

July 24, 2008

Dr. Charles Weis, Superintendent
1290 Ridder Park Drive
San Jose, CA 95131

RE: Rocketship Two Elementary School Charter Petition Submission

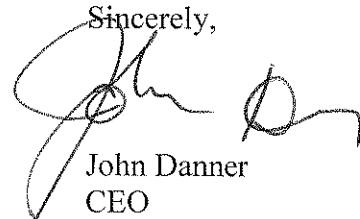
Dear Dr. Weis:

On Thursday, May 30th, Rocketship Education submitted a petition to establish a charter school, Rocketship Two Elementary School ("RTES"), within the geographical boundaries of the Alum Rock Union Elementary School District ("District"). This petition was rejected by the Alum Rock Union Board of Trustees on Wednesday, July 23rd. Enclosed please find our appeal of this decision for the consideration of Santa Clara County Office of Education.

By way of introduction, I was a member of the original founding group of Rocketship One Public School authorized by the Santa Clara County Board of Education (now called Rocketship Mateo Sheedy "RMS"), a charter school in downtown San Jose. RMS's mission, like RTES, is to educate San Jose and Santa Clara County students who are disadvantaged in myriad ways and falling behind their peers by utilizing an educational program that is fundamentally different from traditional schools in five important ways: high expectations; an extended school day; teacher specialization; a career ladder for teachers; and individualization for each student.

I very much look forward to a collaborative charter petition review process with your staff. To that end, I propose to meet with you at your earliest convenience. Further, I look forward to official notification of the date of the Santa Clara County Board of Education's public hearing to consider the petition and the date of the Board's action on the petition.

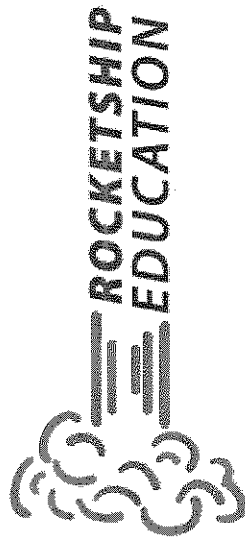
Sincerely,



John Danner
CEO
Rocketship Education

Rocketship Two Elementary School

Planned Opening Fall 2009



Charter Petition

July 24, 2008

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Table of Contents of Legal Requirements:

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

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Charter School Intent and Charter Requirements

The Charter Schools Act (“Act”) of 1992, codified as California Education Code Section 47600 *et seq.*, requires each charter school to have a “charter” that sets forth a reasonably comprehensive description of the sixteen (16) required elements of charter petitions. (California Education Code Section 47605.)

The California Legislature, in enacting the Charter Schools Act of 1992, sought to provide opportunities for teachers, parents, 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:

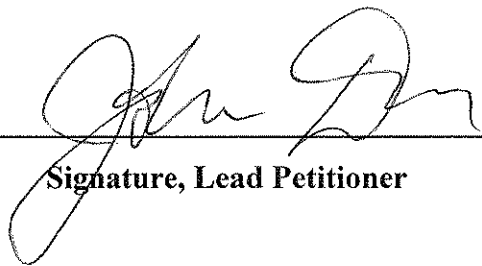
- (a) Improve pupil learning.
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- (c) Encourage the use of different and innovative teaching methods.
- (d) Create new professional opportunities 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 Two Elementary School (“RTES” or the “School”) fulfills the requirements of Section 47605 of the Act.

Affirmations

- The Rocketship Two Elementary 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 on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).
- RTES shall comply with all applicable federal, state and local laws and court orders.
- RTES shall admit all pupils (subject to capacity) within the State of California who wish to attend the School. Admission to the School 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 RTES 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 RTES shall be held in compliance with the Brown Act.
- RTES 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.
- RTES 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.
- RTES shall maintain accurate and current written records that document all pupil attendance and make these records available for audit and inspection.
- RTES shall meet all state standards and conduct the pupil assessments required by California Education Code Sections 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.
- RTES shall, on a regular basis, consult with its parents and teachers regarding the School's education programs.
- RTES shall meet all requirements for employment set forth in applicable provisions of law, including but not limited to credentials, as necessary.
- RTES will ensure that teachers in RTES 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.

-
- RTES will comply with all laws related to the minimum age of public school admission.
 - RTES shall be deemed the exclusive public school employer of the employees of the School for purposes of the Educational Employment Relations Act.
 - If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.
 - RTES will follow any and all other federal, state, and local laws and regulations that apply to the School including but not limited to:
 - RTES shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
 - RTES shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
 - RTES shall comply with any jurisdictional limitations to locations of its facilities.
 - RTES shall comply with all applicable portions of the No Child Left Behind Act.
 - RTES shall comply with the Public Records Act.
 - RTES shall comply with the Family Educational Rights and Privacy Act.
 - RTES shall meet or exceed the legally required minimum of school days per year.


Signature, Lead Petitioner

7/23/08
Date

I. INTRODUCTION/FOUNDING GROUP¹

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 the students in his church. He decided that all of the children of the parish should have an alternative to their zoned district school. Father Mateo's vision brought a full K-12 alternative path to downtown San Jose through the following schools: Rocketship Mateo Sheedy Elementary School (K-5), Sacred Heart Nativity School (6-8), and Downtown College Preparatory (9-12).

After starting Rocketship Mateo Sheedy ("RMS," formerly Rocketship One Public School) in response to Fr. Mateo's vision to provide an alternative in the Guadalupe Washington neighborhood, the founders of RMS realized that there were many more neighborhoods in San Jose with similar academic problems. Statistics from San Jose's schools demonstrate a significant disparity between the scores of Hispanic and White students. Measured by federal standards, the region's Adequate Yearly Progress ("AYP") indicates that just over 47% of all students are scoring proficient on state tests. However, only 26.5% of Hispanic students are proficient.

In response to this dramatic achievement gap, the founders of RMS decided to expand its nonprofit public benefit corporation Rocketship Education ("RSED") to serve other schools in the most troubled neighborhoods of the South Bay. RSED has taken the successful model pioneered at RMS and translated it into core components necessary for successful replication. RSED will provide RTES with support for Curriculum, Finance, Legal, Learning Lab, and Human Resources. By capturing the best practices from RMS, RSED will allow RTES to avoid many of the startup hurdles faced by most charters and create a solid school culture and results quickly by focusing on the key levers which drive student achievement.

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

The RSED model is fundamentally different than other elementary schools in five important ways:

1. an extended school day,
2. high expectations,
3. teacher specialization,
4. a career ladder for teachers, and
5. individualization for each student.

An Extended School Day & High Expectations

Our typical students will be financially disadvantaged English Learners who arrive at Kindergarten 1.5 years behind their peers (see Appendix I RTES ELL Plan.) By operating our school from 8 a.m. to 6 p.m. each day, we will give our students the extra time to catch up academically. 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 graduation, they will leave RTES at or above grade level as measured by state STAR testing. Extensive educational research proves that such progress is fully achievable: high-quality teachers are the key. (Sanders and Rivers, 1996; Haycock, 1999)

Teacher Specialization & A Career Ladder

Teachers at RTES will all hold a multi subject credential and specialize in Literacy or Math. 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. 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. The Literacy and Math departments will be led by a Master Teacher 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 RTES who might otherwise pursue careers in law, medicine, engineering, business and other prestigious professions. Because of the critical importance of compensating talented and dedicated teachers, RTES will spend just over 50% of its operating budget on administrative and teaching salaries.

Individualization for Each Student

The final distinctive characteristic of RTES lies in its focus on each child. RSED’s school model is a full Response to Intervention model, providing three tiers of intervention for students in need of additional assistance. Bi-monthly interim assessment results are analyzed to identify students who are failing to make adequate progress in reaching the school’s OYP goals. For each student in this category, an Individualized Learning Plan (“ILP”) is generated which specifies areas of strength and weakness and explicit classroom modifications, areas to target in our Computer curriculum, and specific goals and methods for tutors. The first tier of intervention is in the classroom. Guided

Reading groups will often be used to deliver these more individualized objectives during normal classroom instruction. RTES will conduct Learning Lab throughout the day in which each class of students rotates through a reading, computer and homework center and if necessary, receives small-group interventions. The second tier of intervention in Learning Lab will be a daily small-group intervention with a group of students with similar needs, focused on goals from each student's ILP. If classroom modifications and Learning Lab interventions fail to help a student make adequate progress, the student enters the Rocketship Education Student Services Team Process and if necessary, the Special Education IEP process. Providing these three levels of intervention will allow RTES to serve the most struggling readers more effectively than traditional elementary schools.

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

Founding Group

John Danner, Co-Founder and CEO, Rocketship Education

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

Preston Smith, Co-Founder and Principal, Rocketship Mateo Sheedy Elementary School

Before starting Rocketship, Preston was the Principal of L.U.C.H.A. Elementary School, a small school within Alum Rock Unified School District. He founded L.U.C.H.A in collaboration with neighborhood families in 2004 to provide parents with an excellent

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

Rocketship Education Board of Directors

Jennifer Andaluz

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.

Fred Ferrer

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

Don Shalvey

Don Shalvey is the CEO of Aspire Public Schools, the largest Charter School Network (CSN) in California. Aspire, founded in 1998, operates 21 public schools in school districts around the state including Oakland, Los Angeles, East Palo Alto, and the Central Valley. Before Aspire, Don was the superintendent of the San Carlos School District, where he opened the first charter school in California.

Alex Terman

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

Joanne Weiss

Joanne Weiss is a Partner and COO of NewSchools Venture Fund, where she oversees the organization's operations, as well as investment strategy and management assistance

for many of NewSchools' ventures nationally and on the West Coast. As part of this work, she serves on the boards of Aspire Public Schools, Education for Change, Green Dot Public Schools, Leadership Public Schools, New Leaders for New Schools, and Teachscape. Prior to joining NewSchools Venture Fund, Joanne was CEO of Claria Corporation, an e-services recruiting firm and held executive positions at Pensare, Academic Systems, Wasatch Education, and Wicat Systems.

For information on the RTES Board of Directors, please refer to the Board of Directors section of this document.

Consultants

RSED receives legal services from Spector, Middleton, Young & Minney, LLP ("SMYM"). SMYM has ten attorneys who dedicate their practice exclusively to charter school law. The firm's attorneys provide legal counsel to over 350 charter schools as well as businesses and organizations providing support services to charter schools within the state. RTES' lead counsel, Paul Minney, has been involved in the charter school development process since the adoption of the Charter Schools Act in 1992.

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

II. EDUCATIONAL PROGRAM

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

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

Mission Statement

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

Goals

- RTES 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 RTES.
- RTES students will become self-motivated, competent and lifelong learners.
- RTES students will develop a deep love of reading.
- RTES 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.
- RTES 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

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

Targeted School Population – Whom the School is Attempting to Educate

RTES is designed to serve students who would be at risk of achieving below basic proficiency on state exams. Based on an analysis of the demographics of the surrounding elementary schools shown in the table below, our projected population is 65% English Learner ("EL") and 83% Free and Reduced Lunch ("FRL").

RTES 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 RTES. RTES 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 East San Jose. Students in greatest need of options attend Dorsa, Shields, Chavez, and Goss Elementary Schools. All of these schools are on Federal Program Improvement. Three out of four schools failed to make AYP for English and Language Arts (“ELA”) in 2006-07. 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 nation-wide. **Most importantly, school-wide averages show that only slightly more than a quarter of students are proficient in Reading.** Students who are not reading proficiently in elementary school are extremely unlikely to graduate from four year colleges. With RTES’ strong focus on helping students reaching grade level in reading, especially English Learners, we believe that students from these schools stand to benefit significantly from a new Rocketship school.

School	% EL	%Socio-Economically Disadvantaged	% Proficient in Reading School-wide	2007 API	Growth	Program Improvement Status
Dorsa	72	100	27.7%	668	31	Year 2
Shields	64	85	35.3%	685	34	Year 2
Chavez	73	100	19.9%	623	-12	Year 4
Goss	70	100	21.7%	650	7	Year 1
Total/Averages	69%	95%	26.1%	657	15	

In light of the reality of low-achieving public schools and a lack of alternatives, RTES proposes to address this problem with the first elementary charter school located in Alum Rock Unified School District (“ARUSD”) authorized by Santa Clara County Office of Education (“SCCOE”).

Students enrolling in RTES 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).

RTES will serve students in grades K-5 during the first three years of operation. We intend to serve approximately 320 students in K-3 during year 1 and approximately 457 students in K-5 by year 3. We currently have Intent to Enroll forms for 320 students along with the equivalent petition signatures, double the statutory requirement. (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 Santa Clara County Office of Education (“SCCOE”) 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 through 6, 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	Expected Year 2 Students	Expected Year 3 Students	Maximum Year 3+ Students
K	80	80	80	100
1	80	80	80	100
2	80	80	80	100
3	80	80	80	100
4	0	70	70	100
5	0	0	60	100
6	0	0	0	100 (optional)
Totals	320	390	450	700

Please see the Bell Schedule in Appendix AA which lists classes in a typical day. RTES will provide all classroom instruction in a 20:1 ratio for grades K-3, despite having a school-wide student-teacher ratio higher than 20:1. This is because students have five hours of classroom instruction per day, while teachers typically teach between six and eight hours per day. Learning Lab is provided as an Intervention program and Learning Lab minutes do not factor into annual instructional minutes calculations.

Teacher Level	Number of Teachers
Master Teacher	2 (One Literacy, One Math)
Literacy Teachers	10
Math Teachers	5

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

The goal of RTES 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, RTES 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 RTES program.

Academic Skills

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

Life Skills

- Students accept responsibility for personal decisions and actions.
- Students develop self-confidence and a willingness to take risks in a safe learning environment.
- Students learn concentration, perseverance, and independent working skills by setting personal goals and by self-assessment.
- Students develop an appreciation for the richness of shared knowledge that flows from the culturally diverse environment of California.
- Students are inspired to have empathy and courtesy for others.
- Students work both cooperatively and independently.

How Learning Best Occurs

Every child possesses a wide range of learning skills. RTES 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 RTES, every teacher will be striving for 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 L). Our goal is that by making 1.5 years of progress each year as measured by internal measures and state exams, we can bring our students to grade level by second grade and graduate students at or above grade level. OYP will be a fundamental component of the way that teachers at RTES 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***

RTES will be structured differently from a traditional elementary school. Although staff members will hold multi-subject credentials, senior teachers will also 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***

RTES 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. RSED has created a career ladder for teachers which recognizes student performance as a primary factor in advancement. A career ladder like RTES'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 Master Teachers, 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. Master Teachers 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. We believe this career ladder will motivate young teachers to make the investment in their teaching and advance to the position of Master Teacher. Please see Appendix C for a description of the day in the life of RTES' teachers at each level of our career ladder.

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

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

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

RTES believes that individualization should be a core component of all twenty-first century schools. RSED's school model is a full Response to Intervention model, providing three tiers of intervention for students in need of additional assistance. Bi-monthly interim assessment results are analyzed to identify students who are failing to make adequate progress. For each student in this category, an Individualized Learning Plan is generated which specifies areas of strength and weakness and explicit classroom modifications, areas to target in our computer-based curriculum (detailed in Appendix G), and specific goals and methods for tutors. The first tier of intervention is in the classroom. Guided Reading groups will often be used to deliver these more individualized objectives during normal classroom instruction. The second tier of intervention will be conducted in Learning Lab, where a tutor will work daily in a small-group intervention with a group of students with similar needs, focused on goals from each student's ILP. If classroom modifications and Learning Lab interventions fail to help a student make adequate progress, the student enters the Rocketship Education Student Services Team Process and if necessary, the Special Education IEP process. Providing these three levels of intervention will allow RTES to serve the most struggling students more effectively than traditional elementary schools. Providing these three levels of individualization allows RTES to serve the most struggling students more effectively than traditional elementary schools. Detailed information on these three levels of individualization may be found in the Response to Intervention Appendix.

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

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

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

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

RSED, a nonprofit public benefit corporation shall provide back office and operational support, training, and curriculum for RTES, leaving the RTES Principal and staff fully focused on the academic program. Specific services to be delivered by RSED to RTES are as follows:

- Development and Training for Rocketship Education’s Curriculum in Math, Literacy, UbD, and Backwards Mapping
- Development and Training for Rocketship Education’s RTI Model
- Development and Training for Rocketship Education’s ELD Approach
- Development and maintenance of library of units and lesson plans in all subject areas
- Development and Training for Learning Lab staffing and procedures
- Back office and Financial support – accounting, payroll, cash flow, real estate, loans, grants, insurance
- Legal services – communication with legal counsel for contract review and development, reporting requirements, general legal compliance, special education representation, personnel matters, and student and school safety issues
- Data management, data analysis and technology support
- Provide operating manual and training for school-site decision making
- Human Resources – teacher recruiting, Master Teacher training, Principal training, Professional Development

Calendar and Attendance

RTES academic calendar will follow the Alum Rock Union School District's traditional academic calendar. The school year will contain at least 180 instructional days and commence before September 30 in accordance with Education Code 41420.

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

Bell Schedule and Instructional Minutes

RTES offers an extended school day from 8 a.m. to 6 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). A sample bell schedule is attached in Appendix AA. The following table delineates subject areas and minutes by grade level.

	Literacy (Includes Science & Social Studies)	Math	Total Daily Minutes
K	200	100	300
1	200	100	300
2	200	100	300
3	200	100	300
4	200	100	360
5	200	100	360
6	200	100	360

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 W for opinions validating the Rocketship approach with respect to CSR from our auditor, Thom Gilbert, and Lynn Piccoli of the California Department of Education.

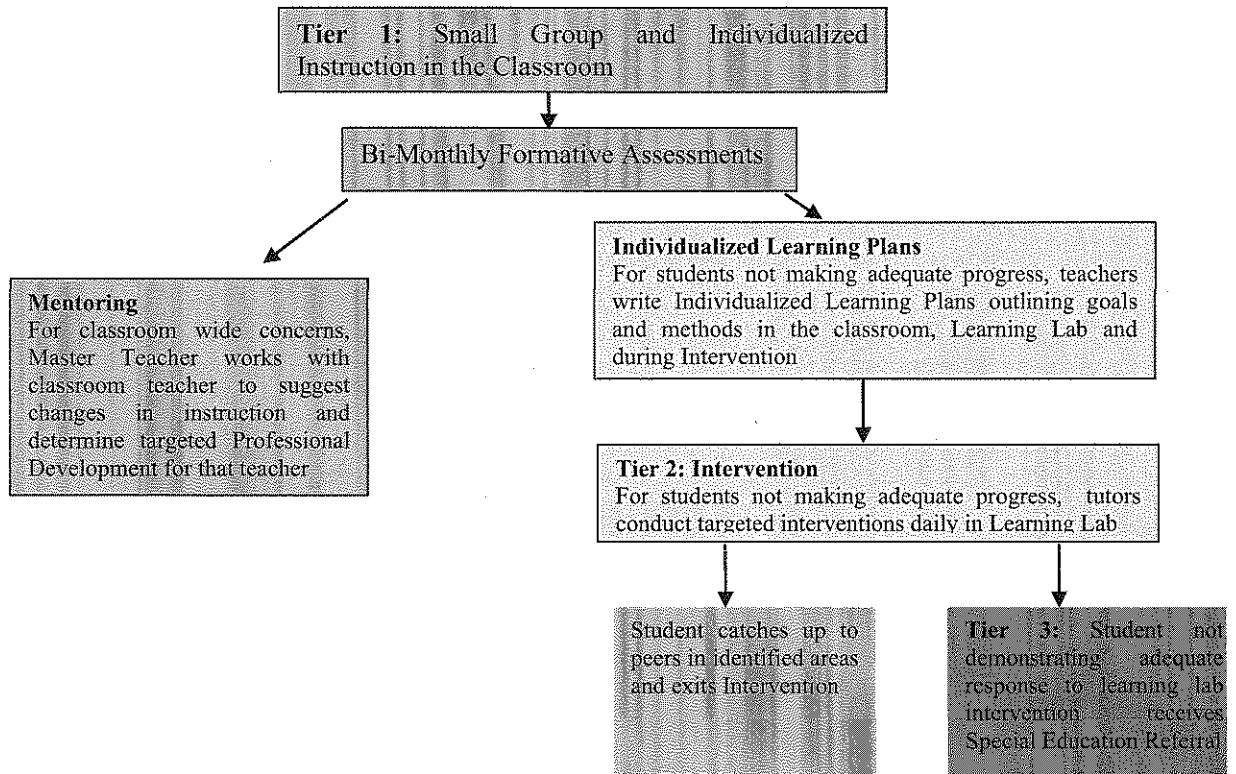
Implementation of Educational Program/Curriculum

The RTES 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. RTES 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 RTES in Fifth Grade. Students will also take Science, Social Studies, and Arts at all grade levels to broaden their understanding of the world and to create avenues to exercise different facets of their intelligence. The curriculum at RTES 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 Response to Intervention (RtI) approach and academic philosophy for each area of study. RtI describes both a service delivery model and eligibility criteria for specific learning disability (IDEA 2004). In a report prepared by the National Joint Committee on Learning Disabilities (2005), the Committee identified three core components of RtI: “(1) Application of scientific, research based interventions; (2) measurement of student’s response to these interventions; and (3) use of RtI data to inform instruction” (pg. 2). The term RtI also describes an eligibility criterion for special education. This criterion is found in IDEA 2004 Sec 614(b)(6)(B). The law states; “In determining whether a child has a specific learning disability, a local education agency may use a process that determines if the child responds to scientific, research based intervention as a part of the evaluation procedures...” Please see detailed ELD objectives in Appendix I and course objectives for each area in Appendix D, sample planning guides associated with each subject in Appendix H and a sample Bell Schedule in Appendix Z.

Rocketship’s Three-Tier Response to Intervention Approach



Universal Screening

All students are assessed upon entry to determine performance relative to grade level standards.

Progress Monitoring

Ongoing assessment data is analyzed every 8 weeks for students achieving far below grade level or not making enough progress in the classroom to meet or exceed grade level standards. This is translated visually by the staff into Assessment Walls for each class, showing which students fall into each quintile from Far Below Basic to Advanced.

Individualized Learning Plan

Teachers write an Individualized Learning Plan (“ILP”) for all students whose achievement falls below Proficient. ILP’s include assessment information, explicit goals for the student, classroom modifications, computer curriculum focus, and goals for tutors to accomplish with each student.

Tier 1-Individualized Learning Plan

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

Tier 2

Students not responding adequately to the ILP in the general education classroom are given a revised ILP directing their work in an additional half hour period each day during Learning Lab time when they work directly with a tutor on the specific skills they lack. For example, if a student has fallen behind on their sight words in first grade, the half hour intervention would focus on sight words until that student had caught up to peers. In eight more weeks, when we assess again, we measure to see if meaningful progress has been made by the Intervention students. If the student still is not making adequate progress, we may conduct a Student Study Team Process and revise the Individualized Learning Plan.

Tier 3

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

Professional Development

The process of looking at interim assessment data and formulating a proper ILP takes practice from teachers and is an area we spend time both in formal professional development and in mentorship between the Master Teacher and each teacher. Our teachers will spend a significant amount of time with the Master Teachers analyzing overall class performance to know in which areas they need to develop their skills. Equally important is the deep knowledge that a teacher builds over time of the specific types of problems that students may have and the best ways to overcome these problems. Teachers will focus on more effective diagnosis of students' problems and development of effective scaffolding for these students while building the Individualized Learning Plans.

Helping our EL students make rapid gains

Our goal is to help our EL students make rapid progress out of levels 1 and 2 and into levels 3 and higher. Our experience and research shows that once a child reaches the intermediate stages of fluency, they begin to accelerate their progress on all of their academic work. In order to help our EL students to master listening, speaking, reading and writing in English by second grade, RTES students will be immersed in English, with the Spanish language support they need to learn the language. We believe that the most effective instructional approach for a school with a high EL population is to embed English Language Development ("ELD") principles in all aspects of the curriculum and to teach explicit ELD during a portion of the day. Pedagogically, we follow the Teachers of English to Speakers of Other Languages ("TESOL") standards for English Language Development. To embed ELD principles across all subjects, we work with Project GLAD

(Guided Language Acquisition Design) to teach our teachers methods to provide additional instructional support to EL students. Studies of Project GLAD have shown statistically significant gains in students relative to control groups of ELL students taught by non-GLAD teachers. Our explicit ELD will focus on developing oral language, grammatical constructs and academic vocabulary in English. This period will take place during the Literacy block in Guided Reading, when EL students will be leveled by English fluency and provided with explicit ELD instruction. RTES is currently investigating using Hampton Brown's Into English, a research-based ELD curriculum which has proven results with EL students, for integration into RTES ELD time. All RTES teachers will hold a CLAD certificate or equivalent California Commission on Teacher Credentialing EL certification.

Reading

Within the context of the RSED philosophy of individualization through the Response to Intervention model is the importance of helping our EL students make rapid gains in fluency. Reading will be central in all parts of the RTES 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 RTES, 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 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 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 RSED 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.

² This study is available online at <http://www.nationalreadingpanel.org/Publications/summary.htm>
Rocketship Two Elementary School Petition

Rocketship uses Houghton Mifflin's state-adopted standards-based textbook for the whole-class portion of our Literacy block. Rocketship uses McGraw Hill's Diagnostic Reading Assessment (DRA) assessments to diagnose current reading ability with students. DRA contains running record assessments measuring a student's fluency and comprehension which establishes a baseline reading ability. These assessments drive decisions about whether students need additional classroom support or tutoring during Learning Lab.

Instructional Strategies

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

Writing

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

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

As students progress, 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.

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.

Understanding by Design

Science and Social Studies provides an opportunity for students to learn by doing. By providing ELD instruction during Science and Social Studies, we intend to accelerate students Cognitive Academic Language Proficiency (“CALP”) development by supporting acquisition of academic vocabulary with hands-on projects. RTES has a strong Science and Social Studies curriculum which blends hands-on inquiry with leveled readers targeted at a student’s reading level. We use the Association for Supervision and Curriculum Development’s (“ASCD”) Understanding by Design (“UbD”) approach. This approach starts with backwards mapping of the state standards to identify objectives for each unit. This process is ideal for creating integrated units that address all of the essential standards in Science and Social Studies. UbD has been shown to develop students’ reasoning and interest in Science and Social Studies.

Science

Science instruction will be embedded in Literacy instruction through the use of thematically integrated, standards-based units. The Science program will be based on Understanding By Design (“UBD”) which blends hands-on inquiry with leveled readers targeted at a student’s reading level. We are exploring the possibility of using the Association for Supervision and Curriculum Development’s (“ASCD”) UBD approach. This approach starts with backwards mapping of the state standards to identify objectives for each unit. UBD has been shown to develop students’ reasoning and interest in Science and Social Studies. 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 instruction will be embedded in Literacy instruction through the use of thematically integrated, standards-based units. Social Studies is an opportunity to integrate aspects of our curriculum like Reading, Writing and Math in a context that naturally requires all three. Our use of UbD to design Social Studies curriculum makes the concepts and academic vocabulary accessible to our students regardless of current reading level.

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

Instructional Strategies

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

Arts (Art and Music)

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

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

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

Materials

RTES 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 RTES Board of Directors. The materials will then be made available to parents of current and prospective students for review and comment. The RTES Board of Directors will then make a final decision for adoption of materials. At this time, RTES 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 Development	<i>Into English</i> Publisher: Hampton Brown	Direct ELD instruction building vocabulary and syntax understanding of the English language, particularly focused on level 1 and 2 ELL students.
English Language Arts	Houghton Mifflin	Rocketship's Literacy begins with standards-based instruction from Houghton Mifflin's state-adopted Literacy textbook.
	Rigby	RTES will have a complete library of Rigby leveled readers used during the Guided Reading portion of our Literacy block.
	Writing: <i>Six Traits of Writing</i> Publisher: NWREL	As discussed previously, this outcomes-based program gives teachers a rubric to examine student work and suggests instructional practice to drive student progress.
	Assessment: <i>DRA</i> Publisher: McGraw Hill	DRA is a running record assessment measuring a student's basic fluency and comprehension in leveled texts. This assessment provides us with baseline data of a student's reading proficiency.
Math	Harcourt Math	Rocketship's math program begins with the state-adopted, standards-based Math curriculum.
Science and Social Studies	<i>Understanding By Design</i> Association for Supervision and Curriculum Development	UbD defines an approach for backwards-mapping state standards in Science and Social Studies in order to develop units which each cover multiple key standards.

Professional Development

In order to assist our school leaders to achieve their objectives (see Human Resources section below) in instructional leadership and school operations, RTES' Principal will serve a year as Principal in Training at one of the other Rocketship schools and enroll in an outside Principal Training program such as those offered by New Leaders for New Schools and KIPP.

Teachers at Rocketship 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 Teachers as well as provide ongoing support for our Master Teachers, RTES will partner with outside professional development organizations and higher education institutions to conduct in-depth professional development in our specialized subjects of Literacy and Math. In addition, our Master Teachers will be the primary onsite points of contact for outside professional development providers and will provide direct mentoring support for Teachers in their department by observing them daily in one of their classes.

Master Teachers have demonstrated their ability to make outstanding student gains. They are the mentors of the Teachers in their department. Master Teachers professional development will focus on the coaching of teachers. While Master Teachers 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 Master Teachers 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 Master Teachers to help them learn the best techniques for mentoring their associated teachers. We work with the Reach Institute for mentor training. It is also crucial that Master Teachers 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 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 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 focused on issues like using time at the Guided Reading table effectively to achieve goals like reading a new book each day with students.

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

At Risk Students – Students Achieving Below Grade Level

As stated above, RTES is designed to serve students who would be at risk of achieving below basic proficiency on state exams. Thus, the entire charter is written with a focus of serving at risk students. 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 in the area 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 interim assessments. Please see Section III on Measurable Student Outcomes, “*Measuring Student Progress*” for details on the bi-monthly assessments currently planned. We believe that our students will progress from low-achieving to high-achieving during their time at RTES. Through ILPs, we intend to isolate specific challenges for each at-risk student and individualize instruction for each of these students to become, not just proficient, but advanced proficient achievers on state tests. (See Appendix E for a more detailed description of working with at-risk students.)

Students Achieving Above Grade Level

Ultimately, we expect that all students at RTES 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

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

RTES will administer the home language survey upon a student’s initial enrollment into RTES (on enrollment forms). All students who indicate that their home language is other than English will be CELDT tested within thirty³ days of initial enrollment and at least

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.

annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

RTES 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.

The most important aspect of these standards in our opinion is to help the teacher level his or her instruction appropriately for a child at different stages of language acquisition. Although it is difficult to categorize a student into a single English Language Development stage, they are helpful for thinking about the different scaffolding necessary to provide for students who are at Beginning, Early Intermediate, Intermediate, Early Advanced and Advanced stages during lesson planning. 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, RTES runs a full-inclusion program for our EL students. EL students will not be in sheltered or bilingual instruction classes at RTES. 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.

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 RTES 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. (See Appendix I for a complete description of the RTES EL Program)

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

Special Education Students and Students With Disabilities

Overview

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

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

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

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

Section 504 of the Rehabilitation Act

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

A 504 team will be assembled by the Principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

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

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

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant

information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.

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

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

Special Education Under the Individual with Disabilities in Education Improvement Act

RTES will operate as a Local Educational Agency under the El Dorado County Special Education Local Plan Area ("SELPA") Charter Consortium pursuant to Education Code Section 47641(a). As such, upon approval as a member of the SELPA, the Charter School shall be solely responsible and liable for providing special education services under the Individuals with Disabilities Education Improvement Act ("IDEIA") (20 U.S.C. 1400, et seq.) with respect to eligible students. RTES shall comply with all applicable State and Federal special education laws and the SELPA Local Plan and policies and procedures. As an LEA, RTES shall receive its State and Federal special education funds directly from the SELPA in accordance with the SELPA local allocation plan and shall utilize those funds to provide special education instruction and related services to eligible pupils. As an LEA, RTES shall be solely responsible for all special education costs which exceed State and Federal special education revenue, and shall participate in the SELPA governance and SELPA-wide benefits in accordance with the Local Plan and SELPA policies and procedures.

III. MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

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

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

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

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

Assessment Assumptions

Our assessment methods are based on the following beliefs:

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

RTES 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, RTES 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, RTES 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
At least 96% student attendance	Daily attendance reporting via Student Management System ("SMS")	Calculated ADA rate, comparison of attendance rate to other district schools
Meet or exceed AYP targets	Bi-monthly interim assessments	AYP Report
Make at least one level of advancement in language proficiency (Beginning, Early Intermediate, etc.) annually for ELs	ADEPT English Language semi-annual assessments	CELDT Individual Student Score Reports
Meet or exceed State-wide academic performance index ("API") growth target		API Report.
Meet or exceed the average achievement for the four schools in the same geographic area - Dorsa, Shields, Chavez, and Goss Elementary Schools		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 and read daily both for information and pleasure.	<ul style="list-style-type: none"> • Accelerated Reader test results showing reading activity. • Student Reading Survey evaluating the importance of reading to students.

Measuring Student Progress

Because of the centrality of data to our RTI model, RTES will be a data-driven school. RTES will use Data Director, which 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, and Math. Following are the current methods we plan to use to assess students. Our Reading assessment will be based on DRA. Our Writing assessment will be a rubric at each grade-level based on Six Traits. Our Math assessment will be designed internally with a bank of questions derived from our focus on the Top 10 Standards at each grade level. 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, Teachers will spend much of their time developing the expertise to use data to understand student challenges and then to develop the skills they need to individualize instruction and overcome these challenges. As discussed earlier in the sections on At-Risk and High-Performing students, this monthly student data will be used for early identification of students in those two categories.

Student progress towards skill mastery will be documented three times annually in standard-based report cards. In addition to the standards-based report card items, we add summary metrics in Literacy and Math based on our bi-monthly assessments to aid parents in understanding where their children are on the path to reaching or exceeding grade level proficiency. Parent-teacher conferences will be held at least once per school year and more often on an as-needed basis. Teachers will share students' academic, social, emotional, and physical progress with parents. Upper grade students will be given the opportunity to participate in conferences to reinforce their participation in the learning process. Additionally, the school will publish student results annually through the 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. RTES 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, RTES 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 RTES' 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 RTES implemented the means listed in charter to achieve a racially and ethnically balanced student population.
- An overview of RTES' 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 RTES' internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.
- Other information regarding the educational program and the administrative, legal and governance operations of RTES relative to compliance with the terms of the charter generally.

RTES will work with the District to 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 RTES that the District may make unplanned and unscheduled random inspections of RTES at any time.

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

IV. GOVERNANCE STRUCTURE

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

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

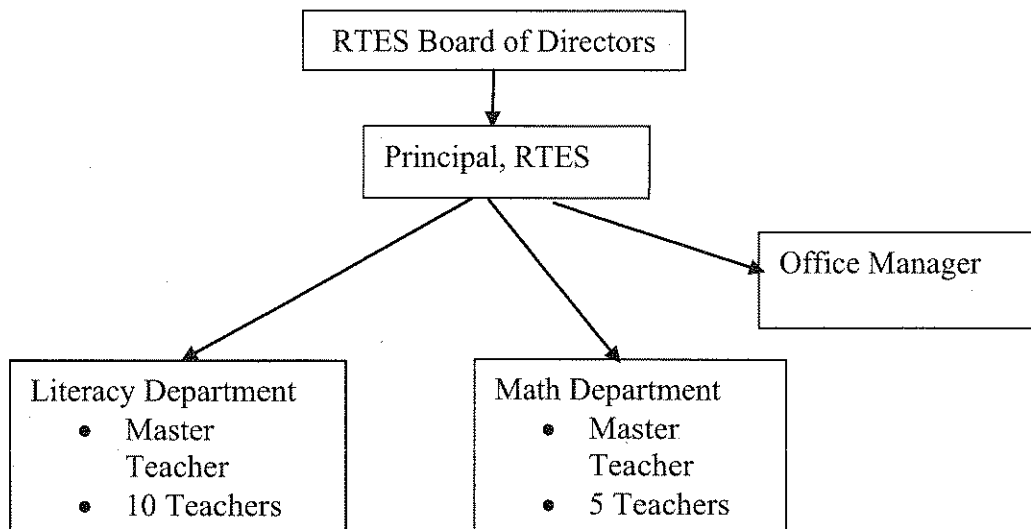
Legal Status

In accordance with Education Code section 47604, RTES shall be operated as a California non-profit public benefit corporation pursuant to California law. and has applied for 509(a)(3) status. RTES will be governed by a Board of Directors pursuant to its corporate bylaws as adopted, and as subsequently amended from time to time, which shall be consistent with this charter.

Please see the Articles of Incorporation, Bylaws and Conflicts Code for RTES in Appendix V.

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

Organizational Structure



Board of Directors

RTES will be governed by its Board of Directors (“Board”). The Board is ultimately responsible for the operation and activities of RTES. 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 and not more than five who will govern RTES. Each board member will serve a two-year term.

The RTES Board composition will include

- Parent
- Parent
- Community Member

Until the RTES charter is approved, the “interim” start-up RTES board will consist of two Rocketship Mateo Sheedy Elementary School parent representatives and a community member. The role of this RTES “interim” board is to get the governance infrastructure setup and ensure that a solid operational infrastructure is in place for when the charter is approved and the school can implement its program.

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 Conflicts of Interest Code, Appendix V.) RTES'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 RTES 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 including increasing enrollment to maximum levels or extending the school to sixth grade, subject to authorization from SCCOE;
- Approval of annual school budget, calendar, salary schedules, major fundraising events, and grant writing;
- Negotiation and approval of a Memorandum of Understanding ("MOU") or other contracts with SCCOE;
- 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) All personnel actions other than those relating to the Principal shall be preceded by recommendation by the Principal;
- Approval of bylaws, resolutions, and policies and procedures of school operation;
- Approval of all changes to the school charter to be submitted as necessary in accordance with applicable law;
- Long-term strategic planning for RTES;
- Participation as necessary in dispute resolution;
- Monitoring overall student performance;
- Evaluation of RTES Principal(s) (subject to the disclosure and recusal of the employee Board member);
- Monitoring the performance of the Charter School and taking necessary action to ensure that the school remains true to its mission and charter;

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- Monitoring the fiscal solvency of the school;
 - Participation in RTES annual independent fiscal audit;
 - Participation in RTES annual performance report;
 - Participation as necessary in student expulsion matters pursuant to RTES policy;
 - Increasing public awareness of the Charter School

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

Board Meetings

Pursuant to Education Code Section 47604(b), the SCCOE may choose to appoint a representative to the RTES Board (voting or non-voting at the sole option of SCCOE).

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.

RTES 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 RTES in Appendix V)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 professional training regarding board governance, Brown Act, strategic planning 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 RTES any of those duties with the exception of approval of the budget, independent fiscal audit, and Board policy, hiring or termination of employees, expulsion of students, and the evaluation of the

⁴ To be updated as necessary to meet updates to applicable conflicts of interest laws.

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 V for resolutions creating an Executive Committee.

Parent Participation

As RTES is being established to serve the needs of the students and their families, there are a number of ways that parents may participate in the leadership of the school. Because RTES will be its own LEA and projects to have over 51 English Learners enrolled, the parents of RTES will form a DELAC committee that complies with all of the California Department of Education English Language Learner Categorical Program requirements. RTES will encourage parents to create a Parent/Teacher Council ("PTC") to facilitate communication among parents, teachers and the Board as well as to promote cultural and social activities within the school community. The PTC will:

- Serve as a forum for the discussion of matters of interest and concern to the parents of RTES' 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 RTES and contribute to the fulfillment of its mission. These committees will work with various bodies within RTES, 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 RTES Board of Directors at its regular meetings and provide ongoing advice to the Board as requested by the Board or deemed necessary by the PTC.

Additional Opportunities for Parent Involvement

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

RTES shall recruit professional, effective and qualified personnel for all administrative, instructional, instructional support, and non-instructional support capacities who believe in the instructional philosophy outlined in its vision statement. In accordance with Education Code 47605(d)(1), RTES shall be nonsectarian in its employment practices and all other operations. RTES shall not discriminate against any individual (employee or pupil) on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

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 RTES.

Principal

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

Leadership

- Create a culture of safety, discipline, high motivation, and high expectations for every child in the school;
- Create a culture which values achievement of RTES' 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 RTES' team, and their own classroom achievement;

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- Provide instructional leadership to RTES;
 - Supervise all employees of RTES;
 - Provide timely performance evaluations of all school employees at least once annually;
 - Oversee parent/student/teacher relations;
 - Develop strong community relations;
 - Develop a strong culture of parental involvement in RTES;
 - 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 the 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.

District Relationships and Accountability

- Attend District Administrative meetings as requested by the District and stay in direct contact with the District to assist the District in its oversight duties;
- Foster an amicable relationship between District 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 RTES Board meetings and attend District Board meetings as necessary;
- Ensure site safety;
- Facilitate open house events;

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- 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 an appropriate third party provider as allowed by applicable law. The primary qualifications for the job include:

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

Objectives for the Principal will include

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

Office Manager

The Office Manager will be responsible for daily operations at RTES. 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:

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

Teachers

RTES 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”).

RTES 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.” All teachers will be CLAD certified.

RTES’ 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 two-tiered career

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

Master Teachers

RTES has two Master Teachers, one in Literacy and one in Math. Literacy Master Teachers teach approximately four hours per day and monitor their teams of Teachers for four hours per day. Literacy Master Teachers will typically have ten Teachers (see below) working in their department. Math Master Teachers teach approximately four hours per day and monitor their team of five Teachers for two hours each day. Rocketship Master Teachers will earn up to \$100,000 annually if they meet all performance goals. We believe our Literacy Master Teacher is most likely to currently serve as a Literacy Specialist in an elementary school or be an exemplary elementary classroom teacher. Because Math Master Teachers are not as common in elementary schools, we anticipate recruiting a classroom elementary teacher who has exhibited excellence in his or her 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 Master Teachers include:

- Master Teachers have made OYP with their students for at least the past year; years;
- Master Teachers care deeply about children. Master Teachers, 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;
- Master Teachers must show the desire and ability to mentor young teachers. Teaching adults is different from teaching children. Mentoring requires a commitment on the part of a Master Teacher to their Teachers and an ability to demonstrate and explain verbally their own practices;
- Master Teachers must be strong team players, helping to make the RTES 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 Master Teachers include:

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

Objectives for our Master Teachers may include the following:

- Personal achievement of OYP for students whom they have directly instructed;

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- Achievement of OYP for the department as a whole;
 - Parent satisfaction with their department;
 - Teacher satisfaction with their mentoring and instructional leadership.

Teachers

Teachers have classroom experience and a credential, and are specialized in Literacy or Math. In the morning School Meeting, Teachers 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 Master Teacher to observe and discuss strategies with Teachers while they teach. Literacy Teachers will be elementary classroom teachers who have shown strong results in their first years of teaching. Each year, Teachers 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, Teachers must show a strong ability to work-with and mentor their peers in order to be prepared to take on the role of Master Teacher. Job requirements for a Teacher:

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

Job responsibilities of Teachers include:

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

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

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

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

Retirement Benefits

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

All full-time employees of the Charter School will participate in a qualified retirement plan. Full-time Certified teachers will participate in the State Teachers' Retirement System ("STRS"), and full-time Classified staff will be offered a 403B program. All part-time staff and full-time Classified staff will participate in the federal social security system. Staff at the charter school may have access to additional 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 RTES shall not be considered employees of ARUSD for any purposes whatsoever. RTES 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 ARUSD employee who resigns his or her position with the ARUSD to become an employee of RTES and is reemployed by ARUSD within 39 months shall have any applicable rights pursuant to California Education Code 44931 along with any other right to return granted at the sole discretion of the District. RTES shall have no authority to request or 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 SCCOE 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 RTES will be considered the exclusive employees of RTES and not ARUSD or SCCOE unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District will not be transferred to RTES or back to the District unless otherwise agreed upon by the District and RTES.

Health And Safety

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

Please see Appendix P 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 R for policies on Sexual Harassment and Complaint Procedures and Appendix S for policies on Role of Staff as Mandated Child Abuse Reporters. RTES 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 RTES policies:

Fingerprinting/Background Check

Employees and contractors of the Charter School will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Principal of the school shall monitor compliance with this policy and report to the Charter School Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

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 RTES.

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 District receipt and review by August 1, 2009 . 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

RTES shall maintain a drug, alcohol, and smoke free environment.

Facility

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

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are compliant with the California Building Standards Code. The School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The School shall conduct fire drills monthly and in conjunction with the District (if at District facilities).

DISPUTE RESOLUTION

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

Intent

The intent of this dispute resolution process is to (1) resolve disputes within the 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.

The following process is proposed by RTES to meet the requirements of Education Code Section 487605(b)(5)(N) with the understanding that SCCOE may present revisions for RTES consideration and approval either as part of the MOU with the District or as an amendment to this charter.

Public Comments

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

Disputes Between the Charter School and the Chartering Authority

In the event of a dispute between the Charter School and SCCOE, the staff and Board members of RTES and District agree to first frame the issue in written format ("dispute statement") and refer the issue to the Superintendent of the District and the Principal of RTES or designees. In the event that the District believes that the dispute relates to an

issue that could lead to revocation of the charter under Education Code Section 47607, RTES requests that this by RTES be specifically noted in the written dispute statement, but is aware that the District is not legally bound to do so. Nothing in this section is intended to impair the authority or ability of the District to revoke the charter in accordance with the procedures detailed in Education Code Section 47607, nor to imply that RTES has any legal authority to do so.

The Principal and Superintendent shall informally meet and confer in a timely fashion (not later than 10 school days from receipt of the dispute statement) to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two members from their respective Boards who shall jointly meet with the Superintendent of the District 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 Superintendent and Principal(s) or designees shall jointly identify a neutral, third party mediator. Mediation shall occur before a mutually agreeable mediator who is skilled in the interest-based approach to mediating disputes in the public school setting. The format of the mediation session shall be developed jointly by the Superintendent and the Principal(s) or designees. Mediation shall be held within 30 school days of the joint meeting. All dates 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.

**I. STUDENT ADMISSIONS, ATTENDANCE AND
SUSPENSION/EXPULSION POLICIES**

"Admission requirements, if applicable."

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

STUDENT ADMISSIONS POLICIES AND PROCEDURES

RTES shall strive to achieve a student population from the San Jose area which understands and values RTES' mission and vision statements and is committed to RTES' 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 the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). Admission to the Charter School shall not be determined by the place of residence of the pupil, or of his or her parent or guardian, within the State, except as provided in Education Code Section 47605(d)(2).

The application process is comprised of the following:

- Completion of a student enrollment application

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

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

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

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 application period each year for enrollment in the following school year. Following the open application period each year applications shall be counted to determine whether any grade level has received more applications than availability. In this event that this occurs, RTES will hold a public random drawing⁵ to determine enrollment for the impacted grade level, with the exception of existing students (2nd year forward) who are guaranteed enrollment in the following school year.

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

- 1) Siblings of currently enrolled students⁶
- 2) Children of the paid staff of RTES⁷
- 3) Residents of areas served by the ARUSD⁸
- 4) 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.

Non-Discrimination

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

⁵ During any period of grant funding under the Public Charter School's Grant Program ("PCSGP"), this public random drawing will be held as a single weighted lottery.

⁶ Under the Public Charter School's Grant Program, siblings are described as "exemption from the publicly weighted lottery."

⁷ During any period of grant funding under the Public Charter School's Grant Program, this preference will be limited to children of faculty only and will be committed to a maximum of 10% of total enrollment.

⁸ This preference shall be broken into two stages if applicable under Education Code Section 47614.5(c)(2)(A) to first give preference to students who are currently enrolled in the public elementary school or who reside in the attendance area of the public elementary school where the charter school site is located; and second to give preference to the remaining District resident applicants.

RTES 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 ARUSD. Students shall be considered for admission without regard to the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

RTES 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 ARUSD. The strategy includes printing and distributing Spanish language materials, and:

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

As part of outreach to Spanish speakers, RTES provided:

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

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

RTES shall, as part of its programmatic audit, analyze the success and/or weaknesses of its outreach initiatives. RTES 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, and who opt not to attend RTES, 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)

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

The Charter School shall follow District policies as they apply to all District schools for notifying District personnel regarding the discipline of special education students to ensure District pre-approval prior to imposing a suspension or expulsion. The Charter School shall assist in the coordination of any communications and immediately act according to District and SELPA policies relating to disciplining special education students.

VII. REPORTING AND ACCOUNTABILITY

BUDGETS AND CASH FLOW

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

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

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 District, State Controller, State Department of Education and County Superintendent of Schools.
3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
4. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.
5. All attendance reports: 20 day, P-1, P-2 and annual.

INSURANCE

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

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of similar purpose and circumstance. The District Board of Education 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 District.

ADMINISTRATIVE SERVICES

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

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

- Accounting and payroll management
- Cash flow management
- Contracts with charter authorizers
- Real estate financial management
- Securing and managing loans
- Federal grant writing and reporting
- Creation of the student management system used to keep student's daily, periodic, and annual academic results
- Provide front-ends to the SMS for ILP and Learning Lab's Learning Management System
- Human Resources
- Provide support on academic data analysis as necessary
- Develop best practices for school safety and other school procedures
- Provide ongoing consulting for the management of the Learning Lab
- Teacher recruiting

Contracted Responsibilities of Rocketship Education

RSED will serve via contract with RTES in an integral role in RTES operations as follows:

District Relations and Accountability

- Negotiate MOU with charter authorizer to be brought back to RTES Board and SCCOE Board for action;
- Provide all legally required financial reports to the District;
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues as requested by the District;
- Foster an amicable relationship between District and RTES and facilitate a sharing of resources between both entities;

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- Assist in the development and presentation of annual performance report to the RTES Board and then to the District Board of Education and the District Superintendent.

Legal

- Ensure that RTES 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 principal contact for Special Education procedures with the El Dorado County SELPA;
- Oversee maintenance and implementation of RTES Section 504 and IDEIA policies and procedures;
- Attend IEP meetings when necessary

Human Resources

- Participate in making recommendations regarding the hiring , discipline and dismissal 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 operational 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, finances and strategic planning.

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)

RTES intends to lease facilities as close as possible to the target student population currently attending Dorsa, Shields, Chavez and Gross Elementary Schools. As can be seen in the RTES budget, we anticipate leasing 20,000 square feet of space, most likely a school facility or real-estate zoned Commercial or Industrial. This space consists primarily of 17 20’x32’ classrooms, administrative offices, and a multipurpose room capable of holding 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 \$446,400 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 Benchmark Realty 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 in accordance with Education Code Section 47610.

Independent Fiscal Audit

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

The RTES 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 RTES will be conducted as required under the Charter Schools Act, section 47605(b)(5)(I) and 47605(m). The books and records of RTES will be kept in accordance with generally accepted accounting principles, and as required by applicable law. The audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State 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 Superintendent of Schools, the State Controller, and to the CDE by the 15 of December of each year. RTES' Principal, along with the audit committee, will review any audit exceptions or deficiencies and report to the RTES Board with recommendations on how to resolve them. The RTES Board will submit a report to SCCOE describing how the exceptions and deficiencies have been or will be resolved along with an anticipated timeline for the same. The RTES Board and Principal will work with the District to ensure all audit exceptions and deficiencies are resolved to the satisfaction of the District.

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 RTES Board.

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

The RTES Board of Directors will promptly notify parents and students of the Charter School, the District, the Santa Clara County Office of Education, the School's SELPA, the retirement systems in which the School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities. As allowable by ARUSD, RTES shall transfer all appropriate student records to the ARUSD and shall otherwise assist students in transferring to their next school. If ARUSD will not store pupil records, RTES 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.

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

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

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 RTES, remain the sole property of RTES and upon dissolution of the corporation, shall be distributed in accordance with the Articles of Incorporation and applicable law upon dissolution. Any assets acquired from the District or District property will be promptly returned upon School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

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

As RTES 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.

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

VIII. IMPACT ON THE DISTRICT

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

Civil Liability

The Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d. The specific purposes for which the corporation is organized are for the operation of 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 RTES Articles of Incorporation and bylaws are attached as Appendix U. RTES shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other requested protocol to ensure the District shall not be liable for the operation of RTES.

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

The corporate bylaws of RTES shall provide for indemnification of the RTES 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 RTES will institute appropriate risk management practices, including screening of employees, establishing codes of conduct for students, staff, and participating families, and procedures governing financial transactions and dispute resolution.

IX. CONCLUSION

By approving this charter, the Santa Clara County Office of Education will be fulfilling the intent of the Charter Schools Act of 1992 to improve 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 District to set the gold standard for charter schools. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal for approval of a charter for a five year term to begin operation in August 2009. RTES 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.

RTES Intent to Enroll

Student Name	DOB	Parent Name	Address	Telephone
Jose Almazan	3/14/2004	Alma Almazan	3170 Rocky Mountain Dr SJ	408-835-3153
Jose Rodriguez	5/7/2000	Ana Rodriguez	2995 Markingdon Dr	408-396-3103
Omar Benjamin	3/8/2004	Laura Gomez	2977 Murtha Dr SJ, CA 95127	408-259-9955
Alexandra Quezada	1/28/2003	Mayra Quezada	1913 Poco wy #6 SJ, CA 95116	408-923-8124
Alex Trejo	3/4/2004	Samia Martinez	910 Turley Dr SJ, CA	408-839-3081
Oscar Tisnado	10/20/2004	Rosa Tisnado	1823 Virginia Av SJ, CA 95116	408-393-0543
Maria Ortega	12/24/2003	Maria Imelda Ortega	3489 Mt St Helena Dr	408-254-2290
Michael Sulit	3/31/2005	Karen Sulit	5540 Judith St #1	408-580-4639
Carlos Ramirez	2/13/2004	Maria Ramirez	1310 Gainesville Av SJ, CA 95122	408-823-7081
Elena Delgadillo	4/29/2004	Ruben Delgadillo	534 Davenport Dr SJ, CA 95127	408-893-7670
Alaina Santiago	2/13/2004	Patty Santiago		408-315-1889
Emilio Valdez	8/28/2004	Maria Valdez	1812 Lanai Av SJ, CA 95127	408-929-8593
Rubi Herrera	1/1/2004	Amparo Vera	2405 Samoa Wy SJ, CA	408-926-2695
Evanie Arias	4/3/2004	Eric Arias	10355 Lochner Dr SJ, CA 95127	408-259-6241
Cecelia Carrillo	7/28/2003	Cecelia Carrillo	14460 Highgrove Ct SJ, CA	408-729-1226
Viridiana Reyes	9/7/2003	Lucia Castaneda	1812 Biscayne Wy SJ, CA	408-347-8317
Daisy Villagomez	12/16/2002	Antonio Villagomez	1770 McLaughlin Av SJ, CA	408-593-4688
Gabriela Carbajal	2/9/2005	Maria Rodriguez	1109 Idlewood Dr	408-972-2458
Loravic Demerejhi	3/12/2003	Claudia Salazar	900 Golden Wheel Dr #186 SJ, CA 95112	408-794-5905
Alfredo Salazar	9/19/2003	Aima Salazar	900 Golden Wheel Dr #186 SJ, CA 95112	408-794-5905
Fernando Quirarte	1/21/2004	Beatriz Betancourt	1405 Foxdale Loop #739 SJ, CA	408-480-5804
Sebastian Perez	10/8/2003	Elvira Gomez	4632 Royal Rd SJ, Ca	408-281-2050
Jenifer Robles	7/31/2003	Leidy Jimenez	3860 Honolulu Dr SJ, CA	408-667-3367
Enrique Pacheco	5/29/2003	Esmeralda Pacheco	6136 Baner Dr SJ, CA 95123	408-561-7448
Makayla Peña	12/14/2004	Diana Miyers	2463 Renwick Wy	408-375-9569
Karime Hernandez	10/13/2004	Mariana Hernandez	2199 Wassau Dr SJ, CA	408-794-8393
Leitania Martinez	8/9/2004	Guadalupe Delgado	3058 Everdale Dr SJ, CA	408-528-9861
Anthony Ramos	7/1/2004	Elena Lem	1118 Drexel Wy SJ, CA	408-219-2901
Alex Calderon	3/6/2003	Susana Sanchez	10311 Meadow Ln SJ, CA 95127	408-365-7298
Crystal Arellano	9/23/2004	Esmeralda Hernandez	1176 Cathay Dr SJ, CA	408-929-5509
Alex Flores	12/5/2003	Monica Ramirez	849 South Capitol Av SJ, CA	408-923-8468
Maria Canales	7/31/2003	Maria Canales	74 Kentuvcky PL #4 SJ, CA	408-347-8060
Amaya Magaña	11/19/2004	Rachelle Rodriguez	823 Peter Pan Av	408-244-6062
Melanie Farias	7/28/2003	Raquel Arroyo	1833 Wech Av SJ, CA 95112	408-947-1959
Nathan Escobedo	6/25/2004	Mary Lou Escobedo	15485 King Rd SJ, CA 95122	408-332-0223
Maria Jose	7/28/2004	Cindy	2119 Nottway SJ, CA	408-384-2045
Loreli Clemento	2/13/2005	Lorena Hernandez	2208 Tampa Wy	408-221-8992
Daves Perez	11/1/2003	Leonila Victorino	1667 Virginia Av #2 SJ, CA 95116	408-254-1042
Luisa Garibo	4/8/2004	Oida Pacheco	1790 Ocala Av SJ, CA	408-933-9350
Italia Bautista	5/24/2003	Maria Teresa Barcenas	1918 Alum Rock Av #307 SJ, CA	408-937-9860
Galilea Perez	10/5/2004	Erika Perez	184 Damsen Dr SJ, CA	408-854-2623
Alexa Chang	8/29/2003	Myong Chang	2601 Nuestra Castillo Ct #5205 SJ, CA 95127	408-259-6001
Angel Santiago	10/15/2004	Jose Santiago	1997 Poco Wy #6 SJ, CA 95116	408-729-8572
Maritza Chavez	10/30/2003	David Chavez	544 Chiechi Av SJ, CA 95123	408-295-6753
Vanessa Vaca	7/28/2003	Teresa Silva	55 Southlake Ct SJ, CA 95138	408-972-2856
Luz Buenrostro	9/23/2007	Cecila Buenrostro	1780 Poco Way Dr	
Evelyn Rosas	8/8/2004	Filiberto Rosas	220 Pamela Av #1 SJ, CA 95116	408-923-3793
Christopher Lopez	2/1/2004	Porfirio Lopez	3158 Ross Av SJ, CA	408-710-5055
Valestka Sanchez	10/4/2003	Rogelio Sanchez	1918 Alum Rock Av SJ, CA	408-661-1660
Sergio Galvan	4/8/2003	Sergio Galvan	4634 Cherry Av SJ, CA	408-973-5672
Nancy Hermosillo	2/23/2003	Nancy Hermosillo	117 Bellevue Av, SJ, CA	408-286-2162
Cynthia Pineda	11/5/2004	Salvador Pineda	3554 Senter Rd SJ, CA	408-561-6770
Vanessa Torrs	8/17/2004	Ana Rodriguez	2181 Little Orchard St SJ, CA	408-282-9895
Kevin Miller	9/14/2003	Melissa Zamos	1007 Branham Ln #1311	408-603-4592
Adam McCuien	2/12/2004	Karie Paelen	2080 Alum Rock Av #116	408-
Gabriel	2/16/2004	Richard	5164 Gallansfox Av SJ, CA	408-401-1142
Kevin Mora	2/2/2004	Maria Hurtado	3305 Mt. Rainer Dr SJ, CA 95127	408-807-1967
Samali Yulisa Amauda	1/3/2004	Graciela Martinez	1635 Kig Rd SJ, CA 95116	408-886-0776
Omar Luna	8/20/2005	Erica Luna	1243 Monteagle Dr SJ, CA	408-778-3348
Cynthia Corez	12/9/2002	Leticia Vazquez	650Azule Av SJ, CA	408-229-2286
Dolores I. Lopez	7/10/2004	Anabel Ayala	1418 Bai Harbor Wy SJ, CA	408-929-2053
Angel De La O	7/4/2004	Francisca Jimenez	1360 Carnelian Dr #1 SJ, CA	408-971-9513
Joshua Cruz	4/14/2004	Gamalieli Cruz	3180 Moorpar Av SJ, CA	408-771-6376
Alondra Rodriguez	4/29/2003	Miguel Rodriguez	329 Rio Verde Pl #2 Milpitas, CA	510-774-1273
Manuel Muñoz	11/27/2004	Madriz Lourdes	1473 June Av SJ, CA 95122	408-835-1758
Eunice Martinez	9/1/2005	Abigail Gonzalez	2579 Sierra Vista SJ, CA	408729-7572
Angel Teodoro	11/1/2004	Silvia Zamora	1358 Branham Ln SJ, CA 95118	408-978-8098

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Student Name	DOB	Parent Name	Address	Telephone
Jose Manuel Mejia	12/3/2004	Brenda Mejia	1508 Aleradan Rd #305 SJ, CA 95125	408-794-5358
Sabina Barrera	7/26/2004	Azucena Bustos	164 W. Virginia Av SJ, CA	408-660-5675
Richard Cavallera	5/10/2003	Ricardo Cavallera	1548 Midfield Av SJ, CA	
Mariana Olague	1/26/2004	Hector Olague	229 Blossom Hill Rd SJ, CA	408-363-1465
Steven Millan	12/20/2004	Berta Millan	251 Higdon Av SJ, CA	408-961-5307
Hector Gomez	5/31/2004	Ada Gomez	5384 Cedar Grove CT SJ, CA	408-600-7855
Angel Martinez	5/30/2003	Erika Martinez	10370 Serrano Av SJ, CA	408-926-5907
Natalia Ayala	8/13/2005	Ana Ayala	1232 Elvira Ct SJ, CA	408-272-9524
Julian Ortega	10/28/2004	Mayra Ortega	1350 Boa Vista Dr SJ, CA	408-280-5630
Tyler Abbott	1/22/2003	Shillean Abbott	1382 McGinness Av SJ, CA	408-644-4714
Jorge Lemus	1/19/2004	Maria Rosales	1858 Panama Av SJ, CA 95127	408-401-9106
Alberto Avalos	1/1/2004	Martha Avalos	1201 Hopkins Dr SJ, CA	408-259-3894
Roberto Diaz	10/6/2004	Sandra Diaz	10311 Ryan St SJ, CA	408-259-3493
Angel Alcala	7/18/2004	Africa Sanchez	1820 Luke Ct SJ, CA	408-929-6474
Evelyn Pineda	7/8/2003	Cipriana Pineda	2525 Bambi Ln SJ, CA	408-
Rosa Santa Maria	5/7/2003	Josefina Santa Maria	1883 Poco Wy #4 SJ, CA	408-420-1978
Edgard Soto	12/15/2003	Patricia Soto	2122 Pacina Dr SJ, CA	408-258-3682
Michael Blanco	6/1/2004	Michele Blanco	66 N. King Rd SJ, CA 95116	408-219-8251
Refugio Diaz	9/22/2003	Graciela Diaz	2205 Lausett Av SJ, CA	408-729-7760
Chance Sharies	7/5/2003	Crystal Hartman	482 Sunset Blvd #F	408-760-3683
Alberto Feliciona	5/20/2003	Andres Medina	1860 Lanai Av SJ, CA	408-202-0203
Juliana Martinez	12/2/2004	Renee Martinez	1618 Orleans Dr	408-649-4589
Natalia Ransom	3/22/2004	Erica Ransom	3909 Nieman Blvd #336	408-603-9696
Danielle Wall	12/18/2003	Cristino Garcia	497 Malabar Dr	408-849-2456
Larone Randolph	6/29/2004	Marlin Randolph	1011 East Mission St	408-288-8876
Eduardo Esparza	5/21/2004	Luz Maria Alvarez	97 McCreery Av SJ, CA 95116	408-794-8009
Kiara Torres	8/15/2004	Maria Torres	2245 Lanai Av #154	408-794-5976
Britany Espinoza	3/16/2004	Beatriz Martinez	1375 Adrian Wy SJ, CA	408-427-7256
Jesus Luna	1/1/2003	Maricela Guerrero	1523 Mt Fraizer	408-259-2068
Arturo Ceballos	12/6/2002	Consuelo Ceballos	1127 Appian Ln #A SJ, CA 95116	408-287-2978
Narda Valdez	9/27/2004	Manuel Valdez	1898 Schuttle Dr #202	408-254-2741
Alexander Tadeo	6/21/2004	Alma Cadenas	2223 Angie Av	408-254-3072
Jazmin Martinez	10/11/2003	Susana Martinez	67 N. Jackson Av SJ, CA 95116	408-937-0862
Roberto Rodriguez	10/27/2003	Roberto Estrada	1595 Sawgrass Dr SJ, CA	408-334-3355
Edgar Flores	5/8/2003	Margarita Flores	514 Swillard Av #6	408-295-5495
Kassandra Chavez	8/22/2002	Edgar Elicea	374 5th St #6	408-687-2115
Daira Ivana	12/3/2002	Estalin Ivana	269 Pamela Av #4	408-393-7836
Pedro Gonzalez	12/29/2002	Maria Gonzalez	2127 Amstel Ct	408-347-1741
Jose Valenzuela	12/12/2002	Elia Valenzuela	337 N. 18th St SJ, CA 95112	408-294-0425
Gabriel Romero	12/4/2003	Angelica Romero	4036 Hobart Av	408-401-2724
Ana Ramales	7/27/2003	Roxana Ramales	1255 Peech Ct SJ, CA	408-843-0325
Allen Guillen	5/28/2003	Miguel guillen	1165 Peach Ct SJ, CA 95116	408-210-0481
Enrique Ortega	2/12/2003	Maria Ortega	2724 Othello Av	408-806-7404
Edgar Ramos	12/4/2003	Susana Ramos	541 Nordyke Dr #1	408-272-7405
Gabriel Carlton	2/16/2004	Richard Carlton	5164 Gallansfox Av SJ, CA	408-401-1142
Adrian Robles	2/6/2002	MaryLou Robles	1684 Miami Dr SJ, CA	408-251-2625
Elizabeth Marquez	3/5/2002	Elias Marquez		408-258-4922
Luis Gutierrez	4/25/2003	Cecilia Ramirez	1175 Bal Harbor Wy	408-254-1106
Leslie Diaz	6/5/2002	Mary Zamora	1575 Amesbury Wy	408-937-4281
Manuel Montano	6/9/2002	Alicia Montano	2561 Lilliput Ln	408-923-3440
Luis Ramirez	2/23/2002	Magdalena Ramirez	1591 Terrilyn Av SJ, CA 95122	408-259-2439
Emily De Dios	10/17/2002	Janet De Dios	241 North Capitol Av #268	408-929-8379
Priscilla Cristino	7/2/2003	Maribel Cristino	2195 Newton Av SJ, CA	408-592-7022
Nicole Briones	3/8/2002	Alicia Briones	1827 Lido Wy SJ, CA 95116	408-258-5313
Max Sharp	12/16/2001	Mari Sharp	10513 Mcvay Wy	408-923-4732
Luis Sandoval	6/16/2002	Luis Sandoval	1330 Foxdale Loop #303	408-661-3021
Fernanda Perez	9/19/2002	Teresa Alvarez	2478 Van Winkle Ln SJ, CA	408-259-1824
Matthew Reyes	5/3/2002	Adrienne Tejada	918 Moss Dr	408-375-3919
Dimora Hernandez	8/10/2002	Dinora Hernandez	930 Steitz Ct	408-272-8629
Moises Ruelas	9/20/2002	Urany Ruelas	410 South 34th St SJ, CA	408-926-5420
Nayeli Lara	5/28/2002	Guadalupe Castrejo	1782 Cortez Av SJ, CA 95122	408-926-6493
Maria Licon	4/17/2002	Indeliza Herrera	1841 Bermuda Wy SJ, CA	408-258-3727
Oswaldo Garibay	5/23/2002	Maria Mendoza	863 S. Sunet Av	408-655-3794
Alexis Ibarra	6/2/2002	Norma Hernandez		408-937-5470
Paolo Valenzuela	9/20/2003	Pablo Valenzuela	10131 Lyndaie Av	408-937-9840
Paloma Garcia	8/11/2002	Merceds Serrano	2962 Stanhope Dr SJ, CA 95121	408-528-7261
Henrick Meyer	5/20/2003	Henrick Meyer	2310 Lucretia Av #1 SJ, CA	408-334-2019

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Student Name	DOB	Parent Name	Address	Telephone
Adam Rodoriguez	10/5/2002	Sonia Rodoriguez	202 S. Claremont Av SJ, CA	408-272-1151
Joaquin	6/28/2003	Sherry	3261 Cortese Cr. SJ, CA 95127	408-929-5520
Daniel Lopez	11/19/2002	Yesenia Lopez	13707 Highwood Ln SJ, CA	408-209-6492
Vicente Perez Jr.	7/21/2002	Vicente V. Perez	5373 Apple blossom Dr SJ, CA 95123	408-835-9084
Brandon Rodriguez	1/18/2002	Nila Rodriguez	534 Davenport Dr SJ, CA 95127	408-612-1608
Charlize Tungol	6/16/2003	Rachel Santos	2427 Glen Fox Ct SJ, CA	650-504-0019
Sara Solorio	11/7/2002	Lorena Solorio	17361 Lakeview Dr Morgan Hill, CA	408-821-4161
Nathen Grady	6/23/2002	Stanford Grady	250 Boulay Ct Morganhill, CA	408-463-0809
Juan Miranda	9/26/2002	Alma Miranda	1404 Carnelian Dr #3	408-661-8474
Jenny Gomez	6/21/2003	Graciela Gomez	21510 Oakland Rd #607	408-435-7537
Sergio Talavera	7/20/2003	Paulina Valenzuela	1796 Hurstwood Ct	408-223-2312
Carlos Aracola	8/5/2003	Francisca Jimenez	1512 Fruitvale Av SJ, CA 95128	408-569-4232
Jacqueline Garcia	1/23/2003	Rachel Ramirez	2376 Sleepy Hollow Dr SJ, CA 95116	408-259-7608
Maribel Serrano	12/24/2002	Guadalupe Vaile	1905 Sara Sota Wy	408-254-4706
Ashley Rojas	8/5/2003	Guadalupe Alvarez	714 S. Almada Av #201 SJ, CA	408-726-8617
Sebastian Celaya	2/5/2002	Veronica Celay	3369 Verdi Dr SJ, CA	408-365-7815
Jon Carlo Jimenez	12/30/2002	Rosie	1224 Terilyn Av SJ, CA	408-729-4902
Lizbette Caballero	11/20/2004	Bulfrano Caballero	643 Nordale Av #1 SJ, CA 95112	408-401-1670
Jennifer Villegas	12/5/2002	Sandra Villegas	1886 Story Rd SJ, CA	408-417-7204
Jessica Nuñez	5/18/2003	Alicia Nuñez	340 Ridge Vista Av SJ, CA	408-258-4057
ZuziZami Villarreal	10/3/2002	Elizabeth Alvarez	1485 Mt. Whitney Dr SJ, CA	408-929-2052
Valeria Del Real	4/1/2002	Ramon Del Real	929 Thackery Ln SJ, CA 95116	408-729-7583
Luis Villalobos	12/23/2002	Haide Castillo	315 Heredia Ct SJ, CA 95116	408-625-9186
Absalon Martinez	11/25/2002	Luz Martinez	1875 Poco Way SJ, CA 95116	408-607-6307
Roselynn Perez	7/17/2002	Lydia Robles	476 Malbar Dr SJ, CA	408-726-9763
Citlali Pimentel	6/8/2003	Jose Pimentel	1394 Sundown Ln SJ, CA	408-661-1406
Nayeli Garcia	11/30/2003	Teresa Garcia	546 Chiechi Av SJ, CA	408-288-5583
Jose Carlos Morales	9/21/2002	Monica Morales	978 Jung Frau Ct Milpitas, Ca	408-956-1686
Mayra Martinez	10/6/2002	Irma Martinez	1055 Delmas Av SJ, CA	408-554-3237
Gabriel Mendoza	11/7/2002	Mireya Mendoza	257 Eastside Dr SJ, CA	408-259-4397
Sofia Amaya	10/28/2002	Olga Amaya	1802 Johastan Av SJ, CA	408-445-7548
Janet Valenzuela	11/17/2002	Angelina Valenzuela	3149 Sylvan Dr SJ, CA 95148	408-223-1726
Sabrina Navarra	9/29/2002	Blanca Ramirez	508 South 11th St #5 SJ, CA 95112	408-829-6581
Jorge Mendoza	5/5/2002	Ramon Sanchez	2281 Berkeley Wy SJ, CA	408-259-2890
Maria Guadaupe Villegas	3/8/2002	Miguel Villegas	711 Minnesota Av SJ, CA	408-564-4542
Michael Chacon	1/5/2002	Ana Chacon	3091 Lynnview Dr SJ, CA	408-238-2458
Daniel Ornelas	9/2/2002	Luis Daniel Ornelas	1279 Candia Dr SJ, CA 95121	408-298-7106
Fernando Quirarte	3/24/2002	Alberto	651 Santos Ct SJ, CA	408-310-6850
Xitlali G. Todeo	10/8/2002	Martin Todeo	2390 Lucretia Av #101 SJ, CA	408-280-6613
Anthony Esparza	11/14/2003	Anthony Esparza	4001 Hobart Av SJ, CA	408-929-9514
Diego Ruiz	11/4/2002	Alma Ruiz	3374 Holly Dr SJ, CA	408-923-1498
Gabriella	3/16/2002	Nydia	524 Chiechi Av SJ, CA	408-661-7450
Diana Betzabel	11/26/2002	Delia Tinolo	2973 Moss Point Dr SJ, CA 95127	408-926-6464
Malcom Slack	10/17/2002	Ivonne Vlaenzuela	25 Monte Verano Ct SJ, CA 95116	408-254-5845
Brisa Bracamontes	5/1/2002	Maria Ramos	1856 Cinderella Ln SJ, CA	408-665-0976
Lluvia Sandoval	11/9/2002	Rocio Sandoval	1841 Lido Wy SJ, CA	408-272-8785
Itzel Perez	3/5/2002	Alessandra Perez	40 S. King Rd SJ, CA	408-258-1932
Alberto Ramirez	4/7/2002	Lourdes Ramirez	1918 Alum Rock Av	408-726-6940
Johan Ibarra	5/31/2002	Imelda Bautista	1825 Lido Wy	408-254-1613
Enrique Conriquez	6/8/2002	Maria Conriquez	469 Sanders Av SJ, CA	408-347-8921
Maya Perez	1/11/2002	Maria Perez	1791 Lido Wy SJ, CA 95116	408-272-5095
Jose Corneja	3/30/2002	Rosalba Corneja	2424 Van Winkle Ln	408-923-3104
Jaime Pool	10/1/2002	Aqueda Pool	142 Scharff Av SJ, CA	408-668-4162
Daniel Gomez	6/7/2002	Ana Rosales	1827 Lido Wy SJ, CA 95116	408-258-5313
Pablo Becerra	3/1/2003	Lorena Becerra	462 Nerdy Av	408-362-0144
Noemi Ibarra	2/18/2002	Teresa Ibarra	1149 Adrian Wy	408-668-4779
Carolina Flores	3/1/2002	Maria Flores	70 N. Jacksn Av #10	408-729-9154
Dennis Chavez	8/31/2002	Dennis Chavez	369 Knights bridge	408-595-2567
Francisco Amaya	12/30/2001	Esmeralda Pacheco	167 Meridian Av	408-648-8403
Pedro Maciel	5/28/2002	Margarita Maciel	568 Meker Ct SJ, CA	408-292-4663
Angel Garcia	5/4/2003	Amanda Ruiz	1965 Stowe Av SJ, CA 95116	408-259-2843
Brianna Mendoza	11/2/2002	Cesar Mendoza	1403 Mt. Lassen Dr	408-259-6690
Mayra Barcenaz	1/10/2002	Ramona Barcenaz	109 Aben Rd	408-836-2747
Fernanda Perez	9/19/2002	Teresa Alvarez	2478 Van Winkle Ln SJ, CA	408-259-1824
Gabriel Garcia	7/6/2003	Michelle Garcia	2619 Pendragon Ln	408-926-8298
Katia Gonzalez	6/19/2001	Patricia Gonzalez	1829 Lido Wy SJ, CA 95116	408-648-8489
Rafeel Fernandez	1/5/2001	Rafael Fernandez	1926 Tampa Wy SJ	408-239-7355

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Student Name	DOB	Parent Name	Address	Telephone
Jeremiah Monar	7/14/2001	Sopia Monar	17521 Duffy Wy SJ, CA	408-469-5688
Thomas Ramirez	3/5/2001	Victor Ramirez	2621 Georgina Av	408-259-4521
Alan Alejandro Plasencia	1/9/2001	Efrain Plasencia	2041 Nottoway Av SJ, CA	408-923-8631
David Luna	9/28/2001	Maricela Urias	1248 Farrington Dr SJ, CA 95127	408-259-6246
Oskar Contreras	5/8/2001	Oscar Contreras	1403 Stahl St SJ, CA 95122	408-206-4190
Litzy Hernandez	2/6/2001	Maria Gomez	1771 Lido Wy SJ, CA 95127	408-332-6830
Lizette Naranjo	3/1/2001	Bertha Medina	1842 Loyola Dr SJ, CA 95122	408-254-8733
Miriam Daniel	11/23/2001	Den Daniel	2053 E. San Antonio St SJ, CA	408-937-7143
Dairo Rivas	1/28/2001	Rosa Rivas	885 Turley Ct SJ, Ca	408-926-5674
Joshua Sanchez	12/10/2001	Regina Ruiz	2348 Dobern Av SJ CA	408-401-0052
Sergio Navarro	6/16/2001	Rosa Pulido	863 S. Sunset Av	408-655-3794
Alyssa Trevino	12/10/2001	Debbie Trevino	1586 Sundown Ln	408-365-7931
Ryan Grace	2/14/2001	David Grace	396 Photina Ln	408-272-5576
Ximena De Mata	4/11/2001	Laura De Mata	1900 Poco Way #407 SJ, CA 95116	408-729-8834
Shelby Silva	2/1/2001	Teresa Silva	15761 E Alta Vista Wy SJ, CA 95127	408-929-9199
Manuel Romero	6/3/2001	Manuel Romero	1754 Dennis Av SJ, CA	408-942-7464
Pablo Maciel	4/5/2001	Maria Maciel	1597 Stubbins Wy SJ, CA	408-258-1750
Pricila Legaria	10/12/2001	Mahanaim Galeona	1237 Taper Ln	408-298-2256
Israel Torres	1/26/2001	Yessica Torres	1900 Poco Way #209 SJ, CA 95116	408-259-4776
Guadalupe Zamora	12/8/2001	Maria Zaragolla	1142 Via Ferrari SJ, CA	408-271-1866
Rodrigo Hernandez	12/7/2000	Rodrigo Hernandez	69 Jose Figueres Av SJ, CA	408-937-1346
Elia Centeno	5/11/2001	Gabriela Centeno	13751 Wesboro St SJ, CA	408-923-1323
Christina Garcia	9/4/2002	Maria De La Cruz	1187 Brace Av #4 SJ, CA	408-295-3293
Paulina Villasenor	2/26/2001	Margarita Villasenor	1485 Bal Harbor Wy SJ, CA	48-272-7734
Andrew Munoz	7/2/2002	Rafael Munoz	2948 Camelford Wy SJ, CA	408-561-2069
Naleny Torres	3/4/2001	Jose Torres	324 Serrano Av SJ, CA	408-
Dorian Caballero	7/9/2001	Maria Caballero	1548 Mt. Whitney Wy SJ, CA	
Carlos Huizar	4/1/2002	Ana Huizar	923 Gridley St SJ, CA	408-251-6760 p
Makayla De La Cerda	7/7/2001	Mary De La Cerda	289 N. 34th St SJ, CA	408-259-8167
Asael Martinez	10/25/2002	Edith Martinez	614 Hobie Ln SJ, CA 95127	408-251-1732
Victor Manuel Carrasco	6/6/2001	Rosa Carrasco	1398 McGinness Av SJ, CA	408-259-5536
Carolina Cancino	9/30/2001	Veronica Cancino	1568 La Porte Av SJ, CA	408-258-5815
Gabriela Arelano	7/25/2001	Flor Arelano	1377 Chiplay Dr SJ, CA	408-937-5841
Diego Cid	8/11/2001	Esmeralda Cid	2070 Lucretia Av #211 SJ, CA	408-849-5684
Andres P	5/7/2001	Ana Candia	2050 McKee Rd SJ, CA 95116	408-272-7633
Xavier Penalosa	9/25/2001	Reyna Penalosa	2525 Bambi Ln SJ, CA	408-417-1504
Jose Lopez	4/22/2002	Maria Lopez	196 Tronchee Ln	408-230-9491
Jonathan Romero	3/26/2001	Porfiria Romero	239 S. Sunset Av	408-03/26/01
Joanna Canales	3/1/2001	Azucena Canales	1708 Cooley Dr SJ, CA	408-929-8645
Jose Munoz	3/16/2001	Maria Munoz	215 Oak St #1	408-998-7367
Fernando Sanchez	5/16/2001	Jose Q. Sanchez	2924 Sunwood Dr SJ, CA 95111	408-365-8604
Yazmin Gonzalez	10/18/2001	Jessica Gonzalez	760 N. 7th St #2105	408-655-9537
Alex Moscosso	1/5/2001	Manuel Moscosso	171 Revey Av	408-947-1480
Angel Reyes	7/13/2001	Maria Reyes	1848 Monrovia Dr SJ, CA	408-223-6491
Jennifer Munoz	9/18/2001	Herminia Ulloa	950 Jeanne Av	408-293-6560
Kassandra Delgado	12/2/2001	Ezequiel Delgado	3143 Mt. Rainer Dr	408-595-2465
Joseph Guerrero	6/29/2001	Leo Guerrero	1160 Brace Av #2	408-506-8060
Rocio Pantoja	5/23/2001	Isabel Pantoja	412 Los Arboles St SJ, CA	408-225-1642
Ariette Velasco	10/28/2001	Ernesto Velasco	228 Pamela Av #6 SJ, CA	832-661-1623
Perla Cortez	10/7/2001	Rosa Cortez	2712 Wilbur Av	408-849-1734
Jesus Mendoza	8/3/2001	Nicolas Mendoza	2070 Simon Av	408-937-4722
Oswaldo Ramirez	7/30/2001	Maria Ramirez	114 Balboa Av	408-729-1830
Angel Guillen	5/23/2001	Maria Guillen	224 Lanai Av #118 SJ, CA 95122	408-545-8281
Anthony Contreras	5/6/2000	Aida Mendavil	682 Undajon Dr SJ, CA	408-726-6604
Kayla Hinojosa	7/25/2001	Marie Hinojosa	2791 Cornwall Dr SJ, CA 95127	408-600-6399
Melissa Acosta	9/23/2000	Maria Quevedo	863 S Jackson Av	408-729-8533
Emmanuel Correa	10/5/1999	Gema Campos	551 Avalani Av #5 SJ, CA 95133	408-254-0768
Sarah Brown Martinez	9/2/1999	Jodi Martinez	1739 Hopkins Dr SJ, CA	408-841-0202
Jose Perez	2/25/2000	Jose Perez	2689 Gomes Dr SJ, CA	408-712-2626
Cesar Licon	9/22/2000	Laura Ruiz	2036 South King Rd SJ, CA 95122	408-347-8936
Isaak Bravo	6/16/2000	Lizette Bravo	2121 Cinderella Ln SJ, Ca 95116	408-316-1084
Magdalena Fonseca	8/22/2001	Clara Sanchez	1535 Flanigan Dr	408-270-1287
Charli Contreras	5/25/2000	Maricela Contreras	3142 Barletta Ln SJ, CA	408-646-9822
Irene Raguno	5/23/2000	Emily Raguno	3455 Cortese Cr SJ, CA 95127	408-929-5239
Daila Hernandez	4/3/2000	Rula Campos	1790 Ocala Av SJ, CA	408-333-9436
Xiomara Avalos	9/19/2001	Maria Gomez	450 Lewis Rd SJ, CA	408-561-9085
Deana Magallon	10/6/2001	Elena Magallon	812 Cotton Tail Av SJ,CA 95116	408-717-1283

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Student Name	DOB	Parent Name	Address	Telephone
Dedare Munoz	8/18/2000	Jose Munoz	2948 Camelford Wy SJ, CA	408-501-8757
Ernesto Escalante Jr	4/6/2001	Ernesto Escalante	2569 Walford Ct SJ, CA	408-937-1413
Araceli Lind	1/14/2000	Luis Lind	1135 Violet Wy SJ, CA	408-202-3457
Pedro Mendoza	5/24/2000	Sandra Mendoza	1918 Alum Rock Av #311 SJ, CA	408-926-4927
Lizbeth Rodriguez	1/14/2000	Maria Rodriguez	115 Harriet Av SJ, CA	408-
Eileen Montes	1/28/2000	Olga Montes	910 Tomlinson Ln SJ, CA	408-251-4902
Cesar Mendez	12/7/2000	Amalia Sanchez	2784 Cornwall Dr	408-929-2127
Marisol Perez	4/10/1999	Karina Perez	1839 Lido Wy SJ, CA 95116	408-259-4828
Michel Galvez	3/19/2000	Maribel Torres	1717 Marigon Ct	408-251-4829
Stephanie Nilo	8/7/2000	Petro Nilo	781 Dorrio Av	408-290-0255
Carlos Meza	8/18/2000	Gerardo Becarrel	1990 Southwest Expwy SJ, CA	408-294-5038
Jonathan Castillo	6/15/2000	Irene Anaya	3207 Julio Av SJ, CA 95124	408-264-6714
Moises Gutierrez	6/10/2000	Albertano Gutierrez	3293 Mt. Rainer Dr SJ, CA	408-509-5531
Andres Sandoval	2/10/2000	Eli Sandoval	1587 Havana Dr SJ, CA	408-250-4174
Adrian Mireles	6/30/2001	Adrian Mireles	552 Elmbrook Wy	408-227-1058
Bryan Bogarin	9/20/2001	Maria Ramirez	2018 Liberia Cr SJ, CA	408-605-2275
Alejandro Torres	1/3/2001	Nancy Torres	878 Sinbad Dr	408-205-5610
Antonia Gonzalez	2/26/1999	Esperanza Ramos	1500 Virginia PL	408-259-2166
Jose Gallegos	10/28/1999	Jose Gallegos	2621 Georgina Av	408-929-8082
Jeremy Lange	7/18/2000	Andrea Lange	1800 Stokes Dr #146 SJ	408-914-8510
Lizeth Galindo	1/19/1999	Gloria Roman	2102 Lyons Dr SJ, CA 95116	408-254-4110
Marisa Perez	3/19/1999	Raul Perez	2135 S. King Rd SJ, CA 95122	408-259-3457
Oswaldo De Santiago	3/17/2001	Yuridia Guerrero	3070 Peppermint Dr	408-528-7425
Jazmin Ramos	2/3/2001	Miguel ramos	1330 Foxdale Loop	408-772-6351
Jayda Hernandez	9/22/1999	Salina Hernandez	1714 Terilyn Av	408-923-8421
Davis Casas	10/2/1998	Irma Castillo	3407 Blue Mt. Dr	408-259-6584
Jacob Soliz	7/9/1998	Bertha Galvan	3359 Suncrest Av	408-254-1242
Gaveth Usac	5/25/1999	Gemma Usac	6891 Rockton Av SJ, CA 95119	408-227-4330
Sammy Ruiz	11/23/1999	Stella Ruiz		1502 408-256-6370
Diane Andres	1/21/1999	Evelyn Andrew	718 Candlestick Wy	408-258-2749
Jonathan Casarez	9/26/1999	Soteno Casarez	1694 Karl St SJ, CA 95122	408-254-3754
Andy Leon	10/14/1999	Maria Lopez	2245 Lanai Av #128	408-903-7368
Jacklin Medina	5/28/1999	Mario Medina	1824 Kammerer Av SJ, CA	408-929-7983
Ilse Bautista	6/8/1999	Alma Bautista	115 E. Reed St #304 SJ, CA 95112	408-771-1515
Maria Rosario Lomeli	10/26/1999	Roberto Lomele	185 N. Capitol Av #3 SJ, 95127	408-251-4681
Adolfo Ramirez	3/6/1999	Leticia Ramirez	5792 Chesbo AV SJ, CA 95123	408-629-8902
Elizandra Ruiz	2/12/1999	Alma Ruiz	3374 Holly Dr SJ, CA	408-923-1498
Jesus Munoz	8/16/1999	Isabel Munoz	3218 Mt Rainer Dr	408-254-2806
Missa Alvarez	9/1/1999	Angelica Alvarez	3333 Holly Dr SJ, CA	408-929-4335
Witney Rangel	1/7/1999	Luz Maria Garcia	14470 Vancouver Ct SJ, CA	408-258-3974
Cristal Ortiz	1/31/1999	Mariana Orozco	324 Serrano Av SJ, CA	408-926-9554
Francisco Tavares	8/2/1999	Cecilia Tavares	1232 Elvira Ct SJ, CA	408-258-4725
Jacqueline Ramirez	7/31/1999	Miriam Ramirez	2543 Bambi Ln SJ, CA	408-347-8927
Ellesenia Reyes	12/1/1999	Ellesenia Reyes	1463 S. King Rd SJ, CA	408-910-2788
Nathaniel Barajas	10/15/1998	Anita Padilla	2791 Cornwall Dr SJ, CA 95127	408-258-1125
Diana Chavez	2/6/1999	Martha Duran	1902 Beverly Blvd SJ, CA 95116	408-334-8532
Liseth Barragan	6/2/1999	Isabel Barragan	2543 Bambi Ln SJ, CA	408-401-7578
Lionardo Hernandez	12/20/1999	Jinobevea Mendoza	2489 Clyda Dr	408-259-0881
Omar Cristinos	5/14/1999	Enrique Cristinos	2080 Alum Rock Av #Q14	408-937-5085
Aurora Aldama	9/19/1998	Maria Tellez	1616 McGinness Av SJ, CA 95127	408-923-0207
Alex Bustos	5/2/1998	Vicky Bustos	3253 Alessandro Dr	408-238-2853
Viivian H.	4/12/1998	Maria Guzman	3020 Gaywood CT SJ, CA	408-531-0147
Rosaura Perez	7/29/1998	Maria Perez	1822 Lido Wy SJ, CA	
Pablo Villasenor	11/22/1998	Maria Villasenor	2076 Shortridge AV	408-729-8868
Erick Mendoza	3/10/1998	Sandra Mendoza	1918 Alum Rock Av #1311	408-926-4927
Isaak Parades	Apr-98	Joseph Parades	559 N. 12th St	408-518-9008
Carlos Salazar	5/1/1998	Mabel Alonso	5469 Lean Av SJ, CA	408-469-5665
Luan Delgado	6/8/1998	Claudia Delgado	1239 kaylene Ct	408-829-9252
Alberto Rodriguez	1/11/1999	Carmen Rodriguez	2761 Bristol Dr	408-258-1669
Aristus Perez	4/21/1998	Ma. Candelaria Perez	1494 Adrian Wy SJ, CA	408-393-8297
Mailene Barragan	11/20/1998	Marlen Lopez	404 El Cajon Dr SJ, CA 95111	408-644-8376
Eduardo Diaz	9/9/1997	Eduardo Diaz	2393 Raiston Ct SJ, CA 95148	408-528-0976
Norma Sanchez	5/4/1997	Norma Corrales	2190 Angie Av SJ, CA 95116	408-309-9364
Maria Zarate		Mary Lou Zarate	2791 Cornwall Dr SJ, CA 95127	408-
Daniela Hernandez		Marcelino	3660 Santa Croce Ct	408-239-0510

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

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

At 8 a.m., Jose begins his day in Literacy Class with Ms. Winters. Literacy lasts 3 hours and 20 minutes and includes Science and Social Studies. Ms. Winters organizes her Literacy lessons around Science and Social Studies themes. Right now, they are studying California missions. Jose researches 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.

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

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

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

At 11:50 a.m., Jose goes to Dr. Carman's math class. Dr. Carman is really funny. Jose always loves when they do Speed Math to practice their addition and subtraction, but his favorite part is when Dr. Carman writes a word problem on the board and everyone

works in groups to try to solve it. Jose is good at Math and his group often gets the right answer.

At 1:30 p.m., Jose gets another 15 minutes of recess. It's good to be able to run around with his friends.

At 1:45 p.m., Jose goes to the Learning Lab. The Learning Lab Director, Ms. Point, makes sure everyone knows what they are doing. They do half an hour on the computers and half an hour in the Reading Center. This is his favorite part of the day. When he logs on to the Computer with his badge, the system puts him into a program called *Destination Reading*. *Destination Reading* 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 *English in a Flash* to work on some long words. Jose has a hard time saying these words, but the system helps him divide them up and pronounce each part of the word separately and then put them back together. Some day, Jose wishes he could stay on the computer all day. The bell chimes and he moves to Reading.

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.

At 2:45 p.m., Jose gets 40 minutes of recess. This is enough time for a real soccer game and a bunch of the kids in his class play hard and get pretty sweaty.

At 3:25 p.m., it's time for Homework Center. As a second grader, Jose gets about an hour of homework each day and if he works hard he can finish it at school with the homework helper that helps his class. After Homework Center, Jose has tutoring for half an hour to work on his Reading. When Jose came to Rocketship, he had a very hard time reading, but now after half a year at Rocketship with all of the extra attention in class and in tutoring, his teachers say he is almost done with tutoring. This makes him happy, because it would give him more time to do some of the other fun activities that happen at Rocketship in the afternoon before his parents pick him up.

At 5 p.m., many of Jose's classmates get picked up by their parents. Jose's mom works late and so he stays another hour. This is fun because he gets to do some of the activities that he missed when he was in tutoring. These days at Rocketship are long but he loves the teachers and the kids, and there are so many more things going on than his last school.

By 6 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.

Teacher

Sally Green is excited to be starting her second month at RTES. She still remembers the day when RTES came to Stanford's Education School 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. So far, it has been intense, but Sally loves the school's mission. She is also excited to be in the Literacy department, teaching two Literacy classes to Kindergarteners. Her mentor teacher, Ms. Springer is a great teacher and really cares about helping her learn the profession.

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

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

9:40 a.m. The kids go out for a 15 minute recess while Sally catches her breath and gets ready for the second half of the Literacy class.

9:55 a.m. Sally finishes her Literacy class with Writer's Workshop and Guided Reading. In Writer's Workshop, the Sally does group writing of a paper on the California missions and then has the students work independently to create their own illustrations and a couple of sentences about what they have learned in their journals. In the last hour, Sally breaks the class up in the last hour for Guided Reading, using centers and lessons she has created with the other Kindergarten Literacy teacher.

11:35 a.m. Sally eats lunch with all of the teachers.

12:05 p.m. Sally teaches her second Literacy class. She repeats the whole-class lesson from the first class based on the current theme of California missions.

1:45 p.m. Sally gets a 15 minute break while the kids go out to Recess to catch her breath and get organized for Writer's Workshop and Guided Reading.

2 p.m. Sally conducts the same Writer's Workshop as her first class and then conducts Guided Reading based on the levels of the students in this class. Ms. Springer, the Master Literacy teacher comes to her class during Guided Reading to observe. Sally has

gotten her Centers working well and is focused on making the most out of the 20 minutes she has with each group of students. She is trying to be efficient enough to read one book for fluency and a new book for comprehension each day with each group, but it is tough, and Ms. Springer is helping her get there.

3:40 p.m. Sally is done teaching for the day. It is up to Sally how she uses her time for planning and collaboration. Since she and her Literacy partner are finished planning for next week, she goes home for the day. She loves that the Principal holds her accountable for her planning and collaboration based on deliverables rather than making sure she is at school during certain hours. Sally likes to work at night and often plans with her partner in the evening after her kids are in bed. Every two weeks, the school has early release at 1:30 p.m. which gives the staff two hours to analyze student data and work on professional development in the areas that the staff has agreed they want to focus.

Literacy Master Teacher

Mary Springer is the Literacy Master Teacher at RTES. 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 RTES. 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.

8a Ms. Springer teaches a Fourth Grade Literacy class. She has a special place in her heart for the early adolescent kids who are growing up so fast. Ms. Springer conducts Guided Reading groups for the first hour. She has three groups of six or seven children, divided by reading ability. 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 50 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 academic language that they need to truly become fluent in English and be prepared for secondary education. 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*.

11:20 a.m. Ms. Springer eats lunch with the rest of the teachers.

11:50 a.m. Ms. Springer is done teaching for the day and now turns to her duties as a mentor. Teaching a class keeps her completely plugged in to the curriculum at Rocketship, but her real love is helping other teachers to develop their practice. She has ten teachers to work with and has made a calendar for who she will visit each day. She and each teacher have worked on personal development plans based on analysis of the student academic gains and issues in their class and the teacher's own desired focus. She likes to spend half an hour in the classroom at a time taking notes. Occasionally, if the teacher wants, she will model a lesson which she has been discussing with the teacher to give them ideas.

3:25 p.m As teachers finish their teaching day, Ms. Springer has meetings scheduled with them as necessary when they need help or if they are working on a specific goal together. Ms. Springer regards her role as support to help teachers reach their potential. Each teacher has different needs. Some like to work with her before school starts in the morning or right after teaching, both of which are fine with her.

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

5p Ms. Springer is done for the day. She loves her job. The combination of helping the most needy students and working with smart 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”, Teachers 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/?”

-
- 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. RTES 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. RTES' Learning Lab will have a library of leveled texts to aid our students in their independent reading. We also believe that reading great children's books builds a students love of reading, so our library will also include these books for students general enjoyment and they will have time each day to read not only leveled books but fine children's literature.

Vocabulary Vocabulary is the lexicon of words that a student understands. The level of understanding (precision) can vary from word to word. There are two kinds of vocabulary instruction that we plan on conducting at RTES. 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 students comprehension. Comprehension is also the most difficult area for all students, and in particular can be difficult for EL students who lack the background knowledge to understand some of the concepts. While developing the other areas of literacy will give students the ability to focus on comprehension, they will often choose to focus on fluency instead. Direct Instruction in comprehension helps to build the students ability to focus their mental energy on understanding. Initially, one of the most important parts of comprehension is for the student to identify what they don't understand. Once this realization has happened, the teacher can work with the student on strategies to develop an understanding – reading back in the text for clues, skipping the section and coming back, rephrase what they have read, formulate clarifying questions, etc. In general,

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

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

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

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

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

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

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

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

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

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

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

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.

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- 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
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 ($C_6H_{12}O_6$), water (H_2O), helium (He), oxygen (O_2), nitrogen (N_2), and carbon dioxide (CO_2).

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 (CO_2) 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 integrated into the Literacy block, often through Social Studies (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.

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, pRTES, 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, pRTEs, 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.

Appendix E. Strategies and Outcomes for At-Risk Students

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

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

At-Risk Pupil Outcomes

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

Strategies to Improve At-Risk Performance

1. *Early Detection* Rocketship will use the DRA assessments in Reading and similar assessments for Writing and Math to help us identify struggling students within the first six weeks of school, and every two months thereafter.
2. *Individual Learning Plans* RTES will use the ILP system to track a student's work over time for students falling below our academic expectations. The ILP will be used with at-risk students to allow teachers to collaborate on best processes and successful past interventions with this student. The ILP will be updated with objectives for students determined to be academically at-risk focused on allowing them to make expected grade-level gains.
3. *Family Communication* We will inform the families as soon as we become concerned. Our parents sign a significant Commitment Letter (Appendix 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* Teachers will gather regularly 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 RTES curriculum, some students may need more. Tutors will provide direct intervention to the bottom quartile of our students during the after-school program each day.
7. *Ongoing Assessment* Data is gathered both through frequent interim assessments performed in the subject areas and daily feedback given teachers from the computers in the Learning Lab. Teachers will have the tools they need to track all of their students and make sure they are not falling behind again in the areas where they received intervention. The ILP will be updated to identify if intervention has been successful or if additional intervention is necessary.
8. *A Commitment to Each Student* With the most struggling students, an effort is sometimes required beyond any normal day to day instruction in order to help a student achieve. Because of the RTES 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* RTES will use the ILP system to track a student's work over time for students achieving significantly above grade level. 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.

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 Rocketship Education's Response to Intervention Program

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

RtI Rationale

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

Core Components of RtI

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

support, as measured by frequent progress monitoring, the learner moves to Tier 3. When a student moves to this level of service, a special education evaluation is conducted to determine eligibility for formal special education services (National Joint Committee of Learning Disabilities 2005).

Other Potential Benefits of RtI

RtI has many potential benefits for student from diverse economic, linguistic, and cultural backgrounds. This model promises to provide equitable access to standards based curricula for *all* students and reduce identification of students with learning difficulties. For example, students with diverse backgrounds are often overrepresented in special education (Department of Education 2007), and this model could help ameliorate this longstanding problem. In the article *Cultural Considerations with Response to Intervention Models*, Klinger and Edwards state, RtI "...has dramatic implications for culturally and linguistically diverse students who historically have been disproportionately overrepresented in special education programs...RtI models hold promises for preventing academic failure by providing support for culturally and linguistically diverse students before they underachieve." (pg. 108)

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

Rocketship Education (RTES) Response to Intervention Model

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

The RTES Response to Intervention model is intended to systematically coordinate regular and special education assessment and services to below grade level students. The purpose of the model is to provide 3-tiered assessment, intervention, and support to all at risk students as early and effectively as possible, consistent with the Response to Intervention model. The expected outcome is that, over time, more students would progress from at risk status to functioning within a normal range for grade level standard, and far fewer students would ultimately need formal special education assessment and service. This model is also intended to address the achievement gap between below grade

level English Language Learners, Learning Disabled students, economically disadvantaged students, and students of color; and white and Asian, English speaking, economically advantaged students. A growing body of research supports the contention that coordinated, intensive, early intervention promotes advanced, equitable student achievement and saves money over time

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

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

Essential Elements of Response to Intervention

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

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

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

The Response to Intervention Team

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

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

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

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

Assessment-Universal Screening and Progress Monitoring

All students are assessed upon initial enrollment in school. Subsequent assessments are done monthly to monitor progress, inform instructional decisions, and guide grouping and scheduling decisions. Assessment tools include all standard achievement tests: CELDT, RTES math assessments, scored writing samples using a Six Trait rubric, Running Records to establish a Reading Benchmark, DRA, and all STAR test data.

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

See charter p. 36-40

Eligibility Criteria

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

Provision of Services-Instructional Strategies and Materials

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

For each student in this category, an Individualized Learning Plan (ILP) is generated which specifies areas of strength and weakness and explicit classroom modifications, areas to target in our Computer curriculum, and specific goals and methods for tutors.

The first tier of intervention is in the classroom. Guided Reading groups will often be used to deliver these more individualized objectives during normal classroom instruction. RTES will conduct an after-school program each day called Learning Lab, providing homework assistance and small-group interventions. The second tier of intervention in Learning Lab will be a daily small-group intervention with a group of students with similar needs, focused on goals from each student's ILP. If classroom modifications and Learning Lab interventions fail to help a student make adequate progress, they enter the IEP process and our IEP's reflect academic goals aligned with the school's goals for that grade level. Providing these three levels of intervention allows Rocketship to serve the most struggling readers more effectively than traditional elementary schools.

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

Refer to charter section p. 23-30

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

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

Tier 3 The Response to Intervention Model and Special Education:

The Response to Intervention model is consistent with the program requirements of recent revisions to IDEA, Federal Special Education law and policy, and implementing regulations. The state of California has not yet adopted regulations consistent with Federal law, but expert advice in the field counsels us not to wait for these regulations. Districts all over the state are successfully, legally implementing Response to Intervention models. Referral for assessment for eligibility for formal special education services may be made by the Response to Intervention Team meeting as a Student Study Team at whatever point the team determines that failure to respond to intervention warrants such a referral. On the other end of the spectrum, students who make progress towards meeting grade level standards may be moved to less intense instruction. The Response to Intervention model provides a coordinated process for effectively moving students out of special education services to less restrictive settings. Upon meeting or exceeding grade level standard, students are moved to transition support service and

monitored by the Response to Intervention Team as they receive instruction solely in the regular classroom. The Response to Intervention Team maintains assessment data on all students served to insure student success and to analyze data to determine effectiveness of the instructional strategies and materials used. The Response to Intervention Team is also responsible for insuring compliance with all special education and English Language Learner legal requirements.

Refer to charter section p. 33-35

Special Education Caseloads and Instructional Settings

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

Refer to charter p. 33-35

Professional Development and Materials

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

Refer to charter p. 30

English Language Learners and English Language Development

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

Refer to charter p. 23 & 31-33

Outcomes

All current research supports long term educational and cost effectiveness of early, coordinated intervention for below grade level students. The model holds great promise for such effect. The expectation is that over time a greater number of students will make adequate progress towards meeting grade level standards, and fewer students will require

formal special education referral, assessment, determination of eligibility, and formal special education services. Further, the expectation is that over time fewer students will require most restrictive placements such as Special Day Class services, and that the effect would be compounded over time as students served proceed up through the grades to middle school.

Appendix H. Planning Guides

The following planning guides reflect the standards-based instructional planning process that will be used to develop curriculum at RTES. 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

CLUSTERED UNIT STANDARDS (Selected from Prioritization Grid)					
UNIT STANDARDS	Standard	Bloom's	EU	IK	WF
	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	
HOW STANDARDS WILL BE COMMUNICATED TO STUDENTS					
STUDENT COMMUNIC.	Essential questions:				
	<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? ▪ What are some real-life situations in which it is important to figure out which number has the largest or smallest value? 				
SUMMATIVE ASSESSMENT					
ASSESSMENT	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: <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 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.				
	EVALUATION CRITERIA				
	Students will be graded using a rubric that measures: Mathematical correctness (50%) – Most important! Mathematical Communication (35%) – Second most important Writing Mechanics (10%) – Third most important Portfolio Presentation/ Neatness (5%) – Fourth most important				

STANDARDS	OBJECTIVES	ASSESSMENT																									
<p>1.1 (Number Sense) Count, read, and write whole numbers to 1,000 and identify the place value for each digit.</p> <p>1.1 (Statistics/Data Analysis) 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																											
<p>▪ Open with a two daily problems:</p> <p>1) <i>True/false: There are 4 tens in 364. Explain your thinking</i></p> <p>2) <i>Complete the pattern:</i></p> <p>32 3 54 5 76 7 Describe the pattern in words</p> <p>▪ Review place value, using sample numbers: 405, 553, 620 and the place value chart</p> <p>▪ Writing numbers lesson: students look for spelling patterns between single and double-digit numbers (e.g. 4 & 40, 6 & 60, etc.)</p> <p>▪ Charting Numbers:</p> <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="1182 789 1339 1713"> <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>26</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					26			4			hundred fifty seven	3		
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<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>																											

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	EU	IK	WF
	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	
HOW STANDARDS WILL BE COMMUNICATED TO STUDENTS					
STUDENT COMMUNIC.	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? 				

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How did they impact California's culture, industry, and lifestyle?

SUMMATIVE ASSESSMENT

- 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

- 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
 - Historical accuracy
 - Writing conventions
 - Analysis of cause and effect
- Diorama (40% of unit grade) - Graded using a performance rubric focused on
 - Historical accuracy
 - Written explanation
 - Aesthetic presentation

ASSESSMENT

STANDARDS	OBJECTIVES	ASSESSMENT
<p>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.</p>	<p>Students will be able to...</p> <ol style="list-style-type: none"> 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		
<p>DIFFERENTIATION</p> <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"> • 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)				
Standard	Bloom's	EU	IK	WF
2.1 (Writing Applications) 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 (Speaking Application) 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 (Reading Comprehension) Discern main ideas and concepts presented in text identifying and assessing evidence.	3	X		
1.4 (Writing Conventions) Use correct capitalization	1		X	
2.4 (Reading Comprehension) Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.	4		X	
1.5 (Writing Strategies) Use a thesaurus to identify alternative word choices and meanings.	1		X	
1.1 (Speaking Strategies) Read aloud narrative and expository text fluently And accurately and with appropriate pacing, intonation, and expression.	3		X	
1.6 (Writing Conventions) 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 (Speaking Strategies) Engage the audience with appropriate verbal cues, facial expressions, and gestures.	3			X
HOW STANDARDS WILL BE COMMUNICATED TO STUDENTS				
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?				
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				

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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 (Speaking Strategies) Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.</p> <p>2.4 (Reading Comprehension) 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		
<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. 		
DIFFERENTIATION		
<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>		

STANDARDS	OBJECTIVES	ASSESSMENT
<p>2.1 (Writing Applications) 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/pdf/Rubrics/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 • 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

UNIT STANDARDS					CLUSTERED UNIT STANDARDS (Selected from Prioritization Grid)		
Standard	Bloom's	EU	IK	WF			
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			
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?							
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 form 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		
<p>1. Review introduction lesson – Everything is a solid, liquid, or gas. Explain that today we will be exploring the properties of solids.</p>		
<p>2. Use FOSS Investigation 1: Solids - Part 1 starting with step three on page 13</p> <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 		
DIFFERENTIATION		
<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 I. ENGLISH LANGUAGE LEARNERS PROGRAM

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

PROGRAM DESCRIPTION

English Immersion with Appropriate Native Language Support.

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

English Language Arts with Appropriate EL Accommodations

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

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

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

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

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

English Language Development Instruction in Groups Leveled by English fluency

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

August and Shanahan (2006) found a significant correlation between oral language and reading comprehension and writing ability in ELL students and suggested that classrooms with significant ELL populations should focus extensively on using oral language to summarize and analyze stories. Genesee, Lindholm-Leary, Saunders and Christian (2006) concluded that one explanation for the 5-7 years which ELL students often take to master academic language is that insufficient attention is paid to the oral language development of students, especially in the late elementary school years. We will focus extensively on oral language development, both expressive and receptive, at the same

time as focused reading instruction is conducted. We believe that working on oral and literacy skills concurrently will help our ELL students to master listening, speaking, reading and writing in English by second grade.

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

Content Area Interactive Instruction to Increase Academic Language Proficiency

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

Technology to Provide Additional EL support.

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

IDENTIFICATION & ASSESSMENT

Home Language Survey (HLS)

Parents or legal guardians of students shall complete the Home Language Survey when they enroll their child at RSED. If a student's Home Language Survey shows a response other than English to questions 1, 2, or 3, he/she must be tested within 30 days for

English comprehension, speaking, reading and writing and within 90 days for primary language assessment as required by law.

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

Comprehension, Speaking, Reading and Writing Assessment (CELDT)

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

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

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

Initial Identification of Students

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

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

Grades K-1

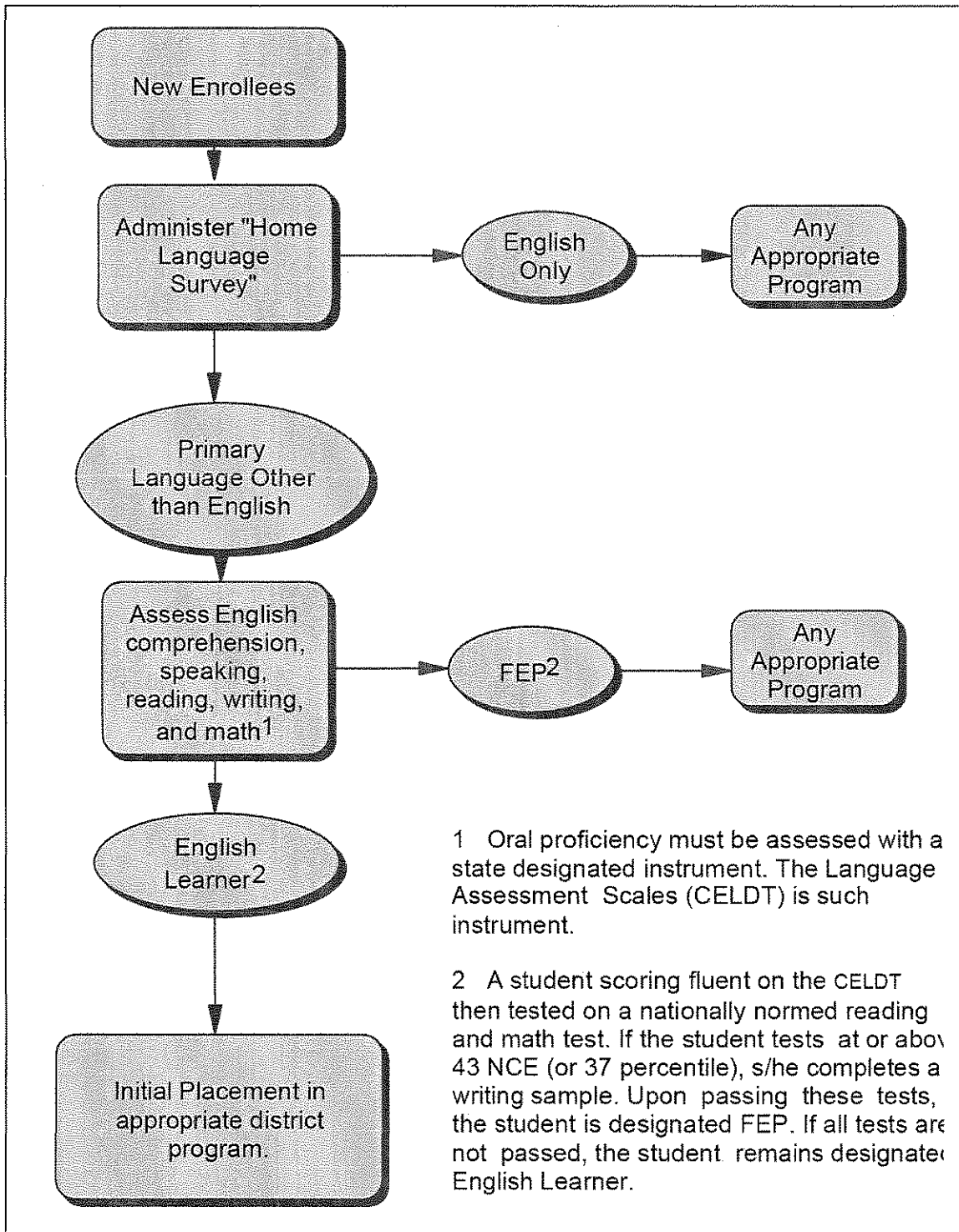
Grades K-1 students who are orally proficient in English based on the CELDT will be assigned the status of fluent English speakers (FEP) and placed in the regular academic instruction program. Students designated as ELL based on the required score on the CELDT shall be placed in the appropriate ELD academic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

Grades 2-5

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

Test Level – Beginning Level 1	Cut-score for Early Intermediate Level 2	Cut-score for Intermediate – Level 3	Cut-score for Early Advanced Level 4	Cut-score for Advanced Level 5
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K-1	410/K 424/1 443/2	458/K 471/1 483/2	506/K 517/1 524/2	554/K 564/1 565/2
2-5	447	488	529	569



Ongoing Assessment

Each English Language Learner will be evaluated every six months via a parent conference process. Each English Language Learner’s English proficiency development will be assessed two times during the year using ADEPT California Reading & Literature Project English Proficiency Test. At the conference, the student’s English and/or

academic needs will be discussed, and individual student achievement and longitudinal growth will be evaluated based on the school's monthly internal assessments. The following multiple measures may be examined:

- CELDT & ADEPT
- Student portfolios
- Bi-monthly interim assessments
- SAT-9/CAT-6
- Teacher observations

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

Criteria, Standards and Procedures for Reclassification

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

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

1. The student has been enrolled in the School for at least one year.
2. The student can demonstrate oral English language proficiency, both speaking and understanding, based on the State mandated English Language Development (ELD) Test (AB 748) or with a score of fluent English speaker on CELDT level 4 or 5.
3. Students in grades 1 – 2 who met criteria 2 shall be considered for reclassification after the successful completion of at least one full semester with grades of "Satisfactory" or better in Reading/Language Arts and Mathematics.
4. Students in grades 1 – 2 must demonstrate grade level writing skills as measured by passing the School Writing Test.
5. Students in grades 3 – 5 must score at a minimum at the 36th percentile on the SAT-9/CAT-6 Total Reading, Total Language and Total Mathematics sub-tests.
6. Students in grades 3 – 5 must demonstrate grade level writing skills as measured by passing the School Writing Test.

7. Students in grades 3 – 5 must demonstrate average classroom performance in the English curriculum as evaluated by the teacher. The student needs to obtain a “C” or better in all core content area classes.
8. There must be a consultation with the student’s parent or guardian, including an interview or written communication regarding the reclassification process.

Alternate Reclassification Procedures

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

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

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

Follow-up Procedures

The progress of students who have been reclassified will be monitored for two years following the reclassification. Site ELL coordinators will complete an evaluation of student academic progress after the 1st and 2nd grading periods following reclassification. A third follow-up will take place one year after reclassification; a fourth follow-up will occur two years after reclassification. All reclassified (R-FEP) students SAT-9/CAT 6 scores will be evaluated to assess to overall reclassification progress, and interventions will be implemented if the student does not maintain appropriate progress.

STAFF TRAINING & PROFESSIONAL DEVELOPMENT

Good instruction is the foundation of good ELL instruction. (Goldenberg, 2003) Rocketship’s intensive professional development model with ongoing mentorship is crucial to high performance. Professional development that is directly related to the curriculum teachers use and that provide sustained and hands-on support is the most effective. For our ELD block, Rocketship is investigating professional development from

organizations like the California Reading and Literature Project to help teachers develop methods of teaching ELD effectively. For on-going professional development in integrating ELD strategies into literacy and language development for EL students, Rocketship has chosen Project Guided Language Acquisition Design (GLAD), based on their rigorous hands-on approach and extensive validation studies showing significant gains relative to comparison groups. Each teacher at RSED will be thoroughly trained in the usage of SDAIE and GLAD. These strategies have already been demonstrated to be highly effective in regards to ELL students academic achievement. The implementation and usage of these strategies will be expected throughout the campus and each classroom.

Additionally, August and Shanahan found that intensive mentoring and interim assessments were extremely important to creating behavior changes in teacher's instructional practice. (August & Shanahan, 2006) Rocketship's Specialists four hours each day of hands-on classroom work with Teachers in their subject area will help teachers to better determine ways to scaffold and augment their instruction for ELL students. This capacity building model will ensure that the strategies presented in professional development activities provided by both inside and outside experts will be implemented effectively in classrooms and sustained over time.

PARENT / GUARDIAN, STAFF AND COMMUNITY INVOLVEMENT

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

Parent Communication

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

Parent Notification of Assessment Results and Initial Identification

The parents/guardians of pupils with a primary language other than English shall be notified of the English comprehension and primary language assessment results completed for the initial identification. The notification shall be in English and in any language which is spoken by 15 percent or more of the students in the School, as determined by the R-30 Language Census. This information shall be communicated orally when a written notice (Parent Notification) letter is not understood or orally translated into another language if needed. If the Parent Notification letter is not returned, site personnel will complete a follow-up phone call.

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

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

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

Parent Participation

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

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

Parental Rights

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

Community Meetings

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

PROGRAM EFFECTIVENESS

The RSED mission of every student on grade level by second grade will be the primary means of determining the effectiveness of our approach with ELL students. This goal will be measured by academic proficiency on CST assessments for grades 3-5 and by Stanford-9 assessments for grades K-2. Our interim assessments are correlated to grade-level benchmarks on the CST, and will provide monthly feedback on how our students

are progressing towards this goal. Additionally, our oral language assessment will test language proficiency predictive of CELDT year-end outcomes. As described above, these assessments will be used to drive changes in classroom instruction and in individual student interventions. As a school with a large professional development budget (\$6000 per teacher) and two Specialist teachers who are able to mentor other department teachers half of each day, we believe we will make significant improvement every year in both our general classroom teaching for ELL students and our ability to diagnose and intervene with our most challenged ELL students. In specific areas of weakness for the school, we will seek outside resources such as the Literacy department at the Education schools of nearby universities, such as San Jose State University, Santa Clara University, and Stanford University.

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



Individual California Standards Test (CST) Benchmarks for English Learners

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

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

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

Clearly, from this chart, in order to meet RSED goal of grade-level proficiency by second grade, we must help our ELL students to move from level 1 to level 5 in language proficiency in three years. Recently, Genesee et. al concluded that one explanation for the 5-7 years which EL students often take to attain English proficiency could be because of poor instructional practices with EL students.⁹ We believe that the key to becoming fluent English proficient is the rigorous data-driven cycle used by RSED to measure students monthly, modify classroom practices, and provide students with additional instruction. Please see *The Rocketship Assessment-Driven Instruction Model* in Attachment 4 of this document.

REPORTING

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

⁹ Genesee et. al (2006). *Educating English Language Learners* New York: Cambridge University Press.

Appendix J. 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

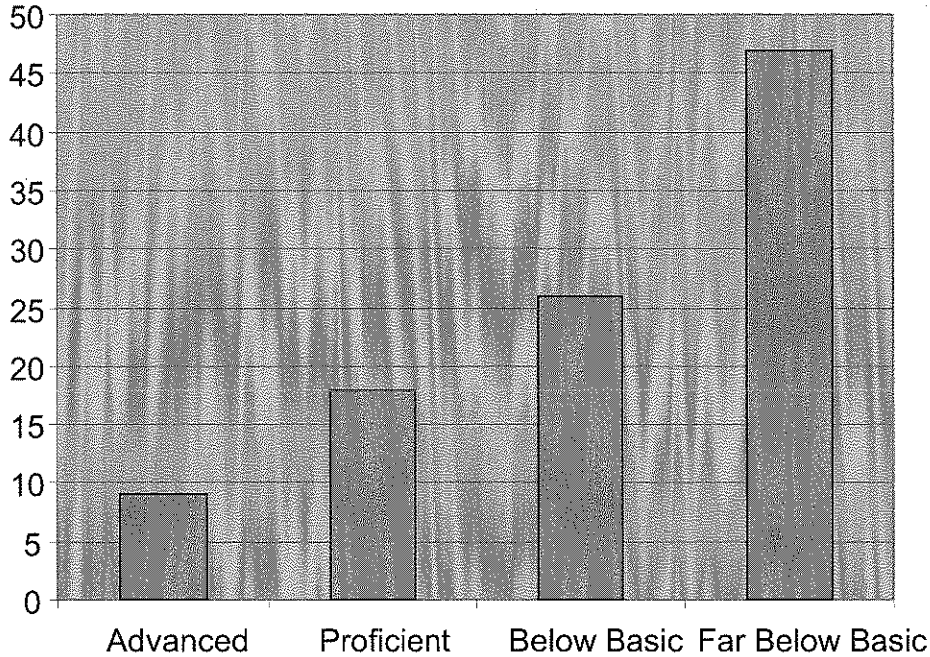
Appendix K. At-Risk Students Entering Kindergarten

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 RTES 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 RTES 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 RTES 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 L. References

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[http://www.calmis.cahwnet.gov/file/occmisc/CareerLaddersConstruction .pdf](http://www.calmis.cahwnet.gov/file/occmisc/CareerLaddersConstruction.pdf).

Center to Improve Reading Competence Using Intensive Treatments Schoolwide (C.I.R.C.U.I.T.S.)

The overarching goal of Project CIRCUITS is to implement, evaluate, replicate, and disseminate systemic prevention models that will accelerate and sustain the early reading achievement of students with reading disabilities or at risk of disabilities in grades K-3.

<http://idea.uoregon.edu/>

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Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills.

<http://dibels.uoregon.edu>

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Torgesen, J. K. (1998). Catch Them Before They Fall: Identification and assessment to prevent reading failure in young children. [Electronic version] *American Educator*, 22 (2), 32-39.

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

Appendix M. 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 N. Section 504 Board Policy

Board Policy for IDENTIFICATION, EVALUATION AND EDUCATION UNDER SECTION 504

The Governing Board of the Rocketship Two Elementary School ("RTES") 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 RTES does not assess a student after a parent has requested an assessment, RTES 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. RTES shall periodically review the student's progress and placement.

RTES 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 O. 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 Two Elementary School (“RTES”).
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 RTES' 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. RTES 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 RTES employee will be forwarded to the Section 504 Coordinator.
4. RTES 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 Master Teachers.

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 Two Elementary 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 RTES' 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, RTES 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 RTES. 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 RTES.
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 RTES.
8. The parent/guardian and RTES 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 P. Draft Health and Safety Policies

This appendix contains a set of draft of health and safety policies to be considered by RTES 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
- Draft Policy 12: Conditions for Classroom and School Visitation and Removal Policy

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Personnel

Board Policy #1

Fingerprinting and Background Checks

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

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

RTES shall also fingerprint and background check each campus volunteer, prior to volunteering at RTES. 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 RTES, including the submission of fingerprints and the approval for RTES 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, RTES 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 RTES 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, RTES 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 RTES shall review Department of Justice reports on prospective employees/ contractors; volunteers to determine whether an employee may be employed in accordance with Education Code Section 44237, 44830.1, or 45125.1, except with respect to her or himself, in which case the President of the Board will review. The Principal(s) shall monitor compliance with this policy and report to the Board of Directors on a quarterly basis.

DRAFT

School Safety

Board Policy #2

Tuberculin Examinations

1. No person shall be employed by or volunteer at RTES unless they have submitted proof of an examination within the last sixty (60) days that they are free of active tuberculosis by a physician licensed under Chapter 5 of Division 2 of the Business and Professions Code.
2. This examination shall consist of an X-ray of the lungs or an approved intradermal tuberculin test, which, if positive, shall be followed by an X-ray of the lungs.
3. All employees/volunteers shall be required to undergo this examination at least once every four (4) years, with the exception of "food handlers" who shall be examined annually.
4. After such examination each employee shall file a certificate with RTES 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, RTES 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, RTES 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

RTES 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

RTES shall (1) develop and adopt a plan to ensure RTES' 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 RTES 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 RTES or in the area in which RTES 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. Compiles 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 RTES 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. RTES 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

RTES 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 RTES 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.

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

Any pupil who is required to take, during the regular schoolday, medication prescribed for him or her by a physician or surgeon, may be assisted by designated school personnel or may carry and self-administer prescription auto-injectable epinephrine if the Charter School receives the appropriate written statements

In order for a pupil to carry and self-administer prescription auto-injectable epinephrine, the Charter School shall obtain both a written statement from the physician or surgeon detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the pupil is able to self-administer auto-injectable epinephrine, and a written statement from the parent, foster parent, or guardian of the pupil consenting to the self-administration, providing a release for the designated school personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication, and releasing the Charter School and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication.

In order for a pupil to be assisted by designated school personnel, the Charter School shall obtain both a written statement from the physician detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken and a written statement from the parent, foster parent, or guardian of the pupil indicating the desire that the Charter School assist the pupil in the matters set forth in the statement of the physician.

Guidelines:

- The primary responsibility for the administration of medication rests with the parent/guardian, student and medical profession.
- Medication shall be administered only during school hours if determined by a physician to be absolutely necessary on an ongoing basis.
- The parent/guardian shall sign a release/consent form, which is to be kept on file at the school.
- Designated staff shall keep records of medication administered at the school.

- All medication will be kept in a secure and appropriate storage location and administered per physician's instructions by the school nurse or by designated staff.
- Designated staff shall return all surplus medication to the parent/guardian upon completion of the regimen or prior to summer holidays.
- Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, diabetes).
- The written statements specified in this policy shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.
- A pupil may be subject to disciplinary action if that pupil uses auto-injectable epinephrine in a manner other than as prescribed.
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Adopted:

Amended:

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Personnel

Board Policy #8

Drug-Free Workplace

RTES 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, RTES 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.

RTES 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

RTES 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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First Aid, CPR, And Health Screening

RTES 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, RTES 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

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

Head Lice

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

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

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

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

Adopted:

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 RTES' "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 RTES' exposure determination may petition to be included in RTES' employee in-service training and hepatitis B vaccination program. Any such petition should be submitted to the Principal, or designee, who shall evaluate the request and notify the petitioners of his/her decision. The Principal, or designee, may deny a request when there is no reasonable anticipation of contact with infectious material.

Conditions for Classroom and School Visitation and Removal Policy

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

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

1. Visits during school hours should first be arranged with the teacher and Executive Director or designee, at least three days in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least three days in advance. Parents seeking to visit a classroom during school hours must first obtain the

written approval of the classroom teacher and the Executive Director or designee.

2. All visitors shall register with the front office immediately upon entering any school building or grounds when during regular school hours. When registering, the visitor is required to provide his/her name, address, occupation, age (if under 21), his/her purpose for entering school grounds, and proof of identity. For purposes of school safety and security, the Executive Director or designee may design a visible means of identification for visitors while on school premises.
3. The Executive Director, or designee, may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substances.
4. The Executive Director or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.
5. The Executive Director or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Executive Director or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.
6. Any visitor that is denied registration or has his/her registration revoked may request a hearing before the Executive Director or the Board on the propriety of the denial or revocation. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of hearing is to be sent, and shall be delivered to either the Executive Director or the Board President within five days after the denial or revocation. The Executive Director or Board President shall promptly mail a written notice of the date, time, and place of the hearing to the person who requested the hearing. A hearing before the Executive Director shall be held within seven days after the Executive Director receives the request. A hearing before the Board shall be held at the next regularly scheduled Board meeting after the President receives the request.
7. The Executive Director or designee shall seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.
8. At each entrance to the Charter School grounds of, signs shall be posted specifying the hours during which registration is required, stating where the office of the Executive Director or designee is located and what route

to take to that office, and setting forth the penalties for violation of this policy.

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

Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to \$500.00 or imprisonment in the County jail for a period of up to six (6) months or both.
2. Further conduct of this nature by the visitor may lead to the School's pursuit of a restraining order against such visitor which would prohibit him/her from coming onto school grounds or attending School activities for any purpose for a period of three (3) years.

Appendix Q. 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 RTES. 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 RTES 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. RTES 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 RTES has a basis of knowledge of a suspected disability or who is otherwise qualified for

such services or protections in according due process to such students. While the School remains a public school of the district for purposes of special education under Education Code Section 47641(b), the Charter School shall notify the District 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 District 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 RTES 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 RTES' 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;
3. A copy of RTES' disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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

RTES 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 RTES 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. RTES 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, RTES must present evidence that the witness' presence is both desired by the witness and will be helpful to RTES. 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 RTES.

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

This notice shall include the following:

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

J. Disciplinary Records

RTES shall maintain records of all student suspensions and expulsions at RTES. Such records shall be made available to the District 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.

M. Rehabilitation Plans

Students who are expelled from RTES 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 RTES 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 RTES' capacity at the time the student seeks readmission.

Appendix R. 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 S. 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 T. RTES Commitment Letter

Parents'/Guardians' Commitment

We fully commit to Rocketship Two (RTES) in the following ways:

- ◆ We will always help our child in the best way we know how, and we will do whatever it takes for him/her to learn and prepare for college and life by supporting him/her and encouraging him/her to adhere to his/her "commitment to excellence."
- ◆ We will make sure our child arrives at RTES on-time everyday by 7:00 A.M. if they intend to eat Breakfast or 8:00 A.M. if they do not (Monday – Friday).
- ◆ We will make arrangements so our child can remain at RTES until 6:00 P.M. (Monday – Friday).
- ◆ We will make sure our child follows the RTES dress code.
- ◆ We will support the teachers and staff of RTES to help our child excel in school, both academically and behaviorally.
- ◆ We will ensure that our child is reading or being read to every night.
- ◆ We will check our child's homework every night, sign his/her agenda, and we will read carefully and sign (if requested) all the papers the school sends home to us.
- ◆ We will meet regularly with teachers to discuss our child's progress, including home visits, sites off campus, and parent conferences.
- ◆ We will allow our child to go on all RTES field trips.
- ◆ We will participate in all school activities including parent/family meetings, exhibition nights, community meetings, open house nights, conferences, etc.
- ◆ We will volunteer at least 15 hours per semester for the RTES community
- ◆ We, not the school, are responsible for the behavior of our child.

X _____

Rocketship Two Commitment

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

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

X _____

Appendix U. Resumes of Rocketship Founders, Board of Directors and Consultants

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

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

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

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

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

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

Taught fifth grade in a high-risk middle school in 2002. Moved to second grade in 2003 and taught 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.

March 2000 **Sacred Heart Nativity School** **San Jose, California**

Preston Smith

preston@rsed.org
4163 Partridge Drive
San Jose, CA 95121
(408) 528-6891

**PROFESSIONAL
COMPETENCIES
CONT:**

Teach for America, San Jose, CA August 2003-January 2003
Learning Team Leader K-2
Mentored new teachers for Teach for America and provided teaching tips, strategies, resources, and reflected on student performance in their classes.

EDUCATION:

San Jose State University August 2004—May 2006
Master of Arts—Education (Administration and Supervision)
Professional Preliminary Administrative Services Credential, May 2006

University of North Carolina at Chapel Hill August 1997-May 2001
Bachelor of Arts—Latin American Studies
Graduated with Honors

San Jose State University August 2001-June 2002
Graduate Student—Teaching Credential
Teaching Professional Clear Credential 4/4/03 – 5/01/08

**HONORS &
SCHOLASTIC
ACHIEVEMENT:**

--Founded a new school Rocketship One Public School in the 07/08 school year
--Founded a new school L.U.C.H.A. (Learning in an Urban Community with High Achievement) in the 04/05 school year
--Recruited by a Community Organization (P.A.C.T.) and asked to lead in the creation of a New, Small Autonomous School in San Jose, CA
--Teacher of the Year at Clyde Arbuckle Elementary School (2002/2003)
--During the 2004/2005 school year, 18 of the 20 students in my class passed the district writing assessment with a score of 3 or higher
--Finalist for the Sue Lehmann Award for excellence in Teaching (only six are awarded to over 1,000 Teach for America corps members)
--Member of the Phi Beta Kappa Fraternity

**PROFESSIONAL
DEVELOPMENT:**

--*Association for Supervision and Curriculum Development*
--*California Charter School Association*
--*CE.S: Coalition of Essential Schools*
--*Association of California School Administrators*
--*Small Schools Network*
--*School Redesign Network*
--*New Schools Center of Silicon Valley*
--*San Jose Writing Project*

LANGUAGE:

Spanish (Proficient)

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

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

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

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

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

FREDERICK J. FERRER

Education

Master of Science, Psychology, Counseling: San Jose State University

Bachelor of Science, Psychology, (Developmental), University of Santa Clara

Strategic Perspectives in Nonprofit Management: Harvard Business School, Cambridge,
Massachusetts

Employment

The Health Trust: Chief Executive Officer of \$150 million health trust, annual budget \$15 million, staff of 120, focused on prevention and wellness initiatives 2007- present

DeAnza College: Child Development and Education Department Adjunct INSTRUCTOR: Includes instruction, course development, overseas teaching: 1990 – presently on leave

Santa Clara University, Graduate School of Counseling Psychology and Education: LECTURER adjunct 2000 – present

Manzanita Solutions: President: Consultant, Keynote Speaker & trainer: 1998 – present, Non-profit consulting, Training and presentations in leadership, family support, early childhood education, non-profit management and advocacy.

Parent Services Project. Inc. San Rafael, CA NATIONAL TRAINER, Contracted to develop and implement Parent Leadership Institute for the Marguerite Casey Foundation in Atlanta and Kansas City. The PLI develops parents' leadership capacity and is infused by family support principles. 2005-2007

Estre//a Family Services, San Jose, CA EXECUTIVE DIRECTOR, 1986 – 2005

Directed non-profit agency providing comprehensive child development and family services to 300 children and sent 700 Kids to Camp. \$1.5 million budget, staff of 30, Successfully completed \$1.6 million dollar new building and capital campaign.

Economic and Social Opportunities, Inc. CHILD DEVELOPMENT SPECIALIST, 1984-86

Santa Clara County of Education: TEACHER, 1979-1984: Head Start, Migrant, State Preschool and General Child Care.

Membership

John S. and James L. Knight Foundation San Jose Advisory Committee member: **2004 - present**

Santa Clara University: The Ignatian Center for Jesuit Education Advisory Board member; Member Autism Advisory Board in Graduate School of Education: 2005- present

Board member: American Leadership Forum: Silicon Valley, Co-chair of Selection committee 2001-2003, Chair of Board Development Committee 2003– present, Senior fellow: 1999-present.

Commissioner, FIRST 5 Santa Clara County Commission: **oversight and direction of the \$23 million annual Prop 10 allocation, Past Chair and Chair of Personnel and Finance; 2001 - 2007**

Community Advisor: San Jose Junior League 2004 - 2007

Advisory Board member United Way Silicon Valley Success by Six, 2003- 2005

State President, California Child Development Administrators Association, (CCDAA): 1992- 1993, Member 1984 – 2005

President, Board of Directors, Parent Services Project, Inc. (PSP) National Board, 1995 – 1998

Founding President, Child Development Policy Institute (CDPI) 1993- 1995

Awards

John W. Gardner Leadership Award from the American Leadership Forum Silicon Valley, 2004

Kindred Spirit Award: Children’s Discovery Museum, 2004

Bay Area Child Caring Man of the Year: Bay Area Male Involvement Network, San Francisco, 1998.

IGNATIAN AWARD: Santa Clara University Alumni Association in Recognition for Distinguished Service to Humanity, 1992

EXPERIENCE

2008-present

STUPSKI FOUNDATION Mill Valley, CA

Chief Business Officer

Leads all business functions for a private operating foundation focused on urban education reform.

Responsible for all finance and operations functions, including planning and budgeting, finance and accounting, human resources, information technology, facilities, and legal compliance.

Supervise staff of six and serve as a member of the foundation's Executive Team.

2002-2007

LEADERSHIP PUBLIC SCHOOLS San Francisco, CA

Chief Operating Officer

Served as chief operational manager of a non-profit network of charter high schools focused on ethnically and economically diverse students in less advantaged California neighborhoods.

- Responsible for entire operations (five schools and \$12 million annual budget). Areas of responsibility included finance, accounting, human resources, technology, facilities and compliance.
- Supervised operations team and acted as staff liaison to Board Operations Committee.
- Served as Development Director from 2002-2003 and Director of Operations from 2003-2004.
- *Finance and Accounting:* Designed and completed a sophisticated financial model, enabling long-term sustainability planning under various scenarios, with related budgeting process.
- *Human Resources:* Developed an innovative teacher compensation plan incorporating skills-based pay and group performance incentives.
- *Facilities:* Secured low-interest financing and managed on-time completion of construction for a new high school facility. Negotiated Proposition 39 facilities arrangements with school districts.

1995-1999

AMERICA ONLINE Dulles, VA

Director, E-Commerce Business Development

Managed team of five business development managers focused on electronic commerce partnerships.

- Evaluated and structured revenue-generating relationships with online business partners.
- Developed company strategies and business plans in categories such as classified advertising and online yellow pages, including assessments of technology platforms.
- Created business and financial plans for content joint ventures with major media companies.
- Served as Business Development Manager, AOL Studios from 1996-1998, and as Senior Business Analyst, Corporate Development from 1995-1996.

1994-1995

BAIN & COMPANY San Francisco, CA

Associate Consultant

Participated in management consulting projects, including due diligence for an investment in a start-up restaurant chain, and a cost-benefit study of a \$100 million investment in information technology.

EDUCATION

STANFORD UNIVERSITY GRADUATE SCHOOL OF BUSINESS

M.B.A., 2001 Concentration in non-profit management

Stanford, CA

UNIVERSITY OF CALIFORNIA AT BERKELEY

B.A., 1993 History with concentrations in Political Science and Economics

Berkeley, CA

- *Saint Louis University in Spain* study abroad program; coursework in Spanish.
- *John Gardner Fellow, Office of the United States Trade Representative*: One year post-graduation fellowship focused on international trade relations with Europe and the Middle East.

OTHER

- Completed the Broad Residency in Urban Education, a two-year management development program that trains emerging leaders for senior management positions in public education.
- Board Treasurer, Rocketship Education.
- Board Member, Leadership Public Schools.

Joanne Weiss

NewSchools Venture Fund
49 Stevenson Street, Suite 575
San Francisco, CA 94105
415.615.6870
jweiss@newschools.org

EXPERIENCE

NewSchools Venture Fund

2001-present

Partner / Chief Operating Officer

NewSchools Venture Fund is a venture philanthropy fund that works to transform public education for underserved children by funding and supporting education entrepreneurs who create high-quality, scalable education solutions, and by providing thought-leadership across traditional education boundaries to ensure that results-oriented, systemic change is accomplished.

- Provide ongoing management support and board-level guidance to portfolio organizations. Hold seat on the boards of Aspire Public Schools, Education for Change, Green Dot Public Schools, Leadership Public Schools, New Leaders for New Schools, Revolution Foods, Rocketship Education, and Teachscape.
- Member of core team that raised \$50M for NewSchools Fund II and \$55M (to date) for NewSchools Fund III from individuals and foundations including the Bill & Melinda Gates Foundation, the Broad Foundation, the Walton Family Foundation, the Robertson Foundation, the Irvine Foundation, and the Hewlett Foundation.
- Helped develop the firm's investment strategies in charter management organizations, performance solutions, and human capital.
- Identify and select new investment opportunities.
- Oversee the firm's internal operations of \$7M/year in expenses and \$25M/year in grantmaking, with responsibility for finance, facilities, legal, HR, and technology.

Claria Corporation

1999-2001

President & Chief Executive Officer

Rapidly grew this recruiting e-services company into leading provider of outsourced staffing solutions for emerging-growth and high-growth companies. Successfully integrated company's proprietary technology and methodology with onsite personal service to accelerate hiring process for clients. Company earned excellent reputation for services, technology, and results.

- Grew revenues from startup to \$7.3 million in one year by focusing business development efforts, increasing average revenue/client from \$17K to \$220K, and building organization capable of delivering consistent and high quality results for clients.
- Guided company to cashflow breakeven in 15 months on \$4m investment. In response to changing market and financing conditions: re-engineered breakeven model from 36 to 15 months; moved from emerging-growth to mid-market; added new products/services based on existing core competencies.
- Grew company from 15 to 70+ people with highly effective corporate culture, high employee retention rates, and emphasis on mentoring top performers.
- Developed exclusive relationships with top-tier venture capital firms, working onsite to manage their Human Capital Programs. Grew these partnerships into key client acquisition channel.
- Designed and developed Claria Connection, web-based workflow management software. Used by company to manage its distributed workforce and to increase workforce productivity and effectiveness; used by clients as backbone of comprehensive hiring solution.
- Led investment banking and venture financing activities.

Pensare

1999

Senior Vice President, Product Development

Responsible for design, development and delivery of web-based, media-rich content to support corporate e-learning. Products consisted of knowledge community platform with learning modules, discussion forums, chats, and performance tools.

Academic Systems Corporation

1994-1998

Founder and key executive for this market leader in technology-based learning software for higher education. Financed by Kleiner Perkins, Accel Partners, Microsoft, Intel, Softbank, Paul Allen Group, Washington Post, and H&Q.

Interim Chief Executive Officer (1996-1997)

Led company through challenging period characterized by management team change, sales turnaround, and imperative cash need:

- Completed \$16 million financing round, with participation from new and current investors.
- Company consistently met its sales goals – for first time in its history.
- Revamped critical company functions, including pricing structure, sales forecasting, user support organization, and contract administration procedures.

Vice President, Products & Technology (1994-1998)

Led company's product development organization:

- Designed, developed and delivered high quality, interactive multimedia instruction and enterprise-wide, web-based instructional management system.
- Built and led multi-disciplinary team of software engineers, media specialists, subject matter experts, and instructional designers.
- Consistently delivered software on time and on budget.
- Products won numerous awards; used in hundreds of colleges by hundreds of thousands of students; helped faculty achieve 20% to 80% improvements in student pass rates.

Weiss & Associates

1992-1993

Managing Partner

Team of consultants provided services to software and textbook publishers in the areas of strategic planning; business development; market analysis; and product design. Clients included Apple Computer, Macmillan/McGraw-Hill, Educational Testing Service, Academic Systems, Sunburst and others.

Wasatch Education Systems

1989-1992

Executive Vice President, Business Operations; Corporate Secretary

Oversaw day-to-day operations for this software company focused on the K-12 and adult basic education markets, with primary responsibility for Development, Operations, and Technical Support. Negotiated, and managed key strategic co-development and product licensing alliances with Simon & Schuster and ETS.

Wicat Systems

1979-1989

Vice President, Education Division (1983-1989)

Area Director, Training & Education (1979-1982)

Started new education division for this pioneer in curriculum software, staffing it from 15 to 150 people. Led design, development, and continuous improvement of company's two K-12 product lines. Negotiated and managed profitably company's key strategic relationship with IBM. Supported \$40m revenue stream. Preparatory to private placement and IPO, participated in road shows and key financing activities.

EDUCATION

B.A., Biochemistry with Honors, Princeton University

PROFESSIONAL AFFILIATIONS

- School Finance Redesign Project: Working Group on Funding Student Success (a project of the University of Washington's Center for Reinventing Public Education)
- Digital Media & Learning Project: Steering Committee (a project of the MacArthur Foundation)
- Director: Aspire Public Schools, Education for Change, Green Dot Public Schools, Leadership Public Schools, New Leaders for New Schools, Revolution Foods, Rocketship Education, and Teachscape
- Aspen-NewSchools Education Leadership Fellow, Cohort 1

JENNIFER ANDALUZ

SUMMARY

Jennifer Andaluz is co-founder and Executive Director of Downtown College Preparatory (DCP), Silicon Valley's first charter high school dedicated to preparing low-income, underachieving minority youth to thrive at four-year colleges and universities. Since opening in 2000, DCP has earned local, state, and national recognition for its student achievement. Ms. Andaluz began her career as a history and English teacher in large urban public schools, and worked closely with administrators and teachers alike in school-wide initiatives designed to improve the academic performance of underachieving students. As Executive Director, Ms. Andaluz is responsible for organizational leadership and management, resource development and financial management, and community outreach and collaboration.

ACCOMPLISHMENTS

- ❖ Co-founded first charter high school in Silicon Valley targeting underachieving students
- ❖ Successfully fundraised \$8M for operational support and \$500K for scholarships
- ❖ 2008 San Jose Business Journal Woman of Influence Award recipient
- ❖ 2006 San Jose Business Journal Diversity Award recipient
- ❖ 2004 YWCA Tribute to Women and Industry Award recipient
- ❖ 2004 Woman of Achievement Award recipient, Women's Fund of Santa Clara County
- ❖ Fortune Magazine Brainstorm 2001 Education Panel participant
- ❖ 1995 Teacher of the Year, San Jose Unified School District

PROFESSIONAL EXPERIENCE

Downtown College Preparatory 1999-current

Co-founder and Executive Director responsible for organizational leadership and management, strategic planning, resource development, community partnerships, and meeting the mission.

Gunderson High School, San Jose Unified School District 1995-1999

BASRC (Bay Area School Reform Collaborative) Reform Coordinator responsible for developing and implementing school reform plan focused on reducing the achievement gap. Procured \$600K Hewlett-Annenberg grant to support school reform.

American Studies Teacher responsible for developing first school-wide, standards-based interdisciplinary program.

Education

1994 University of California Santa Cruz

Bachelor of Arts, American Studies

1995 San Jose State University

Single Subject Credential, English and Social Studies

Community

Board of Directors, Rocketship Education, 2007-current; MACLA, 2006-current

Member, American Leadership Forum, Class XV

Appendix V. Articles of Incorporation, Bylaws, and Conflict Code

Articles of Incorporation

A0675936

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

APR 21 2008

CERTIFICATE OF AMENDMENT OF
ARTICLES OF INCORPORATION
OF
ROCKETSHIP TWO ELEMENTARY SCHOOL

The undersigned certifies that:

1. I am the sole incorporator of Rocketship Two Elementary School, a California nonprofit public benefit corporation.
2. Article VI of the Articles of Incorporation of this corporation is amended to read as follows:

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 Rocketship Education, as long it is then described in Sections 501(c)(3), and 509(a)(1) or 509(a)(2) of the IRC, and as long as it then meets the requirements of Section 214 of the California Revenue and Taxation Code. If Rocketship Education is not then so described, distribution of the remaining assets shall be to such corporation, described in such IRC and California Revenue and Taxation Code provisions, as shall have been substituted for Rocketship Education, as the organization this corporation is created exclusively to support.

3. The foregoing amendment of the Articles of Incorporation has been duly approved by the sole incorporator.
4. No directors were named in the original Articles of Incorporation and no directors have been elected.
5. The corporation has no members.

I further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of my own knowledge.

DATE: 4/18/08

September Rodriguez
Sole Incorporator



Bylaws of RTES

(A California Nonprofit Public Benefit Corporation)

**ARTICLE I
NAME**

Section 1. NAME. The name of this corporation is Rocketship Two Elementary School.

**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 _____, 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. This corporation is organized and shall operate exclusively to support Rocketship Education, a California non-profit public benefit corporation and shall be operated in connection with that organization as specified in Internal Revenue Code section 509(a)(3). 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.

If the Rocketship Education (a) shall cease to be an organization described in Internal Revenue Code section 501(c)(3) and 509(a)(1) or 509(a)(2), or (b) shall substantially abandon the charitable and educational purposes that this corporation is organized to support, the directors shall designate a publicly supported educational or charitable organization as described in Internal Revenue Code sections 501(c)(3) and 509(a)(1) or 509(a)(2), in substitution for Rocketship Education.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or

otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV CONSTRUCTION AND DEFINITIONS

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

ARTICLE V DEDICATION OF ASSETS

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

ARTICLE VI MEMBERSHIP

Section 1. SOLE STATUTORY MEMBER. Unless and until these bylaws are amended to provide otherwise, Rocketship Education, a California nonprofit public benefit corporation, shall be the sole statutory member of this corporation (the "Sole Statutory Member") as the term "member" is defined in Section 5056 of the California Nonprofit Corporation Law. The membership of the Sole Statutory Member in the corporation is not transferable.

Section 2. ASSOCIATES. Nothing in this Article shall be construed to limit the corporation's right to refer to persons associated with it as "members" even though such persons are not members, and no such reference by the corporation shall render anyone a member within the meaning of Section 5056 of the California Nonprofit Corporation Law, including honorary or donor members. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote. The corporation may confer, by amendment of its Articles of Incorporation or of these bylaws, with the approval of the Sole Statutory Member, some or all of a member's rights, set forth in the California Nonprofit Corporation Law, upon

any person who does not have the right to vote for the election of directors, on a disposition of substantially all of the assets of the corporation, on a merger, on a dissolution, or on changes to the corporation's Articles of Incorporation or bylaws, but no such person shall be a member within the meaning of said Section 5056. The Board may also, in its discretion, without establishing memberships, establish an advisory council or honorary board or such other auxiliary groups as it deems appropriate to advise and support the corporation.

Section 3. **RIGHTS OF SOLE STATUTORY MEMBER.** The Sole Statutory Member (as the term member is defined in Section 5056 of the California Nonprofit Public Benefit Corporation Law) shall have the right to vote on, as set forth in these bylaws: (1) the election of the corporation's directors; (2) filling vacancies on the corporation's Board of Directors; (3) removal of the corporation's directors; (4) the disposition of all or substantially all of the corporation's assets; (5) any merger and its principal terms and any amendment of those terms; (6) any amendment to the corporation's bylaws; (7) the potential formation of any subsidiary of the corporation and on the selection of governing board members of any subsidiary corporation; (8) any election to dissolve the corporation; and (9) as otherwise required under the California Nonprofit Public Benefit Corporation Law and/or set forth in these bylaws.

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 3 and no more than 5, unless changed by amendments to these bylaws. All directors shall be designated by the Sole Statutory Member. Except for filling vacancies, all directors are to be designated at an annual Board of Directors meeting of the Sole Statutory Member.

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with these bylaws for two (3) years and until a successor director has been designated by the Sole Statutory Member. Terms for the initial Board of Directors shall be three (3) seats for a term of two (2) years.

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. RESTRICTION ON BOARD AUTHORITY. The Board shall not, without the prior written approval of the Sole Statutory Member, authorize or direct any officer of the corporation to perform or commit any of the following acts:

- a. Borrow money in the name of the corporation for corporate purposes in excess of Two Hundred and Fifty Thousand Dollars (\$250,000) or utilize property (real or personal) owned by the corporation as security for loans in excess of Two Hundred and Fifty Thousand Dollars (\$250,000);
- b. Assign, transfer, pledge, compromise or release any of the claims of or debts to the corporation in excess of Two Hundred and Fifty Thousand Dollars (\$250,000) except on payment in full, or arbitrate or consent to the

arbitration of any dispute or controversy of the corporation in excess of Two Hundred and Fifty Thousand Dollars (\$250,000);

- c. Make, execute or deliver any assignment for the benefit of creditors, or any bond, confession of judgment, chattel mortgage, security agreement, deed, guaranty, indemnity bond, surety bond, or contract to sell or bill of sale of the property of the corporation in excess of Two Hundred and Fifty Thousand Dollars (\$250,000);
- d. Acquire, purchase, develop, improve, sell, lease or mortgage any corporate real estate or any interest therein or enter into any contract for any such purposes in excess of Two Hundred and Fifty Thousand Dollars (\$250,000);
- e. Make any loan or investment of any assets of the corporation, or enter into any contract or incur any liabilities on behalf of the corporation other than for fair consideration or in the ordinary course of business relating to its normal daily operation;
- f. Make any loan of money or property to or guarantee the obligation of any director or officer, except as is expressly permitted under Section 5236 of the California Nonprofit Public Benefit Corporation Law.
- g. Approve the sale, lease, conveyance, exchange, transfer, or other disposition of all or substantially all of the assets of the corporation;
- h. Approve the principal terms of a merger of the corporation with another organization;
- i. Approve the filing of a petition for the involuntary dissolution of the corporation if statutory grounds for such a dissolution exist;
- j. Approve the voluntary dissolution of the corporation or the revocation of such an election to dissolve it;
- k. Approve, repeal or amend the Bylaws; or
- l. Appoint or remove any member of the Board of Directors.

Section 6. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death or resignation of any director; (b) the declaration by resolution of the Sole Statutory Member 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; (d) the failure of the Sole Statutory Member, at any meeting of

Sole Statutory Member at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting.

Section 7. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President or the Secretary of the Board or to the Sole Statutory Member. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. The Sole Statutory Member may elect a successor to take office as of the date when the resignation becomes effective.

Section 8. 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 9. REMOVAL OF DIRECTORS. A director may be removed, with or without cause, only by the Sole Statutory Member. Any vacancy caused by the removal of a director shall be filled as provided in Section 10.

Section 10. VACANCIES FILLED BY SOLE STATUTORY MEMBER. Vacancies on the Board of Directors shall be filled by the Sole Statutory Member.

Section 11. 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 12. 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.

Section 13. 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). Prior notice of all meetings shall be provided to the Sole Statutory Member.

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 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 14. 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 and shall provide a copy of the agenda to the Sole Statutory Member.

Section 15. 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, if there is such an officer, the President, or the Sole Statutory Member. The party calling a special meeting shall determine the place, date, and time thereof.

Section 16. 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 the Sole Statutory Member, 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 the Sole Statutory Member and each director at the Sole Statutory Member and 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 Board of 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 17. QUORUM. A majority of the voting directors then in office shall constitute a quorum for the transaction of any business except adjournment. Every action taken or decision made by a majority of the directors present at a duly held meeting at which a quorum is present shall be an act of the Board, subject to the more stringent

provisions of the California Nonprofit Public Benefit Corporation Law, including, without limitation, those provisions relating to (a) approval of contracts or transactions in which a director has a direct or indirect material financial interest, (b) approval of certain transactions between corporations having common directorships, (c) creation of and appointments to committees of the Board, and (d) indemnification of directors. 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 18. 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 in which the Charter School 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;¹⁰
- 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.¹¹

Section 19. 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.

¹⁰ 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.

¹¹ The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

Section 20. 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 21. CREATION AND 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 and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Take any action for which the California Nonprofit Public Benefit Corporation Law requires the approval of the Sole Statutory Member;
- 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 22. 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 23. **NON-LIABILITY OF DIRECTORS.** No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 24. **COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS.** The Charter School and the 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 President, a Secretary, and a Chief Financial Officer. The corporation, at the Board's direction, may also have a Chairman of the Board, 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 Chief Financial Officer may serve concurrently as either the President or the Chairman of the Board.

Section 3. **ELECTION OF OFFICERS.** The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. **APPOINTMENT OF OTHER OFFICERS.** The Board of Directors may appoint and authorize the Chairman of the Board, the President, 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. If a Chairman of the Board of Directors is elected, he or she 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 President, the Chairman of the Board of Directors shall also be the chief executive officer and shall have the powers and duties of the President of the corporation set forth in these bylaws. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at 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 9. PRESIDENT. Subject to such supervisory powers as the Board of Directors may give to the Chairman of the Board, if any, and subject to the control of the Board, and subject to President's contract of employment, the President shall be the Executive Director of the Charter school and 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 President shall preside at all Board of Directors' meetings. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 10. VICE-PRESIDENTS. If the President 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 President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. 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 12. CHIEF FINANCIAL OFFICER. The Chief Financial 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 Financial Officer shall send or cause to be given to Sole Statutory Member and 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 the Sole Statutory Member and any director at all reasonable times.

The Chief Financial 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 President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer 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.

If required by the Board, the Chief Financial Officer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX CONTRACTS WITH DIRECTORS

Section 1. 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 the Rocketship Two Elementary School Conflict of Interest Code is complied with and 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. The Conflict of Interest Policy of Rocketship Two Elementary School should be

**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 Two Elementary School Conflict of Interest Policy 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 directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer'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 the Board and committees of the Board; and
- c. Such reports and records as required by law.

ARTICLE XV INSPECTION RIGHTS

Section 1. RIGHT TO INSPECT. The Sole Statutory Member and directors 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 agent or attorney for the Sole Statutory Member or directors. 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 Sole Statutory Member and 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 the Sole Statutory Member or any director, furnish to the Sole Statutory Member or 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 Sole Statutory Member and itself (the members of the Board of Directors) 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 to the Sole Statutory Member and all directors, 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 the Sole Statutory Member and each director and furnish to the Sole Statutory Member and 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. These Bylaws may be amended or repealed and new Bylaws adopted only by the Sole Statutory Member. However, no amendment shall change any provisions of the Charter that created the Rocketship Two Elementary School or make any provisions of these bylaws inconsistent with that Charter, the corporation's Articles of Incorporation, or any laws.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the _____ Charter School, Inc, a California nonprofit public benefit corporation; that these bylaws, consisting of 16 pages, are the bylaws of this corporation as adopted by the Board of Directors on _____; and that these bylaws have not been amended or modified since that date.

Executed on _____ at _____, California.

_____, Secretary

Conflict of Interest Code

ROCKETSHIP TWO ELEMENTARY SCHOOL, INC.

CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, *et seq.*, Rocketship Two Elementary School, Inc. ("RTES") 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 RTES 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 RTES 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 RTES 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 RTES, 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 RTES or the individual California public charter schools it operates. All Statements shall be filed with RTES or the individual California public charter schools it operates. The filing officer of RTES 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; 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 RTES 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 Principal, 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 RTES 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 RTES, 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 TBD; and that this conflict of interest code has not been amended or modified since that date.

Date

TBD, 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. Consultants¹²
 - K. Other Employees¹³
- 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 Employees¹⁴

III. Persons occupying the following positions are designated employees and must disclose financial interests defined in Categories 2 and 3 of "Exhibit B."

¹² 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.

¹³ "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.

¹⁴ "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.

- A. Information Systems Technician
- B. Contractor
- C. Other Employees¹⁵

EXHIBIT B

Disclosure Categories

Category 1 Reporting:

- A. Interest in real property which is located in whole or in part either (1) within the boundaries of the District, or (2) within two miles of the boundaries of the District, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property, if the fair market value of the interest is greater than \$1,000.

(Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a ten percent interest or greater.)

- B. Investments in or income from persons or business entities which are contractors or sub-contractors which are or have been within the previous two-year period engaged in the performance of building construction or design within the District.
- C. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the jurisdiction.

(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)

(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.)

¹⁵ "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.

(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 W. Class Size Reduction Review Letters



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

APRIL 14, 2008

VIA E-MAIL AND U.S. MAIL
catx.alexander@gmail.com

PAUL C. MINNEY
JAMES E. YOUNG
MICHAEL E. MIDDLETON
DANIEL L. SPECTOR
LENA A. CORA
AMANDA I. MCKEITHEN
TIMOTHY M. WEIR

Cat Alexander
Rocketship One Public School
405 S. 10th Street
Suite #2
San Jose CA 95112

Re: Class Size Reduction Funding for 2008-09

Dear Cat:

JESSICA ADAMS ROBINSON
JERRY W. SIBBONS
CHRISTIE H. PERRAIN
JULIE D. ROBERTS
JAMES L. SHEA
KIMBERLY RODRIGUEZ
ANDREA C. SEXTON
SARAH J. KULLMAN
JANELLE A. FOLEY
AMY L. ROBERTS

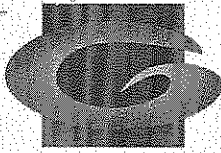
You asked our office to look into the laws pertaining to Class Size Reduction ("CSR") for grades K-3 because Rocketship Education ("Rocketship" or the "Charter School") intends to apply to the California Department of Education ("CDE") for Option 1 CSR funding for 2008-09. Specifically, your questions were about Rocketship's Learning Lab, an intervention and supplemental hourly instruction program. You asked: (1) whether the way Learning Lab is scheduled impermissibly breaks up a student's entire day of classroom instruction; and (2) whether a credentialed teacher must be present in Learning Lab.

It is our understanding that Learning Lab sessions last for one hour and forty minutes and are neither taught nor supervised by credentialed teachers. Students are assigned to be in Learning Lab at various points during their school day, and no more than eighty students are there at one time. Within the group of approximately eighty students, there are subgroups consisting of about 20 students; these subgroups rotate through the various stations in Learning Lab, including but not limited to supplemental instruction through computer software programs, and time for reading at grade-level. None of the time that any student spends in Learning Lab is counted in Rocketship's instructional minutes calculation.

The Class Size Reduction Program is found at California Education Code Section 52120, *et seq.* Charter schools are eligible for funding under the CSR program. In order to receive CSR funding under Option 1 of the Program, a charter school shall provide a reduced class size for all pupils in each classroom for the full regular schoolday in each grade level for which the funding is claimed. The Education Code defines "full regular schoolday" as: "a substantial majority of the instructional minutes per day, but shall permit limited periods of time during which pupils are brought together for a particular phase of education in

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Gilbert Associates, Inc.
CPAs and Advisors

March 20, 2006

John Danner
Rocketship Education
550 Kingsley Avenue
Palo Alto, CA 94301

Dear John:

The audit requirements for Class Size Reduction (in the proposed 2006/07 Audit Guide, which are unchanged from the 2005/06 Audit Guide) are as follows:

- 1) Verify the mathematical accuracy of the Class Size Reduction Program claim form submitted to the California Department of Education (CDE).
- 2) For Option One Classes:
 - a. Select a sample of classes from those that were certified as eligible for Option One Class Size Reduction Program funding, using the following procedures:
 - i. The number of classes to be reviewed shall be based on auditor judgment, but the selection of classes shall be made randomly.
 - ii. For each class selected, the sample shall include at least 15 days randomly selected from all instructional days that occurred between the first day of instruction and April 15, inclusive, of the year audited.
 - iii. If the class size for the sampled classes was more than 20.4 when averaged over a period from the first day of instruction to April 15, inclusive, the auditor shall conduct a more in-depth review. The in-depth review shall be either of the following:
 1. A review of all instructional days for all classes for which a district or charter school has requested funding pursuant to the provisions of Education Code Section 52126.

2880 Gateway Oaks Dr. * Suite 100 * Sacramento, CA 95833
101 Parkshore Dr. * Suite 100 * Folsom, CA 95630

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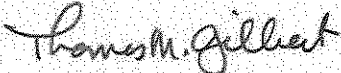
John Danner
Rocketship Education
March 20, 2006
Page 2 of 2

2. A randomly selected sample of all classes and instructional days, of sufficient size and designed in such a manner that the auditor can conclude, with a 95 percent degree of confidence, that the average daily class size for each class, when averaged over the period from the first day of instruction to April 15, did not exceed 20.4
 - b. For sampled classes, review the data used to prepare the list of Option One classes reported to the CDE, to verify that the report is supported by contemporaneous records.
 - c. For sampled classes, review teacher assignments and other available pupil and teacher assignment data to verify that the number of students reported as being under the immediate supervision of each assigned teacher for each class reported was the actual class size for a substantial majority of the full regular school day.

Based on our review of Rocketship Education's proposed classroom model, it appears that we will be able perform the above audit procedures as stated in the proposed 2006-07 audit guide without compliance exceptions as to form.

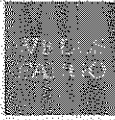
Very truly yours,

GILBERT ASSOCIATES, INC.
CPAs AND ADVISORS



Thomas M. Gilbert, CPA
Shareholder

Appendix X. Wells Fargo Letter of Credit



Peninsula Regional
Commercial Banking
P.O. Box 150
Palo Alto, CA 94302
650 855-7662
650 328-0814 Fax

March 17, 2006

Mr John Danner
Rocketship Education
550 Kingsley Ave
Palo Alto, Ca, 94301

Re: \$1 Million Line of Credit Facility

Dear John:

We are pleased to express our strong interest in considering a \$1 million line of credit to Rocketship Education based on the terms described below. This letter is not a commitment or offer to lend on the part of Wells Fargo Bank N.A. ("Bank"), but only to summarize for discussion purposes the credit accommodations we are interested in considering at this time.

Borrower :	Rocketship Education.
Type of credit :	Line of credit facility.
Amount of credit :	\$1,000,000.
Purpose :	To support working capital and general corporate purposes.
Pricing :	Prime - 0.25% with a \$2,000 upfront fee payable upon funding.
Maturity :	One year from initial funding date.
Repayment :	Interest payable monthly, principal payable at maturity.
Clean-up period :	A required 30 days clean-up period, during which there will be no outstandings under the line of credit.
Collateral :	Fully secured by cash, and marketable securities maintained with Wells Fargo with minimum collateral value on margin basis equal to or greater than 100% of the facility amount consisting of the following:- 100% Cash and cash equivalents

90%	Market value of US Government Bonds, notes, and T-bills with maturities \leq 5 years
90%	Market value of Repurchase Agreement
85%	Market value of Municipal & Corp bonds rated AAA or AA with maturity \leq 5 years
80%	Market value of commercial paper rated A1/Pa or better

Reporting requirements : Annual consolidated audited financial statements, due 180 days after each fiscal year end on borrower. Borrower prepared financial statements, due 90 days of year end.

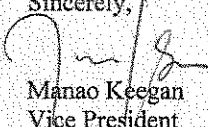
Biannual consolidated borrower prepared financial statements, due within 45 days after each fiscal quarter end on borrower .

Annual budget and quarterly ADA Funding amount when determined.

John Danner's personal financial statement due 90 days of calendar year-end and copies of filed federal tax returns due within 15 days of filing, but not later than Oct 30th of each year.

We expect to engage in further discussions with you and to obtain additional information before deciding whether a commitment will be issued and what the terms and conditions of any such commitment will be. While this letter may form the basis for a discussion of various credit accommodations, we do not intend to be committed to make credit available unless we give you written commitment.

We look forward to your comments. If you have any questions regarding the indicative terms above, please call me at 650 855 7505.

Sincerely,

 Manao Keegan
 Vice President
 Wells Fargo Bank, N.A.

The Federal Equal Credit Opportunity Act prohibits creditors from discriminating against credit applicants on the basis of race, color, religion, national origin, sex, marital status, age (provided the Applicant has the capacity to enter into a binding contract). Or because all or part of the Applicant's income derives from any public assistance program, or because the Applicant has in good faith exercised any right under the Consumer Credit Protection Act. The federal agency that administers compliance with this law concerning Wells Fargo Bank is the District Office of the Comptroller of the Currency, Customer Assistance Unit, 1301 McKinney Avenue, Suite 3710, Houston, Texas 77010.

If your application for business credit is denied, you have the right to a written statement of the specific reasons for the denial. To obtain the statement, please write to Wells Fargo Bank, Wholesale Compliance Department, Attention: Compliance Officer, 420 Montgomery Street, 11th Floor, MAC 0101-110, San Francisco, CA 94163 within 60 days from the date you are notified of our decision. We will send you a written statement of reasons for the denial within 30 days of receiving your request for the statement.

Appendix Y. Outreach Initiatives

Rocketship Two Elementary School Community Outreach Plan 2007-2008

What	Where	When
Spanish and English language Parent Information Sheets Distributed before and after Mass	St. John Vianey Parish	–April, 2008
Spanish and English language Parent Information Sheets Distributed before and after Mass	Most Holy Trinity Parish	–April, 2008
Spanish and English language Parent Information Sheets Distributed before and after Mass	Our Lady Guadalupe Parish	–April, 2008
Met with leaders of PACT to discuss RTES plans and recruit parents from a wider socio-economic background	PACT Offices	March, 2008
Left Spanish and English school descriptions with Executive Director	Mexican Heritage Plaza	March, 2008
Discussed school with parents	Mayfair Community Meeting	March, 2008
Discussed RTES with Catechism class	Our Lady Guadalupe Parish	March, 2008
Discussed RTES with Director of Education Services	Catholic Charities	March, 2008
Discussed RTES with Director	Hillview Branch Library	February, 2008
Met with pastor of St. Patrick’s Church, a 90% Vietnamese parish in San Jose and left school materials for parents	St. Patrick’s Parish	April, 2008

Appendix Z. Learning Lab Components

RTES is committed to making the Learning Lab a productive way for students to learn at their own pace, building on skills they already have. Learning Lab consists of a Reading/Literacy Center, a Computer Center, a Homework/Supplemental Hourly Instruction Center, a Creativity Center for Kindergarteners and small group or one on one Intervention Centers for students who have Individualized Learning Plans that stipulate additional instruction and intervention in particular areas. The instructional methodology in every center of Learning Lab revolves around the critical components of the RTES Response to Intervention strategies as described in great detail earlier in this document. The operating methodology behind Learning Lab time is to ensure that students are on-task for as much time as possible. We believe the key to this is a strict set of procedures for students and a teacher who is actively working to ensure on-task time. The components of the Learning Lab are as follows:

- A leveled library of books

We anticipate using the same books used in Guided Reading in our leveled library. Books are leveled A-Z according to the Rigby leveling system. Students primarily read these books for practice with fluency.

- A library of unleveled works of great children's literature for enjoyment reading

We will build our literature collection over time. Students who have completed the day's assignments will have a chance to do additional pleasure reading from this collection. We anticipate that these books will be the ones available for checkout from the Learning Lab.

- Renaissance Learning's *Accelerated Reader*

Accelerated Reader will be used to test basic fluency and comprehension, despite its known limitations in deeper comprehension measurement. For ELL students and early readers, screen-based tests will be replaced with computerized oral tests available from Renaissance.

- Curriculum software.

The Learning Lab will have curriculum software focused on building skills in Math and Literacy. Curriculum software in the Learning Lab will allow students to progress along a developmentally appropriate path during the time they have on computers. Each software package chosen will allow students to demonstrate mastery of a skill that has been specified online by their teacher, and progress to a new skill if they have time. Software scheduled to be used at RTES includes:

Math

Destination Success - Riverdeep Software
Yearly Progress Pro – McGraw Hill Digital
Odyssey – Compass Learning
A+ Anywhere – American Education Corporation
Larson Math – Houghton Mifflin
Orchard Math – Orchard Software
Star Math – Renaissance Learning

Literacy

Fluent Reader – Renaissance Learning
Read Naturally – Read Naturally Inc.
Destination Success – Riverdeep Software
OpenBook English – OpenBook Learning
Odyssey – Compass Learning
A+ Anywhere – American Education Corporation
Orchard Reading (by skill) – Orchard Software

Oral Language

English in a Flash – Renaissance Learning
Rosetta Stone – Fairfield Language Technologies

- Kindergarten Creativity Center

The RTES Kindergarteners incorporate a “creativity” center into their Learning Lab rotation. In the creativity center, Kindergarteners are grouped into small tables of four students and given the freedom to select from a variety of activities ranging from drawing, building blocks, puzzles, board games and props like plastic animals. In their small groups, Kindergarteners are encouraged to work cooperatively and collaboratively at a quiet conversational level.

- Homework Center

All students, Kindergarteners included, are given a daily homework assignment at RTES. While the amount of homework and the level of difficulty obviously varies by grade level, all students have enough individual homework on a daily basis to merit at least one half hour rotation in the Learning Lab homework center in order to get as much done before the evening as possible.

Intervention in Learning Lab

The final component of Learning Lab is one on one and small group intervention time. Depending on each student’s Individualized Learning Plan (ILP), RTES students will receive one on one and/or small group supplemental instruction during the homework center portion of his/her Learning Lab time. A student’s ILP serves as the intersection between daily student performance and formative assessment data and the identification of critical skills that any student may need assistance in

developing. Implementing the RTES Response to Intervention model throughout Learning Lab and training the Learning Lab staff to facilitate supplemental instruction to students ensures that there will be a systematic connection between a student's classroom instruction and his or her intervention. Teachers and Learning Lab intervention staff will use the ILP to track student progress in the classroom and in the Learning Lab and plan lessons for them.

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

Ms. Garcia gets to the lab a short time before her 8:30a class. She will have the first grade students for the next two hours. After she has helped get all of the students started on their reading or computer work, Ms. Garcia logs on to the system to see where these students stand. She monitors their progress on independent reading as measured by *Accelerated Reader* (AR) scores. Ms. Garcia believes that although AR tests the most basic level of comprehension, it is a useful check for understanding in independent reading. She notices that two students, Jose and Claude, have not kept up with the goal of a book each day. She looks at their tests and their ILP and realizes they have been trying to read books above their "just right" level and are probably frustrated. Ms. Garcia goes to talk to the boys and helps them find the proper books. The library is completely leveled with letters assigned to each level. The computer system reminds them of their current level if they forget, and if they pass several tests in a row at a given level, their Literacy teacher is alerted that they may be ready to advance. Often, the teacher will conduct a Running Record at that level before allowing them to progress. At the beginning, students thought that if they just took a lot of tests, they would move up the most levels. Now they are realizing that passing tests is what counts.

After looking at the Reading results and helping students get back on-track, Ms. Garcia looks at the Dashboard to see how students are progressing on their online Literacy and Math lessons. Ms. Garcia didn't realize how much kids love computers until she came to RTES. Luckily, the system monitors the amount of time that a student has spent on the system and helps Ms. Garcia rotate them off the system and allow new students to start their lessons. There are 50 computers in the Learning Lab, including 10 dedicated to AR and FR. Ms. Garcia received training on how to use the LMS to identify students who are stuck on a particular skill and need some of her help. She sees that Roberto is working on sight words and is having a lot of problems with his current list of words. She sits with Roberto for the next ten minutes and helps him finish the list.

Appendix AA. Sample Bell Schedule

Because RTES teachers teach a single subject all day, the RTES bell schedule more closely resembles a bell schedule for middle or high school rather than an elementary school. Below is a sample schedule for our third grade class. The top row of the schedule lists the classes of students in the school. For example, A is the “Third Grade A” class, a class of 20 third grade students. The column underneath KA shows the class schedule those students will have every day of the school year. Along the left side of the schedule are the times that a given period begins. Within the blocks that make up a class period is an indicator of which subject is being taught – Literacy or Math - and which teacher will be teaching that class. For example, at 8 a.m., the Third Grade A class will be in Math class with the Math Teacher #3.

Science, Social Studies, and the Arts are integrated into the Literacy block through UbD-designed lessons that connect standards thematically across disciplines.

Key:

M – Math

LL – Learning Lab (computers, small group work, tutoring)

L – Literacy (includes integrated Science and Social Studies standards)

Third Grade

	A	B	C	D
8:00a	M - M3	LL - Comp/ Reading	L - L3A	L - L3B
9:00a				
9:40a		Recess		
9:40a	LL - Comp/ Reading	M - M3		
11:20a	Lunch/Recess			
teacher lunch				
11:50a	L - L3A	L - L3B	M - M3	Lunch/Recess
1:30p				LL - Comp/ Reading
2:00p			Recess	M - M3
Recess--2:00-2:15				
2:15p	L - L3A	L - L3B	LL - Comp/ Reading	M - M3
3:25p				
Learning Lab--Homework/Enrichment				
5:30p				

Appendix AB. Cash Flow and Budget

The RTES financial statements include a seven year pro-forma annual budget and five year monthly cash flow statement. The proforma includes two years of start-up activity and five years of school operations. 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. Alum Rock Union School District has higher student demographic percentages for FRL and EL students than has been used in this budget. (see *Targeted School Populations* section) RTES is using more conservative numbers and have projected that RTES will have 65% English Learners ("EL"), 47% at Federal Poverty level and 83% 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 2007-08	Year 0 2008-09	Year 1 2009-10	Year 2 2010-11	Year 3 2011-12	Year 4 2012-13	Year 5 2013-14
	Projected Start-up Budget	Projected Start-up Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget
Projected Total Enrollment by Grade Level Group							
Grades K-3	0	0	320	320	320	320	320
Grades 4-6	0	0	0	70	130	130	130
Total Projected Enrollment	0	0	320	390	450	450	450
Projected Student Demographics							
English Language Learner (65% of Enrollment)	0	0	208	254	293	293	293
Federal Poverty (47% of Enrollment)	0	0	150	183	212	212	212
Free/Reduced Meal Eligible (83% of Enrollment)	0	0	266	324	374	374	374

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. RTES 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 307 students in year one, 374 in year two and 432 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 RTES' reliance on this single revenue source, we will constantly monitor all components associated with state revenue throughout the year as the funding estimates are refined and recalculated.

A Summary of the projected revenues for 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 2007-08	Year 0 2008-09	Year 1 2009-10	Year 2 2010-11	Year 3 2011-12	Year 4 2012-13	Year 5 2013-14
	Projected Start-up Budget	Projected Start-up Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget
Summary of Revenue Programs							
State	0	0	2,696,228	3,207,890	3,641,091	3,636,491	3,636,491
Federal	0	0	245,945	303,274	354,093	358,345	362,692
Local	0	250,000	230,643	187,346	43,092	43,092	43,092
Total Revenue	0	250,000	3,172,816	3,698,511	4,038,276	4,037,928	4,042,275

Projected Revenue Component Percentages

	Year 0 2007-08	Year 0 2008-09	Year 1 2009-10	Year 2 2010-11	Year 3 2011-12	Year 4 2012-13	Year 5 2013-14
	Projected Start-up Budget	Projected Start-up Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget
Percentage Revenue Components							
State	0%	0.0%	85.0%	86.7%	90.2%	90.1%	90.0%
Federal	0%	0.0%	7.8%	8.2%	8.8%	8.9%	9.0%
Local	0%	100.0%	7.3%	5.1%	1.1%	1.1%	1.1%
Total	0.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

¹ This statistic assumes that in lieu tax payments are considered a source of state funds.

State Revenues

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

Projected State Revenues

	Year 0 2007-08	Year 0 2008-09	Year 1 2009-10	Year 2 2010-11	Year 3 2011-12	Year 4 2012-13	Year 5 2013-14
	Projected Start- up Budget	Projected Start- up Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget
Summary of State Programs							
Charter School General Purpose Block Grant Allocation	0	0	1,709,875	2,089,824	2,415,494	2,415,494	2,415,494
Charter School Categorical Block Grant Allocation	0	0	137,318	167,357	193,104	193,104	193,104
Economic Impact Aid	0	0	140,337	176,402	201,949	197,349	197,349
California Lottery	0	0	43,930	53,539	61,776	61,776	61,776
Special Education	0	0	128,000	156,000	180,000	180,000	180,000
CA Primary(K-3) Class Size Reduction	0	0	320,640	320,640	320,640	320,640	320,640
Supplemental Hourly Instruction	0	0	88,128	88,128	88,128	88,128	88,128
Facilities Reimbursement (SB 740)	0	0	128,000	156,000	180,000	180,000	180,000
Total	0	0	2,696,228	3,207,890	3,641,091	3,636,491	3,636,491

General Purpose Block Grant

The General Purpose Block Grant ("GPBG") is the largest source of revenue for RTES. 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. RTES 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 May 2008 reflects a 5.66% COLA for K-12 Revenue Limits and a negative -6.5% COLA for State Categorical. The statutory COLA is proposed at 5.66% however the funded COLA is zero (0%). We have adopted a worst case scenario in our revenue calculations adopting a 0% COLA for K-12 Revenue Limits for 08/09 and a negative -6.5% COLA to the State Categorical COLA. We project statutory COLA's for Revenue Limits and State Categorical for the next five years and will refine them as guidance from the State becomes available. Since there is no assurance that out-year COLAs will be funded we have adopted a zero (0%) COLA for all future years presented.

Projected Annual Cost of Living Allowance

	Year 0 2007-08	Year 0 2008-09	Year 1 2009-10	Year 2 2010-11	Year 3 2011-12	Year 4 2012-13	Year 5 2013-14
	Projected Start-up Budget	Projected Start-up Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget
Projected COLA Adjustments							
Projected Statutory COLA (K-12 Revenue Limits)	4.53%	5.66%	4.83%	2.70%	2.60%	2.90%	2.90%
State Categorical COLA	4.53%	-6.50%	4.83%	2.70%	2.60%	2.90%	2.90%
Rocketship Two Elementary School Adopted COLA							
Projected Statutory COLA (K-12 Revenue Limits)	4.53%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
State Categorical COLA	4.53%	-6.50%	0.00%	0.00%	0.00%	0.00%	0.00%

Based on the conservative assumed COLAs adopted by Rocketship Two Elementary School, here are our assumptions for the General Purpose Block Grant. (0% COLA Increase)

Projected General Purpose Block Grant Amount

	Year 0 2007-08	Year 0 2008-09	Year 1 2009-10	Year 2 2010-11	Year 3 2011-12	Year 4 2012-13	Year 5 2013-14
	Projected Start-up Budget	Projected Start-up Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget
Projected General Purpose Block Grant Allocations							
Grades K-3	5,560	5,566	5,566	5,566	5,566	5,566	5,566
Grades 4-6	5,644	5,654	5,654	5,654	5,654	5,654	5,654

If 2008-2009 and future per unit GPBG is revised before it is finalized we will revise this amount in our budget accordingly. A portion of these funds are provided through the sponsor district, Alum Rock Union, from local property taxes collected, and the balance is paid by the state. We are projecting that the local tax base will provide approximately \$1,879 per student and the state budget will make up the balance. Assuming that the in lieu property taxes from ARUSD remain at \$1,879 and \$1,908 for K-3 and 4-6 respectively for 2008-2009 and beyond, then RTES 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, 2008-2009 and Beyond	In Lieu Taxes	State Aid	Total Grant Allocation
	Grades K-3	1,879	3,687

Rocketship Two Elementary School Petition

7/24/2008

State General Purpose Categorical Block Grant

	Year 0 2007-08	Year 0 2008-09	Year 1 2009-10	Year 2 2010-11	Year 3 2011-12	Year 4 2012-13	Year 5 2013-14
	Projected Start-up Budget	Projected Start-up Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget
Projected Charter School Categorical Block Grant Allocations							
Grades K-3	500	447	447	447	447	447	447
Grades 4-6	500	447	447	447	447	447	447

RTES' "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 08/09 fiscal year funding for Categorical programs experienced a 6.5% cut in the Governors budget.

Economic Impact Aid

The In lieu of economic impact aid ("EIA") is based on the poverty counts of pupils enrolled and minimum funding floors. A per pupil rate governs for RTES since they are above the minimum funding floor. (21 eligible students). The per pupil rate being used is \$307. RTES is eligible for an EIA concentration bonus since the school will serve high proportions of eligible students. The concentration bonus adds poverty and English learner counts and if this is greater than 50% of the student enrollment the bonus is applied. As shown in the student demographics table at the beginning of the Financials Narrative section, for fiscal year 08/09 RTES will have a sum of 476 student equivalents for EIA on an enrollment of 320 students, because of our high ELL and Federal Poverty populations. This includes 150 Federal poverty students, 221 ELL students and 105 students that qualify for the concentration bonus. Since the concentration bonus is computed based on a the excess of 50% of prior year enrollment as the enrollment grows the EIA dips a little before stabilizing at full enrollment.

Lottery

Lottery funding is based upon recent estimates provided by School Services of California. We project a total per student allocation of approximately \$143 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

Rocketship Two Elementary School Petition

7/24/2008

general purpose use (Unrestricted Funds) with slightly over 10% of the funds restricted for instructional purposes.

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. RTES would project that its Special Education student count will approximate 12% of enrollment, similar ARUSD. It is also projected that the majority of the School's identified Special Education student population would need Resource Master Teacher assistance, such as Speech Therapy.

RTES will operate as a Local Educational Agency under the El Dorado County Special Education Local Plan Area ("SELPA") Charter Consortium pursuant to Education Code Section 47641(a). As such, upon approval as a member of the SELPA, the Charter School shall be solely responsible and liable for providing special education services under the Individuals with Disabilities Education Improvement Act ("IDEIA") (20 U.S.C. 1400, et seq.) with respect to eligible students. RTES shall comply with all applicable State and Federal special education laws and the SELPA Local Plan and policies and procedures. As an LEA, RTES shall receive its State and Federal special education funds directly from the SELPA in accordance with the SELPA local allocation plan and shall utilize those funds to provide special education instruction and related services to eligible pupils. As an LEA, RTES shall be solely responsible for all special education costs which exceed State and Federal special education revenue, and shall participate in the SELPA governance and SELPA-wide benefits in accordance with the Local Plan and SELPA policies and procedures. RTES has budgeted \$400 per pupil for Special Education Program revenue.

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 \$1,002 per child. Please see letters from RTES' audit firm and from the CDE CSR expert in Appendix V validating the approach we have taken to ensure we comply with CSR regulations.

Supplemental Hourly Programs

RTES supplemental hourly program revenue is calculated on an aggregate hourly rate for eligible students receiving supplemental hourly instruction. The program assumes that 60 of the 2nd through 5th grade students will receive two hours of supplemental instruction per year. The percentage of students participating in the program declines as the school grows in enrollment. Revenue is computed based on an hourly rate of \$4.08 per pupil per day.

Facilities Reimbursement (SB 740)

The Charter School Facility Grant Program provides assistance with facilities rent and lease expenditures for charter schools that meet certain eligibility criteria. Eligible charter schools may receive reimbursement for facilities rent and lease costs in an amount of up to \$750 per unit of classroom-based average daily attendance (ADA) but no more than 75 percent of their total annual facilities rent and lease costs. If there are insufficient funds to reimburse all eligible charter schools at the maximum level, the funding provided to each school will be reduced on a pro-rata basis.

To be eligible for reimbursement, a charter school site must be geographically located within the attendance area of a public elementary school in which at least 70 percent of the pupil enrollment is eligible for free or reduced-price meals, or serving a pupil population that meets or exceeds 70 percent eligibility for free and reduced-price meals.

RTES has recognized Charter School Facilities Grant income, (SB 740) using a per pupil amount of \$400 which is very conservative in light of the upward range of \$750 per ADA.

All other state funding programs are not included in this budget.

Federal Revenues

Rocketship Two Elementary School will work with Santa Clara public education agencies to determine which, if any, of the Federal Funding Entitlements will accrue to RTES. Federal revenues will be updated when a Federal entitlement notification is received. RTES 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 \$409 per identified pupil in 2008-09, with modest increases of approximately \$10 per student per year.

Title III

Title III funds are used to implement language instruction educational programs designed to help LEP students achieve standards. The overarching purpose is to ensure that limited-English-proficient (LEP) students attain English proficiency and meet the same challenging academic and achievement standards that other students are expected to meet. The funding rate is a per eligible LEP pupil is \$ 99 per pupil.

Free and Reduced-Price Meal Eligibility

The federally funded National School Lunch Program provides free and reduced-price meals for lunch (and breakfast) to eligible students, based on parent/guardian income levels. For this budget, we assume that 83%, (63% free and 20% reduced), of our students receive federal funding on a per meal / per day for free and reduced-price meals. The revenue received from the program are less than the expenditures incurred so RTES subsidized the program shortfall. There is additional revenue received and included as local revenue from paid student breakfast and lunch. The expense line item is included in Services and Operational Expenses.

Other Federal Programs

Title II – Teacher Quality.

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.

Participation: Yes ___ or No ___ or TBA based on further review with Santa Clara public education agencies ✓

Title V – Innovative Programs – based upon eligibility criteria of Title I.

Participation: Yes ___ or No ___ or TBA based on further review with Santa Clara public education agencies ✓

Local Revenues

RTES budget projects no local fundraising revenue in this budget. The revenue included is the PCSGP Title Vb Start-up and implementation grant and the reimbursement of student lunch fees for paid students. The start-up grant revenue is to be received over a three year period beginning in the fiscal year 08/09 through 10/11. The receipt of funds over this period of time is \$250,000 in year one 08/09, \$200,000 in year two 09/10, and \$150,000 in year three 10/11. Historically the existing school, Rocketship Mateo Sheedy, has not relied on fundraising in order to launch a new school. As can be seen on page two of the budget, RTES will rely instead primarily on the Network Fund to launch its school.

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 operations through the one-time start up and implementation grant and operating revenues.

Summary Revenues per Enrollee

For the seven year period through 2013-2014, the projected Revenues per student enrolled at RTES is shown below.

Summary of All Revenue per Enrollee

	Year 0 2007-08	Year 0 2008-09	Year 1 2009-10	Year 2 2010-11	Year 3 2011-12	Year 4 2012-13	Year 5 2013-14
	Projected Start-up Budget	Projected Start-up Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget
Summary of Revenue Per Enrolled Pupil							
State Revenue Per Pupil	0	0	8,426	8,225	8,091	8,081	8,081
Federal Revenue Per Pupil	0	0	769	778	787	796	806
Local Revenue Per Pupil	0	0	721	480	96	96	96
Total Revenue Per Enrolled Pupil	0	0	9,915	9,483	8,974	8,973	8,983

Expenditures

Startup Costs (Year 0 Fiscal Years 2007/08 and 2008/09)

RTES begins its startup process two years before proposed opening. Rocketship Education donates the necessary money to pay for school start-up. The money for these donations comes from one of three sources:

1. Drawing on Rocketship Education donations either marked specifically for RTES or general donations which Rocketship Education chooses to use for the startup of RTES.
2. Drawing from the Network Fund, a fund which all Rocketship schools contribute to every year. The explicit purpose of this fund is to provide funding for new school openings.
3. Drawing from Rocketship Education’s Network Fund when necessary resources are not available from items 1 and 2 above.

During fiscal 2007-08, the charter document is created, incurring legal and accounting expenses. Potential school sites are identified, incurring facilities soft costs. During fiscal 08-09, the school Principal devotes part of their time to school start-up and goes through a Principal Training program. Additionally, an Office Manager for the school is hired in the Spring of 2009 to begin working on school operations. The new facility is constructed or refurbished during this time, resulting in a one-time deposit for improvements from the school. Additionally, the school begins making facilities payment as the building is completed. This plan also assumes that the school will receive a CDE charter start-up grant which contributes \$200,000 towards revenues in 08-09.

Summary of Projected Expenditures

The projected expenditure through 2013-2014 are shown below and are followed by the percentage distribution of costs by major expenditure item

	Year 0 2007-08 Projected Start- up Budget	Year 0 2008-09 Projected Start- up Budget	Year 1 2009-10 Projected Budget	Year 2 2010-11 Projected Budget	Year 3 2011-12 Projected Budget	Year 4 2012-13 Projected Budget	Year 5 2013-14 Projected Budget
Summary of Expenditures							
Certificated Salaries	0	50,000	996,418	1,206,160	1,309,121	1,341,849	1,375,395
Classified Salaries	0	25,000	51,250	52,531	53,845	55,191	56,570
Employee Benefits	0	18,338	241,235	299,149	330,691	345,524	361,194
Books & Supplies	0	0	458,091	458,066	512,073	504,201	518,415
Services & Operational Expenses	20,000	15,000	1,156,758	1,265,107	1,350,468	1,365,120	1,374,798
Capital Outlay	130,542	648,543	183,287	123,687	126,159	128,705	131,327
Other Outgoing	0	0	5,000	8,333	5,000	1,667	0
Total Expenditures	150,542	756,881	3,092,038	3,413,032	3,687,357	3,742,257	3,817,700

Summary of All Expenditures by Relative Percentage

	Year 0 2007-08 Projected Start- up Budget	Year 0 2008-09 Projected Start- up Budget	Year 1 2009-10 Projected Budget	Year 2 2010-11 Projected Budget	Year 3 2011-12 Projected Budget	Year 4 2012-13 Projected Budget	Year 5 2013-14 Projected Budget
Expenditures by Percentage							
Certificated Salaries	0.0%	6.6%	32.2%	35.3%	35.5%	35.9%	36.0%
Classified Salaries	0.0%	3.3%	1.7%	1.5%	1.5%	1.5%	1.5%
Employee Benefits	0.0%	2.4%	7.8%	8.8%	9.0%	9.2%	9.5%
Books & Supplies	0.0%	0.0%	14.8%	13.4%	13.9%	13.5%	13.6%
Services & Operational Expenses	13.3%	2.0%	37.4%	37.1%	36.6%	36.5%	36.0%
Capital Outlay	86.7%	85.7%	5.9%	3.6%	3.4%	3.4%	3.4%
Other Outgoing	0.0%	0.0%	0.2%	0.2%	0.1%	0.0%	0.0%
Total Expenditures	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Salaries and Employee Benefits

Total personnel costs remain relatively constant between 42-47% during the development of the school from 13 teachers for the opening year of 320 students to 17 teachers at full enrollment for years 3 and beyond. RTES conducts classes in grades K through 3 at 20:1 student to teacher ratios and grades 4 and 5 at or below state maximum class sizes of 33:1. Rocketship staffing is below traditional elementary schools while maintaining these ratios.

“Compensation” includes the salary costs of all staff, including those who work full-time and part-time. Compensation also incorporates all staff benefits including Social Security, state teachers’ retirement, unemployment insurance, Medicare, and workers’ compensation.

Percentage Total Compensation Costs to Revenues and Expenses

	Year 0 2007-08 Projected Start- up Budget	Year 0 2008-09 Projected Start- up Budget	Year 1 2009-10 Projected Budget	Year 2 2010-11 Projected Budget	Year 3 2011-12 Projected Budget	Year 4 2012-13 Projected Budget	Year 5 2013-14 Projected Budget
Total Compensation Costs							
Certificated Salaries	0	50,000	996,418	1,206,160	1,309,121	1,341,849	1,375,395
Classified Salaries	0	25,000	51,250	52,531	53,845	55,191	56,570
Employee Benefits	0	18,338	241,235	299,149	330,691	345,524	361,194
Total Augmented Compensation Costs	0	93,338	1,288,903	1,557,840	1,693,657	1,742,564	1,793,160

	Year 0 2007-08 Projected Start- up Budget	Year 0 2008-09 Projected Start- up Budget	Year 1 2009-10 Projected Budget	Year 2 2010-11 Projected Budget	Year 3 2011-12 Projected Budget	Year 4 2012-13 Projected Budget	Year 5 2013-14 Projected Budget
Percentage Compensation							
Total Compensation Costs/Total Revenue	0%	37%	41%	42%	42%	43%	44%
Total Compensation Costs/Total Expenses	0%	12%	42%	46%	46%	47%	47%

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.

Teacher Staffing

	Year 0 2007-08 Projected Start- up Budget	Year 0 2008-09 Projected Start- up Budget	Year 1 2009-10 Projected Budget	Year 2 2010-11 Projected Budget	Year 3 2011-12 Projected Budget	Year 4 2012-13 Projected Budget	Year 5 2013-14 Projected Budget
Teacher Staffing							
Teachers	0.0	0.0	13.0	16.0	17.0	17.0	17.0

RTES Teacher Staffing levels are based upon enrollment projections. Students in grades Kindergarten through Grade Three will be in classes of 20 students, students in Grade Four will be in classes with an average of 25 students, and students in Grade 5 will be in classes with up to 33 students

In a traditional elementary school, if a teacher's homeroom class is receiving services from another teacher, the homeroom teacher does not instruct another class of students. Because RTES' 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 RTES with a more efficient staff utilization than traditional elementary schools. RTES operates with approximately 15% less staff than a traditional elementary school. The Bell Schedule in Appendix Z details the RTES daily schedule.

Projected Classroom Teacher Compensation

	Year 0 2007-08	Year 0 2008-09	Year 1 2009-10	Year 2 2010-11	Year 3 2011-12	Year 4 2012-13	Year 5 2013-14
	Projected Start-up Budget	Projected Start-up Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget
Average Teacher Compensation	0	0	67,186	67,505	69,406	71,141	72,919

Projected Classroom Teacher Salaries

	Year 0 2007-08	Year 0 2008-09	Year 1 2009-10	Year 2 2010-11	Year 3 2011-12	Year 4 2012-13	Year 5 2013-14
	Projected Start-up Budget	Projected Start-up Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget
Teacher Compensation	0	0	873,418	1,080,085	1,179,894	1,209,392	1,239,626

Teachers will be paid according to the Rocketship Two Elementary School pay scale, as developed by RTES' Leadership Team, and approved by the Governing Board. Pay for Junior and Teachers is based on the ARUSD 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 2009-2010 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. Ten 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.. This individual will be active mentors to the staff. The Full Time Equivalent post for this job is projected as follows:

Certificated Management Full-Time Equivalents

Year 0 2007-08	Year 0 2008-09	Year 1 2009-10	Year 2 2010-11	Year 3 2011-12	Year 4 2012-13	Year 5 2013-14
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	Projected Start-up Budget	Projected Start-up Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget
Certificated School Administrator Staffing (FTE's)							
Principal	0	0.5	1	1	1	1	1
	0	0.5	1	1	1	1	1

Certificated Management Annual Salary Projection Scale

	Year 0 2007-08 Projected Start-up Budget	Year 0 2008-09 Projected Start-up Budget	Year 1 2009-10 Projected Budget	Year 2 2010-11 Projected Budget	Year 3 2011-12 Projected Budget	Year 4 2012-13 Projected Budget	Year 5 2013-14 Projected Budget
Certificated School Administrator Staffing Cost							
Principal	0	50,000	123,000	126,075	129,227	132,458	135,769
	0	50,000	123,000	126,075	129,227	132,458	135,769

The projected annual salaries integrating the projected FTE and the annual salaries for the seven year period follow. Note that the Principal is expected to be hired in advance of the first year of operation and six months salary is included in the Budget Plan.

Certificated Management Annual Salary Projection

	Year 0 2007-08 Projected Start-up Budget	Year 0 2008-09 Projected Start-up Budget	Year 1 2009-10 Projected Budget	Year 2 2010-11 Projected Budget	Year 3 2011-12 Projected Budget	Year 4 2012-13 Projected Budget	Year 5 2013-14 Projected Budget
Certificated School Administrator Staffing Cost							
Principal	0	50,000	123,000	126,075	129,227	132,458	135,769
	0	50,000	123,000	126,075	129,227	132,458	135,769

Classified Salary Costs

The only classified employee (non-certificated) is the Office Manager. Note that the Office Manager is expected to be hired in advance of the first year of operation and six months salary is included in the Budget Plan. The Classified Salary cost is as follows.

	Year 0 2007-08 Projected Start-up Budget	Year 0 2008-09 Projected Start-up Budget	Year 1 2009-10 Projected Budget	Year 2 2010-11 Projected Budget	Year 3 2011-12 Projected Budget	Year 4 2012-13 Projected Budget	Year 5 2013-14 Projected Budget
Classified Staffing (FTE's)							
Office Manager	0	0.5	1	1	1	1	1
	0	0.5	1	1	1	1	1
Classified Salary Costs							
Office Manager	0	25,000	51,250	52,531	53,845	55,191	56,570
Total	0	25,000	51,250	52,531	53,845	55,191	56,570

Employee Benefits

	Year 0 2007-08	Year 0 2008-09	Year 1 2009-10	Year 2 2010-11	Year 3 2011-12	Year 4 2012-13	Year 5 2013-14
	Projected Start-up Budget	Projected Start-up Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget
Total Retirement Costs	0	6,675	84,254	101,609	110,156	112,910	115,733
Other Mandatory Benefits							
Payroll Taxes (Medicare, Soc. Security, Unemployment)	0	2,288	24,249	28,564	30,549	31,127	31,719
Worker's Compensation (WC)	0	1,875	26,716	32,978	36,527	37,441	38,377
Total Health Benefit Costs	0	7,500	106,016	135,997	153,458	164,047	175,366
Total Employee Benefit Costs	0	18,338	241,235	299,149	330,691	345,524	361,194

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. RTES' 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.

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.

Books and Supplies

	Year 0 2007-08	Year 0 2008-09	Year 1 2009-10	Year 2 2010-11	Year 3 2011-12	Year 4 2012-13	Year 5 2013-14
	Projected Start-up Budget	Projected Start-up Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget
Approved Textbooks and Core Curricula							
Core Curriculum	0	0	45,454	30,848	30,161	21,092	21,658
Curriculum - Non Core	0	0	12,000	12,360	12,731	13,113	13,506
Books and Other Reference Materials							
Materials and Supplies							
Materials and Supplies - Instructional	0	0	15,298	19,134	20,867	21,493	22,138
Materials and Supplies - Non Instructional	0	0	25,537	32,441	35,560	36,687	37,848
Curriculum Software	0	0	25,700	19,000	22,865	22,735	22,670
Administrative Software	0	0	12,488	10,318	9,998	9,933	10,124
Custodial Supplies	0	0	16,480	20,688	24,586	25,324	26,084
Instructional supplies - SPED	0	0	6,400	7,800	9,000	9,000	9,000
Postage and Shipping	0	0	1,200	1,400	1,600	1,800	2,000
Food Service	0	0	174,190	212,295	244,955	244,955	244,956
Field Trips	0	0	6,000	7,000	8,000	9,000	10,000
Teacher Reference Materials	0	0	9,835	13,049	15,551	18,028	21,526
Enrichment	0	0	25,750	28,138	28,982	29,851	30,747
Non Capitalized Equipment							
Non Capitalized Computer Equipment	0	0	34,500	21,650	26,640	29,250	33,860
Non Capitalized Furniture and Equipment	0	0	47,260	21,947	20,577	11,941	12,299
Total Books & Supplies	0	0	458,091	458,066	512,073	504,201	518,415

RTES will pay for Books and Supplies from the Block Grant funds that will be allocated to RTES annually. Many of the cost projections are based upon a per pupil allotment, such as Textbooks and Instructional Supplies. For 2009-2010, textbook and curriculum material purchases are projected at \$142 per child, calculated against the projected enrollment in 2009-2010. There is also a \$1,000 per month allowance for non-core curriculum to supplement the core curriculum. Once RTES is established an ongoing allowance is calculated based on grade level, the new textbooks required for expanding grades and an allowance for textbook replacements. (plus a Cost of Living Allowance or 'COLA'). Instructional material and supplies are calculated at a per teacher costs of \$1,000 adjusted for an annual COLA factor. Beginning 2009-10 custodial supplies and office supplies are projected at \$47 per pupil with COLAs applied in future years. Other major expenses in this area include a projection of \$2,800 per teacher per year for instructional and non-instructional material and supplies, \$1,000 and \$1,800 respectively, nearly \$5 per student per day for food services from a third party vendor with an estimated annual cost ranging from \$174,190 in 2009/10 to \$244,956 in 2013/14, \$250 per new staff member and \$125 per new student for furniture and equipment, and average annual expenditure in non-capitalized computer equipment of nearly \$30,000, a five year average of \$64 per pupil for student enrichment, and \$80 per pupil per year in 2009-10 and \$50 per pupil per year thereafter for the licensing of core curriculum software. These

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funds may later be reallocated to other School Site Cost Centers based upon unique needs each year.

Services and Operational Expenses

	Year 0 2007-08 Projected Start-up Budget	Year 0 2008-09 Projected Start-up Budget	Year 1 2009-10 Projected Budget	Year 2 2010-11 Projected Budget	Year 3 2011-12 Projected Budget	Year 4 2012-13 Projected Budget	Year 5 2013-14 Projected Budget
Services and Operational Expenses							
Travel and Conference	0	0	3,311	3,410	3,513	3,618	3,726
Dues and Memberships	0	0	1,600	1,800	2,000	2,200	2,400
Insurance	0	0	16,000	18,000	19,000	21,000	23,000
Operation and Housekeeping Services							
Custodial Services	0	0	30,900	31,827	32,782	33,765	34,778
Rentals, Leases, Repairs and Noncapitalized							
Equipment (lease/rental/repairs)	0	0	12,000	12,360	12,731	13,113	13,506
Building Rent / Lease	0	0	446,400	446,400	446,400	446,400	446,400
Building Repairs & Maintenance	0	0	15,000	15,450	15,914	16,391	16,883
Professional/Consulting Services and Operational							
Accounting Services	10,000	0	0	0	0	0	0
Architectural Services	0	0	10,000	10,000	10,000	10,000	10,000
Operational Services - Field Crew	0	10,000	67,259	69,277	71,355	73,496	75,701
District Financial Oversight Fee	0	0	19,875	24,336	28,105	28,059	28,059
Legal Services	10,000	0	2,750	3,000	3,250	3,500	3,750
Technology Consultants	0	0	14,784	14,914	14,914	14,914	14,914
Marketing / Development	0	0	2,000	2,000	2,000	2,000	2,000
SPED Consultants	0	0	92,239	118,848	141,474	145,718	150,089
Rocketship Education Management Fee (10%)	0	0	294,217	351,116	399,518	399,484	399,918
Payroll Services	0	0	3,500	3,800	4,000	4,200	4,400
Transportation	0	0	6,000	7,000	8,000	9,000	10,000
Printing and Reproduction (nonacademic)	0	0	3,200	3,400	3,600	3,800	4,000
Teacher Certification Costs	0	0	10,500	15,000	15,000	15,000	15,000
Other Professional Services	0	0	500	500	500	500	500
Fingerprinting / TB Testing	0	0	1,093	1,126	1,159	1,194	1,230
Computer Maintenance	0	0	2,000	2,000	2,000	2,000	2,000
Substitute Expense (Independent Contractors)	0	0	16,250	20,000	21,250	21,250	21,250
Professional Development	0	0	39,779	42,525	43,540	44,581	39,852
Staff Recruitment	0	5,000	5,000	5,000	5,000	5,000	5,000
Utilities	0	0	30,600	31,518	32,464	33,437	34,441
Communications							
Communications (Internet and Telephone)	0	0	10,000	10,500	11,000	11,500	12,000
Total Services & Operational Expenses	20,000	15,000	1,156,758	1,265,107	1,350,468	1,365,120	1,374,798

Expenses in this section are primarily based on preliminary negotiations with prospective service providers although RTES will provide its own business services. Many of these items are self-explanatory. We make note of items below as needed to explain our budgeting assumptions.

Insurance

Comprehensive insurance based on initial indications from the California Charter School Association insurance program.

Custodial Services

These services will be provided by contractors while school is in session (10 months/yr) at approximately \$3000/month.

Property

Lease costs are payments made by the school to Rocketship Education. Rocketship Education develops the school site through a Limited Liability Corporation ("LLC") with Rocketship Education as the sole member. This structure allows financial insulation for all parties in case of a school failure. The LLC serves as lessor of the site and the school as lessee. The LLC passes site development and finance costs through to the school with no additional mark-up.

Major Maintenance and Repairs are accrued at a rate of 1% of building construction costs per year in a fund to pay for major maintenance.

Operational Services - Field Crew

Consultants which assist with the operation of the Learning Lab, provides tutoring, and supervises Lunch and Recess.

The Rocketship Education Management Fee

As discussed in the charter petition pays for central office personnel to provide necessary operational and academic services to the school. Rocketship Education Management Services fee is 10% of the total school revenues.

Professional Development

Professional development has been budgeted on a per teacher basis of approximately \$1,700 per year with an annual COLA adjustment. Additionally RTES has budgeted a significant amount of professional development dollars for leadership and administrative training.

District Financial Oversight Fee

This oversight fee, paid to the school district or other authorizer is set by law at actual costs of the oversight up to 1% of the general purpose entitlement and categorical block grant

revenues of RTES. Should RTES be provided a substantially rent-free facility by ARUSD or SCCOE, the district oversight fee will be actual costs of the oversight up to 3% of the general purpose entitlement and categorical block grant revenues,

Special Education

RTES will operate as a Local Educational Agency under the El Dorado County Special Education Local Plan Area ("SELPA") Charter Consortium pursuant to Education Code Section 47641(a). As such, upon approval as a member of the SELPA, the Charter School shall be solely responsible and liable for providing special education services under the Individuals with Disabilities Education Improvement Act ("IDEIA") (20 U.S.C. 1400, et seq.) with respect to eligible students. RTES shall comply with all applicable State and Federal special education laws and the SELPA Local Plan and policies and procedures. As an LEA, RTES shall receive its State and Federal special education funds directly from the SELPA in accordance with the SELPA local allocation plan and shall utilize those funds to provide special education instruction and related services to eligible pupils. As an LEA, RTES shall be solely responsible for all special education costs which exceed State and Federal special education revenue, and shall participate in the SELPA governance and SELPA-wide benefits in accordance with the Local Plan and SELPA policies and procedures.

Costs incurred for Special Education include resource specialists, speech therapists, program specialists, SPED material and supplies, and training and professional development.

Technology Consultant

We have budgeted approximately \$14,000 in year to assist in assembly and ongoing support of the Learning Lab and other office technology.

Capital Outlay

Capital costs include only capitalizable items in excess of the single item capitalization threshold of \$5,000 per item.

	Year 0 2007-08	Year 0 2008-09	Year 1 2009-10	Year 2 2010-11	Year 3 2011-12	Year 4 2012-13	Year 5 2013-14
	Projected Start-up Budget	Projected Start-up Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget
Sites	0	634,400	62,000	0	0	0	0
Site Improvement	130,000	0	0	0	0	0	0
Buildings	0	0	0	0	0	0	0
Building Improvement	0	5,000	80,000	82,400	84,872	87,418	90,041
New Library Books & Media	0	0	0	0	0	0	0
Furniture, Fixtures & Equipment	0	0	0	0	0	0	0
Computer Systems (student)	0	0	0	0	0	0	0
Computer Systems (teacher)	0	0	0	0	0	0	0
Computer Systems (other staff)	0	0	0	0	0	0	0
Computer Systems (schoolwide)	0	0	0	0	0	0	0
School Equipment (students)	0	0	0	0	0	0	0
School Equipment (teachers & other staff)	0	0	0	0	0	0	0
School Equipment (other miscellaneous)	0	0	0	0	0	0	0
Furniture, Fixtures & Equipment Replacements	0	0	0	0	0	0	0
Depreciation / Amortization Expense	542	9,143	41,287	41,287	41,287	41,287	41,287
Total Capital Costs	130,542	648,543	183,287	123,687	126,159	128,705	131,327

Site Improvement

The school has budgeted for startup tenant improvements of \$779,085 and on-going tenant improvements of approximately \$80,000 per year. The Site improvements include pre-constructions site improvements of \$130,000 and a \$696,400 equity contribution.

Depreciation and Amortization

Depreciation for site improvements is on a straight line over a lease term of twenty years. This is primarily the depreciation of the initial school deposit on the new facility.

Other Outgo

This line item includes Interest Payments on 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 2007-08	Year 0 2008-09	Year 1 2009-10	Year 2 2010-11	Year 3 2011-12	Year 4 2012-13	Year 5 2013-14
	Projected Start- up Budget	Projected Start- up Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget
Other Outgo							
Debt Service - Interest Payments							
CDE Charter School Revolving Loan	0	0	5,000	8,333	5,000	1,667	0
Other Outgo (Identify)	0	0	0	0	0	0	0
Total Other Outgo	0	0	5,000	8,333	5,000	1,667	0
Other Sources							
Debt Service - Proceeds							
Network Fund	150,616	500,796	0	0	0	0	0
CDE Charter School Revolving Loan	0	0	250,000	0	0	0	0
Total Sources	150,616	500,796	250,000	0	0	0	0
Other Uses							
Debt Service - Principal Payments							
Network Fund	0	0	-11,668	-153,703	-190,599	-215,846	-210,110
CDE Charter School Revolving Loan	0	0	0	-83,332	-83,334	-83,334	0
Total Uses	0	0	-11,668	-237,035	-273,933	-299,180	-210,110

These initial projections are based on the assumption that RTES 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 Network Fund.

Network Fund

Pursuant to a Network Fund Agreement, RTES intends to distribute annually between five to ten percent of its positive cash flow, after ensuring adequate reserves, to Rocketship Education's Network Growth Fund for purposes of funding the creation of future Rocketship Education charter schools. RTES is organized and operated, exclusively to support Rocketship Education. The funding and creation of further Rocketship Education schools will benefit Rocketship Two and Rocketship Education by creating economies of scale that will, among others things, allow all Rocketship Education charter schools to pool administrative and operational resources thus reducing costs, create better professional development opportunities, improved recruiting of students and teachers, greater buying power for facilities and supplies, and improve and refine their educational model.

Ending Fund Balance

	Year 0 2007-08	Year 0 2008-09	Year 1 2009-10	Year 2 2010-11	Year 3 2011-12	Year 4 2012-13	Year 5 2013-14
	Projected Start-up Budget	Projected Start-up Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget
Net Operating Expenses							
Total Revenues	0	250,000	3,172,816	3,698,511	4,038,276	4,037,928	4,042,275
Total Expenditures	150,542	756,881	3,092,038	3,413,032	3,687,357	3,742,257	3,817,700
Net Operating Surplus/(Deficit)	-150,542	-506,881	80,778	285,479	350,919	295,672	224,575
Beginning and Ending Fund Balance							
Beginning Fund Balance	25,000	25,075	18,989	338,099	386,543	463,529	460,020
Plus:							
Current Year Net Operations	-150,542	-506,881	80,778	285,479	350,919	295,672	224,575
Current Year Net Sources/ (Uses)	150,616	500,796	238,332	-237,035	-273,933	-299,180	-210,110
Net Change In Fund Balance	75	-6,085	319,110	48,444	76,986	-3,509	14,464
Ending Fund Balance	25,075	18,989	338,099	386,543	463,529	460,020	474,484
Components of Ending Fund Balance							
Reserve - Designated for Economic Uncertainty	4,516	18,989	92,761	102,391	110,621	112,268	114,531
Designated for Low Incidence SPED	0	0	12,800	15,600	18,000	14,129	14,129
Unappropriated Amount	20,558	0	232,538	268,552	334,908	333,624	345,825
	25,075	18,989	338,099	386,543	463,529	460,020	474,484

No state authoritative body has determined how recommended reserve levels should be set for charter schools. RTES' goal will be to maintain a minimum of 3% 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, RTES maintains a net Ending Fund Balance Reserve above its goal of 3% for all years.

In addition to the Fund Balance Reserve, RTES will be building a cash balance reserve as identified in the current budget and cash flow documents. RTES 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. RTES will also have access to the Network Fund to enable the school to access Working Capital funds as the need arises.

Cash Flow

Revenues

Rocketship Two Elementary School Petition

7/24/2008

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 1		Year 2 and Beyond	
	In Lieu Property Tax	State Aid	In Lieu Property Tax	State Aid
July	0%	0%	0%	6%
August	6%	0%	6%	12%
September	12%	42%	12%	8%
October	8%	0%	8%	8%
November	8%	0%	8%	8%
December	8%	16%	8%	8%
January	8%	0%	8%	8%
February	8%	14%	8%	14%
March	14%	7%	14%	7%
April	7%	7%	7%	7%
May	7%	7%	7%	7%
June	7%	0%	7%	deferred
Subtotal	93%	93%	93%	93%
(July of next FY)	7%	7%	7%	7%
Total	100%	100%	100%	100%

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, RTES is entitled to special advance state aid funding of 42% of the annual projected state portion of the General Purpose Block Grant overall funds in September and 16% in December.

Beyond year one RTES is RTES is entitled to special advance state aid funding of 42% of the annual projected state portion of the General Purpose Block Grant overall funds in

September and 16% in December for adding new grades. Although no special advanced funding is received for ADA generated by expanding existing grades.

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 RTES 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

RTES intends to secure a \$250,000 loan from the California Department of Education ("CDE") Charter School Revolving Loan program. The CDE loan will be drawn in Year 1 and paid off during the next three years. The Network Fund will be used as necessary to maintain adequate cash balances.

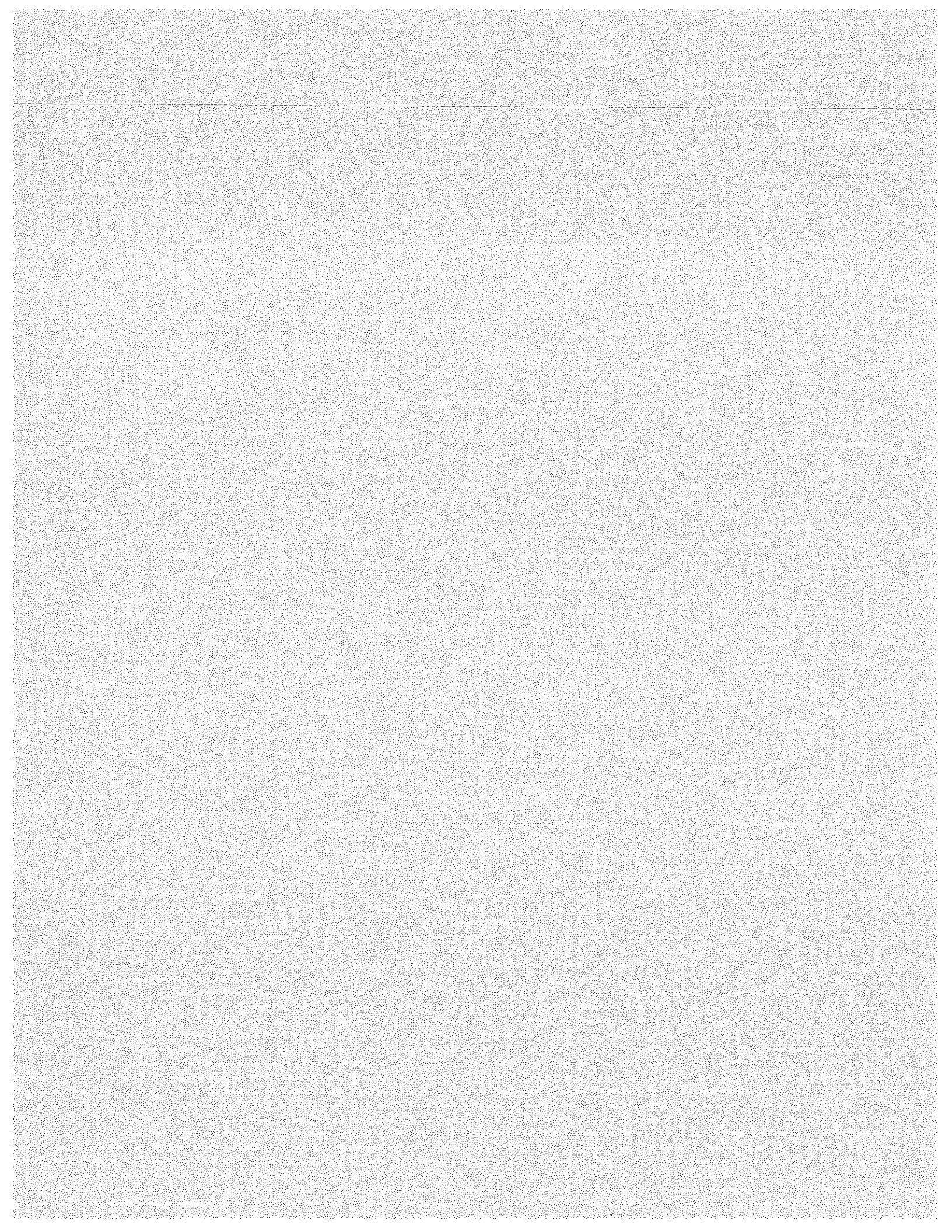
Expenditures

RTES is a labor intensive organization and its Expenditure Cash Flow projections are fairly straightforward calculations based upon the pay profile elected by our teachers. Certain employer related cost factors, such as retirement and tax contributions must be paid when earned regardless of when the salary is actually paid to the employee. For other expenses, RTES 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. This debt service is deducted from the School's State Aid Apportionment for those months. Additionally, the school's Network Fund 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.

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.



Rocketship Two Elementary School (RTES)

Seven -Year Budget Summary (Including Start-up)

SACS Code	Year 0 (Start-up) 2007-08 Projected Start-up Budget	Year 0 (Start-up) 2008-09 Projected Start-up Budget	Year 1 2009-10 Projected Budget	Year 2 2010-11 Projected Budget	Year 3 2011-12 Projected Budget	Year 4 2012-13 Projected Budget	Year 5 2013-14 Projected Budget
State Programs							
8780	0	0	1,709,875	2,089,824	2,415,494	2,415,494	2,415,494
8480	0	0	137,318	167,357	193,104	193,104	193,104
8312	0	0	140,337	176,402	201,949	197,349	197,349
8560	0	0	43,930	53,539	61,776	61,776	61,776
Total State Programs	0	0	2,031,460	2,487,122	2,872,323	2,867,723	2,867,723
Other State Programs							
8181	0	0	128,000	156,000	180,000	180,000	180,000
8434	0	0	320,640	320,640	320,640	320,640	320,640
8016	0	0	88,128	88,128	88,128	88,128	88,128
8500	0	0	128,000	156,000	180,000	180,000	180,000
Total Other State Programs	0	0	664,768	720,768	768,768	768,768	768,768
Total State Programs	0	0	2,696,228	3,207,890	3,641,091	3,636,491	3,636,491
Federal Programs							
8220	0	0	110,966	138,215	162,967	166,573	170,238
8100-8299	0	0	20,639	25,707	30,315	30,982	31,663
Total Federal Programs	0	0	114,340	139,352	160,791	160,791	160,791
Total Federal Programs	0	0	245,945	303,274	354,093	358,345	362,692
Local Programs							
9020	0	250,000	200,000	150,000	0	0	0
8600-8799	0	0	0	0	0	0	0
8600-8799	0	0	30,643	37,346	43,092	43,092	43,092
Total Local Programs	0	250,000	230,643	187,346	43,092	43,092	43,092
TOTAL REVENUES	0	250,000	3,172,816	3,688,511	4,036,276	4,037,928	4,042,275

Rocketship Two Elementary School (RTES)

Seven -Year Budget Summary (Including Start-up)

SACS Code	Year 0 (Start-up) 2007-08		Year 0 (Start-up) 2008-09		Year 1 2009-10		Year 2 2010-11		Year 3 2011-12		Year 4 2012-13		Year 5 2013-14	
	Projected	Budget	Projected	Budget	Projected	Budget	Projected	Budget	Projected	Budget	Projected	Budget	Projected	Budget
1000-1999	0	50,000	996,418	1,206,160	1,309,121	1,341,849	1,375,395							
2000-2999	0	25,000	51,250	52,531	53,845	55,191	56,570							
3000-3999	0	18,338	241,235	299,149	330,691	345,524	361,194							
4000-4999	0	0	458,091	458,066	512,073	504,201	518,415							
5000-5999	20,000	15,000	1,156,758	1,265,107	1,350,468	1,365,120	1,374,798							
6000-6999	130,542	648,543	183,287	123,687	126,159	128,705	131,327							
7100-7299	0	0	5,000	8,333	5,000	1,667	0							
7300-7399	0	0	0	0	0	0	0							
	150,542	766,881	3,092,038	3,413,032	3,687,357	3,742,257	3,817,700							
	-150,542	-506,881	80,778	285,479	350,919	295,672	224,575							

OTHER FINANCING SOURCES/USES

Sources	8930-8979
Network Fund	0
CDE Charter School Revolving Loan	500,796
Uses	0
CDE Charter School Revolving Loan (Repayment)	0
Network Fund	-11,668
	238,332
	500,796
	-237,035
	-273,933
	319,110
	48,444
	75,986
	-3,509
	14,484

TOTAL OTHER FINANCING SOURCES/USES

NET INCREASE/(DECREASE) IN FUND BALANCE

FUND BALANCE, RESERVES

Beginning Fund Balance														
As of July 1, Unaudited	25,000	25,075	18,989	338,099	386,543	463,529	460,020							
Plus/(Minus) Audit Adjustments														
As of July 1, Audited	25,000	25,075	18,989	338,099	386,543	463,529	460,020							
Other Restatements														
Net Beginning Balance	25,000	25,075	18,989	338,099	386,543	463,529	460,020							
Ending Fund Balance, June 30, 20XX	25,075	18,989	338,099	386,543	463,529	460,020	474,484							

COMPONENTS FOR ENDING FUND BALANCE

Miscellaneous Components														
Reserve for Revolving Cash														
Prepaid Expenditures														
Legally Restricted Balances														
Title I - Surplus to be Carried Over														
Designated Amounts														
Designated for Economic Uncertainty														
Designated for Low Incidence SPED														
Unappropriated Amount	4,516	18,989	92,761	102,391	110,621	112,268	114,531							
	20,558	0	232,538	268,552	334,908	333,624	345,825							
	25,075	18,989	338,099	386,543	463,529	460,020	474,484							

TOTAL COMPONENTS FOR ENDING FUND BALANCE

**Rocketship Two Elementary School (RTES)
Expenditures Worksheet - Compensation**

SACS Code	Year 0 (Start-up) 2007-08		Year 0 (Start-up) 2008-09		Year 1 2009-10		Year 2 2010-11		Year 3 2011-12		Year 4 2012-13		Year 5 2013-14	
	Projected Budget	Start-up Budget	Projected Budget	Start-up Budget	Projected Budget	Start-up Budget	Projected Budget	Start-up Budget	Projected Budget	Start-up Budget	Projected Budget	Start-up Budget	Projected Budget	Start-up Budget
1000-1999														
1100-1199														
1110	0	0	0	0	873,418	0	1,080,085	0	1,179,894	0	1,209,392	0	1,239,626	0
Certificated Salaries														
Certificated Teacher Salaries														
Teachers														
Substitute Teacher Costs														
Sick Days (Consultants - Included in Service and Operating)														
Extra Costs for Teachers (Stipends)														
Teacher Stipend														
Total Certificated Teacher Salaries														
1000-1199	0	0	0	0	873,418	0	1,080,085	0	1,179,894	0	1,209,392	0	1,239,626	0
School Administrator Salary Costs														
Principal														
1200	0	50,000	0	50,000	123,000	0	126,075	0	129,227	0	132,458	0	135,769	0
12xx	0	50,000	0	50,000	123,000	0	126,075	0	129,227	0	132,458	0	135,769	0
19xx														
19xx	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19xx	0	0	0	0	996,418	0	1,206,160	0	1,309,121	0	1,341,849	0	1,375,395	0
1000-1199	0	50,000	0	50,000	996,418	0	1,206,160	0	1,309,121	0	1,341,849	0	1,375,395	0
TOTAL CERTIFICATED SALARIES														
2000-2999														
23xx														
23xx	0	25,000	0	25,000	51,250	0	52,531	0	53,845	0	55,191	0	56,570	0
23xx	0	0	0	0	0	0	0	0	0	0	0	0	0	0
23xx	0	25,000	0	25,000	51,250	0	52,531	0	53,845	0	55,191	0	56,570	0
29xx														
29xx	0	0	0	0	0	0	0	0	0	0	0	0	0	0
29xx	0	0	0	0	51,250	0	52,531	0	53,845	0	55,191	0	56,570	0
2000-2999	0	25,000	0	25,000	51,250	0	52,531	0	53,845	0	55,191	0	56,570	0
TOTAL ALL CLASSIFIED WAGES														

Rocketship Two Elementary School (RTES)

Expenditures Worksheet - Employee Benefits

SACS Code	Year 0 (Start-up) 2007-08		Year 0 (Start-up) 2008-09		Year 1 2009-10		Year 2 2010-11		Year 3 2011-12		Year 4 2012-13		Year 5 2013-14	
	Projected Start-up Budget	0	Projected Start-up Budget	6,675	Projected Budget	84,254	Projected Budget	101,609	Projected Budget	110,156	Projected Budget	112,910	Projected Budget	115,733
3101-3102		0		6,675		84,254		101,609		110,156		112,910		115,733
3901														
3201-3202														
3901-3902		0		6,675		84,254		101,609		110,156		112,910		115,733
Total Retirement Costs		0		6,675		84,254		101,609		110,156		112,910		115,733
Other Mandatory Benefits														
State Teachers Retirement (STRS)		0		2,288		24,249		28,564		30,549		31,127		31,719
Other Certificated Retirement		0		1,875		26,716		32,978		36,527		37,441		38,377
Public Employees Retirement (PERS)		0		4,163		50,964		61,542		67,077		68,568		70,096
Alternative Retirement Plan														
Total Retirement Costs		0		6,675		84,254		101,609		110,156		112,910		115,733
Health Benefits														
Social Security, Medicare, Unemployment		0		7,500		106,016		135,997		153,458		164,047		175,366
Worker's Compensation (WC)		0		7,500		106,016		135,997		153,458		164,047		175,366
Health/Dental/Vision Combined		0		18,338		241,235		299,149		330,691		345,524		361,194
Other (Identify)														
Total Health Benefit Costs		0		18,338		241,235		299,149		330,691		345,524		361,194
Total Mandatory Benefit Costs		0		18,338		241,235		299,149		330,691		345,524		361,194

Rocketship Two Elementary School (RTES)

Expenditures Worksheet - Books and Supplies

SACS Code	Year 0 (Start-up) 2007-08		Year 0 (Start-up) 2008-09		Year 1 2009-10		Year 2 2010-11		Year 3 2011-12		Year 4 2012-13		Year 5 2013-14	
	Projected	Budget	Projected	Budget	Projected	Budget	Projected	Budget	Projected	Budget	Projected	Budget	Projected	Budget
4100	0	0	0	0	45,454	30,848	30,848	30,161	21,092	21,092	21,658	21,658	21,658	21,658
4100	0	0	0	0	12,000	12,360	12,360	12,731	13,113	13,113	13,506	13,506	13,506	13,506
4200														
4300	0	0	0	0	15,298	19,134	19,134	20,867	21,493	21,493	22,138	22,138	22,138	22,138
4300	0	0	0	0	25,537	32,441	32,441	35,560	36,687	36,687	37,848	37,848	37,848	37,848
4300	0	0	0	0	25,700	19,000	19,000	22,865	22,735	22,735	22,670	22,670	22,670	22,670
4300	0	0	0	0	12,488	10,318	10,318	9,998	9,933	9,933	10,124	10,124	10,124	10,124
4300	0	0	0	0	16,480	20,688	20,688	24,586	25,324	25,324	26,084	26,084	26,084	26,084
4300	0	0	0	0	6,400	7,800	7,800	9,000	9,000	9,000	9,000	9,000	9,000	9,000
4300	0	0	0	0	1,200	1,400	1,400	1,600	1,800	1,800	2,000	2,000	2,000	2,000
4300	0	0	0	0	174,190	212,295	212,295	244,955	244,955	244,955	244,956	244,956	244,956	244,956
4300	0	0	0	0	6,000	7,000	7,000	8,000	9,000	9,000	10,000	10,000	10,000	10,000
4300	0	0	0	0	9,835	13,049	13,049	15,551	18,028	18,028	21,526	21,526	21,526	21,526
4300	0	0	0	0	25,750	28,138	28,138	28,982	29,851	29,851	30,747	30,747	30,747	30,747
4400														
4400	0	0	0	0	34,500	21,650	21,650	26,640	29,250	29,250	33,860	33,860	33,860	33,860
4400	0	0	0	0	47,260	21,947	21,947	20,577	11,941	11,941	12,299	12,299	12,299	12,299
4000-4999	0	0	0	0	458,091	458,066	458,066	512,073	504,201	504,201	518,415	518,415	518,415	518,415

Approved Textbooks and Core Curricula
 New Textbooks - Core Curriculum (students)
 Curriculum - Non Core
Books and Other Reference Materials
Materials and Supplies
 Materials and Supplies - Instructional
 Materials and Supplies - Non Instructional
 Curriculum Software
 Administrative Software
 Custodial Supplies
 Instructional supplies - SPED
 Postage and Shipping
 Food Service
 Field Trips
 Teacher Reference Materials
 Enrichment
Non Capitalized Equipment
 Non Capitalized Computer Equipment
 Non Capitalized Furniture and Equipment
Total Books & Supplies

Rocketship Two Elementary School (RTES)

Expenditures Worksheet - Services and Operational Expenses

SACS Code	Year 0 (Start-up) 2007-08 Projected Start-up Budget	Year 0 (Start-up) 2008-09 Projected Start-up Budget	Year 1 2009-10 Projected Budget	Year 2 2010-11 Projected Budget	Year 3 2011-12 Projected Budget	Year 4 2012-13 Projected Budget	Year 5 2013-14 Projected Budget
5200	0	0	3,311	3,410	3,513	3,618	3,726
5300	0	0	1,600	1,800	2,000	2,200	2,400
5400	0	0	16,000	18,000	19,000	21,000	23,000
5500	0	0	30,900	31,827	32,782	33,785	34,778
5600	0	0	12,000	12,360	12,731	13,113	13,506
5600	0	0	446,400	446,400	446,400	446,400	446,400
5600	0	0	15,000	15,450	15,914	16,381	16,883
58xx	10,000	0	0	0	0	0	0
5800	0	0	10,000	10,000	10,000	10,000	10,000
5800	0	10,000	67,259	69,277	71,355	73,486	75,701
5800	0	0	19,875	24,336	28,105	28,059	28,059
5800	10,000	0	2,750	3,000	3,250	3,500	3,750
5800	0	0	14,784	14,914	14,914	14,914	14,914
5800	0	0	2,000	2,000	2,000	2,000	2,000
5800	0	0	92,239	118,848	141,474	145,718	150,089
5800	0	0	294,217	351,116	399,518	399,464	399,918
5800	0	0	3,500	3,800	4,000	4,200	4,400
5800	0	0	6,000	7,000	8,000	9,000	10,000
5800	0	0	3,200	3,400	3,600	3,800	4,000
5800	0	0	10,500	15,000	15,000	15,000	15,000
5800	0	0	500	500	500	500	500
5800	0	0	1,093	1,126	1,159	1,194	1,230
5800	0	0	2,000	2,000	2,000	2,000	2,000
5800	0	0	16,250	20,000	21,250	21,250	21,250
5800	0	0	39,779	42,525	43,540	44,581	39,852
5800	0	5,000	5,000	5,000	5,000	5,000	5,000
5800	0	0	30,600	31,518	32,464	33,437	34,441
58xx							
5800	0	0	10,000	10,500	11,000	11,500	12,000
5000-5999	20,000	15,000	1,156,758	1,265,107	1,350,468	1,365,120	1,374,798

Rocketship Two Elementary School (RTES)

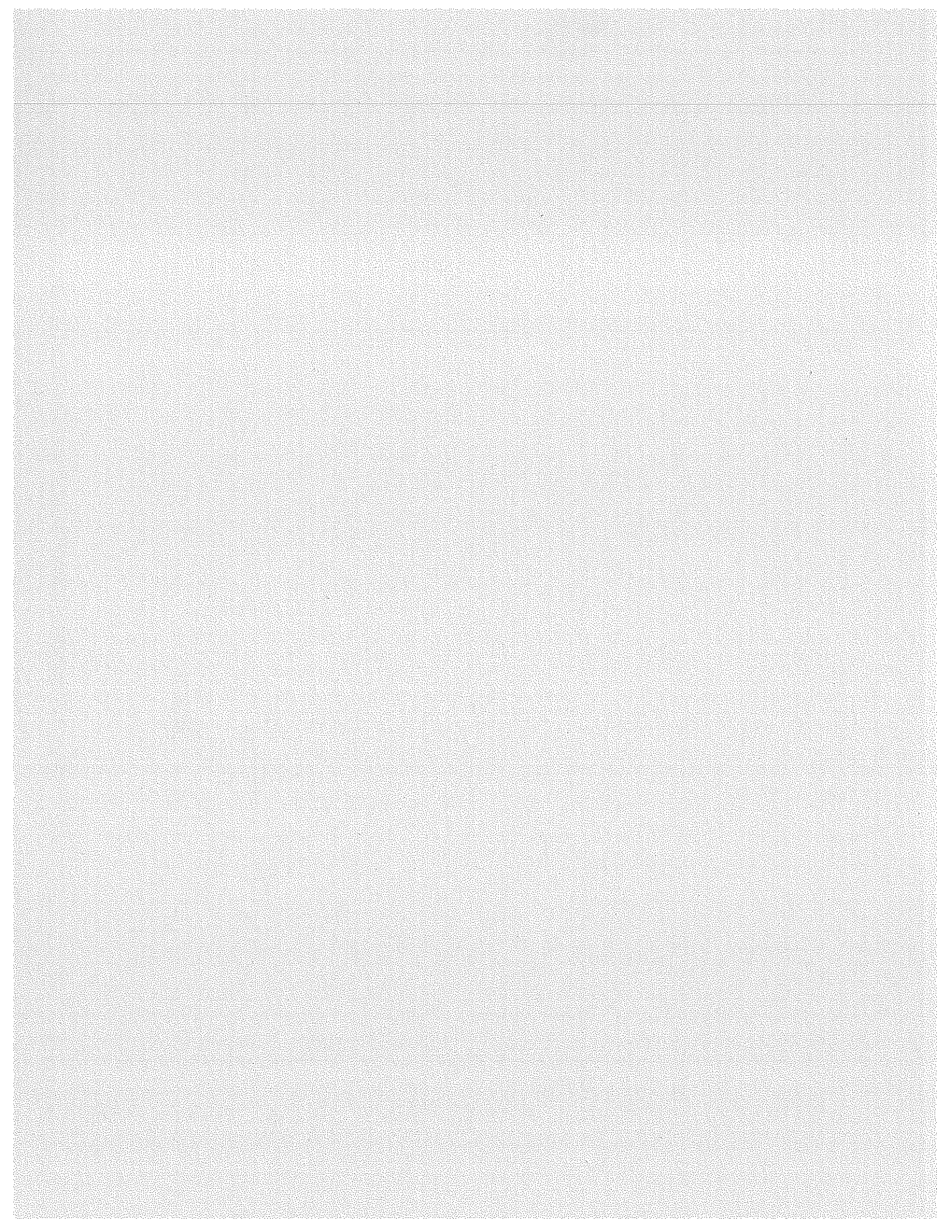
Expenditures Worksheet - Capital Costs

SACS Code	Year 0 (Start-up) 2007-08		Year 0 (Start-up) 2008-09		Year 1 2009-10		Year 2 2010-11		Year 3 2011-12		Year 4 2012-13		Year 5 2013-14	
	Projected Start-up Budget	Start-up Budget	Projected Start-up Budget	Start-up Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget
Sites														
Site Improvement		130,000		634,400		62,000								
Buildings														
Building Improvement			0	5,000	80,000	82,400	84,872	87,418	90,041					
New Library Books & Media														
Furniture, Fixtures & Equipment														
Computer Systems (student)														
Computer Systems (teacher)														
Computer Systems (other staff)														
Computer Systems (schoolwide)														
School Equipment (students)														
School Equipment (teachers & other staff)														
School Equipment (other miscellaneous)														
Furniture, Fixtures & Equipment Replacements														
Depreciation / Amortization Expense														
Total Capital Costs	542	130,542	9,143	648,543	183,287	123,687	126,159	128,705	131,327	41,287	41,287	41,287	41,287	41,287

Rocketship Two Elementary School (RTES)

Expenditures Worksheet - Other Outgoing; Sources & Uses

SACS Code	Year 0 (Start-up) 2007-08		Year 0 (Start-up) 2008-09		Year 1 2009-10		Year 2 2010-11		Year 3 2011-12		Year 4 2012-13		Year 5 2013-14	
	Projected Budget	Start-up Budget	Projected Budget	Start-up Budget	Projected Budget	Start-up Budget	Projected Budget	Start-up Budget	Projected Budget	Start-up Budget	Projected Budget	Start-up Budget	Projected Budget	Start-up Budget
Other Outgo														
Debt Service - Interest Payments														
CDE Charter School Revolving Loan														
Other Outgo (Identify)														
Total Other Outgo	0	0	0	0	5,000	0	8,333	8,333	5,000	5,000	1,667	1,667	0	0
Other Sources														
Debt Service - Proceeds														
Network Fund	150,616	500,796	500,796	500,796	250,000	250,000	0	0	0	0	0	0	0	0
CDE Charter School Revolving Loan	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Sources	150,616	500,796	500,796	500,796	250,000	250,000	0	0	0	0	0	0	0	0
Other Uses														
Debt Service - Principal Payments														
Network Fund					-11,668	-11,668	-153,703	-153,703	-190,589	-190,589	-215,846	-215,846	-210,110	-210,110
CDE Charter School Revolving Loan	0	0	0	0	0	0	-83,332	-83,332	-83,334	-83,334	-83,334	-83,334	0	0
Total Uses	0	0	0	0	-11,668	-11,668	-237,035	-237,035	-273,933	-273,933	-289,180	-289,180	-210,110	-210,110



Rocketship Two Elementary School (RTES) -- 2007-08 Cash Flow Worksheet

	(PY Pmt) 2007	Jul (CY Pmt) 2007	Aug	Sep	Oct	Nov	Dec	Jan 2008	Feb	Mar	Apr	May	Jun	Total 2007-08
Beginning Balance	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,240	25,460	25,600	25,000
Revenues														Annual Total
Charter School General Purpose Block Grant Allocations	0	0	0	0	0	0	0	0	0	0	0	0	0	0
In Lieu Tax Portion	0	0	0	0	0	0	0	0	0	0	0	0	0	0
State Aid Portion	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Charter School Categorical Block Grant Allocations	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Economic Impact Aid	0	0	0	0	0	0	0	0	0	0	0	0	0	0
California Lottery	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other State Programs	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Special Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Class Size Reduction	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Supplemental Hourly Instruction	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Facilities Reimbursement (93 740)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other State Programs (Identify)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal State Revenues	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PCSGP (Title Vb Start-up / Implementation Funding)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Local (Student Meal Reimbursement)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Local Programs	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Federal Programs														
Title I - Compensatory Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Title III Language Acquisition	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Free and Reduced Meal Program	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal Federal Revenues	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Revenues	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Expenses														
Certificated Salaries	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Classified Salaries	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Employee Benefits	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Books & Supplies	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Services & Operational Expenses	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Capital Outlay	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Outgo	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Expenses	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Balance Sheet Activity - Change in Cash														
Depreciation and Amortization	0	0	0	0	0	0	0	0	0	0	0	0	0	542
Net Change in Accounts Receivable	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Change in Accounts Payable	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Loan Proceeds CDE Loan	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Repayment of Debt Principal (CDE Loan)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Network Fund Increase/(Decrease)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Reserve for Low Incidence SPED Student	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Cash Position	0	0	0	0	0	0	0	0	0	0	0	0	0	16
Cumulative Cash Position	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,240	25,460	25,600	25,616	25,616

Rocketship Two Elementary School (RTES) 2007-08 Cash Flow to Budget Reconciliation Worksheet

	Total Rec'd 2007-08	Less Prior Year Adjustments	Jul 2008	Aug 2008	Sep 2008	Oct 2008	Nov 2008	Dec 2008	Jan 2009	Feb 2009	Adjusted Total 2007-08	Budgeted Total 2007-08	Difference Budget - Actual
Beginning Balance	25,000	25,616	25,616	25,616	25,616	25,616	25,616	25,616	25,616	25,616	25,000	25,000	0
Revenues													
Charter School General Purpose Block Grant Allocation													
In Lieu Tax Portion	0												0
State Aid Portion	0												0
Charter School Categorical Block Grant Allocations	0												0
Economic Impact Aid	0												0
California Lottery	0												0
Other State Programs	0												0
Special Education	0												0
Class Size Reduction	0												0
Supplemental Hourly Instruction	0												0
Facilities Reimbursement (SB 740)	0												0
Other State Programs (Identify)	0												0
Subtotal State Revenues	0	0	0	0	0	0	0	0	0	0	0	0	0
PCSGP (Title Vb Start-up / Implementation Funding)	0												0
Other Local (Student Meal Reimbursement)	0												0
Total Local Programs	0												0
Federal Programs	0												0
Title I - Compensatory Education	0												0
Title III Language Acquisition	0												0
Free and Reduced Meal Program	0												0
Subtotal Federal Revenues	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Revenues	0	0	0	0	0	0	0	0	0	0	0	0	0
Expenses													
Certificated Salaries	0												0
Classified Salaries	0												0
Employee Benefits	0												0
Books & Supplies	0												0
Services & Operational Expenses	20,000										20,000	20,000	0
Capital Outlay	130,542										130,542	130,542	0
Other Outgo	0										0	0	0
Total Expenses	150,542	0	0	0	0	0	0	0	0	0	150,542	150,542	0
Balance Sheet Activity - Change in Cash													
Depreciation and Amortization	542										542	542	0
Net Change in Accounts Receivable	0										0	0	0
Net Change in Accounts Payable	0										0	0	0
Loan Proceeds CDE Loan	0										0	0	0
Repayment of Debt Principal (CDE Loan)	0										0	0	0
Network Fund Increase/(Decrease)	150,616										150,616	150,616	0
Reserve for Low Incidence SPED Student	0										0	0	0
Net Cash Position	616	0	0	0	0	0	0	0	0	0	616	616	0
Cumulative Cash Position	25,616	25,616	25,616	25,616	25,616	25,616	25,616	25,616	25,616	25,616	25,616	25,616	0

Rocketship Two Elementary School (RTES) -- 2008-09 Cash Flow Worksheet

(FY Pmt) 2008	Jul (CY Pmt) 2008	Aug	Sep	Oct	Nov	Dec	Jan 2009	Feb	Mar	Apr	May	Jun	Total 2008-09
Beginning Balance	25,616	25,749	25,881	26,013	26,145	26,278	26,410	26,542	26,674	27,198	27,564	28,005	25,616
Revenues													Annual Total
Charter School General Purpose Block Grant Allocations	0	0	0	0	0	0	0	0	0	0	0	0	0
In Lieu Tax Portion	0	0	0	0	0	0	0	0	0	0	0	0	0
State Aid Portion	0	0	0	0	0	0	0	0	0	0	0	0	0
Charter School Categorical Block Grant Allocations	0	0	0	0	0	0	0	0	0	0	0	0	0
Economic Impact Aid	0	0	0	0	0	0	0	0	0	0	0	0	0
California Lottery	0	0	0	0	0	0	0	0	0	0	0	0	0
Other State Programs	0	0	0	0	0	0	0	0	0	0	0	0	0
Special Education	0	0	0	0	0	0	0	0	0	0	0	0	0
Class Size Reduction	0	0	0	0	0	0	0	0	0	0	0	0	0
Supplemental Hourly Instruction	0	0	0	0	0	0	0	0	0	0	0	0	0
Facilities Reimbursement (SB 740)	0	0	0	0	0	0	0	0	0	0	0	0	0
Other State Programs (Identify)	0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal State Revenues	0	0	0	0	0	0	0	0	0	0	0	0	0
PCSGP (Title Vb Start-up / Implementation Funding)	0	0	0	0	0	250,000	0	0	0	0	0	0	250,000
Other Local (Student Meal Reimbursement)	0	0	0	0	0	250,000	0	0	0	0	0	0	250,000
Total Local Programs	0	0	0	0	0	250,000	0	0	0	0	0	0	250,000
Federal Programs	0	0	0	0	0	0	0	0	0	0	0	0	0
Title I - Compensatory Education	0	0	0	0	0	0	0	0	0	0	0	0	0
Title III Language Acquisition	0	0	0	0	0	0	0	0	0	0	0	0	0
Free and Reduced Meal Program	0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal Federal Revenues	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Revenues	0	0	0	0	0	250,000	0	0	0	0	0	0	250,000
Expenses													
Certificated Salaries	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	50,000
Classified Salaries	0	0	0	0	0	0	0	5,000	5,000	5,000	5,000	5,000	25,000
Employee Benefits	1,413	1,413	1,413	1,413	1,413	1,413	1,413	1,690	1,690	1,690	1,690	1,690	18,338
Books & Supplies	0	0	0	0	0	0	0	0	0	0	0	0	0
Services & Operational Expenses	0	0	0	0	0	0	0	2,500	2,500	2,500	2,500	2,500	15,000
Capital Outlay	542	542	542	542	542	542	542	542	542	542	542	542	642,565
Other Outgo	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Expenses	6,121	6,121	6,121	6,121	6,121	6,121	6,121	13,898	13,898	13,898	16,398	16,398	756,881
Balance Sheet Activity - Change in Cash													
Depreciation and Amortization	0	0	0	0	0	0	0	0	0	0	0	0	9,143
Net Change in Accounts Receivable	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Change in Accounts Payable	0	0	0	0	0	0	0	0	0	0	0	0	0
Loan Proceeds CDE Loan	0	0	0	0	0	0	0	0	0	0	0	0	0
Repayment of Debt Principal (CDE Loan)	0	0	0	0	0	0	0	0	0	0	0	0	0
Network Fund Increase/(Decrease)	8,253	6,253	6,253	6,253	6,253	-243,747	6,253	14,264	11,689	14,264	16,839	649,968	500,796
Reserve for Low Incidence SPED Student	132	132	132	132	132	132	132	366	291	366	441	870	3,055
Net Cash Position	25,749	25,881	26,013	26,145	26,278	26,410	26,542	26,908	27,198	27,564	28,005	28,674	28,674
Cumulative Cash Position	25,616	25,749	25,881	26,013	26,145	26,410	26,542	26,908	27,198	27,564	28,005	28,674	28,674

Rocketship Two Elementary School (RTES) 2008-09 Cash Flow to Budget Reconciliation Worksheet

	Total Rec'd 2008-09	Less Prior Year Adjustments	Jul 2009	Aug 2009	Sep 2009	Dec 2009	Jan 2010	Feb 2010	Adjusted Total 2008-09	Budgeted Total 2008-09	Difference Budget - Actual
Beginning Balance	25,616	28,674	28,674	28,674	28,674	28,674	28,674	28,674	25,616	25,616	0
Revenues	0	0	0	0	0	0	0	0	0	0	0
Charter School General Purpose Block Grant Allocation	0	0	0	0	0	0	0	0	0	0	0
In Lieu Tax Portion	0	0	0	0	0	0	0	0	0	0	0
State Aid Portion	0	0	0	0	0	0	0	0	0	0	0
Charter School Categorical Block Grant Allocations	0	0	0	0	0	0	0	0	0	0	0
Economic Impact Aid	0	0	0	0	0	0	0	0	0	0	0
California Lottery	0	0	0	0	0	0	0	0	0	0	0
Other State Programs	0	0	0	0	0	0	0	0	0	0	0
Special Education	0	0	0	0	0	0	0	0	0	0	0
Class Size Reduction	0	0	0	0	0	0	0	0	0	0	0
Supplemental Hourly Instruction	0	0	0	0	0	0	0	0	0	0	0
Facilities Reimbursement (SS 746)	0	0	0	0	0	0	0	0	0	0	0
Other State Programs (Identify)	0	0	0	0	0	0	0	0	0	0	0
Subtotal State Revenues	0	0	0	0	0	0	0	0	0	0	0
PCSQP (Title Vc Start-up / Implementation Funding)	250,000	0	0	0	0	0	0	0	250,000	250,000	0
Other Local (Student Meal Reimbursement)	0	0	0	0	0	0	0	0	0	0	0
Total Local Programs	250,000	0	0	0	0	0	0	0	250,000	250,000	0
Federal Programs	0	0	0	0	0	0	0	0	0	0	0
Title I - Compensatory Education	0	0	0	0	0	0	0	0	0	0	0
Title III Language Acquisition	0	0	0	0	0	0	0	0	0	0	0
Free and Reduced Meal Program	0	0	0	0	0	0	0	0	0	0	0
Subtotal Federal Revenues	0	0	0	0	0	0	0	0	0	0	0
Total Revenues	250,000	0	0	0	0	0	0	0	250,000	250,000	0
Expenses	50,000	25,000	18,338	15,000	646,543	0	0	0	755,881	755,881	0
Certificated Salaries	50,000	25,000	18,338	15,000	646,543	0	0	0	755,881	755,881	0
Classified Salaries	25,000	18,338	15,000	0	0	0	0	0	58,338	58,338	0
Employee Benefits	18,338	15,000	0	0	0	0	0	0	33,338	33,338	0
Books & Supplies	0	0	0	0	0	0	0	0	0	0	0
Services & Operational Expenses	15,000	646,543	0	0	0	0	0	0	661,543	661,543	0
Capital Outlay	646,543	0	0	0	0	0	0	0	646,543	646,543	0
Other Outlay	0	0	0	0	0	0	0	0	0	0	0
Total Expenses	755,881	25,000	18,338	15,000	646,543	0	0	0	1,456,762	1,456,762	0
Balance Sheet Activity - Change in Cash	0	0	0	0	0	0	0	0	0	0	0
Depreciation and Amortization	9,143	0	0	0	0	0	0	0	9,143	9,143	0
Net Change in Accounts Receivable	0	0	0	0	0	0	0	0	0	0	0
Net Change in Accounts Payable	0	0	0	0	0	0	0	0	0	0	0
Loan Proceeds ODE Loan	0	0	0	0	0	0	0	0	0	0	0
Repayment of Debt Principal (ODE Loan)	0	0	0	0	0	0	0	0	0	0	0
Network Fund Increase/(Decrease)	600,796	0	0	0	0	0	0	0	600,796	600,796	0
Reserve for Low Incidence SPED Student	0	0	0	0	0	0	0	0	0	0	0
Net Cash Position	3,059	0	0	0	0	0	0	0	3,059	3,059	0
Cumulative Cash Position	28,674	28,674	28,674	28,674	28,674	28,674	28,674	28,674	28,674	28,674	0

Rockship Two Elementary School (RTES) - 2009-10 Cash Flow Worksheet

(PY Pmt) 2009	Jul (CY Pmt) 2009	Aug	Sep	Oct	Nov	Dec	Jan 2010	Feb	Mar	Apr	May	Jun	Total 2009-10
28,674	28,674	34,091	39,368	48,173	55,262	62,360	71,255	78,343	85,506	92,833	101,724	108,813	28,674
													Annual Total
													1,466,089
													140,985
													127,066
													130,513
													0
													106,675
													320,640
													88,128
													0
													2,383,846
													200,000
													30,643
													230,643
													88,773
													16,511
													91,472
													186,756
													2,791,245
													886,418
													61,290
													241,235
													428,816
													1,063,831
													183,287
													5,000
													2,970,837
													41,287
													0
													250,000
													0
													11,868
													42,800
													87,277
													115,901

Beginning Balance
 Revenues
 Charter School General Purpose Block Grant Allocations
 In Lieu Tax Portion
 State Aid Portion
 Charter School Categorical Block Grant Allocations
 Economic Impact Aid
 California Lottery
 Other State Programs
 Special Education
 Class Size Reduction
 Supplemental Hourly Instruction
 Facilities Reimbursement (69,740)
 Other State Programs (Identify)
 Subtotal State Revenues

PCSGP (Title Vb Start-Up / Implementation Funding)
 Other Local (Student Meal Reimbursement)
 Total Local Programs

Federal Programs
 Title I - Compensatory Education
 Title III Language Acquisition
 Free and Reduced Meal Program
 Subtotal Federal Revenues

Total Revenues
 Expenses
 Certificated Salaries
 Classified Salaries
 Employee Benefits
 Books & Supplies
 Services & Operational Expenses
 Capital Outlay
 Other Outlay
 Total Expenses

Balance Sheet Activity - Change in Cash
 Depreciation and Amortization
 Net Change in Accounts Receivable
 Net Change in Accounts Payable
 Loan Proceeds CDE Loan
 Repayment of Debt Principal (CDE Loan)
 Network Fund Increase/Decrease
 Reserve for Low Incidence SPED Student
 Net Cash Position
 Cumulative Cash Position

Rockship Two Elementary School (RTES), 2009-10 Cash Flow to Budget Reconciliation Worksheet

	Total Rec'd 2009-10	Less Prior Year Adjustments	Jul 2010	Aug 2010	Sep 2010	Oct 2010	Nov 2010	Dec 2010	Jan 2011	Feb 2011	Adjusted Total 2009-10	Budgeted Total 2009-10	Difference Budget - Actual
Beginning Balance	28,874	115,901	115,901	115,901	115,901	115,901	115,901	115,901	115,901	115,901	28,874	28,874	0
Revenue													
Charter School General Purpose Block Grant Allocation	1,450,089		108,146							Combined block grant	1,558,235	1,558,235	0
In Lieu Tax Portion	140,085		10,545								150,640	150,640	0
State Aid Portion	127,706		9,612								137,318	137,318	0
Charter School Categorical Block Grant Allocations	138,513		9,824								140,337	140,337	0
Economic Impact Aid	0					43,930					43,930	43,930	0
California Lottery	0										0	0	0
Other State Programs	108,075		21,325								128,000	128,000	0
Special Education	320,640										320,640	320,640	0
Class Size Reduction	88,128										88,128	88,128	0
Supplemental Hourly Instruction	0									128,000	128,000	128,000	0
Facilities Reimbursement (SB 740)	0										0	0	0
Other State Programs (Identify)	0										0	0	0
Subtotal State Revenues	2,353,346	0	160,452	0	0	43,930	0	0	0	128,000	2,686,228	2,686,228	0
PCSGP (Title Vb Start-Up / Implementation Funding)	200,000										200,000	200,000	0
Other Local (Student Meal Reimbursement)	30,643										30,643	30,643	0
Total Local Programs	230,643										230,643	230,643	0
Federal Programs	88,773										110,966	110,966	0
Title I - Compensatory Education	16,511		22,193								20,638	20,638	0
Title III Language Acquisition	91,472		4,128								114,340	114,340	0
Free and Reduced Meal Program	180,735	0	0	49,188	0	0	0	0	0	0	245,945	245,945	0
Subtotal Federal Revenues	276,245	0	160,452	49,188	0	43,930	0	0	0	128,000	3,172,816	3,172,816	0
Total Revenues	2,789,634	0	160,452	49,188	0	43,930	0	0	0	128,000	3,172,816	3,172,816	0
Expenses													
Certified Salaries	996,418										996,418	996,418	0
Classified Salaries	51,250										51,250	51,250	0
Employee Benefits	241,235										241,235	241,235	0
Books & Supplies	428,816		26,275								456,091	456,091	0
Services & Operational Expenses	1,063,831		92,927								1,156,758	1,156,758	0
Capital Outlay	183,287										183,287	183,287	0
Other Outgo	5,000										5,000	5,000	0
Total Expenses	2,970,837	0	121,202	0	0	0	0	0	0	0	3,092,038	3,092,038	0
Balance Sheet Activity - Change In Cash													
Depreciation and Amortization	41,287										41,287	41,287	0
Net Change in Accounts Receivable	0		-160,452	-49,188	0	-43,930	0	0	0	-128,000	-381,571	-381,571	0
Net Change in Accounts Payable	0		121,202	0	0	0	0	0	0	0	121,202	121,202	0
Loan Proceeds CDE Loan	250,000										250,000	250,000	0
Repayment of Debt Principal (CDE Loan)	0										0	0	0
Net Work Fund Increase/Decrease	-11,688										-11,688	-11,688	0
Reserve for Low Incidence SPED Student	-12,800										-12,800	-12,800	0
Net Cash Position	87,227		0	0	0	0	0	0	0	0	87,227	87,227	0
Cumulative Cash Position	115,901	115,901	115,901	115,901	115,901	115,901	115,901	115,901	115,901	115,901	115,901	115,901	0

Rocketship Two Elementary School (RTES) — 2010-11 Cash Flow Worksheet

(PY Pmt) 2010	Jul (CY Pmt)	Aug	Sep	Oct	Nov	Dec	Jan 2011	Feb	Mar	Apr	May	Jun	Total 2010-11
115,901	388,270	388,980	383,710	387,430	401,150	404,870	408,580	412,310	418,030	419,750	423,470	429,452	115,901
Annual Total													
109,146	-	114,343	228,685	152,457	152,457	152,457	152,457	152,457	266,799	133,400	133,400	133,399	1,891,457
10,545	9,064	18,128	25,965	12,085	12,085	17,373	12,085	25,776	12,898	12,888	12,888	(0)	181,770
9,812	8,239	16,478	23,602	10,985	10,985	15,792	10,985	23,430	11,715	11,715	11,715	(0)	166,254
9,824	8,064	17,369	24,877	11,579	11,579	16,845	11,579	24,698	12,348	12,348	12,348	0	173,878
43,930	-	-	-	-	-	13,385	-	-	13,385	-	-	13,385	84,084
31,325	-	-	-	-	-	-	28,005	28,005	28,005	28,005	25,990	(0)	161,335
-	-	-	-	-	-	-	80,160	240,480	-	-	-	-	320,640
-	-	-	-	-	-	-	22,032	66,096	-	-	-	-	88,128
128,000	-	-	-	-	-	-	-	-	-	-	-	-	128,000
342,382	25,988	169,318	303,129	187,107	187,107	215,651	315,304	252,384	343,141	502,932	196,340	146,784	3,184,546
PCSGF (Title VI Start-up / Implementation Funding)													
-	-	-	-	3,735	3,735	3,735	3,735	3,735	3,735	3,735	3,735	7,469	150,000
0	0	0	0	0	0	0	0	0	0	0	0	0	37,946
Total Local Programs													
22,193	0	0	0	0	0	55,286	0	0	0	55,286	0	0	132,765
4,128	0	0	0	0	0	10,283	0	0	10,283	0	0	0	24,694
2,886	0	0	0	13,935	13,935	13,935	13,935	13,935	13,935	13,935	13,935	0	134,350
49,189	0	0	0	13,935	13,935	79,504	13,935	13,935	13,935	79,504	13,935	1	281,809
391,571	25,988	169,318	303,129	204,777	204,777	448,880	332,974	270,934	360,810	586,171	214,010	154,254	3,663,702
Expenses													
8,755	8,755	156,939	102,548	102,548	102,548	156,939	102,548	102,548	102,548	156,939	102,548	102,546	1,206,180
4,027	4,027	5,428	4,027	4,027	4,027	5,428	4,027	4,027	4,027	5,428	4,027	4,027	52,531
2,591	2,591	34,431	27,239	27,239	27,239	34,431	27,239	27,239	27,239	34,431	27,239	27,239	289,149
26,275	53,920	34,883	34,883	34,883	34,883	34,883	34,883	34,883	34,883	34,883	34,883	1,400	461,148
92,927	105,904	181,652	107,521	103,289	103,289	111,774	103,289	103,289	111,774	105,769	101,007	5,782	1,259,885
0	10,307	10,307	10,307	10,307	10,307	10,307	10,307	10,307	10,307	10,307	10,307	10,307	123,887
121,202	185,505	181,262	346,510	282,272	282,272	383,762	282,272	284,772	290,778	356,081	280,010	151,902	8,333
Balance Sheet Activity - Change in Cash													
3,441	3,441	3,441	3,441	3,441	3,441	3,441	3,441	3,441	3,441	3,441	3,441	3,441	41,287
0	381,571	0	0	0	0	0	0	0	0	0	0	0	-44,610
0	-121,202	0	0	0	0	0	0	0	0	0	0	0	15,320
0	0	0	0	0	0	0	0	0	0	0	0	0	0
(83,332)	0	0	0	0	0	0	0	0	0	0	0	0	0
243,129	-245,156	48,880	77,775	77,775	77,775	-84,848	-47,822	-47,822	-67,153	-227,200	71,141	-5,623	-83,332
3,720	3,720	3,720	3,720	3,720	3,720	3,720	3,720	3,720	3,720	3,720	3,720	3,720	-15,600
388,980	388,980	383,710	387,430	401,150	404,870	408,590	412,310	418,030	418,790	423,470	429,452	437,762	137,762

Rocketship Two Elementary School (RTES) 2010-11 Cash Flow to Budget Reconciliation Worksheet

	Total Rec'd 2010-11	Less Prior Year Adjustments	Jul 2011	Aug 2011	Sep 2011	Oct 2011	Nov 2011	Dec 2011	Jan 2012	Feb 2012	Adjusted Total 2010-11	Budgeted Total 2010-11	Difference Budget - Actual
Beginning Balance	115,801	137,762	-132,807	-69,498	-8,843	4,542	4,542	4,542	4,542	4,542	115,801	115,801	0
Revenues													
Charter School General Purpose Block Grant Allocation													
In Lieu Tax Portion	1,861,457	-109,146	133,400								1,805,711	1,805,711	0
State Aid Portion	181,770	-10,545	12,888								184,113	184,113	0
Charter School Categorical Block Grant Allocations	165,254	-9,812	11,715								167,357	167,357	0
Economic Impact Aid	173,878	-9,824	12,348								176,402	176,402	0
California Lottery	84,084	-43,950			13,385						53,539	53,539	0
Other State Programs	161,335	-31,325	25,990								156,000	156,000	0
Special Education	320,640										320,640	320,640	0
Class Size Reduction	88,128										88,128	88,128	0
Supplemental Hourly Instruction	128,000	-128,000									156,000	156,000	0
Facilities Reimbursement (ISB 740)											0	0	0
Other State Programs (Identify)											0	0	0
Subtotal State Revenues	3,184,546	-342,352	188,341	0	13,385	0	0	0	0	0	3,207,890	3,207,890	0
PCSGP (Title Vb Start-up / Implementation Funding)	0										150,000	150,000	0
Other Local (Student Meal Reimbursement)	150,000										37,346	37,346	0
Total Local Programs	150,000	0									187,346	187,346	0
Federal Programs													
Title I - Compensatory Education	132,765	-22,183	27,843								138,215	138,215	0
Title III Language Acquisition	24,694	-4,128	5,141								25,707	25,707	0
Free and Reduced Meal Program	134,350	-22,868	27,870								139,352	139,352	0
Subtotal Federal Revenues	291,809	-49,189	60,855	0	0	0	0	0	0	0	303,274	303,274	0
Total Revenues	3,663,702	-381,571	196,341	60,855	13,385	0	0	0	0	0	3,698,512	3,698,511	1
Expenses													
Certified Salaries	1,208,180										1,208,160	1,208,160	0
Classified Salaries	52,531										52,531	52,531	0
Employee Benefits	299,149										299,149	299,149	0
Books & Supplies	451,458	-28,275	34883								458,066	458,066	0
Services & Operational Expenses	1,258,685	-92,927	98348								1,265,107	1,265,107	0
Capital Outlay	123,087										123,687	123,687	0
Other Outlay	8,333										8,333	8,333	0
Total Expenses	3,401,002	-121,202	153,232	0	0	0	0	0	0	0	3,413,032	3,413,033	-1
Balance Sheet Activity - Change in Cash													
Depreciation and Amortization	41,287										41,287	41,287	0
Net Change in Accounts Receivable	-44,810										-44,810	-44,810	0
Net Change in Accounts Payable	15,320										15,320	15,320	0
Loan Proceeds CDE Loan	0										0	0	0
Repayment of Debt Principal (CDE Loan)	-83,332										-83,332	-83,332	0
Net Work Fund Increase/(Decrease)	-153,703										-153,703	-153,703	0
Reserve for Low Incidence SPED Student	-15,600										-15,600	-15,600	0
Net Cash Position	21,861	-270,389	63,109	60,855	13,385	0	0	0	0	0	160,542	160,542	0
Cumulative Cash Position	137,762	-132,807	-69,498	-8,843	4,542	4,542	4,542	4,542	4,542	160,542	160,542	160,541	1

Rocketship Two Elementary School (RTES) -- 2011-12 Cash Flow Worksheet

(FY Pmt)	Jul (CY Pmt)	Aug	Sep	Oct	Nov	Dec	Jan 2012	Feb	Mar	Apr	May	Jun	Total 2011-12
198,524	497,673	495,393	499,113	502,833	506,553	510,273	513,993	517,713	521,433	525,153	528,873	533,921	198,524
133,400	-	132,161	264,323	176,215	176,215	176,215	176,215	176,215	308,377	154,168	154,168	154,168	2,191,991
12,888	11,066	22,132	26,672	14,754	14,754	19,284	14,754	14,896	14,896	14,896	14,896	14,896	210,797
11,715	10,041	20,083	24,202	13,369	13,369	17,508	13,369	27,035	13,517	13,517	13,517	13,517	191,302
12,348	10,501	21,003	25,311	14,002	14,002	18,310	14,002	28,273	14,136	14,136	14,136	14,136	200,181
13,395	-	-	-	-	-	15,444	-	-	15,444	-	-	15,444	59,717
25990	-	-	-	-	-	-	30,006	30,006	30,006	30,006	29,988	-	179,002
156600	-	-	-	-	-	-	80,160	-	-	240,480	-	-	320,640
-	-	-	-	-	-	-	22,032	-	-	66,096	-	-	88,128
-	-	-	-	-	-	-	-	-	-	-	-	-	156,000
365,726	31,809	195,379	340,508	219,360	219,360	246,772	350,558	291,321	396,377	533,320	226,728	169,634	3,554,646
-	0	0	0	0	0	0	0	0	0	0	0	0	0
-	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0
27643	0	0	0	0	0	65,195	0	0	0	65,195	0	0	166,033
5141	0	0	0	0	0	12,126	0	0	0	12,126	0	0	29,393
27670	0	0	0	0	0	16,079	16,079	16,079	16,079	16,079	16,079	16,079	156,503
60,655	0	0	0	0	0	93,400	16,079	16,079	16,079	93,400	16,079	1	343,930
426,381	31,809	195,379	340,508	238,748	238,748	344,481	370,646	311,710	416,785	631,029	247,115	176,253	3,971,670
8,974	8,974	8,974	169,689	111,730	111,730	169,689	111,730	111,730	111,730	169,688	111,730	111,730	1,309,121
4,128	4,128	4,128	5,564	4,128	4,128	5,564	4,128	4,128	4,128	5,564	4,128	4,128	53,845
2,628	2,628	2,628	37,917	30,240	30,240	37,917	30,240	30,240	30,240	37,917	30,240	30,240	330,691
3,4863	56,525	56,525	39,342	39,342	39,342	39,342	39,342	39,342	39,342	39,342	39,342	1,600	507,614
963,49	111,195	108,941	115,060	110,728	110,728	119,434	110,728	113,226	119,434	113,226	109,398	5,600	1,343,963
10,513	10,513	10,513	10,513	10,513	10,513	10,513	10,513	10,513	10,513	10,513	10,513	10,513	128,159
133,232	195,954	191,510	378,105	306,680	306,680	382,459	306,680	309,180	315,388	381,251	305,352	163,812	3,676,393
3,441	3,441	3,441	3,441	3,441	3,441	3,441	3,441	3,441	3,441	3,441	3,441	3,441	41,287
0	426,381	0	0	0	0	0	0	0	0	0	0	0	-66,606
0	-136,321	0	0	0	0	0	0	0	0	0	0	0	10,973
0	0	0	0	0	0	0	0	0	0	0	0	0	147,484
(63,334)	0	0	0	0	0	0	0	0	0	0	0	0	0
247,998	-283,349	37,876	68,211	68,211	68,211	36,257	-40,986	751	-66,987	-246,499	62,844	-15,768	-190,599
3,720	3,720	3,720	3,720	3,720	3,720	3,720	3,720	3,720	3,720	3,720	3,720	3,720	-2,999
495,393	499,113	502,833	506,553	510,273	510,273	513,993	517,713	521,433	525,153	528,873	533,921	187,522	187,522

Rockship Two Elementary School (RTES) 2011-12 Cash Flow to Budget Reconciliation Worksheet

	Total Rec'd 2011-12	Less Prior Year Adjustments 2012	Jul 2012	Aug 2012	Sep 2012	Dec 2012	Jan 2012	Feb 2012	Adjusted Total 2011-12	Budgeted Total 2011-12	Difference Budget - Actual
Beginning Balance	180,541		-143,610	-61,081	9,737	25,181	25,181	25,181	180,541	180,541	0
Revenues											
Charter School General Purpose Block Grant Allocation											
In Lieu Tax Portion	2,181,901	-133,450	154,188						2,202,889	2,202,889	0
State Aid Portion	210,787	-12,888	14866						212,805	212,805	0
Charter School Categorical Block Grant Allocations	191,302	-11,715	13517						183,104	183,104	0
Economic Impact Aid	200,161	-12,348	14,136						201,948	201,948	0
California Lottery	59,717	-13,365			15,444				61,776	61,776	0
Other State Programs											
Special Education	176,002	-25,980	28666						180,000	180,000	0
Class Size Reduction	320,640								320,640	320,640	0
Supplemental Hourly Instruction	88,128								88,128	88,128	0
Facilities Reimbursement (SB 746)	156,000	-156,000						180,000	180,000	0	
Other State Programs (Identify)	0								0	0	0
Subtotal State Revenues	3,954,948	-365,726	226,725	0	15,444	0	0	180,000	3,841,081	3,841,081	0
PCSGF (Title VI Start-up / Implementation Funding)											
Other Local (Student Meal Reimbursement)	0								0	0	0
Total Local Programs	43,082	0							43,082	43,082	0
Federal Programs											
Title I - Compensatory Education	158,033	-27,643	32597						162,987	162,987	0
Title III Language Acquisition	29,393	-5,141	8083						30,315	30,315	0
Free and Reduced Meal Program	158,503	-27,879	32,198						160,791	160,791	0
Subtotal Federal Revenues	343,930	-60,655	70,818	0	0	0	0	0	354,083	354,083	0
Total Revenues	3,971,670	-426,381	226,725	70,818	15,444	0	0	180,000	4,038,276	4,038,276	0
Expenses											
Certificated Salaries	1,309,121								1,309,121	1,309,121	0
Classified Salaries	53,845								53,845	53,845	0
Employee Benefits	330,691								330,691	330,691	0
Books & Supplies	507,614	-34,863	39342						512,073	512,073	0
Services & Operational Expenses	1,343,963	-98,348	164854						1,350,468	1,350,468	0
Capital Outlay	128,159								128,159	128,159	0
Other Outlay	5,000								5,000	5,000	0
Total Expenses	3,675,393	-132,232	144,196	0	0	0	0	0	3,687,357	3,687,356	0
Balance Sheet Activity - Change in Cash											
Depreciation and Amortization	41,287								41,287	41,287	0
Net Change in Accounts Receivable	-66,606								-66,606	-66,606	0
Net Change in Accounts Payable	10,973								10,973	10,973	0
Loan Proceeds CDE Loan	0								0	0	0
Repayment of Debt Principal (CDE Loan)	-83,334								-83,334	-83,334	0
Network Fund Increase/(Decrease)	-196,589								-196,589	-196,589	0
Reserve for Low Incidence SPED Student	-19,000								-19,000	-19,000	0
Net Cash Position	-11,002	-293,149	82,529	70,818	15,444	0	0	180,000	44,640	44,640	0
Cumulative Cash Position	149,539	-143,610	-61,081	9,737	25,181	25,181	25,181	205,181	205,181	205,181	0