>368,045</b>	<b>364,568</b>	<b>360,795</b>	<b>357,022</b>	<b>353,249</b>	<b>343,963</b>	<b>334,677</b>	<b>325,391</b>	<b>316,400</b>	<b>307,409</b>
Operating Receipts	0	0	0	0	0	0	0	0	0	0	0	150,000
Operating Disbursements	3,478	3,478	3,478	3,773	3,773	3,773	9,286	9,286	9,286	8,991	8,991	12,299
Financing Cash Flow	0	0	0	0	0	0	0	0	0	0	0	250,000
Change in Cash	(3,478)	(3,478)	(3,478)	(3,773)	(3,773)	(3,773)	(9,286)	(9,286)	(9,286)	(8,991)	(8,991)	387,701
<b>Ending Cash Balance</b>	<b>371,523</b>	<b>368,045</b>	<b>364,568</b>	<b>360,795</b>	<b>357,022</b>	<b>353,249</b>	<b>343,963</b>	<b>334,677</b>	<b>325,391</b>	<b>316,400</b>	<b>307,409</b>	<b>695,110</b>
2011-12	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
<b>Beginning Cash Balance</b>	<b>695,110</b>	<b>398,443</b>	<b>97,636</b>	<b>383,144</b>	<b>836,865</b>	<b>624,755</b>	<b>910,904</b>	<b>769,585</b>	<b>568,212</b>	<b>659,506</b>	<b>613,827</b>	<b>499,345</b>
Operating Receipts	4,140	0	486,315	726,600	60,768	559,027	131,559	71,505	364,172	209,735	140,932	171,889
Operating Disbursements	300,807	300,807	300,807	264,545	264,545	264,545	264,545	264,545	264,545	255,414	255,414	392,440
Financing Cash Flow	0	0	100,000	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	0	0	0
Change in Cash	(296,667)	(300,807)	285,508	453,722	(212,110)	286,149	(141,319)	(201,373)	91,294	(45,679)	(114,482)	(220,551)
<b>Ending Cash Balance</b>	<b>398,443</b>	<b>97,636</b>	<b>383,144</b>	<b>836,865</b>	<b>624,755</b>	<b>910,904</b>	<b>769,585</b>	<b>568,212</b>	<b>659,506</b>	<b>613,827</b>	<b>499,345</b>	<b>278,794</b>
2012-13	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
<b>Beginning Cash Balance</b>	<b>278,794</b>	<b>382,268</b>	<b>239,227</b>	<b>251,516</b>	<b>329,547</b>	<b>202,253</b>	<b>516,677</b>	<b>622,544</b>	<b>407,074</b>	<b>523,838</b>	<b>495,529</b>	<b>382,073</b>
Operating Receipts	388,495	141,980	297,309	380,347	175,023	616,740	408,183	86,846	419,081	256,712	171,565	184,009
Operating Disbursements	285,021	285,021	285,021	293,983	293,983	293,983	293,983	293,983	293,983	285,021	285,021	285,021
Financing Cash Flow	0	0	0	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	0	0	0
Change in Cash	103,474	(143,041)	12,288	78,031	(127,294)	314,424	105,867	(215,470)	116,764	(28,309)	(113,456)	(101,012)
<b>Ending Cash Balance</b>	<b>382,268</b>	<b>239,227</b>	<b>251,516</b>	<b>329,547</b>	<b>202,253</b>	<b>516,677</b>	<b>622,544</b>	<b>407,074</b>	<b>523,838</b>	<b>495,529</b>	<b>382,073</b>	<b>281,061</b>
2013-14	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
<b>Beginning Cash Balance</b>	<b>281,061</b>	<b>465,597</b>	<b>334,701</b>	<b>316,558</b>	<b>412,266</b>	<b>284,296</b>	<b>543,980</b>	<b>670,297</b>	<b>446,270</b>	<b>542,458</b>	<b>521,061</b>	<b>406,622</b>
Operating Receipts	485,918	170,486	283,239	414,366	190,688	578,342	444,975	94,630	414,846	279,985	186,943	158,914
Operating Disbursements	301,382	301,382	301,382	310,325	310,325	310,325	310,325	310,325	310,325	301,382	301,382	301,382
Financing Cash Flow	0	0	0	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	0	0	0
Change in Cash	184,536	(130,896)	(18,143)	95,708	(127,970)	259,684	126,317	(224,028)	96,188	(21,397)	(114,439)	(142,468)
<b>Ending Cash Balance</b>	<b>465,597</b>	<b>334,701</b>	<b>316,558</b>	<b>412,266</b>	<b>284,296</b>	<b>543,980</b>	<b>670,297</b>	<b>446,270</b>	<b>542,458</b>	<b>521,061</b>	<b>406,622</b>	<b>264,154</b>



## 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 2010-2011	
<b>Beginning Cash Balance</b>	<b>375,000</b>	<b>375,000</b>	<b>371,523</b>	<b>368,045</b>	<b>364,568</b>	<b>360,795</b>	<b>357,022</b>	<b>353,249</b>	<b>343,963</b>	<b>334,677</b>	<b>325,391</b>	<b>316,400</b>	<b>307,409</b>	<b>375,000</b>
<b>REVENUES</b>														
<b>State Programs</b>														
Charter School General Purpos	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In Lieu of Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter School Categorical Blc	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economic Impact Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-
California Lottery	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total State Programs</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Other State Programs</b>														
Facilities Reimbursement (SB ;	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Nutrition	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Other State Pro</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Federal Programs</b>														
Title I - Compensatory Educatio	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Free and Reduced Meal Progrs	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PCSGP (Title Vb Start-up / Imp	150,000	-	-	-	-	-	-	-	-	-	-	-	150,000	150,000
Other Federal Programs (Identi	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Federal Program</b>	<b>150,000</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>150,000</b>	<b>150,000</b>
<b>Local Programs</b>														
Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Local Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Local Programs</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>PY Receivables</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>TOTAL REVENUES</b>	<b>150,000</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>150,000</b>	<b>150,000</b>
<b>EXPENSES</b>														
Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Classified Salaries	29,040	-	-	-	-	-	4,400	4,400	4,400	4,400	4,400	4,400	7,040	29,040
Employee Benefits	7,349	-	-	-	-	-	1,114	1,114	1,114	1,114	1,114	1,114	1,782	7,349
Books & Supplies	3,950	329	329	329	329	329	329	329	329	329	329	329	329	3,950
Services & Operational Expens	37,780	3,148	3,148	3,148	3,148	3,148	3,148	3,148	3,148	3,148	3,148	3,148	3,148	37,780
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outgo	1,771	-	-	-	295	295	295	295	295	295	-	-	-	1,771
<b>TOTAL EXPENSES</b>	<b>79,890</b>	<b>3,478</b>	<b>3,478</b>	<b>3,478</b>	<b>3,773</b>	<b>3,773</b>	<b>3,773</b>	<b>9,286</b>	<b>9,286</b>	<b>9,286</b>	<b>8,991</b>	<b>8,991</b>	<b>12,299</b>	<b>79,890</b>
<b>OTHER FINANCING SOURCES/USES</b>														
Changes in Financing	-	-	-	-	-	-	-	-	-	-	-	-	250,000	250,000
<b>Total Financing Cash Flow</b>	<b>250,000</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>250,000</b>	<b>250,000</b>
<b>Cumulative Cash Position</b>	<b>371,523</b>	<b>368,045</b>	<b>364,568</b>	<b>360,795</b>	<b>357,022</b>	<b>353,249</b>	<b>343,963</b>	<b>334,677</b>	<b>325,391</b>	<b>316,400</b>	<b>307,409</b>	<b>695,110</b>		

## 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 2011-2012
<b>Beginning Cash Balance</b>	375,000	371,523	368,045	364,568	360,795	357,022	353,249	343,963	334,677	325,391	316,400	307,409	375,000
<b>REVENUES</b>													
<b>State Programs</b>													
Charter School General Purpose Block Grant	-	-	-	-	-	-	-	-	-	-	-	-	-
State Aid	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	-
In Lieu of Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter School Categorical Block Grant Alloc	-	-	-	-	-	-	-	-	-	-	-	-	-
Economic Impact Aid	-	-	-	-	-	-	-	-	-	-	-	-	-
California Lottery	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total State Programs</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Other State Programs</b>													
Facilities Reimbursement (SB 740)	✓	-	-	-	-	-	-	-	-	-	-	✓	-
State Nutrition	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Other State Programs</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Federal Programs</b>													
Title I - Compensatory Education	-	-	-	-	-	-	-	-	-	-	-	-	-
Free and Reduced Meal Program	-	-	-	-	-	-	-	-	-	-	-	-	-
PCSGP (Title Vb Start-up / Implementation F)	-	-	-	-	-	-	-	-	-	-	-	150,000	150,000
Other Federal Programs (Identify)	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Federal Programs</b>	-	-	-	-	-	-	-	-	-	-	-	150,000	150,000
<b>Local Programs</b>													
Interest	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Local Grants	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Local Programs</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>PY Receivables</b>	-	-	-	-	-	-	-	-	-	-	-	-	✓
<b>TOTAL REVENUES</b>	-	-	-	-	-	-	-	-	-	-	-	150,000	150,000
<b>EXPENSES</b>													
Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-
Classified Salaries	-	-	-	-	-	✓	4,400	4,400	4,400	4,400	4,400	7,040	29,040
Employee Benefits	-	-	✓	✓	✓	✓	1,114	1,114	1,114	1,114	1,114	1,762	7,349
Books & Supplies	329	329	329	329	329	329	329	329	329	329	329	329	3,950
Services & Operational Expenses	3,148	3,148	3,148	3,148	3,148	3,148	3,148	3,148	3,148	3,148	3,148	3,148	37,780
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outgo	-	-	-	295	295	295	295	295	295	-	-	-	1,771
<b>TOTAL EXPENSES</b>	3,478	3,478	3,478	3,773	3,773	3,773	9,286	9,286	9,286	8,991	8,991	12,299	78,690
<b>OTHER FINANCING SOURCES/USES</b>													
Changes in Financing	-	-	-	-	-	-	-	-	-	-	-	250,000	250,000
<b>Total Financing Cash Flow</b>	-	-	-	-	-	-	-	-	-	-	-	250,000	250,000
<b>Cumulative Cash Position</b>	371,523	368,045	364,568	360,795	357,022	353,249	343,963	334,677	325,391	316,400	307,409	695,110	

## 2012-2013 Cash Flow

	Sep 2012	Oct 2012	Nov 2012	Dec 2012	Jan 2013	Feb 2013	Mar 2013	Apr 2013	May 2013	Jun 2013	Total 2012-2013
Beginning Cash Balance	97,636	383,144	836,865	624,755	910,904	769,585	568,212	659,506	613,827	499,345	695,110
<b>REVENUES</b>											
<b>State Programs</b>											
Charter School General Purpose Block Grant	-	658,858	22,366	307,529	22,366	45,703	181,722	121,691	102,529	19,570	1,482,334
State Aid	-	586,169	-	285,163	-	23,337	142,582	102,121	82,959	-	1,222,332
In Lieu of Property Taxes	-	72,689	22,366	22,366	22,366	22,366	39,140	19,570	19,570	19,570	260,002
Charter School Categorical Block Grant A	18,798	29,241	10,937	26,658	26,658	3,077	18,798	13,464	10,937	-	161,151
Economic Impact Aid	11,334	17,630	6,594	16,073	16,073	1,855	11,334	8,117	6,594	-	97,161
California Lottery	-	-	-	-	-	-	-	-	-	-	-
<b>Total State Programs</b>	<b>30,131</b>	<b>705,729</b>	<b>39,897</b>	<b>350,260</b>	<b>65,097</b>	<b>50,635</b>	<b>211,853</b>	<b>143,272</b>	<b>120,061</b>	<b>19,570</b>	<b>1,740,646</b>
<b>Other State Programs</b>											
Facilities Reimbursement (SB 740)	-	-	-	112,896	-	-	56,448	-	-	56,448	225,792
Art & Music Block Grant	-	-	-	-	-	-	-	-	-	-	-
State Nutrition	-	-	-	-	-	-	-	-	-	-	-
<b>Total Other State Programs</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>112,896</b>	<b>-</b>	<b>-</b>	<b>56,448</b>	<b>-</b>	<b>-</b>	<b>56,448</b>	<b>225,792</b>
<b>Federal Programs</b>											
Title I - Compensatory Education	-	-	-	-	45,592	-	-	45,592	-	-	91,183
Free and Reduced Meal Program	-	14,687	14,687	14,687	14,687	14,687	14,687	14,687	14,687	14,687	132,186
PCSGP (Title Vb Start-up / Implementation)	75,000	-	-	75,000	-	-	75,000	-	-	-	300,000
Other Federal Programs (Identify)	-	-	-	-	-	-	-	-	-	-	-
<b>Total Federal Programs</b>	<b>75,000</b>	<b>14,687</b>	<b>14,687</b>	<b>89,687</b>	<b>60,279</b>	<b>14,687</b>	<b>89,687</b>	<b>60,279</b>	<b>14,687</b>	<b>89,687</b>	<b>523,369</b>
<b>Local Programs</b>											
Other Local Revenue	6,184	6,184	6,184	6,184	6,184	6,184	6,184	6,184	6,184	6,184	61,835
Other Local Grants	375,000	-	-	-	-	-	-	-	-	-	375,000
<b>Total Local Programs</b>	<b>381,184</b>	<b>6,184</b>	<b>6,184</b>	<b>6,184</b>	<b>6,184</b>	<b>6,184</b>	<b>6,184</b>	<b>6,184</b>	<b>6,184</b>	<b>6,184</b>	<b>436,835</b>
<b>PY Receivables</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>TOTAL REVENUES</b>	<b>486,315</b>	<b>726,600</b>	<b>60,768</b>	<b>559,027</b>	<b>131,559</b>	<b>71,505</b>	<b>364,172</b>	<b>209,735</b>	<b>140,832</b>	<b>171,889</b>	<b>2,926,642</b>
<b>EXPENSES</b>											
Certificated Salaries	77,136	77,136	77,136	77,136	77,136	77,136	77,136	77,136	77,136	169,700	1,018,200
Classified Salaries	15,635	15,635	15,635	15,635	15,635	15,635	15,635	15,635	15,635	34,397	206,380
Employee Benefits	21,417	21,417	21,417	21,417	21,417	21,417	21,417	21,417	21,417	47,118	282,706
Books & Supplies	76,601	31,208	31,208	31,208	31,208	31,208	31,208	31,208	31,208	31,208	510,673
Services & Operational Expenses	110,018	110,018	110,018	110,018	110,018	110,018	110,018	110,018	110,018	110,018	1,320,211
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-
Other Outgo	-	9,131	9,131	9,131	9,131	9,131	9,131	-	-	-	54,787
<b>TOTAL EXPENSES</b>	<b>300,807</b>	<b>264,545</b>	<b>264,545</b>	<b>264,545</b>	<b>264,545</b>	<b>264,545</b>	<b>264,545</b>	<b>255,414</b>	<b>255,414</b>	<b>392,440</b>	<b>3,392,958</b>
<b>OTHER FINANCING SOURCES/USES</b>											
Changes in Financing	100,000	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	-	-	50,000
<b>Total Financing Cash Flow</b>	<b>100,000</b>	<b>(8,333)</b>	<b>(8,333)</b>	<b>(8,333)</b>	<b>(8,333)</b>	<b>(8,333)</b>	<b>(8,333)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>100,000</b>
<b>Cumulative Cash Position</b>	<b>383,144</b>	<b>836,865</b>	<b>824,755</b>	<b>910,904</b>	<b>769,585</b>	<b>568,212</b>	<b>659,506</b>	<b>613,827</b>	<b>499,345</b>	<b>278,794</b>	

## 2013-2014 Cash Flow

	Jul 2013	Aug 2013	Sep 2013	Oct 2013	Nov 2013	Dec 2013	Jan 2014	Feb 2014	Mar 2014	Apr 2014	May 2014	Jun 2014	Total 2013-2014
<b>Beginning Cash Balance</b>	278,794	382,268	239,227	251,516	329,547	202,253	516,677	622,544	407,074	523,838	495,529	382,073	278,794
<b>REVENUES</b>													
<b>State Programs</b>													
Charter School General Purpose Block Grant	24,230	20,747	217,847	301,989	130,271	277,759	277,759	56,528	224,763	150,514	126,814	24,205	1,833,425
State Aid	24,230	-	176,352	274,326	102,606	250,096	250,096	28,865	176,352	126,309	102,606	-	1,511,841
In Lieu of Property Taxes	-	20,747	41,495	27,863	27,863	27,863	27,863	27,863	48,410	24,205	24,205	24,205	321,583
Charter School Categorical Block Grant A	3,185	-	23,181	36,059	13,488	32,874	32,874	3,794	23,181	16,603	13,488	-	198,728
Economic Impact Aid	1,557	-	11,334	17,630	6,594	16,073	16,073	1,855	11,334	8,117	6,594	-	97,161
California Lottery	-	-	-	-	-	14,528	-	-	14,528	-	-	14,528	43,584
<b>Total State Programs</b>	<b>28,972</b>	<b>20,747</b>	<b>252,361</b>	<b>355,678</b>	<b>150,353</b>	<b>341,234</b>	<b>326,706</b>	<b>62,177</b>	<b>273,605</b>	<b>175,234</b>	<b>146,895</b>	<b>38,733</b>	<b>2,172,897</b>
<b>Other State Programs</b>													
Facilities Reimbursement (SB 740)	-	-	-	-	-	166,212	-	-	83,106	-	-	83,106	332,424
State Nutrition	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Other State Programs</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>166,212</b>	<b>-</b>	<b>-</b>	<b>83,106</b>	<b>-</b>	<b>-</b>	<b>83,106</b>	<b>332,424</b>
<b>Federal Programs</b>													
Title I - Compensatory Education	-	-	-	-	-	-	56,808	-	-	56,808	-	-	113,615
Free and Reduced Meal Program	-	-	-	17,222	17,222	17,222	17,222	17,222	17,222	17,222	17,222	17,222	154,995
PCSGP (Title Vb Start-up / Implementation)	-	-	37,500	-	-	37,500	-	-	37,500	-	-	-	150,000
Other Federal Programs (Identify)	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Federal Programs</b>	<b>-</b>	<b>-</b>	<b>37,500</b>	<b>17,222</b>	<b>17,222</b>	<b>54,722</b>	<b>74,029</b>	<b>17,222</b>	<b>54,722</b>	<b>74,029</b>	<b>17,222</b>	<b>54,722</b>	<b>418,611</b>
<b>Local Programs</b>													
Other Local Revenue	-	-	7,448	7,448	7,448	7,448	7,448	7,448	7,448	7,448	7,448	7,448	74,478
Other Local Grants	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Local Programs</b>	<b>-</b>	<b>-</b>	<b>7,448</b>	<b>7,448</b>	<b>7,448</b>	<b>7,448</b>	<b>7,448</b>	<b>7,448</b>	<b>7,448</b>	<b>7,448</b>	<b>7,448</b>	<b>7,448</b>	<b>74,478</b>
<b>PY Receivables</b>	<b>359,523</b>	<b>121,233</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>47,124</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>527,880</b>
<b>TOTAL REVENUES</b>	<b>388,495</b>	<b>141,980</b>	<b>297,309</b>	<b>380,347</b>	<b>175,023</b>	<b>616,740</b>	<b>408,183</b>	<b>66,846</b>	<b>419,081</b>	<b>256,712</b>	<b>171,565</b>	<b>184,009</b>	<b>2,998,410</b>
<b>EXPENSES</b>													
Certificated Salaries	100,183	100,183	100,183	100,183	100,183	100,183	100,183	100,183	100,183	100,183	100,183	100,183	1,202,200
Classified Salaries	17,198	17,198	17,198	17,198	17,198	17,198	17,198	17,198	17,198	17,198	17,198	17,198	206,380
Employee Benefits	27,119	27,119	27,119	27,119	27,119	27,119	27,119	27,119	27,119	27,119	27,119	27,119	325,424
Books & Supplies	28,534	28,534	28,534	28,534	28,534	28,534	28,534	28,534	28,534	28,534	28,534	28,534	342,404
Services & Operational Expenses	111,987	111,987	111,987	111,987	111,987	111,987	111,987	111,987	111,987	111,987	111,987	111,987	1,343,842
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outgo	-	-	-	8,962	8,962	8,962	8,962	8,962	8,962	-	-	-	53,774
<b>TOTAL EXPENSES</b>	<b>285,021</b>	<b>285,021</b>	<b>285,021</b>	<b>293,983</b>	<b>293,983</b>	<b>293,983</b>	<b>293,983</b>	<b>293,983</b>	<b>293,983</b>	<b>285,021</b>	<b>285,021</b>	<b>285,021</b>	<b>3,474,023</b>
<b>OTHER FINANCING SOURCES/USES</b>													
Changes in Financing	-	-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	-	-	(50,000)
<b>Total Financing Cash Flow</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(8,333)</b>	<b>(8,333)</b>	<b>(8,333)</b>	<b>(8,333)</b>	<b>(8,333)</b>	<b>(8,333)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(50,000)</b>
<b>Cumulative Cash Position</b>	<b>382,268</b>	<b>239,227</b>	<b>251,516</b>	<b>329,547</b>	<b>202,253</b>	<b>516,677</b>	<b>622,544</b>	<b>407,074</b>	<b>523,838</b>	<b>495,529</b>	<b>382,073</b>	<b>281,061</b>	

## Appendix AK: Teacher Dashboard

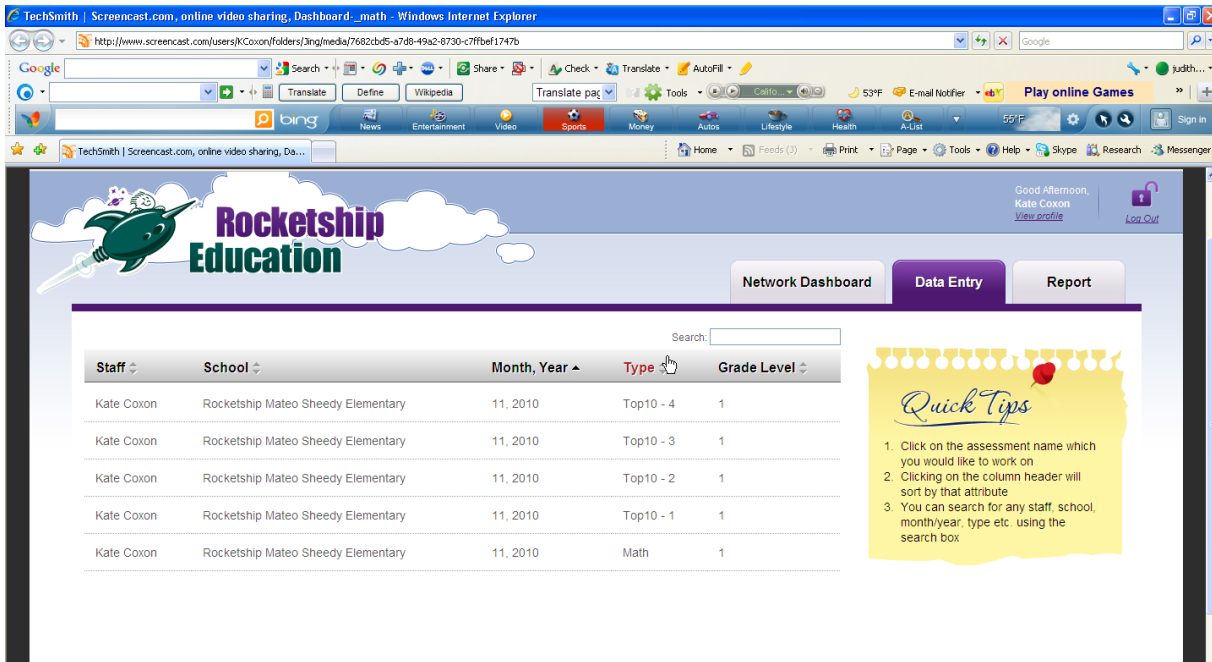
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Both educators and students benefit in multiple ways from the Teacher Dashboard/API. First, since all educators are using the same consistent interface to assess, prioritize, monitor and manage student learning, teachers can make collaborative, more fully informed decisions about each student's individual learning needs. In addition, use of the Teacher Dashboard as the repository for a student's Individual Learning Plan ensures that each student's out-of-class time is maximized to address his / her own individual learning needs. Finally, the students benefit from having the perspective and collaboration from multiple educators to boost their academic progress. Key benefits of the Dashboard / API include:

- Real-time feedback on student progress. Real-time assessments – from tutors, Learning Lab, from online curricula and external online assessments – are available for teachers to track and prioritize each student's progress.
- More effective lesson planning. Dashboard information gives teachers useful content and context for planning lessons based on students' current levels, enabling teachers to re-allocate instruction time for key topics, and regroup students based on mastery, as appropriate.
- More targeted, individualized instruction. Teachers have a larger, deeper "basket" of resources to deploy for individualized instruction and student achievement. Having more resources at hand (without adding complexity) gives teachers more options to help students succeed.
- Data-driven assessments of teacher effectiveness. Teachers and administrators have access to more assessment data. With more ways to assess students, teachers gain more insights into the effectiveness of their teaching methods and practices.

### **Teacher Dashboard: Navigation and User Interface**

The Teacher Dashboard is an online application, and is accessible via any browser. Educators log into the system, using their ID and a user-generated password.



**Figure 1: Data Entry Tab**

## Student Assessment Data

Our objective is for the Dashboard to be a continually-updated repository of student assessment data which is sourced from online learning programs, tests given by teachers, and state assessments. Assessment data is automatically integrated into each student's Individualized Learning Plan (ILP), and forms an important basis from which teachers can assess students' learning proficiencies and remediate their deficits.

From the Data Entry tab (see Figure 1), teachers can search by school, by date, by standard type, and by grade level, by entering a term in the search box. In Figure 2, the teacher has selected Class 1A (see below), to begin entering assessments for her class, 1A. Note that assessments from online learning programs will be automatically added to the Teacher Dashboard, and then integrated into each student's ILP.

Assessments > November, 2010 - Top10 - 1 - 1 grade level

Show 30 entries

Search:

Last Name	First Name	Section	Class	Nov, 2010 - Top10 - 1	Attempt 2
Alvarez	Luis	1C	Big Red	20	80
Alvarez	Mykel	1B	Go Blue	40	100
Angeles	Eymy	1A	Quakers	60	70
Arellano	America	1A	Quakers		
Arroyo	Delylah	1C	Big Red		
Arroyo	Letzy	1C	Big Red		
Barcenas	Lenica	1B	Go Blue		
Barcia	McCovey	1B	Go Blue		

**Quick Tips**

1. Clicking on the column header will sort by that attribute
2. You can search for any student, class, section etc. using the search box
3. If you enter an invalid score, the score will be highlighted in red, and will not be saved
4. For Math Top 10s, you can enter additional attempts: click on the "Add Attempt" button on the top

**Figure 2: Entering Assessment Data**

Note that in Figure 2 above, the teacher has created two columns of assessments, or “attempts”. This enables the teacher to record a pre-test assessment, and a post-test, to gauge student learning for each standard.

In addition to Data Entry, the Dashboard tab provides educators with both high-level and detailed comparisons of student achievement. Comparisons can be made by school, by grade, by standard, and by month (see Figure 3, below). The assessment data will be automatically integrated into the student’s Individualized Learning Plan, discussed below (see Figure 6).

**Appendix AL: Teacher Signature Pages**

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Please find attached the original signature forms as well as a file of all scanned petition pages.



## Appendix AM: Countywide Requirements

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(a) (1) In addition to the authority provided by Section 47605.5, a county board of education may also approve a petition for the operation of a charter school that operates at one or more sites within the geographic boundaries of the county and that provides instructional services that are not generally provided by a county office of education. A county board of education may only approve a countywide charter if it finds, in addition to the other requirements of this section, that the educational services to be provided by the charter school will offer services to a pupil population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county.

**Please see Introduction: RDP Countywide Charter School and its Benefits**

A petition for the establishment of a countywide charter school pursuant to this subdivision may be circulated throughout the county by any one or more persons seeking to establish the charter school. The petition may be submitted to the county board of education for review after either of the following conditions are met:

(A) The petition has been signed by a number of parents or guardians of pupils residing within the county that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation and each of the school districts where the charter school petitioner proposes to operate a facility has received at least 30 days notice of the petitioner's intent to operate a school pursuant to this section.

**RDP has chosen (B)**

(B) The petition has been signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation and each of the school districts where the charter school petitioner proposes to operate a facility has received at least 30 days notice of the petitioner's intent to operate a school pursuant to this section.

**Please see Appendix AL for teacher signatures. Rocketship sent a district notification to Superintendent Vince Matthews at San Jose Unified School District on July 19, 2011. A copy of this notification was sent to Dr. Lucretia Peebles.**

(2) An existing public school may not be converted to a charter school in accordance with this section.

**RDP is not proposing this.**

(3) After receiving approval of its petition, a charter school that proposes to establish operations at additional sites within the geographic boundaries of the county board of education shall notify

the school districts where those sites will be located. The charter school shall also request a material revision of its charter by the county board of education that approved its charter and the county board shall consider whether to approve those additional locations at an open, public meeting, held no sooner than 30 days following notification of the school districts where the sites will be located. If approved, the location of the approved sites shall be a material revision of the school's approved charter.

**Please see Section VII: Facilities**

(4) A petition shall include a prominent statement indicating that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child or ward attend the charter school, or in the case of a teacher's signature, means that the teacher is meaningfully interested in teaching at the charter school. The proposed charter shall be attached to the petition.

**Please see teacher signature pages in Appendix AL. The signature pages include this statement.**

(b) No later than 60 days after receiving a petition, in accordance with subdivision (a), the county board of education shall hold a public hearing on the provisions of the charter, at which time the county board of education shall consider the level of support for the petition by teachers, parents or guardians, and the school districts where the charter school petitioner proposes to place school facilities. Following review of the petition and the public hearing, the county board of education shall either grant or deny the charter within 90 days of receipt of the petition. However, this date may be extended by an additional 30 days if both parties agree to the extension. A county board of education may impose any additional requirements beyond those required by this section that it considers necessary for the sound operation of a countywide charter school. A county board of education may grant a charter for the operation of a school under this part only if the board is satisfied that granting the charter is consistent with sound educational practice and that the charter school has reasonable justification for why it could not be established by petition to a school district pursuant to Section 47605. The county board of education shall deny a petition for the establishment of a charter school if the board finds, one or more of the following:

(1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.

(2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.

(3) The petition does not contain the number of signatures required by subdivision (a).

(4) The petition does not contain an affirmation of each of the conditions described in subdivision (d).

(5) The petition does not contain reasonably comprehensive descriptions of all of the following:

(A) (i) A description of the educational program of the school, designed, among other things, to identify those pupils 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.

**Please see Section II: Education Program**

(ii) If the proposed charter school will enroll high school pupils, a description of the manner in which the charter school will inform parents regarding the transferability of courses to other public high schools. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered to be transferable to other public high schools.

**Not applicable.**

(iii) If the proposed charter school will enroll high school pupils, information as to the manner in which the charter school will inform parents as to whether each individual course offered by the charter school meets college entrance requirements. Courses approved by the University of California or the California State University as satisfying their prerequisites for admission may be considered as meeting college entrance requirements for purposes of this clause.

**Not applicable.**

(B) 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.

**Please see Section III: Measurable Student Outcomes**

(C) The method by which pupil progress in meeting those pupil outcomes is to be measured.

**Please see Section III: Measurable Student Outcomes**

(D) The location of each charter school facility that the petitioner proposes to operate.

**Please see Section VII: Facilities**

(E) The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.

**Please see Section VIII: Governance Structure**

(F) The qualifications to be met by individuals to be employed by the school.

**Please see Section V: Human Resources**

(G) 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 criminal record summary as described in Section 44237.

**Please see Section V: Health and Safety**

(H) 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.

**Please see Section VI: Non-discrimination**

(I) The manner in which annual, independent, financial audits shall be conducted, in accordance with regulations established by the State Board of Education, and the manner in which audit exceptions and deficiencies shall be resolved.

**Please see Section VII: Reporting and Accountability**

(J) The procedures by which pupils can be suspended or expelled.

**Please see Section VI: Student Admission, Attendance, and Suspension/Expulsion**

(K) 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.

**Please see Section V: Retirement Benefits**

(L) The procedures to be followed by the charter school and the county board of education to resolve disputes relating to provisions of the charter.

**Please see Section V: Dispute Resolution**

(M) 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 the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code).

**Please see Affirmations and Assurances**

(N) Admission requirements, of the charter school, if applicable.

**Please see Section VI: Student Admission, Attendance, and Suspension/Expulsion**

(O) The public school attendance alternatives for pupils residing within the county who choose not to attend the charter school.

**Please see Section VI: Public School Attendance Alternatives**

(P) A description of the rights of an employee of the county office of education, upon leaving the employment of the county office of education, to be employed by the charter school, and a description of any rights of return to the county office of education that an employee may have upon leaving the employ of the charter school.

**Please see Section V: Rights of County and District Employees**

(Q) A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records.

**Please see Section VII: Closure Protocol**

(6) Any other basis that the board finds justifies the denial of the petition.

(c) A county board of education that approves a petition for the operation of a countywide charter may, as a condition of charter approval, enter into an agreement with a third party, at the expense of the charter school, to oversee, monitor, and report to the county board of education on the operations of the charter school. The county board of education may prescribe the aspects of the charter school's operations to be monitored by the third party and may prescribe appropriate requirements regarding the reporting of information concerning the operations of the charter school to the county board of education.

(d) (1) Charter schools shall meet all statewide standards and conduct the pupil assessments required pursuant to Section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.

(2) Charter schools shall on a regular basis consult with their parents and teachers regarding the school's educational programs.

(e) (1) In addition to any other requirement imposed under this part, a charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability. Except as provided in paragraph (2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within this state.

(2) (A) A charter school shall admit all pupils who wish to attend the school.

(B) However, if the number of pupils who wish to attend the charter school exceeds the school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the county except as provided for in Section 47614.5. Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law.

(C) In the event of a drawing, the county board of education shall make reasonable efforts to accommodate the growth of the charter school and, in no event, shall take any action to impede the charter school from expanding enrollment to meet pupil demand.

(f) No county board of education shall require any employee of the county or a school district to be employed in a charter school.

(g) No county board of education shall require any pupil enrolled in a county program to attend a charter school.

(h) The county board of education shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be utilized by the school, the manner in which administrative services of the school are to be provided, and potential civil liability effects, if any, upon the school, any school district where the charter school may operate and upon the county board of education. The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation.

**Please see Section VIII: Impact on the County, Section VII: Facilities, Appendix AE: Sample Management Services Contract, Section VIII: Civil Liability, and Appendix AJ: Budget and Cash Flow Narrative**

(i) In reviewing petitions for the establishment of charter schools within the county, the county board of education shall give preference to petitions that demonstrate the capability to provide comprehensive learning experiences to pupils identified by the petitioner or petitioners as academically low-achieving pursuant to the standards established by the State Department of Education under Section 54032.

**Please see Section II: Target School Population**

(j) Upon the approval of the petition by the county board of education, the petitioner or petitioners shall provide written notice of that approval, including a copy of the petition, to the school districts within the county, the Superintendent of Public Instruction and to the State Board of Education.

(k) If a county board of education denies a petition, the petitioner may not elect to submit the petition for the establishment of the charter school to the State Board of Education.

(l) 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 the chartering authority.

(m) A charter school shall transmit a copy of its annual, independent, financial audit report for the preceding fiscal year, as described in subparagraph (I) of paragraph (5) of subdivision (b), to the County Office of Education, State Controller and the State Department of Education by December 15 of each year. This subdivision shall not apply if the audit of the charter school is encompassed in the audit of the chartering entity pursuant to Section 41020.