Rocketship Education
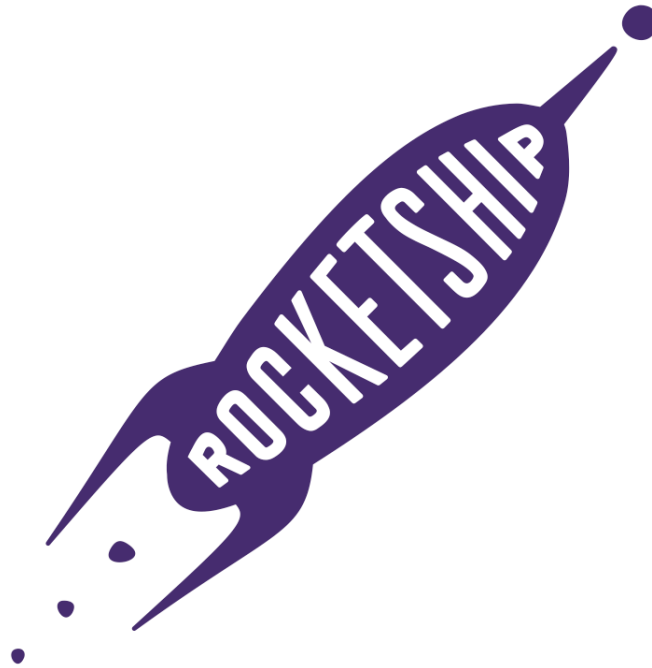## *Rocketship Alum Rock Charter Petition*

Submitted to Santa Clara County Office of Education
May 9, 2014

Table of Contents

Charter School Intent and Charter Requirements

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

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

(a) Improve student learning.

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

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

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

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

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

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

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

Affirmations and Assurances

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 Rocketship Alum Rock (the "Charter School" or "RSAR"), submitted to Santa Clara County Office of Education ("SCCOE" or the "County") and to be located within Alum Rock Union Elementary School District Boundaries is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

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

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

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

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

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

- The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code

or association with an individual who has any of the aforementioned characteristics). [Ref. California Education Code Section 47605(d)(1)]

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

- The Charter School will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations §11967.5.1(f)(5)(C)]

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

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

- The Charter School 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(c)]

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

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

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

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

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

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

- The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

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

March 13, 2014

_____

Lead Petitioner   **Date**

INTRODUCTION/FOUNDER

The organizers of RSAR are pleased to submit this charter school petition with the goal of closing the achievement gap in the Alum Rock community. In the process of developing this charter petition, the petitioners held meetings with local families and community leaders in Alum Rock, conducted research around the need for a charter school program like RSAR, and collected signatures from teachers "meaningfully interested" in teaching at 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, Online Technology, 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. Extended school day
2. High expectations
3. Teachers as Professionals
4. Deep community involvement
5. Personalized learning 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. 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 Alum Rock. This rate of progress will allow our students to achieve at grade-level by the end of second grade. At graduation, they will leave RSAR at or above grade level. Extensive educational research proves that such progress is fully achievable: high-quality teachers are the key (Sanders and Rivers, 1996; Haycock, 1999)[1].

Teachers as Professionals
At RSAR our teachers are the most critical ingredient for success. As such, we believe that it is critically important that they are valued and treated as professionals in a manner that further elevates the incredibly important and challenging profession of teaching. We accomplish this in three ways. First, all teachers receive intensive coaching and professional development to ensure that they can continue to advance both in the classroom and pursue a track of a Lead Teacher if they so choose, and furthermore, they may pursue leadership positions such as Assistant Principal and Principal should they so desire. Second, we reward teachers for performance through a merit pay structure that attempts to compensate teachers at a level that is substantially higher than surrounding public schools. Thirdly, our teachers team with each other such that students have a teacher each day that focuses primarily on humanities instruction, which is the purposeful integration of English Language Arts instruction (i.e. writing, speech, reading, phonics, phonemic awareness, etc.) with social studies and/or science instruction and are exchanged with a teacher that is focused primarily on math instruction that again is purposefully integrated with science and/or social studies instruction. This team teaching approach allows them to develop deep subject matter knowledge and an ability to diagnose and intervene with even the most struggling students.

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 to come to us. Our teachers do home visits with every family during the first half of the year, we strongly encourage 80%+ parent attendance at our monthly community meetings, and we have many special events (parent-family meetings) during the year to engage families (often on Saturdays or week-nights in order to include entire families and navigate our families' busy work schedules and lives) like school-wide trips to college campuses, local parks and museums, and on-campus science, reading, and math nights. We make efforts to 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. Moreover, each of our school campuses is named by the parents and families

---

[1] Haycock, K. (1999). *Good Teaching Matters: How Well-Qualified Teachers Can Close the Gap.* Washington D.C.: The Education Trust.; Sanders, W. L., & Rivers, J. C. (1996). *Cumulative and residual effects of teachers on future student academic achievement.* Knoxville, TN: Tennessee Value-Added Research and Assessment Center, p. 9.

of the school in order to ensure that the school, and especially the name of the school, is representative of the culture and influences of the local community.

Personalized Learning for Each Student
The final distinctive characteristic of Rocketship Alum Rock lies in its focus on each child and their specific needs and learning characteristics/modalities. We ask ourselves how we can ensure that each day we get the right lesson to the right child at the right time. We assume that every child in the neighborhoods we serve will have special learning needs that must be addressed individually. The Rocketship model combines traditional classroom instruction with blended learning, which enables highly personalized instruction through online adaptive technology and Individual Learning Specialists (ILS).

RSAR's school model is a full Response to Intervention (RtI) 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, the classroom teachers and school leaders work to address specific classroom modifications, areas to target in our in-class curriculum, guide the selection of online curricula and lessons within the learning lab, and then select specific goals and instructional methods and curricula for ILS' to assist these students in the learning lab as well. The first tier of intervention is in the classroom. Guided Reading groups and small group instruction are used to deliver these more personalize learning objectives during normal classroom instruction. During Learning Lab and personalized learning time, a student's interim assessment results are used to create a specific online intervention program for that student by the school leadership and the teacher. The second tier of intervention is comprised of supplemental, small-group tutoring sessions. In tutoring sessions, students who are failing to make adequate progress towards Significant Gains will receive regular small-group intervention with a group of students with similar needs. If classroom modifications, tutoring sessions and other 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 personalized attention and the services of specialists. Providing these three levels of intervention allows Rocketship Education to serve the most struggling students more effectively than traditional elementary schools.

We imagine a future for the hundreds of children served by Rocketship Alum Rock 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 believe that parents, empowered by their experience with RSAR, will be relentless advocate for these children's success. We hope to see hundreds of qualified applicants for great four-year universities by 2027 when our first class of Kindergarteners from this campus 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 Alum Rock, Santa Clara County, and beyond.

Principal

Maricela Guererro, Principal Coach and Advisor
Maricela Guerrero is currently a Principal coach and advisor within Rocketship as she works to found and build the Rocketship Alum Rock community. Previously, Maricela was Principal at Rocketship Mateo Sheedy Elementary School and under her leadership students at Rocketship Mateo Sheedy earned a remarkable 925 API, securing their place as one of the top performing student bodies in San Jose. In subsequent years Maricela led her staff to continued strong gains for the students at Rocketship Mateo Sheedy. Maricela was a founding teacher at Rocketship One School (later renamed to Rocketship Mateo Sheedy), where she taught 2nd, 3rd, and 4th grade. Along with the other founding Rocketship teachers, she helped create a school where students, parents, and the community interact, collaborate and communicate on a daily basis. Prior to Rocketship, she was also a founding teacher at L.U.C.H.A., where she taught third and fourth grade. Maricela has been an elementary teacher since 2001 and taught 1st grade thru 8th grade in the Alum Rock District. Throughout her teaching career she has dedicated her time and energy to other programs to help students and their families are successful. She was the Lead Teacher in the CBET (Community Based English Teaching) program, assessing and placing adult students in appropriate ESL leveled classes. Every summer Maricela identified and recruited migrant students to attend the Alum Rock summer school programs, provided push-in services to highly impact migrant classrooms, and designed curriculum for one-on-one support in Language Arts and math for K-6 migrant students. Maricela received her B.A. in Latin American Studies with a minor in Education from the University of California, Santa Cruz and a Master's Degree in Education from the University of Phoenix.

Founder
Preston Smith, Co-Founder and Chief Executive 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. 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.

See Appendix-Intro for Preston Smith and Maricela Guerrero's resumes.

Rocketship Education Leadership Team
Lynn Liao, Chief Program Officer
Lynn Liao is responsible for all talent management, leadership development, and recruitment and selection. Lynn joins Rocketship from The Broad Center for the Management of School Systems where she co-founded and led the growth of The Broad Residency, a national program to attract and support emerging business leaders to join urban school systems. Under her leadership, the program graduated over 200 Residents, 90% who remain in K-12 education. She most recently

served as managing director of network services. The goal of network services is to strengthen and leverage the power of the Broad Center's network of participants and graduates through career services and connecting network members to facilitate knowledge sharing and advance reforms. Prior to joining The Broad Center, Lynn served as a director at The Broad Foundation and was responsible for the Foundation's portfolio of investments in district and national principal leadership programs. She also served as the Foundation's liaison with districts including New York City, San Diego and Philadelphia supporting their work on district redesign and restructuring. Liao has a bachelor's degree in political economy from the University of California, Berkeley and an M.B.A. and master's degree in education from Stanford University.

Andy Stern, Chief Business Officer
Andy Stern is the Chief Financial Officer Rocketship Education, responsible for centralizing and automating all non-academic school and organizational functions including Operations, Human Resources, Finance, Accounting, Payroll, Compliance and Legal. Andy's background includes broad capabilities that will be very helpful to us in our next phase of growth having worked as a CFO for a number of years in several fast-growing companies in the high-technology industry. He has also shown a passion for public education having been a teacher for 5 years at San Francisco State University and as the President of the San Mateo High School Foundation, a public high school with demographics similar to Rocketship's core objectives.

Genevieve Thomas, Integrated Special Education Director, National Team
Genevieve Thomas has had various roles within special education over almost a decade. She was looking for an environment to develop a program that truly supported the needs of all learners and was delighted to find this opportunity with Rocketship. Genevieve hopes to one day see Rocketship expand to Washington, as they just passed a charter law there recently. Genevieve has many passions, but when forced to choose, she is caught between finding new ways to be active in the outdoors, and finding ways to improve educational opportunities for students with disabilities.

Wendy Noble, Director of Schools, Bay Area
Wendy joined Rocketship last summer after five years in a leadership capacity at the EAGLE Schools, a high-performing charter network in Phoenix. Most recently she was the Phoenix Regional Director of Teaching and Learning. Prior to that, she was the founding principal at its flagship school - EAGLE College Prep, a K-8 school. During this time, she became a certified trainer of the Common Core State Standards and worked closely with Arizona K-12 Literacy and Ottawa University to share her knowledge and expertise in English Language Arts with teachers, administrators, and professors throughout the state of Arizona. Prior to joining EAGLE, Wendy served as an elementary school principal turning a low-performing school into a highly performing school in Arizona, a middle school language arts and social studies teacher at Arizona School for the Arts, and a high school English teacher in the Chicago suburbs. Wendy has her Ed.D. and M.Ed. in Educational Administration and Supervision from Arizona State University and her B.S. in English with an emphasis in Secondary Education from Illinois State University.

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.

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 Edison Learning (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 Edison Learning, 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.

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.

Greg Stanger Greg Stanger brings to Rocketship a broad range of financial leadership experience with high-growth Internet companies. He has served as CFO for oDesk, Chegg and Expedia. He has also been a venture partner at Technology Crossover Ventures and was formerly a corporate development executive at Microsoft. Greg has served on the boards of directors of many successful companies, including Netflix, Kayak, drugstore.com, NexTag, and Expedia. He is currently a trustee of the Yosemite Conservancy. Greg holds an MBA from the University of California at Berkeley and a Bachelor of Science degree from Williams College.

Current Rocketship Schools

Currently, Rocketship Education operates eight elementary schools in San Jose, CA. As of the end of the 2012-2013 school year, Rocketship schools had an average Academic Performance Index (API) of 822 and ranked in the **Top 5%**[2] of all public school networks serving predominantly low income students in California.

School Name	Year Founded	2013 Results		
		API	Math Proficient/ Advanced	ELA Proficient / Advanced
Rocketship Mateo Sheedy	2007	850	82%	57%
Rocketship Si Se Puede	2009	836	81%	51%
Rocketship Los Sueños	2010	789	71%	43%
Rocketship Discovery Prep	2011	790	71%	44%
Rocketship Mosaic	2011	836	78%	57%
Rocketship Brilliant Minds	2012	893	78%	73%
Rocketship Alma Academy	2012	809	79%	46%
Rocketship Spark	2013	N/A	N/A	N/A

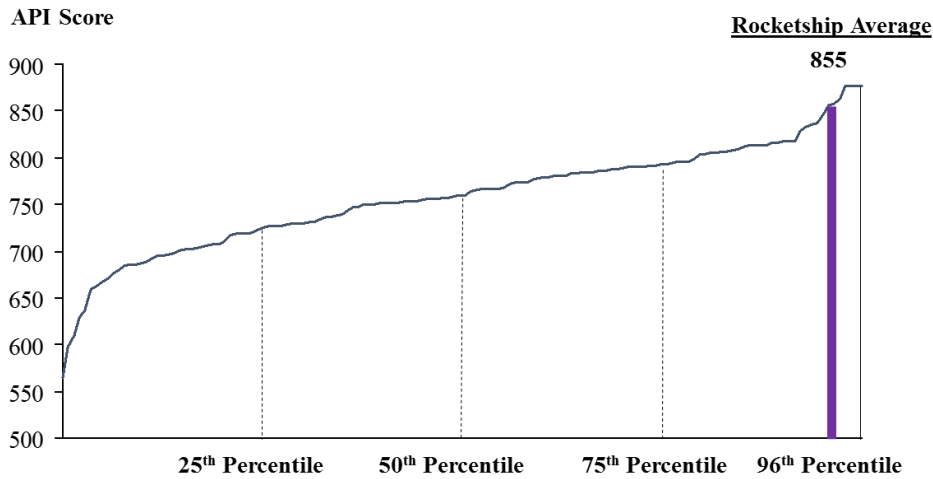- HIGHLIGHT denotes a Rocketship school located within the boundaries of ARUSD

In the past seven years, our students consistently excelled on their path to college and career success, as Rocketship grew from one school serving less than 200 students to a network of eight schools serving more than 4,600 students in San Jose.

Figure B-1: API Performance of Low-Income School Districts

---

[2] CA schools serving > 70% FRL

API Score Distribution of Low-Income Districts[1]
2012 API Scores

API Score   Rocketship Average
                                                                    855

```
900
850
800
750
700
650
600
550
500
        25th Percentile    50th Percentile    75th Percentile    96th Percentile
```

1)   Districts with percentage of students qualifying for FRPL 85% or greater
Source: California Department of Education

Since our first school, Rocketship Mateo Sheedy, opened in 2007, we have advanced both **student achievement** and **learning**, leading to increased educational equity in California and specifically San Jose. Our commitment to educational equity reflects the reality that it is "not simply about equal access and inputs, but ensuring that a student's educational path, curriculum, instruction, and schedule be personalized to meet her unique needs, inside and outside of school."[3]   Below, we 1) highlight how high-need subgroups succeed at Rocketship; 2) explain how our high-need students outperform their peers at nearby district schools; 3) demonstrate that we are closing achievement gaps between high-need students and wealthy students; 4) share data about our schools' sustained excellence over four years; 5) show that our students make one and a half years of growth in their learning each year; 6) demonstrate that our schools outperform district and statewide averages; and 7) explain how we will track our students' progress to enroll and persist through college once they graduate from Rocketship.

Low-Income, Limited English Proficiency, Special Education, and racial subgroups succeed at Rocketship

As part of our mission, Rocketship seeks to educate and graduate the most underserved, high-need students. In fact, we are proud of the fact that we have never expelled a student for any reason. As a network of open enrollment public charter schools, we do not provide preference to any student based on demographics. However, we aim to serve those students who otherwise would have limited access to a high quality education. We locate our schools in neighborhoods with high poverty and other indicators of need. We recruit our students from the surrounding neighborhoods. Rocketship's target student population is low-income, special education, English Language (EL) and other "at-risk" students. In California, Rocketship's eight schools serve 66 to

---

[3]Wolf, M.A. (author); Partoyan, E., Schneiderman, M., & Seltz, J. (eds). (2010). Innovate to Educate: System (Re)Design for Personalized Learning, A Report from the 2010 Symposium. Washington, DC: Software &Information Industry Association, p. 6.

73 percent EL students where the average EL percentage is 24 percent for the surrounding Santa Clara County. Rocketship serves a low-income student body in which 85 percent qualify for Free or Reduced Price Meals (FRL), in a county where the average percentage of FRL is 20 percent. Figure B-2 indicates successes for our low income students and English Learners as measured by the 2013 California API. Our students vastly outperform subgroups from local districts by more than 30 points and outperform the state subgroups by nearly 50 API points.

Figure B-2: Low Income and ELL 2013 API Comparative Performance

2013 Rocketship Low Income Academic Performance
Academic Performance Index (API)

Rocketship: 815
Nearby Districts[1]: 783
California Average: 767
California State Goal

1) Nearby districts includes aggregate average of elementary schools in Alum Rock Unified, San Jose Unified and Franklin-McKinley school districts
Sources: Rocketship, California Department of Education

2013 Rocketship English Learner Academic Performance
Academic Performance Index (API)

Rocketship: 813
Nearby Districts[1]: 778
California Average: 758
California State Goal

1) Nearby districts includes aggregate average of elementary schools in Alum Rock Unified, San Jose Unified and Franklin-McKinley school districts
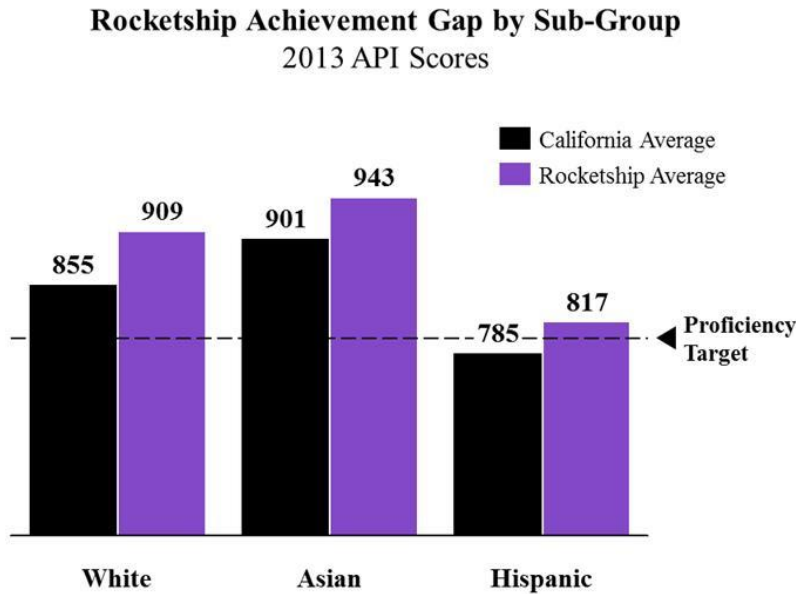Sources: Rocketship, California Department of Education

In addition to low-income and EL students, Rocketship is closing the achievement gap for Integrated Special Education (ISE) students. In 2011-2012, 35 percent of ISE students served by Rocketship were basic, proficient, or advanced in ELA on the STAR/CST; in 2012-2013, that percentage increased to 55 percent basic or above. In math, 56 percent of our ISE students improved their CST scores from the previous year or maintained proficiency; the percentage of ISE students scoring proficient or advanced increased from 22 percent in 2011-2012 to 40 percent in 2012-2013.

Rocketship is also closing the achievement gap for racial subgroups. In 2012-2013, the average API for Hispanic students in the state of California was 785, under the target proficiency benchmark of 800. However, at Rocketship, the average API for Hispanic students (who comprise 83 percent of total Rocketship students) was 817.[4] Our Asian and White students also outperform the state average and the state proficiency benchmark. See Figure B-3 for the data supporting this analysis. As part of our Rocketship Alum Rock proposal, we look forward to continuing to contribute to the work in Alum Rock of closing the achievement gap between Rocketship Hispanic students and the state's highest performing racial subgroups, as detailed in Section (A)(4).

---

[4] There were only 12 African American students enrolled and tested on CST in 2012-2013; in accordance with the Family Educational Rights and Privacy Act (FERPA), their test data are not included here.

Figure B-3: Rocketship Achievement Gap by Sub-Group

Rocketship Achievement Gap by Sub-Group
2013 API Scores

Source: California Department of Education

Rocketship is closing the gap between high-need students and wealthy students

Comparing our students to those in more wealthy districts, it is clear that we are closing the achievement gap. Figure B-4 indicates that on the 2013 CST in mathematics our students performed within nine percent of high-income students:[5] 86 percent of California's high-income district students scored proficient and advanced; Rocketship students achieved 77 percent proficient and advanced.

Figure B-4: 2013 Math CST Proficiency, Comparison to Wealthy Districts

---

[5] High-Income Districts are defined as 10 elementary districts with the lowest percent of students eligible in the Free or Reduced Price Meal Program. (Districts with less than 100 students are excluded).

Rocketship Achievement Gap Performance
2012 – 2013 Math California Standards Test (CST) Scores

Legend: ■ Proficient & Advanced

Bars: Economically Disadvantaged Average[1] — 58%; Rocketship — 77%; CA High-Income Districts[1] — 86%
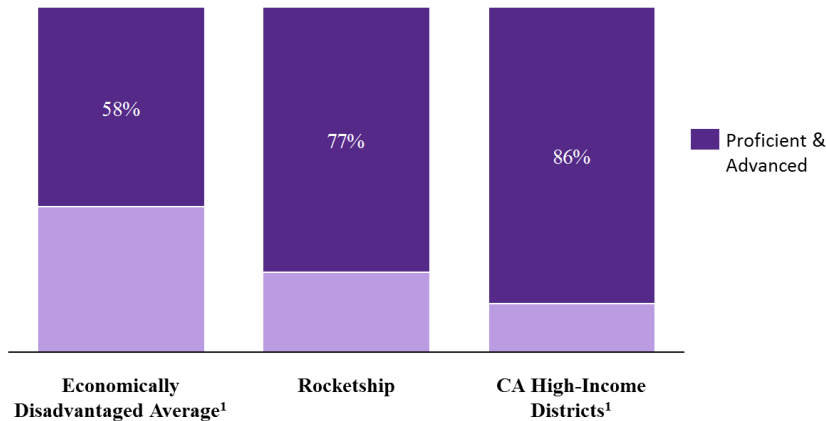
1) Based on Economically Disadvantaged sub-group results
2) Defined as 10 elementary districts with the lowest percent of students eligible in the Free or Reduced Price Meal Program. Districts with less than 100 students are excluded from sample
Note: Includes students in grades 2 – 5
Sources: Rocketship, California Department of Education

*Rocketship performance over more than six years demonstrates sustained academic excellence*
Every year from 2007 to 2013, Rocketship's California schools, as a group, have exceeded the Academic Performance Index standard for excellence of 800 on the CST. In addition, given the rapidly changing context for standards and assessments, we made the decision several years ago that all of our students take the NWEA Measure of Academic Progress (MAP) test or MAP for Primary Grades (MPG) test three times a year to measure individual student progress, in addition to actively participating in the California State Test and its Common Core State Standards (CCSS) aligned successor(s). We highly value the individual-level student data this provides. The NWEA-MAP test is "built on 30 years of research and refinement, and adapts to the child in real-time as the test progresses for a pinpoint picture of learning achievement and readiness."[6] Looking at NWEA data gives us a clear picture of the progress our students have made over the last four years, because the bar for proficiency does not change from year to year.

In aggregate, our schools demonstrate sustained success in improving student learning outcomes and ensuring our students achieve at high levels. As demonstrated in Figure B-4 below, at the end of the 2009-2010 school year, more than 50 percent of our students performed above grade level in math as measured by the NWEA MAP test. Over the past four years, we have increased that number to 62 percent achieving above grade level. This nine percentage point increase in students at grade level, during a time of sustained organizational growth, is an indicator of our ability to make a difference for the students who most need access to a high quality education. By enrolling at-risk populations and preparing them for college- and career-success as measured by our student achievement metrics, we are indeed closing achievement gaps.

Figure B-5: Percentage of Rocketship Students above Grade Level in Math over time

---

[6] *Achievement Gaps: An Examination of Differences in Student Achievement and Growth*; Northwest Evaluation Association; accessed September 10 at
http://www.nwea.org/sites/www.nwea.org/files/409_AchivGapStudyFinallowres_111006a.pdf

Percentage of Rocketship Students Above 50th Percentile
NWEA-MAP Mathematics

Sources: Rocketship
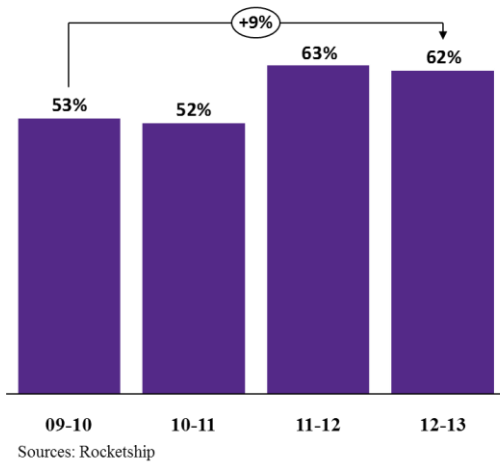
Rocketship students advance more than one grade level per year in both math and ELA

Many students enter our schools behind grade level, regardless of whether they join our schools at pre-k or 4th grade, with only 17 percent of our students at grade level upon entry. The challenge to bring all of our students above grade level by the end of grade five is not one we take lightly. Of the seven Rocketship schools operating in 2012-2013, according to NWEA MAP, six schools attained our targeted average one and a half-year grade level student growth in reading and all seven schools achieved average one and a half-year grade-level student growth in math. From fall to spring of last year, Rocketship students grew on the MAP test in reading and math by 1.6 grade levels – 0.6 more than their peers across the country. The charts below highlight both the immediate impact Rocketship has on new students, as well as substantial continued improvement for returning students.

Figure B-6: Average Fall to Spring Growth for Rocketship Returning vs. New Students by Grade, 2012-13
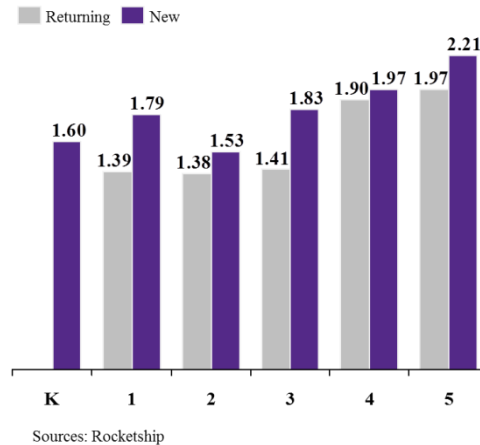
Rocketship outperforms nearby districts and all California students, despite serving a higher percentage of low income students

Figure B-7 highlights Rocketship student success with an 822 Academic Performance Index compared to all California students at 810, and nearby district students at 817 (aggregate average of elementary schools in Alum Rock Unified, San Jose Unified, and Franklin-McKinley School Districts) on the California Standards Test (CST) in 2013. The API is measured on a 1000-point scale and the bar for excellence set for schools across the state to meet is 800, which is equivalent to "proficient". We outperform both nearby districts and the state despite serving a much higher-need population as demonstrated by free- and reduced-price meals (FRL) percentage; we serve 85 percent low-income students, while nearby districts serve 20 percent and the state of California serves 57 percent.[7]

Figure B-7: Rocketship 2013 API Comparative Performance
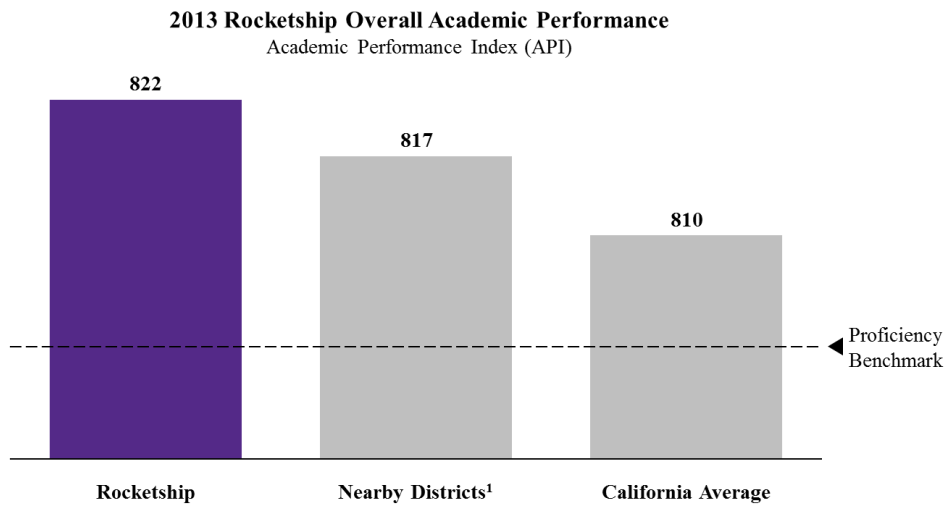
2013 Rocketship Overall Academic Performance
Academic Performance Index (API)

1) Nearby districts includes aggregate average of elementary schools in Alum Rock Unified, San Jose Unified and Franklin-McKinley school districts
Sources: Rocketship, California Department of Education

Figure B-8: Rocketship 2013 API Comparison to Neighboring Schools

---

[7] Santa Clara County Nutrition and Food Insecurity Profile. (2010). (Online). California Food Policy Advocates. Available at http://cfpa.net/GeneralNutrition/CFPAPublications/CountyProfiles/2010/CountyProfile-SantaClara-2010.pdf. Accessed September 10, 2013.

Neighboring Schools Performance Comparison

2013 Academic Performance Index (API)

◄ California
State Goal

| Rocketship Average | Neighboring Schools to Rocketship[1] |
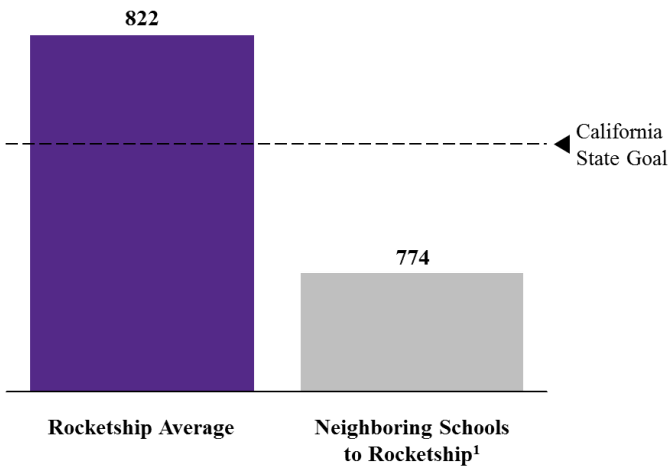
1) Defined as average API of three closest elementary schools to
    each Rocketship location

Sources: California Department of Education, Google Maps

Outreach Initiatives

Rocketship Education and the leaders of RSAR intend to collaborate with a variety of organizations in the Alum Rock Union Elementary School District as well as organizations serving families within SCCOE boundaries. Outreach consists of, but is not limited to, informing stakeholders of Rocketship and identifying support for recruitment purposes among. RSAR will put forth best efforts to ensure neighborhood families know about the school and have the opportunity to submit interest 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 goes to great lengths to train and deploy Parent Leaders to inform the community of our schools' mission and to spread the word that seats are available. Many of these Parent Leaders have children enrolled at current Rocketship schools or children who have been accepted into a new Rocketship school. Rocketship believes these parents are best equipped to connect with prospective families because they have lived the Rocketship experience.   These Parent Leaders are trained to convey information about the school program to families in selected low-income neighborhoods identified by Rocketship. Neighborhoods chosen for targeted outreach include those that are near the RSAR site, those identified as socioeconomically distressed according to census tract analysis, and those near schools either undergoing Program Improvement or with both a Free/Reduced Meal population above 50 percent and a Free/Reduced Meal API below 775. Rocketship puts forth best efforts to select Parent Leaders who speak Spanish, Vietnamese or other languages that many local residents may speak as a first language. Rocketship also puts forth best efforts to train Parent Leaders with knowledge of the Rocketship Integrated Services Education Program (special education) in order to communicate Rocketship's commitment to

serving *all* students to prospective families, with a goal of RSAR enrolling a special education population reflective of special education populations at local district schools.

Parent Leader activities include educating and engaging families 1:1 at:

- Over 400 Apartment complexes and residences (door-to-door)
- Sunday mass and catechism classes
- Youth sports leagues
- After-school programs
- Arrivals and dismissals (sidewalks) at nearby schools either undergoing Program Improvement or that have both a Free/Reduced Meal API below 775 and a Free/Reduced Meal population above 50 percent
- Head Starts and preschools
- Community and holiday events
- Nearby businesses including grocery stores or flea markets
- Homework or tutoring centers
- Community meeting about the school that is publicly noticed to all owners and occupants living within a 1,000-foot radius of the school.

Rocketship leaders currently run regular information sessions at nearby schools, but will partner with Santa Clara County Office of Education to provide additional information sessions at a location of their choosing.

Rocketship Education and local volunteers have engaged parents and other stakeholders through multiple meetings with PACT parent leaders, notification to current Alum Rock parents attending a Rocketship school, door-to-door outreach to obtain more than 350 parent signatures in Alum Rock in support of the school and several meetings with neighborhood and community leaders in the Alum Rock community. Please see Appendix-Intro for copies of these parent signatures.

Rocketship is hopeful to build relationships with additional organizations. While contact has not yet been made with all of the below groups, Rocketship would look forward to partnering with these organizations in the work to eliminate the achievement gap:

- Our Lady Of Guadalupe Catholic Church
- St. John Vianney Catholic Church
- Most Holy Trinity Catholic Church
- La Trinidad United Methodist Church
- Alum Rock United Methodist Church
- Mayfair Community Center
- Somos Mayfair
- Goss Dobern Neighborhood Association
- Plata Arroyo Neighborhood Association
- School of Arts and Culture
- YMCA
- Alum Rock Community Center

- Gloria Dei Lutheran
- Dr. Roberto Cruz Library
- Alum Rock Leadership
- South Bay Tutoring
- Cathedral of Faith
- Christ Our King Lutheran
- Church of Christ
- Community Christian Church
- First United Pentecostal Church of Alum Rock
- Alum Rock Bible Church
- Alum Rock Presbyterian Church

Element A: Description of the Educational Program

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

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

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

Mission Statement and Vision Statement

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

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

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

Targeted School Population – Whom the School is Attempting to Educate

RSAR is designed to serve Alum Rock Union Elementary School District students who are or may be at risk of achieving below basic proficiency on state exams. RSAR will attract children of Alum Rock families who are seeking an alternative to their current educational system, who desire an innovative educational approach, and who share the vision of RSAR. RSAR anticipates that it will enroll primarily students from Alum Rock schools which are undergoing program improvement ("PI") in conjunction with the Federal No Child Left Behind regulations as well as a Free/Reduced Meal population above 50%. Based on an analysis of the

demographics of elementary schools located in Alum Rock Union Elementary School District as well as current enrollment demographics at existing Rocketship schools, our target population is approximately 70% English Learner ("EL") and at least 70% Free and Reduced Lunch ("FRL").

Alum Rock Union Elementary School District[8]

School Name	API (Free/Reduced Meals)	% Free Meals	% English Learners	PI Year
Alum Rock Union Elementary	**785**	**84%**	**43%**	**Year 3**
A. J. Dorsa Elementary	781	90%	57%	Year 1
Ben Painter Elementary	828	78%	45%	Not Title 1
Cesar Chavez Elementary	823	88%	67%	Not in PI
Clyde Arbuckle Elementary	797	88%	62%	Year 3
Donald J. Meyer Elementary	838	84%	49%	Year 1
Harry Slonaker Academy	794	89%	54%	Year 1
Horace Cureton Elementary	795	87%	47%	Year 4
Linda Vista Elementary	805	77%	42%	Not Title 1
Lyndale Elementary	795	83%	51%	Year 3
Mildred Goss Elementary	773	86%	64%	Year 1
Millard McCollam Elementary	883	79%	38%	Not Title 1
O. S. Hubbard Elementary	807	84%	59%	Year 5
San Antonio Elementary	786	86%	49%	Year 1
Sylvia Cassell Elementary	811	79%	56%	Year 4
Thomas P. Ryan Elementary	811	83%	65%	Not in PI
William R. Rogers Elementary	806	82%	39%	Not Title 1

At-Risk Students Entering Kindergarten

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

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

Families in the 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

---

[8] http://dq.cde.ca.gov/dataquest, 2012-2013

have two or more risk factors, which we believe will be the case for the majority of RSAR 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)[9].

Percentage of Kindergartener Readiness for Children
With 2 or More Risk Factors
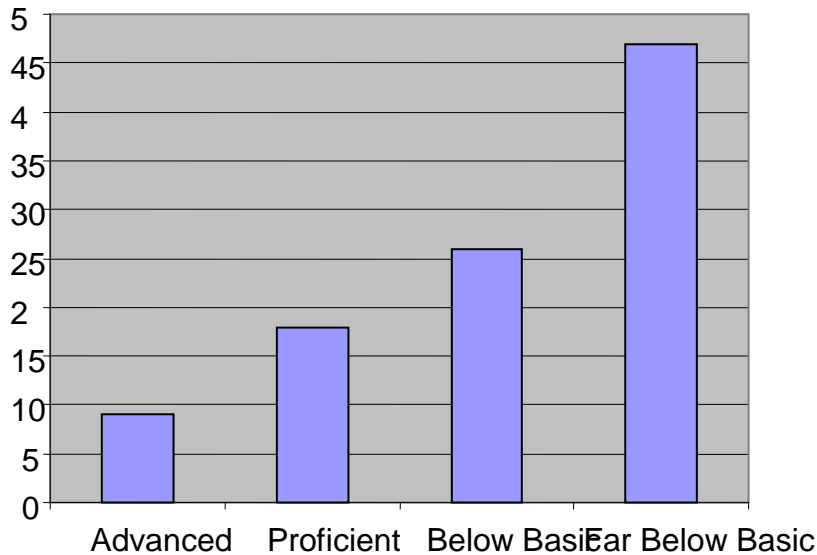
We arrive at our conclusion that our average student will be 1.5 years behind the average American student through the following analysis. We believe that students who score proficient on achievement tests are at grade level. Advanced students are one grade ahead, below basic one grade behind, and far 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.

To that end, at Rocketship, we have begun to actively participate in the Transitional Kinder program that has recently been funded by the State of California. Currently, almost 100 students in Alum Rock are served in the traditional kinder program in the Rocketship Network and more specifically, RSAR intends to serve at least 50 students in Transitional Kinder, in the 14-15 school year.

RSAR Enrollment
Students enrolling in RSAR shall meet the state guidelines for minimum age as defined by California Education Code §48000 – §48002.

---

[9] Zill, N. and West, J. (2001). "Entering Kindergarten: A Portrait of American Children When They Begin School. Findings from the Condition of Education", Washington D.C.: National Center for Education Statistics.

During its first year of operation, RSAR will serve TK-4. RSAR will serve students in fifth grade in Year 2 and beyond.

At full enrollment, RSAR anticipates a total school enrollment of 600-700 students. Research has shown that the best chance of bringing students to grade level in Literacy happens by third grade. To absorb expected attrition, we will continuously enroll vacated spaces to maintain the enrollment numbers. We believe that this is a critical choice as traditional neighborhood schools also regularly enroll students throughout the school year (new to the community, recently moved, etc.) and we want to ensure that we participate equitably in this enrollment of new students as well. Moreover, we want to ensure that we are able to contribute to the academic outcomes of students and families throughout the community, regardless of whether they enroll with RSAR in the initial grades like Kindergarten or later in upper grades like 4th and 5th grade. Attrition will be primarily driven by families leaving the area and is similar to existing Rocketship Education schools and other high-performing charters in the area.

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

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

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

Academic Skills
- 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 courtesy for others.
- Students work both cooperatively and independently.

How Learning Best Occurs

Every child possesses a wide range of learning skills. RSAR 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)[10].

The unique RSAR Culture is fostered from the beginning of each school year as a RSAR staff member makes a home visit to every RSAR family. These home visits are incredibly powerful and ensure that a positive relationship is created between the families and RSAR staff. To express his/her level of commitment to the RSAR mission and support of the RSAR culture,

---

[10] Walberg, H. J. (1981). A psychological theory of educational productivity. In F. H. Farley & N. Gordon (Eds.), *Psychology and education* (pp. 81-110). Chicago: National Society for the Study of Education.

every parent or guardian of a Rocketeer signs a letter committing to these RSAR values with the Principal. Once the relationships between teachers and families are established through home visits and parent commitments, the RSAR 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.

<u>Learning Best Occurs When There is a School-wide Expectation of High Achievement</u>
At RSAR, 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[11]. For students who come to us in kinder through second grade, we can bring them to grade level within three years and graduate students at or above grade level. Students who come to us in grades three to five are often many grade-levels behind. We provide additional interventions with the goal being that these students make a minimum of 1.5 years of progress in each year they attend RSAR. Significant Gains will be a fundamental component of the way that teachers at RSAR will be evaluated and compensated. High expectations are an important part of a school culture and lead to higher student achievement[12].

<u>Learning Best Occurs When Teachers Are Subject Matter Specialists</u>
RSAR will be structured differently from a traditional elementary school. Teachers will hold multiple subject teaching credentials. At RSAR, we use a team teaching approach with our instructional staff. This team teaching approach means that teachers have their own instructional home-room daily; however, students are exchanged between two teachers of the same grade level throughout the day for the purpose of instruction in specific subjects. Students are assigned to a teacher each day who focuses primarily on literacy instruction that is integrated with social studies instruction, and a teacher who is focused primarily on math instruction that is integrated with science instruction. Advantages for elementary schools that follow the team teaching approach 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. 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.

<u>Learning Best Occurs When Teachers Are Highly Motivated</u>
RSAR 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)[13]. We believe that teachers need a career path which rewards their success both with more responsibility and significantly greater compensation. RSAR has created a career ladder for teachers, which recognizes student performance as a primary factor in advancement. A career ladder like RSAR's has several advantages, including employee retention, succession

---

[11] Zill, N. & West, J., 2000

[12] Cotton, 1989

[13] Ingersoll, R. (2001). *Teacher Turnover, Teacher Shortages, and the Organization of Schools*. University of Washington Center for the Study of Teaching and Policy. http://depts.washington.edu/ctpmail/PDFs/Turnover-Ing-01-2001.pdf

planning, and better career development[14]. 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. A Lead Teacher is a grade-level content expert with outstanding classroom results who can impact an entire grade level of students by driving the instructional planning and use of data for a teaching team. The Assistant Principal is a highly-trained expert in teacher coaching and elementary instructional content, with both outstanding classroom results and leadership abilities responsible for cultivating a strong college preparatory environment of high expectations. 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 positions of Lead Teacher and Assistant Principal.

Learning Best Occurs In a Culture of Caring
Every class will have a morning meeting or advisory session at the start of each day before students rotate between various learning activities within and across classrooms. 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. [15]

Moreover, at RSAR, the social-emotional development of our Rocketeers is seen as a critical part of their overall development and component in their ability to realize significant levels of student achievement. Consequently, to that end, RSAR will purposefully include the integration of social-emotional curricula which through purposeful lessons and instructional strategies, students are better able to develop the skills necessary to cope with their emotional and behavioral needs. We see parents as critical partners in this important work of developing and sustaining a culture of caring.

Learning Best Occurs When the Curriculum is Personalized
RSAR believes that personalization should be a core component of all twenty-first century schools. The RSAR 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. The first tier of intervention is in the classroom. Guided Reading groups and other small groups will often be used to deliver these more personalized objectives during normal classroom instruction. Students not making significant gains will also receive personalized instruction in addition to guided reading. At current Rocketship Education schools, the second tier of intervention occurs in small group intervention, where a tutor will work daily with a group of students with similar needs. If classroom modifications and tutoring interventions fail to help a student make adequate progress, the student enters the RSAR Student Services Team Process and if necessary, the

---

[14] CA State Dept of Employee Development, 2003
[15] Please refer to J.M. McPartland's *Staffing Patterns and the Social Organization of Schools* (McPartland, 1992)[15] for research on ways to increase both academic and emotional well-being of students. Paper presented at the meeting of the Society of Research for Adolescents, Washington, DC.

Special Education IEP process. Providing these three levels of intervention will allow RSAR to serve the most struggling students more effectively than traditional elementary schools.

Learning Best Occurs When Students Have Extra Time to Practice
RSAR 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.

Learning Best Occurs When Students Have Purposeful Access to Technology
In the 21st Century, technology is not a question of when or if, rather it is an expectation that students are able to navigate the demands of technology. Thus, RSAR will offer all students the opportunity to purposefully interact with technology in our Learning Laboratory as well as in the classroom. Students will have access to Online Learning Programs that will provide students with access to content at their level, thus further personalizing their learning opportunities. Moreover, in accessing these programs, students will gain the skills that are necessary in order to navigate computers and technology. In the classroom and Learning Laboratory, students will have access to foundational programs like Microsoft Word, Excel, Power Point, and others, which combined with purposeful instruction and integration into the curriculum will ensure that RSAR students are gaining core competencies necessary in order to be able to purposefully access and use these programs, further preparing them to be highly effective learners, contributors, and citizens in the 21st century.

Learning Best Occurs in a Well-Run School
Rocketship Education provides the Critical Systems ("CS") and support for RSAR. Rocketship Education trains school staff on how to effectively use the Critical Systems that allows for the continued successful practices at RSAR. Critical Systems includes:

- Operations Toolkit for streamlining state reporting and compliance
- Teacher Recruiting
- Teacher Development Framework
- Leadership Development Program
- 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

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 Assistant Principal
- Operational training for school Office Manager
- Support for real estate, finance, IT, Special Education, and legal issues

---

Common Core Standards and Aligned Curriculum

The RSAR curriculum follows the California adoption of the Common Core State Standards ("CCSS") for the subject areas of: English/Language Arts (includes Writing), and Mathematics, as well as the state standards for 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 RSAR 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 RSAR is aligned with CCSS, 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.   Teachers will be encouraged to assist their students in exceeding minimum standards.   See Appendix A-1 for the CCSS for Math and ELA.

Rocketship "Power Standards"
The CCSS much more rigorously focuses on critical understandings and learnings. 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,') we examined the standards in terms of how robust they are in fully preparing our Rocketeers to be successful in middle-school and beyond. These more rigorous and robust standards were then prioritized in addition to examining the level of Bloom's Taxonomy required by each standard. We compared CCSS 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 creators of the CCSS assessments (i.e. Smarter Balance), 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, as they are referred to at Rocketship, thus incorporating the other standards into this more meaningful, cognitively complex context. See Appendix A-2 for Rocketship's Literacy 'power standards' aligned with the CCSS. Math 'power standards' will be completed by April 1, 2014.

These Power Standards are at the core of the academic curriculum and program at RSAR. These standards have gone through a rigorous review process: the staff at Rocketship Education has refined them over the past year 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, previous STAR results to inform where we can further strengthen instruction as a network, feedback from existing middle schools that have accepted graduating Rocketeers that identified their strengths and weaknesses academically, and an evaluation of which standards would best prepare our Rocketeers for sixth grade and beyond. The Rocketship Education staff then backwards mapped these fifth grade Power 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 Power Standards in a meaningful and scaffolded manner. 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 Assistant Principal and Principal to review and further refine the units prior to the beginning of instruction.

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 to 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 Jolly Phonics, Words Their Way, and others, and especially the phonics section of these curricula, in order to reinforce and teach the concepts of phonemic awareness and phonics. Jolly Phonics and Words Their Way include 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 additional to using Jolly Phonics and Words Their Way, RSAR 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 dipthongs.
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. RSAR 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 Alum Rock will utilize the STEP Assessment in order to assess a student's progress with their fluency skills. The STEP Assessment 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 RSAR 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. RSAR's 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 RSAR. The first is 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, RSAR staff will all be trained in various Project Guided Language Acquisition Design (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.

GLAD strategies executed by Rocketship are inspired by a variety of research reports and studies, including:

Adams, Marilyn, Beginning to Read, Thinking and Learning About Print, MIT Press, 1990.

Beck, I., McKeown, M., Kucan, L., Bringing Words to Life, The Guilford Press, New York/London, 2002

Berman, et al, "Meeting the Challenge of Language Diversity", California Legislature 1991.

Blanton, William E. and Mormon, Gary B., "Research Relevant to Learning from
Information Texts", A paper presented at the IRA Conference, Anaheim CA,
September, 1987.

Brain Research, Newsweek 2/19/96 and Time 2/3/96 – Summary of reports from UCI, UCLA, UC Berkeley, Duke, and Baylor College of Medicine.

Brechtel, Marcia, Bringing It All Together: Language and Literacy in the Multilingual
Classroom, Dominie Press, San Diego, 2001. ISBN: 1-56270-0030-8
Get it at: www.pearsonlearning.com or call 1-800-321-3106.

Brechtel, Marcia, Bringing the Whole Together, Dominie Press, San Diego, 1992.

Butler and Turnbill, Towards a Reading-Writing Classroom, Heinemann, 1984.

California State Department of Education, Crossing the Schoolhouse Border.

California State Department of Education, "English Language Arts Framework",
1987.

California State Department of Education, "Every Child a Reader: the California
Reading Task Force" and "Reading Advisory", Sacramento, CA, 1995 & 1996.

Calkins, L., The Art of Teaching Writing, Heinemann, 1986.

Chall, Jeanne S., Learning to Read: The Great Debate, New York McGraw Hill,
1983.

Chall, Jeanne S., Stages of Reading Development, New York McGraw Hill,
1983.

Clay, Marie, Becoming Literate, Heinemann, 1991 and An Observation Survey of
Early Literacy Achievement, 1993.

Clymer, T., The Utility of Phonic Generalizations in the Primary Grades, Reading
Teacher, Vol. 50, 1996.

Collier and Thomas: Longitundinal Study of Successful Programs for Second Language
Learners, 1995.

Commission on Reading, Becoming a Nation of Readers, Washington, D.C., National
Institute of Education, 1984.

Coody, Betty and Nelson, David, Teaching Elementary Language Arts, Belmont, CA,
Wadsworth, 1982.

Costa, Art, "What Human Beings Do When They Behave Intelligently and How Can
They Become More So", California State University, Sacramento.

Cummins, J., Empowering Minority Students, CABE, 1989.

Cummins, J., "Knowledge, Power and Identity in Teaching English as a Second
Language", Draft, CABE, 1991

Cummins, J., "Linguistic and Cognitive Issues in Learning to Read in a Second

Language", paper presented at California Reading and Literature Project, 1998.

Elkind, D., The Hurried Child, Boston, Addison-Wesley, 1981.

"Every Child's Right: Literacy", Reading Teacher, October, 1991.

Flood, Lapp, et al, Handbook of Research on Teaching English Language Arts, IRA,
1991.

Frager, A.M., "How Good are Content Area Teachers' Judgments of Reading Abilities
of Secondary School Students?", Journal of Reading, Vol. 27, #5, February, 1984.

Garcia, Eugene, "Multilingualism in U.S. Schools: From Research to Practice", paper
for Reading and the English Learner Forum, March 29-31, 1998.

Goldenberg, Claude, "The Education of Language Minority Students: Where are we
and Where do we go?", paper for Reading and the English Learner
Forum, Spring, 1998.

Good, Thomas L. and Brophy, Jere E., "Analyzing Classroom Interaction: A More
Powerful Alternative", Educational Technology, November, 1971.

Goodman, Kenneth, Ed., The Psycholinguistic Nature of the Reading Process, Detroit,
Wayne State University Press, 1973. Miscue Analysis.

Goodman, Kenneth, Ed., What's Whole in Whole Language, Heinemann, 1986.

Graves, Donald, Writing: Teachers and Children at Work, Heinnemann, 1982.

Hansen, J. and Hubbard, R., "Poor Readers Can Draw Inferences", The Reading
Teacher, #7, March, 1984.

Heathington, B.S. and Alexander, J.E., "Do Classroom Teachers Emphasize Attitudes
Towards Reading?", Reading Teacher, #6, February, 1984.

Honig, Bill, The New California Schools, Sacramento, July 5,1983.

Joyce, Showers, and Rolheiser-Bennett, "Staff Development and Student Learning:
A Synthesis of Research on Models of Teaching Educational Leadership",
October, 1987.

Kovalik, Susan, Remarks at Mentor Teacher Conference, Anaheim, CA, 1986.

Krashen, S., Second Language Learning and Second Language Acquisition, Alemany Press, 1981.

Krashen, S., The Natural Approach, Alemany Press, 1983.

Library of Congress, Books in Our Future, 1984.

Macro Press, Exploring Science, 1992.

Marzano, R., Building Background Knowledge for Academic Achievement, ASCD, Alexandria, VA, 2004.

McCrackens, B. and M., Reading is Just the Tiger's Tail.

NAEYC Position Statement: "Responding to Linguistic and Cultural Diversity-Recommendations for Effective Early Childhood Education", 11/95.

"Preventing Reading Difficulties in Young Children", National Research Council, Prepublication Copy, 1998.

Ramirez, D., "Final Report: Longitudinal Study of Structured English Immersion, Early-exit and Late-exit Bilingual Programs", U.S. Department of Education, 1991.

Rico, Gabriele, Writing the Natural Way, Tarcher, Inc., 1983.

Schooling and the Language Minority Student: A Theoretical Framework, California State Department of Education, CSULA, 1981.

Shefelbine, J., Learning and Using Phonics in Beginning Reading, New York, Scholastic, Inc., 1995.

Shefelbine, J., "Academic Language", a presentation to the Spring Forum on Reading and the Second Language Learner, March, 1998.

Shefelbine, J., "Finding the Right Balance", Point of View, America's Agenda, Fall, 1996.

Smith, Frank, Insult to Intelligence, Arbor House, 1986.

Smith, Frank, Reading Without Nonsense, Teachers' College Press, Columbia University, 1985.

Traill, Leanna, Highlight My Strengths, Reed Publishing, Crystal Lake, IL, 1993.

Willert, Mary K. and Kamil, Constance, "Reading in Kindergarten", Young Children, May, 1985.

Wiggins, Grant and McTighe, Jay, Understanding by Design, ASCD, Virginia, 1988.

Wink, Joan, Notes from the Real World, Critical Pedagogy.

Winograd, Peter and Greenlee, Marilyn, "Students Need a Balanced Reading Program", Educational Leadership, Vol. 43, #7, April, 1986.

Wolfe, Pat, Workshop Notes www.pwolfe@aol.com

Wong, Fillmore L., "Pacific Perspectives on Language Learning and Teacher", TESOL, Washington, D.C., 1982.

Yopp, H., "Developing Phonemic Awareness in Young Children", Reading Teacher, Vol. 45, 1992.

Zirkelback, T., "A Personal View of Early Reading", The Reading Teacher, #6, February, 1984.

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 RSAR plans on teaching techniques for both explicitly.

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

RSAR 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 RSAR will create and/or utilize packets that include questions for each chapter of a book. These questions will require the students to not only write their answers, but also cite where they found the answer and what reading strategy they used. Through the use of these reading packets and strategies, students in second grade and up will be able to focus on their further development of the skill or reading comprehension.

For more information on Rocketship's approach to literacy, please see Appendix A-3 for The Rocketeers Guide to Literacy Instruction.

<u>Reading</u>

By personalizing instruction through our blended learning and Response to Intervention model we help our students make rapid gains in fluency. Reading is central to all parts of the RSAR 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. Literacy skills are also taught through content area instruction to provide broader support to students in Reading, and a struggling student may be pulled for Guided Reading or targeted tutoring more frequently during blocks of time when their peers are practicing skills on the online learning platforms.

We are firm believers in the findings of the National Reading Panel ("NRP").[16] 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 coaches 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.

Reading instruction is done through the successful Balanced Literacy model. During the whole-class Read Aloud, the teacher models successful literacy strategies using grade-level texts and offers explicit skills instruction through a mini-lesson. Shared Reading is the primary venue for reading non-fiction texts and integrating Science and Social Studies content into the humanities block. Small, homogeneously-selected Guided Reading groups are pulled while other students engage in center activities for spiraled skills or online learning programs. Students also engage in differentiated Word Study activities. Finally, all students also partake in Independent Reading, where they practice reading a self-selected text while the teacher circulates to hold one-on-one conferences. 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.

Writing
Children will begin writing their first day at RSAR. 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. RSAR currently uses a combination of models including the Northwest Regional Educational Laboratories ("NWREL") 6 Trait Writing Model, the Lucy Calkins Writing Units of Study and Step Up to Writing for our writing program.

---

[16] This study is available online at http://www.nationalreadingpanel.org/Publications/summary.htm

The NWREL 6 Traits Writing model will give the RSAR 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.

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.

However, teachers often require further support depending upon their experience levels. Consequently, RSAR 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 RSAR 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 RSAR 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 RSAR to further develop their writing skills while also giving our staff at RSAR the opportunity to grow and develop more as writing instructors.

Writing will be taught as part of the Humanities 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.

See Appendix A-4 for CCSS aligned ELA scope and sequences across all grade levels.

Math

RSAR will utilize either Singapore Math[17] and/or Envision Math[18] for the schools' math curriculum. Students will master the basic skills and computational fluency required in the California adoption of the Common Core State Standards. Please see Appendix A-5 for additional information on the Math curriculum selection process.

Within the context of these 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)[19]. Even young students can begin to understand numbers conceptually, and can recognize relationships among mathematical concepts[20]. 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." 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 student's 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. Additionally, our Assistant Principals will find relevant professional development experiences for our math/science/social-studies teachers to improve their practices including observations of highly skilled teachers, conferences and workshops, and exploring professional literature as well.

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.

---

[17] http://www.singaporemath.com/
[18] www.envisionmath.com/

[19] National Mathematics Advisory Panel. *Foundations for Success: The Final Report of the National Mathematics Advisory Panel*, U.S. Department of Education: Washington, DC, 2008.

[20] *Building a Foundation for Learning in the Elementary Grades*, NCISLA VOL. 1, NO. 2, Fall 2000

In addition, math instructors will be focused on developing mathematical units that are backwards planned according to a centrally-developed scope and sequence based on the National CCSS for that grade. This will allow RSAR to focus on creating units that are focused on depth of instruction and conceptual instruction as well.

See Appendix A-6 for sample Math unit plans.

Science

RSAR's science instruction will be grounded in the Next Generation Science Standards[21].

Science instruction will be embedded in both Humanities and Math instruction through the use of thematically integrated, standards-based Understanding by Design (UbD) units (described in more detail below). 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. Science is also integrated into Humanities instruction through the Shared Reading block where non-fiction reading takes place. 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 RSAR 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.

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. 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.

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.

---

[21] http://www.nextgenscience.org/

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.

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 Humanities block, 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 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.

See Appendix A-7 for example Science, Social Studies and Art units.

Socio-Emotional Learning
RSAR students will master critical academic content and develop skills and traits such as goal setting, teamwork, perseverance, critical thinking, communication, creativity, and problem solving.

We believe our students must master **both** academic skills and non-cognitive skills essential to the whole child: goal setting, perseverance, critical thinking, problem solving, creativity, and communication. We provide an environment where students develop into confident, self-motivated, competent, and productive life-long learners. We know high expectations lead to higher student achievement.[22] Our students possess the habits, skills, and characteristics necessary to succeed in college and beyond, as contributing citizens of the twenty-first century. RSAR aligns with research that supports non-cognitive skills as essential to success. Carol

---

[22] Cotton, K. (1989). *Expectations and Student Outcomes.* Portland, OR: Northwest Regional Educational Laboratory.

Dweck argues that a growth mindset, in which abilities can be developed through dedication and hard work, affords the individual resiliency and a love of learning that carries throughout life.[23] Rocketship parents who have older children attending other schools comment that their children enrolled at Rocketship demonstrate far more ownership and resiliency than their other children who have not attended a Rocketship school. We enable this growth mindset in a few ways:

- *Home visits:* RSAR culture begins with a home visit with the family and potential student from a RSAR staff member. Home visits create a learning partnership between families and our teachers. Parents understand from this first visit that they provide valued and vital support to their student. Students and parents alike understand that individual student learning goals will be co-developed among students, parents, and educators. After enrollment, our students' parents participate in frequent parent meetings that reinforce RSAR practices and values; furthermore, they commit volunteer time to support their students' educations. That time is flexible and comes in a variety of forms such as accompanying students on class trips, attending RSAR community events, or providing assistance with class projects.
- *Core values:* Rocketship's core values of **respect, responsibility, persistence**, and **empathy** help cement this ownership of learning by students and their families (see Appendix A-8, for a full description of our core values). We reinforce the core values in every classroom and in all common spaces. There is a common language at Rocketship that reminds our students of the common vision for success both academically and behaviorally. Each day begins with a Rocketeer Launch, during which all classes gather to say the Rocketeer Creed (our daily promise to live by our core values) and sing a song that highlights one core value per month. Parents frequently participate in the Rocketship Launch (see Appendix A-9 for photos of the Rocketeer Launch). To further individualize core values, students reflect on their own exhibition of core values as they fill out their **own** behavior reports and give themselves a score for that day's efforts.

Ownership of Rocketship core values extends to personalized learning and out-of-school individualized practice time. We want our students to learn to be persistent, even when faced with difficult tasks. We believe that persistence, combined with taking responsibility for individual success, will enable motivated, self-driven, and "gritty" individuals. These individuals develop a growth mindset that drives them to succeed in higher education and life. Independent out-of-school practice reinforces these skills. We design assignments for students to complete during out of school time to include some common elements: differentiation, spiral review, and targeted practice of recently taught skills. Homework also covers both math concepts and fact-fluency in addition to reading skill and comprehension practice, writing, and grammar. Teachers regularly review homework with students.

Starting in school year 2012-2013, we implemented Positive Behavior Interventions and Supports (PBIS) network-work. The fundamental purpose of PBIS is to create learning environments that are more consistent, predictable, positive, and safe, which helps our students develop their socio-emotional intelligence (See Appendix A-10 for a description of our PBIS approach.) One key component of PBIS is implementing a socio-emotional learning (SEL)

---

[23] Dweck, C. "What is Mindset." Available online at http://mindsetonline.com/whatisit/about/index.html. Accessed September 10, 2013.

curriculum. We implement the "Kimochi" curriculum in the lower grades (pre-k through grade two), and the "RULER" approach in upper grades (third through fifth grades). The goal of these curricula is to help students identify, communicate, and regulate feelings, as well as develop appropriate social skills. RULER was developed at the Yale University Center for Emotional Intelligence. The Yale Center for Emotional Intelligence uses the power of emotions to create a more effective and compassionate society. The Center conducts research and teaches people of all ages how to develop their emotional intelligence. Emotions drive learning, decision-making, creativity, relationships, and health.[24] In turn, we believe that developing the emotional intelligence of our students enables improved goal setting, teamwork, perseverance, critical thinking, communication, creativity, and problem solving (See Appendix A-11 for research regarding the efficacy of the Kimochi and RULER programs).

Transitional Kindergarten

For students in transitional kindergarten (TK), students attend school in a single classroom with roughly 25-30 fellow Rocketeers. A certified teacher and an assistant-teacher instruct each class of students. As part of the daily schedule, students rotate among small-group instruction from the teacher and/or assistant-teacher; Online Learning Program (OLP) time; and center time (e.g., dramatic play, sensory or fine motor skills work, etc.). Core instructional components of the day are taught using research based curricula and strategies. Within each classroom, we group students by skill level or into small group activities, allowing the teacher and assistant teacher to move throughout the room in support of students individually or to pull out small groups for targeted instruction. When students demonstrate mastery on a standard using an Online Learning Program or developmentally appropriate assessments, they move on to the next standard or program. When students demonstrate mastery in the classroom, they are re-grouped for targeted instruction. For example, students have assess to core instruction through a whole group phonemic awareness and phonics block, and then are supported and challenged in small groups and differentiated independent work. See Appendix A-12 for a transitional K schedule and sample unit.

Approach to Academic Instruction

A sample student schedule (second grader) at RSAR is as follows:

Time	Activity
7:30 – 7:50	'Morning Group' – small group intervention
7:55 – 8:05	LAUNCH – daily school-wide kick off
8:05 – 8:20	Breakfast – Revolution Foods
8:20 – 11:50	Humanities • Includes Science and Social Studies thematic units • Targeted small group instruction • Technology integrated into the classroom
11:50 – 12:30	Lunch and Recess
12:30 – 2:20	Math

---

[24] From the Yale Center for Emotional Intelligence, accessed on September 29, 2013 at http://ei.yale.edu/ruler/.

	• **Includes Science and Social Studies thematic units** • **Targeted small group instruction** • **Technology integrated into the classroom**
2:20 – 2:50	**Enrichment Center** • **Physical Education and/or Art, Music, etc. (depends on the day)**
2:50 – 4:00	**Learning Lab** • **Online adaptive curriculum (40 mins)** • **Leveled Reading (30 mins)** • **Targeted 1:1 and small group tutoring (30 mins, optional based on a student qualifying or not)**
4:00 – 6:00	**After School Program** • **Additional tutoring based on RtI assessment** • **Homework Help**

Please see Appendix A-13 for a more detailed description of a typical day in school for this sample second grade student.

Personalized Learning
RSAR will provide instruction and tutoring in ratios that maximize student learning. Personalized learning at RSAR is geared to provide the right student with the right lesson at the right time through the right instructional method. Because RSAR utilizes a blended learning approach which emphasizes personalized learning, the configuration of a classroom is far different than that of a traditional elementary school. See Appendix A-14 for additional information regarding blended learning.

Our younger students are exchanged between a Humanities teacher (ELA and/or Social Studies and Science) and a Math teacher (Math and/or Social Studies and Science). Additionally, these students spend a portion of their day in the Learning Lab. The Learning Lab is a combination of a computer lab and tutoring center. There is 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 assignable online programs that allow students to access instruction at exactly their current level of understanding.

We have selected the programs used during Learning Lab based on their ability to adapt to each student's skill level. If a student is struggling with a particular concept, our adaptive programs adjust the pacing and content the student presented in order to target additional practice until the concept is mastered. Current Online Programs (OLP)s for math include ST Math, DreamBox and iReady for Math. Current OLPs for reading include Accelerated Reader (AR), iReady for Reading, and Lexia. Please see Appendix A-16 for descriptions of each of these software packages. While these are the OLPs currently in use, Rocketship is constantly searching for best in breed programs and reserves the right to change programs as it sees fit. Please also see Appendix A-17 for a research report regarding the efficacy of DreamBox, the OLP which has

been used at Rocketship since 2010. See also Appendix A-15 for a case study written by the Dell Foundation in 2012 describing the then current use of Blended Learning at Rocketship.[25]

Use of Thematic Units
At RSAR, we believe that students benefit from having core subjects integrated throughout the day. This prevents subject areas from becoming isolated areas of learning, but, rather, academic content is integrated throughout all subject areas through the use of thematic units and consequently, 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. Moreover, through this approach, students are better able to more rapidly gain fluency in English and build vocabulary beyond solely a functional usage.[26] Consequently, we approach our instructional assignments for teachers and students in the same manner.

The science and social studies instruction at RSAR 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 CCSS into a set of 'power standards' in order to create a robust focus on core ELA and Math standards. The CCSS much more rigorously focuses on critical understandings and learnings, thus, this heightened level of focus and simplicity within our curricula, as well as the backwards mapping of CCSS from 5th grade to Kindergarten, ensures that our Rocketeers upon graduation will be thoroughly prepared for middle-school and on-track for college.

We then use the same backwards mapping process with the CA state standards to identify the main objectives in Science and Social Studies, especially as the Social Studies content for our students in regional and often community specific. For example, at some point in the grade level curricula of RSAR, it is likely that a unit will be focused on Cesar Chavez and his work for equity with Latinos in California. This unit is highly relevant to RSAR as Cesar Chavez spent some time in Eastside San Jose and has roots within the community. 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 multiple years, yet with the transition to CCSS, we are now rebuilding many of these units and in the 2014-15 school year we will have the first UbD units correlated with the CCSS. In subsequent years, we will continue to refine and add to these units as more teachers contribute to the richness and learning techniques of each unit and lesson. See Appendix A-18 for sample UbD scope and sequences aligned with CCSS.

---

[25] Not all of the information included in this case study is representative of exact practices for RSAR. However the study is illustrative of blended learning practices at Rocketship.

[26] Collier and Thomas: Longitudinal Study of Successful Programs for Second Language Learners, 1995, Johnson, M. J., & Janisch, C. (1998). Connecting literacy with social studies content. Social Studies & the Young Learner,

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 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 students 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.

RSAR teachers teach at least three UbD units a year, alternating between Science and Social Studies units. 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 RSAR 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 RSAR science curriculum is exposing our students to overnight camps. These camps occur in 4th and 5th grades and some occur in 3rd grade as well. Through partnerships with several nature organizations, we are able to expose our students to several important scientific standards and help them gain a deeper understanding of these concepts.

Extended Analysis Project:
All 5th grade students complete an independent learning project before graduating from 5th grade at RSAR. We call this the "extended analysis" project and make explicit connection for students between this project and the thesis projects that some college students complete in order to graduate from a four-year university. Recent student-developed project titles include: "Greek Mythology is important to the development of a modern society;" "Pitbulls are not a danger to society and should not be restricted;" "We should all drive energy-efficient cars;" "Video games do not have to have a negative impact on society" and "We must protect the rain forests". For this project, students have the opportunity to work one-on-one with an adult mentor to conduct research and analysis on a topic of their choice. Students must develop and articulate their own "thesis" or stance. The goal of this assignment is to provide students with a deeper opportunity to explore areas of learning not pursued in depth during time at RSAR. See Appendix A-19 for an exemplar "extended analysis" project.

Data Driven Instruction

Assessments
All students are assessed within the first four - six weeks of the school year in order to determine performance relative to grade level standards. This is a critical step in the school and teacher's ability to immediately begin to personalize instruction for Rocketeers. RSAR will use a suite of Math and Literacy assessments such as the NWEA MAP assessment, the STEP literacy assessment, math and ELA benchmark assessments, and weekly formative assessments aligned with the CCSS created via Illuminate. All of this data is used to identify our students who fall into the Below Basic or Far Below Basic quintiles as well as identify the overall achievement level of each student and consequently, the appropriate levels of instruction, groupings, and more.

RSAR uses both the NWEA[27] and STEP[28] assessment developed by the University of Chicago. The former allows us to measure grade-level mastery against the CCSS, and the latter provides teachers with a granular breakdown of students' reading ability, both in what the CCSS terms "fundamental skills" and in general comprehension skills. These assessments drive decisions about whether students need additional classroom support or tutoring.

RSAR students, parents, and educators understand what students are learning and enable students to set and meet goals linked to CCSS-aligned standards and assessments. Near the beginning of the year, teachers use standardized test data and data from the NWEA MAP and NWEA MPG assessments to understand the baseline achievement of their students along with specific areas of strength and weakness. To assess whether students are on track to make significant gains during

---

[27] http://www.nwea.org/
[28] https://uchicagoimpact.org/step

the year, we administer the NWEA assessment in September, January, and June. We also conduct additional bi-monthly standards-aligned assessments of each student in reading, writing, and math.

Quarterly Data Days
Following administration of these bi-monthly interim assessments, the teachers, Assistant Principal, and Principal at RSAR will have a full day of professional development that is focused on the analysis of the interim assessment data.

As a key component of these data days, all teachers complete a Data Analysis Form. 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 Professional Growth Plan (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. See Appendix A-20 for artifacts from a quarterly data day.

Goal Setting
After teachers analyze the data from diagnostic interim assessments during quarterly data days, students and teachers work together to set and/or revisit goals to help ensure that all students are on track to make one and a half years of progress (or more) in both ELA and math during the school year.

Students review and discuss individual progress after each interim assessment period. Teachers prepare and review data summaries with students to identify places in which performance is on track to achieve established goals and areas in which improvements are needed. Teachers also communicate with parents (via parent/teacher conference, phone calls home, e-mails, notes in backpacks, home visits, and other mechanisms as needed) about student goals. Students and teachers discuss goals so that students can understand the progress needed. In addition, students set weekly goals for their individual learning practice on Online Learning Programs (OLPs).

Below we describe the process for individual goal setting for both overall learning goals and goals for OLPs use:

- **Overall learning goals:** Each classroom or grade-level tracks a number of class-based and individual goals publicly, including progress toward ELA and math benchmarks, as well as sight word recognition, progression in STEP reading levels, letter/sound mastery, and more. All of these assessments are aligned with the Common Core State Standards. Each teacher

defines his or her specific data-tracker approach, but all Rocketship classrooms display individual student goals and progress to student goals. For example, some classrooms use frogs that jump from lily-pad to lily-pad; others use "rocketships" to align with school mascots (see Appendix A-21 for a photo of a classroom goal tracker).

- **Online Learning Programs goals:** Each student sets individualized goals for the week in their Online Learning Programs (OLPs) Log. These goals focus on progress planned for each student during computer-based learning experiences. The OLP Log is designed to help students set and track progress toward their individual goals and build a habit of showing quality work. OLP Logs help the Individualized Learning Specialists (ILSs) hold students accountable for their independent work. The OLP Log can also help build communication between classroom and online learning when teachers guide students in setting weekly/daily goals and check students' Logs weekly for quality work. Students write their goals in the OLP Lab Logs, which are kept in the Lab for fall semester. In the spring, as a reflection of their ownership of their progress, students in grades two through five begin to keep track of their own OLP Logs second semester. The ILSs help motivate student participation through the use of the wall tracker for AR class progress as well as the distribution of stickers. Students receive a sticker every time they get a perfect score on an AR test and every time they complete another micro test. See Appendix A-22 for example OLP goals.

At Rocketship, we celebrate progress toward individual student goals. Every week during the Rocketship Launch/Landing Time, we celebrate achievements and give out awards based on OLPs success. For example, we may award Reading Capes to the classes with the greatest progress on OLPs (i.e. lessons passed in iReady), or we may award "Micro Medals" to classes with the highest number of math micros (math skills, as described in Section B) mastered per grade with one class per grade level recognized.

Rocketship highlights the connection between individualized goal setting and success in college by focusing on college readiness from the first day our students enter our schools as pre-kindergarteners. Our hallways are lined with college banners, and each student belongs to a homeroom named for a college mascot (e.g., "Spartans" for San Jose State University). Community members speak to students about college and broader experiences related to college attendance. Students and parents participate jointly in college visits to experience the excitement and diversity of a college campus. As a result, all students believe and expect that they will go to college. See Appendix A-23 for a picture of college banners in a Rocketship hallway.

Students' progress is shared with parents through CCSS aligned report cards that are shared with parents online as well as printed out for parent conferences which occur three times annually. See Appendix A-24 for a sample report card.

Data Tracking Tools

Illuminate
The *Illuminate* platform provides educators with easy access to assessment items, and supports the scoring and data capture of assessments (See *Illuminate* screenshot, Appendix A-25). Through *Illuminate*, educators can select standards-aligned assessment questions, create their

own assessments, deliver them to students, and easily score them using the program. These college- and career-ready aligned digital resources ensure that educators can effectively measure the progress of their students and modify their approach as needed.

Schoolzilla

Rocketship uses the cloud-based *Schoolzilla* data warehouse and reporting system to collect and organize student data. This system provides reporting toolkits and beautiful, easy to use reports and dashboards that are accessible and informative for educators. The reports translate simple data into actionable information that educators can use to modify their instructional approach. *Schoolzilla* incorporates data from state assessments, student assessments in *Illuminate*, and a broad set of other data systems across the organization to allow educators to access and understand the needs of their students in real time, at their fingertips on their Rocketship-provided laptop. Through the use of *Schoolzilla*, a teacher can quickly gain an understanding of which students have mastered a particular standard, and the next day group them differently for small group instruction, to re-teach to students who have not yet gained mastery.

Schoolzilla facilitates communications between teachers and ILS's, 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, Schoolzilla enables teachers to further individualize instruction during a student's Response to Intervention (RtI) sessions with ILS's. At the end of RtI sessions, tutors can leave notes regarding a student's progress, in order to provide teachers with more timely updates as well as update them during Common Planning Time, which occurs daily with ILS staff and teachers within a grade level. Both ILS's 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.

Approximately every 6-8 weeks our teachers reassess to show student progress. This is translated visually by the staff into data displays 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 Schoolzilla which enables educators to sort and identify students into different small groups, by using different criteria. Teachers will also collect data from the universal screens at a macro and micro level. They then use this data to select and group students for intervention.

Our objective is for Schoolzilla to be a continually-updated repository of student assessment data which is sourced from online learning programs, benchmark assessments, formative assessments given by teachers, data gathered from tutoring, CCSS assessments (i.e. SmarterBalanced), and more. Assessment data is then used by the teachers and school leaders to assess students' learning proficiencies and remediate their deficits.

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

Key benefits of the data analysis that Schoolzilla provides include:

- Real-time feedback on student progress. Real-time assessments 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, personalized instruction. Teachers have a larger, deeper "basket" of resources to deploy for personalized 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.

Through the purposeful integration of Schoolzilla with Data Analysis professional development days, teachers at RSAR 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 (ILS's, online curricula, in-class objectives/interventions, focusing on a particular instructional objective with the Assistant Principal, etc.).

See Appendix A-26 for screenshots illustrating much of what's described above.

Intervention Learning Plans

Teachers and school leaders determine intervention plans for groups of students in intervention. They use assessment data to determine measurable goals that are realistic yet ambitious for a 6-8 week period, classroom modifications, computer curricula focus, and explicit goals and their corresponding practices for ILS's to accomplish with each student.

Assessment data, RtI content and the integration of results from online learning programs are important inputs into this plan.

Response to Intervention

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…"

RSAR's Three-Tier Response to Intervention Approach

Tier 1: Small Group and Personalized Instruction in the Classroom

Bi-Monthly Formative Assessments

Mentoring
For classroom wide concerns, Assistant Principal works with classroom teacher to suggest changes in instruction and determine targeted Professional Development for that teacher

Personalized Learning Plans
For students not making adequate progress, teachers write Personalized Learning Plans outlining goals and methods in the classroom and during Intervention

Tier 2: Intervention
For students not making adequate progress, ILS's conduct daily targeted interventions.

Student is making progress, but will not catch up in one cycle, so student is re-assigned to Tier 2.

Student catches up to peers in identified areas and exits Intervention

Tier 3: Student not demonstrating adequate response to learning lab intervention receives Tier 3 Interventions.

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 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 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, and equitable student achievement.

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.

Please see Appendix A-27 for Rocketship's Response to Intervention guide.

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 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. See Appendix A-28 for sample Student Study Team forms.

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, scored writing

samples using a Six Trait rubric, STEP Assessment, Benchmark Assessments, weekly Formative assessments, and all Smarter Balanced 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 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
RSAR 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.

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

Tier 1 General Education Classroom:
Teachers use researched-based curricula with all students in such a way that at least 80% of students are able to access and master the skills and concepts taught. 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.

Regular classroom reading programs use a balanced literacy approach with guided leveled reading. Regular classroom math programs use Singapore Math and/or Envision, 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:
Students that are not responding adequately to Tier I instruction, even with accommodations and modification in the general education classroom OR are identified as significantly below grade level in the first round of assessments, are then assigned to a period each day that includes significant small group tutoring (intervention) time. During this time, they work directly with an ILS on the specific skills they are lacking. ILS's are provided with a very specific 8-week plan, designed by Rocketship Education, consisting of evidence based interventions, using strategies and approaches to use to get a student to meet their target at the end of 6-8 weeks. In 6-8 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.

RSAR 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. RSAR will also offer small-group tutoring during Learning Lab.

Tier 3 The Response to Intervention Model and Special Education:
If the student fails to make progress in both Tier 1 and Tier 2 interventions after 2 cycles (16 weeks), they enter into Tier 3 interventions, which may result in a recommendation that the student begin the Special Education assessment process. Because RSAR will be an LEA for Special Education purposes, a majority of our special education professionals work directly for RSAR, including paraprofessionals and resource specialists, giving us more control to ensure that Special Education students' Personalized Education Plans are aligned with the academic goals of the school.

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 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 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 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 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.

Calendar Attendance and Instructional Minutes

RSAR's academic calendar will be similar to the academic calendar for the District. The school year will contain at least 180 instructional days.

RSAR parents/guardians will be responsible for sending their children to school and providing an explanation for absences. RSAR will have attendance policies to encourage regular attendance and to report truancies to appropriate local authorities. A sample attendance policy is included as Appendix A-29.

Bell Schedule and Instructional Minutes
RSAR school days will typically run from 8 a.m. to 4 p.m. For students enrolled in the Response to Intervention Program, RSAR 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). This table delineates subject areas (including Learning Lab) and approximate minutes by grade level, however, RSAR educators reserve the right to adjust students' instructional minutes in each subject, and instructional method, based on their personalized learning needs.

	Humanities	Math/Science /Social Studies	Learning Lab/Personalized Learning (Includes Enrichment—P.E., art, gardening, etc.)	Total Daily Minutes
K	180	90	90	360
1	180	90	90	360
2	190	90	100	380
3	190	100	100	390
4	190	100	100	390
5	190	100	100	390

Please see the Bell Schedule in Appendix A-30, which lists classes in a typical day. RSAR will provide all classroom instruction in low student: teacher ratios, despite having school-wide student-teacher ratios much higher. This is because students have five hours of classroom instruction per day, while teachers typically teach between six and eight hours per day.

Teacher Level	Number of Teachers (Year 1)
Assistant Principals	2
Humanities Teachers (ELA, Social Studies, Science)	10
Math / Social-Studies/Science Teachers	4

Integrated Special Education Teacher	1

Rocketship Alum Rock's teacher staffing levels are based upon enrollment projections. Rocketship's unique rotational model and approach to instruction, which includes students spending a portion of their day in the learning lab, allows for students to receive instruction in core academic subjects at student/teacher ratios of no more than 28:1. Using our Year 1 Kindergarten class, we can explain how those ratios are achieved. Table A of the Financial Narrative (Appendix BO-1) shows that we will enroll 112 Kindergarten students in Year 1. At any given time throughout the day, 28 of those students will be in the Learning Lab receiving additional practice in Math and Reading at their current level of instruction through online learning, active reading, tutoring, and enrichment. Appendix BO-1, Table I shows that we will hire three certificated Kindergarten teachers in Year 1. The remaining 84 students will be split between those three teachers, receiving instruction in core academic subjects. This results in a classroom student/teacher ratio of 28:1.

In order to further understand the instructional and student: teacher ratios in the classroom (and overall), it is helpful to better understand the bell schedule and overall enrollment at Rocketship Alum Rock. Initially, one may assume that with 112 students in a grade level (Appendix BO-1, Table A) and three credentialed teachers (Appendix BO-1, Table I) that the ratio is 37:1 or more during instructional time; however, that is incorrect. To understand the correct ratio of instruction, it is helpful to further focus on this one specific grade level.

As described above, in Kindergarten in year one, Rocketship Alum Rock plans to enroll 112 students. This grade level will then be divided into four homerooms or cohorts of students (112/4=28). These cohorts of students will then rotate to their separate classes and remain with the same homeroom of 28 students throughout the entire day. The first cohort of students will begin their day in their humanities class with their homeroom and are provided instruction at a 28:1 ratio with a credentialed teacher. This cohort of Rocketeers spends 50% of their day in this classroom or 180 minutes, every day. At the same time the second cohort of Rocketeers is also receiving instruction from a second credentialed teacher in a separate humanities classroom, again at a 28:1 ratio, and similar to the first cohort of students, they will spend 50% of their time or 180 minutes in this classroom. The third cohort of students is in the Math/Science/Social Studies class with the third credentialed teacher (Appendix BO-1, Table I) within this grade level, again at a 28:1 ratio. This cohort of students will spend 25% of their day in this class or 90 minutes. The final cohort of students are in the learning lab at a 28:1 ratio as well with an Individualized Learning Specialist, a highly qualified tutor, that guides this class through online learning, tutoring, active reading, and enrichment (P.E., art, gardening, etc.).

After 90 minutes, the third and fourth cohort of kindergarten students will then switch classroom spaces (third homeroom of students goes to the learning lab with the ILS and fourth homeroom of students goes to Math/Science/Social Studies class). Again, they will remain in their same homerooms and maintain the ratio of 28:1. This completes the first half of the school day for these students.

After completing these classes and 180 minutes of instruction, the entire grade level will then rotate. After this total of 180 minutes across the grade level, the first and second cohorts will then remain in their homerooms, but each will move to either Math/Science/Social Studies and

the other cohort will go to Learning Lab for their separate 90 minute blocks. The third and fourth homeroom classes will at that same time then rotate to their humanities classes and spend 180 minutes in these spaces with the same credentialed teachers that instructed the first and second homerooms of students at the beginning of the day.

It is through this 'rotational model' that Rocketship Alum Rock will be able to ensure that student: teacher ratios remain at a level of 28:1 throughout the school day as well as ensuring that students, teachers, and families are able to build deep relationships and learning communities by remaining with the same homeroom of students throughout the day and year.

This Rocketship instructional model employs a mix of qualified instructional staff including Teachers and Individualized Learning Specialists (ILS) in each school. All of these positions are engaged in full-time student instruction, some providing group instruction in the classroom, and others providing personalized instruction, with students rotating to different subject areas during the day. As mentioned above, while instruction in core academic subjects is being delivered, there are never more than 28 students working with a certificated teacher. With regard to overall ratios of instructional staff to students, Appendix BO-1, Table H shows that in year 1 the school will hire a total of 22 instructional staff for an enrollment of 490 students, resulting in a school wide student to instructional staff ratio of 22:1. Appendix BO-1, Table H also shows planned staffing levels across the school for Years 2 and 3, and Appendix BO-1, Table I provides detailed staffing projections on a grade-by-grade level for Years 1-3.

Staffing Model and Professional Development

Please see Appendix A-31 for a sample day in the life of a Rocketship teacher.

Recruiting, selecting, onboarding, developing, and evaluating educators and leaders is central to Rocketship's vision that all students graduate from grade five performing above grade level, prepared for success to and through college. We have a foundational support system to ensure teachers and leaders are well equipped to drive student achievement.

Key elements of the human capital development process at Rocketship today include:

- **Recruitment**: We develop a broad pipeline of educators and principals by cultivating of candidates through diverse channels such as local college career fairs, Teach for America, referral programs for our current teachers, and use of social media and webinars. We hold open houses for candidates to visit our schools and get to know us (see Appendix A-32 for our recruitment calendar and materials). We aim to hire exceptionally well-qualified candidates, with a focus on those who have connections to our students' experiences and communities. We build excitement about the exciting work that we are doing to transform education and eliminate the achievement gap throughout our recruitment process. For the school year 2012-2013, we received 489 applications for 70 teaching positions and 118 applications for 16 assistant principal roles.

- **Selection:** Once we develop a strong teacher candidate pool, the recruitment team screens resumes and passes teaching candidates to principals for hiring. This process

enables the principals to have pre-screened, high quality candidates for their schools with the support of the central office. Principals are empowered to select and staff their own schools, ensuring that they hire candidates that are a good match for their school. Assistant principals are hired as principals in training, and most are part of our Network Fellows program, which prepare these leaders to become school principals. We assess both student achievement and the candidate's track record of success in leading adults, often as a grade-level lead or serving as another type of coach or mentor to other adults. We most frequently hire principals from our experienced assistant principal pool as they have been trained to become Rocketship principals. Hiring decisions are made though a committee process which includes steps such as school and classroom observation and debrief, leading a staff or parent community meeting, reflecting on student achievement data, and interviewing with current Rocketship principals as well as Rocketship national staff.

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

- **Staff development**: The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by assistant principals or principals to teachers. RSAR teachers receive ongoing coaching and support from the assistant principal or principal responsible for their grade level. This typically includes about three hours per week of support for our newest teachers or others who need extra support. Our coaching cycle (see Figure A-1 below and more detail in Appendix A-33) provides a format and process for our teachers and their supervisors to work together in pursuit of increased teacher effectiveness. Assistant principals or principals meet once per week one-on-one with each teacher and participate in grade-level meetings. Four times per year they discuss their Professional Growth Plan (PGP) (described in more detail below).

In addition to summer training, Rocketship schools dedicate at least 250 hours throughout the school year for staff professional development, if not more. We dismiss students two hours early one day a week to allow for an afternoon of purposeful and customized professional development and culture building for staff. The principals and assistant principals at each school

facilitate and organize sessions at each school, targeting the areas of development they see as most beneficial to the staff, personalizing supports for teachers. Example topics from the 2012-2013 school year include: analyzing and planning using formative assessment data, creating rigorous independent work, exploring whole brain teaching, unit planning using the Understanding by Design framework, launching literature circles, and facilitating small group instruction for struggling readers in the upper grades. We believe that often the most effective professional development session is peer-led, so frequently our teachers learn from each other. We bring in outside specialists to provide support as needed. Some examples of our outside partners include Project GLAD (Guided Language Acquisition Design) leaders who work with our teachers on strategies for working with English Learners throughout a four day training and RAFT (Resource Area for Teachers) trainers to do tutorials on hands-on math and science instruction.

Figure A-1: Coaching and Development Cycle

	Analyze	**Align**	**Act**
Purpose	To identify the most pressing gaps in the classroom to inform the focus areas for the coaching cycle	To ensure teachers know their strengths and areas for growth, are invested in their development and capable of reflecting on their practice independently	To develop teachers in the most efficient and effective manner and in a way most aligned to the teacher's learning style and readiness.
Target Outcomes	*Determine coaching priorities *Provide teachers with observation notes and data on their practice	*Recognize progress *Facilitate problem-solving *Identify next steps	*Build knowledge, skills, and mindsets

Frequency**	*Approximately once every two weeks	*Approximately once every two weeks	*Approximately once every two weeks
Length**	*Roughly 30-45 minutes	*Roughly 30-45 minutes	*Roughly 60-90 minutes *(depends greatly on the strategies chosen!)*

Rather than focusing on the time recommendations, it's best to allocate whatever amount of time is necessary to achieve the target outcomes. Coaches will likely extend or shorten these times based on the needs of the individual teacher.

Professional Development

At RSAR, 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 RSAR will be focused on developing a deep understanding behind the Charter School's approach to their subject areas. Typically, the learning objectives will include:

- a focus on the pedagogy which shapes the curriculum in their instructional focus areas (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 personalizing 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 Assistant Principals, 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 three to six 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. Moreover, this additional time in the summer grants the Assistant Principal and Principal the opportunity to better on-board new RSAR 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, RSAR'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 week, three hours are reserved for professional development as well. This means that more than 250 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 is facilitated and organized primarily by the Assistant Principal at each school site. The Assistant Principal has access to a professional development scope and sequence that provides each school with a suggested timeline for introducing, learning, and practicing key components of our instructional model and the RSAR professional development program. This scope and sequence is also differentiated by teacher experience level. However, the Assistant Principal 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.

See Appendix A-34 for sample professional development schedules.

Professional Growth Plan
The core of Rocketship Education's professional development is the Professional Growth Plan (for a sample, please see Appendix A-35). 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 Assistant Principal 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 five core values (Mission Driven, Innovative, Collaborative, Disciplined Thinker, and Personally Responsible) that are at the foundation of the culture of RSAR. These core values are an important part of the PGP as RSAR 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 RSAR. The core values are then followed by specific instructional components that are critical to student achievement. The core characteristics are then followed by specific instructional components that are critical to student achievement. These major components are outlined in the Vision of Excellence and each 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. For example, a new teacher may first focus on setting goals and creating a daily lesson plan while a more experienced teacher who has mastered planning, classroom management, and differentiation is 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 Assistant Principal or Principal.

Every teacher at RSAR has a Professional Growth Plan that is focused on their professional growth and development as a teacher and is personalized to their needs. The creation of the PGP begins with a teacher's coach 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 coach then meets with the teacher in a one to one (1:1) meeting, which occurs every other week. During this meeting, the coach 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 Assistant Principal 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/Assistant Principal observations of the teacher's instruction.

Assistant Principal
In order to fully be able to implement the Professional Growth Plan and professional development of teachers, RSAR has at least two Assistant Principals. The Assistant Principal is a former teacher who serves as a mentor for all RSAR teachers and their focuses are professional development of staff members and the Response to Intervention program. Thus, a majority of the Assistant Principal's time is spent on professional development and focuses on the coaching of teachers and teacher development methods. While Assistant Principals 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 Assistant Principals 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 Assistant Principals to help them learn our academic systems and the best techniques for mentoring their associated teachers. It is also crucial that Assistant Principals 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 Assistant Principal 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 Assistant Principals 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 Assistant Principal (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 Assistant Principals 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 Assistant Principal, they are expected to meet with the Assistant Principal at least once every two weeks for at least an hour. However, these meetings often occur more regularly and they allow the Assistant Principal to invest additional time in the teacher's mentorship

The Assistant Principal is also responsible for planning on-going professional development on a weekly basis. One day a week shall be a minimum day, allowing the staff to come together for 3 hours of professional development and/or collaboration time each week. Assistant Principals 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 Assistant Principal plays a significant role in the development of staff, he or she does not act as the evaluator of any staff members. At RSAR we have divided the roles of

mentor and evaluator. The Assistant Principal is responsible for daily mentoring of teachers. In order to create a stronger relationship of trust and teamwork, Assistant Principals 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 Assistant Principal.

Other Professional Development Activities
RSAR 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.

<u>Career Progression</u>
To retain as many effective educators as possible; develop teachers and leaders to take on new positions as we grow to serve more students; and extend the reach of our most effective educators, we provide opportunities for educators to progress in their career by taking on new and different responsibilities. From Individualized Learning Specialist, to classroom teacher, to grade level lead, assistant principal and principal, we are focused on making teaching a sustainable, enjoyable, and well-compensated career. We have specific programs and supports for grade level leads as a step for an experienced teacher and have a robust training program to train and develop school leaders.

We also believe that, in order for teaching to be a viable and more robustly pursued career by the most talented individuals in our communities, there has to be a career path that recognizes a teacher's ability to consistently make Significant Gains with significantly increased pay and responsibilities. Thus, at Rocketship, we have implemented a merit based compensation structure that ensures that all teachers are able to more aggressively realize increased compensation based upon the student achievement outcomes that they realize, rather than being constrained by a 'tenure' system or something similar. See Appendix A-36 for sample materials related to Rocketship's compensation structure.

In addition to merit based compensation, Rocketship has created 'lead teacher' positions, which allow the most successful teachers within Rocketship the opportunity to further support, mentor, and guide teachers on-campus as well as lead in the work of curricula development and refinement. In addition, to this career pathway each school has two to three full-time Assistant Principals, often a teacher promoted based on their outstanding classroom success and leadership potential. The Assistant Principals are primarily focused on developing a teacher's instructional abilities and helping them to manage the execution of our academic program through multiple classroom observation, innovative professional development approaches like Real-Time coaching, co-planning with teachers through the purposeful integration of student data and

subsequent groupings, and more. Additionally, the Assistant Principals are also responsible for overseeing Learning Lab, developing and maintaining a supportive college preparatory environment, and supporting in the coaching and development of Individualized Learning Specialists (ILS) who tutor students in need of further support and remediation. 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 these pathways available, we believe we will be able to attract top college graduates to RSAR 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.

Leadership Development
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 and Assistant Principals 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 Fellows 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
RSAR school leadership teams is 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 student achievement results (closing the achievement gap)
  • Instilling Rocketship culture in students, teachers, and parents
  • Coaching teachers to that they attain 1.5 years or more of growth with 100% of their students
  • Developing other leaders to support Rocketship's growth and scale.

Every school also has two Assistant Principals, who serve as instructional leaders at the school with primary responsibilities in the following areas:
  • Overseeing grade level teams
  • Coaching teachers so that they attain 1.5 years or more of growth with 100% of their students
  • Managing staff professional development

Together, these roles make up the leadership team of Rocketship schools. Because 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 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 assistant principal positions. Program participants first work as teacher leaders, 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.

Network Fellows Principal Preparation Program Structure

Rocketship Network Fellows train intensively in preparation to run or take over an existing Rocketship school upon program completion. In this year, Network Fellows are based at a single school site, serving as Assistant Principal and becoming immersed in the Rocketship school model. Network Fellows are responsible for managing and intensively coaching all new and experienced educators in specific grade levels as well as planning and executing professional development. 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.

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:

Leadership Experience	Training & Coaching	Start-Up School Activities (for start-up schools only)
• Coaching and support of at least three teachers on staff, representing different levels of experience and in subject areas where Fellow may not be experienced • Additional work streams that address school needs and development areas (e.g. running PD events, overseeing school's PBIS program, leading	• Trainings address the following functional areas: personal leadership, performance management, organizational development, instructional leadership, and operations • 360 feedback protocols to assess personal development areas • Small group trainings with LD staff, regional director,	• Community and family engagement activities (community meetings, home visits) • Staff hiring and engagement (Assistant Principal, OM, teachers, ILS) • Drafting school plan that incorporates additional core value and principal's own touch on RSED mission as well as day-to-day systems

parent/community meetings)	or external facilitators • 1:1 coaching from principal at school site, regional director, and leadership development staff as needed.	and procedures

Other possible Network 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
- Observing online learning and tutoring
- Observing Response to Intervention
- Monthly and at-times bi-weekly trainings
- 1:1/Coaching with Regional School Leadership Coaching one rising Assistant Principal (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:
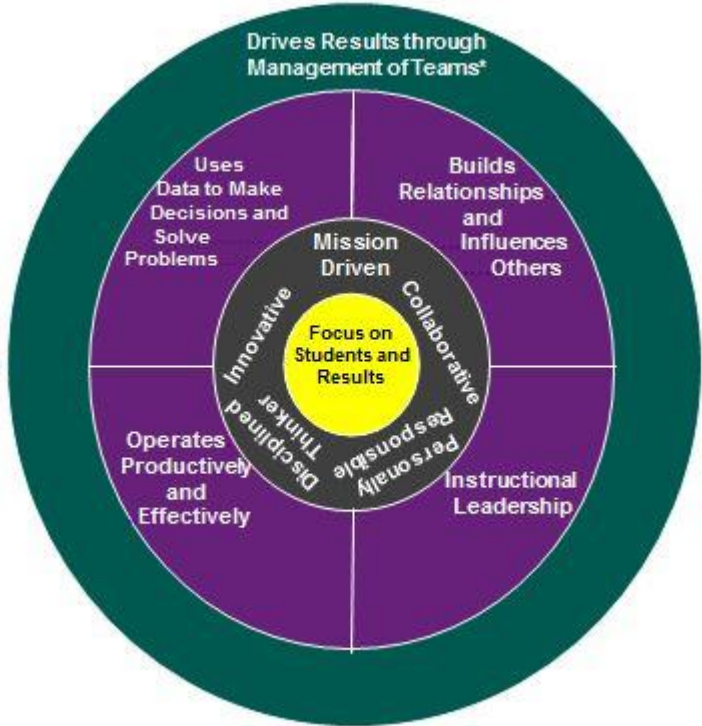
Cultivating Leadership from Day One
In addition to the Network Leadership Program, Rocketship also recognizes the importance of developing leadership inside and outside of the classroom for *all* teachers. Our interview and selection process includes authentic tasks that screen for our key characteristics *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 through 1:1 coaching, feedback, and evaluation from their manager.

Teachers may also apply for **Grade Level Lead** positions, where they plan an active role in overseeing grade level work on using data to drive instruction and creating targeted instructional plans to reach all students.

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 Assistant Principals once they move into their roles. To date, most professional development opportunities for Principals and Assistant Principals occur in 1:1 meetings with their immediate supervisors and a trained leadership coach. In addition, the Principals receive professional development during weekly Principal Team Meetings (PTMs) 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 Assistant Principals. 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.

Special Populations

Academically Low-Achieving Students

As stated above, RSAR 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. 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 RSAR. Through constant data analysis, 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.

RSAR 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
RSAR anticipates that 70% or more of our students will be eligible for free and reduced meals and over 60% will be EL 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.* RSAR will use the STEP Assessment and initial Benchmark Assessments to help us identify struggling students within the first four - six weeks of school, and every two months thereafter. Frequent and ongoing assessment will ensure that we are meeting the needs of all students as they arise and tracking progress to ensure our strategies are supporting improved achievement.
2. *Family Communication.* We will inform the families as soon as we become concerned. We ask that our parents sign a significant Commitment Letter (See Appendix A-37 for the Rocketship commitment letter), committing to help their student get through these times. We will share formal strategies parents can use at home to help their child.
3. *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.
4. *Focused Instruction.* The standard RSAR 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.

5. *Direct Intervention.* Despite the significant amount of personalized learning built into the RSAR curriculum, some students may need more. ILS's will provide direct intervention to the bottom quartile of our students during the after-school program each day.
6. *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.
7. *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 RSAR 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.

Academically High-Achieving Students

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.

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 four - 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. Frequent and ongoing assessment will ensure that we are meeting the needs of all students as they arise and tracking progress to ensure our strategies are supporting improved achievement.
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 have assessed a child's performance. We ask that our parents sign a significant Commitment Letter 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 RSAR 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. In addition, during daily enrichment, this may include activities like physical education, art, music, and/or other extension activities for students.

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.

English Learners

OVERVIEW

RSAR 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. RSAR will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. EL students at RSAR will be served by full inclusion in the classroom with small group and individual customization in the classroom. RSAR will work closely with the school's English Learner Advisory Committee (ELAC) to ensure that the instructional strategies outlined herein are meeting the needs of EL students within the school.

Rocketship Alum Rock will follow the California Department of Education "EL OPSET" as a program development tool to ensure that the program operates in absolute compliance with guidelines. Structurally, RSAR runs a full-inclusion program for our EL students. EL students will not be in sheltered or bilingual instruction classes at RSAR. From the first day of school, EL 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 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. All RSAR teachers will be CLAD certified or in the process of obtaining CLAD certification.

Our goal is to help our EL students make rapid progress out of levels 1 and 2 and into levels 3 and higher on the CELDT Assessment. 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, RSAR 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 EL 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 Humanities block in Guided Reading, when EL students may be leveled by English fluency and provided with explicit ELD instruction. In the RtI tutoring program, ELs who are not making Significant Gains may receive Literacy instruction as well as ELD as appropriate. All RSAR teachers will hold a CLAD certificate or equivalent California Commission on Teacher Credentialing EL certification.

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.

ELD standards can be found in Appendix A-38.

IDENTIFICATION & ASSESSMENT

Home Language Survey (HLS)
RSAR will administer the home language survey upon a student's initial enrollment into RSAR (on enrollment forms). Parents or legal guardians of students shall complete the Home Language Survey when they enroll their child at RSAR. 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 who indicate that their home language is other than English will be CELDT tested within thirty days of initial enrollment[29] and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient. CELDT testing will occur in English and the Language Assessment Scales (LAS) test will be used to assess applicable students in their native language.

RSAR 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.

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 ELs until they are reclassified as fluent English proficient. These scores will be placed in the student's cumulative 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.

At RSAR, the determination of whether or not a student is designated as an English Learner 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

---

[29] 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.

instruction program. Students designated as EL based on the required score on the CELDT shall be placed in the appropriate ELD academic setting.

<u>Grades 2-5</u>
Students enrolled in grades 2-5 will be designated as English Learner (EL) based on their overall scaled score on the CELDT.

Ongoing Assessment
Each English Learner will be evaluated every six months via a parent conference process. Each English 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 Learner Progress Profile will be developed for each English Learner specifying the ELD standards met and targeted ELD goals towards reclassification.

Formative Testing
In addition, RSAR may choose to 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.

Criteria, Standards and Procedures for Reclassification

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.

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

1. The student has been enrolled in the School for at least one year.
2. The student can demonstrate oral English language proficiency, both speaking and understanding, based on the State mandated English Language Development (ELD) Test (AB 748) or with a score of fluent English speaker on CELDT level 4 or 5.
3. Students in grades 1 – 2 who met criteria 2 shall be considered for reclassification after the successful completion of at least one full semester with grades of "Satisfactory" or better in Reading/Language Arts and Mathematics.
4. Students in grades 1 – 2 must demonstrate grade level writing skills as measured by passing the School Writing Test.
5. Students in grades 3 – 5 must score at a minimum at the 60th percentile on the CST Total Reading, Total Language or Total Mathematics sub-tests.

6. Students in grades 3 – 5 must demonstrate grade level writing skills as measured by passing the School Writing Test.
7. Students in grades 3 – 5 must demonstrate average classroom performance in the English curriculum as evaluated by the teacher. The student needs to obtain a "C" or better in all core content area classes.
8. There must be a consultation with the student's parent or guardian, including an interview or written communication regarding the reclassification process.

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

1. Dates of enrollment in specific EL 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 EL coordinators will complete an evaluation of student's academic progress after the 1st and 2nd grading periods following reclassification. A third follow-up will take place one year after reclassification; a fourth follow-up will occur two years after reclassification. All reclassified (R-FEP) students CST scores will be evaluated to assess to overall reclassification progress, and interventions will be implemented if the student does not maintain appropriate progress.

STRATEGIES

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

necessary to provide for students who are at Beginning, Early 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 Humanities blocks in the early grades will be focused on oral language development and comprehension activities. This is made possible through the personalized 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 RSAR 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 ILS's 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.

Much of the data we will be gathering among our younger students will be focused on speech production and listening comprehension. Because RSAR 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.

English Immersion with Appropriate Native Language Support

English Learners 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 EL students can acquire English literacy skills in English-only classrooms. The panel found that strategic primary language support can scaffold EL students' literacy development in English. To the extent possible, RSAR 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 EL 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 EL 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 EL 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 EL students' English linguistic proficiency. English Language Development Instruction (ELD) grouping will be based on ELD assessments. It is important to provide EL 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 EL 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 EL students are not segregated into linguistically homogenous groups. ELD time will be the only time where EL 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 EL 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 EL students and suggested that classrooms with significant EL 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 EL 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, RSAR'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 RSAR's Exhibition Nights when students will be responsible for orally presenting their work and learning. These assessments and public demonstrations will provide RSAR and the students with data to measure their progress.

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. RSAR'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 RSAR teachers in order to assess the efficacy of their instruction.

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 books," picture file cards, observation charts, inquiry charts, T graphs, sentence patterns, "Farmer in the Dell," and various other strategies. Students at this	Teachers present students with oral and written comprehension activities. In centers, students use audio books and then respond to texts in writing, using simple sentences. Significant time is spent on pre-reading vocabulary development activities. During writer's workshop, students focus on getting their first draft in writing, using invented spelling as needed. The revision process is an opportunity for the teacher to reinforce conventions, and teach new spelling concepts. The teacher utilizes various GLAD strategies like input charts, graphic organizers, Teacher "big books," picture file cards, observation charts, inquiry charts, T graphs, sentence patterns, "Farmer in the Dell," ELD retell, and various other strategies. Students at this level have acquired basic conversational skills, so the

EL Level	K-2	3-5
	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.	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.
Advanced (CELDT 4-5)	Teachers challenge students to find spelling patterns when reading. Students are given literature that is accessible but requires them to decode around 5-10% of the words they encounter. Centers allow students to explore vocabulary through antonyms and synonyms, and to explore how word meanings change in different contexts. Students read and respond to grade-level literature orally and in grade-appropriate writing. Students analyze and 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.	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.

STAFF TRAINING & PROFESSIONAL DEVELOPMENT

Good instruction is the foundation of good EL instruction. (Goldenberg, 2003) RSAR'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, RSAR 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 RSAR will be thoroughly trained in the usage of SDAIE and GLAD. These strategies have already been demonstrated to be highly effective in regards to EL student's 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) RSAR's Assistant Principal's full-time commitment to mentoring help teachers to better determine ways to scaffold and augment their instruction for EL 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 EL 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:
- English Learner Advisory Committee (ELAC)
- School Site Council (SSC)
- 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 Alum Rock will have monthly community meetings, which are intended to keep the parents and families of RSAR 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 EL 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 RSAR community creates a collective for EL instruction and interventions.

MONITORING AND EVALUATION

The RSAR mission of every student on grade level by second grade will be the primary means of determining the effectiveness of our approach with EL students. This goal will be measured by academic proficiency on Smarter Balanced and additional assessments. Our interim assessments

are correlated to grade-level benchmarks and Smarter Balanced, 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 several Assistant Principals who are able to mentor other teachers, we have made significant improvement every year in both our general classroom teaching for EL students and our ability to diagnose and intervene with our most challenged EL 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 and in time Smarter Balanced.

In order to meet the RSAR 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.[30] We believe that the key to becoming fluent English proficient is the rigorous data-driven cycle used by RSAR to measure students monthly, modify classroom practices, and provide students with additional instruction.

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

MONITORING AND EVALUATION OF PROGRAM EFFECTIVENESS
The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

Students with Disabilities

SPECIAL EDUCATION (INTEGRATED SERVICES EDUCATION)

OVERVIEW:

---

[30] Genesee et. al (2006). Educating English Learners New York: Cambridge University Press.

RSAR 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). See Appendix A-39 for a letter of support from the El Dorado County Charter SELPA. In unique cases, where participation is not practical or is geographically unfeasible, RSAR 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. RSAR will operate in complete compliance with IDEA and SELPA policies and procedures including include: Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR), AB 602, and all California laws pertaining to special education students.. As an LEAs, RSAR will be solely responsible and liable, the same as a school district, for providing special education and related services.

As an LEA, RSAR 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. RSAR shall be solely responsible for all special education costs which exceed State and Federal special education revenue.

RSAR 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 EDUCATION:

RSAR 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, etc.) rather than through special and segregated programs. 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.

RSAR students are placed in the classrooms they would attend if they were 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. At RSAR, a variety of curricular and pedagogical options are employed to maximize student learning in in 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.

At RSAR, 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 RSAR to refer and excessively determine eligible students who are often those students of color and poverty.

ENROLLMENT OF ALL STUDENTS REGARDLESS OF DISABILITY:

RSAR strives 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 RSAR. 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

RSAR 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 RSAR 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. Rocketship's practice is to provide the state and our SELPA a list of our special education student roster annually.

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 on 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 parent 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.

All referrals will be responded to in writing by RSAR within 15 days. Parent will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written.

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 RSAR is a TK-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 during 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
> *Strategic evidence based interventions

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 Assistant Principal 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:

All students with disabilities will be fully integrated into the programs of RSAR, with the necessary materials, services, and equipment to support their learning. The school will ensure that any student with a disability attending RSAR is properly identified, assessed and provided with necessary services and supports. RSAR will meet all the requirements mandated within a student's Individual Education Plan (IEP).

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: extended day (8am-4pm), small teacher-led instructional groups for Literacy, instruction driven by formative assessment results, and daily online learning. To ensure

teacher effectiveness, senior teachers in each instructional area 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. RSAR 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 continues to iterate to ensure the RtI framework works in concert with the ISD team to promote the best outcomes for all students. 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 blended instructional model of RSAR, 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.

All referrals will be responded to in writing by RSAR within 15 days. Parent will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide

written consent. The assessment will be completed and an Individualized Education Program (IEP) meeting held <u>within 60 days</u> of receipt of the parent's written.

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 personalized 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.

<u>ASSESSMENT:</u>

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 RSAR 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 personal 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 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 personalized 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 will be 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 affect 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 special education and related services, RSAR 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 Assistant Principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement 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.

The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility

of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

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

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

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

See Appendix A-40 for Board approved Section 504 Board Policy, Administrative Regulations, and Parent-Student Rights.

CONSIDERATIONS FOR ENGLISH LEARNERS (ELs):

Because the majority of current Rocketship students are considered EL, Rocketship carefully considers the cultural and instructional needs of students with English as a second language. Verbal and written translation of all materials, notices, documents, reports and communications is offered to parents when indicated or provided at 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 EL 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 EL students with disabilities. Progress monitoring and program evaluation will ensure appropriate practices for re-classification to fluent English proficient status. EL students at RSAR will be served fully in the general education classroom with appropriate small group instruction and personalization 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.

IEP REVIEW PROCESS:

IEP meetings will be held, at a minimum, once <u>yearly</u> to review the student's progress and make changes to the IEP as needed. <u>Every three years, a triennial IEP meeting will be held</u> to review the review progress and re-examine eligibility for special education services. An IEP will also be held within 30 days of a parent's request, or if a manifestation meeting is required. Unless otherwise specified on the student's IEP, parents will be informed three times a year of the student's progress toward meeting annual goals.

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 Integrated Special Education teacher 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 as 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 Education 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. Because of Rocketship's structure, particularly small reading groups, personalized instruction 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 reading groups, personalized instruction and time for daily teacher interventions, we believe that RSAR can serve students with severe disabilities within the general education program and provide intensive specialized instruction or structure as needed. It is RSAR'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.

STAFFING:

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

All roles are crucial to provide the appropriate amount of services personalized for the student. All service providers will have the appropriate credentialing and/or licensing to meet all of the NCLB requirements. In order for us to build teacher capacity, Rocketship will utilize the partnership with a local 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 during Response to Intervention or in the classroom setting. This role will be responsible for implementation and recording of data for personalized 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 ISE teacher 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:

RSAR staff will participate 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 typically include areas such as: 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 typically includes, but is not limited to, Behavior and Positive Behavior Support systems, Foundations of SPED, Special Health Care Issues, Cultural Awareness/EL, 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:

RSAR parents are encouraged to 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. 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:

ISED 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 trimester 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:

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

FACILITY COMPLIANCE WITH ADA:

All existing 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. The facility proposed for this school will also meet all ADA compliance requirements.

COMPLIANCE MONITORING:

The California Special Education Management Information System (CASEMIS) information will be reviewed by Rocketship's Director of Integrated Service Delivery on a regular basis 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.

RSAR will collaboration with Santa Clara County Office of Education to collect/maintain information required by IDEA and lists: age, grade, type of disability, ELL status, and number of students receiving services, number of students receiving and types of test modifications and exemptions; settings of service; suspension data, and reasons for charter exiting.

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.

Annual Goals and Actions in the State Priorities

Rocketship plans to create a comprehensive Local Control and Accountability Plan (LCAP) by July 2014. Below please find, in accordance with the Local Control Funding Formula ("LCFF")

requirements, a description, for the Charter School, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Education Code Section 52052, to be achieved in the state priorities, as described in Education Code Section 52060(d) that apply for the grade levels served, or the nature of the program operated, by the Charter School, and specific annual actions to achieve those goals.

RSAR plans to create a comprehensive Local Control and Accountability Plan (LCAP) and will engage the following stakeholders in the planning process:
- Teachers
- Principals
- School personnel
- Pupils

The draft RSAR goals and accompanying actions in accordance with LCAP requirements are as follows. These goals and actions are subject to change, without need for material revision of the charter petition, based on the full LCAP completed by July 2014 and updated annually.

STATE PRIORITY #1— BASIC SERVICES	
The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))	
Subpriority A - Teachers	
Goal to achieve Subpriority	100% of core teachers will be appropriately assigned and hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing.
Actions to achieve goal	All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; RSED Human Resources will annually review assignment and credential status.
Subpriority B – Instructional Materials	
Goal to achieve Subpriority	100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.
Actions to achieve goal	All instructional materials purchased will be aligned to CA Common Core State Standards and aligned with our charter petition.
Subpriority C – Facilities	
Goal to achieve Subpriority	All school facilities will be maintained in good repair
Actions to achieve goal	Regular general cleaning by custodial staff will maintain campus cleanliness; Annual and monthly facility inspections will screen for safety hazards.
STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS	

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

SUBPRIORITY A – CCSS IMPLEMENTATION	
Goal to achieve Subpriority	RSAR will implement a CCSS aligned academic program
Actions to achieve goal	100% of RSAR teachers will receive professional development based on CCSS and the associated RSAR "power standards" as outlined in this charter.

SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
Goal to achieve Subpriority	100% of EL students will gain academic content knowledge through the implementation of the CA CCSS.
Actions to achieve goal	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support.

SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
Goal to achieve Subpriority	100% EL students will gain English language proficiency through the implementation of the curriculum and EL strategies outlined in this charter.
Actions to achieve goal	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support. All teachers will participate in professional development regarding appropriate strategies of support and intervention, as outlined in detail in this charter.

STATE PRIORITY #3— PARENTAL INVOLVEMENT	
Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation	
Goal to achieve priority	RSAR will engage the community through regular community meetings and seek parent input in making decisions through structures such as local advisory board, School Site Council and ELAC.
Actions to achieve goal	RSAR will maintain structures such as local advisory board, School Site Council and ELAC. Parents will be encouraged to participate in these structures.

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

SUBPRIORITY A – *CA Assessment of Student Performance and Progress statewide assessment*	
Goal to achieve priority	95% of students will participate in state assessments.
Actions to achieve goal	All students will be prepared for participation in state assessments.
SUBPRIORITY B – API	
Goal to achieve priority	RSAR will meet or exceed State-wide academic performance index ("API") growth target school wide and for all subgroups
Actions to achieve goal	Implementation of the CCSS aligned curriculum and instructional strategies outlines in charter.
SUBPRIORITY D – EL progress towards proficiency	
Goal to achieve priority	50% of students in CELDT levels 1-3 will move at least 1 CELDT level annually.
Actions to achieve goal	EL students will receive in class instructional support which includes 1-on-1 teacher support, small group work, usage of SDAIE and ELD instructional strategies, GLAD instructional strategies, and additional English Learner instructional best practices as outlined in the charter.
SUBPRIORITY E – EL RECLASSIFICATION RATES	
Goal to achieve priority	35% of students will be reclassified after three years of enrollment at RSAR.
Actions to achieve goal	EL students will receive in class instructional support which includes 1-on-1 teacher support, small group work, usage of SDAIE and ELD instructional strategies, GLAD instructional strategies, and additional English Learner instructional best practices as outlined in the charter.
STATE PRIORITY #5: STUDENT ENGAGEMENT A. *School attendance rates* B. *Chronic absenteeism rates* C. *Middle school dropout rates (EC §52052.1(a)(3)) – **N/A*** D. *High school dropout rates – **N/A*** E. *High school graduation rates – **N/A***	
SUBPRIORITY A – SCHOOL ATTENDANCE RATES	
Goal to achieve priority	At least 96% attendance as measured by ADA
Actions to achieve goal	RSAR will provide a safe and engaging learning

	environment for all its students and families, including those of the various subgroups enrolled.
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
Goal to achieve priority	Students will not have more than five unexcused absences in any school year.
Actions to achieve goal	Parents will be made aware of the school's attendance policy (see Appendix A-29). RSAR will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled.
STATE PRIORITY #6: SCHOOL CLIMATE *School climate, as measured by all of the following, as applicable:* *(A) Pupil suspension rates.* *(B) Pupil expulsion rates.* *(C) Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.*	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
Goal to achieve priority	RSAR will maintain an annual suspension rate of less than 1%.
Actions to achieve goal	Teachers will be trained in Positive Behavior Interventions and Supports as outlined in this charter.
SUBPRIORITY B – PUPIL EXPULSION RATES	
Goal to achieve priority	RSAR will maintain an annual expulsion rate of less than 1%.
Actions to achieve goal	Teachers will be trained in Positive Behavior Interventions and Supports as outlined in this charter.
SUBPRIORITY C – OTHER MEASURES	
Goal to achieve priority	80% completion of the bi-annual parent survey
Actions to achieve goal	RSAR will conduct a bi-annual parent survey. Families will be encouraged to complete the survey.
STATE PRIORITY #7— COURSE ACCESS *The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs. "Broad course of study" includes the following, as applicable: Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210) Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))*	
Goal to achieve priority	RSAR students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in our academic and educational program as outlined in the school's Charter.

Actions to achieve goal	All academic content areas will be available to all students, including student subgroups, at all grade levels.

STATE PRIORITY #8—OTHER STUDENT OUTCOMES	
Pupil outcomes, if available, in the subject areas described above in #7, as applicable.	
SUBPRIORITY A – ENGLISH	
Goal to achieve priority	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate progress towards grade level proficiency in English Language Arts
Actions to achieve goal	The RSAR literacy model will have a heavy focus on phonics, fluency and vocabulary. As part of a Balance Literacy approach, all students will participate in Guided Reading to ensure they receive instruction targeted at their skill level. Writing will be taught through a workshop model based off the Lucy Calkins Writing Units of Study. Additional information can be found previously in Element A, as well as Appendices A-2, A-3 and A-4 of this charter.
SUBPRIORITY B – MATHEMATICS	
Goal to achieve priority	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate progress towards grade level proficiency in Math
Actions to achieve goal	In addition to emphasizing basic skills and computational fluency, teachers will focus on developing students' number sense and algebraic reasoning abilities. Students will be challenged to reason and communicate mathematically. Additional information can be found previously in Element A, as well as Appendices A-5 and A-6 of this charter.
SUBPRIORITY C – SOCIAL SCIENCE	
Goal to achieve priority	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate progress towards grade level proficiency in Social Science
Actions to achieve goal	Social Studies instruction will be embedded in Literacy instruction through the use of thematically integrated, standards-based Understanding by Design (UbD) units. Additional information can be found previously in Element A, as well as Appendix A-7 of this charter.
SUBPRIORITY D –SCIENCE	
Goal to achieve priority	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate progress towards grade level proficiency in Science
Actions to achieve goal	Science instruction will be embedded in both Humanities and Math instruction through the use of thematically integrated, standards-based Understanding by Design (UbD)

	units. Additional information can be found previously in Element A, as well as Appendix A-7 of this charter.
SUBPRIORITY E –VISUAL AND PERFORMING ARTS	
Goal to achieve priority	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to visual and performing arts
Actions to achieve goal	Arts will be integrated into the Humanities block, often as part of Social Studies content. Additional information can be found previously in Element A, as well as Appendix A-7 of this charter.
SUBPRIORITY F –PHYSICAL EDUCATION	
Goal to achieve priority	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will participate in physical education
Actions to achieve goal	All students will have an opportunity to learn about different methods of exercise including team and individual sports.

ELEMENT B: MEASURABLE STUDENT OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. —California Education Code Section 47605(b)(5)(B).

Assessment Beliefs
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)[31] 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
RSAR 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 California Assessment of Student Performance and Progress ("CAASPP") and all other mandated accountability programs (CELDT, etc.). Through these assessments, RSAR 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, RSAR 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: STEP, Individual Education Plan ("IEP") goals, Accelerated Reader/STAR Reading, and other methods by which student progress may be assessed.

Pursuant to Education Code Section 47605(b)(5)(B), following is a table describing RSAR's outcomes that align with the state priorities, and goals and actions to achieve the state priorities, as identified in Element A of this charter.

---

[31] Stiggins, R.J., Arter, J., Chappuis, J., & Chappuis, S. (2004). *Classroom Assessment* for *Student Learning: Doing It Right-Using It Well.*

The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by RSAR at the school site.

STATE PRIORITY #1— BASIC SERVICES	
The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))	
Subpriority A - Teachers	
Goal to achieve Subpriority	100% of core teachers will be appropriately assigned and hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing.
Actions to achieve goal	All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; RSED Human Resources will annually review assignment and credential status.
Measurable Outcome	100% of core teachers will be appropriately assigned and hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing.
Methods of Measurement	Initial and annual verification of core teacher credential as reported by the CA Commission on Teacher Credentialing; CALPADS Report 3.5 NCLB Core Course Section Compliance; Annual publication of School Accountability Report Card.
Subpriority B – Instructional Materials	
Goal to achieve Subpriority	100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.
Actions to achieve goal	All instructional materials purchased will be aligned to CA Common Core State Standards and aligned with our charter petition.
Measurable Outcome	100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.
Methods of Measurement	Principal reviews all instructional materials before purchase pursuant to E.C. § 60119.
Subpriority C – Facilities	
Goal to achieve Subpriority	All school facilities will be maintained in good repair.
Actions to achieve goal	Regular general cleaning by custodial staff will maintain

	campus cleanliness; Annual and monthly facility inspections will screen for safety hazards.
Measurable Outcome	Annually, 90% all items on monthly site inspection checklists and 90% of facility inspection checklists will be in compliance/good standing and 100% of identified required corrections will be corrected within three months. Daily cleanliness spot checks will also be performed.
Methods of Measurement	Regular site inspection documents prepared by Business Operations Manager; Annual Facility Inspection Reports.

STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS *Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency*	
SUBPRIORITY A – CCSS IMPLEMENTATION	
Goal to achieve Subpriority	RSAR will implement a CCSS aligned academic program
Actions to achieve goal	100% of RSAR teachers will receive professional development based on CCSS and the associated RSAR "power standards" as outlined in this charter.
Measurable Outcome	Annually, 100% of teachers will participate in at least five hours of Professional Development and trainings in CA CCSS and three hours of Technology in Teaching and Learning professional development.
Methods of Measurement	Professional Development calendar and rosters will evidence participation by teachers in professional development activities.
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
Goal to achieve Subpriority	100% of EL students will gain academic content knowledge through the implemenation of the CA CCSS.
Actions to achieve goal	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support.
Measurable Outcome	Annually, 100% of EL students will gain academic content knowledge through the implementation of the CA CCSS.
Methods of Measurement	EL student performance on the CAASPP assessments; CELDT Assessments; STEP, annual report cards.
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
Goal to achieve Subpriority	100% EL students will gain English language proficiency through the implementation of the curriculum and EL strategies outlined in this charter.
Actions to achieve goal	EL students participate in English Language Arts/Literacy

	instruction with appropriate instructional support. All teachers will participate in professional development regarding appropriate strategies of support and intervention, as outlined in detail in this charter.
Measurable Outcome	35% of students will be reclassified after three years of enrollment at RSAR.
Methods of Measurement	Student performance on CELDT/ELPAC Assessment, curriculum assessments, ELD folder and reclassification documentation.

STATE PRIORITY #3— PARENTAL INVOLVEMENT
Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

Goal to achieve priority	RSAR will engage the community through regular community meetings and seek parent input in making decisions through structures such as local advisory board, School Site Council and ELAC.
Actions to achieve goal	RSAR will maintain structures such as local advisory board, School Site Council and ELAC. Parents will be encouraged to participate in these structures.
Measurable Outcome	Parental representation on 100% of all school structures designed to foster parental involvement
Methods of Measurement	Community meeting and other structures' agendas and minutes identify parent participation.

STATE PRIORITY #4— STUDENT ACHIEVEMENT
Pupil achievement, as measured by all of the following, as applicable: H. *CA Assessment of Student Performance and Progress statewide assessment*   I. *The Academic Performance Index (API)*   J. *Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education – N/A*   K. *Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)*   L. *EL reclassification rate*   M. *Percentage of pupils who have passed an AP exam with a score of 3 or higher – N/A*   N. *Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness - NA*

SUBPRIORITY A – *CA Assessment of Student Performance and Progress statewide assessment*
Goal to achieve priority	95% of students will participate in state assessments.

Actions to achieve goal	All students will be prepared for participation in state assessments.
Measurable Outcome	95% of students will participate in state assessments.
Methods of Measurement	Attendance records.

SUBPRIORITY B – API	
Goal to achieve priority	RSAR will meet or exceed State-wide academic performance index ("API") growth target school wide and for all subgroups.
Actions to achieve goal	Implementation of the CCSS aligned curriculum and instructional strategies outlines in charter.
Measurable Outcome	RSAR will meet or exceed State-wide academic performance index ("API") growth target school wide and for all subgroups.
Methods of Measurement	API reports or equivalent as determined by the CA Department of Education.

SUBPRIORITY D – EL progress towards proficiency	
Goal to achieve priority	50% of students in CELDT levels 1-3 will move at least 1 CELDT level annually.
Actions to achieve goal	EL students will receive in class instructional support which includes 1-on-1 teacher support, small group work, usage of SDAIE and ELD instructional strategies, GLAD instructional strategies, and additional English Learner instructional best practices as outlined in the charter.
Measurable Outcome	50% of students in CELDT levels 1-3 will move at least 1 CELDT level annually.
Methods of Measurement	CELDT/ELPAC Score Reports; EL Reclassification documentation

SUBPRIORITY E – EL RECLASSIFICATION RATES	
Goal to achieve priority	35% of students will be reclassified after three years of enrollment at RSAR.
Actions to achieve goal	EL students will receive in class instructional support which includes 1-on-1 teacher support, small group work, usage of SDAIE and ELD instructional strategies, GLAD instructional strategies, and additional English Learner instructional best practices as outlined in the charter.
Measurable Outcome	35% of students will be reclassified after three years of enrollment at RSAR.

Methods of Measurement	CELDT/ELPAC Score Reports; EL Reclassification documentation

STATE PRIORITY #5: STUDENT ENGAGEMENT
A. *School attendance rates*
B. *Chronic absenteeism rates*
C. *Middle school dropout rates (EC §52052.1(a)(3)) – N/A*
D. *High school dropout rates – N/A*
E. *High school graduation rates – N/A*

SUBPRIORITY A – SCHOOL ATTENDANCE RATES	
Goal to achieve priority	At least 96% attendance as measured by ADA
Actions to achieve goal	RSAR will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled.
Measurable Outcome	At least 96% attendance as measured by ADA
Methods of Measurement	Monthly, Quarterly, and Annual ADA reports.

SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
Goal to achieve priority	Students will not have more than five unexcused absences in any school year.
Actions to achieve goal	Parents will be made aware of the school's attendance policy (see Appendix A-29). RSAR will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled.
Measurable Outcome	90% of students will not have more than five unexcused absences in any school year.
Methods of Measurement	Monthly, Quarterly, and Annual ADA reports.

STATE PRIORITY #6: SCHOOL CLIMATE
School climate, as measured by all of the following, as applicable:
(D) Pupil suspension rates.
(E) Pupil expulsion rates.
(F) Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

SUBPRIORITY A – PUPIL SUSPENSION RATES	
Goal to achieve priority	RSAR will maintain an annual suspension rate of less than 1%.
Actions to achieve goal	Teachers will be trained in Positive Behavior Interventions and Supports as outlined in this charter.
Measurable Outcome	RSAR will maintain an annual suspension rate of less than 1%.
Methods of Measurement	Annual School Accountability Report Card & Annual Report and CALPADS Report 7.1 Discipline Incidents will be used

	as evidence.

SUBPRIORITY B – PUPIL EXPULSION RATES	
Goal to achieve priority	RSAR will maintain an annual expulsion rate of less than 1%.
Actions to achieve goal	Teachers will be trained in Positive Behavior Interventions and Supports as outlined in this charter.
Measurable Outcome	RSAR will maintain an annual expulsion rate of less than 1%.
Methods of Measurement	Annual School Accountability Report Card & Annual Report and CALPADS Report 7.1 Discipline Incidents will be used as evidence.

SUBPRIORITY C – OTHER MEASURES	
Goal to achieve priority	80% completion of the bi-annual parent survey
Actions to achieve goal	RSAR will conduct a bi-annual parent survey. Families will be encouraged to complete the survey.
Measurable Outcome	80% completion of the bi-annual parent survey
Methods of Measurement	Survey completion rates.

STATE PRIORITY #7— COURSE ACCESS	
The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs. "Broad course of study" includes the following, as applicable: Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210) Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))	
Goal to achieve priority	RSAR students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in our academic and educational program as outlined in the school's Charter.
Actions to achieve goal	All academic content areas will be available to all students, including student subgroups, at all grade levels.
Measurable Outcome	Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core and non-core subjects content areas available.
Methods of Measurement	Student, teacher, course, and grade level schedules.

STATE PRIORITY #8—OTHER STUDENT OUTCOMES	

Pupil outcomes, if available, in the subject areas described above in #7, as applicable.	
SUBPRIORITY A – ENGLISH	
Goal to achieve priority	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate progress towards grade level proficiency in English Language Arts
Actions to achieve goal	The RSAR literacy model will have a heavy focus on phonics, fluency and vocabulary. As part of a Balance Literacy approach, all students will participate in Guided Reading to ensure they receive instruction targeted at their skill level. Writing will be taught through a workshop model based off the Lucy Calkins Writing Units of Study. Additional information can be found previously in Element A, as well as Appendices A-2, A-3 and A-4 of this charter.
Measurable Outcome	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate progress towards grade level proficiency in English Language Arts
Methods of Measurement	CAASPP assessment results
SUBPRIORITY B – MATHEMATICS	
Goal to achieve priority	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate progress towards grade level proficiency in Math
Actions to achieve goal	In addition to emphasizing basic skills and computational fluency, teachers will focus on developing students' number sense and algebraic reasoning abilities. Students will be challenged to reason and communicate mathematically. Additional information can be found previously in Element A, as well as Appendices A-5 and A-6 of this charter.
Measurable Outcome	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate progress towards grade level proficiency in Math
Methods of Measurement	CAASPP assessment results
SUBPRIORITY C – SOCIAL SCIENCE	
Goal to achieve priority	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate progress towards grade level proficiency in Social Science
Actions to achieve goal	Social Studies instruction will be embedded in Literacy instruction through the use of thematically integrated,

	standards-based Understanding by Design (UbD) units. Additional information can be found previously in Element A, as well as Appendix A-7 of this charter.
Measurable Outcome	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate progress towards grade level proficiency in Social Science
Methods of Measurement	CAASPP assessment results

SUBPRIORITY D –SCIENCE	
Goal to achieve priority	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate progress towards grade level proficiency in Science
Actions to achieve goal	Science instruction will be embedded in both Humanities and Math instruction through the use of thematically integrated, standards-based Understanding by Design (UbD) units. Additional information can be found previously in Element A, as well as Appendix A-7 of this charter.
Measurable Outcome	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate progress towards grade level proficiency in Science
Methods of Measurement	CAASPP assessment results

SUBPRIORITY E –VISUAL AND PERFORMING ARTS	
Goal to achieve priority	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to visual and performing arts
Actions to achieve goal	Arts will be integrated into the Humanities block, often as part of Social Studies content. Additional information can be found previously in Element A, as well as Appendix A-7 of this charter.
Measurable Outcome	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate progress towards grade level proficiency in Visual and Performing Arts
Methods of Measurement	Art enrichment participation rates.

SUBPRIORITY F –PHYSICAL EDUCATION	
Goal to achieve priority	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will participate in physical education
Actions to achieve goal	All students will have an opportunity to learn about different

	methods of exercise including team and individual sports.
Measurable Outcome	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate progress towards grade level proficiency in physical education
Methods of Measurement	5th grade physical fitness assessment.

ELEMENT C: ASSESSMENT OF STUDENT AND SCHOOL OUTCOMES

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

RSAR affirms that, to the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

CAASPP 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 at the beginning, middle and end of each academic 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 STEP. Our Writing assessment is a rubric at each grade-level based on Six Traits. Our Math benchmark is designed by Curriculum Associates and aligned to the state standards. We have correlated the NWEA assessment and these internal assessments with performance on end of year CAASPP data, 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 Data Driven Instruction and Professional Development sections of Element A, 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 achievement data will be disaggregated annually to identify the academic performance of students by sub-groups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities).

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

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

ELEMENT D: GOVERNANCE AND LEGAL ISSUES

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

Legal Status

In accordance with Education Code section 47604, RSAR shall be operated by Rocketship Education (RSED), a California non-profit public benefit corporation with 501(c)(3) status pursuant to California law. RSED will be governed by a 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 RSED's Articles of Incorporation, Bylaws and Conflict of Interest Code in Appendix D-1.

RSED will operate autonomously from Santa Clara County Office of Education, 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, 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.

The proposed governance structure will help ensure that RSAR becomes and remains a viable enterprise.

Organizational Structure

RSAR will be governed by the RSED Board of Directors. The Board is ultimately responsible for the operation and activities of RSAR. 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 Rocketship Education bylaws state that the Board must consist of at least three and up to twenty five members who will govern RSAR. 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 RSAR. Please see Appendix D-2 for an example of the Rocketship Education Advisory Board policy.

The Board will meet on a regular basis. Currently, the board meets quarterly and more often as needed. RSED's Board of Directors may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which charter schools are established. The Board has adopted policies and procedures regarding self-dealing and conflicts of interest (See Conflicts of Interest Code, Appendix D-1).

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

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

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;
- 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 RSAR Principal
- 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 RSAR annual independent fiscal audit;
- Participation as necessary in student expulsion matters pursuant to RSAR 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 conflict of interest 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 D-1.) [32]

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 as allowable under state law.

Board Training

The RSED Board of Directors shall participate annually in professional training regarding topics such as 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:

- 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.

---

[32] To be updated as necessary to meet updates to applicable conflicts of interest laws.

Rocketship Education

The Staff of Rocketship Education shall provide the following services to RSAR:

(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
(t)   collecting in-lieu property taxes from the County and reconciling payments made by the County against actual amounts owed pursuant to the Charter Schools Act.

Parent Participation

Rocketship views deep parental engagement and ongoing advocacy for their children as essential to our mission of closing the achievement gap.

A new charter school can evoke a mix of hope and anxiety from targeted school communities. While parents are eager for high quality school options, many are skeptical of a new provider and its intentions. To mitigate these concerns, RSAR is committed to communicating transparently

and respectfully with the community from the onset. Staff will hold a series of open meetings for parents and community members – after school and on weekends. In addition, the organization will sponsor community outreach nights so parents and community members can be informed of the new vision for this school.

As RSAR 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 RSAR will be its own LEA and projects to have over 21 English Learners enrolled, RSAR will form an ELAC committee that complies with all of the California Department of Education English Learner Categorical Program requirements as well as a School Site Council as required by state law. RSAR parents will be encouraged to join the ELAC, School Site Council, and the Regional Advisory Board.

Additional Opportunities for Parent Involvement
Parents, students and teachers will meet regularly to plan and assess the student's learning progress and determine goals. In addition, other parental involvement opportunities include:
- **School and staff evaluations**: parents fill out a survey each year evaluating the strengths and weaknesses they identify with the program to be reviewed by staff and faculty for consideration of ongoing improvement of Rocketship Education.
- **Volunteer opportunities**: the Principal will maintain a list of various opportunities for parents to volunteer at RSAR. As part of the Commitment to Excellence, families are asked to commit to 30 hours of volunteer time per year. While this commitment is not a requirement, it is strongly recommended as a method to foster family-school partnerships. In order to fulfill their commitment, parents have the opportunity to help in classrooms, lead extracurricular activities, assist in event planning, attend field trips and serve on parent committees.
- **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.

Determining Success for Parent Involvement
Parent involvement is critical to the academic success of RSAR students and the overall success of RSAR, and so the Rocketship Governing Board of Directors and RSAR school leaders will use dashboard metrics to measure the success of parent involvement. The key metrics for monitoring the success of parent involvement are:
- There will be no less than 20 "Parent Leaders" at RSAR: These individuals will help lead various activities at school as well as be key liaisons within the community to help inform other parents about Rocketship and promote grassroots, community efforts to help Rocketship eradicate the achievement gap in San Jose and the Alum Rock community.
- At least 70% of families will attend school community events: These events include community meetings, exhibition nights, and other school events. A high percentage of participation demonstrates a deep parent engagement and commitment to RSAR Schools.
- Each RSAR family will complete at least 30 hours of volunteer hours at the school per year: RSAR parents will be encouraged to volunteer at the schools to help tighten the link between the families and the school as well as assist RSAR teachers and staff with various school operations. These activities will vary widely but will include classroom assistance,

translating documents, administrative assistance, and assisting in special school events. Though these volunteer hours are encouraged, no family is required to complete the 30 volunteer hours.

Families will be made aware of RSAR's performance in a variety of ways: First and foremost, school performance (not solely on state accountability assessments, but also on Rocketship internal assessments, and other summative assessments such as the NWEA) will often be a topic of discussion at Rocketship Community meetings which will be held on a monthly basis. Further, it will also be a topic discussed by teachers with Rocketship parents during parent-teacher conferences and by the Principal at various other school events, including back-to-school barbeques assuming assessment results have been released.

ELEMENT E: EMPLOYEE QUALIFICATIONS

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

RSAR 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(d)(1), RSAR shall be nonsectarian in its employment practices and all other operations. RSAR shall not discriminate against any individual (employee or student) on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

All employees should possess the personal characteristics, knowledge base and/or relevant experiences in the responsibilities and qualifications identified in the posted job description as determined by RSAR.

Key Positions

Principal

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

Responsibilities:
- Foster a rigorous and college preparatory environment that ensures high levels of student achievement annually through the relentless use of data to drive and refine instruction
- Manage, support, and develop other members of the school leadership team including the Assistant Principals and Office Manager
- Manage self and others in a manner that creates a healthy, high-achieving environment where staff feel challenged, supported, and valued and there is open communication about professional growth and future career opportunities
- Foster a school culture and environment of constant reflection and professional growth so that all staff continues to emerge as leaders within Rocketship and quickly assume leadership positions within the organization
- Foster Rocketship school culture where students, educators, and members of the school community demonstrate Rocketship's beliefs, values, and behaviors

• Create a school community that fully involves parents in student achievement through multiple outlets including home visits, regular community meetings, and parent/family meetings and also empowers them to become active advocates for their Rocketeer's education and achievement
• Promote collaborative problem solving and open communication between educators, students, and families
• Develop classroom educator practice and leadership through direct observation, coaching, and training (4+ teachers)
• Design and lead staff meetings
• Oversee and/or contribute to the design and implementation of staff professional development and collaborative planning time
• Lead the execution of community meetings and events
• Lead and/or support other school site and network-wide initiatives as needed to foster strong school culture, academic excellence, and network growth
• Provide leadership toward, creative and positive data driven behavioral innovations and instruction for high risk students, their teachers and their families

Qualifications:
• 2+ years of experience teaching in an urban city classroom and realizing significant gains
• Strong leadership skills and personal drive
• Relentless pursuit of high expectations
• 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
• Background check, TB test and fingerprinting required
• BA from accredited university
• Valid Teaching Credential

Assistant Principal
RSAR has at least one Assistant Principal, focused full-time on the implementation of RSAR's academic systems and mentoring teachers to improve their effectiveness. Job qualifications for the Assistant Principal include:

• Assistant Principals have made Significant Gains with their students for at least the past year or years;
• Assistant Principals care deeply about children. Assistant Principals, as the senior members of the faculty, must espouse RSAR's culture of caring, showing concern not just for the academic, but for the emotional welfare of their students;

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

Responsibilities:
- Foster a rigorous and college preparatory environment that ensures high levels of student achievement annually through the relentless use of data to drive and refine instruction
- Ensure at least 1.5 years of progress for all Rocketeers annually through rigorous coaching and PD
- Drive student achievement results through regular 1:1 coaching sessions with select staff members
- Oversee the implementation of a rigorous and highly personalized curriculum in classrooms of coached educators
- Promote collaborative problem solving and open communication among teaching staff members
- Ensure Rocketship school culture where students, educators, and members of the school community demonstrate Rocketship's beliefs, values, and behaviors
- Manage self and others in a manner that creates a healthy, high-achieving environment where staff feel challenged, and also fully supported/valued
- Lead and/or contribute to the design and implementation of weekly staff professional development and collaborative planning time
- Identify, celebrate, codify, and share instructional best practices across the school and network
- Implement and share educator coaching and development best practices with other members of the school leadership team
- Assist in the management of school-based Integrated Service 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

Qualifications:
- 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
- Background check, TB test and fingerprinting required
- BA from accredited university
- Valid Teaching Credential

Core Classroom Teachers

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

RSAR 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) California teaching credential: CLAD or BCLAD clear or in progress
(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").

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

> Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit or other document

equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by chartering authority.

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

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

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

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

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 Assistant Principal will include the following:
- Personal achievement of Significant Gains for students which they have directly instructed;
- Parent and Assistant Principal satisfaction with their teaching;
- Peer and Assistant Principal satisfaction with their mentoring and instructional leadership.

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

RSAR 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 educators, 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. RSAR has a two-tiered career ladder for teachers, which recognizes student performance as a primary factor in advancement. Creating a career ladder like RSAR's has several advantages, including employee retention, succession planning, and better career development (CA State Dept. of Employee Development, 2003).

Integrated Special Education (ISE) Teacher

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

Responsibilities
- Ensure that all students realize the academic goals outlined both within their IEPs and by RSAR and realize significant gains (1.5 years of progress)
- Collaborate with school personnel, parents, and other service providers for the purpose of improving the quality of student outcomes, developing solutions and planning curriculum.
- Coordinate referral and assessment procedures and facilitate the coordination of IEP team meetings and the implementation of special education services (Speech, Occupational therapy, etc.)
- Evaluate students' abilities in basic academics for the purpose of assisting other personnel in the diagnosis of learning disorders, development of remediation plans and/or student progress
- Provide one-to-one or small group instruction, direct services and push in or pull out intervention as required by IEP
- Administer standardized achievement tests, interpreting results to determine learners' strengths and areas of need for initial, annual and triennial assessments
- Provide accommodations and/or modifications to learners with disabilities for assignments and testing as determined by the IEP team
- Draft and write professional and compliant IEPs, as well as finalize the data in SEIS
- Instruct students for the purpose of improving their success in assigned basic academic subject areas of reading, writing and/or math
- Manage student behavior for the purpose of providing a safe and optimal learning environment, develops behavior support plans as needed
- Participates in various meetings (IEP, Parent Conferences, In Service Training, Staff Meetings etc.)
- Provide leadership for assuring full compliance with legal requirements as prescribed by federal law under IDEA (Individuals with Disabilities in Education Act 1997) and IDEIA (Individuals with Disabilities in Education Improvement Act, 2004) and State of California Education Code
- Collaborate with parents as educational partners and provide ability awareness as needed

Qualifications
- Embrace the mission of Rocketship Education
- Valid Education Specialist Credential or enrolled in an accredited teacher preparation program working towards a credential

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

Individualized Learning Specialists (ILS)

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

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

Qualifications
- Commitment to Rocketship's mission, vision, and goals
- Passion for working with children; ability to motivate and support children in reaching high levels of academic success
- Previous experience managing and/or teaching groups of elementary---age students is strongly preferred

- Excellent communication and interpersonal skills, with ability to engage and work closely with a wide range of staff members
- Basic computer skills including troubleshooting and an ability to communicate about technical difficulties
- Ability to efficiently interpret, manage, and utilize multiple sets of data in order to best support students' progress
- Ability to learn laws, rules, practices and procedures related to public education and specific to Rocketship Education
- Fluency in English
- Flexibility and a willingness to learn
- Bachelor's Degree is a plus, but not required
- Background check, TB test and fingerprinting required

Paraprofessional

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

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

Qualifications
- A team player who is detail-oriented, resourceful and able to manage his/her responsibility with confidence and discretion
- Comfort in a start-up environment with flexibility
- Interpersonal skills using tact, patience and courtesy
- Willingness to implement positive behavior support plans
- Passion for working with young children
- AA Degree and HS Diploma or GED Required
- Experience working with young children in a school setting
- Experience working with students with disabilities (desired)
- Background check, TB test and fingerprinting required

Other Positions

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

Responsibilities:

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

Qualifications:
- Strong organizational skills;
- Strong time management skills;
- Ability to work both independently and with a team;
- Fluency in Spanish is highly desirable.
- Background check, TB test and fingerprinting required
- A.A. degree or equivalent work experience
- 3 plus years in administrative support position preferable;
- Experience in school front office preferable;
- Proficient with Microsoft Office.

Business Operations Manager (BOM)

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

Responsibilities
- Manage food service operations, including managing staff, serving as main contact with meal vendor, ensuring compliance, conducting local audits, and ensuring meal program financial health
- Own procurement and purchasing for the school site. Work with school to understand needs, place orders, inventory items received, handle returns/exchanges, etc.
- Hire, manage, and evaluate all hourly school support staff, including those working on lunch and arrival/dismissal
- Support the logistical, compliance, and technology side of administration of selected assessments, including NWEA MAP, CAASPP, CELDT, Physical Fitness, and Hearing & Vision testing
- Serve as main owner of school safety processes and compliance, including administering trainings, running drills, and conducting safety audits. Partner with Principal to respond to emergencies.
- Manage facilities-related needs, including scheduling/meeting vendors and handling after-hours facilities emergencies
- Provide support for Principal on finance-related topics, including around budgets, cash collection, and invoice approval

- Serve as on-site HR compliance contact, including completion of new hire and benefits paperwork and collect personnel file items
- Serve as on-site IT contact, including managing IT assets, assisting staff with IT issues as able, and serving as main touchpoint to central IT staff
- Manage arrival and dismissal
- Manage start-of-year logistics around move-in (most relevant for new schools)
- Own free/reduced-price lunch application process, including validating forms and running income verification process
- Run weekly and monthly attendance reports, serve as main point of contact for PowerSchool administrator for needs related to compliance reporting

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

Enrichment Center Coordinator

The Enrichment Center Coordinator provides students with the opportunity to engage in physical education, art, and various other enrichment activities. The Enrichment Center Coordinator plays a critical role in strengthening school culture. He or she oversees the effectiveness of the Enrichment Center and interacts with all students on a daily basis. Students rotate through Enrichment Center every day in blocks of 30-45 minutes.

Responsibilities
- Motivate students to participate in learning activities; create a positive student culture around sports and teamwork; maintain high behavioral expectations for all students
- Develop a year-long scope and sequence map as well as thematic unit plans to teach discrete sports skills (soccer, basketball, kickball etc.), art skills, gardening skills, teamwork, and various other enrichment skills throughout the school year.
- Collaborate with school staff to develop a positive culture focused on Rocketship's core values (respect, responsibility, persistence, empathy) both outdoors and indoors
- Serve as the leader and facilitate large group lessons and games on the topics indicated above
- Communicate and collaborate with teachers and school leaders; participate actively in staff development opportunities as a member of the Rocketship team
- Ensure that students have access to a positive and productive learning environment by enforcing all campus safety rules and behavior expectations; respond to occasional exposure to blood, bodily fluids and tissue and/or occasional interactions with children who require additional support with behavior
- Inventory and maintain Enrichment Center materials and accessories
- Other duties as assigned by the supervisor

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

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

Responsibilities

Duties may include, but not be limited to:

- Arrange setup and clean up for food items, supplies, equipment, and food preparation and serving areas
- Maintain cafeteria records and reports as required for the purpose of meeting local, state, and federal guidelines
- Supervise and monitor students during assigned recess and lunch periods
- Implement all site playground rules and safety regulations
- Report any unsafe playground conditions, including equipment, to administrators immediately
- Ensure a safe and effective arrival/dismissal for all students before and after school hours
- Utilize appropriate disciplinary procedures and techniques in accordance with the school site discipline plan
- Attend staff meetings and in-service trainings as deemed necessary for the position

Qualifications

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

ELEMENT F: HEALTH AND SAFETY PROCEDURES

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

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

Please see Appendix F-1 for a detailed description of sample RSAR 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 F-2 for policies on Sexual Harassment and Complaint Procedures and Appendix F-3 for policies on Role of Staff as Mandated Child Abuse Reporters. RSAR 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 RSAR policies:

Fingerprinting/Background Check
Employees and contractors of RSAR 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 and the procedures described in Rocketship's Mandated Reporter Policy.

TB Testing
RSAR 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
RSAR will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision/Hearing/Scoliosis
RSAR shall adhere to Education Code Section 49450 *et seq*. as applicable to the grade levels served by RSAR.

Emergency Preparedness
RSAR 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
RSAR 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
RSAR shall maintain a drug-, alcohol-, and smoke-free environment.

Facility
The facility to be utilized by RSAR must be in compliance with either the Field Act or the California Building Standards Code in accordance with Education Code 47610.

RSAR presently intends to comply with the requirement contained in Education Code Section 47610 by utilizing private facilities that are compliant with the California Building Standards Code. However, RSAR reserves the right to build a facility in compliance with the Field Act or to request Field Act compliant facilities from the District in the future under Proposition 39 and its implementing regulations. 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.

ELEMENT G: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

RSAR 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.

RSAR 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.
- 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.

As part of outreach to Spanish speakers, RSAR provides:

a. Flyers in both English and Spanish about upcoming RSAR 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

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

ELEMENT H: ADMISSIONS REQUIREMENTS

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

STUDENT ADMISSIONS POLICIES AND PROCEDURES

RSAR shall strive to achieve a student population from Alum Rock which understands and values RSAR's mission and vision statements and is committed to RSAR instructional and operational philosophy.

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

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

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

RSAR feels strongly that success for students requires a commitment from both students and parents to the mission and vision of RSAR 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 RSAR philosophy, program, and volunteer policy. Students will not be denied admission or dis-enrolled for failing to sign the Commitment Letter.

RSAR 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, RSAR will hold a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students (2nd year forward) who are guaranteed enrollment in the following school year.

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

1) Siblings of currently enrolled RSAR students
2) Children of employees of RSAR
3) Residents of the County
4) Other California residents

The Charter School and County mutually agree that the preferences in the public random drawing as listed above are consistent with Education Code Section 47605(d)(2) and applicable federal law and non-regulatory guidance; however, should the preferences require modification in order to meet requirements of the Public Charter Schools Grant Program (PCSGP), such modifications may be made at the Charter School's discretion without any need to materially revise the charter as long as such modifications are consistent with the law and written notice is provided by the Charter School to the County.

Students qualifying for more than one preference group will be considered part of the highest preference for which they qualify. At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list in the order of their draw in the public random drawing. This wait list will allow students the option of enrollment in the case of an opening during the school year. In no circumstance will a wait list carry over to the following school year.

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

The Charter School will likely conduct the lottery in the spring for enrollment in fall of that year.

ELEMENT I: FINANCIAL AUDIT

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

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

An annual audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of RSAR 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 ARUSD, 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. By March 15th, The Board 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. 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.

ELEMENT J: STUDENT SUSPENSION AND EXPULSION PROCEDURES

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

RSAR 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. Please find the procedures by which students can be suspended or expelled attached as Appendix J.

ELEMENT K: STAFF RETIREMENT SYSTEM

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

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

ELEMENT L: ATTENDANCE ALTERNATIVES

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

No student may be required to attend the Charter School. Students who reside within Alum Rock may attend other district schools or pursue an intra- or inter-district transfer in accordance with existing SCCOE enrollment and transfer 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.

ELEMENT M: DESCRIPTION OF EMPLOYEE RIGHTS

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

No public school district employee shall be required to work at the Charter School. Employees of the school district who choose to leave the employment of school district to work at the Charter School will have no automatic rights of return to the school district after employment by the Charter School unless specifically granted by the school district through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the school district to work in the Charter School that the school district may specify, any rights of return to employment in a school district after employment in the Charter School that the school district may specify, and any other rights upon leaving employment to work in the Charter School that the 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 Rocketship Education and not of the school district, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the school district or any school district will not be transferred to Rocketship Education. Employment by Rocketship Education provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

ELEMENT N: DISPUTE RESOLUTION PROCESS

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter."
                                                                    - California Education Code Section 47605(b)(5)(N)

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 authorizer, and (3) ensure a fair and timely resolution to disputes.

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

Internal Disputes
All internal Rocketship disputes will be handled internally and will be governed by the Charter School's adopted policies.

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

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

If this joint meeting fails to resolve the dispute, the Superintendent and Principal(s) or designees shall jointly identify a neutral, third party mediator. The format of the mediation session shall be developed jointly by the Superintendent and the Principal(s) or designees. Mediation shall be held

within 30 school days of the joint meeting. All dates or procedures within this section can be amended by written mutual agreement or necessity due to mediator scheduling. Each party shall bear its own costs of dispute resolution with the cost of the mediator being split equally amongst the Parties. If mediation fails, either Party will have been deemed to have exhausted the administrative remedies within this charter and may pursue any alternative legal options for resolution.

ELEMENT O: LABOR RELATIONS

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

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

ELEMENT P: CLOSURE OF THE SCHOOL

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

The following procedures shall apply in the event 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 will promptly notify parents and students of the Charter School, the District, the Santa Clara County Office of Education, the Charter 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 RSED shall prepare final financial records. RSED shall also have a State Controller-approved firm complete an independent audit within six months after closure. RSED shall pay for the final audit. The audit shall be prepared by a qualified Certified Public Accountant selected by 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.

RSED 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 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.

BUSINESS OPERATIONS

BUDGETS AND CASH FLOW

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

Attached, as Appendix BO-1 please find the following documents:
- A projected multi-year budget including start up costs
- Cash flow and financial projections
- A narrative describing the above.

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

> (b) The sponsoring local educational agency shall transfer funding in lieu of property taxes to the charter school in monthly installments, by no later than the 15th of each month.
>   (1) For the months of August to February, inclusive, a charter school's funding in lieu of property taxes shall be computed based on the amount of property taxes received by the sponsoring local educational agency during the preceding fiscal year, as reported to the Superintendent for purposes of the second principal apportionment. A sponsoring local educational agency shall transfer to the charter school the charter school's estimated annual entitlement to funding in lieu of property taxes as follows:
>   (A) Six percent in August.
>   (B) Twelve percent in September.
>   (C) Eight percent each month in October, November, December, January, and February.
>   (2) For the months of March to June, inclusive, a charter school's funding in lieu of property taxes shall be computed based on the amount of property taxes estimated to be received by the sponsoring local educational agency during the fiscal year, as reported to the Superintendent for purposes of the first principal apportionment. A sponsoring local educational agency shall transfer to each of its charter schools an amount equal to one-sixth of the difference between the school's estimated annual entitlement to funding in lieu of property taxes and the amounts provided pursuant to paragraph (1). An additional one-sixth of this difference shall be included in the amount transferred in the month of March.
>   (3) For the month of July, a charter school's funding in lieu of property taxes shall be computed based on the amount of property

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

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

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

The attached budget assumes that these payments will be made timely by the County as required by Education Code 47635 and 42238.02. The program outlined in the petition is predicated, among other things, on the County meeting its obligation to provide in-lieu property tax payments in a timely fashion and the State of California maintaining at least the funding rates per pupil contained in the 2013-14 fiscal year budget.

FINANCIAL REPORTING

RSAR 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 July 1, an annual update required pursuant to Education Code Section 47606.5.

3.   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 Office of Education, State Controller, and State Department of Education.

4.   By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

5.   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.

6.   All attendance reports: 20 day, P-1, P-2 and annual.

7.   All additional reporting as agreed to, in writing, as part of an MOU between SCCOE and RSAR

INSURANCE

RSAR 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(g)

Administrative services will be managed in-house and contracted with appropriately qualified and/or credentialed (as necessary) outside providers to address all administrative services. Please see above under Governance for the role of Rocketship Education as the predominate provider of administrative services. We do not anticipate purchasing any services from the 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 RSAR include but are not limited to the following:

- Accounting and payroll management
- Cash flow management
- Contracts with charter authorizers
- Real estate financial management
- Securing and managing loans

- Federal grant writing and reporting
- Creation of the student management system used to keep student's daily, periodic, and annual academic results
- Human Resources
- Provide support on academic data analysis as necessary
- Develop best practices for school safety and other school procedures
- Provide ongoing consulting for the management of the Learning Lab
- Teacher recruiting

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

Selection of contractors includes a rigorous screening process conducted by Rocketship Education's Finance department. In the case where a contractor is paid for by federal funds, we follow all necessary federal compliance guidelines.

Facilities

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

Location:
RSAR anticipates that the campus will be located at 70 S. Jackson Ave in San Jose, CA. This facility is located in compliance with Education Code section 47605 (a) (1), which provides, in relevant part, that "A petition for the establishment of a charter school shall identify a single charter school that will operate within the boundaries of the school district. A charter school may propose to operate at multiple sites within the school district, as long as each location is identified in the charter petition."

Rocketship engages in contingency planning in the event that we do not secure the primary site identified, including actively maintaining a pipeline of potential sites that will serve as back-up options in the case that a preferred location is not secured. RSAR reserves the right to locate a single site outside the District in the unlikely event that the proposed site cannot be utilized and no other site within the District can be found so long as appropriate notice is provided pursuant to Education Code 47605.1 (d).

Projected Cost, Type, and Financing Plan
Rocketship conducts a rigorous facilities acquisition process. Historically, this process has resulted in working with Launchpad Development Company (Launchpad) to acquire the land and build Rocketship's schools. Each of these facilities housing Rocketship's first seven schools was completed on-time and on budget, resulted in an average facility cost of 15% of revenues. In order to be conservative, Rocketship budgets 20% of revenues for rent expenses. In the event that the rent payments comprise more than 20% of revenues, Rocketship Education will reduce its management fees by a corresponding amount.

Rocketship welcomes the opportunity to discuss potential partnerships with districts to identify available space as a result of Prop 39. To date, Rocketship has not located in district facilities as a result of a Prop. 39 request, however, such a partnership would be beneficial with resolution of the following key criteria: a) will the space be available for a sufficient period of time, b) will the size of the space accommodate the desired number of students, and c) is the space located in a community targeted by Rocketship based on the students and families it will serve.

For schools that are developed by Launchpad, Rocketship's permanent school facility will typically include the following:

- Classrooms to support up to 650 students
- At least 2,300 sq. ft. multi-purpose room
- A servery, including a warming oven, refrigerator, and milk cooler for food service
- A foyer
- At least 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 education) 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

Launchpad has successfully used this building model for Rocketship's first seven schools and revises the model each year to ensure that the school building is accommodating the school programming needs in an efficient and optimal manner, and is supporting the high performance of the schools.

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

1) New Market Tax Credits

2) Tax Exempt Bond financing

3) Bridge financing during the development and construction periods that will be taken out by tax exempt bond financing once the project is complete and has opened.

Launchpad successfully financed four of the seven Rocketship projects with New Market Tax Credits and the fifth and sixth projects using bridge financing that was refinanced by issuing long term tax exempt bonds. These transactions have resulted in the increased interest of location and national lenders as well as capital markets investors, providing confidence in the ability to finance the construction of new Rocketship schools moving forward.

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

IMPACT ON THE COUNTY

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

Civil Liability

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

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. The Rocketship Education Articles of Incorporation and bylaws are attached as Appendix D-1. 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 RSAR.

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

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

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

CONCLUSION

By approving this charter, 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 July 1, 2014. In order to comply with rigorous County charter approval requirements, the Petitioners have attached over 800 pages of attachments. These attachments are not intended to be incorporated by reference into the petition, but are provided to ensure that the County has a full and accurate understanding of the scope of the charter proposal and the means by which the Petitioners intend to achieve the academic results outlined in the charter.

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

Should this petition not be approved, the Petitioners may file an appeal with the California State Board of Education pursuant to Education Code Section 47605(j)(1), which provides that the state board must then "review the petition pursuant to subdivision (b)" of Section 47605.