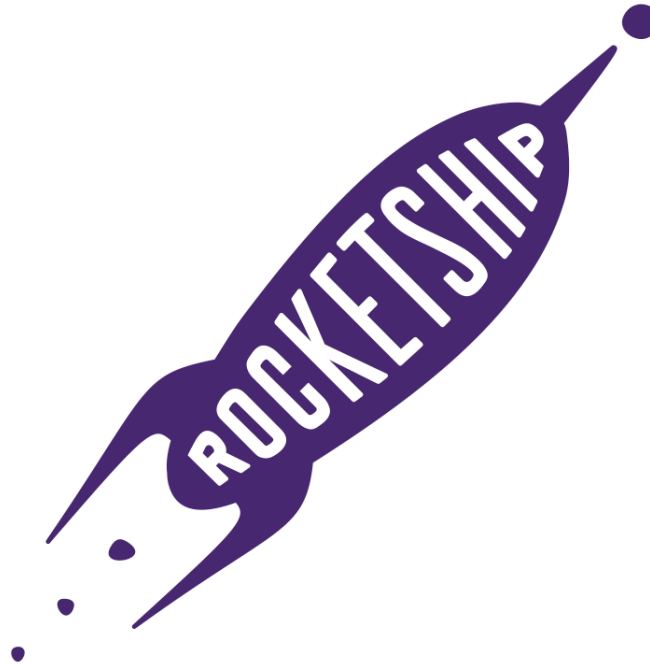


Rocketship Education

Morgan Hill Charter Petition



Submitted to Morgan Hill Unified School District:
September 6, 2013

Submitted on appeal to Santa Clara County Office of Education:
November 6, 2013

Table of Contents

CHARTER SCHOOL INTENT AND CHARTER REQUIREMENTS.....	4
AFFIRMATIONS AND ASSURANCES.....	6
I. INTRODUCTION/FOUNDING GROUP.....	9
BACKGROUND.....	9
FOUNDER.....	11
ROCKETSHIP EDUCATION BOARD OF DIRECTORS.....	11
CURRENT ROCKETSHIP SCHOOLS.....	16
II. EDUCATIONAL PROGRAM.....	17
MISSION STATEMENT.....	17
VISION STATEMENT.....	17
TARGETED SCHOOL POPULATION – WHOM THE SCHOOL IS ATTEMPTING TO EDUCATE.....	17
RSMH ENROLLMENT.....	19
WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY.....	20
HOW LEARNING BEST OCCURS.....	22
CALENDAR AND ATTENDANCE.....	25
BELL SCHEDULE AND INSTRUCTIONAL MINUTES.....	25
IMPLEMENTATION OF EDUCATIONAL PROGRAM/CURRICULUM.....	26
<i>Reading</i>	29
<i>Writing</i>	30
<i>Math</i>	31
<i>Science and Social Studies</i>	32
<i>Arts (Art and Music)</i>	35
PROFESSIONAL DEVELOPMENT.....	35
AT RISK STUDENTS – STUDENTS ACHIEVING BELOW GRADE LEVEL.....	41
STUDENTS ACHIEVING ABOVE GRADE LEVEL.....	41
ENGLISH LEARNERS.....	41
SERVING STUDENTS WITH DISABILITIES.....	44
III. MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA.....	61
ASSESSMENT ASSUMPTIONS.....	61
SCHOOL OUTCOME GOALS.....	61
MEASURING STUDENT PROGRESS.....	62
USE AND REPORTING OF DATA.....	63
IV. GOVERNANCE STRUCTURE.....	65
V. HUMAN RESOURCES.....	71
QUALIFICATIONS OF SCHOOL EMPLOYEES.....	71
PRINCIPAL.....	71
OFFICE MANAGER.....	75
TEACHERS.....	76
RETIREMENT BENEFITS.....	78
EMPLOYEE REPRESENTATION.....	78
RIGHTS OF SCHOOL DISTRICT EMPLOYEES.....	78
HEALTH AND SAFETY.....	79

VI. STUDENT ADMISSIONS, ATTENDANCE AND SUSPENSION/EXPULSION POLICIES	83
NON-DISCRIMINATION	84
PUBLIC SCHOOL ATTENDANCE ALTERNATIVES	85
SUSPENSION AND EXPULSION PROCEDURES.....	85
VII. REPORTING AND ACCOUNTABILITY	86
<u>FACILITIES</u>	87
<u>INDEPENDENT FISCAL AUDIT</u>	89
<u>CLOSURE PROTOCOL</u>	90
VIII. IMPACT ON THE DISTRICT.....	92
APPENDIX A: SECTION 504 BOARD POLICY.....	94
APPENDIX B: 504 ADMINISTRATIVE REGULATION.....	95
APPENDIX C: HEALTH AND SAFETY POLICIES	101
FINGERPRINTING AND BACKGROUND CHECKS	102
TUBERCULIN EXAMINATIONS.....	103
SAFE FACILITIES.....	104
EMERGENCY PLANS.....	105
IMMUNIZATIONS/PHYSICAL EXAMS	113
COMMUNICABLE, CONTAGIOUS, OR INFECTIOUS DISEASE PREVENTION POLICY	115
ADMINISTRATION OF MEDICATIONS.....	116
DRUG-FREE WORKPLACE.....	117
SMOKE-FREE ENVIRONMENT	118
FIRST AID, CPR, AND HEALTH SCREENING	119
EXPOSURE CONTROL PLAN FOR BLOODBORNE PATHOGENS	121
CONDITIONS FOR CLASSROOM AND SCHOOL VISITATION AND REMOVAL POLICY	122
APPENDIX D. SUSPENSION AND EXPULSION PROCEDURES.....	124
APPENDIX E: SEXUAL HARASSMENT POLICY	138
INVESTIGATION	140
APPEAL	143
APPENDIX F: ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS	145
APPENDIX G: SAMPLE ROCKETSHIP PARENT COMMITMENT LETTER	149
APPENDIX H: RESUME OF ROCKETSHIP FOUNDER	151
APPENDIX I: ARTICLES OF INCORPORATION, BYLAWS, AND CONFLICT CODE.....	154
APPENDIX J: ROCKETSHIP LEADERSHIP DEVELOPMENT.....	174
APPENDIX K: SAMPLE TEACHER PROFESSIONAL GROWTH PLAN	178
APPENDIX L: OUTREACH INITIATIVES.....	180
APPENDIX M: ATTENDANCE POLICY	183
APPENDIX N: LETTER FROM EL DORADO COUNTY SELPA	184
APPENDIX O: BUDGET NARRATIVE & CASH FLOW STATEMENT.....	185
APPENDIX P: TEACHER SIGNATURE PAGES	205

Table of Contents of Legal Requirements:

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

1.	<i>Affirmations/Assurances</i>	6
2.	<i>The Educational Program</i>	17
3.	<i>Measurable Student Outcomes</i>	61
4.	<i>Methods to Assess Student Progress towards Meeting Outcomes</i>	62
5.	<i>Location of Charter School Facility</i>	87
6.	<i>Governance Structure of School</i>	65
7.	<i>Employee Qualifications</i>	71
8.	<i>Health and Safety Procedures</i>	79
9.	<i>Means to Achieve Racial/Ethnic Balance Reflective of District</i>	84
10.	<i>Financial and Programmatic Audit</i>	89
11.	<i>Student Suspension and Expulsion</i>	85
12.	<i>Retirement System</i>	78
13.	<i>Dispute Resolution</i>	81
14.	<i>Public School Employer</i>	78
15.	<i>Admission Requirements</i>	83
16.	<i>Attendance Alternatives</i>	85
17.	<i>Description of Employee Rights</i>	78
18.	<i>School Closure</i>	90
19.	<i>District Impact Statement</i>	92

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 RSMH 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 RSMH (the “Charter School”), submitted to the Morgan Hill Unified School Board (“MHUSB”) and Morgan Hill Unified School District (“MHUSD”), submitted on appeal to the Santa Clara County Board of Education (“SCCBOE”) and the Santa Clara County Office of Education (“SCCOE”), and to be located within Morgan Hill Unified 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)]
- The Charter School will be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act. [Ref. California Education Code §47605(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)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(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 2007, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.
- The Charter School will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Criteria for Review, §11967.5.1(f)(5)]
- The Charter School will ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code §47605(1)]
- The Charter School will at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b), 47610]
- The Charter School shall comply with all applicable portions of the No Child Left Behind Act.

- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- The Charter School shall comply with the non-waived portions of California Education Code and State Board Title 5 Regulations.

A handwritten signature in black ink, appearing to read "Pietro Spada", enclosed in a thin black rectangular border.

September 6, 2013

Lead Petitioner

Date

I. INTRODUCTION/FOUNDER

The organizers of RSMH are pleased to submit this charter school petition with the goal of closing the achievement gap in Morgan Hill. In the process of developing this charter petition, the petitioners held meetings with local families and community leaders in Morgan Hill, conducted research around the need for a charter school program like RSMH, 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. an extended school day,
2. high expectations,
3. deep community involvement, and
4. personalization 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 Education. This rate of progress will allow our students to achieve at grade-level by the end of second grade. At graduation, they will leave Rocketship Education at or above grade level. Extensive educational research proves that such progress is fully achievable: high-quality teachers are the key (Sanders and Rivers, 1996; Haycock, 1999)¹.

Deep Community Involvement

In order to achieve our extremely high expectations, it is crucial that our families help us to motivate their students to do their homework, come to school alert and prepared, and reinforce the values that students learn as Rocketeers. We accomplish this by reaching out to the community instead of waiting for the community come to us. Our teachers do home visits with every family during the first half of the year, we expect 90% attendance at our monthly community meetings, and we have many special events during the year to engage families. We 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.

Personalization for Each Student

The final distinctive characteristic of Rocketship Education lies in its focus on each child. We assume that every child in the neighborhoods we serve will have special learning needs to be addressed individually. The Rocketship Model combines traditional classroom instruction with blended learning, which enables highly personalized instruction through online adaptive technology and tutors; a parent engagement strategy that allows for advocacy on behalf of all children and their education; and a leadership development program that creates sustainable careers for highly effective educators.

Rocketship Education's school model is a full Response to Intervention model, providing three tiers of intervention for students in need of additional assistance. Bi-monthly interim assessment results are analyzed to identify students who are failing to make adequate progress in reaching the school's goal for Significant Gains. The first tier of intervention is in the classroom. Guided Reading groups are used to deliver these more personalized 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

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.

levels of intervention will allow Rocketship Education to serve the most struggling readers more effectively than traditional elementary schools.

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

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

Rocketship Education Board of Directors

Fred J. Ferrer

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

Alex Terman

Alex was a founding employee and Chief Operating Officer of Leadership Public Schools (LPS), a non-profit charter management organization with five schools in the Bay Area. Prior to joining LPS, Mr. Terman worked in business and corporate development roles at America Online and Bain & Company and served as a John Gardner Fellow in the Office of the U.S. Trade Representative.

Alex Hernandez

Alex is partner and Vice President of the Charter School Growth Fund (CSGF). He leads CSGF's "next generation" CMO investments as well as those for portfolio members located on the west

coast. Mr. Hernandez is a former Regional Superintendent at Aspire Public Schools and joined CSGF in July 2010. Previous to managing Aspire's largest region, Mr. Hernandez worked with ICEF, a CMO in Los Angeles, and Portland Public Schools as a Broad Resident. Prior to that, Mr. Hernandez worked for several years with JP Morgan and Disney Ventures. He is a graduate of Claremont McKenna and has an MBA and Masters of Education from Stanford University.

Kim Smith

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

Marcus Cole

Marcus Cole is the Wm. Benjamin Scott and Luna M. Scott Professor of Law at Stanford University. A scholar of the law of bankruptcy, corporate reorganization, and venture capital, Marcus Cole takes an empirical law and economics approach to research questions such as why corporate bankruptcies increasingly are adjudicated in Delaware and what drives the financial structure of companies backed by venture capital. He has been a national fellow at the Hoover Institution and has scholarly interests that range from classical liberal political theory to natural law and the history of commercial law. In addition to Rocketship Education, Professor Cole serves on the board of directors for the Central Pacific Region of the Anti-Defamation League of B'nai B'rith and on the editorial board of the Cato Supreme Court Review. Before joining the Stanford Law School faculty in 1997, Professor Cole was an associate in commercial litigation with the Chicago law firm of Mayer, Brown & Platt, and he clerked for Judge Morris Sheppard Arnold of the U.S. Court of Appeals for the Eighth Circuit.

Tim Ranzetta

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

innovative educational models focused on closing the achievement gap.

Deborah McGriff

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

John Rosenberg John Rosenberg is a general partner with Technology Crossover Ventures (TCV) a private equity and venture capital firm focused on information technology companies where he has worked since 2000. John currently serves on the boards of directors of FX Alliance, Inc and Think Finance, Inc. He was also actively involved in TCV's investments in Automated Trading Desk, Capella Education, Interactive Brokers, kgb, Liquidnet, Penson Financial, Thinkorswim, and Travelport, among others. Prior to joining TCV, John was a Business Development Manager at WeddingChannel.com where he focused on strategic development and financial reporting activities. John started his career as an Analyst in the technology investment banking group at Robertson Stephens & Company in San Francisco. John received a B.A. in Economics from Princeton University. From 2004-2010, John also served on the board of RISE (Resources for Indispensable Schools and Educators), a non-profit dedicated to attracting and retaining high-potential teachers in low income, urban schools.

Timothy R Sheehy Timothy R. Sheehy is president of the Metropolitan Milwaukee Association of Commerce. Founded in 1861, MMAC advocates for improving the business climate through better public policy, facilitates economic development through the expansion and attraction of capital investment and jobs, and provides the region's best business network helping members grow their companies. MMAC's dues paying membership in greater Milwaukee provides over 300,000 jobs, and supports a strong quality of life. Prior to being named President in 1993, he was

responsible for governmental affairs, economic development and other MMAC operations. He serves in leadership positions on two MMAC subsidiaries as a board member of the Milwaukee Development Corporation, and as president of the Regional Center, LLC. Sheehy chairs the American Chamber of Commerce Executives, the Milwaukee Economic Development Corporation, and TechStar Holding, Inc. He serves on the boards of Milwaukee College Preparatory, the Milwaukee Partnership Academy, PAVE, Wisconsin Policy Research Institute, Schools That Can Milwaukee, Milwaukee Charter School Advocates, Milwaukee Succeeds, School Choice Wisconsin, Teach for America, and as the treasurer of Summerfest. Prior to joining MMAC, Sheehy worked as a legislative assistant to F. James Sensenbrenner, Jr. in Washington D.C. He is a recipient of the Lyndon Baines Johnson Congressional internship, a Ford Foundation Fellow on Regional Sustainable Development, a graduate of the Institute of Organization Management, and a Certified Chamber of Commerce Executive. Sheehy graduated from the University of Wisconsin- Madison with a B.S. in political science and was a member of the UW's baseball team.

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

Jennifer Niles Jennifer Niles founded and leads the award-winning E.L. Haynes Public Charter School. E.L. Haynes is a Center of Excellence, growing to serve 1,200 students from age three through 12th grade with an exceptional college-preparatory program that receives local and national attention for its student achievement. E.L. Haynes is also a Center for Systemic Reform, currently impacting more than 25,000 students in Washington, DC through strategic broader impact projects. These projects range from a groundbreaking teacher training residency program to a revolutionary new instructional improvement system to policy reform efforts. E.L. Haynes partners with schools nationwide, including engagement in President Obama's Digital Promise initiative and the League of Innovative Schools. Niles' vision for E.L. Haynes stems from her extensive experience in the education sector. Following six years of teaching and completion of her degree from the Yale School of Management in 1998, the Connecticut State Department of Education tapped Niles to head the Charter School Office where she oversaw all aspects of the charter school program and led a multi-disciplinary team to create their accountability system. Niles went on to become the Director of Education Initiatives at The Ball Foundation of Glen Ellyn, IL, an operating foundation that partners with school districts to increase student achievement through systemic reform. From 2002-2003, Niles was a fellow with New Leaders, a prestigious urban principal training program, and in 2003-2004, New American Schools supported her development of the charter for E.L. Haynes. Niles holds a Bachelor of Arts from Brown University, a Masters in Public and Private Management from the Yale School of Management, and a Masters of Science in Public Administration with a focus on Educational Administration from Trinity University in Washington, DC. In 2010, the Aspen Institute and NewSchools Venture Fund awarded Niles the prestigious Entrepreneurial Leaders for Public

Education Fellowship. And, in the same year, the Yale School of Management named Niles as a Donaldson Fellow.

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

Louis Jordan Louis Jordan retired from the Starbucks Coffee Company in early 2013 where he held the position of SVP, Corporate Finance since 2009. At Starbucks, Louis was responsible for a number of Finance functions, including: Marketing, Category and Global Pricing, Real Estate and Store Development, Global Supply Chain, Digital Ventures, Global Planning and Reporting and Treasury and Risk Management. Prior to joining Starbucks, Louis spent six years at Nike where he served as Chief Financial Officer of Nike Inc.'s Global Retail and Digital Commerce operations, and had Finance responsibility for Nike-owned retail first quality stores, factory stores and digital commerce activities worldwide. Before Nike, Louis held Finance management positions at a number of Fortune 500 companies including Gap, Citibank, DuPont, Dun & Bradstreet and Duracell. Louis holds a Bachelor of Arts degree from Westmar College and a Master of Arts degree from Brown University. He received his MBA in Finance from the Kelley School of Business at Indiana University. Louis currently serves as a member of the Board of Directors for the Indiana University Foundation, Causeit.com and Summer Search Seattle. In addition he is a member of the Kelley School of Business Dean's Advisory Council and on the Advisory Board of the Kelley School's Johnson Center for Entrepreneurship and Innovation. A Philadelphia native, Louis resides principally in Seattle, Washington. Since 2006, as co-owner of Tympany vineyards in northern California's Alexander Valley, Louis has produced an estate-grown Bordeaux style wine, offered commercially under the Tympany brand.

Current Rocketship Schools

Currently, Rocketship Education has 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 low income students in California.

School Name	Year Founded	2012-2013 API
Rocketship Mateo Sheedy	2007	850
Rocketship Si Se Puede	2009	836
Rocketship Los Suenos	2010	789
Rocketship Discovery Prep	2011	790
Rocketship Mosaic	2011	836
Rocketship Brilliant Minds	2012	893
Rocketship Alma Academy	2012	809
Rocketship Spark	2013	N/A

² CA schools serving > 70% FRL

II. EDUCATIONAL PROGRAM

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

“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)

Mission Statement

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

Goals

- RSMH 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 RSMH.
- RSMH students will become self-motivated, competent and lifelong learners.
- RSMH students will develop a deep love of learning.
- RSMH will provide parents of Morgan Hill with a path for their children to take in order to have the best chance to attend a four-year college.
- RSMH will encourage our alumni both to become leaders in their community and help others achieve their goals.

Vision Statement

RSMH seeks to create a future in which thousands of children from Morgan Hill 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

RSMH is designed to serve students who are or may be at risk of achieving below basic proficiency on state exams. RSMH will attract children of parents who are seeking an alternative to their current educational system, who desire an innovative educational approach, and who share the vision of RSMH. RSMH anticipates that it will enroll primarily students from schools which are undergoing program improvement (“PI”) in conjunction with the Federal No Child Left Behind regulations or schools with both a Free/Reduced Meal API below 775 as well as a

Free/Reduced Meal population above 50%. Based on an analysis of the demographics of elementary schools located in Morgan Hill Unified 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”).

Morgan Hill Unified

School	FRM API	%FRM ¹	%ELL ²	PI Year ³
Barrett Elementary	679	51	28	2
El Toro Elementary	725	41	26	4
Jackson Academy of Music and Math	663	45	22	5+
Los Paseos Elementary	742	33	17	n/a
Nordstrom Elementary	788	19	9	n/a
P.A. Walsh Elementary	722	71	58	5+
Paradise Valley/Machado Elementary	744	18	13	n/a
San Martin/Gwinn Elementary	729	63	47	4

¹ NCES 2011-2012

² CA Dept. of Education 2011-2012

³ <http://www.mhu.k12.ca.us/>

At-Risk Students Entering Kindergarten

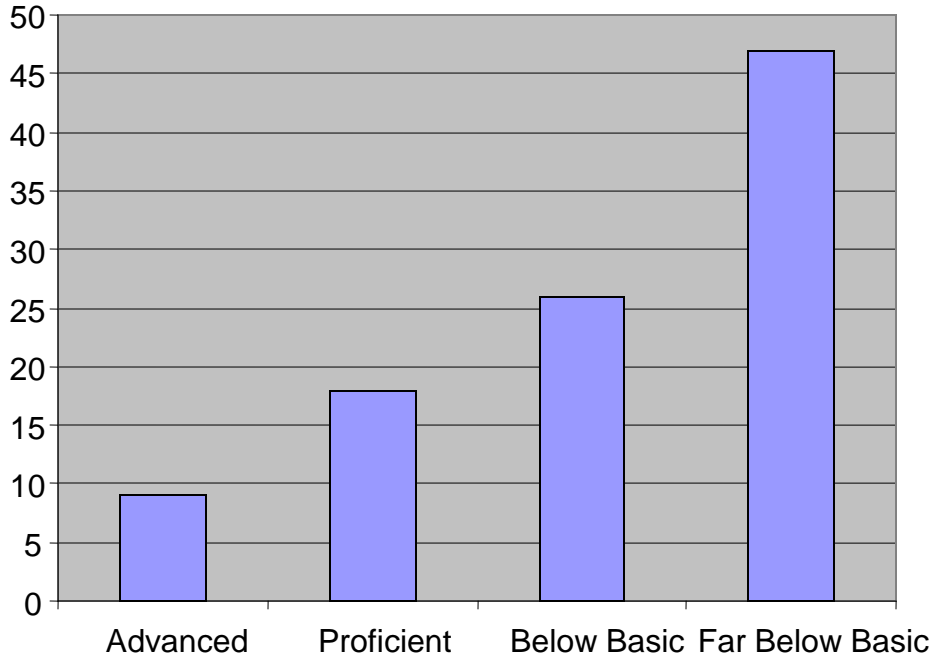
A significant amount of research has been done on the readiness for Kindergarten of at-risk students. Much of the focus on programs like Headstart has been on how to raise the preparedness of our Kindergartners. The U.S. Department of Education’s Early Childhood Longitudinal Study, Kindergarten 1998-99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

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

Families in the School neighborhood PI schools are approximately 69% qualified for Free and Reduced Meals, which is highly correlated to factor 3. They also may have a primary language other than English (approximately 26%). Inner-city families are also significantly more likely to be single-parent families with less than a high school education. Nationwide, about 16% of Kindergartners have two or more risk factors, which we believe will be the case for the majority of RSMH 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)³.

³ 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.

**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.

RSMH Enrollment

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

RSMH will serve students in grades K-5. During its first year of operation, RSMH may serve K-3, K-4, or K-5 students. RSMH may also decide to add a Transitional Kindergarten class. The decision to add Transitional Kindergarten depends on whether there is clear demand from parents in the community, or if it is mandated by the state. We will notify the District by May of the prior school year if we choose to add Transitional Kindergarten. At the time of submitting this charter, the petitioners do not intend to exercise this option, but wish to reserve the right to do so.

At full enrollment, RSMH 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. Attrition will be primarily driven by families leaving the area and is similar to existing Rocketship Education and other high-performing charters in the area.

RSMH will provide instruction and tutoring in ratios that maximize student learning. Personalized learning at Rocketship is geared to provide the right student with the right lesson at the right time through the right instructional method. Because Rocketship utilizes a blended learning approach which emphasizes personalized learning, the configuration of a classroom is far different than that of a traditional elementary school.

Our younger students rotate between a Humanities teacher (ELA and Social Studies) and a Math teacher (Math 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.

For our oldest students the classroom and Learning Lab are integrated into one instructional space. For these students, multiple teachers will often share a common space with multiple classes of students. Additionally, 1-2 tutors (Personalized Learning Specialists) will also be present in the classroom and will be managing the students’ use of online programs. In this way, students will be working in diverse groups, through a variety of instructional methods, in order to meet their personalized learning needs. Further, Rocketship believes that allowing a team of educators to jointly work with students provides the most personalized and intensive learning experience possible for students.

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

The goal of RSMH 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, RSMH 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. RSMH 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)⁴.

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

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

At RSMH, every teacher will be striving for Significant Gains with each of their students. Significant Gains is defined as 1.5 years of academic progress for every year in school. We believe that many of our at-risk and EL students will come to school 1.5 years behind, because of a lack of English or literacy habits at home (Zill, N. & West, J., 2000;). 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 RSMH. Significant Gains will be a fundamental component of the way that teachers at RSMH will be evaluated and compensated. High expectations are an important part of a school culture and lead to higher student achievement (Cotton, 1989).

Learning Best Occurs When Teachers Are Highly Motivated

RSMH 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)⁵. We believe that teachers need a career path which rewards their success both with more responsibility and significantly greater compensation. RSMH has created a career ladder for teachers, which recognizes student performance as a primary factor in advancement. A career ladder like RSMH's has several advantages, including employee retention, succession planning, and better career development (CA State Dept of Employee Development, 2003). The

⁴ 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.

⁵ 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>

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. Please refer to J.M. McPartland's *Staffing Patterns and the Social Organization of Schools* (McPartland, 1992)⁶ for research on ways to increase both academic and emotional well-being of students.

Learning Best Occurs When the Curriculum is Personalized

RSMH believes that personalization should be a core component of all twenty-first century schools. The RSMH school model is a full Response to Intervention model, providing three tiers of intervention for students in need of additional assistance. Bi-monthly interim assessment results are analyzed to identify students who are failing to make adequate progress. For each student in this category, an Intervention Learning Plan (ILP) is generated which specifies areas of strength and weakness and explicit classroom modifications, areas to target in our computer-based curriculum, and specific goals and methods for tutors. The first tier of intervention is in the classroom. Guided Reading groups will often be used to deliver these more 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, focused on goals from each student's ILP. If classroom modifications and tutoring interventions fail to help a student make adequate progress, the student enters the RSMH Student Services Team Process and if necessary, the Special Education IEP process. Providing these three levels of intervention will allow RSMH to serve the most struggling students more effectively than traditional elementary schools.

⁶ McPartland, J.M. (1992). *Staffing patterns and the social organization of schools*. Paper presented at the meeting of the Society of Research for Adolescents, Washington, DC.

Learning Best Occurs in a Well-Run School

Rocketship Education provides the Critical Systems (“CS”) and support for RSMH. Rocketship Education trains school staff on how to effectively use the Critical Systems that allows for the continued successful practices at RSMH. 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

Approach to Academic Instruction

At Rocketship, we believe that students benefit from having core subjects integrated throughout the day. This allows subject areas not to be isolated areas of learning, but, rather, they are integrated throughout all subject areas and students are able to learn that all skill areas (reading, writing, math, science, social studies, etc.) rely upon one another in order for true learning and academic achievement to be accomplished. Consequently, we approach our instructional assignments for teachers and students in the same manner.

The science & social studies instruction at Rocketship is based on the Association for Supervision and Curriculum Development’s (“ASCD”) Understanding by Design (“UbD”) approach. This approach is a framework for creating a curriculum based on state standards. UbD has been shown

to develop students' reasoning and interest in Science and Social Studies. To develop our curriculum based on the UbD framework, we started by backwards mapping of the state standards to identify the main objectives in Science and Social Studies. We then developed units and lesson plans within each unit to focus on these major objectives. As we develop these units, we focus on correlating these unit objectives with literacy and math objectives that are relevant to the core unit as well. We have been refining these units for two years and continue to do so as more teachers contribute to the richness and learning techniques of each unit and lesson.

Each classroom teacher 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 studies is the application of mathematical concepts and equations. Students are able to translate a static equation into a meaningful real time experience, which allows them to better retain and apply this knowledge in future real-life situations. This ability to apply mathematical concepts outside of a controlled classroom environment is a crucial life-skill for the success of students as they mature and grow.

Calendar and Attendance

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

RSMH parents/guardians will be responsible for sending their children to school and providing an explanation for absences. RSMH will have attendance policies to encourage regular attendance and to report trancies to appropriate local authorities. A Rocketship attendance policy can be provided upon request.

Bell Schedule and Instructional Minutes

RSMH school days will typically run from 8 a.m. to 4 p.m. For students enrolled in the Response to Intervention Program, RSMH 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, RSMH educators reserve the right to adjust students’ instructional minutes in each subject, and instructional method, based on their personalized learning needs.

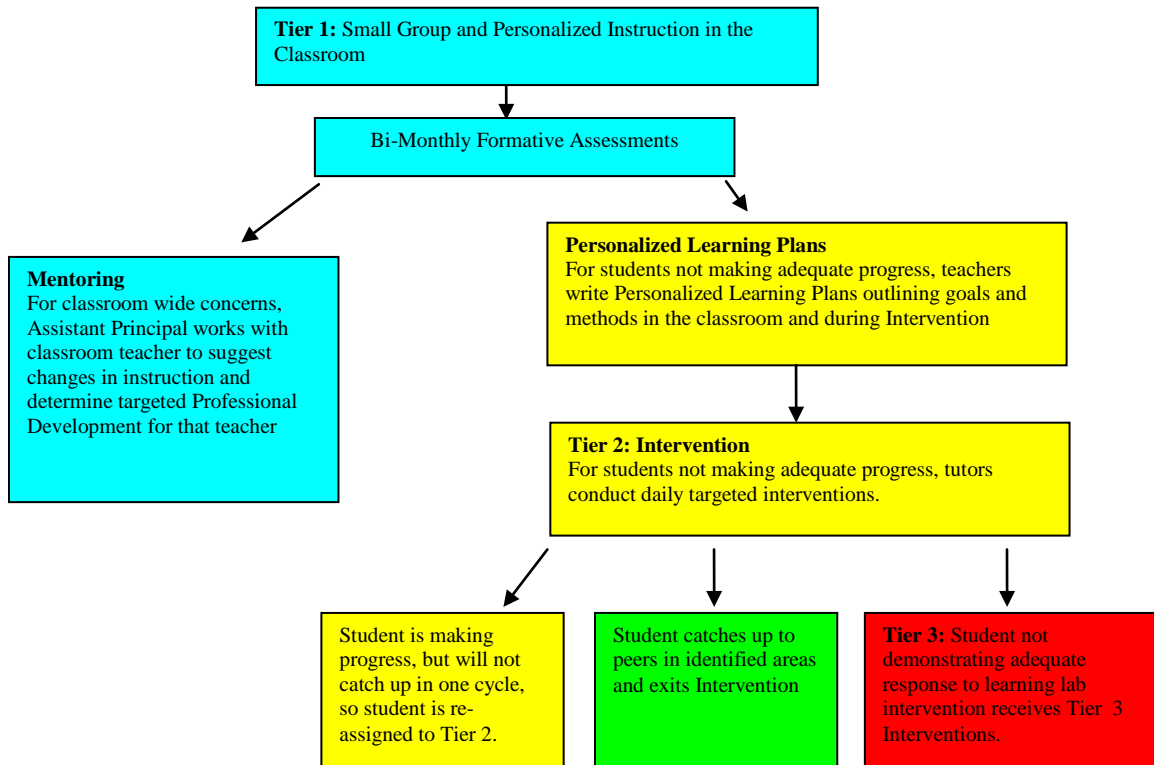
	ELA/Social Studies/Humanities	Math/Science	Learning Lab/Personalized Learning (Includes Enrichment)	Total Daily Minutes
K	180	90	90	360
1	190	95	95	380
2	190	95	95	380
3	200	100	100	400
4	200	100	100	400
5	200	100	100	400

Implementation of Educational Program/Curriculum

The RSMH curriculum follows the California adoption of the Common Core State Standards 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 RSMH 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 RSMH is aligned with State content standards, such that students will not only achieve the objectives specified in the charter but will also master the academic content standards in core curriculum areas as adopted by the State Board of Education pursuant to Education Code Section 60605. Teachers will be encouraged to assist their students in exceeding minimum standards.

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

RSMH's Three-Tier Response to Intervention Approach



Universal Screening

All students are assessed upon entry to determine performance relative to grade level standards. Rocketship uses a suite of Math and Literacy assessments such as the NWEA MAP assessment, the STEP literacy assessment and math and ELA benchmark assessments. All of this data is used to identify our students who fall into the Below Basic or Far Below Basic quintiles.

Progress Monitoring

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 the universal screens at a macro and micro level. They then use this data to select and group students for intervention.

Intervention Learning Plan

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 tutors to accomplish with each student.

Tier 1-Intervention Learning Plan

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.

Tier 2

Students not responding adequately to Tier I instruction even with accommodations and modification in the general education classroom OR identified as significantly below grade level in the first round of assessments are assigned to a period each day of small group tutoring (intervention) time. During this time, they work directly with a tutor on the specific skills they are lacking. Intervention tutors 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.

Tier 3

If the student fails to make progress in both Tier 1 and Tier 2 interventions after 2 cycles (16 weeks), they enter into Tier 3 interventions, which may result in a recommendation that the student begin the Special Education assessment process. Because RSMH will be an LEA for Special Education purposes, a majority of our special education professionals work directly for Rocketship Education, including paraprofessionals and resource specialists, giving us more control to ensure that Special Education students' Personalized Education Plans are aligned with the academic goals of the school. Rocketship Education also hires consultants for students with specialized needs. A complete description of Rocketship Education's RTI approach is available upon request.

Professional Development

The process of looking at interim assessment data and formulating a proper ILP takes practice for teachers and is an area we spend time both in formal professional development and in mentorship between each teacher and the school leader who serves as his or her coach. The coach is usually one of the two Assistant Principals, although the Principal may also take on a limited amount of coaching. Our teachers will spend a significant amount of time with his or her coach analyzing overall class performance to know in which areas they need to develop their skills. Equally important is the deep knowledge that a teacher builds over time of the specific types of problems that students may have and the best ways to overcome these problems. Teachers will focus on more effective diagnosis of students' problems and development of effective scaffolding for these students while building the Intervention Learning Plans.

Helping our EL students make rapid gains

Our goal is to help our EL students make rapid progress out of levels 1 and 2 and into levels 3 and higher 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, RSMH students will be immersed in English. We believe that the most effective instructional approach for a school with a high EL population is to embed ELD principles in all aspects of the curriculum and to teach explicit ELD during a portion of the day. Pedagogically, our program is modeled off of the Teachers of English to Speakers of Other Languages (“TESOL”) standards for English Language Development. To embed ELD principles across all subjects, we work with Project GLAD (Guided Language Acquisition Design) to teach our teachers methods to provide additional instructional support to EL students. Studies of Project GLAD have shown statistically significant gains in students relative to control groups of ELL students taught by non-GLAD teachers. Our explicit ELD will focus on developing oral language, grammatical constructs and academic vocabulary in English. This period will take place during the Literacy block in Guided Reading, when EL students 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 to accomplish goals in their ILP. All RSMH teachers will hold a CLAD certificate or equivalent California Commission on Teacher Credentialing EL certification.

Reading

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 RSMH 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”).⁷ 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.

RSMH uses specially designed reading and writing units of study for the whole-class portion of our Literacy block. RSMH uses both the NWEA and STEP assessment developed by the University of Chicago. The former allows us to measure grade-level mastery against the National Common Core Standards, and the latter provides teachers with a granular breakdown of students’ reading ability, both in what the Common Core terms “fundamental skills” and in general

⁷ This study is available online at <http://www.nationalreadingpanel.org/Publications/summary.htm>

comprehension skills. These assessments drive decisions about whether students need additional classroom support or tutoring.

Instructional Strategies

Our Literacy block is split into Reading and Writing. Writing instruction is covered in the next section.

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 literacy 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.

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

Writing

Children will begin writing their first day at RSMH. 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. RSMH 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.

The NWREL 6 Traits Writing model will give the RSMH staff a solid foundation of key traits to focus on in their application of writing and also provides the staff with a specific model of instruction. However, teachers often require further support depending upon their experience levels. Consequently, RSMH 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 RSMH 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 RSMH 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 RSMH to further develop their writing skills while also giving our staff at RSMH the opportunity to grow and develop more as writing instructors.

Instructional Strategies

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

Math

Students will master the basic skills and computational fluency required in the California adoption of the Common Core State Standards. 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)⁸. Even young students can begin to understand numbers conceptually, and can recognize relationships among mathematical concepts⁹. 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.

⁸ National Mathematics Advisory Panel. *Foundations for Success: The Final Report of the National Mathematics Advisory Panel*, U.S. Department of Education: Washington, DC, 2008.

⁹ *Building a Foundation for Learning in the Elementary Grades*, NCISLA VOL. 1, NO. 2, Fall 2000

As students progress, this will be constantly monitored and evaluated by the central organizing theme of preparing them for Algebra, which will drive much of our Math instruction. Some of the main concepts that we will help our students internalize to be ready to perform Algebra include understanding multiple representations of data, functions, working with missing information through the use of variables, and inductive reasoning used to prove equations. Additionally, our Assistant Principals will find relevant professional development experiences for our math teachers to improve their practices including observations of highly skilled teachers, conferences and workshops, and exploring professional literature as well.

Instructional Strategies

In order to focus on deeper comprehension of mathematical concepts, we will strike a balance between building computational fluency and using discussion to help students explain why they reached an answer. Students will focus not only on finding the correct answers, but will be expected to articulate *how* the answers were derived. Our methods will include hands-on activities, classroom discussion about mathematical reasoning, and sufficient calculation practice to make arithmetic operations automatic.

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 Common Core Standards for that grade. This will allow RSMH to focus on creating units that are focused on depth of instruction and conceptual instruction as well.

Science and Social Studies

Science and Social Studies provides an opportunity for students to learn by doing. Using Project GLAD's method of providing ELD instruction during Science and Social Studies, we intend to accelerate students Cognitive Academic Language Proficiency ("CALP") development by supporting acquisition of academic vocabulary. RSMH has a strong Science and Social Studies curriculum which blends hands-on inquiry with leveled readers targeted at a student's reading level. We use the McTighe and Wiggins Understanding by Design ("UbD") approach. This approach is a framework for creating a curriculum based on state standards. UbD has been shown to develop students' reasoning and interest in Science and Social Studies. To develop our curriculum based on the UbD framework, we start by backwards mapping of the state standards to identify the main objectives in Science and Social Studies. We then developed units and lesson plans within each unit to focus on these major objectives. We have been refining these units for several years as more teachers contribute to the richness and learning techniques of each unit and lesson. Every new teacher at Rocketship has a set of UbD units they can use which cover the standards, or they can create new ones to add to our library.

Science and Social Studies teach several very important skills on their own. One of the most important skills a student can learn from these classes in the primary grades is how to effectively read non-fiction text in the content areas (Pressley, 2002)¹⁰. 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

¹⁰ Pressley, M. (2002). Reading Instruction That Works: The Case for Balanced Teaching. New York: Guilford Press.

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

Science

Science instruction will be embedded in both Literacy and Math instruction through the use of thematically integrated, standards-based UbD units. Integrating Math and Science gives students the context through which to understand how mathematics relates to the physical world. Moreover, science naturally integrates into various aspects of math. Science is also integrated into Literacy 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 RSMH 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.

Instructional Strategies

RSMH 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 RSMH 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 RSMH science curriculum is exposing our students to overnight camps. These camps occur in 4th and 5th grades and some occur in 3rd grade as well. Through partnerships with several nature organizations, we are able to expose our students to several important scientific standards and help them gain a deeper understanding of these concepts.

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

Social Studies

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

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

Instructional Strategies

Teachers will build upon students' curiosity about themselves and their world by presenting history as an exciting and dramatic series of events and issues. Students will engage in problem solving as they acquire, evaluate, and use information in a variety of ways. Frequent

opportunities will exist for all students including English Learners to share their language, cultural ideas, customs, and heritage, thereby providing multicultural dimensions to the curriculum. The teachers will provide equal access to the core curriculum for all students through a variety of appropriate strategies. The teachers will facilitate the exploration of values critical to understanding the democratic process.

Arts (Art and Music)

The curriculum will be aligned with the Visual and Performing Arts Framework for California Public Schools and will include dance, drama/theater, music and visual arts. Arts will be integrated into the Literacy block, 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.

Professional Development

At RSMH, 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 RSMH 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 Rocketship Education staff or new teachers in general. Thus, better equipping them with an understanding of the cultural expectations of the school, classroom management techniques, how to properly assess their student achievement and progress, and granting them additional time to familiarize themselves with the curricula and scope and sequence of instructional objectives for the year. This additional month of time solely reserved for professional development ensures that Rocketship Education schools are able to commence with a cohesive, collaborative team of educators that have already begun to invest parents and families in this work, while also being much more thoroughly prepared instructionally to ensure that the academic year is successful from day one. A sample professional development calendar is available upon request.

Yearly Professional Development

In addition, Rocketship Education's commitment to teacher professional development is further evidenced in the amount of time that is set aside throughout the year for teacher development. There are several days set aside during the calendar year that are solely focused on professional development, which also include an annual staff retreat, and moreover, each week, three hours are reserved for professional development as well. This means that more than 150 hours of time is set aside throughout the calendar year for staff professional development as an entire team or school or almost three weeks. The professional development that occurs 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 Rocketship Education 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.

Professional Growth Plan

The core of Rocketship Education's professional development is the Professional Growth Plan (for a sample, please see Appendix K). 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 nine core values (Mission Driven, Innovative, Collaborative, Disciplined Thinker, and personally Responsible) that are at the foundation of the culture of RSMH. These core values are an important part of the PGP as RSMH 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 RSMH. 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 RSMH has a Professional Growth Plan (PGP) 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, RSMH has at least one Assistant Principal. The Assistant Principal is a former teacher who serves as a mentor for all RSMH 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 (please see Appendix J for Leadership Training). 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 Rocketship Education, 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.

Data Analysis Professional Development

Another key component of professional development at Rocketship Education involves Data Analysis. At Rocketship Education, interim assessments are given every eight weeks. Following these assessments, the teachers, Assistant Principal, and Principal at Rocketship Education have a full day of professional development that is focused on the analysis of the interim assessment data.

Data Analysis Professional Development: Data Management Platform

The Data Management Platform (“Platform”) provides a unified “view” into each student’s academic performance, and consists of a dashboard of student progress for each student. The dashboard tracks progress based on Common Core State Standards, and allows educators to:

- Identify a student’s specific learning challenge early, by assessing the student’s mastery relative to predefined goals
- Quickly drill down to identify the underlying skills deficits which are preventing mastery
- Review and coordinate the student’s progress in mastering basic skills in Learning Lab
- Facilitate communications and updates between teachers, Learning Lab staff and tutors, on the student’s progress – in the classroom, in Learning Lab and in tutorials.
- Provide more data-rich ways to evaluate and improve teacher effectiveness

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

Both educators and students benefit in multiple ways from the Platform. First, since all educators are using the same consistent interface to assess, prioritize, monitor and manage student learning,

teachers can make collaborative, more fully informed decisions about each student's individual learning needs. Finally, the students benefit from having the perspective and collaboration from multiple educators to boost their academic progress.

Key benefits of the Platform 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.

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

Data Analysis Professional Development: Data Analysis Form ("DAF")

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

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

Other Professional Development Activities

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

At Risk Students – Students Achieving Below Grade Level

As stated above, RSMH 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. RSMH intends to enroll a reflective student body. 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 RSMH. Through ILPs, we intend to isolate specific challenges for each at-risk student and individualize instruction for each of these students to become, not just proficient, but advanced proficient achievers on state tests.

Students Achieving Above Grade Level

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

English Learners

Overview

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

Home Language Survey

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

CELDT Testing

All students who indicate that their home language is other than English will be CELDT tested within thirty days of initial enrollment¹¹ and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

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

Formative Testing

In addition, RSMH 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.

Strategies for English Learner Instruction and Intervention

The most important aspect of these standards from the CELDT and ADEPT in our opinion is to help the teacher level his or her instruction appropriately for a child at different stages of language acquisition. Although it is difficult to categorize a student into a single English Language Development stage, they are helpful for thinking about the different scaffolding necessary to provide for students who are at Beginning, Early Intermediate, Intermediate, Early Advanced and Advanced stages during lesson planning. These categories require distinct skills and strategies as well. In the Language Arts, we believe that oral language comprehension and production is the critical link allowing EL students to make large gains in Reading and Writing. Thus, much of our Literacy blocks in the early grades will be focused on oral language development and comprehension activities. This is made possible through the 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 RSMH 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

¹¹ 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.

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

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

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

EL students will be monitored by homeroom teachers using the same ILP process as other students. Much of the data we will be gathering among our younger students will be focused on speech production and listening comprehension. Because RSMH 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.

Reclassification Procedures

When an EL student demonstrates adequate oral and academic English skills, a recommendation for reclassification can be made. Each former LEP student who has been reclassified to FEP has demonstrated English-language proficiency comparable to that of the average native speakers and can participate equally with average native speakers in the school's regular instructional program.

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

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

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

Serving Students with Disabilities

SPECIAL EDUCATION (INTEGRATED SERVICES DELIVERY)

OVERVIEW:

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

compliance with IDEA and SELPA policies and procedures. As LEAs, each will be solely responsible and liable, the same as a district, for providing Special Education.

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

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

INTEGRATED SERVICES DELIVERY:

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

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

With integrated services, all student learning takes place in heterogeneous environments. This means that students are, for the most part, not grouped by similar characteristics in the same way

all the time. There are ‘seats’ in every classroom for every potential learner ensuring FAPE-Free Appropriate Public Education, for all eligible students.

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

ENROLLMENT OF ALL STUDENTS REGARDLESS OF DISABILITY:

Our schools strive to achieve a student population from the community in which we are serving. Whether a child is eligible under IDEA, or is provided a plan under Section 504, he or she is considered with all others for enrollment at every Rocketship charter school. Disability or non-disability status is not a factor for enrollment or acceptance. Admission is based solely on availability of student enrollment space in a “general education” classroom. Following the public random drawing, students who were not awarded one of the open enrollment spaces are placed on a wait list, in the order in which they are picked at the drawing, for midterm acceptance during the school year

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

ENROLLMENT OF STUDENTS WITH IEPs

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

the placement, review any new completed assessments, and develop new goals and objectives as needed. 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 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.

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

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

OTHER PRE-REFERRAL INFORMATION

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

- *Accommodations within the general education program, including instruction, environment or curricular supports
- *Research-based instructional strategies and intervention, including universal screening,
- *"Tiered" interventions and progress monitoring,

*Problem -solving teams within the general education program (RTI model), and consultation with appropriate staff.

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

REFERRAL OF PRE-SCHOOL STUDENTS

Because Rocketship is a 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:

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 (8a-4p), small teacher-led instructional groups for Literacy, instruction driven by formative assessment results, and two hours of 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. Rocketship staff is not assigned to a “program” and students are not “placed” in separate classrooms. Our school and community environment is one in which general education and special education work collaboratively to meet the diverse learning needs of our students, encompassing a continuum of services.

Integrated services ensures the integration of resources as well. Our ISD (special education) team works with everyone - an integrated services approach involves parents, general educators, and school administrators. We believe that our approach ensures the quality and effectiveness of services for students with disabilities under IDEA, ADA, as well as Section 504. Rocketship’s successful Response to Intervention approach, which is tightly coordinated between General and Special Education, ensures thinking about addressing each student’s unique learning needs across a system of supports and services. Rocketship 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 hybrid instructional model of RSED, which we believe will improve the educational outcomes for ALL of our students.

General education modifications may involve:

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

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

SPECIAL EDUCATION ELIGIBILITY DETERMINATION

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

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

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

Within 60 calendar days of receipt of the signed IAP, the assessment must be completed and a team meeting is to be held to determine a student's eligibility, as well as to develop the 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.

ASSESSMENT:

The special education evaluation has three major purposes:

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

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

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

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

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

For initial evaluations and re-evaluations, students will be assessed in hearing and vision, unless parent consent is not provided. All pupils not meeting threshold hearing test requirements will be appropriately referred for trained 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 be used as the sole criterion for determining an appropriate educational program for an individual with exceptional needs. Under certain conditions, parents have the right to obtain an independent assessment at public expense.

The Individual Assessment Plan will be 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 SPED services, Rocketship follows Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act (ADA), where discrimination is prohibited based on a disability. Under Section 504 and Title II of the ADA, it is illegal for schools to deny a student to participate in services, provide a service that is not as effective as provided by others, and provide lower quality services. Also, students with disabilities, like other children in the general education setting, must be provided with courses and instruction that teach the curriculum. Any student, who has an objectively identified disability which substantially limits a major life activity including, but not limited to learning, is eligible for accommodation by the school.

A 504 team will be assembled by the 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.

CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS (ELLs):

Because the majority of current Rocketship students are considered ELL (83%), Rocketship carefully considers the cultural and instructional needs of students with English as a second language. Verbal and written translation of all materials, notices, documents, reports and communications is offered to parents when indicated or provided at parent's request. Assessments may be conducted in a student's native language, or with translation as appropriate, whenever a student's English language development level may require such assessment in order to better understand a student's learning needs. Rocketship follows all applicable laws in providing general education instruction and special education services to eligible ELL students, as well as ensuring parent procedural safeguards. Teachers providing core content instruction, as well as special education services, have appropriate training and CLAD certification. Training is provided to specialists to ensure that IEP goals are written to support the unique learning needs of ELL students with disabilities. Progress monitoring and program evaluation will ensure appropriate practices for re-classification to fluent English proficient status. ELL students at each Rocketship school will be served fully in the general education classroom with appropriate small group instruction and 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.

FUNCTIONAL ANALYSIS ASSESSMENTS AND BEHAVIOR INTERVENTION PLANS:

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

THE CONTINUUM OF SERVICES:

SPECIALIZED ACADEMIC INSTRUCTION, MILD TO MODERATE:

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

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

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

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

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

SPECIALIZED ACADEMIC INSTRUCTION, MODERATE TO SEVERE:

We provide more intensive and specialized services for students inclusively that would normally require this type of setting. Our flexible and supportive Integrated Services Delivery model is able to provide all children both the assistance and independence that they need. We do not anticipate the need for a non-severe SDC “placement setting”. To the maximum extent possible, students with disabilities will be educated with non-disabled students. 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 Rocketship can serve students with severe disabilities within the general education program and provide intensive specialized instruction or structure as needed. It is Rocketship’s goal to serve all students in the Least Restrictive Environment, with their age-group peers.

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

INCLUSIVE SERVICES:

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

PLACEMENT IN A NONPUBLIC SCHOOL/AGENCY:

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

Mental Health as a Related Service

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

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

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

EXTRA-CURRICULAR ACTIVITIES:

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

STAFFING:

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

STAFF TRAINING:

Rocketship staff participates in ongoing staff training prior to school commencement and throughout the school year. Our department provides constant Professional Development opportunities internally as well as through our SELPA, and we also cross-train school staff in many areas. Areas of cross training 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/ELL, Intro to Low Incidence Disabilities, etc. Training for Education Specialists includes, but is not limited to, Technology in SPED, Advanced Behavior Analysis, Language Development for all Students, Data collection and decision making, Compliance with SPED law, Autism Spectrum Disorders, Independence building, writing IEP goals to address literacy, interpretation of assessments, Handwriting without Tears, ALERT program implementation in general education classrooms, Writing IEP goals aligned with standards, SEIS data entry and special education compliance, etc.

PARENT INVOLVEMENT:

Parent Participation and Training:

All Rocketship parents 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:

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

In addition, all students' progress is updated in writing on a 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:

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

Alternative Dispute Resolution:

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

DUE PROCESS:

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

FACILITY COMPLIANCE WITH ADA:

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

COMPLIANCE MONITORING:

The California Special Education Management Information System (CASEMIS) information will be reviewed by Rocketship's 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.

TESTS AND OTHER EVALUATION MATERIALS:

Tests and other evaluation materials are validated for the specific purpose for which they are used and are administered by training personnel. Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient. Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual, or speaking skills, the test

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

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

If the student is found by the 504 team to have disability under the Section 5094, the 504 team shall be responsible for determining what , if any, accommodations or services are needed to ensure that the student receives the free and appropriate education (FAPE). In developing the 504 plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff. The 504 plan shall describe the Section 504 disability and any program accommodations, modifications, or services that may be necessary.

III. MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.”

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

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

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

Assessment Assumptions

Our assessment methods are based on the following beliefs:

- In order to have a complete picture of a student’s growth, differentiated assessment methods must be used. Assessments for individual students should focus on individual mastery of specific content standards and learning objectives.
- There should be an appropriate relationship between a desired student outcome and the means used to assess it. Assessments should be aligned to the prioritized standards and student objectives.
- Knowledge Targets (Stiggins, 2004)¹² 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

RSMH is dedicated to documenting student achievement of the state content standards each year through state-mandated student assessments. As is required by the California Department of Education Code Section 60605, students will participate in the STAR (CST, CAT6, SABE) and all other mandated accountability programs (CELDT, etc.). Through these assessments, RSMH 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, RSMH 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, Intervention Learning Plan (“ILP”) goals, and other methods by which student progress may be assessed.

Measurable School Outcomes	Local Benchmark Instruments	State-level Year-End Assessments
At least 96% student attendance	Daily attendance reporting via Student Management System (“SMS”)	Calculated ADA rate, comparison of attendance rate to other district schools

¹² Stiggins, R.J., Arter, J., Chappuis, J., & Chappuis, S. (2004). *Classroom Assessment for Student Learning: Doing It Right-Using It Well.*

Meet or exceed AYP targets	Bi-monthly interim assessments	AYP Report
Meet or exceed State-wide academic performance index (“API”) growth target		API Report
Meet or exceed the average achievement for the schools in the same geographic area		API results of surrounding schools
Demonstrate student gains of one grade per year or more at RSMH	Northwest Evaluation Association (“NWEA”) assessment administered three times per year	State assessments are not currently as precise in calculating student gains as NWEA, but can be used to show quintile growth. With full implementation of California’s statewide student identifiers, it may be possible to eliminate one administration of the NWEA assessment.

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

Measuring Student Progress

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

STAR data and data from the NWEA MAP assessment will be used at the beginning of the year to help teachers understand the baseline achievement of their students along with specific areas of strength and weakness. To correctly assess whether students are on track to make Significant Gains during the year, we will administer the NWEA assessment 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 STAR and CELDT testing to correctly measure progress and give teachers detailed data about areas in which each student needs improvement.

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

Use and Reporting of Data

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

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

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

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

- Summary data showing student progress toward the goals and outcomes from assessment instruments and techniques as described in this section. This data will be displayed on both a school-wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality.
- A summary of major decisions and policies established by the Board during the year.

- Data on the level of parent involvement in RSMH governance (and other aspects of the school, if applicable) and summary data from an annual parent and student satisfaction survey.
- Data regarding the number of staff working at the Charter School and their qualifications.
- A copy of the Charter School's health and safety policies and/or a summary of any major changes to those policies during the year.
- Information demonstrating whether RSMH implemented the means listed in the charter to achieve a racially and ethnically balanced student population.
- An overview of RSMH admissions practices during the year and data regarding the numbers of students enrolled, the number on waiting lists, and the numbers of students expelled and/or suspended.
- Analyses of the effectiveness of RSMH internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.
- Other information regarding the educational program and the administrative, legal and governance operations of RSMH relative to compliance with the charter generally.

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

IV. GOVERNANCE STRUCTURE

“The governance structure of the school including, but not limited to, the process to be followed by the school to ensure parental involvement.”

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

Legal Status

In accordance with Education Code section 47604, RSMH 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 current Articles of Incorporation, Bylaws and Conflicts Code in Appendix I.

RSED will operate autonomously from the 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 District shall not be liable for the debts and obligations of RSED, or for claims arising from the performance of acts, errors, or omissions by the charter school as long as the District has complied with all oversight responsibilities required by law. All staff will be employees of RSED.

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

Organizational Structure

RSMH will be governed by the RSED board of Directors. The Board is ultimately responsible for the operation and activities of RSMH. Board Members have a responsibility to solicit input from, and opinions of, the parents of students, and the faculty and staff, regarding issues of significance and to weigh the input and opinions carefully before taking action. The primary method for executing their responsibilities is the adoption of policies that offer guidance and interpretation of the charter and procedures to assist the staff in facilitating the implementation of such policies.

The Board consists of at least three and up to twenty five members who will govern RSMH. 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 RSMH.

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

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

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

- Operation of charter schools
- Real estate expertise
- Legal expertise
- Financial expertise
- Fundraising ability
- Significant involvement in the communities served by RSMH
- 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 District;
- 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 RSMH Principal(s)

- 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 RSMH annual independent fiscal audit;
- Participation as necessary in student expulsion matters pursuant to RSMH policy;
- Increasing public awareness of the Charter School

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

Board Meetings

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

RSED has adopted a conflicts code which complies with the Political Reform Act, Government Code Section 87100, and applicable conflict restrictions required by the Corporations Code. (Please see the Conflicts of Interest Code for RSED in Appendix I.)¹³

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 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;

¹³ To be updated as necessary to meet updates to applicable conflicts of interest laws.

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

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

Rocketship Education

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

- creating the School, including, but not limited to, any and all required legal and financial filings;
- creating, preparing and submitting the School's charter;
- researching, locating and preparing a suitable facility (the "Facility") for the operation of the School;
- researching, providing or preparing for any future expansion of the Facility to accommodate growth of the School;
- 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;
- providing office services, such as accounting, payroll, human resources and billing;
- supervising the annual budget;
- developing and executing fundraising opportunities;
- 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;
- supervising the parent coordinator and parent involvement generally;
- marketing for student enrollment;
- assisting with public relations;
- writing grants for state and other funding;
- providing guidance relating to the curriculum;
- providing support for information technology;
- securing working capital financing for the school
- providing financial support as needed; provided, however, that such support be agreed to by the parties in a separate writing; and
- providing any other operational or educational needs relating to the School that the Company may reasonably request of Manager.
- collecting Special Education funds and managing the Special Education program budget on behalf of all Rocketship Education schools that are part of the El Dorado County SELPA and therefore having the authority to determine the allocation of Special Education dollars based on Special Education needs at each site

Parent Participation

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, RSMH 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 RSMH 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 RSMH will be its own LEA and projects to have over 21 English Learners enrolled, RSMH will form an ELAC committee that complies with all of the California Department of Education English Language Learner Categorical Program requirements as well as a School Site Council as required by state law. RSMH 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 Tennessee.
- **Volunteer opportunities:** the Principal will maintain a list of various opportunities for parents to volunteer at RSMH. 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 RSMH students and the overall success of RSMH, and so the Rocketship Governing Board of Directors and RSMH 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 each RSMH School: 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 Nashville.
- 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 RSMH Schools.
 - Each RSMH family will complete at least 30 hours of volunteer hours at the school per year: RSMH parents will be encouraged to volunteer at the schools to help tighten the link between the families and the school as well as assist RSMH 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.

Families will be made aware of RSMH schools' 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.

V. HUMAN RESOURCES

Qualifications of School Employees

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

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

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

Principal

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

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

Key Responsibilities:

- Foster a rigorous and college preparatory environment that ensures high levels of student achievement annually through the relentless use of data to drive and refine instruction
- Manage, support, and develop other members of the school leadership team including the Assistant 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

Required Skills and Experience:

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

Education Requirements:

- BA from accredited university
- Valid Teaching Credential

Assistant Principal

RSMH has at least one Assistant Principal, focused full-time on the implementation of RSMH'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 RSMH'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.

Key Responsibilities:

- Foster a rigorous and college preparatory environment that ensures high levels of student achievement annually through the relentless use of data to drive and refine instruction
- Ensure at least 1.5 years of progress for all Rocketeers annually through rigorous 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

Required Skills and Experience:

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

Education Requirements:

- BA from accredited university
- Valid Teaching Credential

Office Manager

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

Required knowledge, skills, and abilities

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

Required educational level

- A.A. degree or equivalent work experience

Required experience

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

Responsibilities of the Office Manager may include:

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

Teachers

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

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

- (1) a bachelor’s degree;
- (2) a State credential
- (3) demonstrated core academic subject matter competence. Demonstrated core academic subject competence for elementary grades is done through CCTC’s approved subject matter examination or by completing the California High Objective Uniform State Standard of Education (“HOUSSE”).

RSMH shall comply with Education Code Section 47605(1), which states:

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

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

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

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

Job responsibilities of Teachers include:

- A full day of teaching, primarily within the academic 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.

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.

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

Retirement Benefits

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

All full-time employees of the Charter School will participate in a qualified retirement plan. Full-time Certified teachers will participate in the State Teachers' Retirement System ("STRS"), and full-time Classified staff will be offered a 403B program with a 3% match. All part-time staff and full-time Classified staff will participate in the federal social security system. Staff at the Charter School may have access to additional RSMH-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 the appropriate arrangements.

Employee Representation

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

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

Rights of School District Employees

Governing Law: *A description of the rights of an employee of the school district, upon leaving the employment of the school district, to be employed by the charter school, and a description of any rights of return to the school district that an employee may have upon leaving the employ of the 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 the Charter School 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 the Charter School. Employment by the Charter School provides no rights of

employment at any other entity, including any rights in the case of closure of the Charter School.

Health and Safety

Governing Law: *The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a record summary as described in Section 44237. -- California Education Code Section 47605(b)(5)(F)*

Please see Appendix C for a detailed description of health and safety policies on Fingerprinting and Background Checks; Tuberculin Examinations; Safe Facilities; Emergency Plans; Immunizations/Physical Exams; Communicable, Contagious, or Infectious Disease Prevention; Administration of Medications; Drug-Free Workplace; Smoke-Free Environment; First Aid CPR, and Health Screening (vision/hearing/scoliosis); and Exposure Control Plan for Blood Borne Pathogens. See Appendix E for policies on Sexual Harassment and Complaint Procedures and Appendix F for policies on Role of Staff as Mandated Child Abuse Reporters. RSMH 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 RSMH policies:

Fingerprinting/Background Check

Employees and contractors of RSMH 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.

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

RSMH 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

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

Vision/Hearing/Scoliosis

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

Emergency Preparedness

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

Bloodborne Pathogens

RSMH 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

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

Facility

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

RSMH shall comply with Education Code Section 47610 by utilizing facilities that are compliant with the California Building Standards Code. The School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The School shall conduct fire drills as required under Education Code Section 32001.

DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the charter school and the 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 RSMH to meet the requirements of Education Code Section 47605(b)(5)(N) with the understanding that SCCOE may present revisions for RSMH 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 District agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. All parties shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process unless otherwise required by law.

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 School District and the Principal of RSMH 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, RSMH requests that this be specifically noted in the written dispute statement, but is aware that the authorizer is not legally bound to do so. Nothing in this section is intended to impair the authority or ability of the authorizer to revoke the charter in accordance with the procedures detailed in Education Code Section 47607.

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

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

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

VI. STUDENT ADMISSIONS, ATTENDANCE AND SUSPENSION/EXPULSION POLICIES

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

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

STUDENT ADMISSIONS POLICIES AND PROCEDURES

RSMH shall strive to achieve a student population from Morgan Hill which understands and values RSMH’s mission and vision statements and is committed to RSMH instructional and operational philosophy.

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

The school shall be nonsectarian in its programs, admission policies, employment practices, and all operations, shall not charge tuition, and shall not discriminate against any student on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). Admission to the Charter School shall not be determined by the place of residence of the student, or of his or her parent or guardian, within the State, except as provided in Education Code Section 47605(d)(2).

The application process is comprised of the following:

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

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

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

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

RSMH 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, RSMH 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.¹⁴

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

- 1) Siblings of currently enrolled students¹⁵
- 2) Children of the paid staff of RSMH¹⁶
- 3) Residents of the District
- 4) Other California residents

Students qualifying for more than one preference group will be considered part of the highest preference for which they qualify. At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list in the order of their draw in the public random drawing. This wait list will allow students the option of enrollment in the case of an opening during the school year.

Non-Discrimination

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

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

RSMH 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 District. 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.

¹⁴ During any period of Title V funding, the public random drawing shall be handled as a single weighted drawing.

¹⁵ During any period of title V funding, siblings will be considered exempt from the single weighted drawing.

¹⁶ During any period of PCSGP funding, this will be an exemption limited to children of faculty and shall not exceed 10% of total enrollment.

- The development and distribution of promotional and informational material that reaches out to all of the various racial and ethnic groups represented in the territorial jurisdiction of the District.
- Outreach activities as described in Appendix L.

As part of outreach to Spanish speakers, RSMH provides:

- a. Flyers in both English and Spanish about upcoming RSMH 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

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

Public School 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 Morgan Hill, and who opt not to attend RSMH, may attend school within the city according to city policy or at another school.

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

Suspension and Expulsion Procedures

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

RSMH 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 D.

VII. REPORTING AND ACCOUNTABILITY

BUDGETS AND CASH FLOW

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

Attached, as Appendix O please find the following documents:

- A projected multi-year budget
- Cash flow and financial projections
- A narrative describing the above.

These documents are based upon the best data available to the Petitioners at this time.

FINANCIAL REPORTING

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

1. By June 30, a preliminary budget for the current fiscal year.
2. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, the County Office of Education, State Controller, and State Department of Education.
3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
4. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.
5. All attendance reports: 20 day, P-1, P-2 and annual.
6. All additional reporting as agreed to, in writing, as part of an MOU between SCCOE and RSMH

INSURANCE

RSMH shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and

circumstance. The District shall be named as an additional insured on all policies of the Charter School.

ADMINISTRATIVE SERVICES

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

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

RSMH anticipates that the campus will be located at the intersection of Church and San Pedro Streets in Morgan Hill.

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.

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 delivery) room, another staff office, or other such use
- A staff room
- Parking to accommodate all staff and a few visitors, usually 24 to 27 spaces
- A play area with recycled rubber surfacing and a play structure
- An outdoor area for community Launch, structured physical education, and recess
- An outdoor lunch shelter

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 local 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.

INDEPENDENT FISCAL AUDIT

Governing Law: The manner in which annual, independent, financial audits shall be conducted, in accordance with regulations established by the State Board of Education, and the manner in which audit exceptions and deficiencies shall be resolved.-- California Education Code Section 47605(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 RSMH will be kept in accordance with generally accepted accounting principles, and as required by applicable law. The audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

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

The annual audit will be completed and forwarded to the SCCOE staff, 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 District describing how the exceptions and deficiencies have been or will be resolved along with an anticipated timeline for the same. The Board and Principal of the Charter School will work with the District to ensure all audit exceptions and deficiencies are resolved to the satisfaction of the District. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

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

CLOSURE PROTOCOL

Governing Law: A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records. --Education Code Section 47605(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 school district, the School’s SELPA, the retirement systems in which the Charter School’s employees participate (e.g., Public Employees’ Retirement System, State Teachers’ Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the students’ school districts of residence; and the manner in which parents (guardians) may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements.

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

The RSED Board will also develop a list of students in each grade level and the classes they have completed, together with information on the students’ districts of residence, which they will

provide to the entity responsible for closure-related activities. As allowable by the District, the Charter School shall transfer all appropriate student records to the District and shall otherwise assist students in transferring to their next school. If the District will not store student records, the Charter School will discuss an alternative arrangement with the District and shall provide a copy for parents/guardians of the student record of their child prior to closure. All transfers of student records shall be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”), 20 U.S.C. § 1232g.

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

As soon as is reasonably practical, the Charter School shall prepare final financial records. The Charter School shall also have a State Controller-approved firm complete an independent audit within six months after closure. The Charter School shall pay for the final audit. The audit shall be prepared by a qualified Certified Public Accountant selected by the Charter School and shall be provided to the District promptly upon completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

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

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

On closure, the Charter School shall remain responsible for satisfaction of all liabilities arising from the operation of the Charter School.

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

VIII. IMPACT ON THE DISTRICT

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

Civil Liability

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

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

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

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.

IX. CONCLUSION

By approving this charter, the Santa Clara County Office of Education will be fulfilling the intent of the Charter Schools Act of 1992 to improve student learning; increase learning opportunities for all students with special emphasis on expanded learning opportunities for all students who are identified as academically low-achieving; create new professional opportunities for teachers; provide parents and students with expanded choices in education; and be following the directive of law to encourage the creation of Charter Schools. The Petitioners are eager to work independently, yet cooperatively with the District to set the gold standard for charter schools. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal for approval of a charter for a five-year term to begin in 2014.

Appendix A: Section 504 Board Policy

Board Policy for Identification, Evaluation and Education Under Section 504

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

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

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

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

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student’s individual needs. The student’s parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. Rocketship shall periodically review the student’s progress and placement.

Appendix B: 504 Administrative Regulation

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

A. Definitions

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

8. **504 Coordinator** – Principal shall serve as Rocketship Section 504 coordinator. The parents or guardians may request a Section 504 due process hearing from, or direct any questions or concerns to the 504 at 408-286-3330.

B. Referral, Assessment and Evaluation Procedures

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

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

C. 504 Plan

1. When a student is identified as disabled within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a free, appropriate public education ("FAPE").
2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.

3. For each identified disabled student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the disabled student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.
4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.
5. The disabled student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The disabled student shall be educated with students who are not disabled to the maximum extent appropriate to his/her individual needs.
6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed 50 school days in completing this process.
7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.
8. If the 504 Team determines that the student is disabled but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a disabled person under Section 504 and shall state the basis for the decision that no special services are presently needed.
9. The 504 Plan shall include a schedule for annual review of the student's needs, and indicate that this review may occur more frequently at the request of the parent/guardian or School staff.

D. Review of the Student's Progress

1. The 504 Team shall monitor the progress of the disabled student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.

2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

E. Procedural Safeguards

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

- Examine relevant records
 - Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel.
 - Seek review in federal court if the parents/guardians disagree with the hearing decision.
2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to Principal 504 Coordinator c/o Rocketship, 350 Twin Dolphin Dr., Redwood City, CA 94065. Notifications shall advise that reimbursement for attorney's fees is available only as authorized by law.
 3. Principal shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with any district within the School's SELPA or the District in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.
 4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, he/she may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing his/her request for a hearing. A request for hearing should include:
 - The specific decision or action with which the parent/guardian disagrees.
 - The changes to the 504 Plan the parent/guardian seeks.
 - Any other information the parent/guardian believes is pertinent.
 5. Within 5 calendar days of receiving the parent/guardian's request for a hearing, the School may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is

extended by mutual written agreement of the parent/guardian and the School. Alternative dispute resolution options include:

- Mediation by a neutral third party.
 - Review of the 504 Plan by the Principal or the Principal's designee.
6. Within 10 calendar days of receiving the parent/guardian's request, the Principal or designee shall select an impartial hearing officer. This 10 days may be extended for good cause or by mutual agreement of the parent/guardian and the School.
 7. Within 35 calendar days of the selection of the hearing officer, the due process hearing shall be conducted. This 35 days may be extended for good cause or by mutual agreement of the parent/guardian and the School.
 8. The parent/guardian and the School shall be afforded the rights to:
 - Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as disabled under Section 504.
 - Present written and oral evidence.
 - Question and cross-examine witnesses.
 - Receive written findings by the hearing officer.
 9. The hearing officer shall issue a written decision within 10 calendar days of the hearing.
 10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.

Appendix C: Health and Safety Policies

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

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

1. Fingerprinting and Background Checks

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

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

Volunteers at Rocketship are divided into three categories. Parent/Guardian volunteers who have been fingerprinted and background checked will be allowed to serve in any volunteer role available at the school. Other Parents/Guardians, as well as family members within four degrees of consanguinity of a Rocketship student, will not be required to receive a background check but will not serve in any role that involves direct contact with students outside of the direct supervision of a Rocketship Employee. Volunteers who have either no relation to a Rocketship student or are more than five degrees of consanguinity removed from a Rocketship student will be fingerprinted and background checked and will not be allowed to work directly with students outside of the direct supervision of a Rocketship employee. A copy of Rocketship's "Volunteer Policy" is available upon request.

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

Procedures for Background Checks

The Rocketship Director of HR shall review Department of Justice reports on prospective employees, contractors, and volunteers to determine whether an employee may be employed in accordance with Education Code Section 44237, 44830.1, or 45125.1, except with respect to her or himself, in which case the legal department will review.

2. Tuberculin Examinations

1. No person shall be employed by the School unless they have submitted proof of an examination within the last sixty (60) days that they are free of active tuberculosis by a physician licensed under Chapter 5 of Division 2 of the Business and Professions Code.
2. This examination shall consist of an X-ray of the lungs or an approved intradermal tuberculin test, which, if positive, shall be followed by an X-ray of the lungs.
3. All employees shall be required to undergo this examination at least once every four (4) years, with the exception of “food handlers” who shall be examined annually.
4. After such examination each employee shall file a certificate with the School from the examining physician showing the employee was examined and found free from active tuberculosis.
5. In the event it becomes necessary for the employee to have an X-ray examination as a follow-up to a skin test, the School will make arrangements with the designated physician for the examination and bear the expense. If the employee chooses to have his or her own physician for this purpose, the School will pay toward the cost of the examination an amount equal to the rate charged by the designated physician.
6. This policy shall also include student teachers serving under the supervision of a designated teacher and all substitute employees.
7. Based on guidance provided by the Santa Clara County Public Health Department, volunteers who spend more than ten hours per month inside a classroom will be required to complete a Symptom Screening Questionnaire (SSQ) which will be provided by the County Public Health Department. The SSQ’s will be reviewed by a medical professional and volunteer applicants who have a negative symptom screen will be cleared to volunteer. Volunteer applicants with a positive symptom screen will be referred for further evaluation and will need to provide proof of a negative TB test as described above prior to volunteering on campus.

3. Safe Facilities

In accordance with Board policy and the *California Education Code 35183. 35183.5, 48907, 49066*, and *Code of Regulations Title 5, 302* both students and staff of the school campus have the constitutional right to be safe and secure in their schools. This includes having a safe physical environment.

School Location and Neighborhood

Rocketship Education's elementary schools are located in areas that have a higher poverty level and crime rate. The immediate area around the schools currently run in San Jose, CA include single family dwellings and rental homes. Present safety hazards include high resident turnover, underemployment, juvenile crime, high percentage of renters, unsafe public spaces and gang activity.

School Buildings

Rocketship will be housed in a facility that meets California Building Code requirements (Part 2 (commencing with Section 101) of Title 24 of the California Code of Regulations), as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the charter school is located.

Hazardous Materials: Surveys and management plans will be maintained and updated for all hazardous building materials (lead, asbestos, etc.) and all hazardous materials used and stored in and around the School will be handled and dispensed properly. Additionally, appropriate training for staff working with hazardous materials (i.e., pesticides, cleaning chemicals, etc.) will be provided.

Indoor Air Quality: A comprehensive indoor air quality program modeled on the EPA's "Tools for Schools" program will be implemented and maintained. This will include activities described in the Safety Checklists.

Maintenance/Inspection of School Buildings: Inspections will be performed to ensure that daily operations do not compromise facility safety and health in any manner. This will include maintaining safe access / egress paths (both routine and emergency), access to emergency equipment, eliminating obstructions to airflow, etc. (See also: Safety Checklists).

Visitors/Campus Access Policies: Rocketship schools adhere to established visitor and volunteer policies. These policies shall be shared with schools on its box.net online file storage site.

Arrival/Dismissal: In addition, Rocketship Education maintains a school map established by school staff at each school indicating safe entrance and exit areas for pupils, parents and school employees on its box.net online file storage site and in hard copy at each school site.

4. Emergency Plans

Rocketship shall (1) develop and adopt a plan to ensure the School's preparation to meet disasters; and (2) provide for all members of the certificated and classified staff of the School and all students enrolled in the School the instruction they need to be fully informed regarding all phases of the plan and the responsibilities they are to assume should either a man-made or natural disaster occur in Rocketship or in the area in which the School is located.

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

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

Detailed procedures for specific response actions are provided in the "Emergency Response/Health and Safety Plan" for the following types of emergencies:

FIRE

EARTHQUAKE

SEVERE WEATHER/TORNADO

FLOOD

AIR POLLUTION / SMOG

POWER LOSS

INTRUDER WITH A WEAPON (LOCKDOWN)

HOSTAGE SITUATION

SHELTER-IN-PLACE (CRIMINAL ACTIVITY, HAZARDOUS MATERIAL)

SHOOTING (DRIVE-BY, NEIGHBORHOOD)

CAR/ BUS ACCIDENT

THREAT TO SCHOOL

EXPLOSION

RADIATION THREAT

CHEMICAL SPILLS AND HAZARDOUS SUBSTANCES

BIOLOGICAL / CHEMICAL ATTACK

FIRE DRILL
LOCKDOWN DRILL
SHELTER-IN-PLACE DRILL
EARTHQUAKE DRILLS
SEVERE WEATHER/TORNADO DRILL
ADMINISTERING MEDICATIONS TO STUDENTS (POLICY)
MEDICAL EMERGENCY REPORTING PROCEDURES
FIRST AID (ILLNESS/INJURY)
HEAD LICE
SEVERE ALLERGIC REACTIONS (ANAPHYLAXIS)
ASTHMA ATTACK
COMMUNICABLE AND CONTAGIOUS DISEASE/ILLNESS
BLOODBORNE PATHOGENS SAFETY PROCEDURES
SELF-HARM/SUICIDE THREAT
SERIOUS INJURY OR DEATH AT THE SCHOOL

Framework for Emergency Preparedness

There are four stages of Emergency Management:

- 1) Mitigation/Prevention
- 2) Preparedness
- 3) Response
- 4) Recovery

1) Mitigation/Prevention

To prepare schools and staff for emergency management, RSED will emphasize mitigation/prevention of potential hazards or vulnerabilities at the school site.

Mitigation/prevention activities occur outside of an active emergency - they are actions that eliminate or reduce a potential threat beforehand.

Mitigation/prevention activities included in RSED's approach to emergency management include:

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

(2) Preparedness

Preparedness activities help prepare school sites and school staff for an emergency response. Preparedness activities included in RSED's approach to emergency management include:

1. Providing emergency equipment and facilities.
2. Emergency planning, including maintaining this plan and its appendices.
3. Involving emergency responders, emergency management personnel, other local officials, and volunteer groups who assist this school during emergencies in training opportunities.
4. Conducting periodic drills and exercises to test emergency plans and training.
5. Reviewing drill, exercises and actual emergencies after they have occurring.
6. Revising safety plans as necessary.

(3) Response

Rocketship will prepare school staff to respond to emergency situations effectively and efficiently. The Rocketship Health/Safety Plan contains detailed procedures for several common emergencies. The goal of these plans is to guide staff to resolve an emergency situation quickly, while minimizing casualties and property damage.

(4) Recovery

If a disaster occurs, Rocketship will carry out a recovery program that involves both short-term and long-term efforts. Short-term operations seek to restore vital services to the school and provide for the basic needs of the staff and students. Long-term recovery focuses on restoring the school to its normal state.

The federal government, pursuant to the Stafford Act, provides the vast majority of disaster recovery assistance. The recovery process may include assistance to students, families and staff. Examples of recovery programs include temporary relocation of classes, restoration of school services, debris removal, restoration of utilities, disaster mental health services, and reconstruction of damaged stadiums and athletic facilities.

- ***Note on Emergencies Occurring During Summer or Other School Breaks***
 - If a school administrator or other emergency response team member is notified of an emergency during the summer (or when students are not in attendance for other reasons, depending on the school schedule), the response usually will be one of limited school involvement. In that case, the following steps should be taken:
 - a) Disseminate information to Emergency Response Team members and request a meeting of all available members.
 - b) Identify close friends/staff most likely to be affected by the emergency. Keep the list and recheck it when school reconvenes.
 - c) Notify staff or families of students most likely to be affected by the emergency and recommend community resources for support.
 - d) Notify general faculty/staff by letter or telephone with appropriate information.
 - e) Schedule faculty meeting for an update the week before students return to school.
 - f) Be alert for repercussions among students and staff.
 - g) When school reconvenes, check core group of friends and other at-risk students and staff, and institute appropriate support mechanisms and referral procedures.

Principles for Emergency Response

The previous section discussed the four phases of emergency management (Mitigation/Prevention, Preparedness, Response, and Recovery). This section focuses on the second phase (Response) and provides a framework for responding to a school emergency.

Important Principle #1: While the Principal is ultimately responsible for leading school-wide emergency responses, any/all staff members should feel prepared to take charge in an emergency response situation.

School personnel are usually first on the scene of an emergency situation in or near the school. School leaders may not be the first responder in an emergency situation – it could be a teacher, support staff member, or the school psychologist. Staff members present during an emergency situation will be expected to take charge and remain in charge of an emergency response situation until it is resolved or until he/she can transfer command to the Principal or to an emergency responder agency with legal authority to assume responsibility. It is important that all RSED employees understand this expectation when committing to work at a Rocketship school.

Important Principle #2: Staff members should seek help from other agencies, but may NOT transfer responsibility for student care outside RSED.

When responding to an emergency, school staff should seek and take direction from local officials and seek technical assistance from state, federal, and other agencies (e.g., industry) as appropriate. At no time, however, should school officials transfer responsibility for managing students to another agency – accounting for students is the responsibility of the school

Important Principle #3: Deciding what to do first in an emergency is a three-step process.

When an emergency situation occurs, school personnel must quickly determine which initial response action is appropriate for the situation. Evacuate or duck and cover? Lock the doors or go to a safe space?

There are three quick steps to determining what to do when faced with an emergency: 1) identify the type of emergency; 2) identify the level of emergency; and 3) determine immediate action(s) that are required.

Step #1: Identify Type of Emergency

The first step in responding to an emergency is to determine the *type* of emergency is occurring. Is it a fire or an earthquake? Is it a fire in the neighborhood of the school or a fire in the classroom? Identifying the type of emergency will inform the appropriate response.

Emergency procedures for a range of man-made and natural emergencies are provided in the “Emergency Response Plan” of this document. As this list cannot be exhaustive to all emergencies and situations, school staff are expected to exercise their judgment determining which type of emergency most applies to the current situation.

Step Two: Identify the level of emergency

The second step in responding to an emergency is to determine the *level* (or degree/intensity) of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. Schools can think about three levels emergencies:

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

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

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

Step #3: Communicate and Determine Immediate Response Actions

Alerting others of an emergency situation on campus can save lives and minimize damage to the school site. School staff should understand the following:

Important Principle #4: Call 911 first.

After calling 911, the flow of information at a school site should go from the first responder to the Principal to the RSED regional office.

Important Principle #5: In case of fire, activate the alarm

In the event of a fire, any one discovering the fire should activate the building fire alarm system and the building should evacuate immediately.. In the event that a lock down or shelter-in-place incident is simultaneously in progress, the evacuation would be limited to the area immediately in danger from the fire – such a situation would occur under direction of the Principal or designee.

Important Principle #6: All RSED employees are responsible for notifying school leaders of emergencies

In the event the Rocketship main office is in receipt of information of an emergency near a school campus, such as a weather warning that may affect a school within Rocketship Education, the information shall be provide ASAP to the school Principal.

Once the type and extent of an emergency have been identified and initial communications made, school personnel can determine if an *immediate response action* is required:

Emergency Response Actions – Summary	
Duck and Cover (and Hold) <i>Earthquake</i>	<ol style="list-style-type: none"> 1. Take action immediately in case of an earthquake, even without announcement by the Principal. 2. If possible, the Principal or Office Manager should make an announcement over the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. 3. If <i>inside</i>, teachers will instruct students to duck under their desks, cover their heads with arms and hands, and hold onto furniture until the shaking stops or otherwise notified. Students and staff should move away from windows. 4. If <i>outside</i>, teachers will instruct students to place their heads between their knees and cover their heads with their arms and hands. Students and staff should stay in the open, away from buildings, trees, and power lines.
Shelter-in-Place <i>Airborne Contaminants, Criminal Activity in Area (Non-Imminent Threat)</i>	<ol style="list-style-type: none"> 1. The Principal will make an announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. 2. If <i>inside</i>, teachers will keep students in the classroom until further instructions are given. 3. If <i>outside</i>, students will proceed inside and into their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings. 4. The Utilities & Hazards Team will assist in turning off the HVAC systems, turning off local fans, making sure windows and doors are shut, etc.
Lockdown <i>Intruder</i>	<ol style="list-style-type: none"> 1. The Principal will make an announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. 2. If <i>outside</i>, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings. 3. If <i>inside</i>, teachers will instruct students to lie on the floor, lock the doors, and close any shades or blinds if it appears safe to do so. 4. Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal or law enforcement. 5. The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel, have to be allowed on campus.
Evacuate Building (Primary Evacuation Site)	<ol style="list-style-type: none"> 1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principle will use other means of communication, i.e., sending messengers to deliver instructions. 2. The Principal will initiate a fire alarm. 3. Teachers will instruct students to evacuate the building, using

<p><i>Fire</i></p>	<p>designated routes, and assemble in their assigned <i>Assembly Area</i>.</p> <p>4. Teachers will take the student roster when leaving the building and take attendance once the class is assembled in a safe location (e.g., Primary Evacuation Site).</p> <p>5. Once assembled, teachers and students will stay in place until further instructions are given</p>
<p>Off-Site Evacuation (Secondary Evacuation Site)</p>	<p>1. The Principal will make an announcement on the PA system. If the PA system is not available, the Principle will use other means of communication, i.e., sending messengers to deliver instructions.</p> <p>2. The Principal will determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location. The off-site assembly areas (Secondary Evacuation Site) are indicated on the Evacuation Map.</p> <p>3. Teachers will grab the student roster when leaving the building and take attendance once the class is assembled in a pre-designated safe location.</p> <p>4. Once assembled off-site, teachers and students will stay in place until further instructions are given.</p> <p>5. In the event clearance is received from appropriate agencies, the Principal may authorize students and staff to return to the classrooms.</p>
<p>Go to Safe Site <i>Tornado</i></p>	<p>1. A siren will sound, or the Principal will make an announcement on the PA system. If the PA system is not available, the Principal will use other means of communication.</p> <p>2. Upon hearing the announcement or siren, teachers will grab their safety clipboard and walk-talkies, count their students, and lead them to the designated indoor safe site.</p> <p>3. At the safe site, teachers will instruct students to face the wall and hold their hands behind their head. Teachers will take roll, if safe.</p> <p>4. The Principal will announce to staff when it is safe to leave the safe site.</p>
<p>All Clear <i>Emergency is Over</i></p>	<p>1. The Principal will make an announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions.</p> <p>2. If appropriate, teachers should immediately begin discussions and activities to address students' fears, anxieties, and other concerns</p>

5. Immunizations/Physical Exams

Applicability

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

Immunizations

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

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

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

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

Exceptions are allowed under the following conditions:

- a) The parent provides a signed doctor's statement verifying that the child is to be exempted from immunizations for medical reasons. This statement must contain a statement identifying the specific nature and probable duration of the medical condition.
- b) A parent may request exemption of their child from immunization for personal beliefs.
- c) StudentStudents who fail to complete the series of required immunizations within the specified time allowed under the law will be denied enrollment until the series has been completed.

Physical Examinations

All studentstudents are to have completed a health screening examination on or before the 90th day after the student's entrance into first grade or such students must have obtained a waiver

pursuant to Health and Safety Code Section 124085. Information and forms are distributed to students enrolled in kindergarten.

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

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

6. Communicable, Contagious, or Infectious Disease Prevention Policy

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

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

All students and employees shall be provided appropriate periodic instruction in basic procedures recommended by the State Department of Education and other public health agencies and associations.

Incidence and transmission of communicable diseases will be further limited through a rigorous program of immunization and health screening required of all students, faculty, and staff. (See “Immunizations / Physical Exams”, Policy # 5) Students found to have communicable diseases will be included in all activities deemed by a physician to present no hazard of infection to other students.

Injuries and Accidents

Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures. (See “Bloodborne Pathogen Exposure Control Program”, Policy #11)

7. Administration of Medications

RSED SCHOOLS, upon request from the parent/guardian and verification from a physician, will endeavor to provide for the administration of prescribed medication to allow the student to attend school, if the student is unable to take the medication without assistance or supervision.

RSED school staff (e.g. Office Manager) will be responsible for the administration of medication to students attending school during regular school hours.

It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees.

Guidelines:

- The primary responsibility for the administration of medication rests with the parent/guardian, student and medical profession.
- Medication shall be administered during school hours only if determined to be absolutely necessary on an ongoing basis.
- Before medication can be administered to a student by school staff, the **parent/guardian shall sign and submit a release/consent form (Medication Authorization Form)**, which is to be kept on file at the school (Nurse's Binder).
- Designated staff (e.g. the school Office Manager) shall keep records of medication administered at the school every day. When medication is administered to a student, the school staff who administered the medication will note this on a **Medication Administration Log**
- When a parent submits medication to a school to be administered to his/her child, it must be kept in their original container (as it comes from the pharmacy).
- **Administration Log to be kept on file at the school**
- All medication will be kept in a secure and appropriate storage location and administered per physician's instructions by the school nurse or by designated staff.
- Designated staff shall return all surplus medication to the parent/guardian upon completion of the regimen or prior to summer holidays.
- Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, diabetes).
- A new medication authorization form (signed/reviewed by the child's physician) must be submitted at the start of every school year. In addition, whenever there is a change in the child's treatment – e.g. a change in dosage or frequency of treatment, change in instructions for administration, or a change in the child's physician – the child's parent/guardian must submit a new Medication Authorization Form.

8. Drug-Free Workplace

Rocketship is committed to providing a drug- and alcohol-free workplace and to promoting safety in the workplace, employee health and well-being and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace is extremely harmful to workers.

Accordingly, consistent with this commitment, the school has developed a drug and alcohol policy that applies to all employees.

Bringing to the workplace, possessing or using, or being under the influence of intoxicating beverages or drugs on any School premises or at any school-sanctioned activity or function is prohibited and will result in disciplinary action up to and including termination.

The School reserves the right to use appropriate means to provide a safe work environment for its employees. These means may consist of but are not limited to:

- Post-offer, pre-employment drug/alcohol testing;
- Referral to local authorities;
- Referral to employee assistance program;
- Full investigation of accident causes, which includes drug and alcohol testing;
- “For cause” drug testing (reasonable suspicion testing);
- Search of School property;
- Search of employee property, including employee handbags and vehicles, brought onto School property.

Refusal to submit to a “for cause” drug test or a drug test in connection with an on-the-job injury or accident is cause for immediate termination.

9. Smoke-Free Environment

Rocketship is a smoke-free environment.

Smoking is not allowed anywhere on the School campus. It is the responsibility of each staff member to adhere to this rule, and to inform his or her guests of our non-smoking policy.

10. First Aid, CPR, and Health Screening

Rocketship recognizes the importance of taking appropriate preventive or remedial measures to minimize accidents or illness at school or during school-sponsored activities. To this end, Rocketship expects parents/guardians to provide emergency information and keep such information current in order to facilitate immediate contact with parents/guardians if an accident or illness occurs.

First Aid Kits: Every classroom shall have a First Aid Kit containing appropriate supplies. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

CPR: All Administrators (Principals and Assistant Principals) and School Office Personnel (Business Operations Managers and Office Managers) are to be certified in adult and pediatric CPR and First Aid and be recertified prior to expiration of certificates. The Business Operations Manager will be responsible for maintaining these records.

Opportunities for adult and pediatric CPR and First Aid training will be offered to all teachers and teachers will be strongly encouraged to become certified in adult and pediatric CPR and First Aid and be recertified prior to expiration of certificates. Adult and pediatric CPR and First Aid training will also be offered to all support staff and volunteers.

Resuscitation Orders: School employees are trained and expected to respond to emergency situations without discrimination. If any student needs resuscitation, staff shall make every effort to resuscitate him/her. Staff members are prohibited from accepting or following any parental or medical "do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed, and such Advance Directives shall not be communicated to staff. The Principal, or designee, shall ensure that all parents/guardians are informed of this policy.

Vision, Hearing and Scoliosis Screening

The School shall screen for vision, hearing and scoliosis as required by Education Code Section 49450, et seq., and District Board policy per appropriate grade levels.

Head Lice

To prevent the spread of head lice infestations, School employees shall report all suspected cases of head lice to the school nurse or designee as soon as possible. The nurse, or designee, shall examine the student and any siblings of affected students or members of the same household. If nits or lice are found, the student shall be excluded from attendance and parents/guardians informed about recommended treatment procedures and sources of further information.

The Principal, or designee, shall send home the notification required by law for excluded students.

If there are two or more students affected in any class, an exposure notice with information about head lice shall be sent home to all parents/guardians of those students.

Staff shall maintain the privacy of students identified as having head lice and excluded from attendance.

Excluded students may return to school when reexamination by the nurse, or designee, shows that all nits and lice have been removed.

11. Exposure Control Plan For Bloodborne Pathogens

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

The Board shall determine which employees have occupational exposure to bloodborne pathogens and other potentially infectious materials. In accordance with Rocketship “Exposure Control Plan,” employees having occupational exposure shall be trained in accordance with applicable state regulations (8 CCR 5193) and offered the hepatitis B vaccination. The Principal, or designee, may exempt designated first-aid providers from pre-exposure hepatitis B vaccination under the conditions specified by state regulations.

Any employee not identified as having occupational exposure in Rocketship exposure determination may petition to be included in Rocketship employee in-service training and hepatitis B vaccination program. Any such petition should be submitted to the Principal, or designee, who shall evaluate the request and notify the petitioners of his/her decision. The Principal, or designee, may deny a request when there is no reasonable anticipation of contact with infectious material.

12. Campus Access/Visitor Policy

While Rocketship encourages parents/guardians and interested members of the community to visit our schools and view the educational program, Rocketship also endeavors to create a safe environment for students and staff.

To ensure the safety of students and staff as well as to minimize interruption of the instructional program, the School has established the following procedures, pursuant to California Penal Code Sections 627, et. seq., to facilitate visits during regular school days:

Front Entrance: The Office Manager is responsible for manning the front entrance to the school at all times during school hours. School hours are defined as 30 minutes before Launch to 30 minutes after the end of the instructional day. If the Office Manager is unable to be at the front desk for some reason, he/she is responsible for finding another Rocketship staff member to be present at the entrance. Parent volunteers should NOT be asked to man the front desk.

Regional/National Staff (Badges): RSED regional/national staff will receive personal identification badges from the Rocketship HR department. RSED regional/national staff must display their badge on their person at all times at a school site. If a regional/national staff member forgets his or her badge, they will need to obtain a Visitor's Pass from the Office Manager (see below). Regional/National staff must also sign in and out.

Arranging in Advance for Campus Visits: Visits during school hours by non-RSED staff should first be arranged with the teacher and Principal (or designee) at least three days in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least three days in advance. Parents seeking to visit a classroom during school hours must first obtain the written approval of the classroom teacher and the Principal or designee.

Visitors: All visitors (including RSED regional and national staff members) must register with the Front Office immediately upon entering any school building or grounds during regular school hours (30 minutes before Launch to 30 minutes after the end of the instructional day). Visitors will be issued a Visitor's Pass that they must display at all times on the campus. Visitors must also sign out when leaving the campus.

When registering, any visitor may be asked to provide personal identification at any time.

Grounds for Removal/Refusal: The Principal, or designee, may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substances.

The Principal or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.

The Principal may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.

Any visitor that is denied registration or has his/her registration revoked may request a hearing before the Principal or the Board on the propriety of the denial or revocation. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of hearing is to be sent, and shall be delivered to either the Principal or the Board President within five days after the denial or revocation. The Principal or Board President shall promptly mail a written notice of the date, time, and place of the hearing to the person who requested the hearing. A hearing before the Principal shall be held within seven days after the Principal receives the request. A hearing before the Board shall be held at the next regularly scheduled Board meeting after the President receives the request.

- The Principal or designee shall seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.

- At each entrance to the School grounds of, signs shall be posted specifying the hours during which registration is required, stating where the office of the Principal or designee is located and what route to take to that office, and setting forth the penalties for violation of this policy.

- No electronic listening or recording device may be used by students or visitors in a classroom without the teacher's and Principal's written permission.

Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to \$500.00 or imprisonment in the County jail for a period of up to six (6) months or both.

2. Further conduct of this nature by the visitor may lead to the School's pursuit of a restraining order against such visitor which would prohibit him/her from coming onto school grounds or attending School activities for any purpose for a period of three (3) years.

Appendix D. Suspension and Expulsion Procedures

SUSPENSION AND EXPULSION PROCEDURES

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

This Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at a Rocketship school. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The school will follow Section 504, the IDEIA, and all applicable federal and state laws including but not limited to the special education provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. While the School remains a public school of the

district for purposes of special education under Education Code Section 47641(b), the School shall notify the District of the suspension of any student identified under the IDEA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504 and shall coordinate with the District the manifestation determination process prior to the expulsion of any such student as well.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the school or at any other school or a School sponsored event at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

In preparing this list of offenses, the petitioners reviewed the list of offenses and procedures that apply to students attending non-public schools. Students may be suspended or expelled for any of the following acts when it is determined the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal/Administrator or designee's concurrence.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.

8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in or attempted to engage in hazing of another. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
18. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1) above.

19. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
20. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.
22. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
23. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a student or school personnel.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within three (3) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Expulsion by the Principal or Principal's designee, the student and the student's guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following determinations: 1) the student's presence will be

disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

The full authority of the Board of Directors to hear and conduct expulsions shall be granted to the Discipline Committee, a committee of the RSED Board of Directors. The Discipline Committee shall consist of three board directors of the RSED Board. The Discipline Committee may expel any student found to have committed an expellable offense.

Instead of conducting the hearing itself, the Discipline Committee may appoint an impartial administrative panel of three or more certificated persons, none of whom is a member of the board or employed on the staff of the school in which the pupil is enrolled. The Discipline Committee will pre-appoint a panel of at least five certificated persons, each from different Rocketship school sites. Should any of the persons appoint to the panel be employed by the staff of the school in which the pupil is enrolled, he/she will recuse him/herself from the proceedings.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the Student has committed an expellable offense, unless the pupil requests, in writing, that the hearing be postponed.

In the event an administrative panel hears the case, it will make a recommendation to the Discipline Committee for a final decision whether to expel. The hearing shall be held in closed session unless the student makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the School disciplinary rules which relate to the alleged violation;

4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to Three (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel and decision by the School Board to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the School Board who will make a final determination regarding the expulsion. The final decision by the School Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the School Board is final.

If the expulsion hearing panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Principal or designee following a decision of the School Board to expel shall send written notice of the decision to expel, including the School Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Rocketship.

The Principal or designee shall send a copy of the written notice of the decision to expel to the District.

This notice shall include the following:

- a) The student's name
- b) The specific expellable offense committed by the student

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, the Charter School shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the student, including a transcript of grades or report card and health information.

J. Disciplinary Records

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to the District upon request.

K. Right to Appeal

The pupil/family shall have the right to appeal the decision to expel the student from the Charter School directly to the Discipline Committee. The request to appeal must be made in writing and shall be submitted to the Discipline Committee within fifteen business days of being made aware of the decision to expel the student. The appeal shall be heard by the Discipline Committee within thirty days of receipt of the appeal.

If decision to expel is upheld and the pupil/family is still dissatisfied with the decision, they may request one final appeal to the RSED Executive Committee. The request to appeal must be made in writing and shall be submitted to the Executive Committee within fifteen business days of being made aware of the decision to uphold the expulsion of the student. The appeal shall be heard by the Executive Committee within thirty days of receipt of the appeal.

L. Expelled Students/Alternative Education

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

N. Readmission

The decision to readmit a student or to admit a previously expelled student from another school, school district or charter school shall be in the sole discretion of the School Board following a meeting with the Principal and the student and guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to

determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the Board following the meeting regarding his or her determination. The student's readmission is also contingent upon Rocketship capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

i. Notification of District

The School shall immediately notify the District and coordinate the procedures in this policy with the District for the discipline of any student with a disability or student who the School or District would be deemed to have knowledge that the student had a disability who is suspended for more than ten (10) school days during a school year.

ii. Services During Suspension

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

iii. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the School, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If the School, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the School, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

- a) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and the School agree to a change of placement as part of the modification of the behavioral intervention plan.

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

iv. Due Process Appeals

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

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

v. Special Circumstances

School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to

whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

vi. Interim Alternative Educational Setting

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

vii. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the School had knowledge that the student was disabled before the behavior occurred.

The School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent has requested an evaluation of the child.
- c) The child's teacher, or other School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other School supervisory personnel.

If the School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the School pending the results of the evaluation.

The School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Appendix E: Sexual Harassment Policy

Rocketship Education Policy on Sexual Harassment

Statement against Sexual Harassment

- **No toleration policy** - Sexual harassment of or by any faculty, staff or student is illegal and will not be tolerated. The School Governing Board prohibits sexual harassment, and harassment based on pregnancy, childbirth or related medical conditions, race, religious creed, color, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state or local law or ordinance or regulation.
- **To whom the policy applies** - This policy applies to all persons involved in the operation of the School and prohibits unlawful harassment by faculty, staff, and students.
- **Discipline** - The School Governing Board considers sexual harassment to be a major offense and any individuals who violate this policy are subject to discipline up to and including dismissal, expulsion or other appropriate sanction.
- **Prompt and Thorough Investigation** - All claims of harassment will be taken seriously and will be investigated promptly and thoroughly.
- **Confidentiality** - Sexual harassment advisers and others responsible to implement this policy will respect the confidentiality and privacy of individuals reporting or accused of sexual harassment.
- **No Retaliation** - Retaliation against any employee or student who in good faith reports or provides information related to harassment in violation of this policy is against the law and will not be tolerated. Intentionally providing false information, however, is grounds for discipline.

Sexual Harassment Defined

Unwelcome sexual advances, requests for sexual favors, and other visual, verbal or physical conduct of a sexual nature constitute sexual harassment when:

- Submission to such conduct is made implicitly or explicitly a term or condition of employment or educational development;
- Submission or rejection of such conduct is used as a basis for employment or education decisions affecting individuals; or
- Such conduct has a purpose or effect of unreasonably interfering an individual's work or educational performance, or creating an intimidating, hostile or offensive working or educational environment.

- Sexual harassment in California also includes:
 - Verbal harassment, such as epithets, derogatory comments or slurs;
 - Physical harassment such as assault or physical interference with movement or work; and
 - Visual harassment, such as derogatory cartoons, drawings or posters.

Unwelcome sexual advances of an employer towards an employee or student of the same sex and harassment on the basis of pregnancy disability are unlawful sexual harassment. Employees and students in California are protected from discrimination based on their actual or perceived sexual orientation. Sexual orientation is defined as “heterosexuality, homosexuality, and bisexuality.”

- Specifically, sexual harassment may occur as a pattern of degrading sexual speech or actions and may include, but is not limited to the following examples:
 - Vulgar remarks;
 - Sexually derogatory comments regarding a person’s appearance;
 - Physical touching, pinching, patting, or blocking free movement;
 - Sexual propositions or advances (with or without threats to a person’s job or promotion if that person does not submit);
 - Sexually suggestive or degrading posters, cartoons, pictures or drawings;
 - Offensive sexual jokes, slurs, insults, innuendos or comments; or
 - Physical assault.

Notification

- A copy of the Policy Information Sheet shall be provided to all School students and employees at the beginning of the first semester of each school year with the disbursement of the first paycheck, noting whether any amendments have been made.
- A copy of the Policy Information Sheet and School Board Sexual Harassment Policy # will be provided as part of new student orientation and at the beginning of each new school term.
- New employees to the School will receive a copy of the Information Sheet and Board Sexual Harassment Policy # upon acceptance of employment.

- The School Board Sexual Harassment Policy will be displayed in a prominent location at the School.
- A copy of the School Board Sexual Harassment Policy # shall appear in any publication of the School that sets forth the comprehensive rules, regulations, procedures and standards of conduct from the School.

Employees or students who have questions concerning this Board Policy # are encouraged to contact the Principal.

Complaint Procedure

Complaint Filing Procedure

- **Informal Resolution** - The School Board encourages communication among its employees and students. Employees or students who feel that they are being harassed by another student or employee, if reasonably possible, should informing the party directly that his or her conduct is unwelcome or offensive and it must stop. If this is not possible, or if the alleged harasser is an employee of the School, or if the behavior continues, employees and parents / guardians can follow the complaint filing procedure.
- **Written Complaint** – Complaints should be submitted within one (1) year of the alleged incident to ensure a prompt, thorough investigation.
- Any student who believes he or she has been harassed, or believes he or she has witnessed harassment by a peer, or agent of the School should promptly report in writing, using the attached form, incident(s) to the his or her supervisor and / or the Principal.
- A complaint form is attached to this Policy. It is important to fill in as much information as accurately as possible. A copy of this form can be obtained from the Principal.
- The Principal, or designee, will investigate all reported incidents within 10 days of receiving a written complaint form, unless the Principal, or designee, is the subject of the investigation, in which case the School Governing Board shall appoint an investigator. The individual responsible for the investigation will hereinafter be referred to as the “Investigator.” If the Investigator deems it necessary, he or she will convene a Team of trained investigators to proceed in the investigation.

Investigation

Investigation Policies

- Complaints will be treated seriously and investigated immediately.
- Complaints will be handled confidentially.

- Complainants will be promptly and fully informed of their rights pursuant to this policy.
- All witnesses and the accused will be properly and fully informed of their rights and remedies pursuant to this policy.
- All interviews of the accused, witnesses and the complainant shall be conducted in a private area.
- The Investigator will be properly trained to listen to the allegations, make complete notes, attempt to identify all persons involved, as well as all possible witnesses, and interview the accused.
- No complainant, witness, or party who assists in the investigation will be retaliated against.
- The School will take steps to prevent the recurrence of any harassment and will correct any discriminatory effects on the complainant and others.

Investigation Procedure

The Investigator will initiate an investigation to determine whether there is reasonable cause to believe that a violation of the School Board's sexual harassment policy has occurred. "Reasonable cause" is shown if a person of ordinary caution or prudence would be led to believe and conscientiously entertain a strong suspicion of a violation of the sexual harassment policy.

- All individuals involved in the investigation including the complainant, witnesses and the accused shall be fully informed of their rights under this policy.
- The accused shall be provided with a copy of the complaint form and an opportunity to respond to the allegations within seven (7) days of receipt of the request for a formal inquiry. The investigation will include interviews with the complainant and other witnesses as determined by the circumstances.
- The Investigator shall fully and effectively conduct an investigation that includes interviewing:
 - 1) The complainant;
 - 2) The accused;
 - 3) Any witnesses to the conduct; and
 - 4) Any other person who may be mentioned during the course of the investigation as possibly having relevant information.

- When appropriate, interim protections or remedies for the complainant, such as limitations on contact, alternative course schedules, and the like, may be recommended to the appropriate School administrator at any time during the process. The complainant will be kept informed of the status of the complaint, consistent with the School Board's policy and regulation and applicable law.
- The formal investigation shall typically be completed within sixty (60) days of the date of the filing of the request.
- The final determination of the Investigator's investigation shall result in a report which shall contain, at the minimum:
 - 1) a statement of the allegations and issues;
 - 2) the positions of the parties;
 - 3) a summary of the evidence received from the parties and the witnesses;
 - 4) any response the accused wishes to add to the report; and
 - 5) all findings of fact.
- The final determination report shall state a conclusion that the Investigation Team:
 - 1) Found reasonable cause that the accused violated the sexual harassment policy; or
 - 2) Did not find sufficient evidence to find reasonable cause that the accused violated the sexual harassment policy. Where the Investigator did not find reasonable cause but believes the behavior complained of may constitute misconduct, the Investigator may state such a conclusion and refer the matter to the appropriate School administrator.
- The report shall be submitted to the appropriate School administrator(s) for action, within thirty (30) days of the completion of the investigation or as soon thereafter as is feasible. The Investigator will inform the complainant and the accused that the report has been forwarded and to whom. The appropriate administrator(s) will ensure that the complainant and the accused are timely notified in writing of the disciplinary action taken.
- Within fifteen (15) days of disciplinary action being taken against the accused, or as required by applicable Board procedures, the appropriate administrator(s) shall provide written notification to the complainant indicating:
 - 1) individual remedies available to the complainant; and
 - 2) all sanctions against the accused of which the complainant needs to be aware in

order for the sanctions to be fully effective

- Within fifteen (15) days of taking disciplinary action against the accused, the appropriate administrator(s) shall provide written notification to the Investigator indicating
 - 1) the results of any disciplinary actions and the initiation of any appeals; and
 - 2) all further individual remedies available to the complainant.
- If the final determination is that sexual harassment has occurred, a prompt, relevant and effective remedy shall be provided to the complainant and appropriate disciplinary action taken against the harasser.

Appeal

Appeal of Sexual Harassment Investigation Finding of No Reasonable Cause - There are different ways to appeal a finding of no reasonable cause depending on whether the complainant is a student, faculty, or staff. In most cases, existing School complaint procedures provide a mechanism for such an appeal, and where available, such procedures must be utilized.

Notice to the Complainant

Where the Investigator concludes that there is no reasonable cause to believe that a violation of the School Board's sexual harassment policy has occurred and the complaint is to be dismissed, a copy of the report will be sent to the complainant and the accused in accordance with the School Board policies/regulations applying to the disclosure of information from School records.

Written Appeal

A written appeal must be directed to the appropriate administrator, as designated by the Principal, within thirty (30) days of notification to the complainant of the dismissal of the complaint.

Basis for Appeal - The appeal may be based only on one of the following grounds:

- 1) There is newly discovered important evidence not known at the time of the report;
- 2) Bias on the part of an Investigator member; or
- 3) The Investigator failed to follow appropriate procedures.

Decision

The Principal or his or her designee will consider the appeal and will provide a written decision to the complainant and the Investigator within thirty (30) days of receipt of the appeal.

Extensions of Deadlines

Extensions of all deadlines contained in these procedures may be granted at the discretion of the Investigator for good cause. The Principal shall be consulted before a decision is made on requests for extensions involving faculty and staff.

Appendix F: Role of Staff as Mandated Child Abuse Reporters

Below please find a copy of Rocketship Education's Mandated Reporter Policy.

ROCKETSHIP EDUCATION MANDATED REPORTER POLICY

In California, certain professionals are required to report known or suspected child abuse. Educators, including teachers, aides, school administrators, office workers, and all other employees of public schools are legally mandated reporters. **As an employee of a Rocketship Education school, or an employee of the Rocketship Education National office who has regular contact with children, you are a Mandated Reporter.** This "Mandated Reporter Policy" is intended to inform Rocketship Education employees of your responsibilities and rights under the Child Abuse and Neglect Reporting Act, as well as the procedures for complying with the Act.

When Must you Report?

California's reporting law requires a report to be made when a mandated reporter has a "reasonable suspicion" of abuse. According to CA Penal Code § 11166(a)(1) "reasonable suspicion" means that it is "objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect."

The language chosen in the statute was deliberate and was drafted to ensure that a maximum number of abused children are identified and protected. As an educator, your role is not to serve as an investigator. If you feel that an ordinary person in your position would have any reason to suspect abuse, you are required to immediately report your suspicions.

What Types of Abuse Must Be Reported?

Under the law, when the victim is a child (a person under the age of 18), the following types of abuse must be reported by all legally mandated reporters: physical abuse, sexual abuse (including both sexual assault and sexual exploitation), willful cruelty or unjustified punishment, unlawful corporal punishment or injury, and neglect (including both acts and omissions). The perpetrator can be any adult or child, with the exception of a "mutual affray between minors" (a school yard fight).

Physical abuse (PC § 11165.6) is defined as physical injury inflicted by other than accidental means on a child, or intentionally injuring a child.

Child sexual abuse (PC § 11165.1) includes sexual assault or sexual exploitation of anyone under the age of 18. Sexual assault includes sex acts with children, intentional masturbation in the presence of children, and child molestation. Sexual exploitation includes preparing, selling,

or distributing pornographic materials involving children; performances involving obscene sexual conduct; and child prostitution.

Willful cruelty or unjustified punishment (PC § 11165.3) includes inflicting or permitting unjustifiable physical pain or mental suffering, or the endangerment of the child's person or health. "Mental suffering" in and of itself is not required to be reported; however, it may be reported. CA Penal Code § 11166.05 states: "Any mandated reporter who has knowledge of or who reasonably suspects that mental suffering has been inflicted upon a child or that his or her emotional well-being is endangered in any other way may report the known or suspected instance of child abuse or neglect to an agency specified in § 11165.9".

Unlawful corporal punishment or injury (PC § 11165.4), willfully inflicted, resulting in a traumatic condition.

Neglect (PC § 11165.2) of a child, whether "severe" or "general," must also be reported if the perpetrator is a person responsible for the child's welfare. It includes both acts and omissions that harm or threaten to harm the child's health or welfare.

General neglect means the failure of a caregiver of a child to provide adequate food, clothing, shelter, medical care, or supervision, where no physical injury to the child has occurred.

Severe neglect means the intentional failure of a caregiver to provide adequate food, clothing, shelter, or medical care where injury has occurred or is likely to occur. Severe neglect also includes those situations of neglect where any person having the care or custody of a child willfully causes or permits the person or health of the child to be placed in a situation such that his or her person or health is endangered. Any of the above types of abuse or neglect occurring in out-of-home care must also be reported (PC § 11165.5).

Procedures for Reporting

1. The moment you have a reasonable suspicion of abuse, a report must be made immediately or as soon as practically possible by phone.
2. Reports must be made to a county welfare department, probation department (if designated by the county to receive mandated reports), or to a police or sheriff's department.
 - a. In the San Jose Area, you can contact the Santa Clara County Department of Family and Children's Services **24 hours a day** by calling the:

**Child Abuse and Neglect Center
(408) 299-2071**

- b. If you are unable to make your report at the number listed above, or you are informed that the incident is one which they will not investigate, please contact the police station closest to your school site.

3. Within 36 hours of the initial phone call, you must mail a written report to the same agency. The written report must be submitted on a Department of Justice Form SS 8572.

- a. Form SS 8572
http://oag.ca.gov/sites/all/files/pdfs/childabuse/ss_8572.pdf?
- b. Instructions for Form SS8572
http://oag.ca.gov/sites/all/files/pdfs/childabuse/8572_instruct.pdf?
- c. If you contact the Santa Clara County Department of Family and Children's Services, mail your written report to:

**Santa Clara County Department of Family and Children's Services
Child Abuse and Neglect Center
373 West Julian St. - Second Floor
San Jose CA 95110**

4. Joint Knowledge

- a. It is the policy of Rocketship Education to report suspicion of abuse to the principal of the school, unless the principal of the school is the subject of the suspicion. **REMEMBER, reporting the information to a supervisor, principal, coworker or any other person shall not be a substitute for making a mandated report to one of the agencies specified above.**
- b. **However**, when two or more persons who are mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, the telephone report and written report may be made by a single member of the team.
- c. **Knowledge that a report has already been made by an outside party is not a substitute for making a mandated report.**

5. After the report is made, Child protection workers and/or law enforcement officers may contact you to gather additional information to aid in their investigation. You may have knowledge about the child and/or family which can aid the investigators in making accurate assessments and providing appropriate services. After the investigation has been completed or the matter reaches a final disposition, the investigating agency shall inform the mandated reporter of the results of the investigation and any action the agency is taking.

Immunity from Liability

- Mandated reporters have immunity from criminal or civil liability for reporting as required, unless the report is proven to be false and the person reporting knows it is false, or the report is made with reckless disregard of the truth or falsity of the incident. Mandated reporters and others acting at their direction are not liable civilly or criminally

for photographing the victim and disseminating the photograph with the report (PC § 11172(a)).

- No supervisor or administrator may impede or inhibit a report or subject the reporting person to any sanction (PC § 11166(f)).
- The identity of the reporting party and the contents of the child abuse report are confidential and may only be disclosed to specified persons and agencies (PC § 11167(d)(1); PC 11167).
- In the event a civil action is brought against a mandated reporter as a result of a required or authorized report, he or she may present a claim to the State Board of Control for reasonable attorney's fees incurred in the action if he or she prevails in the action or the court dismisses the action (PC § 11172(c)).

Failure to Report

Failure to report suspected abuse is a misdemeanor punishable by imprisonment/fine. Any person who fails to report an instance of child abuse or neglect as required by the Child Abuse and Neglect Reporting Act is guilty of a misdemeanor with a punishment not to exceed six months in jail or \$1000 or both (PC § 11166(c)).

Appendix G: Sample Rocketship Parent Commitment Letter

Parents'/Guardians' Commitment

We fully commit to RSMH in the following ways:

- We will always help our child in the best way we know how, and we will do whatever it takes for him/her to learn and prepare for college and life by supporting him/her and encouraging him/her to adhere to his/her “commitment to excellence.”
- We will make sure our child arrives at RSMH on-time every day by 7:15 A.M. if they intend to eat Breakfast or 8:00 A.M. if they do not (Monday – Friday).
- We will make arrangements so our child can remain at RSMH until 3:20pm (K) or 3:50pm (1st-2nd) or 4:00pm (3rd – 5th) Monday thru Thursday.
- We will make arrangements so our child will be picked up from RSMH at 1:50pm (K-2nd) or 2:10pm (3rd – 5th) every Friday.
- We will follow all arrival and dismissal regulations and parking procedures.
- We will make sure our child follows the RSMH dress code.
- We will ensure that our child is reading or being read to every night.
- We will check our child’s homework every night, sign his/her agenda, and we will read carefully and sign (if requested) all the papers the school sends home to us.
- We will meet regularly with teachers to discuss our child’s progress, including home visits, sites off campus, and parent conferences and support their work to help our child excel.
- We will participate in all school activities including parent/family meetings, exhibition nights, community meetings, open house nights, conferences, etc.
- We will volunteer at least 30 hours per year for the RSMH community.

We, not the school, are responsible for the behavior of our child.

X _____

Rocketship Commitment

We fully commit to our families and students in the following ways:

- We will create a safe place to learn.
- We will respect the background, culture, and individuality of each child.
- We will communicate regularly with you about your child's progress and special needs.
- We will hold high expectations for all students.
- We will work hard to help your child feel successful and increase their sense of self-worth.
- We will provide your child with the academic base and moral compass they need to be successful through college and the rest of their lives.
- We will provide support to you and your child as you determine the best educational path upon graduating from RSMH.

X _____

Appendix H: Resume of Rocketship Founder

Preston Smith

4163 Partridge Drive, San Jose, CA 95121

(408) 313-0265

preston@rsed.org

HIGHLIGHTS

- **Over 10 years' experience public education (traditional school districts and charters)**
- **Co-Founder of Rocketship Education, an organization dedicated to eliminating the achievement gap and serving 1 million students across the United States by 2040.**
- **Founding Principal of Rocketship Mateo Sheedy Elementary School. In 2008, after two years of operation, Rocketship received an API score of 925 and was the third ranked high poverty (50% free and reduced meals) school in California.**
- **Founding Principal of L.U.C.H.A. Elementary School, a small-autonomous school in the Alum Rock Union Elementary School District. In 2006, after three years of operation, L.U.C.H.A. received an API score of 881 and was the fourth ranked high-poverty (50% free and reduced meals) school in California.**

PROFESSIONAL EXPERIENCE

Chief Executive Officer, Rocketship Education (2013 – Present)

Chief Achievement Officer, Rocketship Education (2009 – 2013)

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

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

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

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

- Founded L.U.C.H.A., a small school, with a team of parents and teachers

- Oversaw the growth of L.U.C.H.A. Elementary School from 120 students to over 250 students and subsequently, a budget that increased from \$1 million to almost \$3 million.
- Led L.U.C.H.A. to successive increases in API scores according to the California State Exam from an initial API of 753 to 881 in the final year. This API score was the fourth highest in the state for low-income elementary schools in California.
- Helped to create a consortium of small schools within San Jose, which led to collaboration efforts on professional development and mentoring of other principals.

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

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

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

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

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

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

EDUCATION

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

HONORS & SCHOLASTIC ACHIEVEMENT

- Aspen New-Schools Fellow
- Finalist for the Sue Lehmann Award for excellence in Teaching (only six are awarded to over 1,000 Teach for America corps members)
- Recruited by a Community Organization (P.A.C.T.) and asked to lead in the creation of a New, Small Autonomous School in San Jose, CA
- Teacher of the Year at Clyde Arbuckle Elementary School (2002/2003)
- Member of the Phi Beta Kappa Fraternity

GROUPS AND ASSOCIATIONS

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

LANGUAGES:

- Spanish (Proficient)

Appendix I: Articles of Incorporation, Bylaws, and Conflict Code

Executed copies of each document are available upon request.

ARTICLES OF INCORPORATION

FIRST AMENDED AND RESTATED ARTICLES OF INCORPORATION OF ROCKETSHIP EDUCATION

(A California Nonprofit Public Benefit Corporation)

I.

The name of the Corporation shall be Rocketship Education.

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more public charter schools.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

The name and address in the State of California of this Corporation's agent for service of

process is: Rocketship Education
Josh Mukhopadhyay
350 Twin Dolphin Drive,
Suite 109 Redwood City, CA
94065

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

BYLAWS

FIRST AMENDED AND RESTATED BYLAWS OF ROCKETSHIP EDUCATION

(A California Nonprofit Public Benefit Corporation)

ARTICLE I NAME

Section 1. NAME. The name of this corporation is Rocketship Education.

ARTICLE II PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 350 Twin Dolphin Drive, Suite 109, Redwood City, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote one or more public charter schools. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This corporation’s assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation’s Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation’s activities and affairs

shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (“Board”). The Board may delegate the management of the corporation’s activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California for holding any meeting of members.
- c. Borrow money and incur indebtedness on the corporation’s behalf and cause to be executed and delivered for the corporation’s purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than three (3) and no more than twenty-five (25), unless changed by amendments to these bylaws. All directors shall be designated by the existing Board of Directors. All directors are to be designated at a meeting of the Board of Directors. The Board of Directors shall consist of at least three (3) directors unless changed by amendment to these bylaws.

Each director shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor director has been designated and qualified.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERM. Each director shall hold office for two (2) years and until a successor director has been designated and qualified.

Section 6. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee. If the Chairman of the Board of Directors does not appoint such committee, the Chief Executive Officer shall designate qualified candidates for election to the Board of Directors in the manner specified above.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; or (d) the failure of the members, at any meeting of members at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board of Directors, or to the Chief Executive Officer, or the Secretary of the Board of Directors. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 11. REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code).¹⁷ Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

¹⁷ Rocketship Education Inc. shall operate under the terms of the Brown Act whenever it is considered to be a public agency by virtue of operating one or more California public charter schools.

Section 12. **VACANCIES FILLED BY BOARD.** Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the unanimous consent of the directors then in office, (b) the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code Section 5211, or (c) a sole remaining director.

Section 13. **NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS.** Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. **PLACE OF BOARD OF DIRECTORS MEETINGS.** Meetings shall be held at the principal office of the Corporation. The Board of Directors may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Directors or in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.¹⁸

Section 15. **MEETINGS; ANNUAL MEETINGS.** All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act (“Brown Act”). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code).

The Board of Directors shall meet no less than annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board of Directors.

Section 16. **REGULAR MEETINGS.** Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. **SPECIAL MEETINGS.** Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, the Chief Executive Officer, the Secretary of the Board of Directors, or any two Directors. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. **NOTICE OF SPECIAL MEETINGS.** In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to each Director and to the public through the posting of an agenda. Pursuant to the

¹⁸ As stated in footnote #1, Rocketship Education Inc. shall operate under the terms of the Brown act whenever it is considered a public agency by virtue of operating one or more California public charter schools.

Brown Act, the Board of Directors shall adhere to the following notice requirements for special meetings:

a. Any such notice shall be addressed or delivered to each Director at the Director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the Director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Directors are regularly held.

b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. QUORUM. A majority of the voting directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote based upon the presence of a quorum. Should there be fewer than a majority of the directors present at any meeting, the meeting shall be adjourned. Voting directors may not vote by proxy.

Section 20. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the State of California in which the corporation operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be

listed on the agenda;¹⁹

- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²⁰

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may receive such compensation, if any, for their services as directors or officers, and such reimbursement of expenses, as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 23. CREATION OF POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more voting directors, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Fix compensation of the directors for serving on the Board of Directors or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;

¹⁹ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

²⁰ The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

- e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- h. Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest.

Section 24. **MEETINGS AND ACTION OF COMMITTEES.** Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25. **NON-LIABILITY OF DIRECTORS.** No Director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 26. **COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS.** Rocketship Education, Inc. and its Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. **OFFICES HELD.** The officers of this corporation shall be a Chairman of the Board of Directors ("Chairman of the Board" or "Chairman"), a Chief Executive Officer, a Secretary of the Board of Directors ("Secretary"), and a Treasurer of the Board of Directors ("Treasurer"). The corporation, at the Board's direction, may also one or more Presidents, Vice-Presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article VIII, Section 4, of these bylaws. The officers in addition to the corporate duties set forth in this Article VIII shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. **DUPLICATION OF OFFICE HOLDERS.** Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as either the Chief Executive Officer or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. At the annual meeting of the Board of Directors, the Board shall elect from its own members, a Chairman of the Board, a Secretary, and a Treasurer, who shall serve terms concurrent with their term on the Board of Directors.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may by resolution appoint and authorize the Chairman of the Board, the Chief Executive Officer, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRMAN OF THE BOARD. The Chairman of the Board shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If there is no Chief Executive Officer, the Chairman of the Board shall also be the chief executive officer and shall have the powers and duties of the Chief Executive Officer of the corporation set forth in these bylaws.

Section 9. CHIEF EXECUTIVE OFFICER. Subject to such supervisory powers as the Board of Directors may give to the Chairman of the Board, and subject to the control of the Board, and subject to Chief Executive Officer's contract of employment, the Chief Executive Officer shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification.

The Chief Executive Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Chief Executive Officer shall send or cause to be given to the directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Executive Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the Chairman of the Board, and the Board, when requested, an account of all transactions and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

Section 10. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board, and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the directors present at Board of Directors and committee meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board, and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. TREASURER. The Treasurer's duties shall include (a) overseeing and validating audits; (b) federal and state annual information return filings; and (c) corporate filings. The Treasurer shall also preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 12. PRESIDENTS AND VICE-PRESIDENTS. If the Chief Executive Officer is absent or disabled, the Presidents or Vice-Presidents, if any, in order of their rank as fixed by the Board, or, if not ranked, a President or Vice-President designated by the Board, shall perform all duties of the Chief Executive Officer. When so acting, a President or Vice-President shall have all powers of and be subject to all restrictions on the Chief Executive Officer. The Presidents or Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

ARTICLE IX CONTRACTS WITH DIRECTORS

The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's directors are directors have a material financial interest) unless all of the following apply:

- a. The director with a material financial interest in the proposed contract or transaction fully discloses his/her financial interest in such contract or transaction in good faith and said

disclosure is noted in the Board of Directors meeting minutes.

- b. The director with a material financial interest in the proposed contract or transaction recuses himself/herself from any participation whatsoever in the proposed contract or transaction (i.e., the interested director who recuses himself/herself shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken).
- c. Such contract or transaction is authorized in good faith by a majority of the Board of Directors by a vote sufficient for that purpose.
- d. Before authorizing or approving the transaction, the Board of Directors considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances.
- e. The corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more directors or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Rocketship Education, Inc. Conflict of Interest Code have been fulfilled.

ARTICLE XI LOANS TO DIRECTORS AND OFFICERS

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XII INDEMNIFICATION

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any “proceeding,” as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. “Expenses,” as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII INSURANCE

Section 1. **INSURANCE.** This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer’s, director’s, employee’s, or agent’s status as such.

ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS

Section 1. **MAINTENANCE OF CORPORATE RECORDS.** This corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of its members, Board, and committees of the Board; and
- c. Such reports and records as required by law.

ARTICLE XV INSPECTION RIGHTS

Section 1. **DIRECTORS’ RIGHT TO INSPECT.** Every director shall have the right at any reasonable time to inspect the corporation’s books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director’s agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with

California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. **ACCOUNTING RECORDS AND MINUTES.** On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours. If the corporation has no business office in California, the Secretary shall, on the written request of any director, furnish to that director a copy of the articles of incorporation and bylaws, as amended to the current date.

ARTICLE XVI REQUIRED REPORTS

Section 1. **ANNUAL REPORTS.** The Board of Directors shall cause an annual report to be sent to the Board of Directors (i.e., itself) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. **ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS.** As part of the annual report, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each director a statement of any transaction or indemnification of the following kind:

- a. Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an “interested person” had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an “interested person” is either:
- (1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
 - (2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

**ARTICLE XVII
BYLAW AMENDMENTS**

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter(s) of the California public charter school(s) operated by Rocketship Education, Inc., or make any provisions of these Bylaws inconsistent with that/those Charter(s), the corporation’s Articles of Incorporation, or any laws.

**ARTICLE XVIII
FISCAL YEAR**

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Rocketship Education Inc, a California nonprofit public benefit corporation; that these bylaws, consisting of 14 pages, are the bylaws of this corporation as adopted by the Board of Directors on February 28, 2013; and that these bylaws have not been amended or modified since that date.

CONFLICT CODE

ROCKETSHIP EDUCATION, INC.

CONFLICT OF INTEREST CODE

ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, *et seq.*, Rocketship Education, Inc. ("Rocketship") hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members, candidates for member of the governing board, and all other designated employees of Rocketship and any and all of the California public charter schools it operates, as specifically required by California Government Code Section 87300.

DESIGNATED EMPLOYEES

Employees of Rocketship and the California public charter schools it operates, including governing board members and candidates, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be designated employees. The designated positions are listed in "Exhibit A" attached to this policy and incorporated by reference herein.

STATEMENT OF ECONOMIC INTERESTS: TIME OF FILING

Each designated employee, including governing board members and candidates, shall file a Statement of Economic Interest ("Statement") at the time and manner prescribed below, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned in "Exhibit A."

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participate in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

- Initial Statements. All designated employees employed by Rocketship and the California public charter schools it operates, on the effective date of this Code, as originally adopted, promulgated and approved by the Board of Directors of Rocketship, shall file statements within 30 days after the effective date of this Code. Thereafter, each person in a position that becomes by an amendment to this Code a "designated employee" shall file an Initial Statement within 30 days after the effective date of the amendment.
- Governing Board Candidates. Candidates for election to the governing board shall file statements within 5 days after the final date for filing nomination petitions.
- Assuming Office Statements. All persons assuming designated positions after the effective date of this Code shall file statements within 30 days after assuming designated positions.
- Annual Statements. All designated employees shall file statements no later than

April.

- Leaving Office Statements. All persons who leave designated positions shall file statements within 30 days after leaving office.
- Statements for Persons Who Resign 30 Days After Appointment. Persons who resign within 30 days of initial appointment are not deemed to have assumed office or left office provided they did not make or participate in the making of, or use their position to influence any decision and did not receive or become entitled to receive any form of payment as a result of their appointment. Such persons shall not file either an Assuming or Leaving Office Statement.
- Filing Statements. All Statements shall be supplied by Rocketship or the individual California public charter schools it operates. All Statements shall be filed with Rocketship or the individual California public charter schools it operates. The filing officer of Rocketship or the individual California public charter schools it operates, shall make and retain a copy and forward the original to the County Board of Supervisors.

STATEMENTS OF ECONOMIC INTERESTS: CONTENTS OF AND TIME PERIOD COVERED BY THE STATEMENTS

- Contents of Initial Statements. Initial Statements shall disclose any reportable investments, interests in real property and business positions held on the effective date of the Code and income received during the 12 months prior to the effective date of the Code.
- Contents of Assuming Office Statements. Assuming Office Statements shall disclose any reportable investments, interests in real property and business positions held on the date of assuming office and income received during the 12 months prior to the date of assuming office.
- Contents of Annual Statements. Annual Statements shall disclose any reportable investments, interest in real property, income and business positions held or received during the previous calendar year provided, however, that the period covered by an employee's first Annual Statement shall begin on the effective date of the Code or date of assuming office, whichever is later. The statement shall include any reportable investment or interest in real property, partially or wholly acquired or disposed of during the period covered by the statement, with the date of acquisition or disposal.
- Contents of Leaving Office Statements. Leaving Office Statements shall disclose reportable investments, interest in real property, income and business positions held or received during the period between the closing date of the last statement filed and the date of leaving office. The statement shall include any reportable investment or interest in real property, partially or wholly acquired or

disposed of during the period covered by the statement, with the date of acquisition or disposal.

STATEMENTS OF ECONOMIC INTERESTS: MANNER OF REPORTING

Investment and Real Property Disclosure

When an investment or interest in real property is required to be disclosed, the statement shall contain the following:

- A statement of the nature of the investment or interest;
- The name of the business entity in which each investment is held, and a general description of the business activity in which the business entity is engaged;
- The address or other precise location of the real property; and
- A statement whether the fair market value of the investment or interest in real property exceeds one thousand dollars (\$1,000), exceeds ten thousand dollars (\$10,000), or exceeds one hundred thousand dollars (\$100,000). This information need not be provided with respect to an interest in real property which is used principally as the residence of the filer. Reportable investments or interest in real property do include those in excess of one thousand dollars (\$1,000) held by the filer's spouse and dependent children as well as a pro rata share of any investment or interest in real property of any business entity or trust in which the filer, spouse and dependent children together own a direct, indirect or beneficial interest of 10% or more.

Personal Income Disclosure

Personal income is required to be reported under this Code, the statement shall contain the following:

- The name and address of each source of income aggregating \$250 or more in value or \$50 or more in value if the income was a gift, and a general description of the business activity, if any, of each source;
- A statement whether the aggregate value of income from each source, or in the case of a loan, the highest amount owed to each source, was one thousand dollars (\$1,000) or less, greater than one thousand dollars (\$1,000), or greater than ten thousand dollars (\$10,000);
- A description of the consideration, if any, for which the income was received;
- In the case of a gift, the name, address and business activity of the donor and any

intermediary through which the gift was made; a description of the gift; the amount or value of the gift and the date on which the gift was received; and

- In the case of a loan, the annual interest rate and the security, if any, given for the loan.

Business Entity Income Disclosure

When income of a business entity, including income of a sole proprietorship, is required to be reported, the statement shall contain:

- The name, address, and a general description of the business activity; and
- The name of every person from whom the business entity received payments if the filer's pro rata share of gross receipts from such a person was equal to or greater than ten thousand dollars (\$10,000).

Business Positions Disclosure

When reporting business positions, a designated employee shall list the name of each business entity not specified above in which he/she is a director, officer, partner, trustee, employee, or in which he/she holds any position of management; a description of the business activity in which the entity is engaged; and designated employee's position with the business entity.

DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Rocketship decision (or the decisions of the California public charter schools it operates) which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family or on:

Any business entity or real property in which the designated employee has a direct or indirect investment or interest worth one thousand dollars (\$1,000) or more.

Any source of income totaling two hundred fifty dollars (\$250) or more provided or promised to the designated employee within twelve months prior to the decision. (This category does not include gifts or loans made at regular rates by commercial lending institutions.)

Any business entity in which the designated employee is the director, officer, partner, trustee, employee, or any kind of manager.

Any donor of gifts totaling \$250 or more in value provided or promised to the designated within twelve months prior to the decision; any intermediary or agency for such a donor.

No designated employee shall be prevented from making or participating in any decision to the extent that his/her participation is legally required for the decision to be made. (The need to break a tie vote does not make the designated employee's participation legally required.

MANNER OF DISQUALIFICATION

Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Chief Executive Officer, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

Governing Board Member Designated Employees

Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall then refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Rocketship bylaws.

DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected Secretary of Rocketship Education, a California nonprofit public benefit corporation; that this conflict of interest code is the conflict of interest code as adopted by the Board of Directors on February 28, 2006; and that this conflict of interest code has not been amended or modified since that date.

Appendix J: Rocketship 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

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

- Attaining 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:

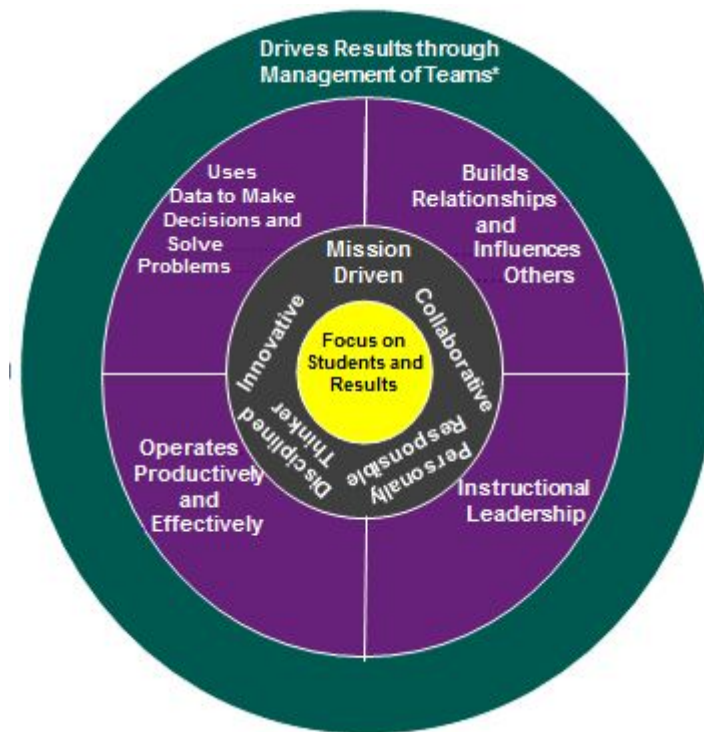
Leadership Experience	Training & Coaching	Start-Up School Activities (for start-up schools only)
<ul style="list-style-type: none"> • Coaching and support of at least three teachers on staff, representing different levels of experience and in subject areas where Fellow may not be experienced • Additional work streams that address school needs and development areas (e.g. running PD events, overseeing school’s PBIS program, leading parent/community meetings) 	<ul style="list-style-type: none"> • 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, or external facilitators • 1:1 coaching from principal at school site, regional director, and leadership development staff as needed. 	<ul style="list-style-type: none"> • Community and family engagement activities (community meetings, home visits) • Staff hiring and engagement (Assistant Principal, OM, teachers, Tutor) • Drafting school plan that incorporates additional core value and principal’s own touch on RSED mission as well as day-to-day systems and procedures

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.

Professional Growth Plan Teachers 2013-2014

Principal

Teacher

School

Grade and Subject

Date

Semester

STRENGTHS

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

SMART GOALS

Grade Level SMART Goals for the Year:

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

Goal Content Area	September	November	January	March	June
•					
•					
•					

SMART Goal(s) for 8 week cycle:

- Create 2-3 max

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

- 1.
- 2.

Leading Indicators:

In setting these goals, please discuss which subset of students or specific students will serve as 'leading indicators' in evaluating the progress for the above 8 week goals. These students should narrow the focus of coaching conversations, student work that is reviewed, and more.

PGP Instructional Goals Focus:

- Select 3-5 max from the VOE or other tool

- 1.
- 2.
- 3.

Rocketeer Core Characteristics Focus:

Core Characteristic	Goal and Next Steps:
•	• •
•	• •

- Select at least 1 Rocketeer Core Characteristic as a focus/growth area

Appendix L: Outreach Initiatives

Rocketship Education and the leaders of RSMH intend to collaborate with a variety of organizations in Morgan Hill as well as organizations serving families within MHUSD boundaries. Outreach consists of, but is not limited to, informing stakeholders of Rocketship and identifying support for recruitment purposes among. RSMH 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 RSMH 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 Delivery Program (special education) in order to communicate Rocketship's commitment to serving *all* students to prospective families, with a goal of RSMH enrolling a special education population reflective of special education populations at local district schools.

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

- 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 the City of Morgan Hill to 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 Morgan Hill parents attending a Rocketship school, door-to-door outreach to obtain more than 300 parent signatures in Morgan Hill, and an initial meeting with the Director of the Morgan Hill Chamber of Commerce.

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:

- El Toro Youth Center
- The Church of Latter Day Saints
- Morgan Hill Library
- Community Solutions
- Morgan Hill Leadership
- Mathnasium
- South Bay Tutoring
- Extreme Learning Center
- Tutor Time
- Acts Revival Church
- Advent Lutheran Church
- Beth-El Baptist Church
- The Bridge
- Cathedral of Faith
- Christ Our King Lutheran
- Church of Christ
- Church of Rock
- Community Christian Church
- Congregation Emeth
- Crossroads Christian Church
- Discover Christian Church
- First United Pentecostal Church of Morgan Hill
- Harvest Church
- Hillsdale Church
- Iglesia Bautista Emanuel de San Martin
- Jubilee South Valley
- Morgan Hill Bible Church
- Morgan Hill Presbyterian Church
- Oakridge Church
- Presbyterian Church of San Martin
- Shadow Mountain Baptist Church
- Sovereign Grace Baptist Church

- St. John the Divine Episcopal Church
- Sunrise Christian Church
- Temple Emmanuel
- Trinity Bible Church
- Trinity Christian Center
- United Methodist Church
- West Hills Community Church

Appendix M: Attendance Policy

Allowed Absences

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

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

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

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

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

Appendix N: Letter from El Dorado County SELPA



**EL DORADO COUNTY CHARTER
SPECIAL EDUCATION LOCAL PLAN AREA**

VICKI L. BARBER, Ed.D., Superintendent
TAMMY WATSON, SELPA Director

July 22, 2011

John Danner
420 Florence St, Ste 300
Palo Alto, CA 94301

Dear John,

I have enjoyed working with you as an LEA member of the El Dorado County Charter SELPA. We would welcome applications from Rocketship schools planning to operate as a countywide charter schools under the Santa Clara County Office of Education. I look forward to reviewing your future applications.

Please feel free to contact me if you have any additional questions.

Sincerely,

A handwritten signature in black ink that reads "Tammy Watson". The signature is written in a cursive, flowing style.

Tammy Watson
SELPA Director

TW/pg

6767 Green Valley Road/Placerville, CA 95667-9357
Phone (530) 295-2236/FAX (530) 295-9137

Appendix O: Budget Narrative & Cash Flow Statement

The Morgan Hill financial statements include a four year pro-forma annual budget and monthly cash flow statement (start-up year and three years of operations).

Students: Enrollment, Demographics and Average Daily Attendance

Revenues for the school depend on the number of students enrolled and their demographics. This budget assumes 70% English Learners (EL), 60% at Federal Poverty level and 70% Free and Reduced Lunch (FRL) students. The Average Daily Attendance (ADA) is the aggregate attendance of a school during a reporting period divided by the number of days school is in session during this period. Morgan Hill will assume a 96% attendance rate for our students, which is consistent with historical results at existing Rocketship Schools. ADA is used to calculate many of the revenue sources.

The following table shows our projected demographics as well as projections for enrollment and ADA.

	Year 0 2013-14 Startup Budget	Year 1 2014-15 Projected Budget	Year 2 2015-16 Projected Budget	Year 3 2016-17 Projected Budget
Projected Total Enrollment by Grade Level Group				
Grades K-3	-	420	468	462
Grades 4-6	-	60	83	157
Total Projected Enrollment	-	480	551	619
ADA %	-	96%	96%	96%
Total ADA				
Grades K-3	-	403	449	444
Grades 4-6	-	58	79	150
Total ADA	-	461	528	594
Projected Student Demographics				
English Language Learner	-	70%	70%	70%
Free/Reduced Meal Eligible	-	70%	70%	70%
Federal Poverty Level	-	60%	60%	60%

Revenues

Revenue sources for charter schools come from federal and state governments, local revenue and private grants. State block grants provide the largest source of funding, constituting over 90% of charter school funding in California.²¹ Because of Morgan Hill's reliance on this single revenue source, we will constantly monitor all components associated with state revenue throughout the year as the funding estimates are refined and recalculated.

A Summary of the projected revenues for this year and the three projected years along with the percentage components of all revenues is shown on the following two charts.

Projected Revenues, By Source

	Year 0 2013-14 Startup Budget	Year 1 2014-15 Projected Budget	Year 2 2015-16 Projected Budget	Year 3 2016-17 Projected Budget
Summary of Revenue Programs				
State Sources	-	\$3,538,118	\$4,223,884	\$4,828,691
Federal Programs	\$68,713	\$675,640	\$350,822	\$453,376
Local Programs	-	\$10,560	\$12,111	\$13,619
Grants & Fundraising	\$250,000	-	-	-
Total Revenues	\$318,713	\$4,224,318	\$4,586,817	\$5,295,685

Projected Revenue Component Percentages

	Year 0 2013-14 Startup Budget	Year 1 2014-15 Projected Budget	Year 2 2015-16 Projected Budget	Year 3 2016-17 Projected Budget
Summary of Revenue Programs				
State Sources	-	84%	92%	91%
Federal Programs	22%	16%	8%	9%
Local Programs	-	0%	0%	0%
Grants & Fundraising	78%	-	-	-
Total Revenues	100%	100%	100%	100%

State Revenues

State Revenues are estimated based on specific program variables as identified below, with the majority of this funding dependent upon the annual state budget and the school's student population.

²¹ This statistic assumes that in lieu tax payments are considered a source of state funds.

Projected State Revenues

	Year 0 2013-14 Startup Budget	Year 1 2014-15 Projected Budget	Year 2 2015-16 Projected Budget	Year 3 2016-17 Projected Budget
State Programs				
Charter School General Purpose Block Grant Allocation	-	\$2,214,950	\$2,615,262	\$3,014,452
Prop 30 EPA	-	\$390,874	\$461,517	\$531,962
Charter School Categorical Block Grant Allocation	-	\$242,842	\$278,509	\$313,190
Economic Impact Aid	-	\$266,016	\$266,016	\$305,087
Mandate Block Grant	-	-	\$6,451	\$7,399
California Lottery	-	\$67,277	\$77,158	\$86,766
State Lunch Reimbursements	-	\$10,560	\$12,111	\$13,619
After School Education and Safety Program Grant	-	-	\$110,500	\$110,500
SB740 Facilities Subsidy	-	\$345,600	\$396,360	\$445,716
Total State Programs	-	\$3,538,118	\$4,223,884	\$4,828,691

General Purpose Block Grant

The General Purpose Block Grant (GPBG) is the largest source of revenue for Morgan Hill. The GPBG is calculated based on student ADA and provides a set amount, per pupil, per grade level grouping. GPBG provides different funding levels for different blocks of grade levels. Morgan Hill students fall into two grouping for purposes of GPBG: K–3 and 4–6. The majority of charter schools in California receive the same amount of funds for each student, as expressed in terms of ADA, based on the grade level of the student. These block grant funding amounts, as well as other state revenues for charter schools, are set annually by the State during the legislative process and are incorporated in the State budget each summer. Funding amounts are typically changed annually based on a Cost of Living Adjustment (COLA). In the most recent school year (2012-13) the General Purpose Block Grant rates were \$5109/ADA for Grades K-3 and \$5187/ADA for Grades 4–6. We have projected conservative growth in the General Purpose Block Grant over the next three years.

	Year 0 2013-14 Startup Budget	Year 1 2014-15 Projected Budget	Year 2 2015-16 Projected Budget	Year 3 2016-17 Projected Budget
Charter School General Purpose Block Grant Allocation				
Kingergarten - 3rd Grade	\$5,439	\$5,645	\$5,810	\$5,948
4th & 5th Grade	\$5,517	\$5,723	\$5,888	\$6,026

Charter School Categorical Block Grant

Categorical funding per ADA is additional block grant funding based upon an annual State Budget funding allocation. The categorical block grant funding is in addition to the GPBG funding and is an accumulation of funding for each charter school student from multiple special purpose funds combined into one allocation.

The Categorical block grant assumptions include a base funding level of \$400/ADA. Additionally the calculation includes \$127/ADA “supplemental” block grant to new schools to

compensate for charter schools opening after 2008-09 not being eligible for certain categorical funding sources including K-3 CSR. Unlike the GPBG, we project zero (0%) growth in funding for the next three years.

	Year 0 2013-14 Startup Budget	Year 1 2014-15 Projected Budget	Year 2 2015-16 Projected Budget	Year 3 2016-17 Projected Budget
Categorical Block Grant Funding Levels/ADA				
CBG	\$400	\$400	\$400	\$400
New School Supplement	\$127	\$127	\$127	\$127
Total CBG Funding / ADA	\$527	\$527	\$527	\$527
ADA	0	461	528	594
Categorical Block Grant Funding	-	\$242,842	\$278,509	\$313,190

Economic Impact Aid

Economic Impact Aid Funding (EIA) is based on the poverty counts of pupils enrolled and minimum funding floors. Morgan Hill's eligible pupil count is projected to generate revenues well above the minimum funding floor. As over 50% of Morgan Hill's students are projected to be eligible for this funding, Morgan Hill is also eligible for an EIA concentration bonus. The bonus calculation weights eligibility over 50% of enrollment by an additional 50%. For fiscal year 2015, Morgan Hill will have a sum of 816 student equivalents for EIA because of our 70% ELL population and High Federal Poverty populations.

	Year 0 2013-14 Startup Budget	Year 1 2014-15 Projected Budget	Year 2 2015-16 Projected Budget	Year 3 2016-17 Projected Budget
Economic Impact Aid Student Counts				
A. PY Enrollment (CY in year 1)		480	480	551
B. PY Economically Disadvantaged (EDD) (CY in year 1)		288	288	330
C. PY English Language Learners (ELL) (CY in year 1)		336	336	385
D. Bonus Concentration Factor (ED + ELL - A/2)/2		192	192	220
Total EIA Pupil Count (B+C+D)		816	816	936

These figures are conservative relative to the historical demographics of Rocketship's existing schools.

Lottery

Lottery funding is based upon recent estimates provided by School Services of California. We project a total per student allocation of approximately \$146 per year. Funding is based on annual ADA. This estimate will be updated at the First and Second Interim Reporting periods. Lottery funds are mainly allocated for general purpose use (Unrestricted Funds) with slightly over 20% of the funds restricted for instructional materials. Based on current economic conditions, we are

budgeting for flat funding over the next five years, with the unrestricted portion amounting to \$120/ADA and the Prop-20 portion amounting to \$26/ADA.

Special Education

Rocketship Education will provide special education services. By providing special education services for all schools in its network, Rocketship Education has been able to allocate resources across all schools to ensure compliant, efficient and effective delivery of services so the needs of all students are met. All revenues and expenses are with Rocketship Education, and therefore no revenue or expenses are projected for special education at Morgan Hill. Historically, Rocketship Education has not charged an encroachment to its schools to provide special education services above the special education revenues received by each school.

Facilities Reimbursement (SB 740)

The Charter School Facility Grant Program provides assistance with facilities rent and lease expenditures for charter schools that meet certain eligibility criteria. Eligible charter schools may receive reimbursement for facilities rent and lease costs in an amount of up to \$750 per unit of classroom-based average daily attendance (ADA), not to exceed 75 percent of their total annual facilities rent and lease costs. If there are insufficient funds to reimburse all eligible charter schools at the maximum level, the funding provided to each school will be reduced on a pro-rata basis.

To be eligible for reimbursement, a charter school site must be geographically located within the attendance area of a public elementary school in which at least 70 percent of the pupil enrollment is eligible for free or reduced-price meals, or serving a pupil population that meets or exceeds 70 percent eligibility for free and reduced-price meals. Morgan Hill will almost certainly qualify based on these eligibility requirements given the demographics of the current schools.

Federal Revenues

As a direct-funded charter school, Morgan Hill will apply for federal funds directly through the Consolidated Application process. Federal revenues will be updated when a Federal entitlement notification is received. Morgan Hill is aware that there are significant compliance features associated with federal funding. Morgan Hill is conservatively projecting no increases in the federal funding rates.

Title I

Title I funding is based upon a formula for students qualifying for free and/or reduced meals. The amount per student is typically \$400–\$1,000 base. We conservatively project \$400 per identified pupil, with zero (0%) increases over the projection period.

Title II

Title II is funding used to improve the quality of teaching and principal leadership. Funding is approximately \$4000/school each year. We conservatively project \$3800 each year.

Free and Reduced-Price Meal Eligibility

The federally funded National School Lunch Program provides free and reduced-price meals for lunch (and breakfast) to eligible students, based on parent/guardian income levels. For this budget, we assume that 70%, of our students will be eligible to receive federal funding per meal per day for free and reduced-price meals. For operational purposes, we project that 90% of all students receive lunch and breakfast, based on historical percentages. Morgan Hill does not offer afternoon snack service. Additional receipts from paid student meals are included in the budget as local revenue. Food expenses for this program are shown under Core Programming; serving expenses are included in Classified Salaries and Benefits.

Other Revenue Sources

Rocketship relies heavily on private grants and federal Title V grants to cover start-up costs in the beginning years of a new school. Morgan Hill will receive \$250,000 in a private grant for 2013-14. Title V funding for Morgan Hill will be claimed through reimbursements via the federal Charter School Program State Educational Agency Grant (CSP). Morgan Hill will claim reimbursements up to \$421,488 between 2013-14 and 2014-15.

Summary Revenues per Enrollee

For the four year period through 2016-17, the projected Revenues per student enrolled at Morgan Hill are shown below.

	Year 0 2013-14 Startup Budget	Year 1 2014-15 Projected Budget	Year 2 2015-16 Projected Budget	Year 3 2016-17 Projected Budget
Summary of Revenue Programs				
State Sources Per Enrollee	N/A	\$7,371	\$7,673	\$7,800
Federal Programs Per Enrollee	N/A	\$1,408	\$637	\$732
Local Programs Per Enrollee	N/A	\$22	\$22	\$22
Total Revenues Per Enrollee	N/A	\$8,801	\$8,332	\$8,555

Expenditures

Summary of Projected Expenditures

The projected expenditures through 2016-2017 are shown below and are followed by the percentage distribution of costs by type of expense.

	Year 0 2013-14 Startup Budget	Year 1 2014-15 Projected Budget	Year 2 2015-16 Projected Budget	Year 3 2016-17 Projected Budget
Summary of Expenditures				
Certificated Salaries	-	\$1,091,000	\$1,215,000	\$1,215,000
Classified Salaries	\$55,000	\$383,682	\$422,932	\$496,653
Employee Benefits	\$13,013	\$383,290	\$428,909	\$452,983
Core Programming	\$700	\$765,774	\$579,581	\$631,308
Other Discretionary	-	\$95,345	\$213,451	\$218,078
Support Services	-	\$1,461,450	\$1,670,055	\$1,915,676
Interest/Depreciation	\$1,250	\$23,943	\$50,969	\$60,367
Total Expenditures	\$69,963	\$4,204,485	\$4,580,897	\$4,990,065

Summary of All Expenditures by Relative Percentage

	Year 0 2013-14 Startup Budget	Year 1 2014-15 Projected Budget	Year 2 2015-16 Projected Budget	Year 3 2016-17 Projected Budget
Percentage of Expenditures				
Certificated Salaries	-	26%	27%	24%
Classified Salaries	79%	9%	9%	10%
Employee Benefits	19%	9%	9%	9%
Subtotal, Compensation	97%	44%	45%	43%
Core Programming	1%	18%	13%	13%
Other Discretionary	-	2%	5%	4%
Support Services	-	35%	36%	38%
Interest/Depreciation	2%	1%	1%	1%
Total Expenditures	100%	100%	100%	100%

Salaries and Employee Benefits

Total personnel costs (salary and benefits) remain relatively constant at roughly half of total expenditures after the continued development of the school to 15 teachers by school year 2016-17. “Compensation” includes the salary costs of all staff, including those who work full-time and part-time. Compensation also incorporates all staff benefits including Social Security, state teachers’ retirement, Medicare, and workers’ compensation.

Staffing

Morgan Hill teacher staffing levels are based upon enrollment projections. In a traditional elementary school, if a teacher’s homeroom class is receiving services from another teacher, the homeroom teacher does not instruct another class of students. Because Morgan Hill teachers are specialized in a subject area, they are able to teach more than one class of students each day, similar to middle and high school teachers. With four Kindergarten classes, one class will be in Learning Lab, two in Literacy and one in Math at any given time of the day. This allows

Rocketship to hire three Kindergarten teachers whereas traditional elementary schools must hire four.

Teachers at Morgan Hill will be supported by a Principal and two Assistant Principals. Additionally, schools will have support staff to assist with operations and personalized learning within the Learning Labs.

The staffing tables associated with our financial projections are shown below:

	Year 0 2013-14 Startup Budget	Year 1 2014-15 Projected Budget	Year 2 2015-16 Projected Budget	Year 3 2016-17 Projected Budget
Certificated Staff				
Teachers				
Kindergarten	-	3	3	3
1st Grade	-	3	3	3
2nd Grade	-	3	3	3
3rd Grade	-	2	3	3
4th Grade	-	1	2	2
5th Grade	-	1	1	1
Total Teachers	-	13	15	15
Administrators				
Principal	-	1	1	1
Assistant Principal	-	2	2	2
Total Administrators	-	3	3	3
Total Certificated Staff	-	16	18	18
Classified Staff				
Office Manager	1	1	1	1
Business Operations Manager	-	1	1	1
Individualized Learning Specialists	-	4	5	7
Other Staff	-	3	3	3
Total Classified Staff	1	9	10	12
Total Staffing	1	25	28	30

School Staff Salary Cost

Certificated Management Staff include the School’s Principal and Assistant Principals. These individuals will be active mentors to the staff. Each position is 1 FTE.

The projected annual salaries integrating the projected FTE and the annual salaries for the four year period follow.

<i>Total Projection</i>	<i>Certificated</i>	<i>Annual</i>				<i>Salary</i>
		Year 0 2013-14 Startup Budget	Year 1 2014-15 Projected Budget	Year 2 2015-16 Projected Budget	Year 3 2016-17 Projected Budget	
CERTIFICATED SALARIES						
Certificated Teacher Salaries						
Teachers	-	\$62,000	\$62,000	\$62,000	\$62,000	
Total Teacher Salaries	-	\$62,000	\$62,000	\$62,000	\$62,000	
Other Certificated Salaries						
Principal	-	\$115,000	\$115,000	\$115,000	\$115,000	
Assistant Principal	-	\$85,000	\$85,000	\$85,000	\$85,000	
Total Other Certificated Salaries	-	\$200,000	\$200,000	\$200,000	\$200,000	
Total Certificated Salaries	-	\$262,000	\$262,000	\$262,000	\$262,000	

Classified Salary Costs

Classified (non-certificated) employees include the Office Manager, Business Operations Manager, Food Service Workers and Instructional Aids. The Classified Salary costs are as follows.

	Year 0 2013-14 Startup Budget	Year 1 2014-15 Projected Budget	Year 2 2015-16 Projected Budget	Year 3 2016-17 Projected Budget
CLASSIFIED SALARIES				
Office Manager	\$55,000	\$62,500	\$62,500	\$62,500
Business Operations Manager	-	\$65,000	\$65,000	\$65,000
Individualized Learning Specialists	-	\$34,599	\$34,599	\$34,599
Other Staff (Lunch Staff, Enrichment Coordinators, etc)	-	\$51,519	\$51,519	\$51,519
Total Classified Salaries	\$55,000	\$213,619	\$213,619	\$213,619

Employee Benefits

	Year 0 2013-14 Startup Budget	Year 1 2014-15 Projected Budget	Year 2 2015-16 Projected Budget	Year 3 2016-17 Projected Budget
Benefit Costs				
Medical / Dental / Vision	\$7,100	\$177,500	\$198,800	\$213,000
Workers Comp	\$605	\$16,221	\$18,017	\$18,828
Medicare	\$798	\$21,383	\$23,750	\$24,819
Social Security / FICS	\$3,410	\$23,788	\$26,222	\$30,792
Retirement - Certificated Staff	-	\$111,828	\$124,538	\$124,538
Retirement - Classified Staff	\$1,100	\$7,040	\$7,732	\$9,116
PTO Payout	-	\$25,530	\$29,850	\$31,890
Total Benefit Costs	\$13,013	\$383,290	\$428,909	\$452,983

The above table lists the total projected annual employer costs for all employee benefits, on a year-by-year basis. Within employee benefits, most benefits are statutory and are determined by

either state or federal mandate and are based on current rate factors. Statutory benefits are cost factors applied to the salary factor. These benefits differ by type of employee: certificated and classified and by the period of time they work: full-time, part-time and hourly. Morgan Hill's employees participate in State Teachers' Retirement, Social Security, Medicare, and Workers' Compensation. For a full-time certificated employee, the State Teachers' Retirement System²² employer contribution factor is 10.25%. Other Employee Benefits include health care insurance to employees who work at least 0.75 FTE.

Core-Programming Expenses

	Year 0 2013-14 Startup Budget	Year 1 2014-15 Projected Budget	Year 2 2015-16 Projected Budget	Year 3 2016-17 Projected Budget
Lunch	-	\$234,700	\$265,720	\$295,882
Supplies & Equipment	\$700	\$319,293	\$150,583	\$159,535
Curriculum	-	\$176,321	\$124,997	\$134,869
Assessments	-	\$35,460	\$38,280	\$41,022
Total Core Programming	\$700	\$765,774	\$579,581	\$631,308

Many of the core-programming cost projections are based upon a per pupil allotment, such as food costs, instructional supplies, textbooks, and some assessments. Equipment is projected by new additional units based on new student enrollment and pre-determined life-cycle for existing equipment.

Other Discretionary Expenses

	Year 0 2013-14 Startup Budget	Year 1 2014-15 Projected Budget	Year 2 2015-16 Projected Budget	Year 3 2016-17 Projected Budget
Teacher Recruitment	-	-	-	-
Professional Development	-	\$33,385	\$37,573	\$39,554
Communications	-	\$12,660	\$13,154	\$13,633
Appreciation	-	\$10,800	\$12,225	\$13,391
Field Trips	-	\$30,000	\$30,000	\$30,000
Substitutes	-	\$8,500	\$10,000	\$11,000
After School Program	-	-	\$110,500	\$110,500
Total Other Discretionary	-	\$95,345	\$213,451	\$218,078

Staff Recruitment

Fees paid primarily to Teach for America, RISE and Edjoin. These costs are covered by Rocketship Education, not Morgan Hill.

²² Teachers in STRS do not traditionally participate in Social Security.

Professional Development

Professional development includes both certification costs and costs for other professional development of administrators, teachers, and staff.

Communications

Communications costs include student mailings and telecommunication costs. These costs have been projected based on historical experience of Rocketship's existing schools.

Appreciation

Costs related to appreciating staff and teacher fall within this category. Staff appreciation projection is based off of \$240/eligible school staff (excludes hourly staff). Parent appreciation is projected of off \$10/enrolled pupil.

Field Trips

These costs have been projected based on historical experience of Rocketship's existing schools.

Substitute Teacher Costs

Teacher Substitute Provisions are included for both projected sick and personal leave as well as for professional staff development leave. Ten days per year per teacher FTE are projected for all forms of leave. For each day of leave per teacher FTE, \$200 has been assumed for Teacher Substitute Provisions. Projections estimate substitutes will be needed for 25% of paid time off. Estimates are based off of historical experience of Rocketship's existing schools.

After School Program

These costs mirror state revenue from the *After School Education and Safety Program Grant*.

Support Services Expenses

	Year 0 2013-14 Startup Budget	Year 1 2014-15 Projected Budget	Year 2 2015-16 Projected Budget	Year 3 2016-17 Projected Budget
Student Information	-	\$7,200	\$8,258	\$9,286
Dues & Memberships	-	\$4,410	\$4,904	\$5,383
Repairs	-	\$33,000	\$33,000	\$33,000
Utilities	-	\$55,000	\$55,000	\$55,000
Custodial	-	\$32,360	\$32,360	\$32,360
Health & Testing	-	\$3,625	\$3,700	\$3,750
Other	-	\$44,722	\$50,900	\$57,416
Fees	-	\$1,281,134	\$1,481,934	\$1,719,481
Total Support Services	-	\$1,461,450	\$1,670,055	\$1,915,676

Expenses in this section are primarily based on preliminary negotiations with prospective service providers or based on historical amounts from Rocketship’s operational schools. We make note of items below as needed to explain our budgeting assumptions.

Repairs

Repairs to the school facility have been projected based on historical experience of Rocketship’s existing schools.

Other

This category includes student insurance, authorizer oversight, audit and legal fees. Comprehensive insurance is based on historical amounts from Rocketship’s operational schools. The authorizer fee, paid to the school district or other authorizer is set by law at actual costs of the oversight up to 1% of the general purpose entitlement and categorical block grant revenues of Morgan Hill.

Fees

This category includes the management and facility fee placed on Morgan Hill. Management fee is projected at 15% of non-reimbursable revenue. Facility fee includes the facility lease amount and a fee of 20% of non-reimbursable revenue.

Other Outgo and Transfers

This budget is based on having received a low-interest rate working capital loan of \$250,000 from the CDE Charter School Revolving Loan fund in year 1. It also includes interest payments associated with a line of credit from the California School Finance Authority (CSFA) Revenue Anticipation Note (RAN) to provide liquidity in the face of state payment deferrals.

Ending Fund Balance

No state authoritative body has determined how recommended reserve levels should be set for charter schools. Regardless, Morgan Hill will maintain a reserve level above the state-mandated minimum levels for school districts. Morgan Hill’s goal will be to maintain a minimum of 5% of current expenditures each year as its Fund Balance Reserve for Economic Uncertainty. The projected reserves will be monitored constantly and adjusted and refined as decisions and updates are provided relative to state funding amounts as well as when refinements or updates are made to the projected spending plan for the School. As can be seen, Morgan Hill maintains a significant positive net Ending Fund Balance Reserve.

	Year 0 2013-14 Startup Budget	Year 1 2014-15 Projected Budget	Year 2 2015-16 Projected Budget	Year 3 2016-17 Projected Budget
A. Revenues				
State Sources	-	\$3,538,118	\$4,223,884	\$4,828,691
Federal Programs	\$68,713	\$675,640	\$350,822	\$453,376
Local Programs	-	\$10,560	\$12,111	\$13,619
Grants & Fundraising	\$250,000	-	-	-
Total Revenues	\$318,713	\$4,224,318	\$4,586,817	\$5,295,685
B. Expenditures				
Certificated Salaries	-	\$1,091,000	\$1,215,000	\$1,215,000
Classified Salaries	\$55,000	\$383,682	\$422,932	\$496,653
Employee Benefits	\$13,013	\$383,290	\$428,909	\$452,983
Core Programming	\$700	\$765,774	\$579,581	\$631,308
Other Discretionary	-	\$95,345	\$213,451	\$218,078
Support Services	-	\$1,461,450	\$1,670,055	\$1,915,676
Interest/Depreciation	\$1,250	\$23,943	\$50,969	\$60,367
Total Expenditures	\$69,963	\$4,204,485	\$4,580,897	\$4,990,065
Net Operations	\$248,750	\$19,833	\$5,920	\$305,620
Beginning Balance	-	\$248,750	\$268,583	\$274,503
Ending Balance	\$248,750	\$268,583	\$274,503	\$580,123
Reserve Balance (% of Expenditures)	356%	6%	6%	12%

Cash Flow

Revenues

Since revenues are lumpy and primarily from a single source, is very important to correctly projecting cash flow to ensure the charter maintains a healthy financial situation. The greatest cash flow challenge is correctly predicting the flow of federal and state revenue sources. California law identifies the percentage of a School's Block Grant funds to be paid at specified dates. This schedule is subject to legislative and regulatory change. The California Department of Education (CDE) has committed to a 5-9-9 schedule for the 2013-2014 Advance Principal Apportionment through December 2013. We have projected 5% monthly disbursement for the remained of this year. We have used this year's schedule to project our cash flow position for the following three years.

General Purpose Block Grant

A Charter School's Block Grant funding comes from a combination of two sources: In Lieu Property Taxes and State Aid. Amounts from these two sources flow to the Charter School monthly throughout the school year. The district where the school is located pays the Charter School an In Lieu Property Tax amount per (ADA) on or before the 15th of each month from August through July. State Aid is due from the state on or before the end of the month and is paid monthly from July to June. A number of payments are deferred until the next fiscal year because of state funding constraints.

Categorical Block Grant and Economic Impact Aid

A Charter School's Categorical Block Grant Funds and its Economic Impact Aid funding schedule follow the schedule for the General Purpose Block Grant. However, funding is made solely based on the State Aid schedule, because no property taxes contribute to these programs. We have captured the current projections and will continue to monitor the changes and apply them to Morgan Hill's budget & cash flow projections.

California Lottery

State Lottery Revenues are paid according to the prior year's ADA, and are paid quarterly.

Title I Funding

We project that Title I payments will be made in January (40% of total), April (40%), and July (20%).

Free and Reduced Meals Program

Payments are made after Morgan Hill files a reimbursement claim. Claims are generally filed monthly and the payment schedule is generally within 45 to 60 days after the claim is filed. This means that revenue for Free and Reduced Meals generally lag expenses by two months.

Loan Proceeds and Repayment of Debt Principal

Morgan Hill will pay down its \$250,000 balance on its loan from the California Department of Education (“CDE”) Charter School Revolving Loan program over its first next five years of operation.

Expenditure

Morgan Hill’s cost structure is primarily staff compensation and facilities related expenses which are generally paid evenly throughout the year. The State Revolving Loan will have annual debt service payments. This debt service is deducted from the School’s State Aid Apportionment for those months.

Cash Flow Summary

2013-14	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	-	12,442	24,883	47,325	69,558	91,792	114,025	125,953	137,882	149,810	161,947	174,084
Operating Receipts	12,500	12,500	22,500	22,500	22,500	22,500	22,500	22,500	22,500	22,500	22,500	22,500
Operating Disbursements	58	58	58	267	267	267	10,572	10,572	10,572	10,363	10,363	16,546
Financing Cash Flow	0	0	0	0	0	0	0	0	0	0	0	250,000
Change in Cash	12,442	12,442	22,442	22,233	22,233	22,233	11,928	11,928	11,928	12,137	12,137	255,954
Ending Cash Balance	12,442	24,883	47,325	69,558	91,792	114,025	125,953	137,882	149,810	161,947	174,084	430,038

2014-15	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	430,038	363,217	246,882	253,323	264,260	258,378	252,496	243,319	164,193	85,067	88,214	21,412
Operating Receipts	222,183	172,669	295,445	312,264	295,445	295,445	365,394	295,445	295,445	365,394	295,445	1,039,054
Operating Disbursements	289,003	289,003	289,003	292,994	292,994	292,994	366,237	366,237	366,237	362,247	362,247	635,287
Financing Cash Flow	0	0	0	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	0	0	(50,000)
Change in Cash	(66,821)	(116,335)	6,441	10,937	(5,882)	(5,882)	(9,177)	(79,126)	(79,126)	3,147	(66,802)	353,767
Ending Cash Balance	363,217	246,882	253,323	264,260	258,378	252,496	243,319	164,193	85,067	88,214	21,412	375,179

2015-16	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	375,179	637,380	531,590	573,571	618,013	643,166	668,318	685,029	629,321	573,613	607,152	568,272
Operating Receipts	573,927	205,937	353,707	372,997	353,707	353,707	426,127	353,707	353,707	426,127	353,707	809,700
Operating Disbursements	311,727	311,727	311,727	320,222	320,222	320,222	401,082	401,082	401,082	392,587	392,587	696,631
Financing Cash Flow	0	0	0	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	0	0	(50,000)
Change in Cash	262,200	(105,790)	41,981	44,442	25,153	25,153	16,711	(55,708)	(55,708)	33,539	(38,880)	63,069
Ending Cash Balance	637,380	531,590	573,571	618,013	643,166	668,318	685,029	629,321	573,613	607,152	568,272	631,341

2016-17	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	631,341	543,991	441,744	508,160	577,873	625,894	673,915	731,756	684,612	637,468	713,702	684,953
Operating Receipts	249,777	234,880	403,542	425,234	403,542	403,542	508,526	403,542	403,542	508,526	403,542	929,980
Operating Disbursements	337,126	337,126	337,126	347,188	347,188	347,188	442,353	442,353	442,353	432,292	432,292	745,482
Financing Cash Flow	0	0	0	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	0	0	(50,000)
Change in Cash	(87,350)	(102,247)	66,416	69,713	48,021	48,021	57,840	(47,144)	(47,144)	76,235	(28,750)	134,498
Ending Cash Balance	543,991	441,744	508,160	577,873	625,894	673,915	731,756	684,612	637,468	713,702	684,953	819,451

2013 – 2014 Cash Flow

	Jul 2013	Aug 2013	Sep 2013	Oct 2013	Nov 2013	Dec 2013	Jan 2014	Feb 2014	Mar 2014	Apr 2014	May 2014	Jun 2014	Total 2013-14	Receivables
Beginning Cash Balance	-	12,442	24,883	47,325	69,558	91,792	114,025	125,953	137,882	149,810	161,947	174,084	-	
REVENUES														
State Programs														
Charter School General Purpose Block C	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prop 30 EPA	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter School Categorical Block Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economic Impact Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mandate Block Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-
California Lottery	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total State Programs	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other State Programs														
State Lunch Reimbursements	-	-	-	-	-	-	-	-	-	-	-	-	-	-
After School Education and Safety Pr	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SB740 Facilities Subsidy	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Other State Programs	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Programs														
Title I	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Title II	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Title III	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Startup Grant (Title Vb)	-	-	-	-	-	-	-	-	-	-	-	-	-	68,713
National School Lunch Program	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Federal Programs	-	-	-	-	-	-	-	-	-	-	-	-	-	68,713
Local Programs														
Local Food Service Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Local Programs	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising & Grants														
Private Startup Grants	12,500	12,500	22,500	22,500	22,500	22,500	22,500	22,500	22,500	22,500	22,500	22,500	250,000	-
Total Local Programs	12,500	12,500	22,500	22,500	22,500	22,500	22,500	22,500	22,500	22,500	22,500	22,500	250,000	-
PY Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUES	12,500	12,500	22,500	22,500	22,500	22,500	22,500	22,500	22,500	22,500	22,500	22,500	-	68,713
EXPENSES														
Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Classified Salaries	-	-	-	-	-	-	8,333	8,333	8,333	8,333	8,333	13,333	55,000	-
Employee Benefits	-	-	-	-	-	-	1,972	1,972	1,972	1,972	1,972	3,155	13,013	-
Core Programming	58	58	58	58	58	58	58	58	58	58	58	58	700	-
Other Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Support Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest/Depreciation	-	-	-	208	208	208	208	208	208	-	-	-	1,250	-
TOTAL EXPENSES	58	58	58	267	267	267	10,572	10,572	10,572	10,363	10,363	16,546	69,963	-
OTHER FINANCING SOURCES/USES														
Changes in Financing	-	-	-	-	-	-	-	-	-	-	-	250,000	250,000	-
Total Financing Cash Flow	-	-	-	-	-	-	-	-	-	-	-	250,000	250,000	-
Cumulative Cash Position	12,442	24,883	47,325	69,558	91,792	114,025	125,953	137,882	149,810	161,947	174,084	430,038		

2014-2015 Cash Flow

	Jul 2014	Aug 2014	Sep 2014	Oct 2014	Nov 2014	Dec 2014	Jan 2015	Feb 2015	Mar 2015	Apr 2015	May 2015	Jun 2015	Total 2014-15	Receivables
Beginning Cash Balance	430,038	363,217	246,882	253,323	264,260	258,378	252,496	243,319	164,193	85,067	88,214	21,412	430,038	
REVENUES														
State Programs														
Charter School General Purpose Block (110,748	110,748	199,346	199,346	199,346	199,346	199,346	199,346	199,346	199,346	199,346	199,346	2,214,950	-
Prop 30 EPA	-	-	-	-	-	-	-	-	-	-	-	390,874	390,874	-
Charter School Categorical Block Grant	12,142	12,142	21,856	21,856	21,856	21,856	21,856	21,856	21,856	21,856	21,856	21,856	242,842	-
Economic Impact Aid	13,301	13,301	23,941	23,941	23,941	23,941	23,941	23,941	23,941	23,941	23,941	23,941	266,016	-
Mandate Block Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-
California Lottery	-	-	-	16,819	-	-	16,819	-	-	16,819	-	-	50,458	16,819
Total State Programs	136,190	136,190	245,143	261,962	245,143	245,143	261,962	245,143	245,143	261,962	245,143	636,016	3,165,139	16,819
Other State Programs														
State Lunch Reimbursements	-	960	960	960	960	960	960	960	960	960	960	960	10,559	1
After School Education and Safety Pr	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SB740 Facilities Subsidy	17,280	17,280	31,104	31,104	31,104	31,104	31,104	31,104	31,104	31,104	31,104	31,104	346,600	-
Total Other State Programs	17,280	18,240	32,064	32,064	32,064	32,064	32,064	32,064	32,064	32,064	32,064	32,064	356,159	1
Federal Programs														
Title I	-	-	-	-	-	-	51,610	-	-	51,610	-	-	103,219	25,805
Title II	-	-	-	-	-	-	1,520	-	-	1,520	-	-	3,040	760
Title III	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Startup Grant (Title Vb)	-	-	-	-	-	-	-	-	-	-	-	352,736	352,736	-
National School Lunch Program	-	17,278	17,278	17,278	17,278	17,278	17,278	17,278	17,278	17,278	17,278	17,278	190,061	19
Total Federal Programs	-	17,278	17,278	17,278	17,278	17,278	70,408	17,278	17,278	70,408	17,278	370,014	649,056	26,584
Local Programs														
Local Food Service Revenue	-	960	960	960	960	960	960	960	960	960	960	960	10,560	-
Total Local Programs	-	960	960	960	960	960	960	960	960	960	960	960	10,560	-
Fundraising & Grants														
Private Startup Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Local Programs	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY Receivables	68,713	-	-	-	-	-	-	-	-	-	-	-	68,713	-
TOTAL REVENUES	222,183	172,669	295,445	312,264	295,445	295,445	365,394	295,445	295,445	365,394	295,445	1,039,054	4,180,914	43,404
EXPENSES														
Certificated Salaries	75,764	75,764	75,764	75,764	75,764	75,764	75,764	75,764	75,764	75,764	75,764	257,597	1,091,000	-
Classified Salaries	-	-	-	-	-	-	58,134	58,134	58,134	58,134	58,134	58,134	93,014	383,682
Employee Benefits	19,692	19,692	19,692	19,692	19,692	19,692	34,802	34,802	34,802	34,802	34,802	91,129	383,290	-
Core Programming	63,815	63,815	63,815	63,815	63,815	63,815	63,815	63,815	63,815	63,815	63,815	63,815	765,774	-
Other Discretionary	7,945	7,945	7,945	7,945	7,945	7,945	7,945	7,945	7,945	7,945	7,945	7,945	95,345	-
Support Services	121,788	121,788	121,788	121,788	121,788	121,788	121,788	121,788	121,788	121,788	121,788	121,788	1,461,450	-
Interest/Depreciation	-	-	-	3,990	3,990	3,990	3,990	3,990	3,990	-	-	-	23,943	-
TOTAL EXPENSES	289,003	289,003	289,003	292,994	292,994	292,994	366,237	366,237	366,237	362,247	362,247	635,287	4,204,485	-
OTHER FINANCING SOURCES/USES														
Changes in Financing	-	-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	-	(50,000)	(100,000)	-
Total Financing Cash Flow	-	-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	-	(50,000)	(100,000)	-
Cumulative Cash Position	363,217	246,882	253,323	264,260	258,378	252,496	243,319	164,193	85,067	88,214	21,412	375,179	-	-

2015-2016 Cash Flow

	Jul 2015	Aug 2015	Sep 2015	Oct 2015	Nov 2015	Dec 2015	Jan 2016	Feb 2016	Mar 2016	Apr 2016	May 2016	Jun 2016	Total 2015-16	Receivables
Beginning Cash Balance	375,179	637,380	531,590	573,571	618,013	643,166	668,318	685,029	629,321	573,613	607,152	568,272	375,179	
REVENUES														
State Programs														
Charter School General Purpose Block (Prop 30 EPA)	130,763	130,763	235,374	235,374	235,374	235,374	235,374	235,374	235,374	235,374	235,374	235,374	2,615,262	-
Charter School Categorical Block Grant	13,925	13,925	25,066	25,066	25,066	25,066	25,066	25,066	25,066	25,066	25,066	25,066	278,509	-
Economic Impact Aid	13,301	13,301	23,941	23,941	23,941	23,941	23,941	23,941	23,941	23,941	23,941	23,941	266,016	-
Mandate Block Grant	-	586	586	586	586	586	586	586	586	586	586	586	6,451	1
California Lottery	-	-	-	19,290	-	-	19,290	-	-	19,290	-	-	57,869	19,290
Total State Programs	157,989	158,576	284,967	304,257	284,967	284,967	304,257	284,967	284,967	304,257	284,967	746,484	3,685,623	19,290
Other State Programs														
State Lunch Reimbursements	-	1,101	1,101	1,101	1,101	1,101	1,101	1,101	1,101	1,101	1,101	1,101	12,110	1
After School Education and Safety Pr	-	5,525	11,050	11,050	11,050	11,050	11,050	11,050	11,050	11,050	11,050	5,525	110,500	-
SB740 Facilities Subsidy	19,818	19,818	35,672	35,672	35,672	35,672	35,672	35,672	35,672	35,672	35,672	35,672	396,360	-
Total Other State Programs	19,818	26,444	47,823	47,823	47,823	47,823	47,823	47,823	47,823	47,823	47,823	42,299	518,970	1
Federal Programs														
Title I	-	-	-	-	-	-	51,610	-	-	51,610	-	-	103,219	25,805
Title II	-	-	-	-	-	-	1,520	-	-	1,520	-	-	3,040	760
Title III	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Startup Grant (Title Vb)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
National School Lunch Program	-	19,816	19,816	19,816	19,816	19,816	19,816	19,816	19,816	19,816	19,816	19,816	217,976	22
Total Federal Programs	-	19,816	19,816	19,816	19,816	19,816	72,946	19,816	19,816	72,946	19,816	19,816	324,235	26,587
Local Programs														
Local Food Service Revenue	-	1,101	1,101	1,101	1,101	1,101	1,101	1,101	1,101	1,101	1,101	1,101	12,111	-
Total Local Programs	-	1,101	1,101	1,101	1,101	1,101	1,101	1,101	1,101	1,101	1,101	1,101	12,111	-
Fundraising & Grants														
Private Startup Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Local Programs	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY Receivables	396,120	-	-	-	-	-	-	-	-	-	-	-	396,120	-
TOTAL REVENUES	573,927	205,937	353,707	372,997	353,707	353,707	426,127	353,707	353,707	426,127	353,707	809,700	4,540,939	45,878
EXPENSES														
Certificated Salaries	84,375	84,375	84,375	84,375	84,375	84,375	84,375	84,375	84,375	84,375	84,375	286,875	1,215,000	
Classified Salaries	-	-	-	-	-	-	64,081	64,081	64,081	64,081	64,081	102,529	422,932	
Employee Benefits	22,094	22,094	22,094	22,094	22,094	22,094	38,875	38,875	38,875	38,875	38,875	101,969	428,909	
Core Programming	48,298	48,298	48,298	48,298	48,298	48,298	48,298	48,298	48,298	48,298	48,298	48,298	579,581	
Other Discretionary	17,788	17,788	17,788	17,788	17,788	17,788	17,788	17,788	17,788	17,788	17,788	17,788	213,451	
Support Services	139,171	139,171	139,171	139,171	139,171	139,171	139,171	139,171	139,171	139,171	139,171	139,171	1,670,055	
Interest/Depreciation	-	-	-	8,495	8,495	8,495	8,495	8,495	8,495	-	-	-	50,969	
TOTAL EXPENSES	311,727	311,727	311,727	320,222	320,222	320,222	401,082	401,082	401,082	392,587	392,587	696,631	4,580,897	
OTHER FINANCING SOURCES/USES														
Changes in Financing	-	-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	-	(50,000)	(100,000)	
Total Financing Cash Flow	-	-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	-	(50,000)	(100,000)	
Cumulative Cash Position	637,380	531,590	573,571	618,013	643,166	668,318	685,029	629,321	573,613	607,152	568,272	631,341		

2016-2017 Cash Flow

	Jul 2016	Aug 2016	Sep 2016	Oct 2016	Nov 2016	Dec 2016	Jan 2017	Feb 2017	Mar 2017	Apr 2017	May 2017	Jun 2017	Total 2016-17	Receivables
Beginning Cash Balance	631,341	543,991	441,744	508,160	577,873	625,894	673,915	731,756	684,612	637,468	713,702	684,953	631,341	
REVENUES														
State Programs														
Charter School General Purpose Block (Prop 30 EPA	150,723	150,723	271,301	271,301	271,301	271,301	271,301	271,301	271,301	271,301	271,301	271,301	3,014,452	-
Charter School Categorical Block Grant	15,659	15,659	28,187	28,187	28,187	28,187	28,187	28,187	28,187	28,187	28,187	28,187	313,190	-
Economic Impact Aid	15,254	15,254	27,458	27,458	27,458	27,458	27,458	27,458	27,458	27,458	27,458	27,458	305,087	-
Mandate Block Grant	-	673	673	673	673	673	673	673	673	673	673	673	7,398	1
California Lottery	-	-	-	21,692	-	-	21,692	-	-	21,692	-	-	65,075	21,692
Total State Programs	181,636	182,309	327,618	349,310	327,618	327,618	349,310	327,618	327,618	349,310	327,618	859,580	4,237,163	21,692
Other State Programs														
State Lunch Reimbursements	-	1,238	1,238	1,238	1,238	1,238	1,238	1,238	1,238	1,238	1,238	1,238	13,618	1
After School Education and Safety Pr	-	5,525	11,050	11,050	11,050	11,050	11,050	11,050	11,050	11,050	11,050	5,525	110,500	-
SB740 Facilities Subsidy	22,286	22,286	40,114	40,114	40,114	40,114	40,114	40,114	40,114	40,114	40,114	40,114	445,716	-
Total Other State Programs	22,286	29,049	52,402	52,402	52,402	52,402	52,402	52,402	52,402	52,402	52,402	46,878	569,834	1
Federal Programs														
Title I	-	-	-	-	-	-	59,190	-	-	59,190	-	-	118,380	29,595
Title II	-	-	-	-	-	-	1,520	-	-	1,520	-	-	3,040	760
Title III	-	-	-	-	-	-	22,583	-	-	22,583	-	-	45,166	11,291
Federal Startup Grant (Title Vb)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
National School Lunch Program	-	22,284	22,284	22,284	22,284	22,284	22,284	22,284	22,284	22,284	22,284	22,284	245,119	25
Total Federal Programs	-	22,284	22,284	22,284	22,284	22,284	105,576	22,284	22,284	105,576	22,284	22,284	411,705	41,671
Local Programs														
Local Food Service Revenue	-	1,238	1,238	1,238	1,238	1,238	1,238	1,238	1,238	1,238	1,238	1,238	13,619	-
Total Local Programs	-	1,238	1,238	1,238	1,238	1,238	1,238	1,238	1,238	1,238	1,238	1,238	13,619	-
Fundraising & Grants														
Private Startup Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Local Programs	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY Receivables	45,854	-	-	-	-	-	-	-	-	-	-	-	45,854	-
TOTAL REVENUES	249,777	234,880	403,542	425,234	403,542	403,542	508,526	403,542	403,542	508,526	403,542	929,980	5,232,321	63,364
EXPENSES														
Certificated Salaries	84,375	84,375	84,375	84,375	84,375	84,375	84,375	84,375	84,375	84,375	84,375	286,875	1,215,000	
Classified Salaries	-	-	-	-	-	-	75,250	75,250	75,250	75,250	75,250	120,401	496,653	
Employee Benefits	22,330	22,330	22,330	22,330	22,330	22,330	42,244	42,244	42,244	42,244	42,244	107,784	452,983	
Core Programming	52,609	52,609	52,609	52,609	52,609	52,609	52,609	52,609	52,609	52,609	52,609	52,609	631,308	
Other Discretionary	18,173	18,173	18,173	18,173	18,173	18,173	18,173	18,173	18,173	18,173	18,173	18,173	218,078	
Support Services	159,640	159,640	159,640	159,640	159,640	159,640	159,640	159,640	159,640	159,640	159,640	159,640	1,915,676	
Interest/Depreciation	-	-	-	10,061	10,061	10,061	10,061	10,061	10,061	10,061	-	-	60,367	
TOTAL EXPENSES	337,126	337,126	337,126	347,188	347,188	347,188	442,353	442,353	442,353	432,292	432,292	745,482	4,990,065	
OTHER FINANCING SOURCES/USES														
Changes in Financing	-	-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	-	(50,000)	(100,000)	
Total Financing Cash Flow	-	-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	-	(50,000)	(100,000)	
Cumulative Cash Position	543,991	441,744	508,160	577,873	625,894	673,915	731,756	684,612	637,468	713,702	684,953	819,451		

Appendix P: Teacher Signature Pages

Please find attached the original signature forms as well as a file of all scanned petition pages.