
Rocketship One Public School

Planned Opening Fall 2007



Charter Petition

August 15, 2006

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“Table of Contents of Legal Requirements”:

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

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Charter School Intent and Charter Requirements

The Charter Schools Act (“Act”), California Education Code Section 47600 et seq., requires each charter school to have a “charter” that describes how the school complies with the sixteen (16) requirements of the Act. (California Education Code Section 47605)

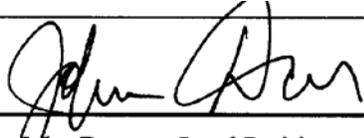
The California Legislature, in enacting the Charter Schools Act of 1992, sought to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the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

- (a) Improve pupil learning.
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils 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 pupils 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 pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

The following sections of this charter explain how Rocketship One Public School (“ROPS” or “The School”) fulfills the requirements of Section 47605 of the Act.

Affirmations

- The Rocketship One Public School (“ROPS” or the “School”) shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. It shall not charge tuition and shall not discriminate against any pupil on the basis of race, ethnicity, national origin, gender, or disability.
- ROPS shall comply with all applicable federal, state and local laws and court orders.
- ROPS shall admit all pupils (subject to capacity) within the State of California who wish to attend the School. Admissions to the charter shall not be determined by the place of residence of a pupil or his or her parent or guardian within the State except as provided by Education Code Section 47605(d)(2). If ROPS receives a greater number of students who wish to attend the School and who submit a timely application, each applicant will be given an equal opportunity for admission through a public random lottery process.
- All meetings of the Board of ROPS shall be held in compliance with the Brown Act.
- ROPS shall comply with all applicable state and federal laws in serving students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- ROPS shall offer at a minimum, the same number of minutes of instruction set forth in paragraph (1) of subdivision (a) of California Education Code Section 47612.5 for the appropriate grade levels.
- ROPS shall maintain accurate and current written records that document all pupil attendance and make these records available for audit and inspection.
- ROPS shall meet all state standards and conduct the pupil assessments required by California Education Code Section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.
- ROPS shall, on a regular basis, consult with its parents and teachers regarding the School’s education programs.
- ROPS shall meet all requirements for employment set forth in applicable provisions of law, including but not limited to credentials, as necessary.
- ROPS will ensure that teachers in ROPS 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 law, flexibility may be given to non-core, non-college preparatory teachers.
- ROPS will, at all times, maintain all necessary and appropriate insurance coverage.
- ROPS will comply with all laws related to the minimum age of public school admission.



Signed: John Danner, Lead Petitioner

Date: 5/1/06

I. INTRODUCTION/FOUNDING GROUP

* The State Board of Education suggests that the responses to Items I through IX in the charter application should be limited to approximately 30 pages, not including appendices. We have attempted to follow this recommendation and have exceeded it only where necessary to describe ROPS fully. With that said, we believe that to provide a complete description of this school in compliance with San Jose Unified School District Board Policy and Administrative Regulation 0420.4, it may be necessary to include more information than 30 pages would allow.

Background

In 1999, officials from Santa Clara University asked a local priest, Father Mateo Sheedy, Pastor of Sacred Heart Parish, 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 his students. He decided that all of the children of the parish should have an alternative to their zoned district school. At around this time, Jennifer Andaluz and Greg Lippman were considering establishing a charter high school in the San Jose area. Father Mateo convinced them that Downtown College Prep should be located in the area around his parish. Downtown College Prep, a public charter high school, now graduates almost 100 students per year who go on to attend four-year colleges. In 2000, Father Mateo also persuaded the Jesuits to establish a small private middle school, Sacred Heart Nativity School. This school would serve grades six through eight and be privately financed to provide essentially free attendance for parish students. At that time, John Danner, the Founder of Rocketship Education, had just sold a successful software company that he had founded and was interested in working on the problem of improving educational opportunities for children from low-income families. John Danner is a graduate of Bellarmine College Preparatory in San Jose and through Bellarmine learned about the new school. Father Peter Pabst, who had been given the job of opening Sacred Heart Nativity, asked John to assist him with the operational responsibilities of opening the school. Peter and John became co-founders of Sacred Heart Nativity School.

Unfortunately, Father Mateo grew very ill and passed away soon after Sacred Heart Nativity was opened in 2001. Sacred Heart's new pastor, Father Jeronimo Gutierrez, had to focus on day-to-day operations of the parish as he got to know the community. John Danner moved to Nashville, Tennessee for several years. While there, he became convinced that Father Mateo's vision was possible to achieve. He believed in the charter school model, because downtown San Jose has thousands of children to serve, and serving them through tuition-free private schools would be too costly. John became the chairman of the Tennessee Charter School Association, and, in that capacity worked to pass the initial charter law in that state and helped found the first twelve schools in

Tennessee. He saw the effects that these entrepreneurial undertakings could have on the children and families in the most at-risk communities. However, John was a business person, not an educator. He felt that if he was going to have a real impact on the lives of children, he had to have a deep understanding of how to make that happen in the classroom. John gave up for-profit companies and enrolled in Vanderbilt's Peabody School, where he received his M.Ed. and teaching credential. For the next three years, he taught in some of Nashville's most impoverished public schools. Knowing that he would return to complete Father Mateo's vision, John sought out and taught at one of the few elementary schools in Nashville which served English Learners (EL). He taught in a sheltered second grade EL class for his last two years. Although his students came to him reading at the Kindergarten level, he became convinced that with the proper focus, he could teach all of his students to speak, read and write at grade level by the time they left him. For those two years, John averaged 2.5 grade levels of progress in Reading, bringing between half and two thirds of his students to grade level and achieving the Fluent English Proficient status required to exit from the sheltered EL classroom.

At the end of 2005, John returned to the Bay Area. Sacred Heart Nativity had graduated its first two classes, with most students reaching grade level by graduation. In the same parish where Father Mateo had been unable to find a single student qualified to apply to Santa Clara University, the students at Sacred Heart Nativity School were attending a variety of college preparatory schools, including Downtown College Prep, Bellarmine College Prep, and Archbishop Mitty High School. Downtown College Prep graduates were now attending four-year colleges around the state and the country as planned. Yet no alternative elementary school existed for the hundreds of children in the Parish.

Based on his experience, John believed that this community could never close the achievement gap without many local high-quality elementary schools. Upon researching achievement in San Jose Unified School District ("SJUSD"), he found that a staggering 58% of Title I elementary schools were described by the terms of the No Child Left Behind Act ("NCLB") as falling in the "Program Improvement" category, a designation reserved only for the lowest performing schools. This unenviable statistic put San Jose Unified at the bottom level of achievement of every major school district in the state, other than Fresno Unified and Los Angeles Unified school districts (please see table in the Targeted School Populations section). As described further below, the elementary schools serving the children in the Sacred Heart neighborhood rank among the lowest in Santa Clara County. More generally, statistics from SJUSD demonstrate a significant achievement gap for Hispanic students. Measured by federal standards, the district's Adequate Yearly Progress ("AYP") indicates that just over 47% of students are scoring proficient on state tests. However, only 26.5% of Hispanic students are proficient. However, although every other major school district in the state had a charter elementary school, SJUSD did not have a *single* charter elementary school alternative for the children attending these failing schools.

John called Father Jeronimo to discuss the idea of starting a high-quality, non-sectarian elementary charter school which would serve the area around his parish. Father Jeronimo immediately supported the idea. The vision for Rocketship One Public School ("ROPS")

was born. Within weeks, John had gathered over 460 Intent to Enroll forms from students for his school, more applicants than the school could accommodate at full capacity. This validated that parents in downtown San Jose were looking for alternatives for their children.

ROPS will be fundamentally different than other schools in SJUSD in four important ways—expectations, teacher specialization, a career ladder for teachers, and individualization for students. Our typical students will be financially disadvantaged English Learners who arrive at Kindergarten 1.5 years behind their peers (see Appendix D). In order to catch up, we expect students to make Outstanding Yearly Progress (“OYP”)—that is 1.5 years of academic progress for each year at Rocketship. This rate of progress will allow our students to achieve at grade-level by the end of second grade. At the end of Fifth Grade, they will leave Rocketship over a year ahead of their peers, as measured by state STAR testing. Extensive educational research proves that such progress is fully achievable: high-quality teachers are the key. (Sanders and Rivers, 1996; Haycock, 1999)

Senior teachers in ROPS specialize in Literacy or Math. Although they hold a multi-subject credential, they teach students only in their subject area. This specialization allows them to develop deep subject matter knowledge and an ability to diagnose and intervene with even the most struggling students. All of our K-3 classes will be conducted at a 20:1 student-teacher ratio, compared to SJUSD’s ratio of 30:1 for third grade classes. We also believe that, in order for teaching to be a viable career, there has to be a career path that recognizes a teacher’s ability to consistently make OYP with significantly increased pay and responsibilities. At the top of the Literacy and Math departments, a Subject Specialist will teach half-time and mentor the teachers in their department half-time. They will be paid up to \$100,000 per year based on both their own performance and the performance of all of the teachers in their department. By providing a true career ladder, we believe we will be able to attract top college graduates to ROPS who might otherwise pursue careers in law, medicine and other prestigious professions. Despite our career ladder, ROPS spends just over 50% of its operating budget on administrative and teaching salaries, and intends to operate at cash flow breakeven once startup loans are repaid.

The final distinctive characteristic of ROPS lies in its focus on each child. In addition to standard practices of individualization like Guided Reading groups and an individualized learning plan (“ILP”) for each student, ROPS will conduct a before and after-school program each day in our Learning Lab, a combination library and computer lab. Students read books at their instructional level and use a guided online curriculum to work on the specific skills where they need practice. We believe that these factors significantly differentiate Rocketship from any elementary school in SJUSD and will allow us to achieve our high expectations.

ROPS will be operated by and serve as the model school for Rocketship Education, a non-profit public benefit corporation. Rocketship Education shall be fully responsible for the governance and operation of ROPS. The long term goal of Rocketship Education is

to replicate ROPS to create a Charter School Network (“CSN”) of successful, exemplary charter schools in California.

We imagine a future for the hundreds of children served by ROPS 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 attend a four-year college education. We hope to see hundreds of qualified applicants for the Juan Diego scholarships 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 scholarship—not the number of qualified students—that will be the primary question of concern for this neighborhood in San Jose.

Founding Group

John Danner, the founder and CEO of Rocketship Education and the Executive Director of ROPS, has significant experience operating and teaching in schools.

School Operations

- John was responsible for the operations of Sacred Heart Nativity School in San Jose during its start-up phase including facilities remodel, budgeting, hiring of a principal, equipment purchase, and working with Fr. Peter Pabst to import aspects of other successful Nativity schools around the country to Sacred Heart Nativity.
- John was responsible for introducing the Knowledge Is Power Program (“KIPP”) to Metro Nashville Public Schools. He worked to receive approval for KIPP Academy Nashville (“KAN”) along with the school’s principal, Randy Dowell. John helped to hire the first business manager and oversaw implementation of the school budgeting and reporting process. John recruited KAN’s first teacher, and located a Reading Specialist to focus on the many students at KAN who were reading below grade level. John is currently a board member of KAN, a school whose teachers and students who were recently named “Nashvillians of the Year” by the Nashville Scene newspaper.
- From 2001 to 2005, John served as a director and then chairman of the Tennessee Charter School Association. In addition to successfully passing the state’s first charter school law in 2002, he assisted the first twelve charter schools with logistical support for their charter applications, facilities location and remodel, board recruiting and training, and Special Education policies.
- John is an Entrepreneur in Residence at the New Schools Venture Fund. New Schools is a venture philanthropy firm which has invested in nine Charter Management Organizations. In addition to receiving council from New Schools on Rocketship Education, John is providing input to New Schools on funding third-party providers of charter school services in order to increase the efficiency and performance of both single site schools and CSNs.

General Operations and Financial Management

- From 1995 to 1999, John served as the CEO of NetGravity, a company providing software for managing Internet advertising. John grew the company from the

founding team to 150 employees in four years. He grew revenues to \$40 million annually and turned a profit in the quarter the company was sold. In the process, John raised over \$180 million, took the company public, reported financial results to Wall Street for two years and sold the company in 1999 for \$750 million. John was responsible for all aspects of financial management during the first two years of the company and worked closely with his CFO to reach profitability in the last two.

Teaching and Learning

- As a teacher, John structured his teaching according to the National Reading Panel's articulation of the five pillars of literacy: phonemic awareness, phonics, fluency, vocabulary, and comprehension. He built his classroom practice around these pillars and worked to reshape his school and district to these pillars. John focused on using frequently collected data about children's reading progress to make changes in his teaching methods with each child. He used curriculum software to develop focused lessons for his students struggling with certain reading skills. He used a leveled library of books for independent reading time that helped his students gain in fluency while reading independently. John was able to increase student's reading proficiency by an average of 2.5 years during his time as an EL teacher. Many of these concepts can be found in the design of ROPS.

Don Shalvey, a founding board member of Rocketship Education, operates Aspire Public Schools, the largest CSN in California. Aspire, founded in 1998, operates 15 public schools in school districts around the state including Oakland, Los Angeles, East Palo Alto, and the Central Valley. Don will help Rocketship in all aspects of its early development.

Eric Resnick is managing partner of KSL Capital Partners, a \$750 million real estate private equity fund. Eric is also Chief Financial Officer ("CFO") of KSL Resorts, which owns and operates high-end resort properties such as the Hotel del Coronado in San Diego. Eric serves as Secretary and Treasurer of Rocketship Education, providing a deep understanding of financial management and real estate transactions.

Jennifer Andaluz is the co-Founder and Executive Director of Downtown College Preparatory ("DCP"). DCP was the first charter high school in Santa Clara County and one of the only schools in California to focus explicitly on college success for low-achieving urban students. DCP has received significant state, local and national recognition including a book about its founding and early years, *Our School* by Joanne Jacobs.

ROPS has retained the services of Insight Education Group for advice on school curriculum and outcome measurement and alignment. Insight Education Group, Inc. establishes sustained relationships with clients to inspire high-quality classroom instruction through the use of the *Strategic Design for Student Achievement* framework. Michael Moody is the founder and principal of Insight Education Group, Inc. Dr. Moody

earned a Masters degree in education with an emphasis in teaching and curriculum from the Harvard Graduate School of Education and a Doctorate in Educational Leadership from the University of Southern California.

ROPS has retained the services of Cathi Vogel, principal of Vogel and Associates. Ms. Vogel is a recognized authority on California public school business and financial issues with a particular emphasis on multi-year strategic fiscal planning, governance and cost-benefit analyses. Ms. Vogel has served over twenty years as the chief fiscal, legal, and legislative officer for California public schools including Chief Financial Officer of San Francisco Unified School District and Fresno Unified School District.

ROPS has retained the legal services of Spector, Middleton, Young & Minney, LLP (“SMYM”). SMYM’s thirteen attorneys dedicate their practice exclusively to charter school law. The firm’s attorneys provide legal counsel to over 250 charter schools as well as businesses and organizations providing support services to charter schools within the state. ROPS lead counsel, Paul Minney, has been involved in the charter school development process since the adoption of the Charter Schools Act in 1992.

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

Appendix T contains resumes of the Founder and Board of Directors.

II. EDUCATIONAL PROGRAM

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

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

Mission Statement

Rocketship One Public School (“ROPS”) will eliminate the achievement gap by bringing our students to grade level in Literacy and Math by second grade and graduating them above grade level in fifth grade.

Goals

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

Vision Statement

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

Targeted School Populations

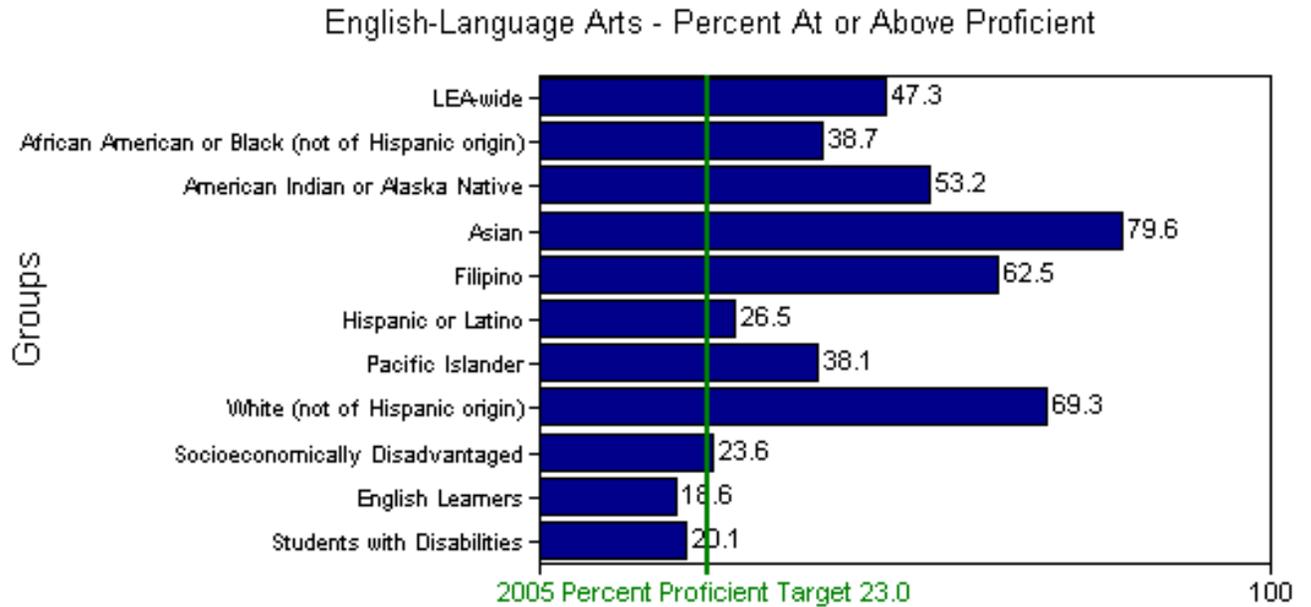
ROPS is designed to serve students who would be at risk of achieving below basic proficiency on state exams. Based on an analysis of the surrounding elementary schools shown in the table below, our projected population is 65% English Learner (“EL”) and 77% Free and Reduced Lunch (“FRL”). Over 95% of EL students in this area are Spanish speakers.

ROPS will attract children of parents who are seeking an alternative to their current educational system, desire an innovative educational approach, and share the vision of ROPS. ROPS anticipates that it will enroll primarily students from schools which are undergoing program improvement in conjunction with the Federal No Child Left Behind regulations and that are located in the downtown area of San Jose. Students in greatest need of options attend Gardner Elementary, Ernesto Galarza Elementary, Washington Elementary, and Horace Mann Elementary. All of these schools are on Federal Program Improvement. Three out of four schools failed to make AYP for English and Language Arts (“ELA”). Most importantly, the California API measure sorts students’ scores into quintiles according to performance. A score of 700 is given to any student score which falls in the band of 40th to 59th national percentile rank. Thus, at all of these schools, **the average student’s current academic performance is below 40th percentile nationwide.**

School	# EL	# Total	% EL	% EL Spanish	%FRL	2005 API	Growth	Met AYP for ELA	Program Improvement Status
Gardner Elem.	315	472	58%	97.5%	80.1%	563	-38	No	Year 5
Ernesto Galarza Elem.	271	467	79%	96%	69.5%	660	36	No	Year 2
Washington Elem.	528	670	50%	99.1%	84.1%	616	53	No	Year 2
Horace Mann Elem.	254	513	50%	90.7%	72.1%	681	63	Yes	Year 2
Total/Averages	1368	2122	65%	96.5%	77%	630	28.5	No	

Likewise, examining the district’s Adequate Yearly Progress (“AYP”) by federal standards, we see that district-wide, just over 47% of students are scoring proficient on state tests. However, only 26.5% of Hispanic students are proficient, and only 18.6% of EL students are proficient on state tests. This gap of 20 percentage points in Hispanic achievement and almost 30 percentage points in EL achievement are key reasons for the creation of ROPS.

San Jose Unified AYP Summary



Finally, if we look at the combination of poor results and lack of options for parents, the picture becomes very clear. SJUSD’s elementary schools as a group are the third worst performing in the state among large urban districts and SJUSD offers no charter school elementary options for parents. Eleven of 19 (58%) Title I elementary schools in SJUSD are on the federal program improvement list. This compares to just 18% of Title I schools in Santa Clara County in federal program improvement. The only large districts performing worse than SJUSD are Fresno (64%) and Los Angeles (65%). Yet, while 12% of Los Angeles Unified schools are charter schools and 7% of Fresno Unified schools are charter, San Jose Unified does not have a single elementary charter school. In fact, San Jose Unified’s 32,000 students have only one charter school organization, Downtown College Prep, a high school which serves 351 students (1.1% of the total students in SJUSD). Comparing SJUSD to other urban districts in terms of options for parents, SJUSD had the lowest charter school penetration by a factor of almost 4. (2% vs. 7% for Fresno)

Elementary Schools in Large Districts and % Charter Schools

District	Title I and in PI	Title I NOT in PI	Grand Total Title I	% Title I in PI	# Schools (04-05)	# Charters (05-06)	% schools that are charter
Los Angeles Unified	99	53	152	65%	721	86	12%
San Diego Unified	15	90	105	16%	202	34	17%
Oakland Unified	27	30	57	47%	124	26	21%
Fresno Unified	38	21	59	64%	104	7	7%
San Francisco Unified	20	44	64	31%	119	10	8%
Sacramento City Unified	18	39	57	32%	89	12	13%
San Jose Unified	11	8	19	58%	43	1	2%

In light of the reality of low-achieving public schools and a lack of alternatives, ROPS proposes to address this problem with the first elementary charter school in SJUSD.

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

ROPS will serve students in grades K-5 during the first two years of operation. We will serve approximately 280 students in K-3 during year 1 and approximately 457 students in K-5 during year 2. We currently have Intent to Enroll forms for more than our year 2 enrollment of 457 students. (Please See Appendix A for our Intent to Enroll database) We will consider adding sixth grade in year three if there is clear parent demand from parents of fifth graders. Depending on our physical capacity to grow the school, we may choose to grow the capacity of each grade level of K-6 to a maximum of 100 students in future years. We will notify the Santa Clara Board of Education and the Santa Clara County Office of Education (“SCCOE”)¹ by February of the year prior if we choose to add sixth grade or increase our school enrollment to levels higher than our year 1 or year 2+ expected enrollments. The table below shows grade level enrollment. Research has shown that the best chance of bringing students to grade level in Literacy happens by third grade. In grades K-3, we will continuously enroll vacated spaces (due to attrition) to maintain our enrollment at 80 students per grade. In grades 4 and 5, we will absorb the expected attrition rate of 10% per year without re-enrolling those spaces (see Expected Year 2+ Students). This decline is primarily driven by families leaving the area and is similar to enrollment declines at Downtown College Preparatory and KIPP Heartwood Academy.

Grade Level	Expected Year 1 Students	Maximum Year 1 Students	Expected Year 2+ Students	Maximum Year 2+ Students
K	80	80	80	100
1	80	80	80	100
2	60	80	80	100
3	60	80	80	100
4	0	55	72	100
5	0	0	65	100
6	0	0	0	100
Totals	280	375	457	700

As will be discussed in the section below on “How Learning Best Occurs”, our teachers are specialized and advance in responsibility and pay on a well-defined career ladder. Junior Associates are typically new to teaching, Senior Associates have proven their classroom management skills, and Specialists are experts in their field. Junior Associates serve as homeroom teachers and teach primarily the content area subjects of Science, Social Studies, Art and Spanish, although they are members of either the Math or Literacy Department for mentoring purposes. Senior Associates and Specialists teach classes within their department of Literacy or Math. Please see the Bell Schedule in Appendix Z to see classes for teachers and students in a typical day. Rocketship provides instruction in Literacy, Math, and all Content classes in a 20:1 ratio for grades K-3, despite having a school-wide student-teacher ratio higher than 20:1. This is because students have five hours of classroom instruction per day, while teachers typically teach

¹ All references to SCCOE herein shall pertain to the Santa Clara County Board of Education and the Santa Clara County Office of Education and Superintendent of Schools unless otherwise specifically noted.

between six and eight hours per day. Learning Lab is provided as a before and after school Intervention program for grades K-3, and Learning Lab minutes do not factor into annual instructional minutes calculations for these calculations.

Teacher Level	Number of Teachers
Specialist	2 (One Literacy, One Math)
Senior Associates	5 (Three Literacy, Two Math)
Junior Associates	11 (Seven Literacy, Four Math)

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

The goal of ROPS 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, ROPS believes that an educated person in the 21st Century should possess the academic and life skills listed below. The School seeks to impart these skills by the time that a student has completed the ROPS program.

Academic Skills

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

Life Skills

- Students accept responsibility for personal decisions and actions.
- Students develop self-confidence and a willingness to take risks in a safe learning environment.

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- 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. ROPS 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).

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

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

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

ROPS will be structured differently than a traditional elementary school. Although staff members will hold multi-subject credentials, senior teachers will specialize in Literacy or Math. Many researchers have found that an early focus on these core skills have long-term effects on student achievement. (Adams, 1990; Schenk et. al, 1980; McGill-Franzen, 1987) Advantages of specialized elementary schools include deeper content knowledge, a team structure allowing better collaborative focus, improved teacher retention, easier transition to middle school, and more flexibility in student grouping. (Chan and Jarman, 2004; Bowser, 1984; Findley, 1966; NEA, 1965) In this model, teachers travel from one classroom to the next to teach their subject. We believe that specialization will allow teachers to focus deeply on their subject matter and their students, helping them to intervene with struggling students earlier and more effectively.

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

ROPS has been constructed to combat the enormous turnover among new teachers that plagues our public schools. It is estimated that 50% of new teachers leave the profession within five years. (Ingersoll, 2001) We believe that teachers need a career path which rewards their success both with more responsibility and significantly greater compensation. Rocketship has a three-tier career ladder for teachers which recognizes student performance as a primary factor in advancement. Creating a career ladder like Rocketship's has several advantages, including employee retention, succession planning, and better career development. (CA State Dept of Employee Development, 2003). The heads of the Literacy and Math departments, our Subject Specialists, are highly-trained experts in their fields, with the same subject focus as their counterparts in middle and high school, but experience working with elementary school students in those subject areas. Specialists will teach approximately half-time and supervise teachers in their department half-time. They earn up to \$100,000 per year based both on their own classroom performance and that of their department as a whole. Senior Associates are fully credentialed teachers who are working to demonstrate their mastery of a subject. Senior Associates will teach several hours each day as well as spend significant time with the Subject Specialists in their area and in professional development activities geared to helping them become Subject Specialists. Junior Associates are typically new teachers, classified as Intern Teachers by California law. They are currently enrolled in a credentialing program, learning classroom management, teaching Science, Social Studies, Arts, and Spanish and one class in their future subject specialty. We believe this career ladder will motivate young teachers to make the investment in their teaching and advance to the position of Subject Specialist. Please see Appendix C for a description of the day in the life of ROPS' teachers at each level of our career ladder.

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

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

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

ROPS believes that individualization should be a core component of all twenty-first century schools. Every student at ROPS will have an Individualized Learning Plan ("ILP"). ILPs will contain information such as where the student currently lies on the

spectrum of academic and thinking skills, their current stage of EL development, gains they have made in the most recent period, areas to focus for this period, and specific teaching methods which appear to succeed with this student. ILP metrics are updated with ongoing assessments conducted in the Learning Lab (see below) and in students' subject lessons. ILPs will be computerized at ROPS, updated several times a week and accessible by all teachers at the school to make a student's current stage, strengths, and challenges available for planning. Teachers will determine methods to overcome these obstacles and plan proper support for students in their classroom based on their own deep subject matter and teaching experience, in combination with significant collaboration with peers.

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

Rocketship offers all students the opportunity to participate in our Learning Laboratory for two hours each day. For K-3, the Learning Lab is offered as a before or after school intervention, whereas grades 4-5 attend Learning Lab during the school day. The purpose of the Learning Lab is to provide students with additional practice in Literacy and Math at exactly their current level of instruction.

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

The Math and Literacy teachers for each student schedule their computer-based instructional time through our online Learning Management System ("LMS"). They assign exercises based on their current impediments, specify the students current independent reading level and how much time they want the student spending on each activity. For example, if the Literacy teacher wants to work on a student's fluency, they may schedule more time for that student on the *Fluent Reader* program. If they are more concerned about phonemic awareness, they may schedule more time for the student on *Destination Reading*. Students just learning English may spend more time on *English in a Flash*. All Learning Lab results are available online to teachers, so that they will be able to assess their students' performance on previous tasks. Once a student is focused on a specific area, the system will make default recommendations for subsequent student work, so that teachers only need to modify the student's tasks in order to change their focus.

Two grade levels at a time (K-1, 2-3, 4-5) will use the Learning Lab, and they will be assisted by a certified teacher, usually one of their grade-level teachers, with a ratio of eighty students to one teacher. This ratio mandates that the routines in the Learning Lab are very specific and simple for students. At the beginning of the year, Literacy and Math teachers will bring students to the Learning Lab during their class time to teach them how to use the Lab. Once students have acclimated to the Lab, they will be

responsible for completing their work with limited supervision. The Learning Lab teacher will monitor current students in the Lab through a dashboard which summarizes each student’s current objectives and achievement in the Lab’s Learning Management System, the backbone of measuring student performance in the Lab and recommending subsequent lessons. Please see Appendix Y for a complete description of the Learning Lab.

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

Rocketship Education, the sponsor of ROPS, will take responsibility for operational support for ROPS. As CEO of Rocketship Education and Executive Director of ROPS, John Danner will be primarily responsible for administration or outsourcing of the back office operation of the school, leaving the Principal and staff fully focused on the academic program. Operations to be managed by Rocketship Education are as follows:

- Accounting and payroll management
- Cash flow management
- Contracts with charter authorizers
- Real estate financial management
- Securing and managing loans
- Federal grant writing and reporting
- Special Education expertise and compliance
- Creation of the student management system (“SMS”) used to keep student’s daily, periodic, and annual academic results
- Provide front-ends to the SMS for ILP and Learning Lab’s Learning Management System (“LMS”)
- 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
- Human resources

Calendar and Attendance

ROPS academic calendar will follow the San Jose Unified School District’s traditional academic calendar. The school year will contain at least 180 instructional days and commence before September 30 in accordance with California Charter School Law.

ROPS parents/guardians are responsible for sending their children to school and providing an explanation for absences. ROPS will develop attendance policies to encourage regular attendance and to report trancies to appropriate local authorities. Appendix K details the planned attendance policy.

Bell Schedule and Instructional Minutes

ROPS conducts an extended school day from 8:30 a.m. to 5 p.m. daily for all grades. 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). Specifically, we currently plan to offer Fourth and Fifth grade students at ROPS 420 minutes of instruction daily including Learning Lab. We plan to offer Kindergarten through Third grade students Learning Lab instruction as a before or after-school intervention and they will also receive 300 minutes of daily instruction in a reduced-sized class with a 20:1 teaching ratio. A sample bell schedule is attached in Appendix Z. The following table delineates subject areas and minutes by grade level.

	Literacy	Math	Content	Learning Lab	Total Daily Minutes
K	120	60	120	N/A	300
1	120	60	120	N/A	300
2	120	60	120	N/A	300
3	120	60	120	N/A	300
4	120	60	120	120	420
5	120	60	120	120	420

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

Implementation of Educational Program/Curriculum

The ROPS curriculum will follow state standards for the subject areas of: English Language Development (“ELD”), Reading/Language Arts (includes Writing), Mathematics, Science, Social Studies, Art and Music. ROPS will 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 ROPS in Fifth Grade. Students will also take Science, Social Studies, Arts, and Spanish 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 ROPS will be aligned with State content standards, such that students will not only achieve the objectives specified in the charter but will also master the academic content standards in core curriculum areas as adopted by the State Board of Education pursuant to Education Code Section 60605. Teachers will be encouraged to assist their students in exceeding minimum standards. Please see Appendix B for a description of a typical day in school for a Second grade student. The remainder of this section provides an overview of our philosophy for each area of study. Please see detailed ELD objectives and course objectives for each area in

Appendix D, sample planning guides associated with each subject in Appendix G, and a sample Bell Schedule in Appendix Z.

Reading will be central in all parts of the school's curriculum, especially in grades K-2. Science and Social Studies teach several very important skills on their own. Arguably, however, the most important skill a student can learn from these classes in the primary grades is how to effectively read non-fiction text in the content areas. (Pressley, 2002) Students will be faced with a multitude of classes throughout the rest of their lives where this skill will be central to their understanding of the content and ultimately their enjoyment and performance in the subject. The critical skills of determining the organization of a non-fiction text, identifying and understanding key vocabulary terms, and actively summarizing are skills that are not easily learned when reading fiction. At ROPS, we will 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. We will also actively prioritize Reading above other subject areas in the early grades and for students who are still struggling in later grades. This can mean a student is pulled out of a content area class for individualized reading instruction or an ILP for a student which allocates them a double block of reading if necessary.

We 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, rather than to approach EL learning as a separate subject. Especially in the area of Reading, we believe that EL students learn to read based on the same sound instructional practices as other students. We will focus extensively on oral language development, both expressive and receptive, at the same time as focused reading instruction is conducted. We believe that working on oral and literacy skills concurrently will help our EL students to master listening, speaking, reading and writing in English by second grade.

Effective instruction should be based on data collected about students' abilities and challenges with respect to the specific objective being taught. Effectively interpreting data behind formative assessments takes practice. Our teachers will spend a significant amount of time with the Specialists 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.

Reading

We are firm believers in the findings of the National Reading Panel ("NRP").² The NRP reviewed all of the available high quality research with measurable results and a study size and student composition indicating that they could be generalized to the entire

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

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 Specialists will spend a significant amount of time building their skills in each of the five areas of Reading. The founder of Rocketship has been a teacher and student of these areas for the past several years of his own teaching. The California Language Arts standards are likewise organized around these areas for the early grades.

One advantage of this curricular focus is the availability of real-time assessments like DIBELS, which allows a teacher within ten minutes to ascertain a student's current performance in each of these five areas in a five-minute period. Driven largely by the federal Reading First program, DIBELS now has supporting technology allowing these assessments to be performed and reported online and provide a real-time understanding of each student in the school. This system will allow ROPS to base our instructional practices on valid data tightly correlated to our curriculum.

Instructional Strategies

Our primary method of instruction will be small teacher-led groups focused on the five aspects of Reading. During that time, the teachers will usually be with six or seven students, and the other students will be working on several different literacy centers, practicing skills relevant to their stage of development. This will generally take one hour of the two hour Reading Block. 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.

When small group time is finished, activities during the second hour of the Literacy block will largely be dictated by the grade level and current performance of students in a class. For grades K-2, the teacher may conduct whole group exercises like Read Alouds, Choral Reading, or Make A Word, followed by a Writing block. Students in the upper grades may conduct Literature Circles to focus on comprehension and an extended Writing block to develop their skills in written expression.

Writing

Children will begin writing their first day at ROPS. Writing is a very difficult task for inner-city and EL students, because it requires a demonstration of understanding of language rather than just a recognition of words and sentence patterns in Reading. ROPS

plans on adopting the Northwest Regional Educational Laboratories (“NWREL”) 6 Trait Writing Model. This model identifies 6 qualities seen in outstanding written works. These traits include:

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

We will adapt a six-traits rubric developed by NWREL to focus student learning and give them specific feedback on their writing. The rubric emphasizes the development of ideas, organization and voice, as opposed to student and teacher’s natural tendency to emphasize word choice (spelling), sentence fluency, and grammatical conventions.

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, rough drafting, editing, revising, and creating an illustrated final draft.

Math

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

As students progress, the central organizing theme of preparing for Algebra 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 are understanding multiple representations of

data, functions, working with missing information through the use of variables, and inductive reasoning used to prove equations. We believe that because we are hiring teachers who want to specialize in Math, we will be able to find teachers who are generally more fluent and more passionate about the teaching of Math than most elementary school teachers.

We believe that strong number sense and algebraic thinking skills will create a context for studying other areas of math including geometry, probability and statistics. ROPS is exploring the possibility of adopting Everyday Mathematics™ because it fits our instructional philosophy. Everyday Mathematics focuses on building a student's understanding of mathematical concepts in a variety of authentic situations, and integrates language development through the study of mathematics. Anchoring mathematical problem-solving to real-world situations is one key to building mathematical reasoning in our students.

Instructional Strategies

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

Science

Science is an opportunity for students to learn by doing. ROPS will create a Science curriculum which blends hands-on scientific inquiry with leveled science little-books. This combination will allow our students both to understand science by doing it, and also to access scientific concepts and academic language at their current reading level. We are currently evaluating FOSS Science along with leveled readers from Benchmark Education.

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 biological and physical sciences from a balanced curriculum, which includes building on their understanding of science concepts to learn about the logic of the scientific method and applications of science to the world around them. Students will develop critical thinking skills of science: observing, comparing, organizing, inferring, relating, and applying.

All students will be exposed to life, earth, and physical sciences in a curriculum that is based on the State Framework and State Standards. Our desired outcomes from science are an understanding of the process of scientific inquiry, curiosity about the world around

them, skills to comprehend informational text, and increased self-esteem from producing a tangible work-product as a result of their understanding.

Instructional Strategies

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

Teachers will 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.

Social Studies

Social Studies is an opportunity to integrate aspects of our curriculum like Reading, Writing and Math in a context that naturally requires all three. We plan on implementing a project-based Social Studies curriculum backed with leveled texts to make the concepts and academic vocabulary accessible to our students regardless of current reading level. We are currently considering project-based Social Studies programs like Storypath from Everyday Learning Corporation and leveled readers from Benchmark Education.

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

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 offered during the “content” period (see Appendix Z: Bell schedule), and will often be integrated into Social Studies. Students will examine the influence of the various arts on history, and examine how art reflects and describes historical periods, cultures, and geographic regions.

This program will be designed to develop aesthetic perception and judgment, and creative expression in the context of our diverse historical and cultural heritages. All students, including EL, Gifted, and Special Education will have equal access to the visual and performing arts core curriculum, with modifications to meet their individual needs. Integrated instruction will be delivered by the regular classroom teacher, as well as by the enrichment staff. The State has effectively identified key standards for the visual and performing arts. Those standards, listed in Appendix D, 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.

Spanish

We consider Spanish a crucial link between school and home for our primarily Spanish-speaking students. We will attempt to take our Spanish speakers beyond oral communication and help them to develop their reading and writing skills in their native language. Although ROPS focuses its resources on English immersion, we hope to use Spanish literacy to build bridges to our families. While a Spanish-speaking parent may struggle with English language books brought home by their children, Spanish language books will give parents a greater opportunity to become deeply involved in their children’s literacy development. As research has shown, children who develop literacy skills in their first language can more easily transfer these to their second language. We will use Spanish to involve our parents and accelerate our students acquisition of literacy skills.

The State of California has not yet adopted a set of foreign language standards. The state framework is based on the widely used ACTFL *National Standards in Foreign Language Education*– The ACTFL’s five goals for foreign language learning are:

- Communication: To communication in languages other than English
- Culture: To gain knowledge and understanding of their cultures
- Connections: To connect with other disciplines and acquire information
- Comparisons: To develop insight into own language and culture

- Communities: To participate in multilingual communities at home and around the world

In addition to drawing upon these five broad areas of language learning, teachers at ROPS will utilize the McREL national foreign language standards to guide their instructional planning: www.mcrel.org/standards-benchmarks/ We are currently evaluating leveled readers from Houghton Mifflin and Scott Foresmann for small group Spanish instruction at the appropriate reading level.

Please see Appendix D for a detailed discussion of learning objectives for ELD, Literacy, Math, Science, and Social Studies and Appendix G for sample planning guides associated with each subject.

Materials

ROPS will adopt curriculum materials aligned with California state content standards by creating a committee drawn from staff and parents to review the materials and make a recommendation to the Board of Directors. The materials will then be made available to parents of current and prospective students for review and comment. ROPS Governing Board will then make a final decision for adoption of materials. At this time, ROPS is exploring the adoption of the following curricular resources (all curriculum adoptions are subject to change pending the process described above):

Content Area	Curriculum Resource	Rationale
English Language Arts	Multiple Approaches	As opposed to adopting a single textbook for Literacy, Rocketship will use materials which focus on each of the five pillars of Reading, and best practices in Writing.
	ELD Oral Vocabulary and Comprehension Publishers: Learning Resources, McGraw Hill/SRA, Houghton Mifflin	We plan to use a number of tools for Oral Language development, especially among our EL students. We are currently evaluation Learning Resources <i>Language Patterns and Vocabulary Kit</i> , SRA’s <i>Espanol to English</i> , and Houghton Mifflin’s <i>Early Success</i> series of vocabulary-rich beginning books.
	Phonemic Awareness (PA) Author: Blevins	ROPS Literacy teachers will most likely conduct their own rhyming, blending, and phoneme manipulation using books like Wiley Blevins, <u>Phonemic Awareness Activities for Early Reading Success</u> as a guide.
	Phonics <i>Words Their Way</i> Publisher: Prentice Hall	<i>Words Their Way</i> is an extremely well-sequenced developmental approach to word awareness, decoding, and spelling of words. A primary method for examining word patterns is through small-group, individual and cooperative word sorts.
	Fluency and Comprehension Publishers: Wright	We believe that leveled readers from Wright Group, Rigby, Scholastic and National Geographic, contain compelling stories and focus on both phonics and comprehension areas with each book that can be

	Group, Rigby, Scholastic, National Geographic	chosen based on the current small-group focus. ROPS will construct a teaching library that includes books from each of these vendors.
	Vocabulary Publishers: Carson Dellosa, Houghton Mifflin	ROPS is currently evaluating a number of intensive vocabulary programs for the upper grades. Some of the programs we are evaluating include Carson Dellosa's <i>Vocabulary Ventures</i> series and the Houghton Mifflin <i>Spelling and Vocabulary</i> series.
	Writing: <i>Six Traits of Writing</i> Publisher: NWREL	As discussed previously, this outcomes-based program gives teachers a rubric to examine student work and suggests instructional practice to drive student progress.
	Assessment: <i>DIBELS</i> Publisher: Wireless Generation	DIBELS is a useful paper-based test provided directly by the University of Oregon. Because we intend to integrate DIBELS data into a student's online record, we will probably use a product like <i>Wireless Generation</i> which allows for electronic entry of student DIBELS results in real-time by a teacher through Palm Pilots.
Math	<i>Everyday Math</i> Publisher: Wright Group	This program effectively engages students in authentic mathematical activities, therefore promoting their ability to reason and communicate mathematically – both major goals of the ROPS math program
	Assessment: <i>Yearly Progress Pro</i> Publisher: McGraw Hill Digital	Yearly Progress Pro is a weekly test which students take to measure their progress towards end of year objectives in Math. The 20 minutes test gives teachers an accurate understanding of Math strengths and weaknesses for each student.
Science	<i>Full Option Science System ("FOSS")</i> Publisher: Lawrence Hall of Science <i>English Explorers Science</i> Publisher: Benchmark Education	FOSSs is a hands-on approach to science which fits well with the ROPS focus on engaging students in applied and meaningful projects. Furthermore, FOSS integrates relevant non-fiction reading in each unit, which also aligns to our literacy focus. To augment the FOSS non-fiction selections, the English Explorers series contains thematic little books at three different reading levels, allowing students at different levels of reading proficiency to access concepts and vocabulary at their level.
Social Studies	<i>StoryPath</i> Publisher: <i>English Explorers Social Studies</i> Publisher: Benchmark Education	StoryPath is a project-based Social Studies curriculum in which students create a story demonstrating their understanding of a social studies theme. The English Explorers series contains thematic little books at three different reading levels, allowing students at different levels of reading proficiency to access concepts and vocabulary at their level.
Spanish	<i>Spanish Leveled Readers</i> Publisher: Houghton Mifflin, Scott Foresmann	We are currently evaluation several leveled reader series which would form the basis of our Spanish reading instruction.
Art	<i>Cross-curricular Arts Connections</i> Publisher:	This program is designed to permit the teacher to integrate art into the content areas. Using this approach, our Junior Associates will bring the content areas to life, while exposing students to the arts and

	SRA/McGraw-Hill	cultures of the various regions and eras they are studying.
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Professional Development

In order to assist our school leaders to achieve their objectives (see Human Resources section below) in instructional leadership and school operations, ROPS plans to have the Principal and Assistant Principal participate in the California Charter Schools Association California Charter Quality Initiative. The three-year training process through CCQI includes the following:

- A 5 day residential workshop
- Ongoing coaching from veteran charter-school leaders
- Regional workshops on Instructional Design, Governance, and School Improvement strategies.
- Onsite systems deployment for developing sound business operations, students information and assessment systems, and helping to create effective governing board processes.

Teacher professional development is divided into three tiers to fit the needs of our Subject Specialists, Junior Associates, and Senior Associates.

As discussed in the Human Resources section below, Junior Associates will primarily be new teachers currently classified as California Intern Teachers. We have four objectives for Junior Associates in their professional development:

- Earn their California Teaching Credential.
- Develop an understanding of state standards in all subject areas.
- Demonstrate good classroom management, instructional planning, and effective instructional practices.
- Begin to develop the subject matter expertise they will need to teach in their area of specialization as a Senior Associate.

To achieve the first objective, we intend to partner with a credentialing organization like Alliant Education to provide our new teachers with the classes required for teacher credentialing. To provide an understanding of the standards, we plan on offering Junior Associates a multi-day class in unpacking state standards through an organization like Insight Education Group, Inc.. This will include Backward Design, Clustering of Standards, and Instructional Techniques linked to these standards. We are investigating partnerships with a number of organizations offering concrete training in instructional practices including the Santa Cruz New Teacher Project to achieve the third objective. To achieve the fourth objective, Junior Associates will participate in all formal subject training discussed later to introduce them to the subject they will teach when promoted to Senior Associate. They will also teach at least one class per day in their subject specialty.

Senior Associates have achieved the Junior Associate objectives and are focused on developing a deep understanding behind the school’s approach to their subject area. Typically, the learning objectives will include:

- a focus on the pedagogy which shapes the curriculum in their department
- an understanding of the instructional techniques used and how to use them
- building an understanding of how to use student data to identify learning challenges
- developing techniques for individualizing their planning and instruction.

To develop the necessary subject expertise for our Senior Associates as well as provide ongoing support for our Specialists, we anticipate partnering with a professional development organization or higher education institution to conduct in-depth professional development in our specialized subjects of Literacy and Math. We imagine that teachers will spend one morning each week in a focus group working with their department head and outside professional development specialists. In addition, our Specialists will be the primary onsite points of contact for outside providers and will provide direct mentoring support for Junior and Senior Associates in their department by observing them daily in one of their classes.

We expect that most Senior Associates will spend at least two years developing a deep enough understanding of these objectives to drive Outstanding Yearly Progress (“OYP”) with their students. When Senior Associates have demonstrated OYP and been positively evaluated for their ability to work with other associates on the team, they will be promoted to Subject Specialists.

Subject Specialists have demonstrated their ability to make outstanding student gains. They are the mentors of both the Junior and Senior Associates in their department. Specialists professional development will focus on the coaching of associate teachers. While Specialists are by definition masters of their academic area, successfully coaching other teachers is a completely different task than successfully teaching children. While we believe that our Specialists have already shown a predisposition to coaching based on the positive evaluations they had to receive from peers in order to be promoted, we plan on investing in outside professional development for new Specialists to help them learn the best techniques for mentoring their associated teachers. We are currently evaluating working with the New Teacher Project for mentor training. It is also crucial that Specialists stay current in their field both through internal professional development and by being involved in professional organizations like the International Reading Association or National Council of Teachers of Math.

We envision three primary times when our professional development will occur. First, every morning before school from 7:15 – 8:15a.m. we will hold our School Meeting. We hold the meeting before school so that teachers are fresh, ready to plan, and not worried about some event that has already occurred that day. The agenda for this meeting will be focused on different topics each day. We anticipate that on Mondays, the school leaders will discuss key issues of academics, student well-being, and operations. Tuesday may

be devoted to meetings on specific students called by the students' grade-level and homeroom teachers and attended by teachers who teach that student during the day. The responsible teacher must speak to the family before calling a meeting, and have a good understanding of what is happening at home. The teachers then create a group plan for that student, modifying the ILP to include emotional, behavioral, and short-term academic objectives. We envision that Wednesday through Friday, meetings will be departmentalized, and will be used for collaboration and professional development within Math or Literacy. Weekly meetings will be used to examine student data and focus lesson planning and teaching for the following week. We also anticipate that this will be a time set aside for one on one mentorship between the Specialist and individual teachers in the department. Finally, we envision that as often as weekly, outside professional development organizations will attend this meeting to discuss the current focus for the group.

The second main time when professional development will occur is during the period each day when the Specialist is monitoring teaching of Associates in their department. The Literacy Specialist, for example, monitors the Junior Associates each day during one two hour block and the Senior Associates in another two hour block. This time can be used for formal observation and evaluation, co-teaching, modeling by the mentor, and other interactions for developing the skills of Associates in the department. Please see the Bell Schedule in Appendix Z to better understand opportunities for Specialist mentoring of Associates.

Third, we will use the professional development days in the annual calendar to set the stage for new areas of focus for a department. For example, before the beginning of the school year and for the first few weeks of school, the Literacy focus will probably be on setting up the classroom, creating Literacy Centers, and managing Guided Reading groups effectively to get a fast start on building students' literacy. In subsequent professional development days, new topics will be introduced which will be followed up in the School Meeting and in daily monitored teaching.

We divide the roles of mentor and evaluator at ROPS. The Specialist in each department will be responsible for daily mentoring of Associates. In order to create a stronger relationship of trust and teamwork, mentors will follow a set of objectives for guiding Associates, but evaluation of each Associate at mid-year and end of year for promotion purposes will be the responsibility of the Principal and Assistant Principal with significant input from the Specialist.

At Risk Students

As stated above, ROPS is designed to serve all students, including those who would be at risk of achieving below basic proficiency on state exams. Based on the surrounding elementary schools, our target population is 65% English Learner ("EL") and 77% Free and Reduced Lunch ("FRL"). Over 95% of EL students are Spanish speakers. As discussed in Appendix E, 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 internal metrics. Please see the section in Student Outcomes on *Measuring Student Progress* for details on the monthly assessments currently planned. We believe that our students will progress from low-achieving to high-achieving during their time at ROPS. 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 achievers on state tests. (See Appendix E for a more detailed description of working with at-risk students)

Students Achieving Above Grade Level

Ultimately, we expect that all students at ROPS 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. Through the ILP process, advanced students will receive the same individualization that lower achievers receive. This individualization will be delivered in the small group work done in classrooms with teachers, the group activities planned by teachers, and the Learning Lab time that these students will have to more deeply explore current school topics. (See Appendix F for a more detailed description of working with students achieving above grade level)

English Learners

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

ROPS will administer the home language survey upon a student's initial enrollment into ROPS (on enrollment forms). All students who indicate that their home language is other than English³ will be CELDT tested within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

ROPS 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.

Pedagogically, we follow the Teachers of English to Speakers of Other Languages ("TESOL") standards for English Language Development which are closely followed by California's English Language Development standards. The most important aspect of

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

these standards in our opinion is to help the teacher level their 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. 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. The Lead Petitioner has worked extensively with EL students using the Early Success program from Houghton Mifflin. We anticipate selecting one or more providers for vocabulary rich leveled readers that can help us use the context of a story to build the vocabulary of our Beginning ELs.

Oral Language will be part of our monthly evaluation of students. This assessment will be particularly critical to assessing the development of our ELs in early language acquisition stages, since poor oral comprehension and communication can limit reading comprehension and writing abilities. Please see the section in Student Outcomes titled *Measuring Student Performance* for more information on the assessment methodology to be used *Measuring Student Progress* later in this document.

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.

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

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 ROPS is focused on the individual student, we are able to accommodate a much wider range of levels in literacy. For example, our Reading classes are broken into multiple groups. ELs will probably be the majority in all groups in Kindergarten and First Grade and are likely to constitute at least one group in subsequent years. That will allow teachers to focus

instruction on the language acquisition issues at the current level of the student. In addition, because online curriculum in the Learning Lab can be tailored for each student, ELs will have more time to practice their English in a one on one setting. While we do not normally endorse rote learning exercises, these exercises are effective in areas like initial vocabulary acquisition for ELs and we plan on using programs like *Rosetta Stone* and Renaissance Learning *English in a Flash* for these purposes.

Special Education Students and Students With Disabilities/

ROPS will comply with all applicable state and federal laws in serving students with disabilities, including but not limited to Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities in Education Improvement Act of 2004 (“IDEIA”).

The Charter School agrees to adhere to the policies, procedures and requirements of the applicable Local Plan for Special Education in which the Charter School operates for special education purpose as either a public school of the granting agency or an LEA .

Section 504 /ADA

ROPS will be solely responsible for its compliance with Section 504 and the ADA. All facilities of the School will be accessible for all students with disabilities in accordance with the ADA.

Further, prior to operation, ROPS will adopt a policy, a draft of which is attached herein as Appendix L which outlines the requirements for identifying and serving students with a 504 accommodation plan. ROPS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability, which substantially limits a major life activity such as learning, is eligible for accommodation by ROPS.

A 504 team will be assembled by the site administrator and shall include the parent or guardian, the teacher, and any other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options and the legal requirements for least restrictive environment. The 504 team will review the student’s existing records, including academic, social and behavioral records and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA (and found to be ineligible), those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student’s disability and the impact upon the student’s education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team will consider all applicable student information in its evaluation including but not limited to the following information:

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- 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 include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligent quotient.
 - c. Tests are selected and administered so as 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 noticed in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If, during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for special education assessment will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by ROPS' professional staff. The parent or guardian shall be invited to participate in 504 team meetings where program modifications for the student will be determined and shall be given an opportunity to examine in advance all relevant records.

The 504 Plan shall describe the Section 504 disability and any program modification that may be necessary. In considering the 504 Plan, a student with a disability requiring program modification shall be placed in the regular program of ROPS along with those students who are not disabled to the extent appropriate to the individual needs of the student with a disability.

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

Services for Students under the “IDEIA”

The Charter School intends to provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the applicable Special Education Local Plan Area (“SELPA”). ROPS is currently reviewing the following options for special education compliance:

- Remaining, by default, a public school of the granting agency for purposes of Special Education purposes pursuant to Education Code Section 47641(b).
- Making written verifiable assurances that the Charter School shall become an independent LEA and join a SELPA pursuant to Education Code Section 47641(b) either on its own or with a grouping of charter school LEA’s as a consortium.

If ROPS remains, by default, as a public school of the granting agency solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), then, in accordance with Education Code Section 47646 and 20 U.S.C. 1413, students in the Charter School shall receive special education services and/or funding in the same manner as is provided to students in other County schools. However, As typically a county office of education is not set up to serve the special education needs of a charter school, the Charter School shall provide special education instruction and related services internally and as necessary through a contract with another public entity, as available, or a third-party, appropriately licensed contract service provider should the County have no services available.

The School anticipates that an agreement regarding special education will be developed between the County and the Charter School which would specify in detail the responsibilities for provision of special education services by the School, and the manner in which special education funding will flow through the County to the students of the School, and the responsibility of the Charter School for excess costs related to the special education instruction and related services offered by the Charter School. The details of this arrangement, or a reasonable alternative to this arrangement, will be discussed and codified in a memorandum of understanding between the County and the Charter School.

Nothing in this Section, however, shall be deemed to prevent the Charter School from seeking LEA status pursuant to Education Code Section 47641(a) or from contracting with a third-party to provide special education services. ROPS will follow and utilize applicable SELPA policies and procedures, and forms in seeking out, assessing, and identifying and serving students who may qualify for special education programs and services and for responding to record requests and maintaining the confidentiality of pupil records.

Attached, as Appendix N, find a summary of contacts regarding special education.

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)

Assessment Assumptions

Our assessment methods are based on the following beliefs:

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

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

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

ROPS is dedicated to documenting student achievement of the state content standards each year through state-mandated pupil assessments. As is required by the California Department of Education Code Section 60605, students will participate in the STAR (CST, CAT6, SABE) and all other mandated accountability programs (CELDT, etc.). Through these assessments, ROPS 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, ROPS may administer another nationally, standardized test. In addition, the school may provide internal learning performance accountability documentation. This internal documentation may include, but is not limited to, Dynamic Indicators of Basic Early Literacy Skills (“DIBELS”), Individual Education Plan (“IEP”) goals, Accelerated Reader/STAR Reading, Individual Learning Plan (“ILP”) goals, and other methods by which student progress may be assessed.

Measurable School Outcomes	Local Benchmark Instruments	State-level Year-End Assessments
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At least 96% student attendance	Daily attendance reporting via Student Management System (“SMS”)	Calculated ADA rate, comparison of attendance rate to other SJUSD schools
Meet or exceed AYP targets	Monthly DIBELS, 6 Traits Rubric, Yearly Progress Pro assessments and Oral Language assessments.	AYP Report
Make at least one level of advancement in language proficiency (Beginning, Early Intermediate, etc.) annually for ELs	Monthly DIBELS, 6 Traits Rubric, Yearly Progress Pro assessments and Oral Language assessments.	CELDT Individual Student Score Reports
Meet or exceed State-wide academic performance index growth target	Monthly DIBELS, 6 Traits Rubric, Yearly Progress Pro assessments and Oral Language assessments. Additional benchmark tests for Science and Social Studies to evaluate student learning during the school year.	API Report.
Meet or exceed the average achievement for the four schools in the same geographic area - Gardner, Galarza, Horace Mann, and Washington Elementary.	Monthly DIBELS, 6 Traits Rubric, Yearly Progress Pro assessments and Oral Language assessments.	API Similar Schools Report

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

and read daily both for information and pleasure.	<ul style="list-style-type: none"> • Student Reading Survey evaluating the importance of reading to students.
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Measuring Student Progress

ROPS will be a data-driven school. ROPS will identify a student management system (“SMS”) that has the capacity to create a variety of reports on student achievement, including disaggregated data by content strand, student subgroup, grade-level, and classroom.

STAR data will be used at the beginning of the year to help teachers understand the baseline achievement of their students along with specific areas of strength and weakness. To correctly assess whether students are on track to make OYP during the year, we will conduct monthly assessments of each student in Reading, Writing, Math and Oral Language. Following are the current methods we plan to use to assess students. Our Reading assessment will be based on DIBELS. Our Writing assessment will be a rubric at each grade-level based on Six Traits. Our Math assessment will be Yearly Progress Pro. Our Oral Language assessment will be an internally developed test validated against California ELD and TESOL developmental standards. We aim to correlate these tightly 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 in the professional development section, Senior Associates will spend much of their time developing the expertise to use data to understand student challenges and then to develop the skills they need to individualize instruction and overcome these challenges. As discussed earlier in the sections on At-Risk and High-Performing students, this monthly student data will be used for early identification of students in those two categories.

Student progress towards skill mastery will be documented three times annually in standard-based report cards that contain the elements of the SJUSD elementary report card. In addition to the SJUSD report card items, we will add summary metrics in Literacy, Math and Oral Language based on our 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 School Accountability Report Card ("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. ROPS will collect annual data from the assessments listed above and will utilize the data to identify areas of necessary improvements in the educational program.

In additions to the annual SARC, ROPS 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.
- An analysis of whether student performance is meeting the outcomes specified by 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 ROPS' 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 school and their qualifications.
- A copy of the school's health and safety policies and/or a summary of any major changes to those policies during the year.
- Information demonstrating whether ROPS implemented the means listed in charter to achieve a racially and ethnically balanced student population.
- An overview of ROPS' 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 ROPS' internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.

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- Other information regarding the educational program and the administrative, legal and governance operations of ROPS relative to compliance with the terms of the charter generally.

ROPS and the County will also jointly develop an annual site visitation process and protocol to enable the grantor to gather information needed to confirm the school's performance and compliance with the terms of this charter. However, it is recognized and agreed by ROPS that the County may make unplanned and unscheduled random inspections of ROPS at any time.

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

Vasquez v. SJUSD Reporting Requirements

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

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

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

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

IV. GOVERNANCE STRUCTURE

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

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

Legal Status

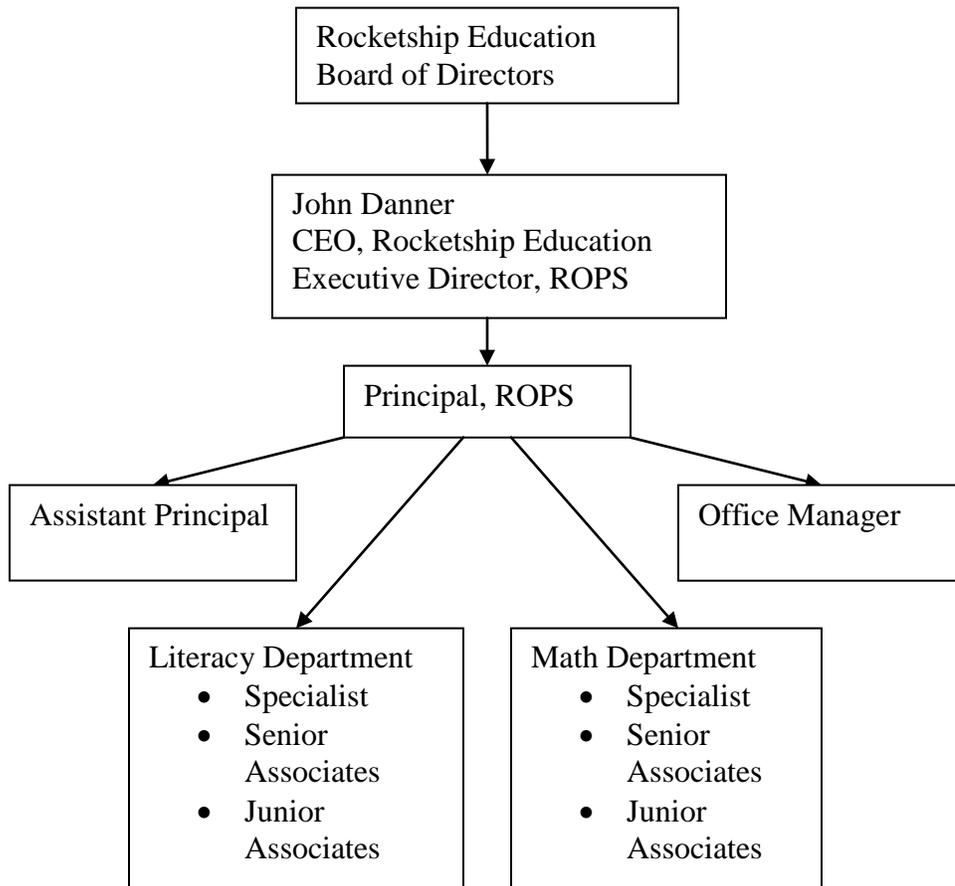
In accordance with Education Code section 47604, ROPS shall be operated by Rocketship Education, a California non-profit public benefit corporation pursuant to California law, which has applied for 501(c)(3) status. The purpose of Rocketship Education is to manage, operate, guide, direct and promote one or more California public charter schools. ROPS will serve as the model school for Rocketship Education, which intends to replicate ROPS to build a network of high-performing elementary public charter schools. ROPS will be governed by Rocketship Education’s Board of Directors pursuant to its corporate bylaws adopted, as subsequently amended from time to time, which shall be consistent with this charter.

Please see the articles of Incorporation, Bylaws and Conflicts Code for Rocketship Education in Appendix U.

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

All staff are employees of Rocketship Education. All duties herein applying to ROPS as a charter school shall ultimately rest with Rocketship Education as its operating and governing nonprofit.

Organizational Structure



Board of Directors

ROPS will be governed by the Board of Directors (“Board”) of Rocketship Education. The Board is ultimately responsible for the operation and activities of ROPS. 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 members who will govern ROPS. Each board member will serve a two-year term.

The Board’s initial composition includes:

- John Danner – Founder, CEO and Chairman of Rocketship Education and Executive Director of ROPS

-
- Don Shalvey – Founder and CEO of Aspire Public Schools
 - Eric Resnick – Secretary and Treasurer of Rocketship Education, Managing Director, KSL Capital Partners.
 - Jennifer Andaluz – Co-Founder and Executive Director of Downtown College Preparatory.

Please see resumes for the Board of Directors in Appendix T.

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

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

All future appointments to the board will follow the nomination and election process outlined in the Bylaws. The Board will meet on a regular basis (e.g., monthly). The board has adopted policies and procedures regarding self-dealing and conflicts of interest. (see Appendix U) Rocketship Education’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.

Board Duties

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

- Setting the enrollment and grade-level configuration for the school within the boundaries defined by the charter including increasing enrollment to maximum levels or extending the school to sixth grade;
- Approval of annual school budget, calendar, salary schedules, major fundraising events, and grant writing;

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- Negotiation and approval of a Memorandum of Understanding (“MOU”) or other contracts with the authorizer;
 - Approval of all contracts, contract renewals, and personnel actions (e.g. hiring, discipline, dismissal) (subject to the disclosure and recusal of the employee Board member);
 - 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;
 - Long-term strategic planning for ROPS;
 - Participation as necessary in dispute resolution;
 - Monitoring overall student performance;
 - Filling the position of School Principal(s), as necessary (subject to the disclosure and recusal of the employee Board member);
 - Evaluation of ROPS Principal(s) (subject to the disclosure and recusal of the employee Board member);
 - Monitoring the performance of the Charter School and take necessary action to ensure that the school remains true to its mission and charter;
 - Monitoring the fiscal solvency of the school;
 - Participation in ROPS independent fiscal audit;
 - Participation in ROPS programmatic audit;
 - Participation as necessary in student expulsion matters;
 - Increasing public awareness of the Charter School

ROPS will update the authorizer of changes to the Rocketship Education 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.

ROPS has adopted a conflicts code prior 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 Rocketship Education in Appendix U and any applicable charter school specific conflicts of interest rules adopted by the State Board of Education through regulation, which may be adopted to trump all other conflicts rules to develop one universal set of rules for charter schools.)⁴

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

As long as quorum exists as defined by the corporate bylaws, measures voted on by the Board of Directors may be passed with a simple majority of present members.

Board Training

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

Board Delegation of Duties

The 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 ROPS any of those duties with the exception of approval of the budget, hiring or termination of employees, expulsion of students, and the evaluation of the CEO and/or Principal. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

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

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

⁴ The State Board of Education currently has asked the Advisory Commission on Charter Schools to develop such regulations.

Executive Director

John Danner will serve as the Executive Director of ROPS. John has an extensive background in leadership and operations. This will allow ROPS to hire a principal with great instructional leadership abilities, but less operational experience.

John Danner is the founder and CEO of Rocketship Education, a Charter School Network (“CSN”) focused on early literacy immersion for inner-city students in grades pre-K through two. John has significant experience in public education, education policy, and private industry. John served as a teacher in the Nashville public school system for three years, the last two as a second-grade teacher of students with limited English proficiency. In 1999, John co-founded Sacred Heart Nativity School, a private Catholic middle-school for at-risk Latino boys in San Jose, California. From 2001-2005, John served as the Chairman of the Charter School Resource Center of Tennessee, working for the successful passage of Tennessee’s charter school law in 2002 and assisting the subsequent establishment of twelve charter schools in Tennessee. John currently serves as a director of KIPP Academy Nashville, a charter middle school in Nashville. Before starting his career in education, John founded and served as CEO of NetGravity, an Internet advertising software company. John took NetGravity public in June of 1998 and sold the company in October of 1999. John holds a Bachelor’s and Master’s Degree in Electrical Engineering from Stanford University and a Master’s Degree in Education Policy from Vanderbilt University. In 1999, he was selected as a fellow in the Aspen Institute’s Henry Crown Fellowship program, a leadership program for young for-profit, social, and political entrepreneurs.

Responsibilities of the Executive Director

Communication and Reporting to the Board of Directors

- Develop Board of Directors meeting agenda in compliance with the Brown Act;
- Bring matters forward to the Board of Directors for incorporating into the agenda;
- Propose policies for adoption by the Board;
- Provide comments and recommendations regarding policies presented by others to the Board;
- Present quarterly financial reports to the Board;
- Present quarterly academic metrics to the Board;
- Propose procedures to the Board designed to carry out Board policies;
- Develop ROPS annual programmatic audit;
- Present programmatic audit to the Board for approval;

Authorizer Relations and Accountability

- Negotiate MOU with charter authorizer;
- Provide all legally required financial reports to SCCOE ;

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- Attend meetings with the Chief Financial Officer of SCCOE on fiscal oversight issues;
 - Foster an amicable relationship between SCCOE and School and facilitate a sharing of resources between both entities;
 - Present programmatic audit to the Santa Clara County Board of Education and the County Superintendent.

Legal

- Ensure that ROPS follows all applicable laws and regulations;
- Communicate with School legal counsel to resolve legal issues;
- Stay abreast of school laws and regulations

Financial

- Develop and administer the budget in accordance with generally accepted accounting principles;
- Predict and manage school cash flow;
- Make budget line item revisions when necessary and report changes regularly to the Board;
- Develop and manage process for receiving Title I, Free and Reduced Meals and other federal funds;
- Allocate funds based on programmatic revenue restrictions;
- Approve all purchase orders, pay warrants, and requisitions and upon approval, forward on for processing;
- Manage payroll;
- Implement accounting system and manage book-keeping to ensure proper financial management

Special Education

- Act as point person for Special Education procedures with ROPS' SELPA;
- Oversee ROPS 504 and IDEIA policies and procedures;
- Attend IEP meetings when necessary

Human Resources

- Participate in hiring and firing of school leaders and staff

Fundraising

- Write grants;
- Secure loans and negotiate terms

Student Performance

- Set school-wide objectives for academic performance;
- Create metrics to measure academic performance on at least a monthly basis;
- Develop curriculum standards, materials, and instructional methods in Literacy, Math, and Content areas;

-
- Develop professional development methodology and objectives

School Operations

- Participate in the dispute resolution procedure and the complaint procedure when necessary;
- Ensure site safety;
- Secure and maintain school facility;
- Develop policies and procedures for school safety and other school procedures

Technology and School systems

- Create the student management system (“SMS”) used to keep student’s daily, periodic, and annual academic results;
- Provide front-ends to the SMS for ILP and Learning Lab’s Learning Management System (“LMS”);
- Provide support on academic data analysis as necessary;
- Create the Learning Lab and procedures to ensure success in the Learning Lab;
- Provide ongoing consulting for the management of the Learning Lab

Sustainability

- Develop processes around school operations, and finances which will allow ROPS to effectively outsource these functions to Rocketship Education in Year 3

Primary job qualifications for the Executive Director are:

- Background in teaching and education;
- Extensive background in financial management and operations;
- A systems approach to solving operational problems

Objectives for the Executive Director will include:

- ROPS makes Outstanding Yearly Progress (“OYP”) of 1.5 years of academic progress in Literacy and Math;
- Metrics for parent participation, child welfare, teacher satisfaction, and teacher career progress are met;
- ROPS maintains solid financial foundation, including facility

Parent Participation

As ROPS is being established to serve the needs of the students and their families, a Parent/Teacher Council (“PTC”) will be established to facilitate communication among parents, teachers and the Board as well as to promote cultural and social activities within the school community.

The PTC will:

- Serve as a forum for the discussion of matters of interest and concern to the parents of ROPS' students;
- Act as a communication channel between the parents and other interested individuals and groups, both within and outside the school community;
- Coordinate and sponsor committees, clubs and other activities that enhance the intrinsic value of ROPS and contribute to the fulfillment of its mission. These committees will work with various bodies within ROPS, providing support activities as appropriate;
- Coordinate PTC fundraising activities and oversee the allocation and disbursement of funds raised by the PTC;
- Report as needed to the Board of Directors at its regular meetings and provide ongoing advice to the Board as requested by the Board or deemed necessary by the PTC.

Additional Opportunities for Parent Involvement

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

V. HUMAN RESOURCES

Qualifications Of School Employees

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

ROPS shall recruit professional, effective and qualified personnel for all administrative, instructional, instructional support, and non-instructional support capacities that believe in the instructional philosophy outlined in its vision statement. In accordance with Education Code 47605(d)1, ROPS shall be nonsectarian in its employment practices and all other operations. ROPS shall not discriminate against any individual (employee or pupil) on the basis of ethnicity, national origin, gender or disability.

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 ROPS. Please see responsibilities and qualifications for the Executive Director in the Governance Structure section of this document.

Principal

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

Leadership

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

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- Oversee parent/student/teacher relations;
 - Develop strong community relations;
 - Develop a strong culture of parental involvement in ROPS;
 - Establish metrics for the measurement of parent participation, child welfare, teacher satisfaction, and teacher career progress.

Student Performance

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

Human Resources

- Participate in hiring and firing of school leaders and staff.

Community

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

Teaching

- Teach at least one Literacy and/or one Math class daily.

Authorizer Relationships and Accountability

- Attend SCCOE Administrative meetings as requested by the SCCOE and stay in direct contact with the SCCOE to assist the SCCOE in its oversight duties;
- Foster an amicable relationship between SCCOE and School and facilitate a sharing of resources between both entities.

Daily Operations

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

The above duties may be delegated or contracted as approved by the Board to another administrator of the Charter School or other employee, a parent volunteer (Only in accordance with student and teacher confidentiality rights) or to a third party provider as allowed by applicable law. The primary qualifications for the job include:

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

Objectives for the Principal will include

- Personally makes Outstanding Yearly Progress (“OYP”) of 1.5 years of academic progress in Literacy and Math for directly-instructed students;
- School as a whole makes OYP;
- Metrics for parent participation, child welfare, teacher satisfaction, and teacher career progress are met;
- ROPS has finished recruiting students and staff for the following academic year by the close of the previous year (June 30).

Assistant Principal

In its second year of operation, Rocketship will hire an Assistant Principal. The Assistant Principal will have the same qualifications as the Principal at ROPS. Assistant Principals will earn the same salary as Specialist Teachers (see below) for meeting their objectives successfully. The job responsibilities for an Assistant Principal are as follows:

- The AP will teach four hours of classes per day;
- The AP will divide responsibilities as appropriate with the Principal for leadership, administration, and daily operations of ROPS.

The objectives used both to assess the AP pay and candidacy for Principal Position are as follows:

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

Office Manager

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

Required knowledge, skills, and abilities:

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

Required educational level

- A.A. degree or equivalent work experience

Required experience

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

Responsibilities of the Office Manager include:

- Taking 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 Executive Director, Principal and Assistant Principal;
- Serving as first point of contact for Parents contacting ROPS.

Teachers

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

Accordingly, a teacher of core academic subjects must have:

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

-
- (3) demonstrated core academic subject matter competence. Demonstrated core academic subject competence for elementary grades is done through CCTC's approved subject matter examination or by completing the California High Objective Uniform State Standard of Education ("HOUSSE").

ROPS shall comply with Education Code Section 47605(1), which states in pertinent part:

“Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college preparatory courses.”

Teachers will be 100% CLAD certified or in the process of obtaining CLAD certification.

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

Specialists

Specialists occupy the top of the career ladder. ROPS has two Specialists, one in Literacy and one in Math. Literacy Specialists teach approximately four hours per day and monitor their teams of Junior and Senior Associates for four hours per day. Literacy Specialists will typically have three Senior Associates and six Junior Associates (see below) working in their department. Math Specialists teach approximately four hours per day and monitor their team of four Junior and two Senior Associates for two hours each day. Rocketship Specialists will earn up to \$100,000 annually if they meet all performance goals. We believe our Literacy Specialist is most likely to currently serve as a Literacy Specialist in an elementary school or be an exemplary elementary classroom teacher. Because Math Specialists are not as common in elementary schools, we anticipate recruiting a classroom elementary teacher who has exhibited excellence in their Math teaching, a district Math Specialist, or a middle-school Math teacher with a multiple subject credential who aspires to work with elementary children. Job requirements for Specialists include:

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- Specialists have made OYP with their students for at least the past two years;
 - Specialists care deeply about children. Specialists, as the senior members of the faculty, must espouse Rocketship's culture of caring, showing concern not just for the academic, but for the emotional welfare of their students;
 - Specialists must show the desire and ability to mentor young teachers. Teaching adults is different than teaching children. Mentoring requires a commitment on the part of a specialist to their Associate teachers and an ability to demonstrate and explain verbally their own practices;
 - Specialists must be strong team players, helping to make the Rocketship faculty cohesive in our goals of creating both a safe and supportive environment, and one in which students will make significant academic progress.

Job responsibilities for Specialists include:

- Teaching several hours each day within their subject area;
- Mentoring Junior and Senior Associate teachers in their department to help them develop excellent instructional practices;
- Helping Associates identify and manage students experiencing academic, behavioral, and emotional difficulties in school.

Objectives for our Specialists may include the following:

- Personal achievement of OYP for students which they have directly instructed;
- Achievement of OYP for the department as a whole;
- Parent satisfaction with their department;
- Teacher satisfaction with their mentoring and instructional leadership.

Senior Associates

Senior Associates occupy the next rung down from Specialists. Senior Associates are teachers with classroom experience and a credential, who are specialized in Literacy or Math. In the morning School Meeting, Senior Associates work with their mentor teachers and participate in additional professional development to increase their subject matter expertise. Every day, one class period will be reserved for the departmental Specialist to observe and discuss strategies with Senior Associates while they teach. Senior Literacy Associates will be elementary classroom teachers who have shown strong results in their first years of teaching. Each year, Senior Associates will be evaluated based on their ability to make OYP. It is expected that some teachers will be able to make OYP in a single year, others may take two or three, and still others may not be capable. In addition to OYP, Senior Associates must show a strong ability to work-with and mentor their peers in order to be prepared to take on the role of Specialist. Job requirements for a Senior Associate:

- Demonstrated mastery of classroom skills including classroom management, planning, assessment and instructional practice either as a Junior Associate or while teaching outside of Rocketship;

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- Hold a multiple-subject teaching credential;
 - Demonstrate the potential to make OYP in the subject they will teach as a Senior Associate.

Job responsibilities of Senior Associates include:

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

During their time as Senior Associates, teachers will receive pay commensurate with that of teachers in the district in which ROPS is located. A component of Senior Associate pay and the criteria for considering their advancement to Subject Specialist will include the following:

- Personal achievement of OYP for students which they have directly instructed;
- Parent and Specialist satisfaction with their teaching;
- Peer and Specialist satisfaction with their mentoring and instructional leadership.

We believe it will be possible for Senior Associates to be promoted to Specialist positions within two to three years of becoming Senior Associates.

Junior Associates

ROPS will typically hire Junior Associate teachers directly from undergraduate programs or from other professions. Junior Associates will typically enter Rocketship with a California Intern Teacher license and will be enrolled in a state approved teacher credentialing program. They may also already hold their multiple-subject teaching credential. They will be assigned to a grade level, and will supervise Recess, Lunch, Learning Lab, and usually teach Content classes and sometimes Math or Literacy to their students. They will also specialize in Math or Literacy upon entry to the school. They will teach several hours of Content area classes each day and will usually teach at least one class within their academic specialty each day. We believe that the opportunity to become Specialists at Rocketship will be appealing to people who currently become doctors and lawyers. Although we can not match the pay of these professions, we believe that the potential to earn a six figure salary combined with the social mission of teaching will be compelling to many top graduates. Junior Associates will receive extensive Professional Development and work to earn their credential in their first year. Please see the section on Professional Development for a description of the training Junior Associates receive. Job requirements for Junior Associates include:

- Past achievements;
- Perseverance;
- Critical thinking skills;
- A love of children

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- A strong desire to be an exceptional teacher.

Job responsibilities for Junior Associates include:

- Serving as the primary teacher for a grade level of students;
- Teaching several hours each day of Content area classes;
- Teaching one class daily within their academic specialty;
- Work towards receiving their California Multiple Subject Teaching credential.

Junior Associates will receive pay commensurate with that of teachers in the district in which ROPS is located. A portion of this pay as well as criteria for promotion to Senior Associate will be based on achievement of the following objectives:

- Parent and Specialist satisfaction with their management of the emotional, behavioral, and academic needs of their homeroom students;
- Demonstration of an understanding of state standards in all subject areas;
- Demonstration of mastery of the basics of classroom management and instruction;
- Earning of their California Multiple Subject Teaching credential.

We believe it will be possible for Junior Associates to be promoted to Senior Associates in two to three years after they enter ROPS.

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 Employee's 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 including but not limited to State Teachers Retirement System ("STRS"), Public Employees Retirement System ("PERS") the federal social security system, or other alternate qualified plans as applicable to their position. All part-time staff will participate in the federal social security system. Staff at the charter school may have access to additional school sponsored retirement plans according to policies developed by the board of directors and adopted as the school's employee policies.

Employee Representation

Governing Law: A declaration whether or not the Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act. -- 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 EERA.

Persons employed by the Charter School are not considered employees of SCCOE for any purposes whatsoever. ROPS maintains full responsibility and liability for hiring and retention purposes for all employees of the school.

Rights Of School District Employees

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

Any current SJUSD employees who resigns their position with the SJUSD to become an employee of ROPS and is reemployed within 39 months shall have any rights pursuant to California Education Code 44931 along with any other right to return granted by the District. ROPS shall have no authority to bind the District to re-employing a former employee or allowing a leave of absence. Any current SCCOE employee who resigns their position with the SJUSD to become an employee of ROPS shall only have rights to return to SCCOE as granted by the SCCOE. ROPS shall have no authority to bind the SCCOE to re-employing a former employee or allowing a leave of absence.

All employees of ROPS will be considered the exclusive employees of ROPS and not SJUSD unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or SCCOE will not be transferred to ROPS or back to the District or SCCOE unless otherwise agreed upon by the District or SCCOE.

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 record summary as described in Section 44237. -- California Education Code Section 47605(b)(5)(F)*

Please see Appendix O 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 Q for policies on Sexual Harassment and Complaint Procedures and Appendix R for policies on Role of Staff as Mandated Child Abuse Reporters. ROPS 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 ROPS policies:

TB Testing

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

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision/Hearing/Scoliosis

The Charter School shall adhere to Education Code Section 49450 et. seq. as applicable to the grade levels served by ROPS.

Emergency Preparedness

The Charter School 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 SCCOE receipt and review by August 1, 2007. This handbook shall include an evacuation plan, and general school safety, injury and illness prevention.

Bloodborne Pathogens

The Charter School 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

ROPS shall maintain a drug and alcohol and smoke free environment.

Facility

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

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 school pursuant to the school's policies, (2) minimize the oversight burden on the SCCOE, (3) ensure a fair and timely resolution to disputes, and (4) frame a charter oversight and renewal process and timeline to avoid disputes regarding oversight and renewal matters.

Public Comments

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

Disputes Between the Charter School and the Chartering Authority

In the event of a dispute between the Charter School and SCCOE, the staff and Board members of ROPS and SCCOE agree to first frame the issue in written format ("dispute statement" and refer the issue to the County Superintendent of Schools and the Principal(s) of ROPS or designees. In the event that the SCCOE believes that the dispute relates to an issue that could lead to revocation of the charter under Education Code Section 47607, this shall be specifically noted in the written dispute statement. Nothing in this section is intended to impair the authority or ability of the County Board of Education 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 (not later than 10 school days from receipt of the dispute statement) to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two members from their respective Boards who shall jointly meet with the County Superintendent of Schools and the Principal(s) of the Charter School or designees and attempt to resolve the dispute. The joint meeting shall be held within 15 school days from the informal meeting. If this joint meeting fails to resolve the dispute, the SCCOE and Principal(s) or designees shall jointly identify a neutral, third party mediator. Mediation shall occur before a mutually agreeable mediator who is skilled in the interest-based approach to mediating disputes in the public school setting. The format of the mediation session shall be developed jointly by the Superintendent and the Principal(s) or designees, Any recommendations of the mediator shall be non-binding, unless the Board of ROPS and the SCCOE jointly agree to bind themselves. Mediation shall be held within 30 school days of the joint meeting. All dates within this section can be amended by written mutual agreement or necessity due to mediator scheduling. Each party shall bear its own costs of dispute resolution with the cost of the mediator being split equally amongst the Parties. If mediation fails either Party will have been deemed to have exhausted the administrative remedies within this charter and may pursue any alternative legal options for resolution.

VI. STUDENT ADMISSIONS, ATTENDANCE AND SUSPENSION/EXPULSION POLICIES

“Admission requirements, if applicable.”

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

STUDENT ADMISSIONS POLICIES AND PROCEDURES

ROPS shall strive to achieve a student population from the San Jose area who understand and value ROPS' mission and vision statements and are committed to ROPS' instructional and operational philosophy

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

The school shall be nonsectarian in its programs, admission policies, employment practices, and all operation, shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability Admission to the Charter School shall not be determined by the place of residence of the pupil, or of his or her parent or guardian, within the State, except as provided in Education Code Section 47605(d)(2).

The application process is comprised of the following:

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

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

The Charter School shall admit all pupils who wish to attend the school subject only to capacity. Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year applications shall be counted to determine whether any grade level has received more applications than availability. In this event that this happens, ROPS will hold a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students (2nd year forward) who are guaranteed enrollment in the following school year.

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

- 1) Students returning from the previous year
- 2) Siblings of currently enrolled students
- 3) Children of the paid staff of ROPS
- 4) Students on prior year's waitlist
- 5) Residents of areas served by the SJUSD
- 6) Other California residents

Students qualifying for more than one preference group will be considered part of the highest preference in 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 according to their draw in the public random drawing. This wait list will allow students the option of enrollment in the case of an opening during the school year.

In no circumstance will a wait list carry over to the following school year, but as stated above, students who were on prior year wait list will receive a preference in enrollment.

Non-Discrimination

Governing Law: The means by which the school will achieve 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)

ROPS shall strive, through recruitment and admissions practices, to achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the SJUSD. Students shall be considered for admission without regard to ethnicity, national origin, gender, disability or sexual orientation.

ROPS 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 SJUSD including Spanish language materials:

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

As part of outreach to Spanish speakers, ROPS provided:

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

Please see Appendix X for a list of specific Outreach initiatives to document all efforts of ROPS to ensure a racial and ethnic balance reflective of the general population within the territorial jurisdiction of the SJUSD.

ROPS shall, as part of its programmatic audit, analyze the success and/or weaknesses of its outreach initiatives. ROPS shall utilize the data from the programmatic audit to make any necessary revisions to the Outreach initiatives.

Public School Attendance Alternatives

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

Students who reside in the District or elsewhere in the County, who opt not to attend ROPS may attend school district of residence schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence.

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)

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

VII. REPORTING AND ACCOUNTABILITY

“The manner in which an annual, independent, financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.”

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

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 AA, please find the following documents:

- A projected first year budget including startup costs
- Cash flow and financial projections for the first three years of operation.
- A narrative describing the above.

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

FINANCIAL REPORTING

The Charter School shall provide reports to the SCCOE as follows, and shall provide additional fiscal reports as requested by the SCCOE:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
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 SCCOE, State Controller, State Department of Education and County Superintendent of Schools.
3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
4. By September 15, a final unaudited report for the full prior year. The report submitted to the SCCOE 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, P1, P2 and annual.

INSURANCE

The Charter School 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 Santa Clara County Board of Education and SCCOE shall be named as an additional insured on all policies of the Charter School.

Prior to opening, the Charter School shall provide evidence of the above insurance coverage to the SCCOE.

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 as necessary to promote all administrative services. We do not anticipate purchasing any services from the SCCOE, but we will fairly evaluate any offer of services from the SCCOE against any other offers for similar services from third party providers. Administrative services which we think will be required for ROPS 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 (“SMS”) used to keep student’s daily, periodic, and annual academic results
- Provide front-ends to the SMS for ILP and Learning Lab’s Learning Management System (“LMS”)
- Human Resources
- Provide support on academic data analysis as necessary
- Develop best practices for school safety and other school procedures
- Provide ongoing consulting for the management of the Learning Lab
- Teacher recruiting

FACILITIES

Governing Law: The facilities to be utilized by the school. The description of facilities to be used by the charter school shall specify where the school intends to locate. -- Education Code Section 47605.6(b)(5)(D)

ROPS intends to lease facilities as close as possible to the target student population currently attending Washington, Gardner, Galarza and Horace Mann elementary schools.

As can be seen in the Rocketship budget, we anticipate leasing 35,000 square feet of space, most likely a school facility owned by SJUSD or real-estate zoned Commercial or Industrial. This space consists primarily of 21 20'x45' classrooms, teacher offices, and a multipurpose room capable of managing 160 students and used for both meals and the Learning Lab. The facility will also include adequate parking and playground space for our students. We have budgeted \$420,000 annually for lease of the space and financing of loans associated with tenant improvements, equal to approximately 13% of our overall budget, and equivalent to \$12/sf/yr including both rental and tenant improvement payments. We are currently working with Grubb and Ellis in San Jose to identify suitable sites. All facilities of the School shall comply with the California Building Code as adopted and enforced by the local building enforcement agency.

Independent Fiscal Audit

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

The Rocketship Education 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 ROPS will be conducted as required under the Charter Schools Act, section 47605(b)(5)(I) and 47605(m). The books and records of ROPS will be kept in accordance with generally accepted accounting principles, and as required by applicable law and 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 Controllers 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 approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the Santa Clara County Board of Education, Santa Clara County Superintendent of Schools, the State Controller, and to the CDE by the 15 of December of each year. ROPS' Principal, along with the audit committee, will review any audit exceptions or deficiencies and report to the Rocketship Education Board with recommendations on how to resolve them. The Rocketship Education Board will submit a report to SCCOE describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the SCCOE along with an anticipated timeline for the same. Any disputes regarding the

resolution of audit exceptions and deficiencies will be referred to the dispute resolution process referenced in Section V of this Charter.

Closure Protocol

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

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

Closure of the School shall be documented by official action of the Board of Rocketship Education. The action shall identify the reason for closure. The Rocketship Education Board shall promptly notify SCCOE, within 10 business days, of the closure and the effective date of the closure.

The Rocketship Education Board shall ensure notification to the parents and students of the school of the closure and to provide information to assist parents and students in locating suitable alternative programs. This notice shall be provided promptly, within ten (10) business days following Rocketship Education Board's decision to close the school. As available from SJUSD, ROPS shall transfer all appropriate student records to the SJUSD and shall otherwise assist students in transferring to their next school. If SJUSD will not store pupil records, ROPS will seek an arrangement with Santa Clara County Office of Education and shall provide a copy for parents/guardians of the pupil record of their child prior to closure. All transfers of student records shall be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g.

As soon as is reasonably practical, the school shall prepare final financial records. ROPS shall also have an independent audit completed as soon as is reasonably practical, which period is generally no more than six months after closure. ROPS shall pay for the final audit. The audit shall be prepared by a qualified Certified Public Accountant selected by ROPS and shall be provided to SCCOE promptly upon completion.

On closure of the school, all net assets of the school, including but not limited to all leaseholds, tangible and intangible personal property and all ADA apportionments and other revenues generated by students attending ROPS, remain the sole property of Rocketship Education and upon dissolution of the corporation, shall be distributed in accordance with the S articles of incorporation and applicable law upon . On closure, ROPS shall remain responsible for satisfaction of all liabilities arising from the operation of the school.

As ROPS is organized as a nonprofit public benefit corporation under California law, the Rocketship Education Board shall follow the provisions set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation, and shall file all necessary filings with the appropriate state and federal agencies.

VIII. IMPACT ON THE Granting Agency

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

Civil Liability

The Charter School shall be operated by 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 a California public charter school 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 U. ROPS shall work diligently to assist the SCCOE in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other requested protocol to ensure the SCCOE shall not be liable for the operation of ROPS.

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

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

The Board of Directors of Rocketship Education 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 Board of Education will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for all pupils who are identified as academically low achieving; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of Charter Schools. The Petitioners are eager to work independently, yet cooperatively with the SCCOE to set the gold standard for charter schools. To this end, the Petitioners pledge to work cooperatively with the SCCOE to answer any concerns over this document and to present the SCCOE with the strongest possible proposal for approval of a charter for a five year term to begin operation in August 2007. ROPS shall be considered approved as of the date of charter approval. Renewal of the charter shall be governed by the standards and criteria in Education Code Section 47605 and Education 47607 as applicable.

Appendix A. Intent to Enroll Forms

Below, please find a database of parents who have signed Intent to Enroll forms for their children. Copies of the forms are included in a separate binder. For each name in the database, the last column, “Sig Page,” is a reference to the physical page in the separate forms binder which contains the completed form signed by the parent. The first 199 names have been re-verified by telephone to ensure accuracy. The next 222 names are in the process of being verified. The final fifty two names could not be verified by telephone.

	A	B	C	D	E	F	G	H	I	J	K	L
2		Parent					Child1		2007	-1=preK	0=Kinder	
3		Last	First	Address Street	Address City State Z	Phone	Last	First	Grade	Birthdate	Signed	Sig
4	1	Aguilar	Delia	2736 Murtha Dr	San Jose CA 95127	408-910-7736	Aguilar	Marlene	1	9/16/1999	2/19/2006	86A
5	2	Altaro	Guadalupe	159 W Virginia st	San Jose CA 95110	408-279-1918	Gomez	Ashley	0	8/19/2002	2/5/2006	
6	3	Altaro	Guadalupe	159 W Virginia	San Jose CA 95110	408-279-1918	Polanco	Anthony	3	8/5/1997	2/5/2006	
7	4	Alvarado	Oralia	1137 Roewill Dr #3	San Jose CA 95117	408-423-9526	Alvarado	Alexis	1	3/4/2002	2/5/2006	
8	5	Alvares	Maria	660 Richmond Ave Apt 3	San Jose CA 95128	408-279-0825	Alvares	Erick	0	8/24/2002	2/19/2006	
9	6	Alvarez	Hilda	692 Richmond Ave #2	San Jose CA 95128	408-849-6547	Delgado	Elizabeth	2	6/14/2001	2/19/2006	
10	7	Alvarez	Rebeca	153 Sutter St #3	San Jose CA 95110	408-295-9155	Alvarez	Eduardo	1	2/19/2001	2/25/2006	
11	8	Amaya	Carlos	505 E. Taylor St.	San Jose CA 95112	408-294-1109	Amaya	Daniel	1	3/8/1999	3/8/2006	
12	9	Amaya	Carlos	505 E. Taylor St.	San Jose CA 95112	408-294-1109	Amaya	Diego	-1	3/8/2001	3/8/2006	
13	10	Andrade	Jorge	49 Willow St.	San Jose CA 95110	408-313-9051	Miramont	Sergio	1	7/14/2001		
14	11	Andrade	Jorge	49 Willow St.	San Jose CA 95110	408-313-9051	Miramont	Vicente	0	10/25/2003		
15	12	Aquino	Angelica	1662 Tampa Court	San Jose CA 95116	408-674-2106	Vazquez	Patricia	2	9/27/1999	2/4/2006	
16	13	Arciga	Ada	1504 Almaden Expressway, Apt 201	San Jose CA 95125	408-275-9423	Arciga	Vanessa	1	11/6/2002	1/29/2006	
17	14	Arciga	Ada	1504 Almaden Expressway, Apt 201	San Jose CA 95125	408-275-9423	Arciga	Carolina	3	3/8/1999	1/29/2006	
18	15	Arizmendi	Doris	2980 Huff Ave #6	San Jose CA 95128	408-557-8178	Arizmendi	Jesus	3	12/8/1998	2/19/2006	
19	16	Arizmendi	Doris	2980 Huff Ave #6	San Jose CA 95128	408-557-8178	Arizmendi	Rafael	2	4/23/2000	2/19/2006	
20	17	Armas	Martha	231 N Tenth St	San Jose CA 95112	408-279-1969	Mayorquiel	Emily	0	2/16/2000	2/5/2006	
21	18	Arreola	Samuel	1450 Roberts Ave	San Jose CA 95122	408-995-6683	Arreola	Samuel	1	6/8/1999	2/26/2006	
22	19	Aspeitia	Alma	1074 Holly Hill Dr	San Jose CA 95122	408-829-3622	Aspeitia	Elizabeth	0	8/16/2000	3/8/2006	
23	20	Avalos	Luis Manuel	2050 Mavel Ave	San Jose CA 95122	408-910-1894	Avalos	Michel Yag	3		2/5/2006	
24	21	Avences	Cesar	898 Vine St	San Jose CA 95110	408-275-0930	Avences	Carlos	2	12/23/1999	3/25/2006	
25	22	Avillarel	Oscar	2101 Limewood Drive	San Jose CA 95132	408-571-8577	Villareal	Mirella	3	9/9/1999	3/12/2006	
26	23	Barajas	María	1556 Almaden Rd Apt 201	San Jose CA 95125	408-297-1659	Barajas	Alondra	3	6/29/1998	2/19/2006	
27	24	Barajas	Rebeca	1500 Almaden Expressway #302	San Jose CA 95125	408-289-1780	Muñoz	Austin	-1	1/12/2003	2/25/2006	
28	25	Barragan	Yahaira	1201 Plum St	San Jose CA 95110	408-279-3398	Barragan	Valeria	1	8/22/2001	2/5/2006	
29	26	Benavides	Yesenia	1863 Almaden Rd.	San Jose CA 95125	408-834-2003	Lopez	Jocelyn	1	1/19/2001	1/29/2006	
30	27	Benavides	Yesenia	1863 Almaden Rd.	San Jose CA 95125	408-834-2003	Lopez	Stephanie	2	9/18/1998	1/29/2006	
31	28	Bernal	Mireya	14381 Highgrove Court	San Jose CA 95127	408-258-1263	Bernal	Ashley	4	9/8/1998	2/11/2006	
32	29	Briano	Gloria	4169 Monet Circle	San Jose CA 95136	408-972-8703	Briano	Marisol	1	4/8/2001	2/5/2006	
33	30	Briano	Gloria	4169 Monet Circle	San Jose CA 95136	408-972-8703	Briano	Noah	3	10/10/1999	2/5/2006	
34	31	Bueno	Lourdes	5249 Malone Rd #6	San Jose CA 95128	925-525-1188	Bueno	Adrian	3	9/16/1998	2/19/2006	
35	32	Caballero	Iliana	930 Sherman St	San Jose CA 95110	408-279-2656	Caballero	Chesith	-1	9/16/2000	3/8/2006	
36	33	Camencho	Borahica	530 S Willard Ave	San Jose CA 95126	408-298-8039	Camencho	Andres	2	1/15/1998	2/19/2006	
37	34	Campos	Yolanda	1082 South 2nd St	San Jose CA 95112	408-271-2885	Pando	Nayelli	1	8/20/2001	3/19/2006	
38	35	Carbajal	Gregorino	1120 Sherman St.	San Jose CA 95110	408-286-1912	Carbajal	Vainre	1	5/23/1999	1/29/2006	
39	36	Caribes	Evangelina	3069 David Ave #2	San Jose CA 95128	408-370-0563	Caribes	Anthony	2	10/15/1998	1/29/2006	
40	37	Carrasco	Rosalina	1778 Tampa Way	San Jose CA 95122	408-923-5174	Carrasco	Maribel	0	6/5/2003	3/19/2006	
41	38	Carrasco	Rosalina	1778 Tampa Way	San Jose CA 95122	408-923-5174	Carrasco	Paola	3	4/1/1999	3/19/2006	
42	39	Castillo	Ana	458 Saratoga Ave #101	San Jose CA 95129	408-261-9557	Castillo	Katherine	3		1/29/2006	
43	40	Castillo	Ana	458 Saratoga Ave #101	San Jose CA 95129	408-261-9557	Castillo	Israel	5		1/29/2006	
44	41	Cisneros	Ana	1022 10th St #B	San Jose CA 95112	408-292-9538	Cisneros	Andres	-1	11/29/2002	2/25/2006	
45	42	Cisneros	Ana	1022 10th St #B	San Jose CA 95112	408-292-9538	Cisneros	Oscar	2	4/1/2000	2/25/2006	
46	43	Concepcion	Guadalupe	3683 Bridgeport Court #4	San Jose CA 95117	408-261-3153	Concepcion	Mario	5	6/15/1997	2/19/2006	
47	44	Cortes	Lourdes	1504 McCoy Ave	Campbell CA 95008	408-871-2548	Cortez	Elias	1	4/15/2002	2/19/2006	
48	45	Cruz	Arelly	1560 Almaden Rd #201	San Jose CA 95125	408-977-3188	Cruz	Brian	4	4/29/1997	3/12/2006	
49	46	Cruz	Benjamin	1560 Almaden Rd #201	San Jose CA 95125	408-977-3188	Cruz	Brian	4	4/29/1997	3/19/2006	
50	47	Davila	Lucia	5950 Tander Ave	San Jose CA 95123	408-225-2247	Davila	Alonso	1	4/7/2001	1/29/2006	
51	48	Davila	Lucia	5950 Tander Ave	San Jose CA 95123	408-225-2247	Davila	Alejandro	0	1/3/2004	1/29/2006	
52	49	Davila	Lucia	5950 Tander Ave	San Jose CA 95123	408-225-2247	Davila	Pedro	5	4/16/1996	1/29/2006	

	A	B	C	D	E	F	G	H	I	J	K
53	50	De la Cruz	Maria	134 W Virginia St #1	San Jose CA 95110	408-279-3288	De la Cruz	Angela	1	10/29/2001	3/8/2006
54	51	De la Cruz	Maria	134 W Virginia St #1	San Jose CA 95110	408-279-3288	De la Cruz	Heidi	5	6/5/1997	3/8/2006
55	52	De la Mora	Maria	2524 Sue Ave	San Jose CA 95111	408-971-6604	De la Mora	Eduardo	0	5/6/2002	3/5/2006
56	53	De la Mora	Maria	2524 Sue Ave	San Jose CA 95111	408-971-6604	De la Mora	Exiquio	3	10/11/1998	3/5/2006
57	54	Duarte	Soila	1945 Crinan Dr	San Jose CA 95122	408-999-0274	Amador	Brandon	5	6/17/1997	3/25/2006
58	55	Espino	Bricia	1278 Pompano St.	San Jose CA 95122	408-926-6347	Gonzalez	Jahaira	1	6/28/1999	1/29/2006
59	56	Fajardo	Maribel	88 Edwards Ave	San Jose CA 95110	408-295-9335	Fajardo	Gabriela	4	7/27/1997	2/25/2006
60	57	Fajardo	Maribel	88 Edwards Ave	San Jose CA 95110	408-295-9335	Fajardo	Alejandra	1	3/3/2000	2/25/2006
61	58	Fontanillo	Rosa	1010 Summerplace Drive	San Jose CA 95122	408-292-9541	Fontanillo	Christian	4	2/11/1998	2/11/2006
62	59	Gallo	Eliazar	1156 S Almaden Ave	San Jose CA 95110	408-286-7686	Gallo	Berenice	4	3/30/1998	3/8/2006
63	60	Garcia	Jorge	73 Rosewell Way	San Jose CA 95138	408-406-2635	Garcia	David	0	1/21/2003	1/29/2006
64	61	Garcia	Jorge	73 Rosewell Way	San Jose CA 95138	408-406-2635	Garcia	Nataly	2	4/4/2000	1/29/2006
65	62	Garcia	Juan	2734 Cornwall Dr	San Jose CA 95127	408-507-1040	Garcia	Jennifer	1	9/15/2001	3/12/2006
66	63	Garcia	Rosa	142 Rancho Drive	San Jose CA 95111	408-679-8039	Alvarado	Alejandro	2	1/31/2000	2/5/2006
67	64	Garcia	Teresa	915 Curtner Ave	San Jose CA 95125	408-264-1686	Casillas	Stephanie	0	9/5/2000	2/12/2006
68	65	Gomez	Jose	317 W Virginia St	San Jose CA 95110	408-289-8927	Gomez	Bianca	1	12/7/2000	2/19/2006
69	66	Gonzalez	Elizabeth	1805 Luke Court	San Jose CA 95116	408-250-7590	Solis	Samaria	3	7/22/1998	2/25/2006
70	67	Gonzalez	Evangalina	207 Shadow Dance Drive	San Jose CA 95110	408-971-3475	Miranda	Brenda	0	2/27/2001	2/25/2006
71	68	Gonzalez	Lilia	1919 Fruitdale Ave	San Jose CA 95128	408-293-4638	Gonzalez	Enrique	4	1/26/1998	2/12/2006
72	69	Gonzalez	Maria del Carmen	1656 Hillsdale Ave #1	San Jose CA 95124	408-269-7511	Rivas	Francisco	3	7/16/1998	3/12/2006
73	70	Gonzalez	Mario A.	774 Palm St	San Jose CA 95110	408-294-5752	Gonzalez	Mario Jr.	0	4/21/2002	3/12/2006
74	71	Gonzalez	Oscar	2721 Aida Ave	San Jose CA 95122	408-238-7285	Gonzalez	Amy	2	11/23/2000	2/5/2006
75	72	Gonzalez	Rufino	2118 Canoas Gardens Ave. # 47	San Jose CA 951125	408-266-4618	Gonzales	Andres	2	4/7/1999	2/5/2006
76	73	Gorostiolo	Elda	3233 Cadillac Dr #6	San Jose CA 95117	408-866-7313	Luzza	Mariela	3	9/30/1998	1/29/2006
77	74	Gutierrez	Miguel	3826 Maui Dr	San Jose CA 95111	408-849-6495	Gutierrez	Miguel	3	4/7/1999	3/19/2006
78	75	Guzman	Sonia	716 Monica Lane	Campbell CA 95008	408-379-7987	Hernandez	Rikhelme	1	9/17/2001	3/25/2006
79	76	Hernandez	Angelica	3180 Loma Verde Dr	San Jose CA 95117	408-866-7193	Albares	Leslie	1	7/28/2002	2/5/2006
80	77	Hernandez	Cecilia	107 Duane Street, Apt A	San Jose CA 95110	408-297-7691	Jordan	Angel	-1	4/26/2005	1/29/2006
81	78	Hernandez	Esther	712 Vine St Apt #2	San Jose CA 95110	408-286-0665	Ramirez	Esther	1	6/6/2001	2/5/2006
82	79	Hernandez	Mercedez	4586 Houndshaven Way	San Jose CA 95111	408-225-8879	Verdusco	Isabel	1	2/25/2002	2/25/2006
83	80	Hernandez	Perla	963 Temple Dr. #4	San Jose CA 95117	408-247-7294	Ramirez	Marian	10	10/4/2001	1/29/2006
84	81	Hernandez	Petra	3180 Loma Verde Dr	San Jose CA 95117	408-866-7193	Hernandez	Arturo	1	2/17/2002	2/5/2006
85	82	Hernandez	Yadira	1548 Almaden Expressway #204	San Jose CA 95125	408-836-1745	Tejada	Yaritza	0	7/18/2003	2/4/2006
86	83	Herrera	Angelica	1424 Little Orchard St	San Jose CA 95110	408-286-7241	Herrera	Hipolito	1	8/22/2001	2/19/2006
87	84	Huerta	Veronica	68 Magellan Ave	San Jose CA 95116	408-923-7947	Aguilar	Rodrigo	0	2/19/2002	2/25/2006
88	85	Jaime	Guillermo	4984 Severance Dr #117	San Jose CA 95136	408-269-0818	Jaime	Alexander	1	1/22/2001	2/11/2006
89	86	Lazo	Arcelia	751 S Second Street	San Jose CA 95112	408-975-0768	Rosas	Mariela	1	11/9/2001	2/5/2006
90	87	Lomeli	Jesus	1030 S 12th St #D1	San Jose CA 95112	408-947-7538	Lomeli	Alejandro	9	6/14/1993	3/8/2006
91	88	Lopez	Felix	265 W Hambotdl St	San Jose CA 95110	408-298-4930	Lopez	Briseida	2	7/6/1999	2/5/2006
92	89	Lopez	Macrino	4135 San Bernardino Way	San Jose CA 95111	408-204-4584	Aguilera	Rosio	3	1/1/1999	2/5/2006
93	90	Lopez	Rosalba	1011 Locust	San Jose CA 95110	408-947-7068	Gomez	Brean	0	2/19/2004	2/5/2006
94	91	Madrigal	Maria	1279 Locust St	San Jose CA 95110	408-998-7403	Diaz	Jacqueline	5	9/30/1996	1/29/2006
95	92	Madrigal	Maria	1279 Locust St	San Jose CA 95110	408-998-7403	Diaz	Deanna	6	12/20/1995	1/29/2006
96	93	Madrigal	Miguel	1919 Fruitdal Ave #4	San Jose CA 95128	408-885-9765	Madrigal	Rodrigo	4	12/11/1997	2/26/2006
97	94	Magano	Victoria	30 Willow St #1	San Jose CA 95110	408-250-6830	Legis Mag	Victor Hugo	3	12/17/1998	2/19/2006
98	95	Majera	Rosalinda	757 Palm St	San Jose CA 95110	408-298-4101	Orozco	Teudiel	1	9/24/2002	2/25/2006
99	96	Maldonado	Antonia	802 Harliss Ave	San Jose CA 95110	408-971-2352	Ramirez	Marco Ant	1	12/26/1999	2/19/2006
100	97	Maldonado	Lucina	896 Vine St	San Jose CA 95110	408-292-7504	Maldonad	Juan	5	3/8/1997	3/8/2006
101	98	Maldonado	Lucina	896 Vine St	San Jose CA 95110	408-292-7504	Maldonad	Alejandro	3	1/10/1999	3/8/2006
102	99	Marquez	Teresa	770 Vine St	San Jose CA 95110	408-293-8063	Ramirez	Christian	4	8/17/1998	1/29/2006
103	100	Martinez	Aracely	778 Palm St	San Jose CA 95110	408-998-0741	Ramirez	Octavio	5	2/20/1997	2/25/2006
104	101	Martinez	Jose	465 Roosevelt Ave	Sunnyvale Ca 94085	408-529-9949	Martinez	Christian	3	11/15/1999	2/12/2006

	A	B	C	D	E	F	G	H	I	J	K	
105	102	Martinez	Manuel	1005 Delmas Ave	San Jose CA 95125	408-924-0954	Martinez	Rachel	-1	9/22/2002	2/5/2006	
106	103	Martinez	Maria	1000 Blossom River Way #926	San Jose CA 95123	408-265-7281	Martinez	Josefa	5	12/31/1996	2/5/2006	
107	104	Martinez	Maria	1000 Blossom River Way #926	San Jose CA 95123	408-265-7281	Martinez	Arnold	4	3/27/1998	2/5/2006	
108	105	Martinez	Maria	225 Goodyear St #2	San Jose CA 95110	408-971-3541	Martinez	Jimena	2	7/9/2001	3/19/2006	
109	106	Martinez	Maria	225 Goodyear St #2	San Jose CA 95110	408-971-3541	Martinez	Victoria	3	5/11/1999	3/19/2006	
110	107	Martinez-Meza	Artemia	2528 S Bascom Ave #D7	Campbell CA 95008	408-371-0876	Martinez-	Angel	4	11/29/1998	1/29/2006	
111	108	Meza	Salvador	3218 Half Moon Court	San Jose CA 95111	408-849-6595	Meza	Antony	5	7/7/1996	2/5/2006	
112	109	Munoz	Imelda	115 Hollywood Ave	San Jose CA 95112	408-297-0916	Munoz	Gisselle	2	3/15/2000	1/29/2006	
113	110	Munoz	Ines	752 Lotus St	San Jose CA 95116	408-298-2203	Munoz	Jason	0	8/24/2002	2/5/2006	
114	111	Munoz	Leticia	118 Roberts Court	San Jose CA 95110	408-293-1614	Munoz	Citalli	1	6/21/2001	1/29/2006	
115	112	Munoz	Leticia	118 Roberts St.	San Jose CA 95110	408-293-1614	Munoz	Juan	3	1/4/1999	2/4/2005	155A
116	113	Munoz	Leticia	118 Roberts Court	San Jose CA 95110	408-293-1614	Munoz	Bianey	0	9/20/2002	2/19/2006	155C
117	114	Munoz	Maria	125 Hollywood Ave	San Jose CA 95112	408-287-9418	Munoz	Jorge Luis	1	5/30/2002	3/8/2006	
118	115	Navarro	Olivia	1319 Vine St	San Jose CA 95110	408-971-2423	Navarro	Elijah Mate	0	12/7/2003	2/5/2006	
119	116	Navarro	Raymundo	175 Sutter St. Apt H	San Jose CA 95110	408-295-6057	Navarro	Mateo	0	10/3/2003	1/29/2006	
120	117	Navares	Rosa	488 Auzerais Ave	San Jose CA 95126	408-975-0443	Navares	Max	3	6/19/1999	3/25/2006	
121	118	Noguez	Mireya Torales	5756 Via Monte Dr #D	San Jose CA 95118	408-267-0677	Pacheco	Kiara	0	6/18/2003	1/29/2006	
122	119	Nunez	Anabel	225 Goodyear Street #3	San Jose CA 95110	408-293-1889	Cervantes	Anani	0	2/23/2001	1/29/2006	
123	120	Nunez	Anabel	225 Goodyear Street #3	San Jose CA 95110	408-293-1889	Cervantes	Ricardo	5	1/1/1996	1/29/2006	
124	121	Ocampo	Carmen	980 Mills Court	San Jose CA 95125	408-297-6372	Romo	Carina	1	4/26/2001	1/29/2006	
125	122	Olalde	Liliana	1860 Oakton Court	San Jose CA 95118	408-603-3358	Argstegui	Brian	0	1/7/2003	3/12/2006	
126	123	Ordaz	Moises	1036 Sherman St	San Jose CA 95110	408-292-5249	Ordaz	Moises Jr.	1	1/31/2000	2/4/2006	100A
127	124	Orozco	Josefina	3021 Huff Ave #520	San Jose CA 95128	408-554-1523	saragoza	maria	-1	4/20/2003	2/4/2006	
128	125	Orozco	Olga	784 Vine St #6	San Jose CA 95110	408-271-9412	Lopez	Vanessa	0	5/25/2002	2/5/2006	
129	126	Orozco	Olga	784 Vine St #6	San Jose CA 95110	408-271-9412	Lopez	Jhoana	2	9/27/2000	2/5/2006	
130	127	Orozco	Sally	665 Palm St	San Jose CA 95110	408-278-1423	Martinez	Jose Alfred	1	3/8/2001	2/5/2006	
131	128	Oseguera	Alicia	3443 Guluzzo Dr.	San Jose CA 95148	408-223-1641	Oseguera	Alexandra	6	5/24/1996	2/5/2006	
132	129	Oseguera	Alicia	3443 Guluzzo Dr.	San Jose CA 95148	408-223-1641	Oseguera	Salvador	1	10/20/2001	2/5/2006	
133	130	Oseguera	Alicia	3443 Guluzzo Dr.	San Jose CA 95148	408-223-1641	Oseguera	Christian	2	9/1/2000	2/5/2006	
134	131	Padilla	Alejandra	1156 Plum St	San Jose CA 95110	408-294-7438	Ornelias	Sopia Aime	0	8/16/2002	1/29/2006	
135	132	Padron	Leticia	370 S 18th St.	San Jose CA 95116	408-971-7806	Hernandez	Daduid	0	12/18/2000	2/11/2006	
136	133	Pedroza	Juana	111 Sutter St	San Jose CA 95110	408-947-0549	Pedroza	Eduardo	4	1/19/1998	3/19/2006	
137	134	Piceno	Eliseo	5172 Giusti Dr	San Jose CA 95111	408-226-3137	Piceno	Alma	0	2/7/2002	2/5/2006	60
138	135	Piceno	Eliseo	5172 Giusti Dr	San Jose CA 95111	408-226-3137	Piceno	Luis	4	2/18/1998	2/5/2006	60
139	136	Pinache	Eva	2877 Custer Dr.	San Jose CA 95124	408-687-1314	Perez	Chelsea	3	8/28/1998	2/26/2006	
140	137	Pinache	Eva	2877 Custer Dr.	San Jose CA 95124	408-687-1314	Perez	Leslie	-1	12/31/2001	2/26/2006	
141	138	Puerinay	Aguilina	1430 Alma Way	San Jose CA 95125	408-298-9583	Puerinay	linda	5	4/29/1997	2/19/2006	
142	139	Quinones	Deanna Rafael	1681 Arbor Dr	San Jose CA 95125	408-978-4793	Quinones	Benicio	0	11/2/2004	1/29/2006	
143	140	Quiroz	Elizabeth	347 Dale Dr.	San Jose CA 95127	408-926-4187	Quiroz	Beleny	0	2/14/2002	1/29/2006	
144	141	Ramirez	Claudia	100 Union Ave #4	San Jose CA 95008	408-371-1585	Ramirez	Brandon	4	5/16/1997	2/11/2006	
145	142	Reyes	Ana	1120 S Almaden Ave	San Jose CA 95110	408-533-2072	Monroy	Kevin	0	7/25/2002	2/19/2006	
146	143	Reyes	Cecilia	355 S Willard #1	San Jose CA 95126	408-975-9240	Mendiola	Sofia	-1	3/5/2003	2/19/2006	
147	144	Rivas	Francisco	1656 Hillsdale Ave #1	San Jose CA 95124	408-269-7511	Rivas	Raymond	1	5/5/2001	3/12/2006	
148	145	Rivas	Martha	3884 Maui Dr.	San Jose CA 95111	408-578-3237	Voldovind	Mario	3	7/10/1999	3/5/2006	223A
149	146	Rivas	Martha	3884 Maui Dr.	San Jose CA 95111	408-578-3237	Voldovind	Maritza	1	12/12/2000	3/5/2006	223A
150	147	Rivas	Martha	3884 Maui Dr.	San Jose CA 95111	408-578-3237	Voldovind	Manuel	0	4/25/2003	3/5/2006	223A
151	148	Rivera	Monica	2580 Senter Rd #483	San Jose CA 95111	408-298-1572	Rivera	Gabriel	2	4/2/2000	3/12/2006	
152	149	Rivera	Monica	2580 Senter Rd #483	San Jose CA 95111	408-298-1572	Rivera	Angel	5	4/11/1997	3/12/2006	
153	150	Rivera	Salvador	14412 Chrisland Ave	San Jose CA 95127	408-272-7635	Rivera	Salvador Jr	4	2/8/1998	3/25/2006	
154	151	Rivera	Salvador	14412 Chrisland Ave	San Jose CA 95127	408-272-7635	Rivera	Paulina	3	6/30/1999	3/25/2006	
155	152	Rocha	Juana	454 Doyle Rd	San Jose CA 95129	408-871-0179	Gutierrez	Irvin	1		1/29/2006	
156	153	Rocha	Juana	454 Doyle Rd	San Jose CA 95129	408-871-0179	Gutierrez	Juan	5		1/29/2006	
157	154	Rodriguez	Jasmin	2245 Lanai Ave #57	San Jose CA 95122	408-347-0776	Sandoval	Marilyn	0	11/28/2001	3/25/2006	

	A	B	C	D	E	F	G	H	I	J	K	L
158	155	Rodriguez	Leticia	705 Palm St	San Jose CA 95110	408-938-0411	Rodriguez	Aron	5	2/5/1997	2/5/2006	
159	156	Rodriguez	Maria	2044 Bikini Ave	San Jose CA 95122	408-297-2063	Aguirre	Emmanuel	0	10/12/2002	2/19/2006	
160	157	Rodriguez	Martha	810 N. 17th St	San Jose CA 95112	408-971-6301	Ozuna	Daniela	3	11/21/1998	3/12/2006	
161	158	Rojas	Asoncion	110 Graham Ave	San Jose CA 95110	408-291-0903	Diaz	Miriam	5	1/26/1997	3/12/2006	
162	159	Rojas	Asoncion	110 Graham Ave	San Jose CA 95110	408-291-0903	Diaz	Dario	3	8/27/1998	3/12/2006	
163	160	Romero	Celica	1870 Welch Ave #2	San Jose CA 95112	408-295-6191	Navarro	Rosa	2	8/27/2000	3/25/2006	
164	161	Rubio	Laura	2942 Bradbury Dr	San Jose CA 95122	408-270-2097	Rubio	Robert	1	8/12/2000	2/12/2006	
165	162	Ruiz	Norma	2998 Ridgemont Drive	San Jose CA 95127	408-923-3849	cuella	angelica	4	12/10/1996	3/8/2006	
166	163	Salinas	Martha	1108 S. Almaden Ave	San Jose CA 95110	408-293-9067	hernandez	Jimena Ale	0	12/4/2003	1/29/2006	
167	164	Sanchez	M. Hilda	1098 Locust St	San Jose CA 95110	408-975-0374	Sanchez	Luis	1	3/31/2000	2/5/2006	
168	165	Sanchez	Maria	4607 Capay Dr #4	San Jose CA 95118	408-264-5251	Ortiz	Angel M	1	11/12/2000	2/11/2006	
169	166	Sanchez	Maria	4607 Capay Dr #11	San Jose CA 95118	408-264-5251	Ortiz	Pedro	4	8/26/1997	2/11/2006	
170	167	Sanchez	Rosa	2993 Zion Lane	San Jose CA 95132	408-449-2784	Gonzalez	Juan	3	2/14/1998	2/19/2006	
171	168	Sanchez	Rosa	2993 Zion Lane	San Jose CA 95132	408-449-2784	Gonzalez	Daisy	4	2/26/1997	2/19/2006	
172	169	Sandovel	Sunny	2890 Almaden Expressway #20	San Jose CA 95125	408-445-2259	Ordaz	Bernice	4	6/17/1998	3/19/2006	
173	170	Santos	Alberto	465 Roosevelt Ave (? Not in SJ?)	Sunnyvale Ca 94085	408-774-0819	Martinez	Alfredo	3	8/15/1994	2/5/2006	
174	171	Soberanes	Roberto	1163 Vine Street	San Jose CA 95110	408-292-8893	Soberane	Diego	-1	9/14/2002	1/29/2006	
175	172	Soberanes	Roberto	1163 Vine Street	San Jose CA 95110	408-292-8893	Soberane	Cristian	0	???	1/29/2006	
176	173	Soberanes	Roberto	1163 Vine Street	San Jose CA 95110	408-292-8893	Soberane	Aiden	0	8/21/2002	1/29/2006	
177	174	Soriano	Antonia	1128 Sultana Dr	San Jose CA 95122	408-998-2712	Soriano	Christian	1	8/6/2000	1/29/2006	
178	175	Soriano	Antonia	1128 Sultana Dr	San Jose CA 95122	408-998-2712	Soriano	Michael	3	3/8/1998	1/29/2006	
179	176	Tellez	Arcelia	66 W Humboldt St	San Jose CA 95110	408-295-4564	Ramirez	Maria Gore	0	16-Sep-01	1/29/2006	
180	177	Tellez	Arcelia	66 W Humboldt St	San Jose CA 95110	408-295-4564	Ramirez	Jose Angel	-1	10/14/2003	1/29/2006	
181	178	Tena	Rose	837 Hillsdale Ave #1	San Jose CA 95136	408-264-3975	bianca	tena	5	1/10/1996	2/5/2006	
182	179	Torales	Mireya	5756 Via Monte Dr #D	San Jose CA 95118	408-267-0677	Pacheco	Kiara	1	6/18/2003	3/25/2006	293A
183	180	Torres	Ana Isabel	196 Coy Dr #3	San Jose CA 95123	408-375-9076	Perez	Angel	4	8/30/1997	2/26/2006	
184	181	Torres	Ana Isabel	196 Coy Dr #3	San Jose CA 95123	408-375-9076	Perez	Omar	2	11/7/1999	2/26/2006	
185	182	Torres	Aurelia	1297 Plum Street #8	San Jose CA 95110	408-294-3895	Baeza	Cittlali	0	7/24/2001	2/5/2006	48A
186	183	Torres	Cristobal	867 Palm St	San Jose CA 95110	408-829-1648	Torres	Stephanie	1	5/2/2002	2/5/2006	
187	184	Torres	Cristobal	867 Palm St	San Jose CA 95110	408-829-1648	Torres	Christophe	3	11/5/1998	2/5/2006	
188	185	Vargas	Laura	721 Menker Ave #1	San Jose CA 95128	408-292-6120	Norberto	Victor Emn	2	8/1/2000	2/5/2006	
189	186	Vasquez	Catalina	1919 Fruitdale Ave	San Jose CA 95128	408-280-0958	Vasquez	Alberto	0	8/12/2004	1/29/2006	
190	187	Vasquez	Oralia	2743 Tanglewood Dr	San Jose CA 95127	408-251-2918	Vasquez	claudia	1	4/8/1999	2/12/2006	
191	188	Vasquez	Oralia	2743 Tanglewood Dr	San Jose CA 95127	408-251-2918	Vasquez	mauricio	4	11/28/1997	2/12/2006	
192	189	Vazquez	Antonio	859 Leigh Ave, Apt 1	San Jose CA 95128	408-947-1139	Vazquez	Daysi	4	9/8/1997	1/29/2006	
193	190	Vega	Laura	2163 Bayhaven Dr.	San Jose CA 95122	408-347-8515	Morales	Citlalli	1	10/22/2001	1/29/2006	
194	191	Villa	Raul	3233 Cadillac Dr 1	San Jose CA 95117	408-374-6840	Villa	Eduardo	0	1/14/2002	2/5/2006	
195	192	Villa	Raul	3233 Cadillac Dr 1	San Jose CA 95117	408-374-6840	Villa	Liliana	1	12/17/1999	2/5/2006	
196	193	Villalobos	Mireya	4082 Bismarck Dr	San Jose CA 95130	408-370-7805	ortiz	Alonso	1	12/15/2000	2/25/2006	
197	194	Villanueva	Julian	1219 Vine St	San Jose CA 95110	408-509-1791	Villanuev	Lisbeth	3	11/27/2001	2/5/2006	
198	195	Villegas	Rosa	3036 Huff Ave #4	San Jose CA 95128	408-296-4059	Villegas	Kevin	0	12/15/2000	2/19/2006	
199	196	Villegas	Rosa	3036 Huff Ave #4	San Jose CA 95128	408-296-4059	Villegas	Jerry	-1	9/2/2003	2/19/2006	
200	197	Viveros	Maria	1324 S. Winchester Blvd	San Jose CA 95128	408-401-3985	Veloz	Alejandra	0	12/20/2002	3/12/2006	
201	198	Vorela	Lucia	4034 Hamilton Ave, Apt 8	San Jose CA 95130	408-370-3419	Sanchez	Charlene	3	?	1/29/2006	
202	199	Vorela	Lucia	4034 Hamilton Ave, Apt 8	San Jose CA 95130	408-370-3419	Sanchez	Carolina	4	?	1/29/2006	

	A	B	C	D	E	F	G	H	I	J	K	
203		Verification in Process										
204	200	?	Lucia	1088 Topaz Ave #2	San Jose CA 95117	408-244-9732	?	Stephanie	3	2/4/2000	2/4/2006	
205	201	?	Silvia	415 S Willard Ave	San Jose CA 95126	408-920-6962	?	?	2	?	3/12/2006	
206	202	Acosta	Agustin	15090 Haga Dr	?	408-592-4186	Acosta	Maria	?	?	2/19/2006	
207	203	Acosta	Agustin	15090 Haga Dr	?	408-592-4186	Acosta	Jose	?	?	2/19/2006	
208	204	Angelica	Martha	79 Union St, Apt A	San Jose CA 95110	408-292-5434	Angelica	Marisol	3	?	4/2/2006	
209	205	Angelica	Martha	79 Union St, Apt A	San Jose CA 95110	408-292-5434	Angelica	Efren	5	?	4/2/2006	
210	206	Arriaga	Felipe	10340 Earlander St	San Jose CA 95127	408-929-2541	?	?	1	1/23/2001	2/5/2006	
211	207	Avalos	Jose Luis	1150 McLaughlin Ave #261	San Jose CA 95122	408-426-1542	Avalos	Mirka	0	8/27/2002	3/25/2006	
212	208	Azuela	Laura	2883 Manda Dr	San Jose CA 95124	408-960-9721	?	?	2	12/4/1999	2/19/2006	131A
213	209	Bannon	?	847 Willis Ave	San Jose CA 95125	408-903-7557	?	Estefany	4	2/5/1998	2/5/2006	
214	210	Barocio	Mario	1392 Locust St	San Jose CA 95110	408-726-7744	?	?	1	4/23/2001	3/8/2006	
215	211	Barragan	Norma	1259 Vine St	San Jose CA 95110	408-287-7959	Ponce	Aaron	4	9/29/1999	2/19/2006	
216	212	Barraja	Lourdes	558 Shadow Glen	San Jose CA 95129	408-255-0590	?	Sergio	4	2/5/1998	2/5/2006	
217	213	Bernabe	Luz	390 Senter Rd	San Jose CA 95111	408-225-6485	?	?	1	3/19/2002	3/19/2006	
218	214	Bracamontes	Maria	14411 Highgrove Court	San Jose CA 95127	408-251-6396	?	?	2	2/2/2000	2/25/2006	
219	215	Carranza	Lucia	1088 Topaz Ave #2	San Jose CA 95117	408-244-2732	Mejia	Stephanie	3	2/4/2000	2/4/2006	
220	216	Castro	Marina	132 Rancho Dr #276	San Jose CA 95111	408-629-9654	Castro Da	Eric	1	2/28/2001	2/5/2006	
221	217	Castro	Marina	132 Rancho Dr #276	San Jose CA 95111	408-629-9654	Parra Dav	Janele	5	1/16/1997	2/5/2006	
222	218	Concha	Guadalupe	1261 Bal Harbor Way	San Jose CA 95122	408-729-5057	Morales	Irene	3	10/29/1999	2/5/2006	
223	219	Concha	Guadalupe	1261 Bal Harbor Way	San Jose CA 95122	408-729-5057	Morales	Sonia	5	12/20/1996	2/5/2006	
224	220	Contreras	Angelina	1321 Park Pleasant Circle	San Jose CA 95127	408-929-5059	Contreras	Monique	1	8/25/2001	2/5/2006	
225	221	Contreras	Angelina	1321 Park Pleasant Circle	San Jose CA 95127	408-929-5059	Contreras	Audel	4	2/12/1998	2/5/2006	
226	222	Corona	Carlos	1613 Orchard View Dr	San Jose CA 95124	408-978-7290	Corona	Virginia	?	?	2/5/2006	
227	223	Corral	Sonia	743 Pine Ave	San Jose CA 95125	408-265-2271	Corral	Preston	5	11/4/1997	3/23/2006	
228	224	Corral	Sonia	743 Pine Ave	San Jose CA 95125	408-265-2271	Corral	Aidan	3	12/16/1998	3/23/2006	
229	225	Corral	Sonia	743 Pine Ave	San Jose CA 95125	408-265-2271	Corral	Alexis	0	9/26/2002	3/23/2006	
230	226	Cortes	Marcos	1552 Almaden Expressway #102	San Jose CA 95125	408-294-7309	Cortes	Jose Elias	2	3/12/2001	3/12/2006	
231	227	Davalos	Gloria	1683 Curtner Ave	San Jose CA 95125	408-723-2655	?	?	2	3/19/2000	3/19/2006	
232	228	Davalos	Maurilio	1683 Curtner Ave	San Jose CA 95125	408-723-2055	Davalos	?	2	11/14/2000	3/12/2006	
233	229	De la Rosa	Emma	PO Box 23643	San Jose CA 95153	408-297-5492	De la Ros	Jare	4		1/29/2006	
234	230	De la Torre	Mari	73 Union St	San Jose CA 95110	408-949-0157	Hernande	Christo	3	?	2/11/2006	82B
235	231	Delgado	Guadalupe	1192 Plum St	San Jose CA 95110	408-294-1037	Figueroa	Jennifer	0	11/18/2002	3/25/2006	
236	232	Diaz	Carrelida	1662 River Birch Court	San Jose CA 95131	408-729-5308	Diaz	Edgar	0		1/29/2006	
237	233	Diaz	Luis	2599 Sesame Court	San Jose CA 95148	408-375-6625	Diaz	Jonathan	0	3/5/2002	3/5/2006	
238	234	Diaz	Luis	2599 Sesame Court	San Jose CA 95148	408-375-6625	Diaz	Oscar	3	3/5/2000	3/5/2006	
239	235	Diaz	Maria Isabel	1127 10th St.	San Jose CA 95112	408-294-7968	Contreras	Jose Antor	4	4/29/1998	2/4/2006	50
240	236	Duarte	Norma	4046 Ellmar Oaks Dr	San Jose CA 95136	408-224-3913	Duarte	Bryan	5	3/11/1997	2/25/2006	
241	237	Duarte	Norma	4046 Ellmar Oaks Dr	San Jose CA 95136	408-224-3913	Duarte	Andrew	2	2/25/2001	2/25/2006	
242	238	Duran	Juana	977 Pacific Ave	San Jose CA 95126	408-993-0768	Duran	Susana	3	2/19/1999	2/19/2006	
243	239	Echiucuria	Patricia	765 Spencer Ave	San Jose CA 95125	408-293-4207	Cheveria	Angie	1	4/19/2001	3/25/2006	
244	240	Enrigure	Jesus	2226 Warfield Way #D	San Jose CA 95122	408-280-5408	Enriquez	Alexandria	0	2/12/2002	3/25/2006	
245	241	Escarpito	Maria	770 Blossom Hill Rd #2	San Jose CA 95123	408-229-9719	Paula	Maria	3	2/19/1998	2/19/2006	
246	242	Escarpito	Maria	770 Blossom Hill Rd #2	San Jose CA 95123	408-229-9719	Escarpito	Lizbeth	2	2/19/2001	2/19/2006	
247	243	Escobar	Salvador	1160 Brace Ave #7	San Jose CA 95125	408-920-0918	Escobar	Marlene	1	4/6/2002	2/5/2006	
248	244	Eslava	Maria	1164 Herald Ave	San Jose CA 95116	408-280-0761	Estrada	Fernando	1	4/5/2000	2/19/2006	
249	245	Espinosa	Esperanza	336 W Virginia St	San Jose CA 95110	408-279-8281	?	?	1	11/12/2001	2/25/2006	
250	246	Espinoza	Silvia	728 Richmond Ave #4	San Jose CA 95128	408-995-6306	Perez	Erica	0	7/27/2001	2/19/2006	
251	247	Espinoza	Silvia	728 Richmond Ave #4	San Jose CA 95128	408-995-6306	Perez	Eric	-1	7/6/2003	2/19/2006	
252	248	Espinoza	Silvia	728 Richmond Ave #4	San Jose CA 95128	408-995-6306	Perez	Lawrence	-1	7/30/2004	2/19/2006	
253	249	Estrada	Luisa	340 Goodyear St.	San Jose CA 95110	408-871-8867	Estrada	Marian	2		1/29/2006	
254	250	Estrada	Luisa	340 Goodyear St.	San Jose CA 95110	408-871-8867	Estrada	Luis	2		1/29/2006	
255	251	Estrada	Luisa	340 Goodyear St.	San Jose CA 95110	408-871-8867	Estrada	Ana Luisa	4		1/29/2006	

	A	B	C	D	E	F	G	H	I	J	K	
256	252	Favela	Litzy	1538 Florida Ave	San Jose CA 95122	408-272-6843	?	?	0	10/15/2002	3/12/2006	
257	253	Figueroa	Jose	1192 Plum St	San Jose CA 95110	408-294-1037	Figueroa	Jennifer	0		1/29/2006	
258	254	Flores	Balbina	2461 Moorpark Ave	San Jose CA 95128	408-298-4713	Castro	Stephanie	4	7/27/1998	2/11/2006	
259	255	Flores	Felipa	1359 Vine St	San Jose CA 95110	408-903-6405	Miranda F	Citlalli	-1	5/9/2003	2/19/2006	
260	256	Flores	Preiciliano	69 W Reed St	San Jose CA 95110	408-271-9844	Flores	Anai	?		1/29/2006	
261	257	Flores	Preiciliano	69 W Reed St	San Jose CA 95110	408-271-9844	Flores	Sergio	?		1/29/2006	
262	258	Flores	Preiciliano	69 W Reed St	San Jose CA 95110	408-271-9844	Flores	Jesus	?		1/29/2006	
263	259	Frias	Rosaura	2954 Garden Ave	San Jose CA 95111	408-227-2246	Perez	Stephanie	2	7/13/2000	3/25/2006	
264	260	Frias	Rosaura	2954 Garden Ave	San Jose CA 95111	408-227-2246	Perez	Jesus	0	3/29/2002	3/25/2006	
265	261	Fronecta	Lilia	1500 Virginia Place #143	San Jose CA 95116	408-275-9907	Nono	Carlos	4	11/27/1998	3/25/2006	
266	262	Fronecta	Lilia	1500 Virginia Place #143	San Jose CA 95116	408-275-9907	Nono	Elsa	2	3/24/2000	3/25/2006	
267	263	Fuerte	Norma	235 Gomes Court #4	San Jose CA 95008	408-376-3730	Fuerte	Marcos	3		?	2/19/2006
268	264	Fuerte	Norma	235 Gomes Court #4	San Jose CA 95008	408-376-3730	Fuerte	Pearla	2		?	2/19/2006
269	265	Galeana	Mahanaim	1263 Turtlerock Drive	San Jose CA 95122	408-298-2256	Legaria	Priscila	0		1/29/2006	
270	266	Galeana	Mahanaim	1263 Turtlerock Drive	San Jose CA 95122	408-298-2256	Salas	Allan	?		?	1/29/2006
271	267	Gallegos	Areceli	30 Floyd St	San Jose CA 95110	408-293-2743	Sanchez	Alfredo	3	2/11/2000	2/11/2006	
272	268	Gallegos	Rolando	3400 Moorpark Ave #69	San Jose CA 95117	408-554-1901	Gallegos	Luis Angel	4	1/2/1998	2/5/2006	
273	269	Gallegos	Rolando	3400 Moorpark Ave #69	San Jose CA 95117	408-554-1901	Gallegos	Luis Enriqu	4	1/2/1998	2/5/2006	
274	270	Gallegos	Ronaldo	3400 Moorpark Ave #69	San Jose CA 95117	408-554-1901	Gallegos	Ashley	1	9/13/2002		
275	271	Garcia	Maria	866 Vine St	San Jose CA 95110	408-286-8140	Garcia	Alvaro	4	1/25/1998	2/19/2006	
276	272	Garcia	Maria	1107 Almaden Ave	San Jose CA 95110	408-279-0883	Garcia	Ricardo	2		?	2/19/2006
277	273	Gomez	Maria	1239 Locust St	San Jose CA 95110	408-993-1844	Mayoral	Sitlali	0	2/19/2002	2/19/2006	
278	274	Gonzales	Juan	1112 Vine St	San Jose CA 95110	408-885-9447	Gonzales	Diana	2	3/5/2000	2/5/2006	
279	275	Gonzalez	Jorge	905 Palm St	San Jose CA 95110	408-971-2310	?	?	2	10/31/2000	2/12/2006	
280	276	Gonzalez	Maria	735 Locust St	San Jose CA 95110	408-947-0278	Ortiz	Jonathan I	5	2/11/1997	2/11/2006	
281	277	Gonzalez	Sandra	3259 Andora Dr	San Jose CA 95148	408-464-0345	Gonzalez	Victor	4	8/18/1998	2/4/2006	
282	278	Graciano	Claudia	674 Palm St	San Jose CA 95110	408-297-3631	Romero	Jose	3	6/30/1998	2/4/2006	
283	279	Gutierrez	Danelia	1452 Hillsdale Ave	San Jose CA 95118	408-269-4659	Gutierrez	Byaney	2	2/5/2001	2/5/2006	
284	280	Gutierrez	Danelia	1452 Hillsdale Ave	San Jose CA 95118	408-269-4659	Gutierrez	Julia	4	2/5/1999	2/5/2006	
285	281	Gutierrez	Guadalupe	1365 Lexington Dr #4	San Jose CA 95117	408-866-6325	Estrada	Joshua	3	2/19/1999	2/19/2006	
286	282	Haldez	Alfonso	1578 Ferilyn Ave	San Jose CA 95122	408-937-4157	Haldez	Julie	0	7/5/2002	2/19/2006	
287	283	Hernandez	Gael	561 Richmond Ave	San Jose CA 95128	408-920-2643	?	?	0	5/27/2002	2/12/2006	
288	284	Hernandez	Maria G.	507 Feldspar Dr.	San Jose CA 95111	408-920-7410	Lomeli	Xochitl	0		1/29/2006	
289	285	Hernandez	Maria G.	507 Feldspar Dr.	San Jose CA 95111	408-920-7410	Lomeli	Xitlali	1		1/29/2006	
290	286	Hernandez	Martha	1578 Terilan Ave	San Jose CA 95122	408-937-4157	Hernande	Julie	0		?	2/19/2006
291	287	Hernandez	Silvia	1147 Garfield #5	San Jose CA 95125	408-288-8943	Vega	Gabriela	4	2/7/1998	3/8/2006	
292	288	Hernandez	Silvia	1147 Garfield #5	San Jose CA 95125	408-288-8943	Vega	Laura	2	7/24/2000	3/8/2006	
293	289	Hernandez	Teresa	930 Jeanne Ave	San Jose CA 95116	408-993-1619	Avila	Diego	2		1/29/2006	
294	290	Hernandez	Trinidad	1645 Marsh St	San Jose CA 95122	408-937-4148	Hernande	Cristal	0	2/5/2003	2/5/2006	
295	291	Huesca	Josephine	160 Union St.	San Jose CA 95110	408-947-0821	Ricardez	Andrew	0		1/29/2006	
296	292	Ibarra	Maria	317 West Virginia Street	San Jose CA 95110	?	?	Blanca	?		2/5/2006	
297	293	Jaime	Juan C	1166 Locust St	San Jose CA 95110	408-292-2909	?	?	2	4/28/2000	2/19/2006	
298	294	Jimenez	Martin	2118 Canoas Garden Ave #141	San Jose CA 95125	408-267-2138	?	?	0	11/26/2002	2/19/2006	
299	295	Jimenez	Martin	2118 Canoas Garden Ave #141	San Jose CA 95125	408-267-2138	?	?	4	8/27/1998	2/19/2006	
300	296	Jurado	Porfivia	1269 Palm St	San Jose CA 95110	408-293-2663	?	?	5	2/25/1997	2/25/2006	
301	297	Lana	Ana	2070 3rd Street #10	?	408-316-7720	Banos	Marvin	2	11/22/2000	3/5/2006	
302	298	Lana	Ana	2070 3rd Street #10	?	408-316-7721	Banos	Priscilla	1	12/20/2001	3/5/2006	
303	299	Lopez	Macrino	4135 San Bernardino Way	San Jose CA 95111	408-204-4584	Loy	Fernando	2	2/5/2001	2/5/2006	

	A	B	C	D	E	F	G	H	I	J	K	
304	300	Lupercio	Maria	139 Goodyear St	San Jose CA 95110	408-294-2743	?	?	1	11/8/2001	2/19/2006	
305	301	Magaña	Christina	923 Meridian Ave	San Jose CA 95126	408-297-3233	Morales	Daniella	2		2/5/2006	
306	302	Magaña	Christina	923 Meridian Ave	San Jose CA 95126	408-297-3233	Morales	Guadalupe	3	2/5/1998	2/5/2006	
307	303	Marin	Esther	668 Richmod Ave #3	San Jose CA 95128	408-279-5139	Marin	Casandra	5	9/9/1997	2/19/2006	
308	304	Marin	Esther	668 Richmod Ave #3	San Jose CA 95128	408-279-5139	Marin	Anthony	2	3/15/2000	2/19/2006	
309	305	Martinez	Esperanza	10270 Lochner Dr	San Jose CA 95127	408-258-8365	Ambrocio	Mariana	0	2/14/2003	2/26/2006	
310	306	Martinez	Manuel	1005 Deluas Ave?	San Jose CA 95125	408-924-0954	Gamos	Gianella	3	5/14/1999	2/5/2006	
311	307	Martinez	Rocio	1520 E. Capitol Expressway (apt?)	San Jose CA 95121	408-528-6985	Kiader	Joscelyn	2		2/5/2006	
312	308	Martinez	Yami	389 Riverview Dr	San Jose CA 95111	408-561-7668	?	?	5	6/2/1997	2/5/2006	
313	309	Martinez-Meza	Artemia	2528 S Bascom Ave #D7	Campbell CA 95008	408-371-0876	Martinez-	Angel	4		1/29/2006	
314	310	Mauleon	Miguel	1452 Hillsdale Ave	San Jose CA 95118	408-269-4659	Mauleon	Vianey	2	1/16/2001	2/5/2006	
315	311	Medel	Pabia	764 S 5th St	San Jose CA 95112	408-885-9772	Medel	Stephanie	2	1/4/2000	3/19/2006	
316	312	Medina	Rosario	1625 Center Ridge Dr	San Jose CA 95121	408-531-9391	Archondia	Carolina	0	6/3/2002	2/12/2006	
317	313	Mendoza	Abigail	?	?	408-274-6287	?	?	?		1/29/2006	
318	314	Mercado	Xiumara	1692 Shortridge Ave	San Jose CA 95116	408-272-2113	Mercado	Melanie	1	12/26/2001	2/19/2006	
319	315	Montejano	Maria	441 W Virginia St	San Jose CA 95110	408-417-8718	Montejano	Lupita	?		2/5/2006	
320	316	Montejano	Maria	441 W Virginia St	San Jose CA 95110	408-417-8718	Mendoza	Marse Jose	?		2/5/2006	
321	317	Montesinus	Carmel	4400 The Woods Dr #1123	San Jose CA 95136	408-362-9688	Guerrero	Jose Luis	0	2/26/2002	2/19/2006	
322	318	Montesinus	Carmel	4400 The Woods Dr #1123	San Jose CA 95136	408-362-9688	Guerrero	Kiara	0	2/26/2002	2/19/2006	
323	319	Mora	Manuel	1192 Palm St	San Jose CA 95110	408-975-9342	Mora	Antonio	1	4/17/2001	2/5/2006	
324	320	Morales	Georgina	1725 Guadalupe Ave	San Jose CA 95125	408-723-2604	Morales	Salvador	3	2/6/1999	3/8/2006	
325	321	Moreno	Migdlena	985 N 7th St	San Jose CA 95112	408-460-9010	Nisihura	Itzel	5	7/27/1997	2/25/2006	
326	322	Moreno	Trinidad	S34 S 11th #B	San Jose CA 95112	408-298-2926	Morales	Fernando	2		1/29/2006	
327	323	Moreno	Trinidad	S34 S 11th #B	San Jose CA 95112	408-298-2926	Morales	Daniel	3		1/29/2006	
328	324	Munoz	Araceli	1052 S. 6th St	San Jose CA 95112	408-569-3816	Lopes	Bianca	2	9/29/2000	3/25/2006	
329	325	Munoz	Araceli	1052 S. 6th St	San Jose CA 95112	408-569-3816	Lopez	Katherine	0		3/25/2006	
330	326	Najera	Rosalinda	757 Palm St	San Jose CA 95110	408-298-4101	?	?	5	1/25/1997	2/19/2006	
331	327	Najera	Rosalinda	757 Palm St	San Jose CA 95110	408-298-4101	Orozco	Lizbet	?		2/19/2006	
332	328	Nevarez	Heriberto	1151 Prevost St	San Jose CA 95125	408-569-2465	Nevarez	Adelyn	0		1/29/2006	
333	329	Nevarez	Mario	1152 Prevost St	San Jose CA 95125	408-289-9366	Nevarez	Mario	3	3/28/1999	3/18/2006	
334	330	Ojeda	Horacio	1666 Merrill Dr #71	San Jose CA 95124	408-445-9206	Ojeda	Diego	3	5/13/1999	3/12/2006	
335	331	Orozco	Norma	793 Locust St	San Jose CA 95110	408-293-3383	Valencia	Flor Airam	1	3/12/2002	3/12/2006	
336	332	Orozco	Rosalinda	757 Palmo St	San Jose CA 95110	408-298-4102	Orozco	Yeudier	0		1/29/2006	
337	333	Ortiz	Maria	410 Margaret St #5	San Jose CA 95112	408-286-9437	?	?	4	12/9/1998	2/19/2006	
338	334	Pacheco	Sandra	14495 Jerilyn Dr	San Jose CA 95127	408-417-2290	Pacheco	Israel	5	4/22/1997	2/5/2006	
339	335	Palomino	Enepfania	2522 S Bascom Ave #B-14	Campbell CA 95008	408-559-0315	Palomino	Enero	2	9/1/2001	2/5/2006	
340	336	Palomo	Rodolfo	640 S 2nd St #1	San Jose CA 95112	408-348-5148	Palomo	Miroslava	0		1/29/2006	
341	337	Palomo	Rodolfo	640 S 2nd St #1	San Jose CA 95112	408-348-5148	Palomo	Mariela	3		1/29/2006	
342	338	Perez	Yolanda	1487 Sanborn Ave	San Jose CA 95110	408-295-4387	?	?	3	1/28/1999	2/11/2006	
343	339	Pinac	Maria	1074 Holly Hill Dr	San Jose CA 95122	408-926-7512	Pinac	Andrez	0		3/8/2006	
344	340	Pinacho	Guadalupe	1758 De Marietta Ave #2	San Jose CA 95126	408-903-6045	Pinacho	Luz	5	2/24/1998	2/24/2006	
345	341	Pinon	Hortencia	3036 Huff Ave. Apt #5	San Jose CA 95128	408-243-1728	Pinon	Jose	3		1/29/2006	
346	342	Ponce	Sagrovio	530 Gregory St.	San Jose CA 95125	408-298-3416	Sagrovio	Nino	2	12/28/2000	3/12/2006	
347	343	Quezada	Veronica	966 Harliss Ave	San Jose CA 95110	408-277-0874	Padilla	Eloy	0		1/29/2006	
348	344	Quezada	Veronica	966 Harliss Ave	San Jose CA 95110	408-277-0874	Padilla	Jocelyn	2		1/29/2006	
349	345	Quiroz	Elizabeth	347 Dale Dr.	San Jose CA 95127	408-926-4187	Quiroz	Jason	2	12/10/2001	3/12/2006	
350	346	Ramirez	Juan Carlos	1271 Plum St #2	San Jose CA 95110	408-995-5912	Ramirez	Jessica	?		2/19/2006	
351	347	Ramirez	Maria	390 Senter Rd	San Jose CA 95111	408-225-6485	?	?	1	3/19/2002	3/19/2006	
352	348	Ramirez	Maria Dolores	?	?	408-279-8172	De la Torr	Mario Rosa	?		2/5/2006	
353	349	Ramirez	Rocio	3124 Greenford Court	San Jose CA 95148	408-532-6855	Molina	Anabel	2	11/29/2000	2/13/2006	
354	350	Ramirez	Rocio	3124 Greenford Court	San Jose CA 95148	408-532-6855	Molina	Marisol	1	10/24/2001	2/13/2006	
355	351	Ramirez	Silvia	976 Sherman St	San Jose CA 95110	408-971-7158	Ramirez	Antonio	5	2/4/1997	2/4/2006	
356	352	Reyes	Lorena	845 Willis Ave	San Jose CA 95125	408-295-9489	?	?	2	1/6/2001	2/12/2006	

	A	B	C	D	E	F	G	H	I	J	K
357	353	Reyes	Margarita	24 S Morrison Ave	San Jose CA 95126	408-279-0863	Reyes	Victor	2	4/9/2000	2/26/2006
358	354	Rivera	Clara	14889 Charmera Ave	?	408-879-9894	Chavez	Fernando	0	8/24/2002	3/25/2006
359	355	Rivera	Maria Ana	?	?	408-263-6704	Escobar	Jenisis	1	1/2/2001	3/5/2006
360	356	Robledo	Laura	1112 Vine St	San Jose CA 95110	408-265-7683	?	?	5	?	3/8/2006
361	357	Robles	Veronica	67 Sutter St.	San Jose CA 95110	408-316-8904	Gonzalez	Melissa	1		1/29/2006
362	358	Rodriguez	Beronica	321 S 23rd St	San Jose CA 95116	408-729-1150	Rodriguez	Lorena	3	3/12/1999	3/12/2006
363	359	Rodriguez	Maria	1199 Fargate Circle	San Jose CA 95131	408-453-2560	Rodriguez	Itzel	0		1/29/2006
364	360	Rodriguez	Maria	1199 Fargate Circle	San Jose CA 95131	408-453-2560	Rodriguez	Nayeli	5		1/29/2006
365	361	Rodriguez	Ramiro	714 S Almaden Ave #209	San Jose CA 95110	408-728-2168	Rodriguez	Ashley	5	4/26/1997	2/25/2006
366	362	Rojas	Mateo	?	?	408-993-9362	Rojas	Itzel	0	7/17/2002	2/26/2006
367	363	Roman	Velia	10370 Gloria Ave	?	408-937-5196	Roman	David	3	4/1/1999	4/2/2006
368	364	Roman	Velia	10370 Gloria Ave	?	408-937-5196	Roman	Brian	2	12/17/2001	4/2/2006
369	365	Roman	Velia	10370 Gloria Ave	?	408-937-5196	Roman	Robert	2	12/17/2001	4/2/2006
370	366	Romeo	Juan C	2076 Lucretia Ave	San Jose CA 95122	408-340-8505	?	?	2	4/2/2001	4/2/2006
371	367	Romeo	Juan C	2076 Lucretia Ave	San Jose CA 95122	408-340-8505	?	?	1	4/2/2002	4/2/2006
372	368	Romeo	Juan C	2076 Lucretia Ave	San Jose CA 95122	408-340-8505	?	?	4	4/2/1998	4/2/2006
373	369	Romo	Antonio	980 Mills Court	San Jose CA 95125	408-592-5731	Romo	Antonio	0	12/4/2001	3/25/2006
374	370	Rosales	Maria	1329 Locust St	San Jose CA 95110	408-292-0328	Limon	Jose	5	3/25/1998	3/25/2006
375	371	Rosales	Maria	1329 Locust St	San Jose CA 95110	408-292-0328	Limon	Luis	0	?	3/25/2006
376	372	Rosales-Limon	Maria delal Luz	1329 Locust St.	San Jose CA 95110	408-292-0328	Rosales	Luis O. Lim	0		1/29/2006
377	373	Rubalcava	Maria	847 Temple Dr. #1 ?	San Jose CA	408-551-0598	Sanchez	Carlos	1		2/5/2006
378	374	Salazar	Beatriz	91 Reed, Apt 7	San Jose CA 95110	408-924-0278	Salazar	Emmanuel	?		1/29/2006
379	375	Sanchez	Grialda	1199 Pellier Dr	San Jose CA 95121	408-274-3548	Castellano	Ashley	?	?	3/12/2006
380	376	Sanchez	Monica	26 Floyd St	San Jose CA 95110	408-294-3485	Sanchez	Quetzalli	0	3/10/2002	2/11/2006
381	377	Sanchez	Porfino	40 W Virginia St	San Jose CA 95110	408-224-8304	Marquez	Johana	0	9/21/2002	2/5/2006
382	378	Santana	Samantha	1130 Starbird Circle #4	San Jose CA 95117	408-416-3143	?	?	1	3/21/2001	3/5/2006
383	379	Santarez	Guillermura	2250 Shamrock Dr #3	Campbell CA 95008	408-284-4079	?	?	4	?	3/25/2006
384	380	Sarmiento	Dario	3115 Lone Bluff Way	San Jose CA 95111	408-224-8063	Sarmiento	Arijana	3	?	2/19/2006
385	381	Sdarzano	Guadalupe	890 Vine St	San Jose CA 95110	408-279-0131	?	Osvaldo	4	?	2/12/2006
386	382	Sdarzano	Guadalupe	890 Vine St	San Jose CA 95110	408-279-0131	Cruz	Jaret	2	2/12/2001	2/12/2006
387	383	Sdarzano	Guadalupe	890 Vine St	San Jose CA 95110	408-279-0131	Cruz	Adrian	0	2/12/2003	2/12/2006
388	384	Serrano	Yolanda	?	?	408-246-2819	?	?	3	10/23/1999	2/19/2006
389	385	Sierra	Lourdes	3483 Tully Rd	San Jose CA 95148	408-274-4165	Martin	Jose	2	11/21/1999	2/11/2006
390	386	Tellez	Jorge	1071 S Almaden Ave	San Jose CA 95110	408-293-1879	Tellez	Evelyn	0		1/29/2006
391	387	Tena	Maria	525 Crosslees Dr	San Jose CA 95111	408-225-1472	Juarez	Jessica	1	2/5/2002	2/5/2006
392	388	Torres	Antonio	2020 Taper Ave	San Jose CA 95124	408-842-9362	Torres	Cynthia	0	5/19/2002	3/19/2006
393	389	Torres	Celina	163N San Tomas Quino Rd	Campbell CA 95008	408-374-9468	Torres	Eduardo	5		1/29/2006
394	390	Torres	Fabiola	395 Gifford Ave	San Jose CA 95126	408-509-2682	Fabiola	Jocelin	4	7/5/1998	2/26/2006
395	391	Torres	Fabiola	395 Gifford Ave	San Jose CA 95126	408-509-2682	Gurrella	Elizabeth	1	1/13/2001	2/26/2006
396	392	Torres	Juan	747 State St	San Jose CA 95110	408-293-4328	Torres	Stephanie	2		1/29/2006
397	393	Torres	Juan	747 State St	San Jose CA 95110	408-293-4328	Torres	Joshua	0	1/1/2002	2/13/2006
398	394	Torres	Rosaura	1738 Columbus Place	Santa Clara CA 95051	408-246-9740	Rodriguez	Roy	2		1/29/2006
399	395	Valdez	Rosa	2250 Shamrock Dr #2	Campbell CA 95008	408-369-9038	Pacheco	Jorge Luis	5	2/26/1997	2/26/2006
400	396	Valencia	Rosa	1105 Appian Ln #B	San Jose CA 95116	408-295-7940	Sandoval	Gloria Elen	2	3/26/2001	3/26/2006
401	397	Varali	Salustia	2246 Shamrock Dr #2	San Jose CA 95008	408-371-3188	Varali	Paloma Ca	5	10/8/1999	4/2/2006
402	398	Varela	Maria	1560 Almaden Rd, Apt 102	San Jose CA 95125	408-298-2855	Varela	Nayeli	0		1/29/2006
403	399	Varela	Maria	1560 Almaden Rd, Apt 102	San Jose CA 95125	408-298-2855	Varela	Juan	3		1/29/2006
404	400	Vargas	Defensa	955 S 6th St #1201	San Jose CA 95112	408-293-6390	?	?	4	2/5/1998	2/5/2006
405	401	Vargas	Eduuiges	149 Sutter St #1	San Jose CA 95110	408-288-5375	Vargas	Mario	0	5/9/2002	2/19/2006
406	402	Vargas	Silvia	996 College Dr Apt 13	San Jose CA 95128	408-460-7242	Meron	Adrian	0	2/5/2003	2/5/2006
407	403	Vasquez	Oscar	Jeanne Ave 942?	?	408-287-9088	?	?	5	2/5/1997	2/5/2006
408	404	Vasquez	Pedro	3672 May Ln	San Jose CA 95124	408-930-6010	Vasquez	Miguel	2	7/29/2000	3/25/2006

	A	B	C	D	E	F	G	H	I	J	K	L
409	405	Vazquez	Enrique	981 Prospect St.	San Jose CA 95110	408-947-7636	Vazquez	Irazema	2		1/29/2006	261A
410	406	Vazquez	Enrique	981 Prospect St.	San Jose CA 95110	408-947-7636	Vazquez	Enrique	2		1/29/2006	261A
411	407	Vazquez	Isabel	1662 Tampa Court	San Jose CA 95122	408-258-5078	?	?	5	10/22/1997	2/4/2006	
412	408	Vazquez	Jose	5311 Pebbletree Way	San Jose CA 95111	408-362-1781	Vazquez	Jessy	3	2/20/1999	2/13/2006	
413	409	Vazquez	Jose	320 Sands Drive #105	San Jose CA 95125	408-723-1854	?	?	4	10/14/1998	2/19/2006	
414	410	Vazquez	Teresa	1121 Sherman St	San Jose CA 95110	408-292-5096	?	?	5	4/1/1998	3/25/2006	
415	411	Velazquez	Ana	2024 Liberia Circle	San Jose CA 95116	408-561-8865	?	?	1	10/26/2001	2/12/2006	
416	412	Verde	Isabel	646 Fuller Ave	San Jose CA 95125	408-592-5072	Merino	Luis	0		1/29/2006	
417	413	Villa	Antonio	1508 Almaden Rd #10	San Jose CA 95125	408-679-9210	Villa	Anthony Jr	2	9/24/2000	2/26/2006	
418	414	Villa	Antonio	1508 Almaden Rd #10	San Jose CA 95125	408-679-9210	Villa	Jennifer	4	?	2/26/2006	
419	415	Villa	Hector	350 Budd Ave #1116	Campbell CA 95008	408-828-2564	?	?	2	3/25/2000	2/5/2006	
420	416	Villa	Hector	350 Budd Ave #1116	Campbell CA 95008	408-828-2564	?	?	2	3/25/2000	2/5/2006	
421	417	Villa	Yolanda	839 Harliss Ave	San Jose CA 95110	408-275-9431	Angel	Luis	?	3/21/2006	2/4/2006	
422	418	Villalobos	Adelfa	439 S 4th St. #19	San Jose CA 95112	408-298-5302	Julian	Jose	0	10/12/2002	2/12/2006	
423	419	Villalobos	Hemila	10111 Lyndale Ave	San Jose Ca 95127	408-272-1215	?	?	1	2/11/2002	2/11/2006	
424	420	Villalobos	Maria	1220 Gainsville Ave	San Jose CA 95122	408-929-8871	Villalobos	Edgard	4	3/25/1998	3/25/2006	
425	421	Villalobos	Maria	1220 Gainsville Ave	San Jose CA 95122	408-929-8871	Villalobos	Deisy	2	3/25/2000	3/25/2006	
426	422	Zavara	Saul	801 Farm Drive #1	San Jose CA 95136	408-661-5901	?	?	5		2/5/2006	

A	B	C	D	E	F	G	H	I	J	K	L
427	Not Verified										
428	423 ?	Lorena	1164 Hazelwood Ave	Campbell CA 95008	408-364-0705	?	?	0	10/13/2002	2/19/2006	
429	424 ?	Lorena	1164 Hazelwood Ave	Campbell CA 95008	408-364-0705	?	Janet	4	?	2/19/2006	
430	425 ?	Magali	117 Poms Circle ?	San Jose CA 95116	408-272-3272	?	Ozmar	2	?	2/19/2006	
431	426 ?	Magali	117 Poms Circle ?	San Jose CA 95116	408-272-3272	?	Tzanda	1	?	2/19/2006	
432	427	Aguilar	2389 Moorpark Ave #1	San Jose CA 95128	408-293-6774	?	?	4	3/8/2006		
433	428	Alvarado	Euselda	881 Vine St	San Jose CA 95110	415-240-6784	Araica	Fatima	0	5/28/2002	3/5/2006
434	429	Andrade	Jorge	2136 Main Street Apt #1 (not san jose)	?	408-247-4941	?	?	4	12/10/1997	2/5/2006
435	430	Angel	Juan	785 Page St	?	408-292-8719	?	?	3	4/15/1999	2/11/2006
436	431	Bacueras?	Jose	2285 Lanul Ave?	?	408-926-1739?	?	?	4	1/19/1998	2/4/2006
437	432	Balderas	?	4607 Capay Dr #14	San Jose CA 95118	408-264-5251	Balderas	Jade	1	1/27/2001	2/12/2006
438	433	Barragan	Maria	1318 Pelher Ct	San Jose CA 95121	408-972-1735	?	?	4	11/13/1997	2/5/2006
439	434	Briones	Mario	751 Second St	San Jose CA 95112	408-280-1429	?	Kevin	0	?	2/19/2006
440	435	Carmen	M	110 Graham Ave #3	San Jose CA 95110	?	Carmen	Ricardo	5	2/4/1997	2/4/2006
441	436	Carmen	M	110 Graham Ave #3	San Jose CA 95110	?	Carmen	Maricela	3	2/4/2000	2/4/2006
442	437	Carrillo	Glorinelli	526 Columbia Ave	San Jose CA 95126	408-230-2547	Montiel	Ariana	2		1/29/2006
443	438	Carrillo	Glorinelli	526 Columbia Ave	San Jose CA 95126	408-230-2547	Montiel	Nalleli	5		1/29/2006
444	439	Clark	Lidia	940 Dear Meadow Court	San Jose CA 95122	408-287-9253	Barrios	Elena Marr	?	?	2/5/2006
445	440	Correa	Araceli	1105 Vine St	San Jose CA 95110	?	Cruz	Emma	4	10/27/1998	3/19/2006
446	441	Correa	Araceli	1105 Vine St	San Jose CA 95110	?	Cruz	Karen	2	11/2/2000	3/19/2006
447	442	Cruz	Guadalupe	1035 S 12th St.	San Jose CA 95112	408-880-5245	Cruz	Fernando	0		1/29/2006
448	443	Cruz	Guillermina	282 Orosi Way	San Jose CA 95116	408-279-0618	Lara	Jesus	?	12/16/2000	3/19/2006
449	444	Cruz	Guillermina	282 Orosi Way	San Jose CA 95116	408-279-0618	Cruz	Noeli	?	10/6/2002	3/19/2006
450	445	Eduardo	Rebecca	153 Sutter St #3	San Jose CA 95110	408-293-9155	?	?	1	2/19/2001	2/5/2006
451	446	Endez	Lidia	747 San Fernando St		408-938 0991	Endez	Zabhir	2	8/2/2000	3/12/2006
452	447	Figueroa	Socorro	892 Elmas Ave #2	San Jose CA 95125	408-297-2082	Figueroa	Vanessa	3	3/19/1999	2/26/2006
453	448	Figueroa	Socorro	892 Elmas Ave #2	San Jose CA 95125	408-297-2082	Zaraja	Francisco	1	3/30/2001	2/26/2006
454	449	Flores	Angela	702 Vine St	San Jose CA 95110	408-289-9538	Cortez	Jennifer	2	1/22/2002	3/8/2006
455	450	German	?	650 Drake St	San Jose CA 95125	408-271-9154	?	?	3	12/20/1998	2/12/2006
456	451	Gomez	Patricia	213 Bixby Dr.	?	408-942-7725	?	?	0	2/15/2002	3/5/2006
457	452	Gonzalez	Maria	998 S 12th St	San Jose CA 95112	408-293-7582	?	?	4	2/19/1998	2/19/2006
458	453	Gonzalez	Raul	4558 Aptos Ave	San Jose CA 95111	408-360-9232	?	?	5	10/28/1996	2/5/2006
459	454	Licon	Liliana	1841 Bermuda Way	San Jose CA 95122	408-924-5622	Licon	Luis	4	10/20/1998	2/19/2006
460	455	Linares	Natalie	648 Minor Ave	San Jose CA 95125	408-849-3109	Linares	Patricia	1	3/5/2001	3/5/2006
461	456	Llamas	Cecilia	73 Duane St #2	San Jose CA 95110	408-294-1147	?	?	3	8/5/1999	2/19/2006
462	457	Lopez	Araceli	471 Calero Ave	San Jose CA 95123	408-362-9493	Amaro	Irma	2	2/19/2000	2/19/2006
463	458	Lopez	Araceli	471 Calero Ave	San Jose CA 95123	408-362-9493	Amaro	Elizabeth	?	?	2/19/2006
464	459	Lopez	Juana	1217 Vine St	San Jose CA 95110	408-726-1555	Lopez	Cristina	4	9/22/1998	3/8/2006
465	460	Lopez	Maria	1324 S Winchester Blvd #88	San Jose CA 95128	408-849-1436	?	?	4	8/23/1998	2/19/2006
466	461	Moya	Angela	4325 Senter Rd	San Jose CA 95111	408-229-1199	Moya	Jocelyn	5	12/30/1996	2/13/2006
467	462	Moya	Angela	4325 Senter Rd	San Jose CA 95111	408-229-1199	Moya	Jacqueline	2	9/5/2000	2/13/2006
468	463	Nolasco	Maria	2786 Chopin Ave	San Jose CA 95122	408-531-9586	Nolasco	Odalys	0		1/29/2006
469	464	Ortiz	Rocio	692 Richmond Ave #3	San Jose CA 95128	408-279-5139	Banales	Karia	3	2/19/2000	2/19/2006
470	465	Oseda	Herlinda	501 Hannah St	San Jose CA 95126	408-294-6185	Ojeda	Santiago	5	1/8/1997	2/19/2006
471	466	Oseda	Herlinda	501 Hannah St	San Jose CA 95126	408-294-6185	Ojeda	Jesus	2	?	2/19/2006
472	467	Perez	Rosa	1107 S Almaden Ave	San Jose CA 95110	408-279-0883	Perez	Jonathan	2		1/29/2006
473	468	Quintero	Felix	421 Belmont Way	San Jose CA 95025	408-292-5189	Quintero	Sonia	4	2/5/1999	2/5/2006
474	469	Quintero	Felix	421 Belmont Way	San Jose CA 95025	408-292-5189	Quintero	Vanessa	?		2/5/2006
475	470	Romo	Ruben	55 Cleveland Ave	San Jose CA 95128	408-768-8106	Romo	Griselda	5	2/19/1998	2/19/2006
476	471	Romo	Ruben	55 Cleveland Ave	San Jose CA 95128	408-768-8106	Romo	Nelly	2	2/19/2001	2/19/2006
477	472	Romo	Ruben	55 Cleveland Ave	San Jose CA 95128	408-768-8106	Romo	Karen	0	?	2/19/2006
478	473	Soto	Gloria	267 Story Road	San Jose CA 95122	408-726-8673	?	?	?	4/11/06?	2/5/2006
479	474	Toscano	Ana	170 W Virginia St Apt #4	San Jose CA 95110	408-288-8936	Lopez	Alejandra	2?		2/5/2006
480	475	Toscano	Ana	170 W Virginia St Apt #4	San Jose CA 95110	408-288-8936	Lopez	Jose	4?		2/5/2006

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

The student we are shadowing, Jose, has a typical schedule for a ROPS second grader. He arrives at school between 7:30 a.m. and 8:00 a.m. for breakfast. Today, two Junior Associates, Ms. Gray and Mr. Green are watching Breakfast and Recess. Junior Associates each spend one of the morning planning periods each week covering arrivals, breakfast, and recess. If Jose finishes breakfast in time, he can spend a few minutes on the playground. Jose knows that most of the teachers are all meeting in the faculty room, as they do every day from 7:15 a.m. to 8:15 a.m.

As a second-grader, Jose begins his day in the classroom at 10:30a.m. At 8:30a.m, he attends the before-school Intervention program in the Learning Lab with Ms. Gray, a Junior Associate. This is his favorite part of the day. He can decide what he wants to do. Ms. Gray is the only teacher for 80 second graders, so they've rehearsed all of the procedures carefully and Jose knows what he needs to be doing during Lab time. He knows he has to read at least one book a day, and there are always a few assignments on the computer that he has to finish. The first thing he does is to read a book about Lizards and take a test on *Accelerated Reader*. Jose is good at logging in to the system and selecting the test he needs to take. After he takes his test, he has a few minutes before he is going to move onto the computers for curriculum work, so he traces the lizards from the book and writes their names down to show his friends. Ms. Gray has been very clear with the class about which kinds of activities she thinks are appropriate and which are just play. Then it is time for Jose to get online to do some Reading. When he logs on, the system puts him into a program called *Fluent Reader*. *Fluent Reader* helps him read a passage of text quickly into the microphone as if he was talking, not reading. Then it reads along with him, and finally he reads it again. This usually helps him to read the passage faster and better as long as the text isn't too hard. When he finishes this, the system moves him to another program called *Destination Reading* to work on some long words. Jose has a hard time saying these words, but the system helps him divide them up and pronounce each part of the word separately and then put them back together. Some day, Jose wishes he could stay on the computer all day.

At 10:30 a.m., Jose has Content, which rotates between Social Studies, Science, Arts, or Spanish. Back in his classroom, Ms. Winters, is ready to begin. Ms. Winters, a Junior Associate, is one of his favorite teachers because she is helping him learn to read challenging books in Spanish. When he takes books home to read at night, he always brings one in Spanish to make his parents proud. Jose has Spanish, Art, or Music during this time each day for a full hour.

At 11:30 a.m., Ms. Winters finishes teaching Spanish and the class begins Social Studies. They are currently studying the history of the California Missions. Jose researchers the mission in San Juan Bautista using the computers in the classroom. Another member of his group is working on writing up the research in a paper. A third is putting together a PowerPoint presentation for the class. Jose wants to include a video he found on the web. Jose loves learning about the heritage of Mexican people in California.

At 12:30 p.m., Jose goes to lunch with the rest of the second graders. Ms. Gray will be with him during recess, lunch, just as she was with him earlier in the Learning Lab.

At 1 p.m., Ms. Springer, the Literacy Specialist, comes to class. Jose knows that Ms. Gray and Ms. Winters are teaching other students during this time. Jose always likes to sit in small group with Ms. Springer because she likes to listen to him read and the group is never larger than seven students. He also thinks the Literacy centers that she manages during reading time are fun. He's not sure how, but Ms. Springer seems like she is able to see everything that is going on at the centers while she is teaching the small reading group. Ms. Springer says that Jose is making great progress in reading, and he is proud that he is starting to read chapter books. After everyone is done working in groups with Ms. Springer, she spends the remaining time doing Writer's Workshop.

At 3 p.m. Ms. Gray takes everyone out for an hour of recess. That's good, because Jose needs some time to run around. Second grade has a full hour in the afternoon and they usually play soccer. Ms. Gray comes by to ask him how his mother is doing. She just had a baby a month ago, but Jose says she is doing fine. He likes talking to Ms. Gray about what's going on at home, because she always seems so interested.

At 4 p.m., Dr. Carman, the Math Teacher, comes to class. Dr. Carman is really funny. Jose always loves when they do Speed Math to practice their addition and subtraction, but his favorite part is when Dr. Carman writes a word problem on the board and everyone works in groups to try to solve it. Jose is good at Math and his group often gets the right answer.

By 5 p.m. the day is done and Jose's parents pick him up. Jose is very proud of all that he is learning.

Appendix C. A Day in the Life of a Teacher

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

Junior Associate

Sally Green is excited to be starting her second month at ROPS. She still remembers the day when ROPS came to Stanford to recruit. She couldn't believe that there was a way to teach and earn a salary that would let her live in the Bay Area. She scrapped her plans for Medical School and signed up. So far, it has been intense, but Sally loves the school's mission. She has passed the CBEST and CSET and is enrolled with Alliant Education to receive her credential. She is enrolled with the New Teacher Center at UC Santa Cruz to work on her classroom management. She is also excited to be in the Literacy department. Her mentor teacher, Ms. Springer is a great teacher and really cares about helping her learn the profession. She hopes that she can progress to Senior Associate next year, but that's a long way away. Sally is one of the grade-level teacher for Kindergarten, so she spends a lot of her time with these eighty students. She loves talking to her students about their family life, something she wouldn't have time to do if she didn't have them for lunch, recess, and Learning Lab.

7 a.m. Sally arrives at school.

7:15 a.m. Sally goes to the daily School Meeting. This is a Tuesday, so today the teachers will discuss individual student issues. After speaking to the homeroom teacher and student's parents, she has put one of her Kindergarten on the agenda for discussion. When it is her turn, she discusses the behavior issues she has been having at Lunch and Recess. The homeroom teacher echoes many of the same concerns with his in-class behavior. The other two teachers in this meeting group have the boy in their Literacy and Math classes and discuss what they have seen. Sally discusses that the boy faces a very challenging situation at home and is probably acting out in response to that situation. The pattern seems very clear after gathering this input. Then they discuss common procedures they can use with the boy and a reward system based on his behavior throughout the day to be administered by Sally at the end of the day. It helps Sally a lot to get the more senior teachers perspective and she leaves the meeting thinking about new ways to work with him.

8:30 a.m. Sally teaches her daily Reading class. It has taken her a while to master Guided Reading, Literacy Centers, and Writer's Workshop, but her students are really starting to make progress. She loves the way she can get data on their fluency every day from the Learning Lab. It helps her make data-based decisions about how to group and instruct her students to maximize their achievement.

10:30 a.m. Sally teaches Spanish and Arts to her homeroom Kindergarten class. She works with a team of four Jr. Associates to teach each class in Kindergarten. Two of the

teachers teach Spanish and Arts and the other two teach Social Studies and Science, so that each teacher has two Kindergarten classes that she sees each week. Sally splits her time evenly between the subjects today. Some days, she integrates the two, conducting themes like the California Missions in which students act out important historical moments in Spanish and construct models of the mission in Arts. Tomorrow she will teach the same lesson to her other first grade class.

11:30 a.m. Sally takes the Kindergarten class to Lunch.

12 p.m. Sally continues her Spanish and Arts class.

1 p.m. Sally has an hour for lunch and planning time. She is teaching the same Arts and Spanish lessons tomorrow, so she feels ready for that. She plans her reading lesson a week in advance, choosing books, word work, and spelling lists for each of her three reading groups. Today, she reviews those lessons and makes a couple of revisions for one group that she wants to spend some more time tomorrow on an easy book.

2:00 p.m. Sally takes the Kindergarten class to recess. She makes sure that everyone is following school rules on the playground and then goes to talk to a few of the students who she has heard concerns about from other teachers. The time during recess really helps her keep track of what each student is doing, although she had to learn to be very organized about which students and issues to talk about each day.

3 p.m. Sally has the Kindergarteners in Learning Lab for two hours. The children love reading and using the computers, but it's taken her a while to get everyone used to the routines. Sally posts a print-out each day which shows the students whether they start in the Reading Nook or on the Computers. Most students split their time between the two although about a dozen students have been focused by their Literacy or Math teachers to spend more time on one or the other. Sally uses a Dashboard program on her computer to see what every student should be doing and if a student isn't making progress, their icon turns red and Sally goes to offer them help.

5 p.m. Sally's day is done. She loves working in an environment with such enthusiastic teachers and motivated students. She often goes out to dinner with the other Junior Associates or Senior Associates and talks about ROPS.

Senior Associate

Enrique Cruz is a Senior Associate in Math at ROPS. In his third year, he is already feeling very confident about his teaching. Enrique had previously taught middle school Math for two years, but jumped at the chance to move to the elementary level but continue to teach Math all day. He had been so frustrated with children's lack of mathematical reasoning, and he finally had a chance to fix it.

7 a.m. Enrique arrives at school

7:15 a.m. Enrique goes to the School Meeting. Today, the Math Specialist, Ms. Hughes, is meeting one on one with the Junior Associates to review her observations of their classes. This gives Enrique some time to work on his plans for next week.

8:30a.m. Enrique teaches first grade math. They are working on visualizing the addition of two single-digit numbers whose sum > 10 . He has them start by filling a transparent tube with the right number of blocks for the first number. Then, they have to add blocks for the first number. He's trying to get students to automatically predict how many blocks from the second number need to be added to the tube in order to make a ten. This is the first in a week's worth of lesson on counting through tens, but some of his advanced students are already getting it.

9:30 a.m. Enrique teaches math to his second class of first graders.

10:30 a.m. Enrique has one and a half hours for lunch, planning, collaboration and observation of Math team members.

12 p.m. Enrique teaches Kindergarteners math. He is working with them to count to 20. Some of the math teachers have a hard time mastering all of the material from K – 5, but for Enrique, it all fits together. He uses songs and pictures to help students visualize the numbers. He has kids take different body positions as they say each number. He is a big believer that a variety of approaches makes it more likely that a student will latch on to one as a way of remembering their numbers.

1 p.m. Enrique teaches his second Kindergarten math class.

2 p.m. Enrique has an hour for planning, collaboration and observation of Math team members.

3 p.m. Enrique teaches Math to the third grade. He is focused on word problems related to multiplication and division. Enrique believes in pictures and finds that his students who can visualize a problem can usually solve it. He writes three word problems on the board and then works with individual students as they first draw a picture of the problem and then solve it.

4 p.m. Enrique teaches Math to a second third grade class.

5 p.m. Now that Enrique is mid-way through his first year of elementary Math, he feels like he really has a handle on the subject matter. He loves working with younger kids to get them excited about math and thinking about the concept and not just calculations. He knows that his kids will be ready for Algebra when they graduate from ROPS.

Literacy Specialist

Mary Springer is the Literacy Specialist at ROPS. Although she has only been teaching five years, she was previously the highest ranked classroom teacher in her school district for student achievement in literacy. She is a very active member of the International Reading Association and is beginning to work on her PhD in Early Childhood Literacy. When she found out that she could teach and mentor within her specialty all day long, she was sold on ROPS. The fact that she can finally afford to live in Santa Clara County and save a little money each month besides has finally made her feel that teaching was the right professional choice.

7a Ms. Springer arrives at school.

7:15a It is a Wednesday morning in the School Meeting which means that the Literacy Department is all together. Now that they are in the second half of the year, Ms. Springer is starting to focus heavily on areas which can have really significant benefits for student achievement on state tests. In addition to being an important aid in building student comprehension, effective Vocabulary teaching focuses students on picking apart words for the meanings of their roots and affixes. This can be a huge help in determining the meaning of a key word in a reading passage or Science question. Ms. Springer brought in the Stanford Education literacy group to present a method for effective instruction in roots and affixes. The team has been working on it for about three weeks now and just gave its first checkpoint exam to see if it has been effective in determining the meaning of words in context. Looking at the data from this exam, the team talks about what seems to be working and what is not. Students are doing much better on prefixes than suffixes. Ms. Springer's experience tells her that prefixes have more concrete meanings than suffixes. The team talks about ways to help students visualize suffixes to help them remember their meaning. They agree to each introduce an exercise on this during next week during the time Ms. Springer is observing to see if they can improve performance on suffix decoding.

8:30a Ms. Springer teaches a Kindergarten Literacy class. She was a Kindergarten teacher before, and this is one of her favorite parts of the day. Helping young children turn on the light bulb in phonemic awareness is very rewarding. Ms. Springer conducts Guided Reading groups for the first hour of the two hour block. She has three groups of six or seven children, divided by reading ability. At the beginning of the year, she divided the students by much earlier skills like their understanding of correspondence between letters and sounds. However, with a lot of work, almost all of her students are now able to read at least the lowest level little books effectively. She spends a lot of time before each book discussing the background with her students. Since some are still making the transition to English, she mixes her descriptions between English and Spanish. Ms. Springer's Spanish is not great, but it is good enough to work with the students. Ms. Springer knows that these students should be able to read and comprehend a Level 4 book by the end of the year and she approaches her guided reading groups as a practical way to provide them the current skills they need to get there. Vocabulary for these students is primarily about recognizing and understanding the meanings of the 220 sight words. She augments this with oral vocabulary work on many basic English words.

She also prescribes intensive amounts of Oral Vocabulary work for the students in the Learning Lab on Renaissance Learning's *English in a Flash*.

10:30 Ms. Springer observes her Senior Associates teaching Third Graders. Third Graders are prime for Vocabulary instruction and since this is the focus for this period, she has pushed the associates hard to gear this weeks lessons towards vocabulary. She walks between the three classrooms during the two hour period. She is most concerned with Valerie's approach. She spoke with Valerie last week, who never had explicit vocabulary instruction herself as a student. Since she gained most of her vocabulary through wide reading, she doesn't have a good intuition of her students ability to learn this way. Ms. Springer spends most of the class taking notes on Valerie's lesson and schedules twenty minutes with her during tomorrow's School Meeting to discuss her impressions.

12p Ms. Springer eats Lunch.

12:30p Ms. Springer teaches a Third Grade Literacy class. She decided to move a few students between classes during the Third Grade Literacy block so that she can work with a lot of the most struggling students. Ms. Springer knows that ROPS aims to have all of its Third Graders above grade level. Halfway through the year, she is feeling pretty good. However, she has two students in this class that are still struggling. She has brought an outside Literacy specialist in to observe as well as provided a substitute for her Senior Associates so that they can observe these students as well. She uses her own process of working with these students as a way of teaching them how to approach their own challenging students. She met last week with the mother of one of the girls, and determined that part of the problem is that she does not have enough time at home to read in a quiet place. Although her mother is supportive, there just isn't room in the house or time for the mother to supervise. This means that the girl is not getting enough practice at each reading level and not quite ever developing full comprehension. At this point, she has about four months of time to grow by six months. Ms. Springer decides to reschedule the child's Learning Lab time to give her a full hour of Independent Reading at the beginning and end of the period, and then to agree with her that she should be reading at least two books each day during that time. In addition, she is making her speak more during the group's discussion of each book they read in Guided Reading. She has had students in this position before, and is going to really push to help her make it by the end of the year.

2:30p Ms. Springer has half an hour to talk to one of the Junior Associates before her Reading lesson.

3p Ms. Springer observes her Junior Associates during their Literacy Instruction time. This is one of the most challenging parts of her job. Often, her Junior Associates are so green that they can barely manage their classrooms. Ms. Springer approach to learning is to work with each student at their level, and she applies this to her Junior Associates. Jose is a gifted teacher. Although he is only in his fifth month of teaching, he seems to

understand children effortlessly. He has a no-nonsense approach to discipline and classroom management that keep things running smoothly. Jose is really starting to work hard on his Literacy Instruction. He has a Fourth Grade class and is working very hard on suffixes. He has students act out suffixes, draw them, and sing chants. He has set the students up in heterogeneous groups by reading level for these exercises so that his top students can help the ones that are still struggling. His results have been as strong as many of the Senior Associates. Ms. Springer offers Jose several tips in real-time during the lesson and then leaves him alone to teach. She spends the rest of her time with Josh. Josh has been struggling not just in Literacy, but in the Social Science classes he teaches. He is just beginning to develop his classroom management techniques and build his intuition of student behavior. Ms. Springer talks a lot with him during class about specific interactions and schedules twenty minutes to speak with him tomorrow morning. She thinks Josh will probably develop into a great teacher because he has a great understanding of Literacy, but his lack of sense of students is currently making him feel bad. She helps him to put his experience in context and to set his goals very concretely on developing his classroom techniques.

5p Ms. Springer loves her job. The combination of helping the most needy students and working with smart young teachers is a perfect fit for her.

Appendix D. Course Objectives and EL Strategies

All curricula will be based on the California State Frameworks and Academic Content Standards of California Public Schools. Within the context of those standards, the key objectives students are expected to master by the end of their grade levels are listed below. In order to identify the key objectives (also referred to as ‘power standards,’ or ‘big ideas,’) we examined the standards in terms of how heavily they are assessed on State standardized tests (STAR), and we examined the level of Bloom’s Taxonomy required by each standard. This process allows us to determine which standards are most important in the eyes of the State, and which standards are at a high level of cognition, and will therefore require significant time and focus for students to achieve mastery. The intent of the process is not to eliminate standards. All grade-level standards will be addressed in every course. Rather, the intent is to prioritize the focus of instruction, and build units around power standards, thus incorporating the other standards into this more meaningful, cognitively complex context. The result of this planning process is illustrated in Appendix G, by the sample standards-based units and lesson plans provided in that section. As described in the body of the petition, under “Professional Development”, Jr. Associates will be trained to unpack and prioritize the standards for their courses, and will develop standards-based units and lesson plans using that process.

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

Literacy

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

- Phoneme isolation – “What is the first sound in hat?”
- Phoneme identification – “What sound is the same in hat, hand, and hair?”
- Phoneme categorization – “Which word doesn’t belong: hat, had, bad?”
- Phoneme blending – “What word is /h/ /a/ /t/ ?”
- Phoneme segmentation – “Break up hat for me into its sounds.”
- Phoneme deletion – “What is hat without the /h/?”

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- Phoneme addition – “What word do you get if you add an /s/ to the end of hat?”
 - Phoneme substitution – “What word do you get if you start with hat and change the /a/ to an /i/?”

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

We plan on following the general Words Their Way stages in our “word work” (as we will call it, rather than phonics). These stages form building blocks for students. For example, students are usually able to identify initial consonants before any other part of a word. Word work activities like sorts, matching games, and making words exercises, therefore, will be focused on this area before short vowel sounds. In addition to occurring in the middle of the word, short vowels are often confusing to EL students when the sound does not occur in their language. We can expect to spend days helping our students differentiate the short vowel sounds of /a/, /e/, and /i/ which sound almost identical to many ELs. Likewise, student spelling is highly correlated with their current stage of development in recognition, so our spelling lists will be leveled based on a child’s word work as well. The Words Their Way stages are:

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

Fluency Fluency is the ability to read text accurately and quickly. It reflects the readers’ ability to automatically recognize words instead of decoding them. Combined with vocabulary development (not just recognizing but understanding the meaning of many words), fluency is a crucial stepping stone to comprehension. If a student is spending most of their mental energy using their phonics skills to decode words, they don’t have as

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

We also believe that memorizing the Dolch word list of 220 sight words is an effective way to jump-start a new reader's fluency. Though we are not strong proponents of rote memorization in general, we have found that the time it takes to commit these words to memory pays off many times over by allowing students to focus less energy on decoding and more on comprehension in their early reading lessons. Not only does this speed progress, but it decreases their frustration. We want students to love reading, and being able to read something easily (even a word initially) is motivating.

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

level texts were an important component in his student's dramatic reading progress. ROPS' Learning Lab will have a library of leveled texts to aid our students in their independent reading. We also believe that reading great children's books builds a student's love of reading, so our library will also include these books for students' general enjoyment and they will have time each day to read not only leveled books but fine children's literature.

Vocabulary Vocabulary is the lexicon of words that a student understands. The level of understanding (precision) can vary from word to word. There are two kinds of vocabulary instruction that we plan on conducting at ROPS. First, direct instruction of key vocabulary words. The most important aspect of this type of instruction is repeated exposure and manipulation of these words. For example, if a teacher has five vocabulary words in a week, these words should occur in one or two of the read-alouds that week, in a teacher-led reading group selection, and students should be given the ability to practice those words through various exercises in reading centers. The Lead Petitioner had success with Vocabulary instruction using a method called word webs. Students were required to write the vocabulary word in one circle and then connect that circle to other circles which had words or short phrases like that word. The point of this exercise was to help students develop a general meaning of the word in relationship to other words they knew, even if they could not precisely define the word. This is very useful in reading a new text because the combination of a general understanding of the word along with context and visual clues can help build a complete understanding. The second method of building vocabulary is giving students the tools they need to accelerate the building of their vocabulary. Our word work will progress past phonics to focus on word parts like prefixes, suffixes, and roots which can give clues about the meaning of a word. One exciting thing about this for EL students is that if the language they speak is a Latin derivative, they are likely to know roots that English-only students will not, because these words are common in their language, but not in English. Another way that we believe we can build our EL students' vocabulary is through the use of cognates. There are 15,000 words that share similar meanings between English and Spanish, though they usually have different pronunciations. Explicitly relating a new English word to its cognate can make the development of vocabulary much easier.

Comprehension Comprehension is a student's understanding of the text they have read. Ultimately, all of the other areas in reading are about improving a student's comprehension. Comprehension is also the most difficult area for all students, and in particular can be difficult for EL students who lack the background knowledge to understand some of the concepts. While developing the other areas of literacy will give students the ability to focus on comprehension, they will often choose to focus on fluency instead. Direct Instruction in comprehension helps to build the student's ability to focus their mental energy on understanding. Initially, one of the most important parts of comprehension is for the student to identify what they don't understand. Once this realization has happened, the teacher can work with the student on strategies to develop an understanding – reading back in the text for clues, skipping the section and coming back, rephrase what they have read, formulate clarifying questions, etc. In general,

comprehension progresses from factual (does the reader understand what was written) to analytical (can they compare and contrast this with another story they've read for example) to inferential (what was the author's purpose in writing this text). Comprehension for fictional works relies on very different skills than non-fiction text and ROPS plans on teaching techniques for both explicitly.

English Language Development Through Literacy

EL Level	K-2	3-5
Beginning (CELDT 1)	Teachers use chants and songs to introduce basic phonemes. Students receive instruction on survival communication. Teachers use controlled speech rate and variation. Cognates (words with common roots and look or sound similar in related languages) that exist between primary and English language are used to explain simple concepts. Writer's workshop is a time for telling stories orally in the primary language, and then drawing those stories to make them comprehensible in English. The teacher uses those drawings to help students develop new vocabulary.	Teachers present the English alphabet using visuals and songs. Rhythm and repetition are key strategies for getting students accustomed to the sounds of spoken English. Daily rituals (morning meeting, bathroom pass requests, etc.) require students to use simple greetings and other phrases. Students have opportunities to tell and re-tell stories using drawing, mime, and basic words. In writer's workshop, students develop complex stories through pictures, and work with the teacher to put those stories into words. Teachers allow students who are literate in their primary language to write a translated version of their story.
Intermediate (CELDT 2-3)	Students are engaged in real-world activities that require them to communicate basic needs, and describe common objects orally and with basic written language. In writer's workshop, the teacher introduces story boards with pictures and words to help students comprehend stories and to help them develop their own writing. Students practice reading aloud with rhyming poetry and stories, and have opportunities to dramatize fiction to enhance understanding.	Teachers present students with oral and written comprehension activities. In centers, students use audio books and then respond to texts in writing, using simple sentences. Significant time is spent on pre-reading vocabulary development activities. During writer's workshop, students focus on getting their first draft in writing, using invented spelling as needed. The revision process is an opportunity for the teacher to reinforce conventions, and teach new spelling concepts.

EL Level	K-2	3-5
Advanced (CELDT 4-5)	Teachers challenge students to find spelling patterns when reading. Students are given literature that is accessible but requires them to decode around 5-10% of the words they encounter. Centers allow students to explore vocabulary through antonyms and synonyms, and to explore how word meanings change in different contexts. Students read and respond to grade-level literature orally and in grade-appropriate writing. Students analyze and compare literary devices used in different forms of prose. Students have multiple opportunities to read aloud for authentic purposes. Teachers use recording and feedback to help students reflect on their read-aloud skills.	Students respond to texts using specific and appropriate language. The teacher uses many graphic organizers for both reading comprehension and pre-writing activities. Students have opportunities (dramatizations, speeches, circle time) to read aloud with accuracy and expression, from a variety of kinds of texts. Students read and write independently (and are able to self-correct) in literature circles and writer’s workshop. The teacher helps students identify topics that are high-interest, and assigns leveled literature that allows students to work in their zone of proximal development (not too easy, not too hard).

Literacy (English Language Arts) Course Objectives

Kindergarten

Reading

- Students will know about letters, words, and sounds. They will apply this knowledge to read simple sentences.
- Students will identify the basic facts and ideas in what they have read, heard, or viewed.
- Students will listen to and respond to stories based on well-known characters, themes, plots, and settings.

Writing

- Students will write words and brief sentences that are legible.

Written and Oral English Language Conventions

- Students will write and speak with a command of Standard English conventions.

Listening and Speaking

- Students will listen and respond to oral communication. They will speak in clear and coherent sentences.
- Students will deliver brief recitations and oral presentations about familiar experiences or interests, demonstrating command of organization and delivery strategies.

Grade 1

Reading

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- Students will understand the basic features of reading. They will select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and work parts. They will apply this knowledge to achieve fluent oral and silent reading.
 - Students will read and understand grade-level-appropriate material. They will draw upon a variety of comprehension strategies as needed.
 - Students will read and respond to a wide variety of significant works of children’s literature. They will distinguish between the structural features of the text and the literary terms or elements.

Writing

- Students will write clear and coherent sentences and paragraphs that develop a central idea. Their writing will show they consider the audience and purpose. Students will progress through the stages of the writing process.
- Students will write compositions that describe and explain familiar objects, events and experiences. Student writing will demonstrate a command of standard American English and drafting, research, and organization strategies.

Written and Oral English Language Conventions

- Students will write and speak with a command of Standard English conventions appropriate to this grade level.

Listening and Speaking

- Students will listen critically and respond appropriately to oral communication. They will speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.
- Students will deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking will demonstrate a command of standard American English and organizational and delivery strategies.

Grade 2

Reading

- Students will understand the basic features of reading. They will select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They will apply this knowledge to achieve fluent oral and silent reading.
- Students will read and understand grade-level-appropriate material. They will draw upon a variety of comprehension strategies as needed.
- Students will read and respond to a variety of significant works of children’s literature. They will distinguish between the structural features of the text and the literary terms or elements.

Writing

- Students will write clear and coherent sentences and paragraphs that develop a central idea. Their writing will show they consider the audience and purpose. Students will progress through the stages of the writing process.
- Students will write compositions that describe and explain familiar objects, events, and experiences. Student’s writing will demonstrate a command of

standard American English and drafting, research and organizational strategies.

Written and Oral English Language Conventions

- Students will write and speak with a command of Standard English conventions appropriate to this grade level.

Listening and Speaking

- Students will listen critically and respond appropriately to oral communication. They will speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.
- Students will deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking will demonstrate a command of standard American English and organization and delivery strategies.

Grade 3

Reading

- Students will understand the basic features of reading. They will select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They will apply this knowledge to achieve fluent oral and silent reading.
- Students will read and understand grade-level-appropriate material. They will draw upon a variety of comprehension strategies, as needed.
- Students will read and respond to a wide variety of significant works of children’s literature. They will distinguish between the structural features of the text and the literary terms or elements.

Writing

- Students will write clear and coherent sentences and paragraphs that develop a central idea. Their writing will show they consider the audience and purpose. Students will progress through the stages of the writing process.
- Students will write compositions that describe and explain familiar objects, events and experiences. Student’s writing will demonstrate a command of standard American English and drafting, research and organizational strategies.

Written and Oral English Language Conventions

- Students will write and speak with a command of Standard English conventions appropriate to this grade level.

Listening and Speaking

- Students will listen critically and respond appropriately to oral communication. They will speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.
- Students will deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking will demonstrate a command of standard American English and organization and delivery strategies.

Grade 4

Reading

- Students will understand the basic features of reading. They will select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They will apply this knowledge to achieve fluent oral and silent reading.
- Students will read and understand grade-level-appropriate material. They will draw upon a variety of comprehension strategies as needed.
- Students will read and respond to a wide variety of significant works of children’s literature. They will distinguish between the structural features of the text and the literary terms or elements.

Writing

- Students will write clear and coherent sentences and paragraphs that develop a central idea. Their writing will show they consider the audience and purpose. Students will progress through the stages of the writing process.
- Students will write compositions that describe and explain familiar objects, events and experiences. Student’s writing will demonstrate a command of standard American English and drafting, research and organizational strategies.

Written and Oral English Language Conventions

- Students will write and speak with a command of Standard English conventions appropriate to this grade level.

Listening and Speaking

- Students will listen critically and respond appropriately to oral communication. They will speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.
- Students will deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking will demonstrate a command of standard American English and organization and delivery strategies.

Grade 5**Reading**

- Students will use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.
- Students will read and understand grade-level-appropriate material. They will describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.
- Students will read and respond to historically or culturally significant works of literature. They will begin to find ways to clarify the ideas and make connections between literary works.

Writing

- Students will write clear and coherent and focused essays. Their writing will exhibit the students’ awareness of the audience and purpose. Essays will

contain formal introductions, supporting evidence, and conclusions. Students will progress through the stages of the writing process as needed.

- Students will write narrative, expository, persuasive, and descriptive texts of at least 500-700 words in each genre. Student writing will demonstrate a command of standard American English and research, organizational and drafting strategies.

Written and Oral English Language Conventions

- Students will write and speak with a command of Standard English conventions appropriate to this grade level.

Listening and Speaking

- Students will deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They will evaluate the content of oral communication.
- Students will deliver well-organized formal presentations employing traditional rhetorical strategies. Student speaking will demonstrate a command of standard American English and organizational and delivery strategies.

English Language Development

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

Grades K-2

Listening and Speaking

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

Reading Word Analysis

- Understand concepts about print
- Recognize and produce phonemes
- Understand sound-symbol relationships
- Segment sounds in words
- Track sounds in words

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- Read sight words and apply knowledge of word parts
 - Read abbreviations
 - Read aloud

Reading Fluency and Systematic Vocabulary Development

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

Reading Comprehension

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

Literary Response and Analysis

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

Writing Strategies and Applications

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

Writing Conventions

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

Grades 3-5

Listening and Speaking

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

Reading Word Analysis

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

Reading Fluency and Systematic Vocabulary Development

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

Reading Comprehension

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

Literary Response and Analysis

- Describe elements of poetry

- Identify setting and characters
- Respond to comprehension questions

Writing Strategies and Applications

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

Writing Conventions

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

Mathematics

English Language Development Through Mathematics

EL Level	K-2	3-5
Beginning (CELDT 1)	Beginning students can be placed in small groups to interact with either the teacher or assistant. The silent period need not be a passive time; math and language can be integrated to maximize language acquisition. Songs and chants are excellent ways of supporting concept learning. The teacher uses clear and slower speech rate and limits use of idioms in modeling vocabulary and basic math concepts. Manipulatives, big books, and colorful visual aids are used to introduce and practice number concepts. Calendar activities are oral as well as in writing that is modeled to show writing conventions such as capitalization of the names of the week and month. Word walls reflect academic as well as personal (survival) vocabulary. Students are asked to demonstrate learning in non-verbal ways (drawings and pictures) and through the use of invented spelling.	Students may have an understanding of basic operations from their previous schooling. Teachers need to teach vocabulary explicitly to facilitate students' transition into English. Students need to acquire calendar related words, quantity, comparison, geometrical terms, and ways of telling time. Students can be expected to answer in short phrases and can follow simple directions stated clearly and supported by visuals. At this stage students can benefit from referring to a bilingual dictionary.

EL Level	K-2	3-5
Intermediate (CELDT 2-3)	Teacher introduces more abstract concepts with the use of realia and manipulatives. Students can recite and sing rhymes and songs used in class. A greater variety of vocabulary is used to describe objects and their attributes in geometry and measurement. Teacher models the use of ordinal numbers using realia and hand-on activities. Students label simple drawings to show math concepts. Shared writing activities may serve as good scaffolds for students' emergent literacy. Students may also dictate their thinking.	Students can keep math journals to begin and continue using and writing complex vocabulary and sentences. Students can explain math algorithms and discuss their solutions orally. Teachers can support students' use of the text by providing a key vocabulary list with definitions as these appear per chapter. Students can use word maps to make distinctions among vocabulary words. Compare and contrast matrices can be used to support students' learning of more complex concepts.
Advanced (CELDT 4-5)	Teachers understand that students may sound like native speakers of English in most aspect of language yet they continue to need academic vocabulary support. The use of math journals allows students to record their learning at their own pace and abilities. Allow time for students to write and record more independently.	Students will be expected to perform at higher levels in their use of language. While students use complex vocabulary and sentences and write short narratives appropriate to math, teachers can monitor accuracy of vocabulary and expressions.

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

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

- Counting by rote
- One-to-one correspondence
- Conservation of number
- Numeral recognition/ linking symbols to quantities
- Numeral writing
- Thinking in groups
- Part-to-whole
- More/less
- Relationships top 5's and 10's
- Beginning addition and subtraction

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

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

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

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

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

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

Mathematics Course Objectives

Kindergarten

By the end of kindergarten, students will understand small numbers, quantities, and simple shapes in their everyday environment. They will count, compare, describe and sort objects, and develop a sense of properties and patterns.

Number Sense

- Students will understand the relationship between numbers and quantities.
- Students will understand and describe simple additions and subtractions.
- Students will use estimation strategies in computation and problem solving that involve numbers that use the ones and tens places.

Algebra and Functions

- Students will sort and classify objects.

Measurement and Geometry

- Students will understand the concept of time and units to measure it; they will understand that objects have properties, such as length, weight, and capacity, and that comparisons may be made by referring to those properties.
- Students will identify common objects in their environment and describe the geometric features.

Statistics, Data Analysis, and Probability

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- Students will collect information about objects and events in their environments.

Mathematical Reasoning

- Students will make decisions about how to set up a problem.
- Students will solve problems in reasonable ways and justify their reasoning.

Grade 1

By the end of grade one, students will understand and use the concept of ones and tens in the place value number system.

Students will add and subtract sums to twenty with ease. They will measure with simple units and locate objects in space.

They will describe data and analyze and solve simple problems.

Number Sense

- Students will understand and use numbers up to 100.
- Students will demonstrate the meaning of addition and subtraction and use these operations to solve problems.
- Students will use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, and hundreds places.

Algebra and Functions

- Students will use number sentences with operational symbols and expressions to solve problems.

Measurement and Geometry

- Students will use direct comparison and nonstandard units to describe the measurements of objects.
- Students will identify common geometric figures, classify them by common attributes, and describe their relative position or their location in space.

Statistics, Data Analysis, and Probability

- Students will organize, represent, and compare data by category on simple graphs and charts.

Mathematical Reasoning

- Students will make decisions about how to set up a problem.
- Students will solve problems and justify their reasoning.
- Students will note connections between one problem and another.

Grade 2

By the end of grade two, students will understand place value and number relationships in addition and subtraction and they will use simple concepts of multiplication. They will measure quantities with appropriate units. They will classify shapes and see relationships among them by paying attention to their geometric attributes. They will collect and analyze data and verify the answers.

Number Sense

- Students will understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000.
- Students will estimate, calculate, and solve problems involving addition and subtraction of two- and three-digit numbers.

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- Students will model and solve simple problems involving multiplication and division.
 - Students will understand that fractions and decimals may refer to parts of a set and parts of a whole.
 - Students will model and solve problems by representing, adding, and subtracting amounts of money.
 - Students will use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds, and thousands places.

Algebra and Functions

- Students will model, represent, and interpret number relationships to create and solve problems involving addition and subtraction.

Measurement and Geometry

- Students will understand that measurement is accomplished by identifying a unit of measure, repeating that unit, and comparing it to the item to be measured.
- Students will identify and describe the attributes of common figures in the plane and of common objects in space.

Statistics, Data Analysis, and Probability

- Students will collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations.
- Students will demonstrate an understanding of patterns and how patterns grow and describe them in general ways.

Mathematical Reasoning

- Students will make decisions about how to set up a problem.
- Students will solve problems and justify their reasoning.
- Students will note connections between one problem and another.

Grade 3

By the end of grade three, students will deepen their understanding of place value and their understanding of and skill with addition, subtraction, multiplication, and division of whole numbers. Students will estimate, measure, and describe objects in space. They will use patterns to help solve problems. They will represent number relationships and conduct simple probability experiments.

Number Sense

- Students will understand the place value of whole numbers.
- Students will calculate and solve problems involving addition, subtraction, multiplication, and division.
- Students will understand the relationship between whole numbers, simple fractions, and decimals.

Algebra and Functions

- Students will select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number relationships.
- Students will represent simple functional relationships.

Measurement and Geometry

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- Students will choose and use appropriate units and measurement tools to quantify the properties of objects.
 - Students will describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems.

Statistics, Data Analysis, and Probability

- Students will conduct simple probability experiments by determining the number of possible outcomes and make simple predictions.

Mathematical Reasoning

- Students will make decisions about how to approach problems.
- Students will use strategies, skills, and concepts in finding solutions.
- Students will move beyond a particular problem by generalizing to other situations.

Grade 4

By the end of grade four, students will understand large numbers and addition, subtraction, multiplication, and division of whole numbers. They will describe and compare simple fractions and decimals. They will understand the properties of, and the relationships between plane geometric figures. They will collect, represent, and analyze data to answer questions.

Number Sense

- Students will understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. Students will use the concepts of negative numbers.
- Students will extend their use and understanding of whole numbers to the addition and subtraction of simple decimals.
- Students will solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations.
- Students will know how to factor small whole numbers.

Algebra and Functions

- Students will use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences.
- Students will know how to manipulate equations.

Measurement and Geometry

- Students will understand perimeter and area.
- Students will use two-dimensional coordinate grids to represent points and graph lines and simple figures.
- Students will demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems.

Statistics, Data Analysis, and Probability

- Students will organize, represent, and interpret numerical and categorical data and clearly communicate their findings.
- Students will make predictions for simple probability situations.

Mathematical Reasoning

- Students will make decisions about how to approach problems.

- Students will use strategies, skills, and concepts in finding solutions.
- Students move beyond a particular problem by generalizing to other situations.

Grade 5

By the end of grade five, students will increase their facility with the four basic arithmetic operations applied to fractions, decimals, and positive and negative numbers. They will know and use common measuring units to determine length and area. They will know and use formulas to determine the volume of simple geometric figures. Students will know the concept of angle measurement and use a protractor and compass to solve problems. They will use grids, tables, graphs, and charts to record and analyze data.

Number Sense

- Students will compute with very large and very small numbers, positive integers, decimals, and fractions and understand the relationship between decimals, fractions, and percents. They will understand the relative magnitudes of numbers.
- Students will perform calculations and solve problems involving addition, subtraction, simple multiplication and division of fractions and decimals.

Algebra and Functions

- Students will use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the results.

Measurement and Geometry

- Students will understand and compute the volumes and areas of simple objects.
- Students will identify, describe, and classify the properties of, and the relationships between, plane and solid geometric figures.

Statistics, Data Analysis, and Probability

- Students will display, analyze, compare, and interpret different data sets, including data sets of different sizes.

Mathematical Reasoning

- Students will make decisions about how to approach problems.
- Students will use strategies, skills, and concepts in finding solutions.
- Students will move beyond a particular problem by generalizing to other situations.

Science

English Language Development Through Science

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

Science Course Objectives

Kindergarten

Physical Sciences

- Students can describe the basic properties (shape, size, texture) of various materials.
- Students understand that matter (e.g. water) can change from solid, to liquid, to air, and back again.

Life Sciences

- Students can describe the major structures of plants and animals, and can compare and contrast the two.

Earth Science

- Students know characteristics of different land and water forms (mountains, rivers, lakes, etc.).
- Students understand how weather changes day to day and across seasons.

Investigation and Experimentation

- Use 5 senses to make scientific observations (orally and with drawings).
- Sort objects according to various attributes.
- Use spatial terms to describe the positioning of objects.

First Grade**Physical Sciences**

- Students know solids, liquids, and gases have different properties.
- Students understand that matter can change forms when heated, cooled, or mixed.

Life Sciences

- Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.
- Students understand the food chain – what living organisms need to survive (including food, shelter, water, etc.).
- Students can relate certain structures of plants and animals (e.g. roots, teeth, organs, etc) to what they eat and how they survive.

Earth Science

- Students can use basic tools to measure the weather.
- Students understand that weather patterns are predictable by season.

Investigation and Experimentation

- Record observations graphically, in writing, and with pictures.
- Use two references to describe the relative positions of objects.

Second Grade**Physical Sciences**

- Students can describe static and changing locations of objects when they are in motion.
- Students understand how push and pull forces move objects, and know about machines and devices (e.g. magnets) that can exert push or pull.
- Students know sound is made by vibration, and can describe a sound's pitch and volume.

Life Sciences

- Students understand that different organisms have different reproductive cycles.
- Students know that offspring inherit traits from their parents, and that there are similarities and variations among any species.
- Students can describe how environmental characteristics can impact plant growth and reproduction.

Earth Science

- Students know about different kinds of rocks and how they are formed.
- Students can articulate that soil comes from eroded rock and natural minerals.
- Students understand how fossils provide evidence about plants and animals from long ago.

Investigation and Experimentation

- Students make predictions.
- Students measure weight, height, length, and liquid volume.
- Students use microscopes and magnifiers to make scientific observations.
- Students can describe step-by-step processes.

Third Grade**Physical Sciences**

- Students know sources of stored energy take many forms, such as food, fuel, and batteries.
- Students know that machines and living organisms can convert energy.
- Students know that matter transforms through evaporation and melting.
- Students know that when two or more substances are combined, a new substance may be formed with properties that are different from those of the original materials.
- Students know an object is seen when light traveling from the object enters the eye.

Life Sciences

- Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.
- Students know that living things impact the environment, and that the environment can determine the survival and living habits of species in an ecosystem.
- Students know that some kinds of organisms that once lived on Earth have completely disappeared (extinction) and that some of those resembled others that are alive today (evolution).

Earth Science

- Students know that Earth is one of several planets that orbit the Sun and that the Moon orbits Earth, and that the position of the sun in the sky changes from day to day and with the passing of the seasons.
- Students know the lunar cycle and understand why stars appear to change position in the sky.

Investigation and Experimentation

- Students differentiate evidence from opinion, and use numerical data to make observations and form conclusions.
- Students repeat experiments to verify conclusions, and understand the concept of uncertainty in scientific experimentation.
- Make predictions and compare them with actual results.

Fourth Grade

Physical Sciences

- Students know electric currents produce magnetic fields and know how to build a simple electromagnet, and know the role of electromagnets in building motors, generators, earphones, etc..
- Students know how to build a simple compass and use it to detect magnetic effects, including Earth's magnetic field.
- Students know how to design and build simple series and parallel circuits by using components such as wires, batteries, and bulbs.

Life Sciences

- Students know producers and consumers (herbivores, carnivores, omnivores, and decomposers) are related in food chains and food webs and may compete with each other for resources in an ecosystem.
- Students know that in any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all.
- Students know many plants depend on animals for pollination and seed dispersal, and animals depend on plants for food and shelter.

Earth Science

- Students know how to differentiate among igneous, sedimentary, and metamorphic rocks by referring to their properties and methods of formation (the rock cycle).
- Students know some changes in the earth are due to slow processes, such as erosion, and some changes are due to rapid processes, such as landslides, volcanic eruptions, and earthquakes.

Investigation and Experimentation

- Differentiate observation from inference (interpretation) and know scientists' explanations come partly from what they observe and partly from how they interpret their observations.
- Formulate and justify predictions based on cause-and-effect relationships.
- Conduct multiple trials to test a prediction and draw conclusions about the relationships between predictions and results.
- Construct and interpret graphs from measurements.

Fifth Grade

Physical Sciences

- Students know that during chemical reactions the atoms in the reactants rearrange to form products with different properties.
- Students know that each element is made of one kind of atom and that the elements are organized in the periodic table by their chemical properties.
- Students know metals have properties in common, such as high electrical and thermal conductivity. Some metals, such as aluminum (Al), iron (Fe), nickel (Ni), copper (Cu), silver (Ag), and gold (Au), are pure elements;

others, such as steel and brass, are composed of a combination of elemental metals.

- Students know properties of solid, liquid, and gaseous substances, such as sugar (C₆H₁₂O₆), water (H₂O), helium (He), oxygen (O₂), nitrogen (N₂), and carbon dioxide (CO₂).

Life Sciences

- Students know many multicellular organisms have specialized structures to support the transport of materials.
- Students know the structure and function of the vascular and digestive systems.
- Students know plant and animal cells break down sugar to obtain energy, a process resulting in carbon dioxide (CO₂) and water (respiration).

Earth Science

- Students know most of Earth's water is present as salt water in the oceans, which cover most of Earth's surface
- Students know the water cycle - when liquid water evaporates, it turns into water vapor in the air and can reappear as a liquid when cooled or as a solid if cooled below the freezing point of water.
- Students know that the amount of fresh water located in rivers, lakes, under-ground sources, and glaciers is limited and that its availability can be extended by recycling and decreasing the use of water.
- Students know the influence that the ocean has on the weather and the role that the water cycle plays in weather patterns.
- Students know that the Earth's atmosphere exerts a pressure that decreases with distance above Earth's surface and that at any point it exerts this pressure equally in all directions.
- Students know the solar system includes the planet Earth, the Moon, the Sun, eight other planets and their satellites, and smaller objects, such as asteroids and comets, and that gravity holds the planets at a constant distance from one another.

Investigation and Experimentation

- Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure.
- Identify a single independent variable in a scientific investigation and explain how this variable can be used to collect information to answer a question about the results of the experiment.
- Select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations.
- Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.
- Write a report of an investigation that includes conducting tests, collecting data or examining evidence, and drawing conclusions.

Social Studies

English Language Development Through Social Studies

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

Social Studies Course Objectives

Kindergarten

- Students understand that being a good citizen involves acting in certain ways.
- Students recognize national and state symbols and icons such as the national and state flags
- Students match simple descriptions of work that people do and the names of related jobs at the school
- Students compare and contrast the locations of people

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- Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.
 - Students understand that history relates to events, people, and places of other times.

First Grade

- Students describe the rights and individual responsibilities of citizenship.
- Students compare and contrast the absolute and relative locations of places and people and describe the physical and/ or human characteristics of places.
- Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.
- Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.
- Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.
- Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.
- Students understand basic economic concepts and the role of individual choice in a free-market economy.

Second Grade

- Students differentiate between things that happened long ago and things that happened yesterday.
- Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.
- Students explain governmental institutions and practices in the United States and other countries.
- Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.
- Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).

Third Grade

- Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.
- Students describe the American Indian nations in their local region long ago and in the recent past.

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- Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.
 - Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.
 - Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.

Fourth Grade

- Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.
- Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.
- Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.
- Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.
- Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.

Fifth Grade

- Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.
- Students trace the routes of early explorers and describe the early explorations of the Americas.
- Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.
- Students understand the political, religious, social, and economic institutions that evolved in the colonial era.
- Students explain the causes of the American Revolution.
- Students understand the course and consequences of the American Revolution.
- Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.
- Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.

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- Students know the location of the current 50 states and the names of their capitals.

Arts

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 offered during the “Content” period (see Appendix Z: Bell schedule), and will often be integrated into Social Studies. Students will examine the influence of the various arts on history, and examine how art reflects and describes historical periods, cultures, and geographic regions.

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

Kindergarten

Dance

- 1.2 (*Artistic Perception*) Perform basic locomotor skills (e.g., walk, run, gallop, jump, hop, and balance).
- 1.3 (*Artistic Perception*) Understand and respond to a wide range of opposites (e.g., high/low, forward/backward, wiggle/freeze).
- 2.1 (*Creative Expression*) Create movements that reflect a variety of personal experiences (e.g., recall feeling happy, sad, angry, excited).
- 4.1 (*Aesthetic Valuing*) Explain basic features that distinguish one kind of dance from another (e.g., speed, force/energy use, costume, setting, music).

Music

- 1.2 (*Artistic Perception*) Identify and describe basic elements in music (e.g., high/low, fast/slow, loud/soft, beat).
- 2.2 (*Creative Expression*) Sing age-appropriate songs from memory.
- 2.3 (*Creative Expression*) Play instruments and move or verbalize to demonstrate awareness of beat, tempo, dynamics, and melodic direction.

Theatre

- 1.1 (*Artistic Perception*) Use the vocabulary of theatre, such as actor, character, cooperation, setting, the five senses, and audience to describe theatrical experiences.

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- 2.2 (*Creative Expression*) Perform group pantomimes and improvisations to retell familiar stories.
- 3.1 (*Historical and Cultural Context*) Retell or dramatize stories, myths, fables, and fairy tales from various cultures and times.

Visual Arts

- 1.3 (*Artistic Perception*) Identify the elements of art (line, color, shape/form, texture, value, space) in the environment and in works of art, emphasizing line, color, and shape/form.
- 4.2 (*Aesthetic Valuing*) Describe what is seen (including both literal and expressive content) in selected works of

First Grade

Dance

- 1.2 (*Artistic Perception*) Perform short movement problems, emphasizing the element of space (e.g., shapes/lines, big/small, high/low).
- 2.3 (*Creative Expression*) Create a short movement sequence with a beginning, a middle, and an end.
- 2.8 (*Creative Expression*) Work with others in a group to solve a specific dance problem (e.g., design three shapes—high, medium and low; create slow and fast movements).
- 4.2 (*Aesthetic Valuing*) Describe the experience of dancing two different dances (e.g., Seven Jumps, La Raspa).

Music

- 2.1 (*Creative Expression*) Sing with accuracy in a developmentally appropriate range.
- 2.4 (*Creative Expression*) Improvise simple rhythmic accompaniments, using body percussion or classroom instruments.
- 4.1 (*Aesthetic Valuing*) Create movements to music that reflect focused listening.

Theatre

- 1.1 (*Artistic Perception*) Use the vocabulary of the theatre, such as *play*, *plot* (*beginning*, *middle* and *end*), *improvisation*, *pantomime*, *stage*, *character*, and *audience*, to describe theatrical experiences. 2.1 (*Creative Expression*) Demonstrate skills in pantomime, tableau, and improvisation.
- 3.1 (*Historical and Cultural Context*) Identify the cultural and geographic origins of stories.

Visual Arts

- 2.1 (*Creative Expression*) Use texture in two-dimensional and three-dimensional works of art.
- 3.2 (*Historical and Cultural Context*) Identify and describe various subject matter in art (e.g., landscapes, seascapes, portraits, still life).

Second Grade

Dance

- 1.3 (*Artistic Perception*) Perform short movement problems, emphasizing the element of time (e.g., varied tempos, rhythmic patterns, counting).
- 3.1 (*Historical and Cultural Context*) Name and perform social and traditional dances from various cultures.

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- 4.2 (*Aesthetic Valuing*) Describe how the movement in dances of peers communicates ideas or moods to the viewer (e.g., ocean environment or a sad or joyous dance).
- 5.2 (*Connections, Relationships, Applications*) Demonstrate language arts concepts through dance (e.g., show different punctuation marks through movement).

Music

- 1.2 (*Artistic Perception*) Read, write, and perform simple patterns of pitch, using solfège.
- 2.4 (*Creative Expression*) Improvise simple rhythmic and melodic accompaniments, using voice and a variety of classroom instruments.
- 4.2 (*Aesthetic Valuing*) Create developmentally appropriate movements to express pitch, tempo, form, and dynamics in music.

Theatre

- 1.1 (*Artistic Perception*) Use the vocabulary of theatre, such as *plot (beginning, middle, and end)*, *scene*, *sets*, *conflict*, *script*, and *audience*, to describe theatrical experiences.
- 2.1 (*Creative Expression*) Perform in group improvisational theatrical games that develop cooperative skills and concentration.
- 4.1 (*Aesthetic Valuing*) Critique an actor's performance as to the use of voice, gesture, facial expression, and movement to create character.

Visual Arts

- 1.3 (*Artistic Perception*) Identify the elements of art objects in nature, the environment, and works of art, emphasizing line, color, shape/form, texture, and space.
- 2.1 (*Creative Expression*) Demonstrate beginning skill in the use of basic tools and art-making processes, such as printing, crayon rubbings, collage, and stencils.
- 3.2 (*Historical and Cultural Context*) Recognize and use the vocabulary of art to describe art objects from various cultures and time periods.
- 4.3 (*Aesthetic Valuing*) Use the vocabulary of art to talk about what they wanted to do in their own works of art and how they succeeded.

Third Grade

Dance

- 1.1 (*Artistic Perception*) Combine and perform basic locomotor skills, moving on a specific pathway (e.g., skip in circles, slide in zigzags, run in a variety of linear paths). Combine and perform locomotor and axial movements (e.g., walk and turn, stretch and slide).
- 1.3 (*Artistic Perception*) Perform short movement problems, emphasizing the element of force/ energy (e.g., swing, melt, explode, quiver).
- 2.6 (*Creative Expression*) Compare and contrast the role of the performer with that of a member of the audience.
- 2.8 (*Creative Expression*) Create, memorize, and perform original movement sequences with a partner or a small group.
- 3.3 (*Historical and Cultural Context*) Explain the function of dance in ceremonial and social community events in Native American cultures.

Music

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- 1.1 (*Artistic Perception*) Read, write, and perform simple rhythmic patterns using eighth notes, quarter notes, half notes, dotted half notes, whole notes, and rests.
 - 1.3 (*Artistic Perception*) Identify melody, rhythm, harmony, and timbre in selected pieces of music when presented aurally.
 - 2.2 (*Creative Expression*) Sing age-appropriate songs from memory, including rounds, partner songs, and ostinatos.
 - 4.3 (*Aesthetic Valuing*) Describe how specific musical elements communicate particular ideas or moods in music.

Theatre

- 1.1 (*Artistic Perception*) Use the vocabulary of theatre, such as *character, setting, conflict, audience, motivation, props, stage areas, and blocking*, to describe theatrical experiences.
- 2.1 (*Creative Expression*) Participate in cooperative scriptwriting or improvisations that incorporate the five Ws.
- 3.1 (*Historical and Cultural Context*) Dramatize different cultural versions of similar stories from around the world.
- 4.1 (*Aesthetic Valuing*) Develop and apply appropriate criteria or rubrics for evaluating a theatrical experience.

Visual Arts

- 1.3 (*Artistic Perception*) Identify and describe how foreground, middle ground, and background are used to create the illusion of space.
- 1.4 (*Artistic Perception*) Compare and contrast two works of art made by the use of different art tools and media (e.g., watercolor, tempera, computer).
- 2.4 (*Creative Expression*) Create a work of art based on the observation of objects and scenes in daily life, emphasizing value changes.
- 3.2 (*Historical and Cultural Context*) Identify artists from his or her own community, county, or state and discuss local or regional art traditions.

Fourth Grade

Dance

- 1.1 (*Artistic Perception*) Demonstrate mental concentration and physical control in performing dance skills.
- 2.2 (*Creative Expression*) Improvise extended movement phrases.
- 3.2 (*Historical and Cultural Context*) Name the musical accompaniment and explain how it relates to the dances they have studied.
- 5.4 (*Connections, Relationships, Applications*) Analyze the choreographic process and its relation to the writing process (e.g., brainstorming, exploring and developing ideas, putting ideas into a form, sequencing).

Music

- 1.1 (*Artistic Perception*) Read, write, and perform melodic notation for simple songs in major keys, using solfège.
- 2.1 (*Creative Expression*) Sing a varied repertoire of music from diverse cultures, including rounds, descants, and songs with ostinatos, alone and with others.

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- 2.2 (*Creative Expression*) Use classroom instruments to play melodies and accompaniments from a varied repertoire of music from diverse cultures, including rounds, descants, and ostinatos, by oneself and with others.
- 2.3 (*Creative Expression*) Compose and improvise simple rhythmic and melodic patterns on classroom instruments.

Theatre

- 2.3 (*Creative Expression*) Design or create costumes, props, makeup, or masks to communicate a character in formal or informal performances.
- 3.1 (*Historical and Cultural Context*) Identify theatrical or storytelling traditions in the cultures of ethnic groups throughout the history of California.
- 4.2 (*Aesthetic Valuing*) Compare and contrast the impact on the audience of theatre, film, television, radio, and other media.

Visual Arts

- 2.5 (*Creative Expression*) Use accurate proportions to create an expressive portrait or a figure drawing or painting.
- 2.6 (*Creative Expression*) Use the interaction between positive and negative space expressively in a work of art.
- 3.2 (*Historical and Cultural Context*) Identify and discuss the content of works of art in the past and present, focusing on the different cultures that have contributed to California's history and art heritage.
- 4.2 (*Aesthetic Valuing*) Identify and describe how a person's own cultural context influences individual responses to works of art.

Fifth Grade

Dance

- 1.4 (*Artistic Perception*) Incorporate the principles of variety, contrast, and unity with dance studies.
- 2.2 (*Creative Expression*) Invent multiple possibilities to solve a given movement problem and analyze problem-solving strategies and solutions.
- 3.2 (*Historical and Cultural Context*) Identify and perform folk/traditional, social, and theatrical dances done by Americans in the eighteenth and nineteenth centuries.
- 4.2 (*Aesthetic Valuing*) Apply specific criteria to analyze and assess the quality of a dance performance by well-known dancers or dance companies (e.g., technical skill, musicality, dynamics, mood).
- 5.1 (*Connections, Relationships, Applications*) Describe how historical events relate to dance forms (e.g., the rebellion of the 1960s was represented in popular social dances with a move from partners to individual expression).

Music

- 1.1 (*Artistic Perception*) Read, write, and perform simple melodic notation in treble clef in major and minor keys.
- 1.4 (*Artistic Perception*) Analyze the use of music elements in aural examples from various genres and cultures.
- 2.3 (*Creative Expression*) Compose, improvise, and perform basic rhythmic, melodic, and chordal patterns independently on classroom instruments.

4.2 (*Aesthetic Valuing*) Develop and apply appropriate criteria to support personal preferences for specific musical works.

Theatre

1.1 (*Artistic Perception*) Use the vocabulary of theatre, such as *sense memory*, *script*, *cue*, *monologue*, *dialogue*, *protagonist*, and *antagonist*, to describe theatrical experiences.

2.1 (*Creative Expression*) Participate in improvisational activities to explore complex ideas and universal themes in literature and life.

3.3 (*Historical and Cultural Context*) Analyze ways in which theatre, television, and film play a part in our daily lives.

4.1 (*Aesthetic Valuing*) Develop and apply appropriate criteria for critiquing the work of actors, directors, writers, and technical artists in theatre, film, and video.

Visual Arts

1.1 (*Artistic Perception*) Identify and describe the principles of design in visual compositions, emphasizing unity and harmony.

2.3 (*Creative Expression*) Demonstrate beginning skill in the manipulation of digital imagery (e.g., computer-generated art, digital photography, or videography).

2.6 (*Creative Expression*) Use perspective in an original work of art to create a real or imaginary scene.

3.3 (*Historical and Cultural Context*) Identify and compare works of art from various regions of the United States.

4.4 (*Aesthetic Valuing*) Assess their own works of art, using specific criteria, and describe what changes they would make for improvement.

Spanish

We consider Spanish a crucial link between school and home for our primarily Spanish-speaking students. We will attempt to take our Spanish speakers beyond oral communication and help them to develop their reading and writing skills in their native language. Although ROPS focuses its resources on English immersion, we hope to use Spanish literacy to build bridges to our families. While a Spanish-speaking parent may struggle with English language books brought home by their children, Spanish language books will give parents a greater opportunity to become deeply involved in their children's literacy development. As research has shown, children who develop literacy skills in their first language can more easily transfer these to their second language. We will use Spanish to involve our parents and accelerate our students acquisition of literacy skills.

The State of California has not yet adopted a set of foreign language standards. The state framework is based on the widely used ACTFL *National Standards in Foreign Language Education*—The ACTFL's five goals for foreign language learning are:

- Communication: To communication in languages other than English
- Culture: To gain knowledge and understanding of their cultures
- Connections: To connect with other disciplines and acquire information

-
- Comparisons: To develop insight into own language and culture
 - Communities: To participate in multilingual communities at home and around the world

In addition to drawing upon these five broad areas of language learning, teachers at ROPS will utilize the McREL national foreign language standards to guide their instructional planning: www.mcrel.org/standards-benchmarks/ We are currently evaluating leveled readers from Houghton Mifflin and Scott Foresmann for small group Spanish instruction at the appropriate reading level.

Grades K-5

Goal: Communication. Communicate in languages other than English

Standard 1:

Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 2:

Students understand and interpret written and spoken language on a variety of topics.

Standard 3:

Students present information concepts, and ideas to an audience of listeners or readers on a variety of topics.

Goal: Cultures. Gain knowledge and understanding of other cultures

Standard 4:

Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

Standard 5:

Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

Goal: Connections. Connect with other disciplines and acquire information

Standard 6:

Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 7:

Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.

Goal: Comparisons. Develop insight into own language and culture.

Standard 8:

Students demonstrate an understanding of the nature of language through comparisons of the language studied and their own.

Standard 9:

Students demonstrate an understanding of the concept of culture through comparisons of the culture studied and their own.

Goal: Communities. Participate in multilingual communities at home and around the world

Standard 10:

Students use the language both within and beyond the school setting.

Standard 11:

Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Standard 12:

Students engage in the activities which prepare them to use the target language to achieve career goals.

Appendix E. Strategies and Outcomes for At-Risk Students

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

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

At-Risk Pupil Outcomes

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

Strategies to Improve At-Risk Performance

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

-
- least three student groups in each lesson, teachers will have to prompt themselves to customize parts of the lesson to each group.
6. *Direct Intervention* Despite the significant amount of individualization built into the ROPS curriculum, some students may need more. We anticipate that the Specialists in Reading and Math, the Principal and Assistant Principal may provide direct small-group interventions for students not making adequate progress after being identified and appropriate modifications have been made by their classroom teachers.
 7. *Ongoing Assessment* Data is gathered both through frequent real-time assessments performed in the subject areas and daily feedback given teachers from the computers in the Learning Lab. Teachers will have the tools they need to track all of their students and make sure they are not falling behind again in the areas where they received intervention. The ILP will be updated to identify if intervention has been successful or if additional intervention is necessary.
 8. *A Commitment to Each Student* With the most struggling students, an effort is sometimes required beyond any normal day to day instruction in order to help a student achieve. Because of the ROPS mission of bringing all students to grade level by second grade and above grade level by fifth, our staff will find ways to help each student succeed in Math, Reading, and Writing.

Appendix F. High Performing Students

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

1. *Early Detection* Rocketship will use internal assessment in Reading, Writing, Math, and Oral Language to help us identify high performing students within the first six weeks of school and monthly thereafter. Please see the section in Student Outcomes titled *Measuring Student Performance* for more information on the assessment methodology to be used.
2. *Individual Learning Plans* ROPS will use the ILP system to track a student's work over time. The ILP will be used with high-performing students to allow teachers to collaborate on best processes and successful past enrichment activities with this student. The ILP will be updated with objectives for students determined to be high-achieving to allow them to continue with their current above-average gains.
3. *Family Communication* We will inform the families as soon as we are sure of the child's performance. Our parents sign a significant Commitment Letter (Appendix S), committing to help their student. With high-performing students, it will be common for teachers to give students additional books and work to perform at home to increase their understanding of the subject area.
4. *Teacher Collaboration* At least weekly, subject area teachers will gather to compare their student data, discuss students, and discuss instructional strategies, interventions and enrichment.
5. *Focused Instruction* The standard Rocketship instructional approach will be for teachers to plan their lessons with at least three groups of students broken out who are striving for different sub-goals in their development towards meeting the same overall grade-level standards. For example, in Writer's Workshop, there may be a group of second graders still working on the basics of capitalization and punctuation. Others will be focused on more advanced grammatical issues in their writing like subject/verb agreement or plurals. Still others will be working on creating better Story Maps to make it easier for them to write a new story. By focusing on at least three student groups in each lesson, teachers will have to prompt themselves to customize parts of the lesson to each group.
6. *Daily Enrichment* For high-performing students, the Learning Lab will be a place where they can read a lot of children's literature and use software that challenges them, even if they are far ahead of the class. We anticipate providing other activities to our high-achieving students during Learning Lab which can let them examine the current grade-level themes in more depth.
7. *Ongoing Assessment* Data is gathered both through frequent real-time assessments performed in the subject areas and daily feedback given teachers from the computers in the Learning Lab. Teachers will have the tools they need to track all of their students and make sure that students who began the year with

good gains are not falling off. If they do fall off, this data will be used during teacher collaboration time to think of strategies for this student.

Appendix G. Planning Guides

The following planning guides reflect the standards-based instructional planning process that will be used to develop curriculum at ROPS. Each unit overview demonstrates how standards will be clustered around big ideas (high-priority standards), and how that cluster of standards will be communicated to students and assessed. We have also provided a sample lesson plan that reflects the unit standards, and breaks them into daily objectives that can also be articulated to students. In some cases, the lesson plans also demonstrate how our curricular resources (e.g. FOSS, Harcourt, etc.) would be integrated with the standards. We have provided one sample unit for each core content area, spread across a number of different grade levels.

Name: Teacher X

Grade level/ Subject: Grade 2 Math

Unit Title: Numbers Many Ways

Estimated Timeframe: 3 weeks

UNIT STANDARDS	CLUSTERED UNIT STANDARDS (Selected from Prioritization Grid)				
	Standard	Bloom's	P1	P2	P3
	1.3 Order and compare whole numbers to 1,000 by using the symbols $<$, $=$, $>$.	V	X		
	2.1 (Mathematical Reasoning) Defend the reasoning used and justify the procedures selected.	IV	X		
	1.1 (Number Sense) Count, read, and write whole numbers to 1,000 and identify the place value for each digit.	II		X	
1.2 (Number Sense) Use words, models, and expanded forms to represent numbers (to 1,000)	III		X		
STUDENT COMMUNIC.	HOW STANDARDS WILL BE COMMUNICATED TO STUDENTS				
	<p>Essential questions:</p> <ul style="list-style-type: none"> When comparing numbers, how can we decide which numbers are biggest, which are smallest, and which ones fall somewhere in the middle? <p>What are some real-life situations in which it is important to figure out which number has the largest or smallest value?</p>				
ASSESSMENT	SUMMATIVE ASSESSMENT				
	<p>Choose a 3-digit number between 100 and 1,000 (you may not choose any number ending with 2 zeros). You will write a report on your number that shows the number in:</p> <ul style="list-style-type: none"> expanded notation a place value chart a drawing of that number of objects a story you will make up where a person has to make a decision by comparing the value of two numbers <p>You will put all of these pieces of your number report in a portfolio, and present it to your classmates, with an explanation of how you did each part of the report.</p>				
	EVALUATION CRITERIA				
<p>Students will be graded using a rubric that measures:</p> <p>Mathematical correctness (50%) – Most important!</p> <p>Mathematical Communication (35%) – Second most important</p> <p>Writing Mechanics (10%) – Third most important</p> <p>Portfolio Presentation/ Neatness (5%) – Fourth most important</p>					

Unit: Numbers Many Ways

Lesson Number: 4

Estimated Timeframe: 1 day

STANDARDS	OBJECTIVES	ASSESSMENT																									
<p>(Number Sense) Count, read, and write whole numbers to 1,000 and identify the place value for each digit.</p> <p>(Statistics/Data Analysis) 1.1 Record numerical data in systematic ways, keeping track of what has been counted.</p> <p>2.1 (Mathematical Reasoning) Defend the reasoning used and justify the procedures selected.</p>	<p>1) By the end of the lesson, students will be able to break any given three-digit number into its place value components.</p> <p>2) By the end of the lesson, students will be able to write any given 3-digit number in words with correct spelling.</p> <p>3) By the end of the lesson, students will use their mastery of objectives 1 and 2 to independently complete a “number representation chart” containing at least three 3-digit numbers.</p> <p>4) By the end of the lesson, students will be able to describe how they completed the “numerical representation chart,” using place value vocabulary words (e.g. hundreds, tens, ones place, etc.), and correct spelling of the names of relevant digits.</p>	<p><u>Constructed Response:</u> Complete a numbers chart writing 3 different numbers in digits and words, and showing place value.</p> <p>Students will explain their thinking in their math journals.</p>																									
ACTIVITIES		DIFFERENTIATION																									
<ul style="list-style-type: none"> ▪ Open with a two daily problems: <ol style="list-style-type: none"> 1) <i>True/false: There are 4 tens in 364. Explain your thinking</i> 2) <i>Complete the pattern: 32 3 54 5 76 7 Describe the pattern in words</i> ▪ Review place value, using sample numbers: 405, 553, 620 and the place value chart ▪ Writing numbers lesson: students look for spelling patterns between single and double-digit numbers (e.g. 4 & 40, 6 & 60, etc.) ▪ Charting Numbers: <ul style="list-style-type: none"> ○ Discuss expectations for completion of number chart and written explanation ○ Model completing a Number Chart with think aloud and sample written reasoning ○ Guided practice completing a number chart ○ Independent completion of number chart ○ Review of number chart answers with “convince me” discussion <table border="1" data-bbox="382 1205 1304 1369"> <thead> <tr> <th>Number</th> <th>Name</th> <th>Hundreds</th> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td></td> <td>Twenty-four</td> <td></td> <td></td> <td>4</td> </tr> <tr> <td>135</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2_6</td> <td></td> <td></td> <td>4</td> <td></td> </tr> <tr> <td></td> <td>___ hundred fifty seven</td> <td>3</td> <td></td> <td></td> </tr> </tbody> </table>		Number	Name	Hundreds	Tens	Ones		Twenty-four			4	135					2_6			4			___ hundred fifty seven	3			<p>Differentiation based on</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Readiness <input checked="" type="checkbox"/> Language <input checked="" type="checkbox"/> Learning Style <p>Students can reference the math word wall to for the proper spelling of numbers and digits</p> <p>More advanced students also write and solve problems with each of the numbers, or write story sentences with each one.</p> <p>Kinesthetic students can use the place value chart to figure out place values</p>
Number	Name	Hundreds	Tens	Ones																							
	Twenty-four			4																							
135																											
2_6			4																								
	___ hundred fifty seven	3																									

Name: Teacher Y

Grade level/ Subject: Grade 4 Social Studies

Unit Title: California – Growth and Development

Estimated Timeframe: 20 days

CLUSTERED UNIT STANDARDS (Selected from Prioritization Grid)					
UNIT STANDARDS	Strand: 4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.				
	Standard	Bloom's	P1	P2	P3
	4.4.2 Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people.	V	X		
	4.4.5 Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.	IV	X		
	4.4.3 Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act).	V		X	
	4.4.1 Understand the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, including the contributions of Chinese workers to its construction.	II		X	
	4.4.4 Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles).	II		X	
	4.4.6 Describe the development and locations of new industries since the turn of the century, such as the aerospace industry, electronics industry, large-scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense industries, and important trade links with the Pacific Basin.	II		X	
	4.4.7 Trace the evolution of California's water system into a network of dams, aqueducts, and reservoirs.	II			X
	4.4.8 Describe the history and development of California's public education system, including universities and community colleges.	I			X
4.4.9 Analyze the impact of twentieth-century Californians on the nation's artistic and cultural development, including the rise of the entertainment industry (e.g., Louis B. Meyer, Walt Disney, John Steinbeck, Ansel Adams, Dorothea Springer, John Wayne).	IV			X	
STUDENT COMMUNIC.	HOW STANDARDS WILL BE COMMUNICATED TO STUDENTS				
	Essential Questions <ul style="list-style-type: none"> • How have important events in US history impacted California's farming and industrial development? • What were some of the most important inventions and innovations in the beginning of the 20th Century? • Who were the immigrants to California during the 20th Century? What issues did they face? 				

	How did they impact California's culture, industry, and lifestyle?
ASSESSMENT	SUMMATIVE ASSESSMENT
	<ul style="list-style-type: none"> • StoryPath end of Unit Exam • Write a newspaper article about the influx of immigrants at the turn of the century, and the impacts it's having on California. • Design labeled dioramas of California before and after the Gold Rush, including a written description of the differences between the two depictions.
	EVALUATION CRITERIA
	<ul style="list-style-type: none"> • Unit test (30 % of unit grade) – A-F grade based on correctness of responses. • Newspaper article (20% of unit grade) – Graded using a historical narrative rubric focusing on <ul style="list-style-type: none"> ○ Historical accuracy ○ Writing conventions ○ Analysis of cause and effect • Diorama (40% of unit grade) – Graded using a performance rubric focused on <ul style="list-style-type: none"> ○ Historical accuracy ○ Written explanation ○ Aesthetic presentation

Unit: California – Growth and Development

Lesson Number: 1

Estimated Timeframe: 1 day

STANDARDS	OBJECTIVES	ASSESSMENT
4.4.1 Understand the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, including the contributions of Chinese workers to its construction.	Students will be able to... 1. Explain in verbally and with pictures, how the Pony Express operated 2. Be able to articulate the positive and negative aspects of being a Pony express rider 3. Predict some of the impacts this system of mail delivery had on every day life in California. 4. Reflect, in writing, on the significance of innovations in mail delivery.	<ul style="list-style-type: none">• Respond to comprehension and analysis questions about the Pony Express (in Harcourt, pp. 274-277 in teacher’s manual)• Draw a visual representation of the Pony Express, and write a narrative description of that illustration.
ACTIVITIES		DIFFERENTIATION
1) Pre-reading: To build relevance, brainstorm everything students know about our current postal system. Specifically – what kinds of technology does it rely upon? What is the job of a postal worker like? How fast do we get mail? Etc. 2) Provide students with background on <i>Jimmy Spoon and the Pony Express</i> (see Harcourt teacher guide, p. 274). Use a map of the US to help them visualize the territory covered by the riders (Missouri-California). 3) Explicitly instruct key vocabulary in the story, focusing on the terms related to horses and horse-back riding. 4) Do a round-robin reading of the story, pausing to ask comprehension and prediction questions along the way. Have students compare what they learn to what they brainstormed about our current postal service system. 5) Discuss with students some of the mental images they got from the story (use the metaphor of a mental movie if necessary). 6) Students then illustrate a significant scene from the life of a Pony Express rider. They should write a short essay about why they chose the scene they chose, and how it reflects a key aspect of the Pony Express. 7) Preview the fact that the entire unit will be about how innovation changed the face of California. Ask them to reflect in their journals about how a faster mail system might change the way people live in California.		Differentiation based on <input checked="" type="checkbox"/> Readiness <input checked="" type="checkbox"/> Language <input checked="" type="checkbox"/> Learning Style <ul style="list-style-type: none">• Show clips of the 1953 movie “Pony Express” to build the students’ visual images of the Pony Express• Label the Pony express route Use a large map of the US and have students trace the route at different paces, one equivalent to that of a car, one equivalent to a plane, and one equivalent to a horse (integrate math to come up with times.) See http://www.xphomestation.com/map-1862.html for a map of the route.

Name: Teacher Z

Grade level/ Subject: Grade 5 Literacy

Unit Title: Cooperation and Competition

Estimated Timeframe: 3 weeks

CLUSTERED UNIT STANDARDS (Selected from Prioritization Grid)					
UNIT STANDARDS	Standard	Bloom's	P1	P2	P3
	2.1 Write narratives a. Establish a plot, point of view, setting and conflicts. b. Show, rather than tell, the events of the story	5	X		
	2.1 Deliver narrative presentations: a. Establish a situation, plot, point of view, and setting with descriptive words and phrases. b. Show, rather than tell, the listener what happens.	5	X		
	2.3 Discern main ideas and concepts presented in text identifying and assessing evidence.	3	X		
	1.4 Use correct capitalization	1		X	
	2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.	4		X	
	1.5 Use a thesaurus to identify alternative word choices and meanings.	1		X	
	1.1 Read aloud narrative and expository text fluently And accurately and with appropriate pacing, intonation, and expression.	3		X	
	1.6 Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth.	1		X	
	1.6 Engage the audience with appropriate verbal cues, facial expressions, and gestures.	3			X
HOW STANDARDS WILL BE COMMUNICATED TO STUDENTS					
STUDENT	Essential Questions				
	How can I write a story with correct grammar and spelling? How can I tell interesting stories that will be exciting to read?				
ASSESSMENT	SUMMATIVE ASSESSMENT				
	Write your own narrative selection. This selection will include the theme of Competition and Cooperation				
	Turn your narrative piece into a dramatic interpretation				
EVALUATION CRITERIA					
At the beginning of the unit students will create a rubric which will evaluate their writing and their oral performance.					

Unit: Cooperation and Competition

Lesson Number: 1

Estimated Timeframe: 2 days

STANDARDS	OBJECTIVES	ASSESSMENT
<p>1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.</p> <p>2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.</p>	<p>1) By the end of the lesson students will be able to choose at least five consecutive sentences (including dialogue) from the story <i>Class President</i>, and they will read them fluently.</p> <p>2) By the end of the lesson students will read dialogue from <i>Class President</i> and include voice expression and intonation.</p> <p>3) By the end of this lesson students will be able to find and write three inferences made in the text and they will use inferences to make conclusions about characters.</p>	<ul style="list-style-type: none"> • Complete a graphic organizer on characters from <i>Class President</i> • Role play situations from the character’s perspective • Read five sentences from the <i>Class President</i> selection fluently and with expression
ACTIVITIES		DIFFERENTIATION
<p><i>Part I</i></p> <ul style="list-style-type: none"> • Introduce the concept of character inference by having students do a free write describing their favorite person. Record some of the adjectives they use in two columns: things we can see/things we have inferred. Ask them to look at the adjectives and try to derive a definition of “infer” – what do all those words have in common? (they are not visible traits, we have to infer them). • Brainstorm with the students how we infer character traits (what people say, their facial expressions, their actions, etc.) • Students listen to an audio recording of <i>Class President</i> for basic comprehension. • Students get into pairs to re-read the story and complete a graphic organizer with character names, and space to record descriptive words about the character, and how they made the inference. (Model doing this with the main character.) • Go over the characters as a whole class. Then engage students in a role play – given what they know about the characters, how would they react to different scenarios? Students draw character names and sample scenarios out of a bowl, and then role play the situation, trying to stay in character. <p><i>Part II</i></p> <ul style="list-style-type: none"> • Discuss how knowledge of a character can help you read with expression. • Model reading dialogue from <i>Class President</i> and include voice expression and intonation – first do it wrong, and ask students why your intonation is off. Then do it right, and discuss again. • Students choose at least five consecutive sentences, with dialogue from <i>Class President</i>. They can practice reading them fluently. They will have to perform this the following day, with critique from the audience. 		<p>Differentiation based on</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Readiness <input checked="" type="checkbox"/> Language <input checked="" type="checkbox"/> Learning Style <p>Use facial expression cards to concretely demonstrate how inference can result from body language.</p> <p>During pair reading, work with a small group of students (low readers and/or language learners) to help them complete the activity – use dramatization and mime to reinforce character comprehension.</p>

Unit: Cooperation and Competition

Lesson Number: 2 – Writer’s Workshop

Estimated Timeframe: 1 days

STANDARDS	OBJECTIVES	ASSESSMENT
<p>2.1 Write narratives</p> <p>a) Establish a plot, point of view, setting and conflicts.</p> <p>b) Show, rather than tell, the events of the story</p>	<p>1) By the end of the lesson students will be able to select a topic for their narrative.</p> <p>2) By the end of the lesson students will develop a descriptive web for their story’s main character</p> <p>3) By the end of this lesson students will be able to list the elements of a plot (conflict, rising action, climax, falling action), and will show in writing and with pictures, the main character’s initial conflict.</p>	<ul style="list-style-type: none"> • Completed character web • Written and artistic representation of story conflict
ACTIVITIES		DIFFERENTIATION
<p><i>Part I</i></p> <ul style="list-style-type: none"> • Review the theme of Cooperation and Competition – where did we see each of those themes in <i>Class President</i>? • Introduce the “Ideas” part of the 6+1 Traits Rubric (http://www.nwrel.org/assessment/pdfRubrics/6plus1traits.PDF) to the students, along with the grading criteria. Use that as a basis for the initial discussion about story ideas. Ask – “what will you need to make your story a 5 (Strong) on the rubric?” • Have students get into groups of 3 to brainstorm story ideas about cooperation and competition. • Share out ideas to record a whole class brainstorm. • Select one of the ideas and ask students to develop a main character with you, using a web (adjectives for the character go in the web) • Students work independently to choose a topic, and create a character web – they can work in pairs at this stage, but will each have to write their own story. <p><i>Part II</i></p> <ul style="list-style-type: none"> • Mini-lesson on the elements of plot, using the graphic representation of a rising and falling slope • Direct instruction on the importance of developing conflict for the main character - point out how conflict can be internal or external, and does not imply fighting, per-say • Students free write an initial conflict idea for their main character • Students pair up to share their ideas • Students work on artistic representations of their story conflict. 		<p>Differentiation based on</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Readiness <input checked="" type="checkbox"/> Language <input checked="" type="checkbox"/> Learning Style <ul style="list-style-type: none"> • provide bilingual adjective cards for ELs to pull from • Work with a small group to help them individually develop character webs • Have students role-play the conflict in <i>Class President</i> and other stories to build comprehension of the concept.

Name: Teacher A

Grade level/ Subject: Grade 1 Science

Unit Title: Solid and Liquids

Estimated Timeframe: 10 weeks

CLUSTERED UNIT STANDARDS (Selected from Prioritization Grid)					
UNIT STANDARDS	Standard	Bloom's	P1	P2	P3
	1. Materials come in different forms (states), including solids, liquids, and gases. As a basis for understanding this concept:				
	b. Students know the properties of substances can change when the substances are mixed, cooled, or heated.	4	X		
	a. Students know solids, liquids, and gases have different properties.	2		X	
	4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:				
	e. Make new observations when discrepancies exist between two descriptions of the same object or phenomenon.	5	X		
	a. Draw pictures that portray some features of the thing being described.	3		X	
	b. Record observations and data with pictures, numbers, or written statements.	3		X	
	c. Record observations on a bar graph.	3			X
STUDENT COMMUN	HOW STANDARDS WILL BE COMMUNICATED TO STUDENTS				
	Essential Question(s): How do scientist use properties to categorize all objects? What are some cool, new observation vocabulary words?				
ADD ESS ME	SUMMATIVE ASSESSMENT				
	Performance Assessment/Personal Communication:				

Students will join the teacher to observe three different, unfamiliar objects. They will be expected to give:

- Name five properties for each object (three must be new vocabulary)
- Categorize each object as solid, liquid, or gas
- Describe the differences between the states of matter

Constructed Response*

Students will answer the following questions:

- How can you change an ice cube from a solid to a liquid?
- How can you change liquid water into a solid?
- What would happen if you left water in an open container for several days?
* (can be oral if needed)

EVALUATION CRITERIA

Performance Assessment/Personal Communication:

Using a checklist, students can receive:

- 15 points for observing the objects (x 1)
- 3 points for identifying the objects as solid, liquid, or gas (x 3)
- 5 points for describing the differences between each of the states of matter (x 2)

For a total of 54 points

Constructed Response

Using a 4 point rubric, each question will be graded on the following criteria:

- Scientific Concepts
- Scientific Vocabulary
- Accuracy

Unit: Solids and Liquids

Lesson Number: 2

Estimated Timeframe: 45 minutes

STANDARDS	OBJECTIVES	ASSESSMENT
<p>Students know solids, liquids, and gases have different properties.</p> <p>Record observations and data with pictures, numbers, or written statements.</p>	<p>By the end of the period, students will be able to:</p> <ul style="list-style-type: none"> ▪ List five properties of different solids ▪ Use the words flexible and rigid to describe an object ▪ Record the properties of five objects on a chart 	<p>Collect the “Properties of Solid Objects” chart.</p>
ACTIVITIES		DIFFERENTIATION
<ol style="list-style-type: none"> 1. Review introduction lesson – Everything is a solid, liquid, or gas. Explain that today we will be exploring the properties of solids. 2. Use FOSS Investigation 1: Solids - Part 1 starting with step three on page 13 <ul style="list-style-type: none"> ▪ Discuss the observation and properties – use of 5 senses to get information about an object (no tasting in the science lab unless told by teacher) ▪ Model observing and recording properties of a marker ▪ Put students into pairs ▪ Distribute the first four objects – cloth square, plastic triangle, plastic tube, wood cylinder ▪ Allow partners time to observe ▪ Whole class – discuss and chart property vocabulary of a “Word Bank” poster - introduce the terms rigid and flexible ▪ Distribute three additional objects – craft stick, screw, insulated wire ▪ Distribute the “Properties of Solid Objects” chart ▪ Allow time for partners to observe and record, on the chart, the properties of 5 different solids ▪ Whole group debrief – Review the “Word Bank” and create a “What we Learned” chart 		<p>Differentiation based on</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Interest <input checked="" type="checkbox"/> Readiness <input checked="" type="checkbox"/> Language <input checked="" type="checkbox"/> Learning Style <p>Tactile observation of properties helps vocabulary development for language learners.</p> <p>Strategic partnering when necessary to help low readiness students.</p> <p>Students needing an additional challenge can add additional property words to the chart.</p>

Appendix H. Academic Rubrics

Below are the grading rubric tables for K-3 and 4-5.

Grading Rubric (Grades K to 3)

Academic Legends – Major subject areas	
4	Exceeding Standards For this reporting period, the student exceeds the standards by adding creativity, depth, and complexity to the application of the standards; grasps, applies, and extends key concepts, processes and skills.
3	Meeting Standards For this reporting period, the student demonstrates proficiency in the required standards.
2	Below Standards For this reporting period, the student is still learning the skills and needs additional time and practice with the standards.
1	Far below Standards For this reporting period, the student is still substantially below the expected standards and is functioning below grade level. Student may require intensive intervention to accelerate learning.

Markings for Standards	
X	For this reporting period, the student has made appropriate progress.
/	For this reporting period, the student needs additional time and practice with standard
[] blank	Not assessed or no further assessment required

Markings for skills within standards (<i>as applicable</i>)	
()	This specific skill has been taught, assessed and the student is proficient.
-	This specific skill has been taught and assessed, but the student is not proficient

Grading Rubric (Grades 4-5)

Academic Legends – Major subject areas	
A	For this reporting period, the student has mastered the standards with creativity, depth, and complexity and/or has achieved an average of 90% to 100%.
B	For this reporting period, the student has mastered the standards and/or has achieved an average of 80% to 89%.
C	For this reporting period, the student has learned some of the standards and/or has achieved an average of 70% to 79%.
NP	For this reporting period, the student has not met the standards and/or has achieved an average of <70%.
U	For this reporting period, there was insufficient evidence/lack of student work on which to base a performance assessment.

Markings for Standards	
X	For this reporting period, the student has made appropriate progress.
/	For this reporting period, the student needs additional time and practice with standard
[] blank	Not assessed or no further assessment required

Markings for skills within standards (<i>as applicable</i>)	
()	This specific skill has been taught, assessed and the student is proficient.
-	This specific skill has been taught and assessed, but the student is not proficient

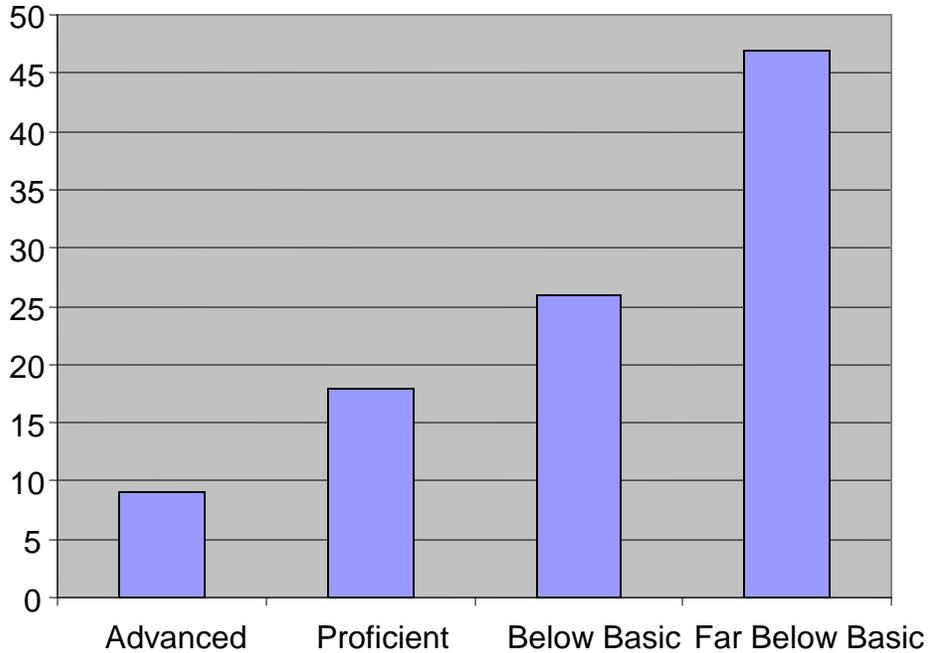
Appendix I. At-Risk Students Entering Kindergarten

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 ROPS neighborhood are 77% qualified for Free and Reduced Lunch, which is highly correlated to factor 3. They are also likely to have a primary language other than English (65%). 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 ROPS Kindergartners. As shown in Zill and West's analysis of this dataset, children with two or more risk factors were most likely to fall into the bottom quartile in reading readiness (47%) vs. just 9% in the top quartile. (Zill and West, 2001)

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



We arrive at our conclusion that our average student will be 1.5 years behind the average American student through the following analysis. We believe that students who score proficient on achievement tests are at grade level. Advanced students are one grade ahead, below basic one grade behind, and far below basic are two grades behind. We believe that a focused intervention program like ROPS 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.

Appendix J. References

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Appendix K. Attendance Policy

Allowed Absences

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

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

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

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

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

Appendix L. Section 504 Board Policy

Board Policy for IDENTIFICATION, EVALUATION AND EDUCATION UNDER SECTION 504

The Governing Board of the Rocketship One Public School (“ROPS”) 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 Act Improvement Act of 2004 (“IDEIA”).

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 ROPS does not assess a student after a parent has requested an assessment, ROPS 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. ROPS shall periodically review the student's progress and placement.

ROPS will implement this policy through its corresponding administrative regulation.

Legal References:

UNITED STATES CODE, TITLE 20

1400 Individuals with Disabilities Education Improvement Act of 2004

UNITED STATES CODE, TITLE 29

701 Rehabilitation Act of 1973

794 Rehabilitation Act of 1973, Section 504

CODE OF FEDERAL REGULATIONS, TITLE 34

104.1-104.61 Nondiscrimination on the basis of handicap, especially sections:

104.1 Purpose to effectuate Section 504 of the Rehabilitation Act of 1973

104.3 Definitions

104.32 Location and notification

104.33 Free appropriate public education

104.34 Educational setting

104.35 Evaluation and placement

104.36 Procedural safeguards

Current Policy Approval Date:

Amended:

Amended:

Original Approval Date:

Appendix M. 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 the Rocketship One Public School (“ROPS”).
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** – John Danner shall serve as ROPS’ 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.

B. Referral, Assessment and Evaluation Procedures

1. ROPS 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 ROPS employee will be forwarded to the Section 504 Coordinator.

4. ROPS 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.

5. 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.

6. 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 specialists.

7. 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.)

8. 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.

9. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.

10. 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 John Danner, 504 Coordinator c/o Rocketship One Public School. 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 ROPS' SELPA or the County Office of Education in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.
4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, he/she may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing his/her request for a hearing. A request for hearing should include:

- The specific decision or action with which the parent/guardian disagrees.
- The changes to the 504 Plan the parent/guardian seeks.
- Any other information the parent/guardian believes is pertinent.

5. Within 5 calendar days of receiving the parent/guardian's request for a hearing, ROPS 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 ROPS. 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 ROPS.

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 ROPS.

8. The parent/guardian and ROPS 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 N. Update on SELPA discussions

The El Dorado County SELPA is developing a pilot program for the inclusion of charter schools as LEAs within the El Dorado County SELPA. Lead Petitioner, John Danner, has met with Vicki Barber, El Dorado County Superintendent of Schools and has traded e-mails and telephone calls with Dr. Barber and SELPA Director Emi Johnson on several occasions. Based upon these discussions, ROPS has received an application to become a member of the El Dorado SELPA.

John Danner has met with San Jose Unified SELPA Director Pamela Ptacek to discuss her Special Education budget, 504 procedures and desire to understand the Special Education policies and procedures of the SELPA.

Appendix O. Draft Health and Safety Policies

This appendix contains a set of draft of health and safety policies to be considered by ROPS Board. The policies attached are as follows:

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

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Personnel

Board Policy #1

Fingerprinting and Background Checks

ROPS shall comply with the provisions of 44237 and 45125.1.

It is the policy of ROPS to require fingerprinting and background checks for its employees as required by law prior to employment at ROPS. All prospective employees must abide by all applicable laws and agree to abide by the policies of ROPS, including the submission of fingerprints and the approval for ROPS 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.

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

Additionally, ROPS 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 ROPS determines that the employees of the entity will have limited contact with pupils. In determining whether a contract employee will have limited contact with pupils, ROPS must consider the totality of the circumstances, including factors such as the length of time the contractors will be on school grounds, whether pupils will be in proximity with the site where the contractors will be working, and whether the contractors will be working by themselves or with others.

Procedures for Background Checks

The Principal(s) of ROPS shall review Department of Justice reports on prospective employees/ contractors; volunteers to determine whether an employee may be employed in accordance with Education Code Section 44237 or 45125.1, except with respect to her or himself, in which case the President of the Board will review. The Principal(s) shall monitor compliance with this policy and report to the Board of Directors on a quarterly basis.

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Tuberculin Examinations

1. No person shall be employed by or volunteer at ROPS unless they have submitted proof of an examination within the last two (2) years that they are free of active tuberculosis by a physician licensed under Chapter 5 of Division 2 of the Business and Professions Code.
2. This examination shall consist of an X-ray of the lungs or an approved intradermal tuberculin test, which, if positive, shall be followed by an X-ray of the lungs.
3. All employees/volunteers shall be required to undergo this examination at least once every two (2) years, with the exception of “food handlers” who shall be examined annually.
4. After such examination each employee shall file a certificate with ROPS 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, ROPS 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, ROPS 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 master teacher and all substitute employees.

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School Safety

Board Policy #3

Safe Facilities

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

Surveys and management plans will be maintained and updated for all hazardous building materials (lead, asbestos, etc.) and all hazardous materials used and stored in and around the school will be handled and dispensed properly. Additionally, appropriate training for staff working with hazardous materials (i.e., pesticides, cleaning chemicals, etc.) will be provided. A comprehensive indoor air quality program modeled on the EPA's "Tools for Schools" program will be implemented and maintained.

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

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School Safety

Board Policy #4

Emergency Plans

Disaster Plan

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

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

Incident Command Job Action Sheets Defined

Positions:

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

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

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

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

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

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

Student Tracking/Discharge Leader – Works with Student Tracking Officer to coordinate: time of removal, name and signature of person making removal, source of identification from persons making removal, cross checks of this information with the

emergency release forms. It should also have notation as to where the student will be going (i.e., home, relatives, work, neighbor, telephone number where they can be contacted).

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

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

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

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

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

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

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

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

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

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

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

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

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

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Student
Immunizations/Physical Exams

Board Policy #5

Applicability

This policy applies to all applicants to ROPS and the administration of the school in charge of admissions.

Immunizations

The Charter 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. ROPS requires written verification from a doctor or immunization clinic of the following immunizations:

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

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

Exceptions are allowed under the following conditions:

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

Any child leaving the United States for a short vacation to any country considered by the Center of Disease Control and Prevention (CDC) to have increased risk of TB exposure (such as Mexico, the Philippines, India or Southeast Asia) MUST call the County Tuberculosis Clinic, for a TB Screening upon return.

Physical Examinations

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

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

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

Adopted:

Amended:

DRAFT

School Safety

Board Policy #6

Communicable, Contagious, or Infectious Disease Prevention Policy

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

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

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

Science Laboratory Instruction

Students involved in science laboratory experiences shall be protected from contamination from body fluids of other persons and from contaminated instruments. Whenever possible, laboratory experiences involving body fluids will be conducted by way of teacher demonstration rather than by student participation.

Injuries and Accidents

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

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School Safety

Board Policy #7

Administration of Medications

The ROPS staff is responsible for the administration of medication to students attending school during regular school hours.

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

ROPS, 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.

Guidelines:

- The primary responsibility for the administration of medication rests with the parent/guardian, student and medical profession.
- Medication shall be administered only during school hours if determined to be absolutely necessary on an ongoing basis.
- The parent/guardian shall sign a release/consent form, which is to be kept on file at the school.
- Designated staff shall keep records of medication administered at the school.
- All medication will be kept in a secure and appropriate storage location and administered per physician's instructions by the school nurse or by designated staff.
- Designated staff shall return all surplus medication to the parent/guardian upon completion of the regimen or prior to summer holidays.
- Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, diabetes).

Adopted:

Amended:

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Personnel

Board Policy #8

Drug-Free Workplace

ROPS 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, ROPS 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.

ROPS 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.

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Personnel

Board Policy #9

Smoke-Free Environment

ROPS maintains 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.

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School Safety

Board Policy #10

First Aid, CPR, And Health Screening

ROPS 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, ROPS expects parents/guardians to provide emergency information and keep such information current in order to facilitate immediate contact with parents/guardians if an accident or illness occurs.

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

All teachers are to be certified in adult and pediatric CPR and First Aid and be recertified prior to expiration of certificates. Opportunities for adult and pediatric CPR and First Aid training will be offered to all support staff and volunteers.

Resuscitation Orders

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

Vision, Hearing and Scoliosis Screening

ROPS shall screen for vision, hearing and scoliosis as required by Education Code Section 49450, et seq., and District Board policy.

Head Lice

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

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

If there are two or more students affected in any class, an exposure notice with information about head lice shall be sent home to all parents/guardians of those students. Staff shall maintain the privacy of students identified as having head lice and excluded from attendance.

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

Adopted:

Amended:

DRAFT

School Safety

Board Policy #11

Exposure Control Plan For Bloodborne Pathogens

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

The Board shall determine which employees have occupational exposure to bloodborne pathogens and other potentially infectious materials. In accordance with ROPS’ “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 ROPS’ exposure determination may petition to be included in ROPS’ 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.

Appendix P. Suspension and Expulsion Procedures

SUSPENSION AND EXPULSION PROCEDURES

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

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at ROPS. 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 Charter 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 Charter 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 ROPS 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. ROPS will follow Section 504, the IDEIA, and all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom

ROPS 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 County for purposes of special education under Education Code Section 47641(b), the Charter School shall notify the County of the suspension of any student identified under the IDEIA (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 grant the County approval rights 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 ROPS or at any other school or a School sponsored event at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal/Administrator or of 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.
18. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
19. Made terrorist threats against school officials and/or school property.
20. Committed sexual harassment.

21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
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.

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

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

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

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

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

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

2. Notice to Parents/Guardians

At the time of the suspension, an administrator 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 Placement/Expulsion

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

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

D. Authority to Expel

A student may be expelled either by the Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of ROPS' governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

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

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing

shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

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

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
4. A copy of ROPS' disciplinary rules which relate to the alleged violation;
5. 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;
6. 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;
7. The right to inspect and obtain copies of all documents to be used at the hearing;
8. The opportunity to confront and question all witnesses who testify at the hearing;
9. 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

ROPS 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 ROPS or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of

his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (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. ROPS 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, ROPS must present evidence that the witness' presence is both desired by the witness and will be helpful to ROPS. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

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

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

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or

committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

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

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

I. Written Notice to Expel

The Principal or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the 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 ROPS.

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

This notice shall include the following:

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

J. Disciplinary Records

ROPS shall maintain records of all student suspensions and expulsions at ROPS. Such records shall be made available to the SCCOE upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. In accordance with Education Code Section 47605(d)(3), 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 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.

M. Rehabilitation Plans

Students who are expelled from ROPS shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to ROPS for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Principal and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon ROPS' capacity at the time the student seeks readmission.

Appendix Q. Sexual Harassment Policy

Rocketship Education, Inc. Policy on Sexual Harassment

Statement against Sexual Harassment

- **No toleration policy** - Sexual harassment of or by any faculty, staff or student is illegal and will not be tolerated. The 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 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 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 Board Sexual Harassment Policy will be displayed in a prominent location at the School.
- A copy of the 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 Director.

Complaint Procedure

Complaint Filing Procedure

- **Informal Resolution** - The Board encourages communication among its employees and students. If you feel that you are being harassed by another student, if reasonably possible, we suggest informing the party directly that his or her conduct is unwelcome or offensive and it must stop. If this is not possible, or if the alleged harasser is an employee of the School, or if the behavior continues, follow the complaint filing procedure.
- **Written Complaint** – Complaints should be submitted within one (1) year of the alleged incident to ensure a prompt, thorough investigation.
- Any student who believes he or she has been harassed, or believes he or she has witnessed harassment by a peer, or agent of the School should promptly report in writing, using the attached form, incident(s) to the his or her supervisor and / or the Director.
- 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 Director.
- The Director, or designee, will investigate all reported incidents within 10 days of receiving a written complaint form, unless the Director, or designee, is the subject of the investigation, in which case the 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 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 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 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 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 Director, 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 Director 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 Director shall be consulted before a decision is made on requests for extensions involving faculty and staff.

Adopted:

Amended:

Appendix R. Role of Staff as Mandated Child Abuse Reporters

All classified and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District.

Appendix S. Rocketship One Commitment Letter

Parents’/Guardians’ Commitment

We fully commit to Rocketship One in the following ways:

- We will make sure our child arrives at Rocketship One everyday by 7:25 A.M. if they intend to eat Breakfast or 8:25 A.M. if they do not (Monday – Friday).
- We will make arrangements so our child can remain at Rocketship One until 5:00 P.M. (Monday – Friday).
- We will strive to make our child available for additional academic intervention time upon parent or school request.
- We will do all we can to support our child and the commitment he/she has made to attend Rocketship One.
- We will support the teachers and staff of Rocketship One to help our child excel in school, both academically and behaviorally.
- 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.
- We will read at least five books per week with our child.
- We will check our child’s homework every night, sign his/her agenda, and let him/her call a classmate or teacher if there is a question/problem with the homework.
- We will read carefully and sign (if requested) all the papers the school sends home to us.
- We will always make ourselves available to our children and the school and address any concerns they may have. We will meet regularly with teachers to discuss our child’s progress.
- If our child is going to miss school, we will call the school in advance and notify teachers as soon as possible.
- We will allow our child to go on Rocketship One field trips.
- We will make sure our child follows the Rocketship One dress code.
- We understand that our child must follow the Rocketship One rules so as to protect the safety, interests, and rights of all individuals in the classroom.
- We will help our child prepare for college and life by supporting him/her and encouraging him/her to adhere to his/her “commitment to excellence.”
- We, not the school, are responsible for the behavior of our child.

X _____

Rocketship One 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 work hard to help your child feel successful and increase their sense of self-worth.
- ❑ We will do our best to provide your child with the academic base and moral compass they need to be successful through college and the rest of their lives.
- ❑ We will provide support to you and your child as you determine the best educational path upon graduating from Rocketship One.

X _____

Appendix T. Resumes of Rocketship Founder, Board of Directors and Consultants

John Danner
550 Kingsley Ave.
Palo Alto, CA 94301
(650) 815-5122

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

Founded this non-profit Charter Management Organization to create high-performing literacy-focused elementary schools serving inner-city students. Performed all fund-raising, created banking relationships, built board of directors, established curriculum. Rocketship intends to open its first elementary school in August, 2007.

July 2005 to Present **KIPP Academy Nashville** **Nashville, Tennessee**
Director

John introduced KIPP to Nashville and after two years of local political resistance, was able to establish KIPP Academy Nashville with principal Randy Dowell. John recruited KAN'S first teacher and a Reading Specialist. John oversaw the first year's budgeting and accounting processes to help KAN achieve a solid financial position during its first year of operation. KAN's teachers and students were named "Nashvillians of the Year" by the Nashville Scene newspaper in December, 2005 for showing Nashville that high expectations can be achieved by fully committed teachers and students.

August 2002 To May 2005 **Nashville Metro School District** **Nashville, Tennessee**
Teacher

Taught fifth grade in a high-risk middle school in 2002. Moved to second grade in 2003 and taught 2nd grade English Language Learners (ELL) in 03-05 at Glengarry Elementary in South Nashville and served as ELL Coordinator for the school. Achieved 2.5 years of reading progress for students during his two years at Glengarry. Instituted a data-driven model for assessing students' current reading skills and basing instruction on student need. Instituted a leveled classroom library for independent reading resulting in high correlations between independent reading and progress in reading development. Purchased curriculum software for his classroom allowing ELs to focus on vocabulary acquisition, phonemic awareness, and phonics.

August 2001 To May 2005 **Tennessee Charter School Association** **Nashville, Tennessee**
Director (01-03), Chairman (03-05)

John became a director of the TCSA and helped to pass the first charter school law in the state in 2002. Subsequently, the TCSA helped twelve charter schools to begin operations over the next four years. John was involved in state and local political advocacy and assisted schools in operating in compliance with Tennessee education and charter school law.

Eric C. Resnick
Chief Financial Officer
KSL Resorts

Eric Resnick is co-founder and chief financial officer of KSL Resorts, a resort management company with system-wide revenues greater than \$600 MM annually, which operates some of the nation's most distinctive destination resorts. In addition to overseeing finance, treasury and accounting, KSL (through its predecessor entities) has completed over \$2 billion in numerous financings. He also has responsibility for acquisitions and development where KSL has been particularly active, including the purchase of the La Costa Resort & Spa in 2001 and Hotel del Coronado in 2003, both in the San Diego area, as well as selling seven of KSL's other properties for aggregate proceeds of \$2.3 BB in 2003 and 2004. In 2005, together with Mike Shannon, Resnick has also co-founded and serves as Managing Director of KSL Capital Partners, which is currently raising a \$750 MM private equity fund to make investments in travel and leisure businesses.

Prior to joining KSL in 2001, Resnick served as vice president, strategic planning and investor relations for Vail Resorts, Inc. (NYSE:MTN). During his tenure there, he managed the acquisitions, joint ventures and strategic planning of the publicly traded resort company, with \$500 million in annual revenues and \$1 billion in assets.

Resnick was responsible for developing Vail's long-term strategic plan, including its expansion in the ski industry and into the national park and destination resort

industries. He was also treasurer and managing director of corporate planning and budgeting.

Earlier in his career, Resnick served as a management consultant for McKinsey and Company, Inc. in Washington, D.C. He managed and worked with companies in the media, health care, railroad and consumer products industries.

Resnick graduated Phi Beta Kappa from Cornell University in New York with a bachelor of arts degree in mathematics and economics.

He is married with three children and resides in Rancho Mirage, California.

***Don Shalvey, Ed.D.,
Chief Executive Officer and Co-Founder, Aspire Public Schools***

Don Shalvey has over thirty-five years of experience in public education, serving as superintendent, assistant superintendent, principal, classroom teacher, and counselor in all levels—primary, elementary, middle, and high schools, college and adult education. He previously served as the Superintendent of San Carlos School District, a district of 2,600 students and 6 elementary schools. Don has also worked in Merced, a rural district of 11,000 diverse students and in Lodi, a district of 28,000 students that includes urban Stockton and 11 other smaller communities.

Under Dr. Shalvey's leadership, the San Carlos District sponsored the first charter school in California and began participation in the Bay Area School Reform Collaborative, the Hewlett-Annenberg Project and a federal Technology Challenge Grant. Dr. Shalvey also co-founded Californians for Public School Excellence, an organization that sponsored California's Charter School Initiative that led to the passage of AB544, the Charter Schools Act of 1998. He is a member of State Superintendent Delaine Eastin's Charter School Committee as well as an advisor to the California Network of Educational Charters.

For the 26 years prior to his work in San Carlos, Dr. Shalvey served as Assistant Superintendent, Director of Staff Development, Principal and Teacher Counselor in school districts throughout the state of California. He has also served as a speaker and consultant to educational programs, school-to-career initiatives, community organizations and businesses throughout the western United States.

Dr. Shalvey earned a Doctorate of Education in Educational Leadership from the University of Southern California, a Masters of Education in Counseling and Guidance from Gonzaga University and a B.A. from LaSalle College.

JENNIFER ANDALUZ

Jennifer Andaluz is the co-founder and Executive Director of Downtown College Preparatory (DCP), Silicon Valley's first charter high school and one of the only schools in California to focus explicitly on college success for low-achieving urban students.

Andaluz began her career as a history and English teacher in large urban public schools, and worked closely with administrators and teachers alike in school-wide initiatives designed to improve the academic performance of underachieving students. Her work in comprehensive schools culminated in a Hewlett-Annenberg grant that was used to attack grade and attendance disparities for students of color.

Since its opening in 2000 DCP has earned local, state, and national recognition for its student achievement. Our School: The Inspiring Story of Two Teachers, One Big Idea and The School that Beat the Odds written by Joanne Jacobs, former education editor of the San Jose Mercury News, tracks the early story of DCP, its founders and its innovative programs.

A graduate of UC Santa Cruz, Andaluz has worked in public education since 1993. She is a member of the American Leadership Forum Silicon Valley Class XV. In 2004 she was recognized for her leadership by the Santa Clara Valley YWCA at its 20th annual Tribute to Women and Industry awards. In 2006 she received the inaugural Silicon Valley/San Jose Business Journal Diversity Award for extending the promise of education through her ground-breaking work at DCP. Andaluz serves on the boards of MACLA: Movimiento de Arte Cultura Latino Americana and Rocketship Education.

Appendix U. Articles of Incorporation, Bylaws, Resolution Creating an Executive Committee and Conflict Code for Rocketship Education

Articles of Incorporation



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

February 17, 2006

ATTORNEY/CLIENT PRIVILEGED &
CONFIDENTIAL COMMUNICATION

Via First Class Mail

PAUL C. MINNEY
JAMES E. YOUNG
MICHAEL S. MIDDLETON
DANIEL I. SPECTOR
LISA A. CORR

John Danner, CEO
ROCKETSHIP EDUCATION, INC.
550 Kingsley Avenue
Palo Alto, CA 94301

Re: Filed Articles of Incorporation for Rocketship Education

AMANDA J. McKECHNIE
JESSICA J. HAWTHORNE
VICTORIA K. LIN
JESSICA ADAMS ROBISON
TIMOTHY M. WEIR
JERRY W. SIMMONS
ADAM J. SUSZ
MARISA L. RUBITZ
CHASTIN H. PIERMAN
JULIE D. ROBBINS

Dear John:

On February 16, 2006, our office filed articles of incorporation for Rocketship Education. Please retain the enclosed original document in your corporate records.

If you should have any questions or concerns regarding this matter, please feel free to contact me.

Sincerely,

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

Adam J. Susz
ATTORNEY AT LAW

ENCLOSURES

7 PARK CENTER DRIVE ■ SACRAMENTO, CA 95825 ■ T 916 646 1400 ■ F 916 646 1300
WWW.SMYMCHARTERLAW.COM

Rocketship One Public School Petition

3/24/2015

285 527

CALIFORNIA SECRETARY OF STATE
BUSINESS PROGRAMS DIVISION



DOCUMENT FILING REQUEST

THIS DOCUMENT IS BEING PROCESSED FOR:
(Client Information)

Date: 2/16/05

Name Rocketship Education

Telephone: (916) 646-1400

Street Address 550 Kingsley Ave

Waiting

City Palo Alto State CA Zip Code 94301

Mail Back

Attn: John Danner

Telephone Notification

CORPORATION NAME - PLEASE PRINT LEGIBLY

Rocketship Education

RECEIVED
SACRAMENTO, CALIF.
006 FEB 16 PM 3:08
SECRETARY OF STATE

IPB to [unclear]

SECRETARY OF STATE USE ONLY

T <u>0474413</u>	CERT <u>2</u> C/F _____ C/GS _____
AMOUNT REC'D <u>15</u>	ARTS <input checked="" type="checkbox"/> AMDT _____ DISS _____ MERG _____
<input type="checkbox"/> CASH <input checked="" type="checkbox"/> CHECK <input type="checkbox"/> MONEY ORDER <input checked="" type="checkbox"/> CREDIT CARD	DS _____
Check/Money Order # _____	

S/I _____

LR _____ LEGAL REVIEW NOTES: _____

A nonprofit public benefit corporation is required to furnish an additional copy of a corporate document for forwarding the Office of the Attorney General. One of your copies has been sent by this office in compliance with Section 5120(d), California Corporations Code.

HANDLING FEE IS APPLICABLE FOR ALL DOCUMENTS PROCESSED
IE REMITTED BY SEPARATE CHECK AS THIS FEE WILL BE RETAINED

PLEASE MAKE CHECKS PAYABLE TO THE "SECRETARY OF STATE"

(REV 03/2005)

Rocketship One Public School Petition

3/24/2015

State of California
Secretary of State



I, BRUCE McPHERSON, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.



IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

FEB 16 2006

BRUCE McPHERSON
Secretary of State

2853527

ENDORSED - FILED
in the office of the Secretary of State
of the State of California

FEB 16 2006

**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 California 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 initial agent for service of process is:

John Danner
550 Kingsley Avenue
Palo Alto, CA 94301

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, or otherwise attempting to influence legislation, and the Corporation shall not

*ARTICLES OF INCORPORATION
ROCKETSHIP EDUCATION, INC.*

PAGE 1 OF 2

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.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

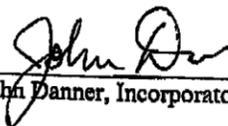
V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

Dated: 2/6/05


John Danner, Incorporator



ARTICLES OF INCORPORATION
ROCKETSHIP EDUCATION, INC.

PAGE 2 OF 2

Rocketship One Public School Petition

3/24/2015

2853527



State of California

Secretary of State

N

STATEMENT OF INFORMATION
(Domestic Nonprofit Corporation)

Filing Fee \$20.00. If amendment, see Instructions.

IMPORTANT — READ INSTRUCTIONS BEFORE COMPLETING THIS FORM

1. **CORPORATE NAME** (Please do not alter if name is preprinted.)

ROCKETSHIP EDUCATION

This Space For Filing Use Only

DUE DATE: MAY 16, 2006

COMPLETE PRINCIPAL OFFICE ADDRESS (Do not abbreviate the name of the city. Item 2 cannot be a P.O. Box.)

2. STREET ADDRESS OF PRINCIPAL OFFICE IN CALIFORNIA, IF ANY. CITY STATE ZIP CODE

CA

NAMES AND COMPLETE ADDRESSES OF THE FOLLOWING OFFICERS (The corporation must have these three officers. A comparable title for the specific officer may be added; however, the preprinted titles on this form must not be altered.)

3. CHIEF EXECUTIVE OFFICER/	ADDRESS	CITY AND STATE	ZIP CODE
4. SECRETARY/	ADDRESS	CITY AND STATE	ZIP CODE
5. CHIEF FINANCIAL OFFICER/	ADDRESS	CITY AND STATE	ZIP CODE

AGENT FOR SERVICE OF PROCESS (If the agent is an individual, the agent must reside in California and Item 7 must be completed with a California address. If the agent is another corporation, the agent must have on file with the California Secretary of State a certificate pursuant to Corporations Code section 1505 and Item 7 must be left blank.)

6. NAME OF AGENT FOR SERVICE OF PROCESS

7. ADDRESS OF AGENT FOR SERVICE OF PROCESS IN CALIFORNIA, IF AN INDIVIDUAL CITY STATE ZIP CODE

CA

DAVIS-STIRLING COMMON INTEREST DEVELOPMENT ACT (California Civil Code section 1350, et seq.)

8. Check here if the corporation is an association formed to manage a common interest development under the Davis-Stirling Common Interest Development Act and proceed to Items 9, 10 and 11.

NOTE: Corporations formed to manage a common interest development must also file a Statement by Common Interest Development Association (Form SI-CID) as required by California Civil Code section 1363.6. Please see instructions on the reverse side of this form.

9. ADDRESS OF BUSINESS OR CORPORATE OFFICE OF THE ASSOCIATION, IF ANY CITY STATE ZIP CODE

10. FRONT STREET AND NEAREST CROSS STREET FOR THE PHYSICAL LOCATION OF THE COMMON INTEREST DEVELOPMENT 9-DIGIT ZIP CODE
(Complete if the business or corporate office is not on the site of the common interest development.)

11. NAME AND ADDRESS OF ASSOCIATION'S MANAGING AGENT, IF ANY CITY STATE ZIP CODE

12. THE INFORMATION CONTAINED HEREIN IS TRUE AND CORRECT.

TYPE OR PRINT NAME OF PERSON COMPLETING THE FORM	SIGNATURE	TITLE	DATE
--	-----------	-------	------

SI-100 (REV 05/2005)
APPROVED BY SECRETARY OF STATE

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 550 Kingsley Avenue, Palo Alto, 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 California 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**

Rocketship One Public School Petition

3/24/2015

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 nine (9), 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 the corporation's annual 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.

Except for the initial Board of Directors, 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.

Terms for the initial Board of Directors shall be three (3) seats for a term of two (2) years. The initial Board of Directors shall be as follows:

<u>NAME</u>	<u>EXPIRATION OF TERM</u>
John Danner	February 16, 2008
Don Shalvey	February 16, 2008
Eric Resnick	February 16, 2008

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 or, if none, the Chief Executive Officer 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.

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).¹ Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

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.²

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 annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before

¹ Rocketship Education Inc. shall begin operating under the terms of the Brown act when it becomes a public agency by virtue of operating a California public charter school.

² As stated in footnote #1, Rocketship Education Inc. shall begin operating under the terms of the Brown act when it becomes a public agency by virtue of operating a California public charter school.

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 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 school district(s) in which Rocketship Education, Inc. 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;³
- 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.⁴

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

³ 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.

⁴ The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

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;
- 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 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 one (1) year terms.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may 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. VICE-PRESIDENTS. If the Chief Executive Officer is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the Board, or, if not ranked, a Vice-President designated by the Board, shall perform all duties of the Chief Executive Officer. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the Chief Executive Officer. The 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, 2006; and that these bylaws have not been amended or modified since that date.

Date

Eric Resnick, Secretary

Executive Committee

ROCKETSHIP EDUCATION
(A California Non-Profit Public Benefit Corporation)

RESOLUTION # 1

A RESOLUTION of the Board of Directors of Rocketship Education, California nonprofit public benefit corporation authorizing the creation of an Executive Committee to serve at the pleasure of the Board.

WHEREAS, Rocketship Education is a California nonprofit public benefit corporation under the direction and management of the Corporation's Board of Directors.

WHEREAS, the Corporation's bylaws authorize the Board of Directors to create one or more committees to serve at the pleasure of the Board, each consisting of two or more voting directors, to act on its behalf subject to certain limitations. (See Article VII, Section 23 of the bylaws.)

NOW THEREFORE, BE IT RESOLVED by the Board of Rocketship Education that an Executive Committee consisting of two or more voting directors shall be created to act on its behalf, except that the Executive Committee may not:

- 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;
- 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.

ADOPTED by the Board of Rocketship Education at the first meeting of the Board of Directors of Rocketship Education on the 28th day of February, 2006.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected Secretary of Rocketship Education, a California nonprofit public benefit corporation; that the foregoing is a true copy of a resolution duly and legally adopted by the Board of Directors on February 28, 2006; and that this resolution has not been revoked.

Date

Eric Resnick, Secretary

Conflict of Interest Code

ROCKETSHIP EDUCATION, INC.

CONFLICT OF INTEREST CODE

I. 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.

II. 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.

III. 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.”

- A. 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.

- B. Governing Board Candidates. Candidates for election to the governing board shall file statements within 5 days after the final date for filing nomination petitions.

- C. 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.
 - 1. Annual Statements. All designated employees shall file statements no later than April 1.
 - 2. Leaving Office Statements. All persons who leave designated positions shall file statements within 30 days after leaving office.
 - 3. 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.
 - 4. 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.

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

- A. 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.

- B. 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.

- C. 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.
- D. 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.

V. STATEMENTS OF ECONOMIC INTERESTS: MANNER OF REPORTING

A. Investment and Real Property Disclosure

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

1. A statement of the nature of the investment or interest;
2. 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;
3. The address or other precise location of the real property; and
4. 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.

B. Personal Income Disclosure

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

1. 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;
2. 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);
3. A description of the consideration, if any, for which the income was received;
4. 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
5. In the case of a loan, the annual interest rate and the security, if any, given for the loan.

C. 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:

1. The name, address, and a general description of the business activity; and
2. 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).

D. 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;

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a description of the business activity in which the entity is engaged; and designated employee's position with the business entity.

VI. 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 its 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:

- A. 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.
- B. 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.)
- C. Any business entity in which the designated employee is the director, officer, partner, trustee, employee, or any kind of manager.
- D. 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.)

VII. MANNER OF DISQUALIFICATION

A. 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.

B. 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.

VIII. 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.

Date

Eric Resnick, Secretary

EXHIBIT A

Designated Positions

- I. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in “Exhibit B” (i.e. categories 1, 2, and 3).
 - A. Members of the Governing Board
 - B. Candidates for Member of the Governing Board
 - C. Corporate Officers (e.g., CEO, Secretary, CFO, etc.)
 - D. Executive Director
 - E. Principal
 - F. Assistant Principals
 - G. Chief Business Officer
 - H. Director Personnel Services
 - I. Assistant Director of Personnel Services
 - J. Consultants⁵
 - K. Other Employees⁶

- II. Persons occupying the following positions are designated employees and must disclose financial interests defined in Category 1 of “Exhibit B.”
 - A. Purchasing Manager
 - B. Assistant Business Officer
 - C. Other Employees⁷

⁵ The Chief Executive Officer may determine, in writing, that a particular consultant, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s duties and, based upon that description, a statement of the extent of disclosure requirements. The Chief Executive Officer’s determination is a public record and shall be retained for public inspection in the same manner and location of interest code.

⁶ “Other Employees” include any employee occupying a position that requires the employee to make a governmental decision that foreseeably and materially affects a personal financial interest, source of income, or a business position in a business entity.

⁷ “Other Employees” include any employee with authority to make purchases that may foreseeably and materially affect an investment and/or business position in business entities or who are in a position to influence a governmental decision that may foreseeably and materially affect an investment and/or business position in a business entity.

III. Persons occupying the following positions are designated employees and must disclose financial interests defined in Categories 2 and 3 of “Exhibit B.”

- A. Information Systems Technician
- B. Contractor
- C. Other Employees⁸

EXHIBIT B

Disclosure Categories

Category 1 Reporting:

- A. Interest in real property which is located in whole or in part either (1) within the boundaries of the SCCOE, or (2) within two miles of the boundaries of the SCCOE, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property, if the fair market value of the interest is greater than \$1,000.

(Interests in real property of an individual include a business entity’s share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a ten percent interest or greater.)

- B. Investments in or income from persons or business entities which are contractors or sub-contractors which are or have been within the previous two-year period engaged in the performance of building construction or design within the SCCOE.
- C. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the jurisdiction.

(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)

⁸ “Other Employees” include employees with authority to make purchases that may foreseeably and materially effect investments and business positions in business entities which provide services, supplies, materials, or equipment in which the employee has authority to purchase.

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

(No investment or interest in real property is reportable unless its fair market value exceeds \$1,000. No source of income is reportable unless the income received by or promised to the public official aggregates \$250 or more in value or \$50 or more in value if the income was a gift during the preceding 12-month reporting period.

Category 2 Reporting:

- A. Investments in or income from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is Manager or Director. Investments include interests described in Category 1.

Category 3 Reporting:

- A. Investments in or income from business entities which are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is Manager or Director. Investments include the interests described in Category 1.

Appendix Z. Sample Bell Schedule

Because ROPS utilizes specialists to teach Math and Literacy and because Junior Associates teach Content to multiple classes, the ROPS bell schedule more closely resembles a bell schedule for middle or high school rather than an elementary school. The top row of the schedule lists the classes of students in the school. For example, KA is the “Kindergarten A” class, a class of 20 Kindergarten students. The column underneath KA shows the class schedule they will have every day of the school year. Along the left side of the schedule are the times that a given period begins. For example, the “Before School Intervention Program” in the Learning Lab for second graders begins at 8:30 a.m. and ends at 10:30 a.m. Within the blocks that make up a class period is an indicator of which subject is being taught - Literacy, Math or Content - and which teacher will be teaching that class. For example, at 8:30 a.m., the Kindergarten A class will be in Literacy class with the Literacy Specialist. Below the schedule and to the right of the legend is an analysis of the teacher hours worked each day by each teacher.

KA KB KC KD 1A 1B 1C 1D 2A 2B 2C 2D 3A 3B 3C 3D 4A 4B 4C 5A 5B

715a - 830

School Meeting
Arrival/Breakfast/Recess

730a
8:30a
9a
9:30a
10a
10:30a
11a
11:30a
12p
12:30p
1p
1:30p
2p
2:30p
3p
3:30p
4p
4:30p
5p

L SL	L JL1	L SAL2	L SAL1	M SAM1	M SAM2	C JL4	C JL5	Before School Intervention JM2 (Learning Lab)				Before School Intervention JM4 (Learning Lab)				C JL7	M JM1	M SM	M JM3	C JL6	
				C JL4	C JL7	M SAM1	M SAM2									M JM1	C JL3	C JL5	C JL2	M JM3	
C JM1	C JL1	C JM2	C JL7	L AP	L SAL2	L JL2	L SAL3	C JM4	C JL3	M SAM2	C JM3	Recess JL4 Lunch JL4				Learning Lab JL5			Learning Lab JL6		
Lunch JL1								Recess JL3				C JM1	M JM2	C JM3	M JM4						
M SAM1	C JL1	C JL7	M SM	Lunch JL2				Lunch JL3								Recess JL5		Recess JL6			
C JM1	M SAM1	M SM	C JL7	Recess JL2				L SAL1	L JL3	L SAL3	L AP	L SAL2	L P	L SL	L JL4			Lunch JM3		Lunch JM2	
Recess JL1				C JM4	C JL7	C JL2	C JL5										Recess JL5		Recess JL6		
After School Intervention JM1 (Learning Lab)				After School Intervention JM3 (Learning Lab)				M SAM2	M SM	C JM2	C JL2	M SAM1	C JL3	C JM4	C JL4	L JL5	L SAL1	L JL7	L SAL3	L JL6	
								C JM2	C JL2	C P	M SAM2	C JL1	M SAM1								

Dismissal

Classes

KA	Kindergarten Class A (20 students)		P	AP	SL	SAL1	SAL2	SAL3	JL1	JL2	JL3	JL4	JL5	JL6	JL7	SM	SAM1	AM2	JM1	JM2	JM3	JM4	
4A	4th Grade Class A (25 students)	8:30a			1	1	1		1			1	1	1	1	1	1	1	1	1	1	1	
5A	5th Grade Class A (33 students)	9a			1	1	1		1			1	1	1	1	1	1	1	1	1	1	1	
Subjects		9:30a			1	1	1		1	1	1	1	1		1		1	1	1	1	1	1	
L	Literacy	10a			1	1	1		1	1	1	1	1		1		1	1	1	1	1	1	
C	Content (Sci, Soc Stud, Art, Spanish)	10:30a		1			1	1	1	1	1	1	1	1	1				1	1	1	1	
M	Math	11a		1			1	1	1	1	1	1	1	1	1				1	1	1	1	
Teachers		11:30a		1			1	1	1	1	1	1	1	1	1					1	1	1	
P	Principal	12p		1			1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
AP	Assistant Principal	12:30p		1			1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
SL	Specialist - Lit	1p		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
SAL	Sr Assoc - Lit(3)	1:30p		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
JL	Jr Assoc - Lit (7)	2p		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
SM	Specialist - Math	2:30p		1			1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
SAM	Sr Assoc - Math(2)	3p					1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
JM	Jr Assoc - Math (4)	3:30p					1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
		4p		1			1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
		4:30p		1			1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
	Total Hours			3.0	4.0	4.0	6.0	6.0	6.0	7.5	7.5	7.5	7.5	8.0	7.0	8.0	4.0	6.0	5.0	8.0	7.5	7.5	7.0

Year 1 (reduced staff and enrollment) Bell Schedule

07-08 KA KB KC KD 1A 1B 1C 1D 2A 2B 2C 2D 3A 3B 3C 3D

715a - 830:

730a
8:30a
9a
9:30a
10a
10:30a
11a
11:30a
12p
12:30p
1p
1:30p
2p
2:30p
3p
3:30p
4p
430p
5p

School Meeting Arrival/Breakfast/Recess															
L JL5	L JL1	L SAL1	L SAL2	C JM1	C JM3	C JL2	M JM2	Before School Intervention JL3 (Learning Lab)			Before School Intervention JL4 (Learning Lab)				
						M SM	C JM2								
C JM1	C JL1	C JM2	C JM3	L SAL1	L SL	L JL2	L SAL2	M SM	C JL3	M P	C JL5	Recess JL4			
Lunch JL1								Recess JL3				M JM1	M JM3	C JL4	M ED
C JL5	C JL1	C JM2	M SM	Lunch JL2			Lunch JM3			Recess JL4					
M SM	M JM3	M JM2	C JL5	Recess JL2			L SAL1	L JL3	L SL	L SAL2	C JM1	L P	L JL4	C JL1	
Recess JL1				M SM	M JM2	C JL2	C JM3							C JL5	
After School Intervention JL1/JM1 (Learning Lab)				After School Intervention JL2 (Learning Lab)			C JM2	C JL3	C JM1	M SM	L SAL1	C JL5	M JM3	L SL	
								M JM3	M SM	C JM1	L SAL2		C JL4		

Dismissal

Classes

	KA	KB	KC	KD	1A	1B	1C	1D	2A	2B	2C	2D	3A	3B	3C	3D						
KA Kindergarten Class A (20 students)								ED	P	SL	SAL1	SAL2	JL1	JL2	JL3	JL4	JL5	SM	JM1	JM2	JM3	
1A 1st Grade Class A (20 students)					8:30a						1	1	1	1	1	1	1	1		1	1	1
2A 2nd Grade Class A (20 students)					9a						1	1	1	1	1	1	1	1		1	1	1
3A 3rd Grade Class A (20 students)					9:30a						1	1	1		1	1	1	1		1	1	1

Subjects

L Literacy					10:30a			1	1	1	1	1	1	1	1	1	1	1		1	1	1
C Content (Sci, Soc Stud, Art, Spanish)					11:30a		1		1	1	1	1	1	1	1	1				1		1
M Math					12p		1		1	1	1	1	1	1	1	1	1	1		1	1	1

Teachers

ED Executive Director					1:30p			1	1	1	1	1	1	1	1	1	1	1		1	1	1
P Principal					2p			1	1	1	1	1	1	1	1	1	1	1		1	1	1
SL Specialist - Lit					2:30p			1	1	1	1	1	1	1	1	1	1	1		1	1	1
SAL Sr Assoc - Lit(2)					3p					1	1	1	1	1	1	1	1	1		1	1	1
JL Jr Assoc - Lit (5)					3:30p					1	1		1	1	1		1	1		1	1	1
SM Specialist - Math					4p					1		1		1	1	1	1			1	1	
JM Jr Assoc - Math (3)					430p					1		1		1	1	1	1			1	1	
								1.0	3.0	6.0	7.0	7.0	7.5	7.5	8.0	7.5	8.0	6.0	8.0	8.0	7.5	

Appendix AA. Cash Flow and Budget

The ROPS financial statements include a five year pro-forma annual budget and three year monthly cash flow statement. For accounting purposes, the status of charter schools in California has not yet been authoritatively decided. Charter schools may ultimately be considered either public schools or non-profits. The California Department of Education’s most recent advisories allow charter schools to follow accounting standards from either the Governmental Accounting Standards Board (GASB) or the Financial Accounting Standards Board (FASB) if the school or its parent agency is a non-profit. The Rocketship Education Board of Directors anticipates utilizing FASB standards on advice of its auditor, but reserves the right to re-evaluate or change to GASB upon advice of auditor, clarification or change in law to conform with legal standards.

Students

Revenues for the school depend on the number of students enrolled and their demographics. Based on surrounding schools (see *Targeted School Populations* section), we predict that ROPS will have 65% English Learners (“EL”) and 77% Free and Reduced Lunch (“FRL”) students. We plan to over-enroll students by 10-20% above projected enrollments at the beginning of each year to manage start-of-year attrition. The following table shows our projected enrollment and demographics based on schools in the area:

	Year 0 2006-07 <i>Projected Budget</i>	Year I 2007-08 <i>Projected Budget</i>	Year II 2008-09 <i>Projected Budget</i>	Year III 2009-10 <i>Projected Budget</i>	Year IV 2010-11 <i>Projected Budget</i>	Year V 2011-12 <i>Projected Budget</i>
Projected Total Enrollment by Grade Level Group						
Grades K-3	-	280	320	320	320	320
Grades 4-6	-	-	137	137	137	137
Total Projected Enrollment	-	280	457	457	457	457
Projected Demographics						
English Learner Count (65% of enrollment)	-	182	297	297	297	297
Free/Reduced Meal Count (77% of enrollment)	-	216	352	352	352	352

Average Daily Attendance

The Average Daily Attendance (“ADA”) is the aggregate attendance of a school during a reporting period (normally a school year) divided by the number of days school is in session during this period. ROPS will assume a 96% attendance rate for our students. This compares to a 96% attendance rate for Downtown College Preparatory and 98% attendance rate for KIPP Heartwood Academy. ADA is used to calculate many of the revenue sources. A 96% attendance rate would yield an ADA of 268.8 students in year one and 438.72 in subsequent years based on the projected enrollment above.

Revenues

Revenue sources for charter schools come from federal and state governments and local private funding sources. State block grants provide the largest source of funding, constituting over 90% of charter school funding in California.¹ Because of ROPS' 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. ROPS has secured a \$1 million line of credit to help the school manage unexpected delays in funding. See Appendix W for the Wells Fargo Line of Credit.

A Summary of the projected revenues for the first five years along with the percentage components of all revenues is shown on the following two charts.

Projected Revenues, By Source

	Year 0 2006-07 <i>Projected Budget</i>	Year I 2007-08 <i>Projected Budget</i>	Year II 2008-09 <i>Projected Budget</i>	Year III 2009-10 <i>Projected Budget</i>	Year IV 2010-11 <i>Projected Budget</i>	Year V 2011-12 <i>Projected Budget</i>
Summary of all Revenue Programs						
State	\$ -	\$ 1,975,549	\$ 3,174,632	\$ 3,255,117	\$ 3,344,800	\$ 3,436,865
Federal	-	241,920	403,110	411,981	420,851	429,722
Local	-	-	-	-	-	-
Total Revenues	\$ -	\$ 2,217,469	\$ 3,577,743	\$ 3,667,098	\$ 3,765,651	\$ 3,866,587

Projected Revenue Component Percentages

	Year 0 2006-07 <i>Projected Budget</i>	Year I 2007-08 <i>Projected Budget</i>	Year II 2008-09 <i>Projected Budget</i>	Year III 2009-10 <i>Projected Budget</i>	Year IV 2010-11 <i>Projected Budget</i>	Year V 2011-12 <i>Projected Budget</i>
Percentage Revenue Components						
State	n/a	89.1%	88.7%	88.8%	88.8%	88.9%
Federal	n/a	10.9%	11.3%	11.2%	11.2%	11.1%
Local	n/a	0.0%	0.0%	0.0%	0.0%	0.0%
Total	0.0%	100.0%	100.0%	100.0%	100.0%	100.0%

State Revenues

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

Projected State Revenues

¹ This statistic assumes that in lieu tax payments are considered a source of state funds.

	Year 0 2006-07 <i>Projected Budget</i>	Year I 2007-08 <i>Projected Budget</i>	Year II 2008-09 <i>Projected Budget</i>	Year III 2009-10 <i>Projected Budget</i>	Year IV 2010-11 <i>Projected Budget</i>	Year V 2011-12 <i>Projected Budget</i>
Summary of State Revenue Programs						
General Purpose Block Grant Allocations	\$ -	\$ 1,460,928	\$ 2,461,537	\$ 2,525,411	\$ 2,595,998	\$ 2,668,646
Categorical Block Grant Allocations	-	134,400	225,492	231,195	237,775	244,356
California Lottery, Projected Total Funding	-	37,901	61,857	61,857	61,857	61,857
CA Primary (K-3) Class Size Reduction	-	294,560	345,920	354,880	364,800	375,040
Economic Impact Aid	-	47,760	79,827	81,774	84,370	86,966
Other State Programs (Identify)	-	-	-	-	-	-
Subtotal	\$ -	\$ 1,975,549	\$ 3,174,632	\$ 3,255,117	\$ 3,344,800	\$ 3,436,865

General Purpose Block Grant

The General Purpose Block Grant (“GPBG”) is the largest source of revenue for ROPS. The GPBG is calculated based on student Average Daily Attendance (“ADA”) and provides a set amount, per pupil, per grade level grouping. GPBG provides different funding levels for different blocks of grade levels. ROPS students fall into two grouping for purposes of GPBG: K-3 and 4-6.

Each charter school in California receives 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 scaled based on a Cost of Living Allowance (“COLA”). The Governor’s Proposal for K-12 education of January 2006 reflects a 5.18% COLA. We project COLA’s for the next five years and will refine them as guidance from the State becomes available.

Projected Annual Cost of Living Allowance

	Year 0 2006-07 <i>Projected Budget</i>	Year I 2007-08 <i>Projected Budget</i>	Year II 2008-09 <i>Projected Budget</i>	Year III 2009-10 <i>Projected Budget</i>	Year IV 2010-11 <i>Projected Budget</i>	Year V 2011-12 <i>Projected Budget</i>
Projected Statutory Cost of Living Allowance (COLA)	5.18%	3.40%	2.80%	2.60%	2.80%	2.80%

Based on the assumed COLAs, here are our assumptions for the General Purpose Block Grant.

Projected General Purpose Block Grant Amount

	Year 0 2006-07 <i>Projected Budget</i>	Year I 2007-08 <i>Projected Budget</i>	Year II 2008-09 <i>Projected Budget</i>	Year III 2009-10 <i>Projected Budget</i>	Year IV 2010-11 <i>Projected Budget</i>	Year V 2011-12 <i>Projected Budget</i>
CA Charter School General Purpose Block Grant Allocations						
Grades K-3	\$ 5,256	\$ 5,435	\$ 5,587	\$ 5,732	\$ 5,892	\$ 6,057
Grades 4-6	\$ 5,332	\$ 5,513	\$ 5,667	\$ 5,814	\$ 5,977	\$ 6,144

We expect that the 2006-2007 per unit GPBG will be revised several times before it is finalized in next year’s state budget deliberations, and we will revise this amount in our budget accordingly. A portion of these funds are provided through the sponsor district, San Jose Unified, from local property taxes collected, and the balance is paid by the state. We are projecting that the local tax base will provide approximately \$4,880 per student and the state budget will make up the balance. Assuming that the in lieu property taxes from SJUSD remain at \$4,880 for 2007-2008, then ROPS would receive its General Purpose Block Grant funding from the following sources:

Projected General Purpose Block Grant Allocation

General Purpose Block Grant Allocation by Funding Source, 2007-08	In Lieu Taxes	State Aid	Total Grant Allocation
Grades K-3	\$ 4,880	\$ 555	\$ 5,435
Grades 4-6	\$ 4,880	\$ 633	\$ 5,513

State General Purpose Categorical Block Grant

	Year 0 2006-07	Year I 2007-08	Year II 2008-09	Year III 2009-10	Year IV 2010-11	Year V 2011-12
CA Charter School Categorical Block Grant Allocations	<i>Projected Budget</i>					
Grades K-3	\$ 400	\$ 500	\$ 514	\$ 527	\$ 542	\$ 557
Grades 4-6	\$ 400	\$ 500	\$ 514	\$ 527	\$ 542	\$ 557

ROPS’ “categorical funding”, per unit of ADA, for the five-year projection period is shown in the previous figure. Categorical funding per ADA is additional block grant funding based upon an annual State Budget funding allocation. This funding is per student and is allocated by grade span level. The categorical block grant funding is in addition to the GPBG funding and is an accumulation of funding for each charter school student from multiple special purpose funds combined into one allocation. For the last two years, a mid-year deficit factor has been applied, reducing the size of categorical block grant funding. At this time, however, it is still too early to predict whether or not categorical funds will be paid in full.

Lottery

Lottery funding is based upon recent estimates provided by School Services of California. We project a total per student allocation of approximately \$141 per year. Funding is based on annual ADA. This estimate will be updated at the First, Second, and Third Interim Reporting periods. These funds are available to start-up schools, but, for cash flow purposes are not funded until year 2. Lottery funds are mainly allocated for general purpose use (Unrestricted Funds) with slightly over 10% of the funds restricted for instructional purposes.

Class Size Reduction

Class Size Reduction (“CSR”) funds are available to schools which conduct instruction at a student-teacher ratio of 20:1 in Grades K–3. This budget assumes a full year program, and class size reduction at all four eligible grade levels, with full day participation at \$1,052 per child. Please see letters from ROPS’ audit firm and from the CDE CSR expert in Appendix V validating the approach we have taken to ensure we comply with CSR regulations.

Economic Impact Aid

In lieu of economic impact aid (“EIA”) is based upon the number of pupils enrolled who are English Learners (“EL”) and/or eligible for subsidized meals (“FRL”). The estimated per pupil rate for 2007–2008 is \$120. Students who are both EL and FRL are eligible for a double allocation of \$240. As shown in the student demographics table at the beginning of the Financials Narrative section, ROPS will have a sum of 398 student equivalents for EIA on an enrollment of 280 students, because of our high ELL and FRL populations.

All other state funding programs are not included in this budget.

Federal Revenues

Rocketship One Public School will work with Santa Clara public education agencies to determine which, if any, of the Federal Funding Entitlements will accrue to ROPS. Federal revenues will be updated when a Federal entitlement notification is received. ROPS is aware that there are significant compliance features associated with federal funding.

Title I

Title I funding is based upon a formula for students qualifying for free and/or reduced meals. The amount per student is typically \$400- \$1,000 base. We conservatively project \$400 per identified pupil in 2007-08, with modest increases of approximately \$9 per student per year.

Free and Reduced 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 77% of our students receive \$4 per meal per day for free and reduced-price meals. These revenues are matched by an equivalent expense line item in Services and Operational Expenses.

Special Education Program

The School’s Special Education pupil population (enrollment) is reported to the State once a year in December. A running multiyear histogram of the School’s December Special Education student population will be maintained. ROPS would project that its Special Education student count will approximate 10% of enrollment, similar to the

sponsor district, San Jose Unified School District. It is also projected that the majority of the School's identified Special Education student population would need Resource Specialist assistance, such as Speech Therapy.

In the ROPS Petition, if the school remains a public school of the district, it is proposed that the Charter School's Special Education revenues would accrue to and be retained by the granting agency in the same manner as any other school of the granting agency. Under the ROPS proposal, the granting agency would retain those funds, and in exchange for receiving and retaining these revenues, the granting agency and ROPS would provide special education instruction and related special education services to ROPS' identified population in the same manner and with the same delineation of duties, as any other school of the district. This structure is defined with greater specificity in the actual Petition document. In addition to the retention of special education funds, if the school remains a public school of the district, the charter proposes that ROPS would contribute a share of its general education funds to the special education encroachment of the District. An expenditure line item of \$600 per student is allocated for Special Education Encroachment in the Services and Operational Expense section. If the charter is granted on appeal by the Santa Clara County Board of Education, ROPS understands that an MOU will be negotiated between the SCCOE, the County Board, and ROPS detailing the fiscal responsibilities related to the provision of special education instruction and related services to ROPS students. Based upon prior County/charter schools MOUs, it is the understanding of ROPS that the \$600 per student encroachment would, instead, be utilized by ROPS in addition to its State and Federal special education funds to assume fiscal responsibility for the identification, assessment, and provision of a free appropriate public education to ROPS students.

Other Federal Programs

Title II – Staff Development – based upon eligibility criteria of Title I; amount \$2.25 per student enrolled plus \$0.17 per Title I dollar received.

Participation: Yes ___ or No ___ or TBA based on further review with Santa Clara public education agencies ✓

Title IV – Safe and Drug Free Schools – based upon eligibility criteria of Title I, amount \$4.00 per student.

Participation: Yes ___ or No ___ or TBA based on further review with Santa Clara public education agencies ✓

Title VI – Innovative Programs – based upon eligibility criteria of Title I, amount \$4.85 per student, plus additional funds for welfare dependent students, minimum grant, \$3,500.

Participation: Yes ___ or No ___ or TBA based on further review with Santa Clara public education agencies ✓

Title VI – Class Size Reduction – based upon eligibility criteria of Title I; complex formula to determine funding; funding eligibility linked to student poverty and enrollment data.

Participation: Yes ___ or No ___ or TBA based on further review with Santa Clara public education agencies ✓

Local Revenues

ROPS budget projects no local revenue. Most charter schools rely heavily on fund-raising in order to launch a new school. As can be seen on page two of the budget, ROPS will rely instead primarily on debt financing to launch its school. We have a \$1 million Line of Credit commitment from Wells Fargo Bank, which can be seen in Appendix W.

While we expect to fundraise, we believe it is important for charter schools to operate within the financial constraints of district-operated public schools. Start-up costs are paid off over the course of the first five years of operation through operating revenues.

Summary Revenues per Enrollee

For the five year period through 2011-2012, the projected Revenues per student enrolled at ROPS is shown below.

Summary of All Revenue per Enrollee

	Year 0 2006-07 <i>Projected Budget</i>	Year I 2007-08 <i>Projected Budget</i>	Year II 2008-09 <i>Projected Budget</i>	Year III 2009-10 <i>Projected Budget</i>	Year IV 2010-11 <i>Projected Budget</i>	Year V 2011-12 <i>Projected Budget</i>
Summary of all Revenue per Enrollee						
State per Enrollee	n/a	\$ 7,056	\$ 6,947	\$ 7,123	\$ 7,319	\$ 7,520
Federal per Enrollee	n/a	864	882	901	921	940
Local per Enrollee	n/a	-	-	-	-	-
Total Revenues per Enrollee	n/a	\$ 7,920	\$ 7,829	\$ 8,024	\$ 8,240	\$ 8,461

Expenditures

Startup Costs (Year 0)

ROPS plans to spend a full year preparing for the opening of its school. During this time, the school will accrue approximately \$500,000 in expenses. Major startup costs include:

- \$130,000 for school computers and classroom equipment to be purchased in advance of opening
- \$120,000 for a full year of Principal’s salary and benefits
- \$100,000 for site improvements to the school facility
- \$44,000 for advance purchase of books and curriculum materials
- \$27,000 for a half year of Office Manager’s salary and benefits
- \$24,000 for one month of property lease in June 2007

- \$14,000 for a technology consultant to prepare the Learning Lab

Startup costs will be covered with a \$250,000 loan from the CDE and a draw of \$250,000 from the Wells Fargo line of credit.

Summary of Projected Expenditures

The projected expenditure through 2011-2012 are shown below and are followed by the percentage distribution of costs by major expenditure item.

	Year 0 2006-07 Projected Budget	Year I 2007-08 Projected Budget	Year II 2008-09 Projected Budget	Year III 2009-10 Projected Budget	Year IV 2010-11 Projected Budget	Year V 2011-12 Projected Budget
Summary of all Expenditures						
Certificated Salaries	\$ 100,000	\$ 767,100	\$ 1,197,600	\$ 1,228,550	\$ 1,260,700	\$ 1,293,150
Classified Salaries	20,000	41,000	42,000	43,100	44,200	45,300
Employee Benefits	26,995	242,398	376,544	382,984	400,977	419,064
Books & Supplies	44,000	95,480	161,500	164,369	169,328	174,359
Services & Operational Expenses	48,750	782,415	1,193,845	1,580,616	1,611,392	1,643,163
Capital Outlay	230,450	81,356	95,568	48,387	49,012	49,641
Other Expenses	23,531	38,146	54,678	12,103	4,910	1,081
Total Expenditures	\$ 493,726	\$ 2,047,894	\$ 3,121,735	\$ 3,460,109	\$ 3,540,518	\$ 3,625,757

Summary of All Expenditures by Relative Percentage

	Year 0 2006-07 Projected Budget	Year I 2007-08 Projected Budget	Year II 2008-09 Projected Budget	Year III 2009-10 Projected Budget	Year IV 2010-11 Projected Budget	Year V 2011-12 Projected Budget
Expenditures by Relative Percentage						
Certificated Salaries	20.3%	37.5%	38.4%	35.5%	35.6%	35.7%
Classified Salaries	4.1%	2.0%	1.3%	1.2%	1.2%	1.2%
Employee Benefits	5.5%	11.8%	12.1%	11.1%	11.3%	11.6%
Books & Supplies	8.9%	4.7%	5.2%	4.8%	4.8%	4.8%
Services & Operational Expenses	9.9%	38.2%	38.2%	45.7%	45.5%	45.3%
Capital Outlay	46.7%	4.0%	3.1%	1.4%	1.4%	1.4%
Other Expenses	4.8%	1.9%	1.8%	0.3%	0.1%	0.0%
Total Expenditures	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Salaries and Employee Benefits

High-quality and well-trained teachers are the heart of the ROPS' educational model. As detailed below, 50% of ROPS expenses are devoted to teacher compensation and development. "Compensation" includes the salary costs of all staff, including those who work full-time, part-time, and as substitute employees. Compensation also incorporates all staff benefits including Social Security, state teachers' retirement, unemployment insurance, Medicare, and workers' compensation.

California public schools use the Standardized Accounting Code Structure ("SACS") accounting method, which specifies categories for various school expenses. SACS places Professional Development ("PD") into Services and Operational Expenses. We

believe that, given the importance of PD in all schools and especially in an innovative design like ROPS, these expenses should be considered part of personnel costs. Summing Salaries, Benefits, and PD expenses, ROPS spends approximately 50% of revenues on personnel and training. We intend to coordinate teacher recruitment with student enrollment in order to maintain this percentage of expenditures devoted to personnel.

Figure 1: Percentage Total Compensation Costs to Revenues and Expenses

	Year 0 2006-07 <i>Projected Budget</i>	Year I 2007-08 <i>Projected Budget</i>	Year II 2008-09 <i>Projected Budget</i>	Year III 2009-10 <i>Projected Budget</i>	Year IV 2010-11 <i>Projected Budget</i>	Year V 2011-12 <i>Projected Budget</i>
Total Compensation Costs (with PD)						
Certificated Salaries	\$ 100,000	\$ 767,100	\$ 1,197,600	\$ 1,228,550	\$ 1,260,700	\$ 1,293,150
Classified Salaries	20,000	41,000	42,000	43,100	44,200	45,300
Employee Benefits	26,995	242,398	376,544	382,984	400,977	419,064
Staff Training & Development	-	78,000	123,200	126,600	130,200	134,000
Augmented Total Compensation Costs	\$ 146,995	\$ 1,128,498	\$ 1,739,344	\$ 1,781,234	\$ 1,836,077	\$ 1,891,514
	Year 0 2006-07 <i>Projected Budget</i>	Year I 2007-08 <i>Projected Budget</i>	Year II 2008-09 <i>Projected Budget</i>	Year III 2009-10 <i>Projected Budget</i>	Year IV 2010-11 <i>Projected Budget</i>	Year V 2011-12 <i>Projected Budget</i>
Percentage Comparisons (with PD)						
Total Compensation Costs/Total Revenue	N/A	50.9%	48.6%	48.6%	48.8%	48.9%
Total Compensation Costs/Total Expenses	29.8%	55.1%	55.7%	51.5%	51.9%	52.2%

All staff salaries are based upon projected salary schedules and individual employment contract terms and conditions. Annual anniversary increments are included for budget projection purposes. Salary data is based on full-time work for each position. Positions less than full time will receive an equivalent salary payment for the pro-rated share of the annual salary factor. Vacant and growth positions are estimated at an average cost factor per applicable employee group. Sick and personal necessity leave estimated at 5.0 days each per employee per year.

Certificated Employees

	Year 0 2006-07 <i>Projected Budget</i>	Year I 2007-08 <i>Projected Budget</i>	Year II 2008-09 <i>Projected Budget</i>	Year III 2009-10 <i>Projected Budget</i>	Year IV 2010-11 <i>Projected Budget</i>	Year V 2011-12 <i>Projected Budget</i>
Credentialed Support Teacher Staffing						
Junior Associates	-	8.00	11.00	11.00	11.00	11.00
Senior Associates	-	2.00	5.00	5.00	5.00	5.00
Subject Specialists	-	2.00	2.00	2.00	2.00	2.00
Other (Identify)	-	-	-	-	-	-
Subtotal	-	12.00	18.00	18.00	18.00	18.00

ROPS Teacher Staffing levels are based upon enrollment projections. Students in grades Kindergarten through Grade Three will be in classes of 20 students, students in Grade Four will be in classes with an average of 25 students, and students in Grade 5 will be in classes with up to 33 students. Both the Principal and the Assistant Principal, as primary instructional leaders of the School, will teach two to four hours daily.

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 ROPS' teachers are specialized in a subject area, they are able to teach students in various grades the entire day. For example, while two grades are in the Learning Lab, Literacy and Math teachers will instruct students in other grades. This provides ROPS with a more efficient staff utilization than traditional elementary schools. ROPS operates with approximately 15% less staff than a traditional elementary school. The Bell Schedule in Appendix Z details the ROPS daily schedule.

In addition to the regular classroom instruction, ROPS will also have Special Education resource staff who will be coordinated through the SELPA which oversees ROPS' Special Education.

Projected Classroom Teacher Salaries by Position

		Year 0 2006-07 Actual Budget	Year I 2007-08 Projected Budget	Year II 2008-09 Projected Budget	Year III 2009-10 Projected Budget	Year IV 2010-11 Projected Budget	Year V 2011-12 Projected Budget
Teachers – Junior Associates	1110	\$ 40,000	\$ 40,000	\$ 41,000	\$ 42,000	\$ 43,100	\$ 44,200
Teachers – Senior Associates	1110	\$ 50,000	\$ 50,000	\$ 51,300	\$ 52,600	\$ 53,900	\$ 55,200
Teachers – Subject Specialists	1110	\$ 100,000	\$ 100,000	\$ 102,500	\$ 105,100	\$ 107,700	\$ 110,400
Teachers – Other (Identify)	11xx	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Projected Classroom Teacher Salaries

	Year 0 2006-07 Projected Budget	Year I 2007-08 Projected Budget	Year II 2008-09 Projected Budget	Year III 2009-10 Projected Budget	Year IV 2010-11 Projected Budget	Year V 2011-12 Projected Budget
Credentialed Support Teacher Compensation						
Teachers – Junior Associates	-	320,000	451,000	462,000	474,100	486,200
Teachers – Senior Associates	-	100,000	256,500	263,000	269,500	276,000
Teachers – Subject Specialists	-	200,000	205,000	210,200	215,400	220,800
Teachers – Other (Identify)	-	-	-	-	-	-
Subtotal	-	620,000	912,500	935,200	959,000	983,000

Teachers will be paid according to the Rocketship One Public School pay scale, as developed by ROPS' Leadership Team, and approved by the Governing Board. Pay for Junior and Senior Associates is based on the SJUSD teacher pay scale for teachers with similar years of experience. The weighted average Teacher Salary costs for the five year period is shown above; the projected salary COLA each year, beginning 2007-2008 will approximate 2.5%. All salaries are based upon a full-day/year of service. Note that if a position is less than full time, such as 3 days per week, the actual salary paid would be 60% of the amount shown. The resultant teacher salary projections are shown above.

Substitute Teacher Costs

Teacher Substitute Provisions are included for both projected sick and personal leave as well as for professional staff development leave. Five days per year per teacher full time equivalent (“FTE”) are projected for sick and personal leave.

School Administrator Salary Costs

Certificated Management Staff include the School’s Principal and Assistant Principal. As noted earlier, these individuals will be active mentors to the staff and will teach two to four hours each day. The Full Time Equivalent posts for these two jobs are projected as follows:

Certificated Management Full-Time Equivalents

	Year 0 2006-07	Year I 2007-08	Year II 2008-09	Year III 2009-10	Year IV 2010-11	Year V 2011-12
Certificated School Administrator Staffing	<i>Projected Budget</i>					
Assistant Principal	-	-	1.00	1.00	1.00	1.00
Principal	1.00	1.00	1.00	1.00	1.00	1.00
Other (Identify)	-	-	-	-	-	-
Other Certificated Staffing	1.00	1.00	2.00	2.00	2.00	2.00

Certificated Management Annual Salary Projection Scale

	Year 0 2006-07	Year I 2007-08	Year II 2008-09	Year III 2009-10	Year IV 2010-11	Year V 2011-12
Certificated School Administrator Salaries	<i>Projected Budget</i>					
Assistant Principal	\$ -	\$ -	\$ 100,000	\$ 102,500	\$ 105,100	\$ 107,700
Principal	\$ 100,000	\$ 125,000	\$ 150,000	\$ 153,800	\$ 157,600	\$ 161,500
Other (Identify)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

The projected annual salaries integrating the projected FTE and the annual salaries for the five year period follow. Note that the Principal is expected to be hired in advance of the first year of operation and a full twelve month’s salary is included in the Budget Plan. Although John Danner will be acting as Executive Director during Years 0-2, he will draw only health and medical benefits, but not a salary.

Certificated Management Annual Salary Projection

	Year 0 2006-07	Year I 2007-08	Year II 2008-09	Year III 2009-10	Year IV 2010-11	Year V 2011-12
Certificated School Administrator Compensation	<i>Projected Budget</i>					
Assistant Principal	\$ -	\$ -	\$ 100,000	\$ 102,500	\$ 105,100	\$ 107,700
Principal	\$ 100,000	\$ 125,000	\$ 150,000	\$ 153,800	\$ 157,600	\$ 161,500
Other (Identify)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal	\$ 100,000	\$ 125,000	\$ 250,000	\$ 256,300	\$ 262,700	\$ 269,200

Classified Salary Costs

The only classified employee (non-certificated) is the Office Manager, with salary reflected in the budget.

Employee Benefits

	Year 0 2006-07 Projected Budget	Year I 2007-08 Projected Budget	Year II 2008-09 Projected Budget	Year III 2009-10 Projected Budget	Year IV 2010-11 Projected Budget	Year V 2011-12 Projected Budget
Employee Benefit Cost Data						
Total Retirement Costs	\$ 9,490	\$ 65,828	\$ 101,406	\$ 104,028	\$ 106,748	\$ 109,493
Other Mandatory Benefits						
Medicare	1,740	11,717	17,974	18,439	18,921	19,408
State Unemployment (SEF)	780	5,253	8,057	8,266	8,482	8,700
Worker's Compensation (WC)	4,485	46,200	69,586	68,292	70,266	72,303
Total Health Benefit Costs	10,500	113,400	179,520	183,960	196,560	209,160
Total Employee Benefit Costs	\$ 26,995	\$ 242,398	\$ 376,544	\$ 382,984	\$ 400,977	\$ 419,064

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. ROPS' employees participate in State Teachers' Retirement, Social Security, Medicare, State Unemployment and Workers' Compensation. For a full-time certificated employee, the State Teachers' Retirement System² employer contribution factor is 8.25%³. Other Employee Benefits include a contribution of \$7000 for health care insurance to employees who work at least 0.75 FTE. The healthcare contribution will increase by 7% per year.

Books and Supplies

	Year 0 2006-07 Projected Budget	Year I 2007-08 Projected Budget	Year II 2008-09 Projected Budget	Year III 2009-10 Projected Budget	Year IV 2010-11 Projected Budget	Year V 2011-12 Projected Budget
Books & Supplies Detail						
Approved Textbooks and Core Curricula Material	\$ 42,000	\$ 22,680	\$ 39,490	\$ 39,083	\$ 40,216	\$ 41,381
Books and Other Reference Materials	-	-	-	-	-	-
Materials and Supplies						
Core Curriculum Software	-	42,000	70,378	72,206	74,491	76,776
Custodial Supplies	1,000	9,800	16,429	16,891	17,380	17,882
Instructional supplies	-	-	-	-	-	-
Office Supplies	1,000	21,000	35,203	36,190	37,241	38,319
Other (Identify)	-	-	-	-	-	-
Non Capitalized Equipment	-	-	-	-	-	-
Food	-	-	-	-	-	-
Total Books & Supplies	\$ 44,000	\$ 95,480	\$ 161,500	\$ 164,369	\$ 169,328	\$ 174,359

² Teachers in STRS do not traditionally participate in Social Security.

³ In 2005, the Governor attempted to raise the cost factor to 10.25%; this effort was unsuccessful and thus the current 8.25% rate is maintained throughout the five year period.

ROPS will pay for Books and Supplies from the Block Grant funds that will be allocated to ROPS annually. Many of the cost projections are based upon a per pupil allotment, such as Textbooks and Instructional Supplies. For 2006-2007, textbook and curriculum material purchases are projected at \$150 per child, calculated against the projected enrollment in 2007–2008. Once ROPS opens, an ongoing allowance is calculated at \$81 per pupil (plus a Cost of Living Allowance or ‘COLA’). Beginning 2007-08 custodial supplies and office supplies are projected at \$35 and \$75 per pupil respectively, with COLAs applied in future years. Other major expenses in this area include a projection of \$150 per pupil per year for the licensing of core curriculum software. These funds may later be reallocated to other School Site Cost Centers based upon unique needs each year.

Services and Operational Expenses

	Year 0 2006-07 Projected Budget	Year I 2007-08 Projected Budget	Year II 2008-09 Projected Budget	Year III 2009-10 Projected Budget	Year IV 2010-11 Projected Budget	Year V 2011-12 Projected Budget
Operating Costs Detail						
Personal Services of Instructional Consultants, I	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Travel and Conference	-	2,000	2,054	2,112	2,173	2,236
Dues and Memberships	-	1,000	1,027	1,056	1,087	1,119
Insurance	-	14,441	24,207	24,884	25,606	26,346
Operation and Housekeeping Services						
Custodial Services	-	20,000	20,540	21,120	21,730	22,360
Rentals, Leases, Repairs and Noncapitalized Improvements						
Equipment (lease/rental)	-	-	-	-	-	-
Equipment (repairs)	-	-	-	-	-	-
Noncapitalized Improvements	-	-	-	-	-	-
Property (lease/rental)	24,000	288,000	414,720	414,720	414,720	414,720
Professional/Consulting Services and Operating Expenses						
Accounting	-	-	-	-	-	-
Advertising	-	-	-	-	-	-
Audit Services	-	12,000	12,324	12,672	13,044	13,428
Business Services	-	-	-	-	-	-
District Financial Oversight Fee	-	15,953	26,870	27,566	28,338	29,130
Food Service Operations Contract	-	155,520	259,142	264,845	270,547	276,250
Legal Services	10,000	10,260	10,536	10,836	11,148	11,472
Other Operational Expenses	-	-	-	-	-	-
Printing and Reproduction (nonacademic)	-	-	-	-	-	-
Rocketship One License Fee	-	-	-	366,720	376,560	386,640
Special Education Encroachment	-	168,000	281,512	289,281	297,507	306,190
Staff Training & Development	-	78,000	123,200	126,600	130,200	134,000
Utilities	-	8,000	8,220	8,448	8,688	8,940
Communications						
Internet	250	3,084	3,168	3,252	3,348	3,444
Telephone	500	6,156	6,324	6,504	6,696	6,888
Total Services & Operational Expenses	\$ 34,750	\$ 782,415	\$ 1,193,845	\$ 1,580,616	\$ 1,611,392	\$ 1,643,163

Expenses in this section are primarily based on preliminary negotiations with prospective service providers although ROPS will provide its own business services. Many of these items are self-explanatory. We make note of items below as needed to explain our budgeting assumptions.

Insurance

Comprehensive insurance will cost \$52/pupil annually based on initial indications from the California Charter School Association insurance program.

Custodial Services

These services will be provided by contractors while school is in session (10 months/yr) at \$2000/month.

Property

Other than personnel compensation, school facilities constitute the largest cost for ROPS. Under Proposition 39, the School district in which the charter school operates is required to provide not only a school facility, but basic equipment for all rooms, including classrooms, office, administrative office and other spaces comparable to what is provided other schools in the District. This requirement significantly impacts the capital outlay requirement needs of all charter schools in California and the impact is integrated into this budget. ROPS will present its Prop 39 facility request annually to San Jose Unified School District. ROPS has also integrated an alternative cost estimate for a facility lease for the five-year budget projection period based on a projected rate of \$1.00 per square foot per month on a 24,000 square foot facility for final month of the startup year, 2006–07 and all of the first year of operation, expanding to a roughly 35,000 square foot facility in year two and beyond.

Authorizer Financial Oversight Fee

This oversight fee, paid to the school district or other authorizer is set by law at actual costs of the oversight up to 1% of the general purpose entitlement and categorical block grant revenues of ROPS. Should ROPS be provided a substantially rent-free facility from its authorizer, the oversight fee will be actual costs of the oversight up to 3% of the general purpose entitlement and categorical block grant revenues,

Food Service Operations Contract

The cost of Food Service is calculated to be approximately \$4 per participating student (FRL qualified) per day and matches the Federal Free and Reduced Meal Revenue.

Other Operational Expenses

This category includes allowances for services such as custodial and office supplies, annual audits, business operations, student attendance, student testing teacher fingerprinting and other such activities that have yet to be projected on an individual basis.

Rocketship Education Services

Rocketship Education Services fee is 10% of the total school revenues. In years one and two, John Danner, serving as the Executive Director, will provide these services to the school.

John will only be receiving health and medical benefits, but no salary. Beginning in year 3, when ROPS has paid down initial startup costs, Rocketship Education will hire paid staff to manage operations. Please see *Learning Best Occurs in a Well-Run School* in the Education section of the petition for a full description of the services to be provided by Rocketship Education.

Special Education Encroachment

ROPS has budgeted \$600 per student to be paid to the granting agency for Special Education instruction and related services in addition to the special education revenues that the granting agency will receive from the state and federal government.

Staff Training and Development

Professional Development (“PD”) is a core part of ROPS operations. Costs for PD are currently estimated at \$6000 per credentialed FTE per year.

Technology Consultant

We have budgeted \$14,000 in year 0 to assist in assembly of the Learning Lab and other office technology.

Capital Outlay

Capital Costs Detail	Year 0 2006-07 Projected Budget	Year I 2007-08 Projected Budget	Year II 2008-09 Projected Budget	Year III 2009-10 Projected Budget	Year IV 2010-11 Projected Budget	Year V 2011-12 Projected Budget
Sites	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Site Improvement	100,000	10,000	10,320	10,560	10,920	11,280
Buildings	-	-	-	-	-	-
Building Improvement	-	-	-	-	-	-
New Library Books & Media	-	-	-	-	-	-
Furniture, Fixtures & Equipment						
Computer Systems (student)	-	17,600	28,726	28,726	28,726	28,726
Computer Systems (teacher)	-	24,624	12,648	-	-	-
Computer Systems (other staff)	3,000	1,026	-	-	-	-
Computer Systems (schoolwide)	18,000	-	-	-	-	-
School Equipment (students)	35,000	-	23,541	-	-	-
School Equipment (teachers)	-	21,540	11,058	-	-	-
School Equipment (other staff)	1,200	410	-	-	-	-
School Equipment (other miscellaneous)	72,650	-	-	-	-	-
Furniture, Fixtures & Equipment Replacement	600	6,156	9,275	9,101	9,366	9,635
Depreciation Expense	-	-	-	-	-	-
Total Capital Costs	\$ 230,450	\$ 81,356	\$ 95,568	\$ 48,387	\$ 49,012	\$ 49,641

Site Improvement

The school has budgeted for startup tenant improvements of \$100,000 and on-going tenant improvements of \$10,000 per year. As discussed previously, the school intends to ask for and

receive Proposition 39 facilities from its host district, but ROPS budget contains these expenditures as contingencies.

Computers

Student computer hardware costs are projected at \$165/year on a perpetual lease basis with a ratio of approximately 3:1 students to computers. Teacher and staff computer costs are projected at a cost of approximately \$2,000 per FTE. Purchase and installation of school server and network is projected at \$18,000 in 2006–07.

Furniture and Equipment

Student furniture costs (desks and chairs) are projected at \$125 per pupil in 2006–07 and \$125 per pupil plus COLA adjustments in 2007–2008 when enrollment is growing. Classroom furniture and equipment costs (teacher desks, black boards, book cases, et cetera) are projected at approximately \$2,000 per classroom. Furniture for other staff is budgeted at \$800 per FTE in 2006–07, plus COLA thereafter. Other miscellaneous capital startup expenses (fax machines, telecommunication equipment, fireproof record-storage cabinets, overhead projectors, multimedia equipment, et cetera) amount to approximately \$73,000 in 2006–07. Equipment replacement costs are calculated on a five-year replacement rate for computers and related items.

Other Outgo

This line item includes Interest Payments on loans and debt. ROPS' debt are a \$1 million line of credit from Wells Fargo Bank and a \$250,000 startup loan from the California Department of Education (CDE). These loans are further described in the Other Financing Sources section below.

Other Financing Sources/Uses

	Year 0 2006–07 <i>Projected Budget</i>	Year I 2007–08 <i>Projected Budget</i>	Year II 2008–09 <i>Projected Budget</i>	Year III 2009–10 <i>Projected Budget</i>	Year IV 2010–11 <i>Projected Budget</i>	Year V 2011–12 <i>Projected Budget</i>
Other Costs Detail						
Debt Service – Interest Payments						
CDE Charter School Revolving Loan	\$ 2,781	\$ 5,405	\$ 4,324	\$ 3,243	\$ 2,162	\$ 1,081
\$1M Line of Credit	20,750	32,741	50,354	8,860	2,748	-
Other Outgo (Identify)	-	-	-	-	-	-
Total Other Outgo	\$ 23,531	\$ 38,146	\$ 54,678	\$ 12,103	\$ 4,910	\$ 1,081
	Year 0 2006–07 <i>Projected Budget</i>	Year I 2007–08 <i>Projected Budget</i>	Year II 2008–09 <i>Projected Budget</i>	Year III 2009–10 <i>Projected Budget</i>	Year IV 2010–11 <i>Projected Budget</i>	Year V 2011–12 <i>Projected Budget</i>
Other Sources Detail						
Debt Service – Proceeds						
CDE Charter School Revolving Loan	\$ 250,000	\$ -	\$ -	\$ -	\$ -	\$ -
\$1M Line of Credit	250,000	86,000	-	-	-	-
Other Transfers IN (Identify)	-	-	-	-	-	-
Total Transfers In	\$ 500,000	\$ 86,000	\$ -	\$ -	\$ -	\$ -

	Year 0 2006-07 <i>Projected Budget</i>	Year I 2007-08 <i>Projected Budget</i>	Year II 2008-09 <i>Projected Budget</i>	Year III 2009-10 <i>Projected Budget</i>	Year IV 2010-11 <i>Projected Budget</i>	Year V 2011-12 <i>Projected Budget</i>
Other Uses Detail						
Debt Service – Principal Payments						
CDE Charter School Revolving Loan	\$ -	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000
\$1M Line of Credit	-	-	171,000	165,000	-	-
Other Transfers OUT (Identify)	-	-	-	-	-	-
Total Transfers Out	\$ -	\$ 50,000	\$ 221,000	\$ 215,000	\$ 50,000	\$ 50,000

These initial projections are based on the assumption that ROPS will apply for and be awarded a low-interest rate working capital loan of \$250,000 from the CDE Charter School Revolving Loan fund, and that additional working capital needs will be met via draws against a \$1,000,000 line of credit established for the school with Wells Fargo Bank (see Appendix W). Note that use of this Line of Credit will be minimized in order to reduce the associated interest cost, with payments against the Line of Credit being made monthly as current balances allow. Furthermore, note that current monthly Cash Flow projections for the school indicate that this Line of Credit will be paid off once enrollment stabilizes at capacity in 2009-10.

Ending Fund Balance

	Year 0 2006-07 <i>Projected Budget</i>	Year I 2007-08 <i>Projected Budget</i>	Year II 2008-09 <i>Projected Budget</i>	Year III 2009-10 <i>Projected Budget</i>	Year IV 2010-11 <i>Projected Budget</i>	Year V 2011-12 <i>Projected Budget</i>
Net Operating Expenses						
Total Revenues	\$ -	\$ 2,217,469	\$ 3,577,743	\$ 3,667,098	\$ 3,765,651	\$ 3,866,587
Total Expenditures	\$ 493,726	\$ 2,047,894	\$ 3,121,735	\$ 3,460,109	\$ 3,540,518	\$ 3,625,757
Net Operations	\$ (493,726)	\$ 169,574	\$ 456,008	\$ 206,989	\$ 225,133	\$ 240,829

	Year 0 2006-07 <i>Projected Budget</i>	Year I 2007-08 <i>Projected Budget</i>	Year II 2008-09 <i>Projected Budget</i>	Year III 2009-10 <i>Projected Budget</i>	Year IV 2010-11 <i>Projected Budget</i>	Year V 2011-12 <i>Projected Budget</i>
Beginning and Ending Fund Balances						
Beginning Fund Balance (Net)	\$ -	\$ 6,274	\$ 211,848	\$ 446,857	\$ 438,845	\$ 613,978
Plus:						
Current Year Net Operations	(493,726)	169,574	456,008	206,989	225,133	240,829
Current Year Net Sources/Uses	500,000	36,000	(221,000)	(215,000)	(50,000)	(50,000)
Net Change Fund Balance	6,274	205,574	235,008	(8,011)	175,133	190,829
Ending Fund Balance (Net)	\$ 6,274	\$ 211,848	\$ 446,857	\$ 438,845	\$ 613,978	\$ 804,808

No state authoritative body has determined how recommended reserve levels should be set for charter schools. ROPS' goal will be to maintain a minimum of 5% of current expenditures, each year, based on current year operations 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, ROPS maintains a net Ending Fund Balance Reserve above its goal of 5% for all years.

In addition to the Fund Balance Reserve, ROPS will be building a cash balance reserve as identified in the current budget and cash flow documents. ROPS shows an accruing cash balance which will be used beginning in year 3 and beyond to satisfy unexpected expenses, implement additional innovative curricular programs, increase professional development activity, purchase facilities, or other needs as determined by the Board of Directors of Rocketship Education in future years. ROPS will also maintain a Line of Credit to enable the school to access Working Capital funds as the need arises.

Cash Flow

Revenues

Because revenues are lumpy and primarily from a single source, correctly projecting cash flow is far more important than the budget for a charter school’s financial health. The greatest cash flow challenge is correctly predicting the flow of federal and state revenue sources. California law identifies the percentage of a School’s Block Grant funds to be paid at specified dates. This table is shown below:

Block Grant Funding

Month	Year I		Year II and Beyond	
	In Lieu Property Tax	State Aid	In Lieu Property Tax	State Aid
July				6%
August	6%		6%	12%
September	12%	34%	12%	8%
October	8%		8%	8%
November	8%		8%	8%
December	8%	24%	8%	8%
January	8%		8%	8%
February	8%	14%	8%	14%
March	14%	7%	14%	7%
April	7%	7%	7%	7%
May	7%	7%	7%	7%
June	7%	deferred	7%	deferred
Sub Total	93%	93%	93%	93%
July	7%	7%	7%	7%
Total	100%	100%	100%	100%

Block Grant Entitlement adjusted in February to reflect ADA earned through Dec
 Block Grant Entitlement adjusted in June to reflect ADA earned through April

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 Sponsor District pays the Charter School an In Lieu Property Tax amount per (ADA) on or before the 15th of each month. State Aid is due from the state on or before the end of the month. In Lieu Property Taxes are paid over a twelve month period from August through July. State aid is paid monthly from July to June, except that the June payment is deferred until July because of state funding constraints. In year one, ROPS is entitled to special advance state aid funding of 34% of the annual projected state portion of the General Purpose Block Grant overall funds in September and 24% in December. This funding model also assumes a stable student population, which will not be true for ROPS in year two. Funding for ROPS’ 180 additional students in year two is delayed until February for state aid payments and March for in lieu tax payments. Thus, actual block grant funding specific to Rocketship One for years one through three will be closer to the following:

2007–08	Charter School General Purpose Block Grant: In Lieu Tax Portion	Charter School General Purpose Block Grant: State Aid Portion	Charter School Categorical Block Grant Allocations
July	0.0%	0.0%	0.0%
August	6.0%	0.0%	0.0%
September	12.0%	34.0%	34.0%
October	8.0%	0.0%	0.0%
November	8.0%	0.0%	0.0%
December	8.0%	24.0%	24.0%
January	8.0%	0.0%	0.0%
February	8.0%	14.0%	14.0%
March	14.0%	7.0%	7.0%
April	7.0%	7.0%	7.0%
May	7.0%	7.0%	7.0%
June	7.0%	0.0%	0.0%
Subtotal	93.0%	93.0%	93.0%
(July of next FY)	7.0%	7.0%	7.0%
Total	100.0%	100.0%	100.0%

2008-09	Charter School General Purpose Block Grant: In Lieu Tax Portion	Charter School General Purpose Block Grant: State Aid Portion	Charter School Categorical Block Grant Allocations
July	0.0%	3.6%	3.7%
August	3.7%	7.1%	7.4%
September	7.4%	4.7%	4.9%
October	4.9%	4.7%	4.9%
November	4.9%	4.7%	4.9%
December	4.9%	4.7%	4.9%
January	4.9%	4.7%	4.9%
February	4.9%	21.9%	21.5%
March	21.5%	10.9%	10.7%
April	10.7%	10.9%	10.7%
May	10.7%	10.9%	10.7%
June	10.7%	0.0%	0.0%
Subtotal	89.3%	89.1%	89.3%
(July of next FY)	10.7%	10.9%	10.7%
Total	100.0%	100.0%	100.0%

2009-10	Charter School General Purpose Block Grant: In Lieu Tax Portion	Charter School General Purpose Block Grant: State Aid Portion	Charter School Categorical Block Grant Allocations
July	0.0%	6.0%	6.0%
August	6.0%	12.0%	12.0%
September	12.0%	8.0%	8.0%
October	8.0%	8.0%	8.0%
November	8.0%	8.0%	8.0%
December	8.0%	8.0%	8.0%
January	8.0%	8.0%	8.0%
February	8.0%	10.6%	10.5%
March	14.0%	5.3%	5.3%
April	7.0%	5.3%	5.3%
May	7.0%	5.3%	5.3%
June	7.0%	0.0%	0.0%
Subtotal	93.0%	84.4%	84.3%
(July of next FY)	7.0%	15.6%	15.7%
Total	100.0%	100.0%	100.0%

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.

California Lottery

State Lottery Revenues are not paid during year one. In year two, the amount that should have been paid in year one is generally paid in December. Year two payments are made

quarterly beginning in December, such that lottery payments are always delayed one quarter from the time they are accrued.

Class Size Reduction

Class Size Reduction for Primary Students payments are made in September and December. The September payment is 25% of the total project ADA and December makes up the remaining balance. If necessary, a correction is made the following July based on actual student population.

Title I Funding

We project that Title I payments will be made in December (40% of total), April (40%), and June (20%).

Free and Reduced Meals Program

We project that free and reduced meals funding will begin in December and continue monthly. Payments are made after ROPS 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

ROPS intends to secure a \$250,000 loan from the California Department of Education (“CDE”) Charter School Revolving Loan program. In addition, we have a Letter of Intent for a \$1 million line of credit (LOC) from Wells Fargo Bank. The CDE loan will be drawn in Year 0 and paid off during the next five years with four payments of \$12,500 in February through May of each year. The Line of Credit will be used as necessary to maintain adequate cash balances.

Expenditures

ROPS is a labor intensive organization and its Expenditure Cash Flow projections are fairly straightforward calculations based upon the pay profile elected by our teachers. This budget assumes that teachers elect to be paid over a twelve month period. Certain employer related cost factors, such as retirement and tax contributions must be paid when earned regardless of when the salary is actually paid to the employee. For other expenses, ROPS generally has proportionally greater expenses in the first several months of the school year, particularly during years one and two when new instructional supplies, equipment and classroom supplies are ordered. The State Revolving Loan will have annual debt service payments in four equal installments from February through May. This debt service is deducted from the School’s State Aid Apportionment for those

months. Additionally, the school’s Line of Credit will be repaid as funds are available to minimize the outstanding loan balance, while maintaining a small cash position.

After Year 2, Expenditure Outflow will be fairly predictable, with anomalies generally restricted to major capital or construction related expenses.

Line of Credit Balance

Line of Credit Balance	\$ 250,000
new draw against LoC (assume 1st of month)	217,000
new payment against LoC (assume last of month)	-
new period interest due (assume last of month)	3,113
Interest paid against LoC (assume last of month)	(3,113)
New LoC Balance	\$ 467,000

0.667% LoC monthly interest

The Line of Credit Balance area tracks ROPS current balance on its Line of Credit with Wells Fargo Bank. In November of 2008, the balance reaches its highest point of \$885,000 because of the delay in state and local payments for the increased enrollment in Year Two of operations. From that point, the balance decreases until it is fully repaid in the middle of the third year of operations. We anticipate keeping the Line of Credit in place for the duration of ROPS.

Budget Reconciliation Worksheet

Because SACS specifies accrual accounting, several revenue sources will be considered in the budget, while actual cash payments from these sources will be delayed into the following school year, as detailed above in the line by line analysis of revenue sources. The Reconciliation Worksheet reconciles the yearly budget with the yearly cash flow, indicating revenue sources which will be delayed and the actual time of payment.